

THE TOWN SCHOOL LIBRARY CURRICULUM SUMMARY

SCHOOL-WIDE GOALS:

- TO INSTILL A LIFELONG LOVE OF READING BY EXPOSING STUDENTS TO A WIDE VARIETY OF APPEALING READING MATERIALS.**
- TO EQUIP STUDENTS TO LOCATE, EVALUATE AND UTILIZE A VARIETY OF PRINT AND ELECTRONIC INFORMATION RESOURCES.**
- TO ENRICH ALL AREAS OF THE CURRICULUM BY PROVIDING SUPPORT MATERIALS, AND FACILITATING THEIR USE BY STUDENTS AND FACULTY.**
- TO DEVELOP RESPECT AND A SENSE OF COMMUNITY RESPONSIBILITY TOWARD LIBRARIES AND LIBRARY MATERIALS.**

The Town School Library is truly the heart of the school. With our open-door policy, students and teachers drop by freely to select books, read, do homework, conduct research, and reflect. Teachers also keep a generous rotating selection of library books in their classrooms. Two full-time librarians, assisted by a corps of parent volunteers, are available for reader guidance and research assistance.

Our collection of over 16,000 volumes is updated annually to support the curriculum and provide engaging choices for recreational reading. Sections include Picture Books, Early Readers, Early Advanced Readers, Fairy Tales, Folktales, Poetry, Chapter Books, Short Stories, Nonfiction, Magazines, Reference, Professional, and Parenting.

In addition, the librarians have collaborated with the technology staff to create **Library Online**, a collection of electronic databases that is accessible on the school network or remotely via Town's webpage, www.TownToday.net. This outstanding assortment of educational databases includes an extensive periodical database, several encyclopedias, numerous reference tools, current events resources, and public library websites.

All students benefit from an author visit in conjunction with the annual Book Fair, suggested reading lists for each grade, and monthly thematic book displays in the library.

Library hours are 8 a.m. to 4:30 p.m. from Monday to Thursday; 8 a.m. to 1:15 p.m. on Fridays.

Parents are welcome to visit the library at the beginning and end of the school day to read with their child, select books, or discuss their child's reading interests with a librarian. Parents may borrow up to ten books for one month.

NURSERY/KINDERGARTEN: The focus is on stimulating a love of story, language development, listening skills, and an appreciation of books and libraries. Read-alouds are carefully selected for literary value, capacity to delight, and ability to broaden the student's world.

Nursery 3: Nursery 3 children visit the library once a week for a story with their teacher or the Division Head.

Nursery 4: Nursery 4 children visit the library once a week for a read-aloud by a teacher, librarian or the Division Head. The children then browse through pre-selected books and sign out their choice. Proper care of library books is introduced.

Kindergarten: The first half of the weekly library visit with the librarians is devoted to a story or basic library skills instruction. At the beginning of the year, we introduce library procedures and etiquette, and review care of books. We then begin a survey of major children's authors/illustrators for this age, which continues throughout the winter trimester. Some featured themes include libraries, kindness, sharing, seasons, family, and diversity. In the spring, we present fiction

and nonfiction treatments of the same topic, such as animals, dinosaurs, robots, weather, etc. A selection of books related to the read-aloud is displayed. After each group experience, students browse individually for a book to check out.

LOWER SCHOOL: Read-alouds continue to emphasize delight in story and language, while expanding comprehension skills. The concept of reading as an enjoyable habit is reinforced by introducing a wide variety of literary genres and formats. Students further identify their individual reading preferences as they explore additional sections of the library, delving into books for information about academic and recreational subjects. Second through Fourth Grade students vote for The Town School Book Award. A sequential library skills program develops facility in identifying, locating, and utilizing library resources. First through Third Graders sign out two books; Fourth Graders sign out three.

First Grade: Read-alouds highlight I-Can-Read books, stories in rhyme, Anansi tales, mysteries, humorous stories, and nonfiction as well as appropriate picture book authors, holiday, and multicultural literature. Some featured themes include schools, friendship, bullying, perseverance, and problem solving. Library skills from Kindergarten are reinforced.

Second Grade: Students are introduced to Caldecott Award winning books, beginning chapter books, fiction series, poetry, biography, and historical fiction. Some featured themes include individuality, independence, helping others, conservation of natural resources, African American History Month, and civil rights. In library skills we discuss criteria for selecting and recommending books, outline the writing/publishing process, and learn the parts of a book.

Third Grade: The growing independence of Third Grade readers is nurtured by highlighting old and new classics of children's literature, more challenging chapter books and fiction series, and Newbery Award winners. Some featured themes include real life and fictional heroes and heroines, adventure, and Women's History Month. An extensive media literacy unit explores the relationship of books to films and the nature of each medium. The joy of reading the original books is emphasized.

Fourth Grade: Students prepare for Upper School by learning how to independently locate materials in the library using alphabetical order for fiction, the Dewey decimal system for nonfiction, and the online catalog. These skills are transferable to other libraries. The literature appreciation unit traces the history of the short story from the oral tradition to modern examples. A media literacy unit examines television advertising that is targeted at children. Students visit the public library for an orientation and receive new library cards.

UPPER SCHOOL: The emphasis is on reading increasingly challenging fiction and conducting research using print and electronic resources. With constant application, Upper School students develop mastery in manipulating a wide variety of traditional and online tools. The librarians collaborate with Upper School faculty to create a coordinated program that supplements the curriculum of each subject area. In addition to providing full class instruction, the library staff is available at all times for assistance with research and individualized guidance in choosing reading materials. Students are encouraged to visit the library before and after school, as well as during signups, to continue their research and do homework.

Fifth Grade: Students are introduced to the research process by generating keywords, including broader, narrower, and alternate terms related to their topic. This list is then used to search tables of contents and indexes for information. The World Book is introduced as a basic reference tool, along with dictionaries. In the second trimester, online encyclopedias are presented. Atlases and geography websites are introduced in conjunction with a foreign language research project.

Sixth Grade: While working on science and math assignments, students learn how to use periodical databases and appropriate print materials including specialized encyclopedias, manuals, almanacs, and monographs. Biography resources, both print and online, are presented in conjunction with a foreign language research paper. The elements of illustration are explored in preparation for a foreign language project in which students write and illustrate their own picture books.

Seventh and Eighth Grades: These last two years of Upper School prepare students for the coming challenges of high school. They provide opportunities to manipulate a full spectrum of resources and apply accumulated research skills to individual and group projects. Online databases available through the New York Public Library are introduced. Students learn complete bibliographic citation for research papers. The full range of research skills for Upper School students includes the ability to (1) conduct an initial search for resources, (2) physically locate resources, (3) determine which materials are best suited for a particular project, (4) evaluate the information that is located, (5) extract information, and (6) include proper bibliographic citations.

