

**ED 101 Educational Technology Lab – Fall 2012**  
**Boston University – School of Education**

## LESSON PLAN

<b>Grade(s)</b>	4 <sup>th</sup> and 5 <sup>th</sup>
<b>Content Area(s)</b>	Library Skills
<b>Topic of Lesson</b>	Dewey Decimal System
<b>Three Objectives</b>	<ol style="list-style-type: none"> <li>1. Students will be able to correctly explain in writing why Melvil Dewey created the Dewey Decimal System.</li> <li>2. Students will be able to correctly list in writing at least 6 of the 9 corresponding categories of the Dewey Decimal System when given a list of only the numbers (ie, 000 to 900).</li> <li>3. Students will be able to correctly find at least 2 out of 3 books in the library when given a list of books only identified by their Dewey Decimal number.</li> </ol>
<b>Technology standard</b>	<p>Standard 1. Demonstrate proficiency in the use of computers and applications, as well as an understanding of the concepts underlying hardware, software, and connectivity.</p> <p>G3-5: 1.17 Identify and use terms related to the Internet (e.g., Web browser, URL, keyword, World Wide Web, search engine, links).</p>
<b>Curriculum Framework</b>	<ul style="list-style-type: none"> <li>➤ Massachusetts School Library Association Standards</li> <li>➤ Information Literacy Skills, Grades Pre-K-2</li> <li>➤ Information Literacy Skills 5-8</li> </ul> <p><b>1.13 Select a topic from a range of possibilities.</b></p>
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>• Both a computer with Internet access and an LCD projector</li> <li>• A slip of paper listing three different books on each identified only by Dewey Decimal numbers to pass out to each student</li> <li>• A slip of paper with the numbers of the groups listed on the side (ie, 000 to 900)</li> <li>• A slip of paper with the website address to pass out to each student</li> </ul>
<b>Lesson Introduction</b> <b>(5 minutes)</b>	<p>During this part of the lesson plan, I will introduce the topic by mentioning to the students that they have already learned about the Dewey Decimal System earlier in the year. I will then hold a few books up and ask if anyone can identify how the books would be categorized in the System. I</p>

	<p>will then say that by the end of the morning, all students should be able to identify it because we will be reviewing and learning the Dewey Decimal System more in depth that morning. I will explain that we are going to use a new website to do so and explain how it will work.</p>
<p><b>Lesson Procedure, Web Site Use, and Technology Standard Instruction</b></p> <p><b>(15 minutes)</b></p>	<p>At this point, the students will have filed into the library and will be seated in their individual spots on the rug facing the SMART Board. I will be standing in the front of the room, and after I introduce the lesson, I will turn on the SMART Board.</p> <p>I will stand next to the computer desk and open the Internet, reviewing technological terms such as URL and web browser. I will explain that any person who has access to the Internet can access the website. I will type the address into the web browser.</p> <p>I will begin by viewing the home page with them and explaining how the website is designed. Before we move away from the home page, I will ask questions about the history of it to review their knowledge. I will say things like “Who was the founder of the Dewey Decimal System?” and “Why did he create it?” I will ask the students to turn to a partner and discuss possible reasons. Then we will go to the history page of the website and discuss the background of the System as well as the purpose of it.</p> <p>Next, since we know that the system was created to keep the library in order, I will explain that there is a great organization in the System. I will explain that there are the “Big 10” categories and that each category becomes more and more specific in defining the book. I will make a comparison to the fact that they are all children who go to a <i>specific</i> school in a <i>specific</i> grade in a <i>specific</i> classroom just as all books belong to a <i>specific</i> category written about a <i>specific</i> topic in a <i>specific</i> way. I will explain that the specific formula gives a book its Dewey Decimal call number. I will then define a call number and show the students examples. Then, we will visit the organization page of the website. On this page, we will reference the chart to discuss the different sections of the system and the types of books that are listed in each. I will ask specific questions to help them discern the importance of each group. Some of the questions will be “Why is important that the word “natural” is included in the description of “Natural Sciences? What does it mean for the classification?”</p> <p>Once the students have a firm grasp of the classifications, I will refresh their memory on how the System is actually used. I will begin by asking them if they remember how to use it and choosing one student to explain what he or she remembers. After the answer is given, I will open the “How to Use” page of my website and review how to use it. At this time, I will explain how this relates to finding reliable sources in order to perform research. I will ask the class to name examples of types of research they might need to do and how they would perform the research in order to</p>

	<p>know that they fully understand the concept.</p> <p>Finally, I will open the quiz page and explain that we are not going to take the quiz now, but they are free to visit the site at a later time to review. I will pass out slips of paper to all students with the website address on it and ask them to put it away for the time being.</p>
<p><b>Wrap-Up of Lesson</b></p> <p><b>(5 minutes)</b></p>	<p>After the web address is passed out, I will begin to conclude the lesson. I will mention again that the library stays so organized because of the Dewey Decimal System. I will ask what the library would be like if the System had never been created. I will ask them to talk with the person next to them and discuss and imagine the possibilities.</p>
<p><b>How will students be assessed to make sure they are able to perform the objectives?</b></p>	<p><b>Objective 1:</b> Students will be able to correctly explain the one main reason why the Dewey Decimal System was created when given a sheet of paper.</p> <p><b>Assessment 1:</b> Students will be asked to give a written explanation for why the Dewey Decimal System was created. They must mention simply that there became too many books to keep order, and Dewey invented this organizational system to create an order within the libraries. I will walk around and look at the sheets to see if they are on the right track. After they complete their answers alone, I will encourage they work with a buddy to ensure their understanding.</p> <p><b>Objective 2:</b> Students will be able to correctly list at least 6 of the 9 corresponding categories of the Dewey Decimal System when given a list of only the numbers.</p> <p><b>Assessment 2:</b> Students will be given a sheet with a list from “000” to “900” on it. They must properly identify the name of at least 6 categories on the list (ie, they must write “General” next to 000). Once they have correctly completed their list, they will work with partners until the entire sheet is full.</p> <p><b>Objective 3:</b> Students will be able to correctly find at least 2/3 books in the library when given a list of books only identified by their Dewey Decimal number.</p> <p><b>Assessment 3:</b> Students will be given a sheet of paper with 3 Dewey Decimal identification numbers on it. They will be asked to go find the books in the library and write down the title of the book and the section in which they found the book next the Dewey number. They must properly find and identify at least 2 of the 3 books listed.</p> <p>***When it is time for assessment, the students will be broken into three groups so that there can be one small groups performing assessment 3 at one time. It will become too chaotic if all children are doing so at once.</p>