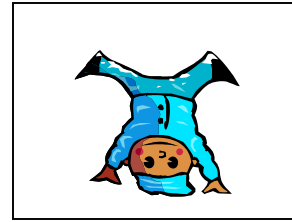


ON LINE REPLICATION KIT FORMAT



Creating Leading Edge Kids: Library Learning Kits for Preschool

2003-2004

Orvella Fields- Indianapolis-Marion Co. Public Library

Partnered with the Warren Early Childhood Center

ofields@imcpl.org

1. Description of Primary Learners: Preschool Children

- | | |
|--|--|
| <input checked="" type="checkbox"/> Early Learners | <input type="checkbox"/> High Schools |
| <input type="checkbox"/> Primary Schools | <input type="checkbox"/> Young Adults |
| <input type="checkbox"/> Upper Elementary | <input type="checkbox"/> Adult Learners |
| <input type="checkbox"/> Middle Schools | <input type="checkbox"/> Intergenerational |

2. Subject/Topical Areas of Inquiry: curriculum driven/library skills

- | | |
|---|---|
| <input type="checkbox"/> Science/Technology | <input checked="" type="checkbox"/> Daily Life Skills |
| <input type="checkbox"/> Social Sciences | <input type="checkbox"/> Business/Economics |
| <input type="checkbox"/> Arts/Humanities | <input type="checkbox"/> Local Community |
| <input type="checkbox"/> Personal Development | <input type="checkbox"/> Home, Garden, Auto |

3. Library Resources/Media Formats Used: variety of books, videos, CD's, etc.

- | | |
|---|---|
| <input checked="" type="checkbox"/> Reference Books | <input type="checkbox"/> Databases |
| <input type="checkbox"/> Periodicals | <input type="checkbox"/> Collections |
| <input type="checkbox"/> Web Sites | <input checked="" type="checkbox"/> Videos, Art Forms |
| <input type="checkbox"/> Production Tools | <input type="checkbox"/> Production Equipment |

ON LINE REPLICATION KIT FORMAT

Creating Leading Edge Kids: Library Learning Kits for Pre-schools

Program Description: This 75-minute program offers pre-school children a new and exciting way of learning by introducing them and their teacher to a library learning kit that teaches the concept shapes. This kit contains books, songs and action activities and benefits the pre-school teacher because he/she discovers how to use library materials that are appropriate for 3 & 4 year olds in a manner that ensures that they learn. By using the kit, teachers also realize that the library is an additional resource to help support their curriculum.

In the 21st century, children need to be information literate and must “learn how to learn”. The pre-school child begins this process by developing reading readiness skills such as identifying shapes. When the teacher first uses the library learning kit, he/she reads to the children the stories about shapes and asks questions during the reading. This allows the children to interact with the words in the book and identify the squares, circles, rectangles and triangles in the pictures. The children are energized with action activities such as “Shapes Hokey-Pokey”; finding and identifying shapes in common classroom items like clocks, desks, trash containers, etc.; and drawing each shape on a classroom activity sheet. These activities encourage the children to show that they recognize and can identify the shapes they heard about and saw in the stories.

What makes using these kits unique and different than other kits? The concepts introduced in the classroom are translated into the home and turns stories into “learning events.” After using the shapes kit, the children are given a handout that involves finding the shapes in everyday items found in the home. Parents are encouraged to help the children identify the shapes and to sign the “homework assignment” If the children are successful in identifying shapes there is confirmation that children learned by being taught with the library learning kit.

Program Benefits: Past participants have valued the program because it helped them learn about shapes in 75 minutes and gave them confidence in being able to identify shapes that are all around them in their world.

The Roles the Librarian Plays (check all that apply):

- Information Specialist
- Instructor in Information Literacy/Inquiry Skills
- Partner to Teachers/Instructors/Subject Experts
- Program Advocate and Administrator

ON LINE REPLICATION KIT FORMAT

Creating Leading Edge Kids: Library Learning Kits for Pre-schools

LEARNING OBJECTIVES FOR PRIMARY LEARNERS

Learning Dimension	Content Objectives	Information Literacy Objectives
Concepts	<p>Preschool children using the kit will learn that the world is made up of many shapes specifically squares, circles, rectangles and triangles.</p>	<p>(Foundations for Young Children to the Indiana Academic Standards) Foundation # 1 Reading: Concepts about Print- Listen with interest to stories read aloud. Foundation # 2: Scientific Thinking: Shapes and Symbolic Relationships- Recognize and talk about the fact that everything has a shape.</p>
Practices	<p>After listening to stories and participating in the other activities in the kit, children will be able to recognize and identify circles, squares, rectangles and triangles.</p> <p>Children will also be able to draw squares, circles, rectangles and triangles.</p>	<p>Foundation 1: Reading: Concepts about Print- "Listen with interest to stories read aloud" "Notice the difference between print and pictures" Foundation 2: Scientific Thinking: Shapes and Symbolic Relationships- "Observe shapes and look for objects that are the same shape." Foundation 3: Reading: Literacy and Analysis- Ask questions and make comments about the stories being read and relate the events in the book to real-life experiences.</p>
States of Being	<p>Children's esteem will grow when they learn that everything in the world is made up of shapes and that they can identify shapes and see them in their everyday life/world</p>	

These objectives correlate with established State standards.

ON LINE REPLICATION KIT FORMAT

TOOL KIT 1: INSTRUCTIONAL GUIDE

This is a guide for the **librarian, teacher, and/or subject expert** to follow when replicating the program.

TABLE OF CONTENTS

This Instructional Guide contains these components, in order of use:

1. What do I need to do? (User guide) pg 4.1- 4.4

What do I need to do?



The User Instructional Guide

The Purpose

The **purpose** of this guide is to offer instructions on how to use the “shapes” library learning kit to ensure a learning experience for the participating preschool (age 3-4) children. Following the use of this kit, the preschool children should know that everything in their world is made of shapes and will be able to recognize and name a circle, square, rectangle and triangle. Children will also be able to draw the shapes and find items with those shapes in their classroom and at home.

What you need for this session:

- “Shapes” Library Learning Kits (all items for guiding this learning experience are in the kit)
- Hook and Loop Board to use with the “Shapes” song
- To complete all activities will take approximately **75** minutes. The kit might be used as a supplement to a pre-school unit on shapes and the pre-school teacher may use the kit in two parts/ days.....approximately 40 minutes for each use.

Kit Activities:

Before you begin:

- First, all the children need to be comfortably seated on the floor in a semi circle and the librarian using the kit will face the children. Sit close enough so that the children can interact with the books. (i.e. point at pictures of shapes, respond to the pictures, etc.) Depending on your comfort level, either sit in a chair or on the floor with the children. Some people like to stand up or kneel. Whatever is comfortable is what you should do.
- Bring the kit with you and put it close, but not in sight. If left out in the open, curious children might be distracted by the other items in the kit and lose interest in what you’re doing/saying.

Setting the Context for learning:

5 minutes

- Start by telling the students “This morning we are going to learn about four different shapes” “The names of the shapes we will learn about today are **circles, squares, triangles** and **rectangles**. We see these different shapes everyday, and it is very important for us to recognize these shapes. We will count the sides and corners of each shape and by doing this you will be able to identify the shape name. “Do any of you know

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LEARNERS' MATERIALS

any names of shapes?" Children will respond, either by saying yes and naming them or by saying no. You can also ask them where they see shapes at school or at home. I will then tell them about or if you'd like to you can show some examples of shapes. For example, a pie pan is a circle, a cereal box is a rectangle, a television set is a square, etc.

Activity One- Description of Circles-

1 minute

- Proceed by saying the following: "First we will learn about **circles**" (show the blue bean bag circle which is in the kit) Circles are round. Circles don't have corners or straight edges.

Reflection on Circles-

2 minutes

- Can anyone tell me what kind of circles you can find at home? In the classroom?

Activity Two - Description of Squares-

1½ minutes

- Next we will learn about **squares**. (show the red bean bag square which is in the kit) A square has four straight lines that are the same length. While showing the square bean bag, point out that each side meets to form four corners and there are four corners in every square.

Reflection on Squares-

- Can anyone think of something that is shaped like a square?

1½ minutes

Activity Three- Description of triangles-

1½ minutes

- Next we will learn about **triangles**. Tell them that triangles have three sides and show the yellow bean bag triangle which is in the kit. Point out that two sides of a triangle come together to form corners and ask them how many corners a triangle has.

Reflection on Triangles-

1½ minutes

- Ask them to think of triangles that they see at home? In the classroom?

Activity Four- Description of rectangles-

1½ minutes

- Finally, we will learn about **rectangles**. Show them the green bean bag rectangle and say that rectangles are almost like squares, but the sides are not the same size, two are short and two are long.

Reflection on rectangles-

1½ minutes

- Ask them to think of rectangles that they see at home? In the classroom?

Setting the context for learning:

Then tell the children "Now we'll listen to a couple of stories and do some activities about shapes.

Activity Five- Reading a story- Story One

5 minutes

- Read the story *When a Line Bends, a shape begins-* by Rhonda Gowler Greene. (in the kit) While reading the story ask the children to point out, in the book, the various shapes discussed earlier.

Activity Six- Reading a story- Story Two

5 minutes

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LEARNERS' MATERIALS**

- Then read the story, *What is a square?* - By Rebecca Kai Dotlich. Once again, ask the children to point out the squares found in the story.

Reflection Activity on Shapes

7 minutes

- Next, you and the children will do the *Shapes Hokey Pokey* activity. This activity will help determine if the participants can identify the various shapes. In the blue folder found in the kit you will find enough circles, squares, triangles and rectangles for each child. Pass out one of each shape to the children. While singing to the tune of the **Hokey Pokey**, children will follow the directions of the song.

**Put your circle in, put your circle out,
Put your circle in and shake it all about.
Do the shapes hokey-pokey and shake it all around
That's what it's all about!!**

**2nd verse- Put your square in.....
3rd verse- Put your triangle in.....
4th verse- Put your rectangle in.....**

Activity Seven- Action Activity-

10 minutes

- After the children settle down from the previous activity, pull the bean bags out and get ready to play the bean bag game "I spy". You will place one of each shape bean bag into a box or a bag. Draw one bean bag from the box and ask children to find something in the room with the same shape. The first one to find an object with the same shape keeps the bean bag. The player with the most bean bags is the winner." Preschool teachers can decide how to reward the students based on individual classroom needs. This should be discussed and arranged before the story time. This bean bag activity will help the students to become more familiar with shapes.

Activity Eight- Reading a story and pointing out shapes- Story Three

5 minutes

Read the next story *The Wing On a Flea: a book about a Shapes-* by Ed Emberley. Let the children interact with the story, pointing out familiar shapes by name.

Activity Nine- Singing a song-

3 minutes

- After listening to the story, introduce the children to "The Shape Song." In the kit you'll find a bag with the felt items that accompany the song. Use a flannel board to display the shapes. The purpose of singing this song is visual familiarity and the use of music for this age group helps facilitate learning. Sung to the tune of "Twinkle, Twinkle little star" the words are as follows:

Rectangle, circle,
Triangle, square.
I can be found anywhere!
On a hat
On a house
Even on a little mouse.
Rectangle, circle,
Triangle, square.
I can be found anywhere!

Reflecting on the Learning-

5 minutes

- Hold up the shapes to the entire group of children and ask them to answer as a group what shape it is that you're holding up for them to see.
- Previous to using the kit, you should fill a shopping bag or a box with "real" items and bring them with you on the day(s) you're going to use the kit. Have the children pull "real" items out of the bag and identify their shapes. Some examples to use are Triscuits, clock, book, etc.

Children's Demonstration of Learning- Drawing the shapes-

15 minutes

- The activity sheet for the next exercise can be found in the purple folder in the learning kit. This will reinforce the children's learning. On the handout is a circle, a square and a triangle. There is a space for each child to practice drawing each. This is an in class activity and after the child finishes, he/she should show the teacher the handout when completed. You or the teacher will need to make copies for each child.

Take Home Activity-

approximately 30 minutes at home

- Send a review sheet home that includes three of the four shapes learned. Ask parents to spend about 30 minutes reviewing the shapes and to help their child find as many of the shapes on objects at home. Parents should sign the sheet and return the next day. You or the teacher will need to make copies for each child.

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TOOL KIT 2: LEARNERS' MATERIALS

This is the collection of materials that may be reprinted for distribution to the learners in your program.

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The Learners' Materials are listed in order of use:

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PROGRAM ADMINISTRATION

Shapes Library Learning Kit Materials List

Activity	Learner Materials	Location
Activity One	Felt red circle	Bag One
Activity Two	Felt blue square	Bag One
Activity Three	Felt yellow triangle	Bag One
Activity Four	Felt green rectangle	Bag One
Activity Five	Story One- "When a line bends, a shape begins"	Book One
Activity Six	Story Two- "What is a Square?"	Book Two
Reflection on Shapes Activity	Colored construction paper shapes	Blue folder
Activity Seven	Bean Bag Shapes	Bag Two
Activity Eight	Story Three- "The Wing on a flea: a book about shapes"	Book Three
Activity Nine	Felt shapes (house, mouse)	Bag Three
Reflection on Learning Activity	Felt shapes (circle, square, triangle, Rectangle)	Bag One
Demonstration of Learning	Activity drawing sheet	Purple folder (sheet protector 1)
Take home activity	Shapes review sheet	Purple folder (sheet protector 2)
Evaluation of kit	Program survey	Red binder folder
Miscellaneous forms For teacher	Foundations to the Standards	Blue binder folder-2
	Instructional Guide	Yellow pocket folder
Giveaways	Bookmarks	Yellow pocket folder
Optional Items	Cassette	Cassette 1
	Video	Video 1



Learner's Materials

For more information about the **“Shapes” Library Learning Kit** or to inquire about the following kits:

“Musical Instruments”

“Colors”

“Community Helpers”

“Numbers- 1-10”

Please contact me, Orvella Fields- Indianapolis Marion County Public Library (IMCPL),
at ofields@imcpl.org

ON LINE REPLICATION KIT FORMAT

TOOL KIT 3: PROGRAM ADMINISTRATION

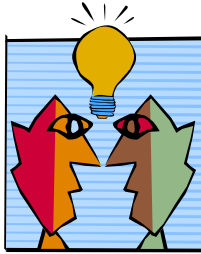
This is a guide for the librarian or primary partner who is taking responsibility for initiating the program, coordinating the efforts of all partners, and tabulating and reporting the evidence-based program measures

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Program Administration contains these components, in order of use:

	Page
1. Promotion and Advocacy Tools	6.1
2. Partners' Role/Descriptions	6.2
3. Project Timeline and Critical Logistics	6.3
4. Measurement Guidelines	6.4-6.6
5. Project Resources with Budget	6.7

(Add documents behind this title page.)



Promotion and Advocacy

- 1. To request the “Shapes” Library Learning kit contact Orvella Fields from IMCPL (Indianapolis Marion County Public ofields@imcpl.org)**
- 2. The kit will be sent to you to use with interested pre-school teachers in your community.**
- 3. To determine interest, contact pre-school teachers who either visit your library or who you visit. When describing the kit explain how using it with their classroom will create learning for the children by introducing them to beginning information literacy skills**
- 4. Talk to area Day Care Directors about the learning kits. Explain to them how using the kits would serve the teachers and children. Inform and educate the directors about the information literacy benefit of the kit. Get the Directors to “buy” into the kit concepts and they will encourage their staff to participate. Remember, you may have to follow up with busy Directors to ensure that they’ve discussed the kits with their teachers.**

Partners' Role/Description



- 1. Librarians in your system/colleagues** - can assist with recommending day care providers who may be “forward thinking” and willing to use the kits with their classroom.
- 2. Pre-school Director-** offers professional insights into measurement of children, standards, themes, etc. The Director also has to “buy into” the project so he/she can share the enthusiasm and encourage teachers in his/her building to use the kits.
- 3. Pre-school teachers-** offer their knowledge of curriculum topics and the children in their classrooms. They should possess a willingness to try new things.

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PROGRAM ADMINISTRATION**

Creating Leading Edge Kids: Library Learning Kits for Pre-school				Orvella Fields												Date: _____	
	Activity	Activity Owner			Week 1			Week 2			Week 3			Week 4			
		Librarian	Director	Teacher													
1	Contact IMCPL to obtain kit	x			x												
2	Review the kit and Instructional Guide	x					x										
3	Contact local preschool Director, explain the kit and schedule a meeting	x					x										
4	Meet with the Director to show the kit	x	x					x									
5	Directors meet with teacher		x	x					x								
6	Teacher calls Library to set date	x		x					x								
7	If teacher doesn't call, follow up with Director	x	x							x							
8	Deliver kit and review learning method with teacher	x		x						x							
9	Teacher uses kit			x								x					
10	Teacher completes evaluation & suggestion forms			x										x			
11	Pick up kit & suggest next kit	x		x											x		



Measurement Guidelines

To determine how much the children know about shapes before the teacher uses the kit, survey the children, by showing them examples of shapes. These can be found in the kit. For example ask them, “What is this shape? Is this a triangle or a rectangle? What is this shape? Is this a square or a circle? Then show them examples of real items. For example, raise up a pie pan or a book. Ask them is this a square? Is this a circle? The teacher’s observation notes after this exercise can be used as a “pre-test” of their knowledge.

After using the kit, determine if the number of children identifying the shapes has increased by showing them the same examples described above. Then ask the children to identify the “shapes” of real classroom items. For example clock= circle; seat of a chair= square; top of a trash can=circle; window=rectangle, etc. Once again, teacher observation notes can serve as a “**post test**”.

In addition, see the survey on page 6.4. This measurement tool will be included in the kit and is to be completed by the teacher. After you read the questions, you will see that this tool can be used in addition to teacher observation notes and serves as **post test**

Post Program Survey

Please circle appropriate answer for question

1. Number of children participating

0-5 6-10 11-15 16-20

2. How long did the program keep their interest?

15-30 min 30-44 min 45-60 min 61-75 min

3. At the beginning, how many recognized

Square	0-5	6-10	11-15	16-25
Circle	0-5	6-10	11-15	16-25
Rectangle	0-5	6-10	11-15	16-25
Triangle	0-5	6-10	11-15	16-25

4. At the end, how many recognized

Square	0-5	6-10	11-15	16-25
Circle	0-5	6-10	11-15	16-25
Rectangle	0-5	6-10	11-15	16-25
Triangle	0-5	6-10	11-15	16-25

5. Were the kits easy to use? If not, what would make them easier to use?

6. Would you use one of the kits again with your class?

7. Do you have any recommendations for other kits you'd like to have?

Thank you for your feedback.

Please return to:

Orvella Fields
Manager, Children's Room/Interim Central
Indianapolis Marion County Public Library
P.O. Box 211
Indianapolis, Indiana 46206

Survey Data Summary Sheet

	Class one	Class two	Class three	Class 4
Number of Children				
Recognized squares before				
Recognized squares afterward				
Gain				
Recognized circles before				
Recognized circles afterward				
Gain				
Recognized rectangles before				
Recognized rectangles afterward				
Gain				
Recognized triangles before				
Recognized triangles afterward				
Gain				
Any suggestions for other kits for us to create?				
Would you use this or other kits again?				



Project Resources with Budget

If you are interested in making your own learning kits to offer to preschool teachers in your service areas, I've attached a sample budget for the creation of the "Shapes Library Learning kit.

3 books per kit @ approximately = \$31.00 (\$5.95, 15.95 & 9.95), but with our 41% discount the books cost = \$19.00

1. When a Line Bends, a Shape begins— by Rhonda Gowler Green
2. What is a Square?- by Rebecca Kai Dotlich
3. The Wing on a flea: a book about shapes- by Ed Emberley

1-2 reality items for kits (shapes bean bags, cutouts, bookmarks, shapes activity book, etc.)	\$28.10
1 Videos or DVD's per kit (optional)	\$15.99
1 Audiocassette or CD (optional)	\$ 9.95
Backpacks/plastic boxes, etc. to hold kit	<u>\$ 5.00</u>
Total (approximate)	\$78.04

In-Kind Spending (if creating your one kit)

Staff preparation time per hourly wage @ 5 hours. (This figure includes meeting time for brainstorming kit themes; creating activity sheets; time spent selecting materials to go into the kits, meetings with Directors/teachers from the daycare, etc. \$100.00 (approximately))

Grand Total per kit: \$178.00