



Library Manual

for Primary Schools

*Seven Steps to Creating an
Outstanding School Library*



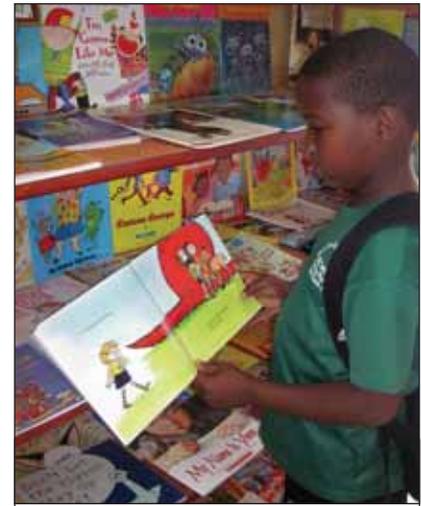
Student librarians at the school library check-out desk.
Dennery Primary School, St. Lucia



L'Estere Rosary School, Grenada



Villa Primary School, Antigua



Mahaut Primary School, Dominica

Let's Get Excited!

Bringing a vibrant borrowing library to life in your school is one of the most academically powerful, life-changing gifts you can give to your students. Hands Across the Sea is dedicated to creating sustainable borrowing libraries in schools, and we want to help you create a first-class library that can be easily managed and maintained. This manual offers a step-by-step method for creating and running a color-coded library system for your primary school. The suggestions are the result of assisting over 175 Hands Wish Lists projects with their libraries, and are designed to require minimal funding to set up and minimal time to maintain.

Libraries support the school's work of literacy and education. They also complement the Child Friendly School Initiative and the book report requirements for the new CPEA. A school's library is useful for young children because it encourages good reading habits to be formed. It is crucial for teachers to stimulate children's curiosity about books and to encourage students to read. One of the best ways of supporting literacy is to set up a school library with a wide variety of infor-

mation and fiction books that students can borrow. While a few books will get lost along the way, the benefits of encouraging regular reading habits are better students and thus better citizens.

While it is common for large national libraries to have their books catalogued digitally, we encourage you to set up a simple composition book or index card system instead (computers are expensive and require upgrades and repairs). We have found that the most important ingredient of a successful library is that children are borrowing the books and reading them. Less technology means fewer potential resource challenges.

There are some things in each section that might not be necessary if you have a library that has been used before, but just needs to be rejuvenated. If that is the case, read through the sections and take the things that are useful to you. We want your library to work for you and your students. Hands Across the Sea is here to support and encourage your work in raising the literacy levels of your students.

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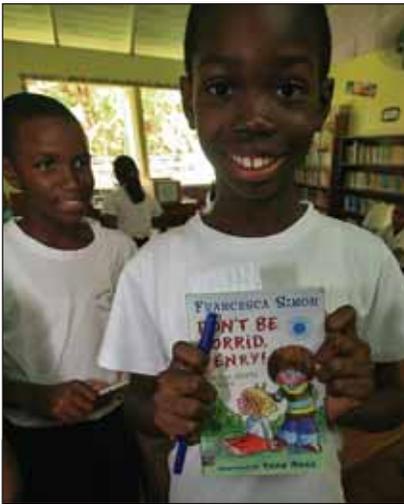
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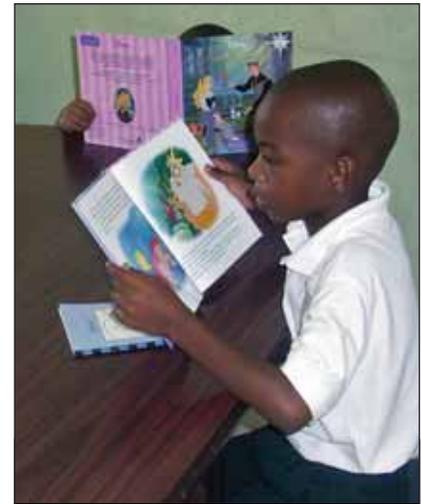
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Bonne Terre Preparatory School, St. Lucia



Corinth Government School, Grenada



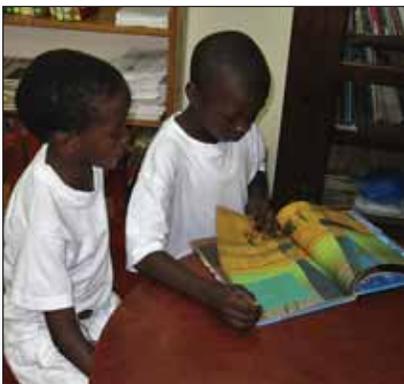
Bellevue International Primary School, Nevis



Petite Savanne Primary School, Dominica



Banse La Grace Primary School, St. Lucia



Stephanie Browne Primary School, St. Vincent

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1

Form a Library Team

- ✓ Ask those who are interested in creating a library to join the Library Team. Ask them to recruit members of your school community, including teachers, the vice principal, parents, and responsible 5th graders who are eager to help create a library.



Announcing your school's library project at a PTA meeting is a way to create interest and enlist volunteers.
Delices Primary School, Dominica

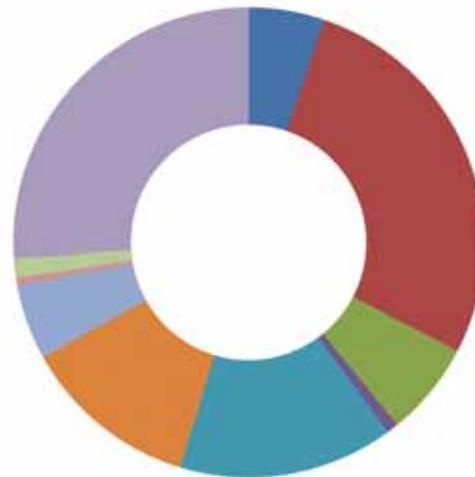
- ✓ Announce the project at staff and PTA meetings.

- ✓ Ask someone to be the secretary at meetings. They will keep track of decisions made and who has agreed to do specific tasks by a certain date.

- ✓ Meet regularly to discuss what has been accomplished and what needs to get done before the next meeting.

Diamond Government School Library Fundraising Effort

- Hands Across the Sea Paint Donation
- Hands Across the Sea Book Donation
- Child Fund St. Vincent Book Donation
- School Pay and Wear Fundraiser
- School Sponsor Walk
- Private Donation
- Courts Donation
- Teachers Credit Union Paint Donation



The fundraising effort at Diamond Government School reached out to non-governmental aid groups and to members of the community, and organized school-run drives to raise money.
Diamond Government School, St. Vincent and the Grenadines

- ✓ Set goals with your Library Team for the various tasks and set a date to open the library. If you are starting from scratch the project could take about six months.

- ✓ Organize a function to thank everyone who helped with the project.

Choose a Space for Your Library

2

- ✓ Is space available for a library that holds 20+ children, either sitting in chairs or with a combination of some rug space, benches, tables and chairs? This is the ideal situation, but we have seen successful libraries that consist of a large closet full of shelves where children come in and select books to take back to their classrooms or to take outside and read under a tree.



An unused classroom or store room can be converted into a library.
St. Dominic's RC Primary School, Grenada

- ✓ Can you picture a few tables, a quiet reading space on a rug with some pillows, bookshelves, a desk for librarian, murals? Whatever you can imagine for your school is possible.

- ✓ What kind of work needs to be done to the space? Does it need to be painted? Does it have a termite problem and needs to be sprayed? Does it need new book-

shelves? Are there screens on the windows to keep out the bugs and rats that might destroy books?

- ✓ Do you need to get rid of old equipment that does not work? Do you need to clear the old, moldy books from the shelves? Do you need to clean out stuff that has been lying around unused?



Student volunteers can help clean and paint the space before bookshelves are added.
St. Dominic's RC Primary School, Grenada



New paint and bookshelves can transform almost any space into a library that will serve every student in the school.
St. Dominic's RC Primary School, Grenada

- ✓ Having a general sense of what needs to get done will help when announcing the project to the staff and the PTA. Tell them, "We need help building shelves. We need someone to donate a rug. And, is there someone who knows an exterminator to help us with the termites? Does anyone know someone who owns a paint store that might donate paint?"

3

Prepare Your Library Space

MAINTENANCE & UPGRADES

- ✓ What maintenance or upgrading needs to be done to the room?
- ✓ Who will do the work? Remember that you can recruit your church group, friends, family, and parents to do the work and organize a work group for a week-end afternoon.



Ask members of the community such as painters, carpenters, and electricians to volunteer their skills or take a lower rate for their services.
Diamond Government School, St. Vincent

- ✓ Get bookshelves donated or have them built.
- ✓ Put up screens on the windows.
- ✓ Get rid of termites.
- ✓ Get the lights working.
- ✓ Check electrical outlets and repair broken ones.
- ✓ Clean out the dust, cobwebs, and termite droppings.
- ✓ Paint the walls and/or add wall murals (not required, but it makes the space more inviting).



Pitching in to help create their school library, students do some light sanding of the bookshelves.
Fitz-Hughes Primary School, St. Vincent

- ✓ Wipe down all the books in the library.

BOOKS

- ✓ How many books do you need for your library? A general goal might be between 3,000 to 4,000 books for 300 students, but this will depend on your library space. You can get more books if you have more space but this number would be sufficient.



A large space with lots of empty shelves gives you room to spread out your books and display them with the covers, not the spines, facing out, which makes the library space much more attractive to students (and staff members, too).
St. Joseph's RC Primary School, Grenada

- ✓ Make arrangements with Hands Across the Sea to ship new books to your school. They can make suggestions to help build your collection. You also might want to check with other organizations that provide books to schools or would be willing to collect books for your school, such as Kiwanis, Rotary International, churches, and diaspora groups in the United States, Canada, and the U.K.

Prepare Your Library Space

3



They've got to go! Almost every primary school has a collection of inappropriate, worn-out, outdated, moldy, termite-infested books that children and teachers are not using and will never use.

CULL THE COLLECTION

✓ What should you do with old, moldy inappropriate books? We urge you to either hold a book sale (\$.10 or \$.25 a book) or give away the books to students or community members. We understand that it is difficult to discard books, especially when your shelves will look empty. But soon you will have exciting new books to entice young readers.

✓ Bring in boxes to help organize some of the books that you need to give away, relocate, or discard.

✓ When wiping down all the books, separate the books that are in good condition from the ones that are worn and have mildew in them. Make another pile of books that are too mature for 6th Graders to read.

✓ Put all textbooks in a separate pile. Children will not read textbooks. Put them in a pile to give away to teachers and students for projects.

✓ Reference books that are 20 years old no longer have current information. Put these in the giveaway pile. (Sometimes there are exceptions; if the book has Caribbean historical or cultural value it is worth keeping.)



To get old books off the shelves and make way for new books, have a book sale—price the books at \$.10 or \$.25 each—or give the books away to students and the community.
Willis Strathmore Stevens Primary School, Dominica



Outdated reference materials, such as these 1966 encyclopedias, are not used by students or staff—get them off the shelves to make way for new books.

✓ Decide if the mature books can be kept for the Teacher Section of the library or you can give them away to teachers and parents.

✓ Throw out the mildew-infested books; breathing mildew is harmful to children's health.

✓ Repair damaged books that are still appealing and have exciting covers. Use glue, Scotch tape, packing tape, a stapler, and scissors.

3

Prepare Your Library Space

FURNITURE & SUPPLIES

✓ What furniture and other supplies do you need? Fifteen to 20 chairs, a "reading rug" and pillows, three tables for reading or book displays, and a table or desk for the circulation desk (checking books in and out). Decide what items are essential based on your vision of the library.

✓ Twenty bookends (bricks or small concrete blocks can also be used) to help keep books in place and to highlight books (covers facing out) on the shelves.

✓ Supplies needed for the circulation desk: index cards in box, or a composition book, pen, pencil, scratch paper for notes, book repair supplies, and a ruler.

✓ Can the Ministry of Education or the national library provide any supplies?

✓ Do you need to organize a fundraiser to get a few of these items? Who can you ask—community, church, businesses, diaspora, or parents—to get items donated?



A table is a good way to accommodate a lot of students in a small space.
Bonaire Government School, Grenada



Folding chairs with desks can make a reading/study circle in the library—and be quickly moved for other activities.
Corinth Government School, Grenada

Prepare Your Library Space

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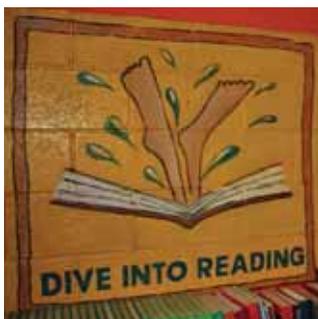
STUDENT & TEACHER INVOLVEMENT

Mural Project

Invite an artist from the community to work with several 5th and 6th graders on creating some murals in the library. Organize getting paint and brushes for the artist to use with the students either by asking a paint store to donate it, or having a fundraiser,

or any way that you can think of to get the paint and supplies. Organize

several students to clean the walls of the library before the date of the mural project so that the walls are clean and dry. Set a date for students and the artist to paint murals in the library. Collect old sheets or cardboard to protect the floor of the library during the painting.



A local artist contributed this splashy mural to the school's new library. St. John's Lutheran School, Antigua



A mural, this one painted by a U.S. Peace Corps Volunteer, can make the library space come alive. Mahaut Primary School, Dominica



Turn your library's empty wall into great walls! St. John's Lutheran School, Antigua

Literacy Poster Contest

Decide on a prize for the top poster or top three posters and get prizes donated. Announce the literacy poster contest among the teachers and set a date to submit posters. Hang posters for classrooms to vote on the winner or winners. Buy adhesive and hang up posters in the library. Announce the winner to the school!

4

Get the Books Ready



LEVEL 1 Large font size, few words on the pages, lots of illustrations.



LEVEL 2 Several sentences, medium font sizes, more challenging words and concepts.



LEVEL 3 Full pages of small font sizes, more advanced vocabulary and concepts, few illustrations.

SORT THE BOOKS

We recommend sorting your existing and new books using a simple color-coding system. Put fiction and non-fiction together, and sort your books into five piles:

LEVEL 1: Yellow (Kindergarten and Grade 1) Large font, few words on each page and lots of pictures.

LEVEL 2: Blue (Grades 2, 3, and 4) Several sentences, medium font size, and sometimes fewer pictures. Short chapter books included.

LEVEL 3: Green (Grades 5 and 6) Full pages of small font sizes, more advanced vocabulary, and generally no pictures.

REFERENCE: Red Place any non-fiction books that you do not want children to take out of the library in the Reference category (but only the ones that are geared towards Grades 5 and 6; all other non-fiction books can go in the Level 1 (Kindergarten and Grade 1) pile or the Level 2 (Grades 2, 3, and 4) pile). If you have an abundance of reference books you can categorize them by subject area, such as: Animals, Plants, General Science, Space, Transportation/Buildings and Structures, Atlas/Maps, Body and Health, Environment, Rocks and Minerals, History, Autobiographies, People/Places/Culture, Careers, Caribbean/Black Literature, and so on.

TEACHER: Orange Mature books, curriculum books, charts, and supplies.

Suggested Categorizations

Level 1 (K - Grade 1)	Level 2 (Grades 2, 3, and 4)	Level 3 (Grades 5 and 6)	Reference	Teacher
Leveled reading books with a 1 or 2 in the upper right-hand corner	Leveled reading books with a 3 or 4 in the upper righthand corner	<i>Animorphs</i> <i>Babysitter's Club</i> books by C.S. Lewis comic books, graphic novels DK <i>Eyewitness</i> series <i>Diary of a Wimpy Kid</i> <i>Goosebumps</i> series <i>Hardy Boys</i> <i>Lemony Snicket: A Series of Unfortunate Events</i> <i>Nancy Drew</i>	Dictionaries Atlases Thesauruses Encyclopedias DK <i>Eyewitness</i> series Caribbean/Black Literature	Curriculum books Adult novels and biographies Charts & supplies
Large format picture books or read-aloud children's books <i>Berenstain Bears</i> <i>Clifford</i> <i>Curious George</i> <i>Dora the Explorer</i> <i>Dr. Seuss</i> <i>Franklin</i> <i>Scooby-Doo</i>	<i>Cam Jansen</i> <i>Captain Underpants</i> DK <i>Eye Wonder</i> series <i>Flat Stanley</i> <i>Horrible Harry</i> books by Judy Blume <i>Junie B. Jones</i> <i>Magic Treehouse</i> <i>Magic Schoolbus</i>			

Get the Books Ready

4

ORGANIZE THE BOOKSHELVES

Choose the best location for each of the five sections in the library. For example, place the Level 1 (Kindergarten and Grade 1) books lowest on the shelves, making them easy for the younger children to reach. And locate the Teacher section higher up and removed if possible from high-traffic areas. It may help to put the books on the shelves one section at a time to prepare them for color-coding.



These Level 1 books, placed on low shelving, are easily accessible for kindergarten students. Savanne Paille Primary School, Dominica

We recommend this color-coding scheme for the five sections:

Level 1 (Kindergarten and Grade 1): Yellow

Level 2 (Grades 2, 3, and 4): Blue

Level 3 (Grades 5 and 6): Green

Reference: Red

Teacher: Orange

Purchase dots from a stationery or school supply store. Gather a group of volunteers to color-code the books; stick a dot on the lower part of each book's spine, near the bottom, and cover each dot with clear tape to secure it. Work on one color section at a time. Use the school stamp twice on each book—once at the front on the inside cover and again at the back. It is often difficult to stamp children's books with glossy finishes; in this case, put the school stamp on the outer edge of the pages.



Color-coding: sticking a colored dot on a book's spine helps children identify the reading level of the book—and makes it easier for librarians to keep the bookshelves organized.

LABEL THE BOOKSHELVES

✓ Create labels for the shelves, either by hand or by making and printing a Word document with label names. Get construction paper and glue the labels on top to designate the color and/or subject of each section.

✓ Consider creating special sections, such as Boys Only, Girls Only, Scary, Adventure, Animals, or for series books such as *Goosebumps*, *Junie B. Jones*, *Captain Underpants*, and *Magic Treehouse*.



The "Boys Only" book table is a favorite spot in the library. Tete Morne Primary School, Dominica

Create labels for the Teacher section, such as Fiction, Non-Fiction, Reading, Information Technology, Social Studies, Language Arts, Health and Science, Charts, and Supplies.

✓ To entice students, be sure to highlight the eye-catching books. Display a number of books that have exciting covers with their covers facing out, either flat on the shelves or standing up.

5

Create Your Book Check-Out System

BORROWING POLICY

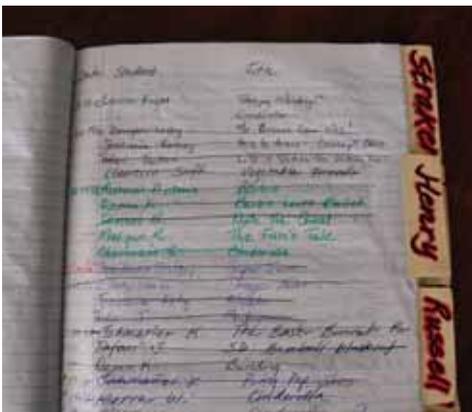
✓ Decide how many books each student can check out at a time. We suggest one book for students in Grades 2, 3, and 4, and two books for students in grades 5 and 6. We recommend that Kindergarten and Grade 1 students learn responsible bookhandling during the first two years before they are allowed to borrow books. (When one school loaned books to K - Grade 1 students they found it unusually difficult to get the books back.)



A lineup—and a flurry of index cards—await the student librarians working the school library's check-out desk.
Dennery Primary School, St. Lucia

✓ Decide how long a student can keep a borrowed book. A week is about the right length of time for most students to read a book. It might be easier for the teacher/librarian/volunteer if all books are returned on the same day of the week, for example Thursday, if that is your class's library day. This decision will also depend on how you decide to organize keeping the library open, see Step 6 for two options.

✓ Decide if there will be a fee for lost books. Use the fees from lost books to purchase supplies needed to run the library. Keep track of what kinds of books are lost and request replacements from Hands Across the Sea.



A simple composition book, divided with tabs for each teacher's name, can be used as the library check-out system.
Villa Primary School, St. Lucia

COMPOSITION BOOK CHECK-OUT SYSTEM

✓ Purchase a composition notebook.

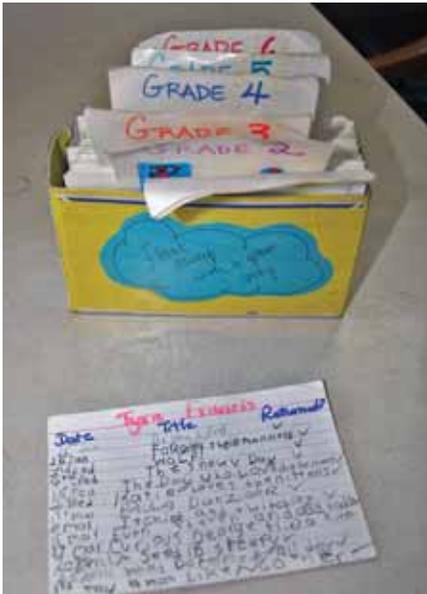
✓ Divide the book by the number of teachers, plus one extra section for teachers. Create tabs with each teacher's name and one tab labeled "Teachers," either typed up or handwritten, and tape them into the book so that it will be easy to find each teacher. Organize the book from K to Grade 6 and a Teacher Section last. Each teacher should have several pages to get the class through the term.

✓ Create four columns on the page:

Student Name, Book Title, Date Checked Out and Date Returned/Initials of person checking it in. Each student's name is written in with title and date checked out when borrowing; when the book is returned the Date Returned/Initials of Teacher or Student Librarian are added and the entry is crossed out.

Create Your Book Check-Out System

5



An index card system, sorted by grade level or by teacher, is a simple and easy check-out system.
Petite Savanne Primary School, Dominica

- ✓ Create a return box for books that need to be re-shelved. Students should have their returned books checked by the librarian and crossed off their card before placing them in the return box. The librarians and teachers will return these books to their designated shelves.



Keep the book return box near the librarian—returned books go in only after they are checked in by the librarian.
Savanne Paille Primary School, Dominica

INDEX CARD CHECK-OUT SYSTEM

- ✓ Find a small box that will hold 3x5 (or other size) index cards.
- ✓ Purchase the index cards. You will need one per student and one per teacher. Create a card for each teacher.
- ✓ As students borrow books, write their name on a card and place it behind the teacher's card.



A closet organizer, with pockets labeled with each teacher's name and each student's card in their teacher's pocket, is another way to keep student index cards organized and easy to get to.
Dennery Primary School, St. Lucia

6

Organize the Operation of the Library

OPTION ONE: TEACHERS, STUDENTS & COMMUNITY VOLUNTEERS

- ✓ Use student librarians, teachers, and community volunteers to supervise the library before school and at lunch. Student librarians and teachers open the library.
- ✓ Train the teachers who have signed up to supervise in the library (see Resources, **D**: Teacher Orientation to the Library)
- ✓ Decide which day the library schedule will start and announce that to the school.

OPTION TWO: CLASS VISITS TO THE LIBRARY

- ✓ Classes are time-tabled weekly for a library visit.
- ✓ Create a schedule to train every class to use the library. Coordinate a time with each of the teachers. The time picked may also be the time they are scheduled to go to the library weekly.
- ✓ Train each class to use the library. (See Resources, **E**: Student Orientation to the Library)
- ✓ Decide which day the library schedule will start and announce that to the school.



Student librarians are a vital part of a successful school library—they can help categorize the books, help other students find the books they need, and operate the book check-out and book-return desk.
Buccament Government School, St. Vincent and the Grenadines

TRAIN STUDENT LIBRARIANS

- ✓ Pick 10 to 15 responsible, respectful, and mature 5th and 6th Graders to train as student librarians.
- ✓ Review the Student Librarian Training Guide with training staff. The guide is a Power Point presentation at: www.handsacrossthesea.net/HandsResources.htm
- ✓ Decide when you want to hold your training session and how many sessions it might take. Send a letter home with student librarians to get their parent's permission to stay after school.

- ✓ Print or make badges for student librarians (see Resources, **G**: Student Librarians: Duties & Badges), purchase name tag holders, and train student librarians. Recruit teachers to work with students in the library. Pair student librarians with the teachers who have signed up.
- ✓ Introduce your student librarians to the school at an assembly and inform the school what their job will be in the library.
- ✓ Some schools designate two student librarians per class to assist their teacher during their weekly library period.

Prepare Teachers, Students & Parents

7

BEFORE YOU OPEN YOUR LIBRARY

- ✓ Send a letter to parents about the library opening and the Library Rules (see Resources, **F**: Parent Introduction to the Library.)
- ✓ Post the Library Rules in each classroom (see Resources, **H**: Library Rules). Post library day and time in each classroom.
- ✓ Set a date for the grand opening of your library—invite the media, education officials, community members, local businesses, and former teachers and students. Be proud! Celebrate your school's great achievement!

A Library is Born: Chateaubelair Methodist School St. Vincent and the Grenadines



First we cleared out the library space



Then painted the walls and added bookshelves



Then the boxes of books from Hands arrived



Now we had plenty of great new books



At the grand opening, the principal cut the ribbon



Ministers and officials came and gave speeches



The library is open! Let the borrowing begin



The library serves every student and teacher



It's a great resource and source of pride for all

A

Great School Libraries, Big and Small

Very Small Space. Your school doesn't have space for a library? Time to get creative!



There was no spare classroom or storeroom that could be used, so staff members created a library, with bookshelves and murals, in the pump room.
New Winthropes Primary School, Antigua



When a hurricane destroyed the school's library, the principal moved the books to a small store-room, clearing the shelves of unused supplies.
Crochu Primary School, Grenada



There was no room for a school library in the classroom block, so a separate concrete block outbuilding was transformed into a library.
Wotten Waven Primary School, Dominica

Small Classroom Space. Benches, small tables, and tall bookshelves make the most of your space.



Picnic benches make good use of long, narrow spaces. Because space is limited, bookshelves are higher (Level 1 books are on low shelves).
Dennerly Primary School, St. Lucia



Bookshelves have been limited to about half the floor space, and small, easily moveable reading tables and chairs give flexibility to library usage.
Corinth Government School, Grenada



High bookshelves and small tables that can be pushed together to form reading/study areas mean that more children can use the library.
L'Esterre Rosary School, Grenada

Large Classroom Space. Use the space to create reading, study, and educational game zones.



In a big space, use big tables for class projects.
Stephanie Browne Primary School, St. Vincent



Wall-mounted bookshelves are real space-savers.
Fitz-Hughes Primary School, St. Vincent



Include tables and chairs for educational games.
Delices Primary School, Dominica

Make Your Library a Special Place

B

Use Your Creativity to Turn Your Library Into a
Wonderland of Discovery and Learning



Display the Books

Libraries where all the books are shelved with their spines facing out are boring—and “all spines” makes it more difficult for younger children to find a book that’s right for them. Display books that have eye-catching covers standing up with their covers facing out, or (for lower shelves) flat on the shelf with the cover facing up.

**Bolans Primary School
ANTIGUA**



Create Zones

Libraries are not all about tables and chairs—children love places where they can relax and float away into a good book. Make a “reading corner” with a comfy rug and pillows its own zone, in addition to a zone with a reading table and chairs.

**Paix Bouche Primary School
DOMINICA**



Engage the Students

To help the students understand that the library is their special space at the school, decorate your library with art projects and posters created by the children. Also, book reports and posters about reading contests should be prominently—and proudly—displayed.

**Kids Unlimited
ANTIGUA**



Library Checklist for the School Year

AT THE BEGINNING OF THE SCHOOL YEAR

- ✓ Organize several students to clean the library—dust bookshelves and books, clean out cobwebs, mop the floor, and wipe down furniture.
- ✓ Purchase supplies for repairing books and a new composition book or index cards.
- ✓ Set up a new composition book or index card system to borrow books. Update the names of teachers and remove index cards from the previous year.
- ✓ Update signs if necessary (Library Rules, Hours of Operation)
- ✓ Go through all the books to see if repairs are needed and mend books or put them in a pile to give away if they cannot be mended.
- ✓ Review library rules with all grades at an assembly and train all new classes and students.

BEFORE THE END OF EACH TERM

- ✓ Two weeks before the end of a term, stop lending books. Only accept book returns.
- ✓ Remind students at assembly that books are due and must be returned. Ask teachers to remind their students often, so that all books are returned before break.
- ✓ Ask teachers to review the check-out book to see who has not turned in books so they can remind those students.
- ✓ If necessary, mail home a letter to parents (see Resources, **F**: Note to Parents when Books Have Not been Returned).
- ✓ Ask teachers and staff to return books they have borrowed.

FOR THE FINAL TERM OF THE YEAR

- ✓ Look over the composition book or index cards to see which students and classes read the most books and announce it at an assembly. If possible, provide a book as a prize for the top three students who read the most, and organize treats for the class that read the most.
- ✓ Discuss whether the school wants to charge a fee for lost books.

Teacher Orientation to the Library



HOW TEACHERS CAN HELP IN THE LIBRARY

- Check the Library Schedule (define the days and times for your school)
- Review the Library Rules (see Resources, **H**: Library Rules: Bookhandling and Behavior)
- Keep an eye on students who might steal books. A student may tuck them in their pants or throw them out the window.
- Assist student librarians to enforce the rules and to help students follow good bookhandling.
- Do not leave children without supervision in the library. Even the librarians cannot be left to supervise the library alone. Keep phone calls short. Students need to be supervised.
- Make arrangements with Student Librarians if you are not able to meet them during your scheduled time or ask another teacher to fill in for you.
- Help student librarians develop their leadership skills. Encourage them to talk with their peers when a rule needs to be enforced.
- When they are checking-out books to students or checking them in make sure they are not missing a step.
- If the students in the library are messing up the shelves, ask the librarians to talk to those students about keeping the shelves tidy. Encourage them to follow the expectations above.
- Look over their entries in the composition book or on the index cards and make sure they are not forgetting to initial after checking a book in or make sure they cross out the name/title of each book that is returned and put the date and their initials when the books are turned in.
- Assist librarians to check books out and in when it is very busy.

SUGGESTED GUIDELINES FOR STUDENTS BORROWING BOOKS

- Students cannot borrow Reference books. These books are important not to lose and therefore cannot be checked out unless a teacher assigns a research project.
- How many books can students borrow and for how long?
 - Level 1 (Kindergarten and Grade 1): No borrowing privileges
 - Level 2 (Grades 2, 3, and 4): 1 book at a time
 - Level 3 (Grades 5 and 6): 2 books at a time
- Check to make sure that the student does not already have books checked out or that they are not borrowing more than allowed. Students who do not return books cannot check out another book until they return the book that is late.

TEACHERS & STAFF BORROWING

- Teachers and staff must check out their books with the librarian on duty (make sure your fellow teachers check out the book—do not just hand them a book or give them permission to take it without signing it out).
- Return the books when done or at the end of the term.
- Report any damage to the books when returning them.



Student Orientation to the Library

PREPARING YOUR STUDENTS FOR THE LIBRARY

- Discuss the purpose of a library. Ask students what they think a library is for and what kinds of things can they find in a library.
- Review the Library Rules. Ask students what they think the rules should be.
- Students cannot bring food and drinks or school bags in the library. They can leave their belongings in the bag area.
- Whisper and use an inside voice when talking. Students are not allowed to play and loiter.
- Place books in the Book Return box and not back on the shelves after reading a book in the library.
- Respect the librarians, teachers and students.

BOOKHANDLING

- Make sure your hands are clean before reading a book. Clean hands = clean books!
- Keep food and drinks away from books. Do not take books out in the rain.
- Turn pages from the top or bottom corner. Do not write or draw on the pages.
- Mark your place in a book with a bookmark. Don't fold the pages of a book.
- Carry your books in your backpack or bag. Water bottles should not be in your backpack with your books.
- Do not bend the cover of a book backwards. Do not lay books face down when they are open.
- Keep your books in a safe place where little brothers, sisters, and pets cannot touch them.

BORROWING BOOKS

- Take your book to the circulation desk to be checked out. Students must stand quietly in a line to borrow a book or to return a book.
- Only borrow the number of books that are allowed for your grade.
 - Kindergarten and Grade 1: No borrowing allowed
 - Grades 2, 3, and 4: 1 book at a time
 - Grades 5 and 6: 2 books at a time
- Return your books to the library on time.
- Return your books to the circulation desk when you are done with them so that your book can be crossed off in the composition book or on the index card. (If you do not give it to the librarian to cross it off no one will know that you returned it.)

BORROWING POLICY

- Decide how long students can borrow books. It is best to do a couple of days if your library will be open daily in the mornings and at lunch with student librarians, that way students have more opportunities to borrow books and it is easier to remember to bring them in. If students will be borrowing books once a week with their class, then students will keep the books for one week.
- Grades K-1, while not able to borrow books, will get story time with their class and a chance to read books for the period.

Parent Introduction to the Library



PARENT INTRODUCTION TO LIBRARY RULES LETTER

[Date]

Name of School
Address of School

Dear Parent(s)/Guardian(s),

We are very excited to inform you that we will shortly be opening a school library and your student/s will be able to borrow books. We hope that the library will create a positive environment where students will enjoy reading. Before students can check out books we will need a signature from you indicating that you have reviewed the Library Rules below with your child. Students will be responsible for replacing books that they do not return.

Thank you for your cooperation and support! Please return this letter to the homeroom teacher once signed.

LIBRARY RULES

1. Make sure your hands are clean before reading a book.
2. Keep food and drinks away from books.
3. Turn pages from the top corner.
4. Do not write or draw on the pages of a library book.
5. Do not take books out in the rain, even if you have them in your backpack.
6. Mark your place in a book with a bookmark. Don't fold the pages of a book.
7. Carry your books in your backpack or bag. Water bottles should not be in your backpack with your books.
8. Keep your books in a safe place at home, where little brothers, sisters, or pets cannot touch them.
9. Do not bend the cover of a book backwards. Do not lay books face down when they are open.
10. Return your books to the library on time.

Please sign below to indicate you have read the rules with your child and write their name below.

Parent

Name of Child and Teacher

Sample Note to Parents When Books Have Not Been Returned

[Date]

Dear Parent/Guardian,

[Name of Student]_____has not returned the following book _____which was borrowed from the school library. Please have them return it to school by [Date].

Thank You

[Name of Principal]



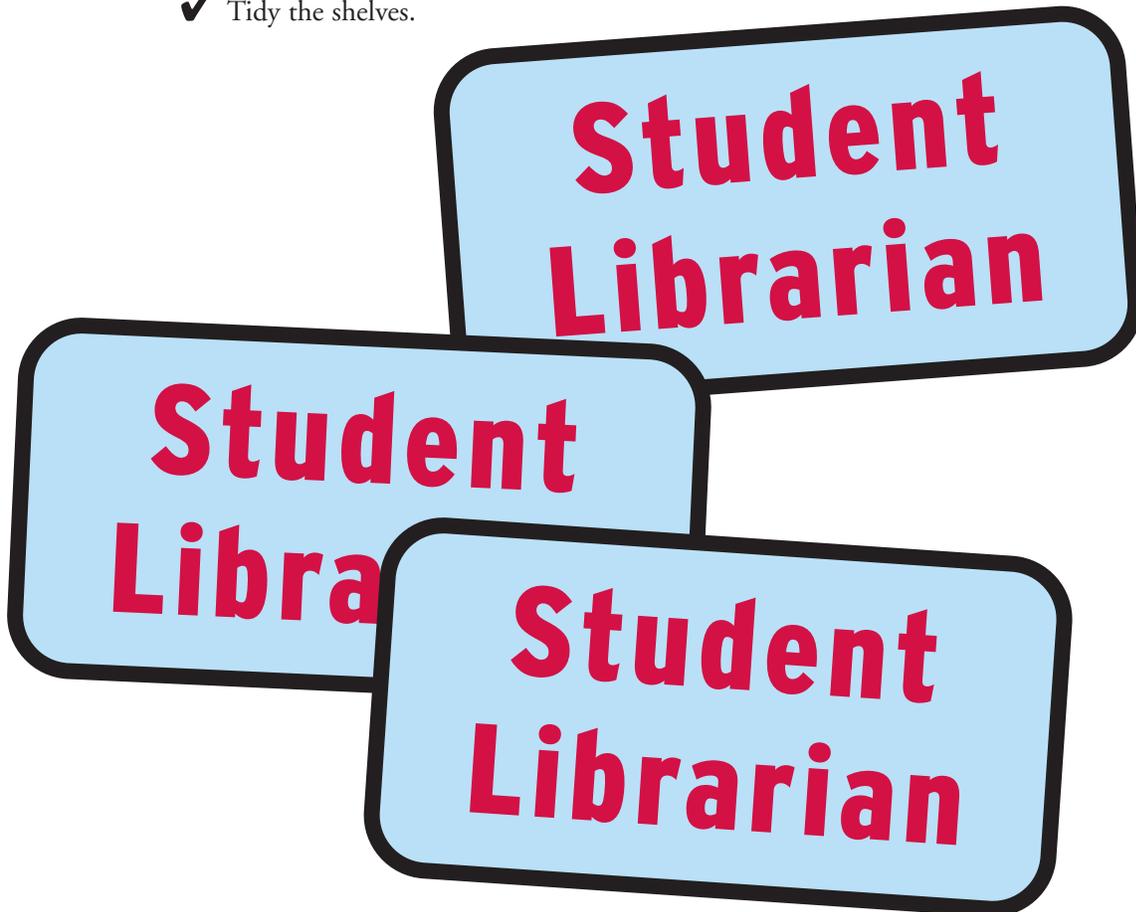
Student Librarians: Duties & Badges

EXPECTATIONS OF STUDENT LIBRARIANS

- ✓ Show up for your shift on time.
- ✓ Put on a student librarian badge and leave it in the library when your shift is done.
- ✓ Encourage students to follow the rules.
- ✓ Return books to the shelves from the Book Return box
- ✓ Check books in and out to students and teachers.
- ✓ Tidy the shelves.



Student librarians check books in and out, keep the shelves tidy, and help other children find the right book for them.
Delices Primary School, Dominica



Library Rules: Bookhandling & Behavior



BOOKHANDLING

- ✓ Make sure your hands are clean before touching a book. Clean hands = clean books!
- ✓ Keep food and drinks away from books.
- ✓ Turn pages from the top or bottom corner.
- ✓ Do not write or draw on the pages of a library book.
- ✓ Do not take books out in the rain.
- ✓ Mark your place in a book with a bookmark. Don't fold the pages of a book.
- ✓ Carry your books in your backpack or bag. Water bottles should not be in your backpack with your books.
- ✓ Do not bend the cover of a book backwards. Do not lay books face down when they are open.
- ✓ Keep your books in a safe place where little brothers, sisters, and pets cannot touch them.
- ✓ Return your books to the library on time.

BEHAVIOR IN THE LIBRARY

- ✓ Students cannot bring their food and drinks or school bags in the library. They can leave their bags in the designated area.
- ✓ Whisper and use an inside voice when talking.
- ✓ Students are not allowed to play and loiter.
- ✓ Place books in the book return box, and not back on the shelves.
- ✓ Students must stand in line to check a book out or to check books back in. (Students *who borrowed books* should not put them in the book return box because the books they borrowed will not get crossed out.)
- ✓ Respect the librarians, teachers, and other students.

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Literacy Games: Make Your Library Come Alive

Reprinted courtesy of St. Thomas Primary School, Nevis

KINDERGARTEN Discuss Word and Spoon (Ibis reader words)

The word card will be stuck to the spoon face down. When the child reaches the finishing point, he or she upturns the card and says the word. Judges give points only to the child who says the word correctly.

GRADE 1 Sack Race (spelling)

Children will jump in a sack, collect a card and complete the missing letters for each word, then jump back to the finishing point with the completed card. Judges check to see if all the words are spelled correctly.

GRADE 1 Obstacle Race (spelling / picture / answer a question)

The children have three steps to follow. First, he or she runs to a point and completes a word card with a missing vowel. Secondly, he or she runs to another point, finds the picture of that same word and carries it with them. Then, he or she will go to a third obstacle, read a question, and write the answer on a card. He or she will then take these cards to the finishing point. Judges will check to see if all three steps were followed correctly.

GRADE 1 Tyre Race (using *is*, *are*, and *am*)

A mascot will be given a container with three *is*, *are*, *am* cutouts with six sentences missing these words. The child will roll his or her tyre, a sentence will be shown to him or her, he has to choose *is*, *are*, *am* and stick it in the missing space of the sentence, then roll the tyre and give it to one of his team members. The race continues until all 6 sentences are completed. The mascots will take the sentences to the judges to check for the correct answers.

GRADE 1 Hamper Race (words and pictures)

Each child will be given a shopping list card with 3 words written on it and a bucket. They will run to the cards placed ahead of them and select only the picture of the words (one by one) written on their shopping list and place them into their buckets. When they have collected all three words on their list, they will take their buckets and run to the finishing point. Judges will check their shopping list to see if they brought the correct items.

GRADE 2 Shuttle Race (blends)

A boy/girl team have a bucket. One child stands with the bucket while the other child runs and collects a word beginning with *b* (one by one) three times and puts the words in the bucket. When the bucket contains three words, the child holding the bucket runs to the finishing point. Judges will ensure that the children have only three words beginning with the letter *b*.

GRADE 2 Threading the Fishes (nouns)

Six words will be scattered along the pathway of the children. Using a string, they will fish for four nouns among the words. Then they will take their catch to the finishing point. Judges will check to see if the children caught four noun fishes.

GRADE 2 Relay Race (blends)

Three mascots hold cards with blends. A container with the word endings is placed at the side of each mascot. Each child runs to their mascot, collects a word ending and places it beside the blend to form a word, then he tags one of the team members for the race to continue. All six children will then look at the words together to ensure that they are satisfied with their answers, then run to the finishing line. The mascot will follow with the completed card. Judges check to ensure that all six cards are placed correctly.

GRADE 2 Socks and Shoes (contractions)

The child will run barefoot and put on his or her socks and shoes properly tied. Then he or she runs to a heap with word cards and their contractions. He or she will collect the word and its contraction, then run to the finishing point. Judges look and make sure that the children have the correct contraction forms.

GRADE 3 Reading Comprehension

Each child runs and selects a reading card, sits, reads and then answers the questions on the card with the pencils. When he or she completes all four questions, he or she will run to the finishing point with the card. Judges check to see if the children answered the questions correctly.

GRADES 3 & 4 Sentences Relay (4 x 250m) (sequencing sentences)

Teams will first read and discuss four sentences. The first child runs with the beginning sentence 250m and mounts the sentence on a cardboard held by a mascot. The second child picks up the next sentence he or she thinks continues the story and runs 250m around the track, then mounts it on the cardboard. The race continues in this sequence until all four sentences are mounted to complete a story. The mascots will then take the completed cardboards to the judges at the finishing point. Judges will check to see if the sentences are sequenced correctly to form a story.

GRADES 3 to 6 Word Hunt (library words)

Twelve children will each choose a clue card from a container at the starting point. They will each read the information on their card carefully. On the whistle they will run ahead and search for the correct library word scattered along the way and then run to the finishing point. The judges will check the four children from each team and their given clue cards to ensure that they have the four correct library words.

GRADE 4 Flat Race (reading comprehension)

Each child runs and selects a card, reads it, runs to another area and selects a card with questions and answers. He or she will read the questions and shade the correct answer from two given choices. Then he or she will take the answer paper and tap a bell or horn to indicate that he or she is finished. Then he or she will run to the finishing line with the completed card. Judges will check the card for the correct answers.

GRADE 4 Flat Race (compound words)

Children will select a card with half of a compound word; the other half of the compound word will be pinned onto a mascot standing up ahead. The children will run ahead and find the mascot with his or her missing part, then take the mascot to the finishing point. Judges will check to see if the two words when combined form a compound word.

GRADE 4 Sorting Race (parts of speech)

On the whistle each child in a five-person team runs to a circle of five buckets, with a part of speech written on each bucket. The team must place their words in the bucket corresponding to the correct part of speech. When each bucket has its five words correctly placed, the children will run to the finishing line. Judges compare their list of given words with the buckets to ensure that they correspond.

GRADE 5 Three-Legged Race (story sequence)

Two children, with their legs tied together to make one, will walk or run to the mascot holding a cardboard, take the eight cutout cards and arrange them in order to tell a story. They run or walk to the finishing point, with the mascot following. Judges check to see if the sentences are arranged in the correct order.

GRADE 5 Balancing Race (past and present tense)

With a book balancing on his or her head and a present tense verb card in his or her hand, the child will race to a point and pick up the past tense irregular verb card that corresponds to the one he or she is carrying. They race back to the finishing point with both cards and the book still balancing on his or her head. Judges will check to see if the children have the correct past and present tense irregular verbs in their hands.

GRADE 5 T-shirt Race (forming sentences)

The t-shirts are bundled in three piles. The six children run to their pile and put on a t-shirt. Then they will come together and shuffle themselves to form a sentence. Holding hands in the correct sequence, they will walk or run to the finishing point. Judges check to see if the children formed the sentences correctly.

GRADE 5 Back to School Dress Up (literacy devices)

Each child has four steps in which to complete dressing for school. In each step a mascot will present a sentence, the child will read it and tag it with one of the words he or she is carrying. This continues until each child is properly dressed for school with the four sentences tagged correctly. The mascots will then follow with the four completed sentences to the judges.

GRADES 5 & 6 Alphabetical Relay (4 x 250m) (alphabetical order)

Teams will first read four word cards and place them in alphabetical order. The first child will run with the first word 250m around the track and mount the word on a cardboard held by a mascot. The second child picks up the next word card and runs and mounts it under the first card. The race continues in this sequence until all four word cards are mounted. The mascots will take the completed cardboards to the judges at the finishing point. Judges will check to verify that the words are placed in alphabetical order.

GRADE 6 Flat Race (the solar system)

Each child will choose a clue card from a container at the starting point and read it carefully. On the whistle, three children will run and select (from a container) the correct name of the planet from the given clue and stick it under the correct planet on the solar system. This continues until the solar system is completely labeled. The mascots will bring the picture of the solar system to the finishing point for the judges to examine.

GRADE 6 Skipping Race (reading comprehension)

Each child will skip to a point, choose a reading card, read it, shade in the correct answer, and then blow a whistle. Then he or she will skip to another point choose a card, read it, write the answers, and blow the whistle a second time. Then he or she will skip to the finishing point. The mascots will then collect all the cards and bring them to the judges.