



# Library Orientation Scavenger Hunt

## Library Orientation Scavenger Hunt

### **2. Author**

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### **3. Curriculum/Subject of Lesson**

Library/Technology Lesson

### **4. Grade Level of Lesson**

9<sup>th</sup> Grade

### **5. Lesson Duration**

80 minutes

### **6. Lesson Materials/Resources**

A Library, Library Resources, and Computers

### **7. Lesson Overview/Rational**

At the conclusion of this lesson, students will know how to find credible resources in the library. Having an understanding that the library is a place to gather information and to utilize the resources housed within. Not only will the students gain the knowledge of using books, databases, and websites they will also excel by learning the ways to find these credible sources. That will be use during the short presentation they will be ask to give. In this lesson your group will work as a team to gather the following information. Use the information you have received from the librarian, the handouts, and the computers to find the answers for completing the library scavenger hunt.

## **8. Essential Questions/Focusing Questions of Lesson/9. Goals**

Welcome to the Baker High School/Middle School Library! Many of you have used the school libraries in this district, or perhaps, at another school. You also visited the library during freshman orientation and saw how the high school/middle school library is similar to the other libraries, but different in that it has more to offer. It's kind of scary to use the library when you don't know how. How can I find what I need, when I need it?

Here's how...You will be given information regarding the library. You will then work in a group to answer questions and gather information. Based on what your information, your group will give a short, oral presentation on how to find resources in the library. What you learned will then be taught to others. It's that simple!

### **Step 1 – Information About the Library:**

- What is the name of the online catalog used by the school?
- How long can books be checked out?
- Do you need your student ID for checkout?
- What is the librarian's name?
- Is food and drink allowed in the library?
- What time does the library open each school day?
- Does the library have a book club?

## **Step 2 - Online Catalog:**

- What books used numbers to distinguish themselves on the shelf?
- Using the online catalog to search for an author--find out how many books the author has written and list two of them.
- Use the catalog to search for a subject of your group's choice. Write down three titles of resources on that subject and find them on the shelf using the call numbers. Bring the materials to your table.
- Using the title module of the online catalog, find three magazine titles, locate them in the magazine bins, and bring them to your table.

## **Step 3 - Library Resources:**

- Using the books you have brought to your table, write down the author's name, title of the book, published date, and page amount. Do this on all of the books.
  - The books in the reference collection have a call number below the yellow "reference" tag. Keeping this in mind, locate one of the almanacs in the reference section (Hint: REF 331.7 WOR). Bring the almanac to your table and use it to find answers to the following questions.
1. What is the capital of an African country?
  2. What are the three largest cities in the United States?
  3. Name three movie celebrities who died in 2007?
  4. Find the flag colors of three European countries.

5. Are there first aid instructions in an almanac? If so, list two instructions.

#### **Step 4 - Resource Sharing**

After everyone has finished their scavenger hunt, you will work together to develop a short, oral presentation on how to find resources in the library. It would be a presentation that you could use to show your fellow "hunters." The presentation should not be longer than 3-5 minutes and be sure to include some of the information you have located.

#### **10. Objectives**

You have received your orientation to the library and now it is time to get started with the scavenger hunt. Your group's scavenger hunt questions are on your table. Please designate one person to keep track of the information you have gathered. Each person must contribute by finding answers--it is a team effort! It is up to your group, through previous knowledge you might have about libraries, through the orientation information, and the online catalog, to answer the questions on the scavenger hunt.

We have an 80-minute block to accomplish all of this and your presentation. Use your time wisely because once you locate all of the answers, you will have to decide how you want to put together your oral presentation to the class on how to use the library and its resources.

#### **11. Standards**

**Below are the Montana Common Core Standards that are used for this project:**

Montana K-12 Information Literacy/Library Media Content Standards #1, 2, 3, and 5 and Technology Content Standards #1, 2, 3, and 4 would be used.

Information Literacy/Library Media Content Standard 1 - A student must: identify the task and determine the resources needed. 1.2 - Identify information resources needed.

Information Literacy/Library Media Content Standard 2 - A student must: locate sources, use information, and present findings. 2.6 - Create a product that presents findings.

Information Literacy/Library Media Content Standard 3 - A student must: evaluate the product and learning process. 3.1 - Assess the quality and effectiveness of the product.

Information Literacy/Library Media Content Standard 5 - A student must: pursue personal interests through literature and other creative expressions. 5.4 - Access and use libraries and other information environments to find information for personal use and to make connections to resources beyond the school library.

Technology Content Standard 1 - The student will use digital tools and resources for problem solving and decision making. 1.2 – Collect relevant data and information on a subject from a variety of digital resources.

Technology Content Standard 2 - The student will collaborate and communicate globally in a digital environment. 2.4 - Use technology in a global learning environment.

Technology Content Standard 3 - The student will apply digital tools and skills with creativity and innovation to express his/herself, construct knowledge and develop products and processes. 3.1 – Apply a variety of digital tools for personal and group expression.

Technology Content Standard 4 - The student will possess a functional understanding of technology concepts and operations. 4.1 - Apply and refine the skills needed to use communication, information and processing technologies.

**Below are the National Standards that are used for this project:**

ISTE NETS Standards #1, 2, 4, & 6 would be used.

ISTE NETS Standard #1 Creativity & Innovation would involve students using the knowledge they have received through instruction to find resources in the library.

ISTE NETS Standard #2 Communication & Collaboration would involve the students using their knowledge to work together on a scavenger hunt to find answers to questions. They would also collaborate on an oral presentation.

ISTE NETS Standard #4 Critical Thinking & Problem Solving & Decision Making would involve the students using their problem solving skills and thinking skills to find answers to questions and which resources they found the most useful.

NETS Standard #6 Technology Operations & Concepts would involve the students using online resources to locate answers on the scavenger hunt.

**12. Technology Used**

Computers, Various Internet Websites, School Library Catalog, and School provided Databases.

**13. Collaboration**

This lesson will be based mainly within the library, but the 9<sup>th</sup> Grade English Classroom Teacher will be on hand to help the Teacher Librarian and the Guided Inquiry Student Teams with the scavenger hunt.

#### **14. Anticipatory Set/ Object Based Learning**

**Do you want your students to become library savvy?** By introducing a scavenger hunt with questions about the library, it is not just "another" library orientation. Your students can collaborate while find answers to questions with the help of library resources. It is a win-win situation for everyone involved.

#### **15. Process Model and Information Literacy Activities**

This lesson follows the Big6 process of Guided Inquiry and helps the student to follow the six major steps of that process which include: Task Definition, Information Seeking Strategies, Location and Access, Use of Information, Synthesis, and Evaluation.

Information Literacy Activities will help students to develop their inquiry skills as well as to learn to evaluate sources so they will be able to find reliable sources of information. By using information that they have found students will be able to create and discuss the process to understand and complete the library scavenger hunt.

#### **16. Step-by-Step Procedures/Activities**

This was included in Steps 8 & 9.

#### **17. Lesson Closure**

Great job on completing the scavenger hunt and on the oral presentations. Your knowledge of the library and its resources will help you with your future projects and research papers. I hope you enjoyed working with each other and putting together presentations for others to enjoy.

We hope you will continue to use the library. We are happy to help you at any time!



Remember...you are able to locate these resources by using the online catalog either at school or at home. Go to the high school/middle school library website for online searching. Try it at home and see what we mean?

*See you soon!*

## 18. Evaluation

	<b>Beginning</b> <b>1</b>	<b>Developing</b> <b>2</b>	<b>Accomplished</b> <b>3</b>	<b>Exemplary</b> <b>4</b>	<b>Score</b>
<b>Active Listening</b>	Talking while the librarian is talking. Not using the bookmark and handouts.	Talking, but some listening and asking questions. Does take bookmark and handouts.	Listens, but does contribute and takes bookmark and handouts.	Listens carefully to orientation. Uses handouts, takes, notes & reads bookmark.	
<b>Collaboration</b>	Does not work with assigned team members.	Performs minimal work with team members.	Performs nearly all of the work with the team members.	Performs all of the duties with the team members.	
<b>Gathering Information</b>	Does not locate or gather any information for the group.	Collects very little information for the group.	Collects some of the information for the group.	Does all of the information collecting for the group.	
<b>Cooperative &amp; Listens to Group Members</b>	Does all of the talking and argues about the group's decisions.	Does some talking and sometimes argues about the group's decisions.	Listens to group members, rarely argues and makes some decisions.	Listens and speaks to group members about decisions. Sees both sides to arguments.	
<b>Oral Presentation</b>	Is not able to speak effectively in front of the class. Will not speak at all.	Speaks minimally in front of the class.	Presents many of the ideas and speaks with in front of the class.	Is comfortable speaking in front of the class and asks for involvement from other students.	
				<b>TOTAL:</b>	

## **19. Curricular Areas**

The curricular areas covered by this lesson will include both Technology and Information Literacy/Library Media.

## **20. Adapted Learning**

This lesson has been developed for all 9<sup>th</sup> Grade Students. Students will be challenged to work as a team to find information that will aid them in this scavenger hunt. Students with special needs will be helped by their Para-Professional within the teams so that these students are able to complete the scavenger hunt. Gifted students will also be challenged to complete the scavenger hunt by being asked to help the special needs students guiding them within the guided inquiry process.

## **21. Works Cited**

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