

### 33. Education and Training Cluster - Library Careers (4 hours)

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| <b>Purpose/Abstract:</b> To introduce students to library careers through a field trip.   |  |                    |  |
| <b>NCCCS Adult Education Standards:</b> R.3.2.4, W.5.2.3, M.1.2.11  |  |                    |  |
| <b>Learning Objective:</b><br><i>By the end of the session, students will be able to:</i> <ul style="list-style-type: none"> <li>● Describe the function of a library</li> <li>● Demonstrate how to properly shelve books</li> <li>● Describe and define a fraction as part of a whole</li> </ul> |  |                    |  |
| <b>Soft Skills</b>  | communication, teamwork, professionalism | <b>Resources</b>   | <a href="#">Skills to Pay the Bills</a> (STPTB) (for instructor reference to define each soft skill category)<br><a href="#">43-4121.00 - Library Assistants, Clerical</a><br><br><a href="#">Fractions and Parts of a Whole: Irregular Partitions   Exercise   Education.com</a><br><br><a href="#">NC Career Clusters</a> Guide (for instructor reference) |
| <b>Additional Materials</b> <ul style="list-style-type: none"> <li>● Art supplies (glue, glitter, markers, paint, etc.)</li> <li>● Pencils, paper, and scissors</li> <li>● Computers for student use</li> </ul>   |  |                    |  |
| <b>Icons</b>  | 🗨️ <b>Activity</b>                       | ✔️ <b>Check-In</b> | 🔄 <b>Review</b>  |

#### PREPARATION

- Arrange for a field trip to a local library. Prior to the visit, provide students with an overview of library etiquette and behavior expectations.
- Review the worksheets and games on [education.com](#) and print out the following worksheets:
  - [Fractions and Parts of a Whole: Irregular Partitions | Exercise | Education.com](#)
- Review the [Instructional Support Guide](#) and print/prepare referenced scaffolds.
- Print handouts.
- Familiarize yourself with [O\\*NET](#)
- Familiarize yourself with [Skills to Pay the Bills](#), though it won't be used directly in this lesson.

#### INTRODUCTION (30 min)

Welcome students to the class!

Begin the lesson by asking students if they have ever been to a library and what they know about its functions.

Conduct a short discussion about the importance of libraries and their role in the community.



Introduce the objectives of the lesson: describing the function of a library, learning how to shelve books, and understanding fractions.

Conduct a short ice-breaker activity where each student shares their favorite book or library memory.

Tell students that after a short fractions practice to review what they learned in the last class, you will be taking them to the local library for the rest of the lesson.

### **MATHEMATICS (30 min)**

Review the concept of fractions by using visual aids, such as paper cutouts or drawings. Explain the concept of a fraction as a part of a whole.

Provide examples and guide students in understanding fractions, both as a quantity formed by one part when a whole is partitioned into equal parts and as a quantity formed by several parts of size  $1/b$ .

Assign [Fractions and Parts of a Whole: Irregular Partitions | Exercise](#) to students.

### REFLECTION (15 minutes)

✓ Have a few students share what was easy for them in the exercise and what they require more help with.

Highlight the difference between equal and irregular parts in relation to fractions.

### **GROUP WORK (90 minutes)**

Gather the class together and take them to the library.

During the library visit, have a library employee speak to the students, explaining the functions of the library and its various sections. The library employee can give a brief presentation or engage in a discussion, highlighting the various services the library offers, such as borrowing books, accessing reference materials, using computers, attending programs, and more. They can also explain how the library is organized and structured, with different sections for fiction, non-fiction, children's books, reference materials, and so on. The library employee can also discuss the services offered by the library, such as book borrowing, research assistance, computer access, and any special programs or events.

After the library employee's presentation, divide the students into small groups.

Provide each group with a set of books to shelve. The books can be pre-selected or chosen from a designated area of the library.

Instruct the students to organize the books on the shelves according to the appropriate section and in alphabetical or numerical order, depending on the library's classification system.

The library employee should guide and supervise the students, ensuring they understand the correct shelving procedures and reinforcing the importance of organizing books accurately.

Conduct a library scavenger hunt activity where students work in teams to find specific books or information within the library. For example, students can be tasked with finding a book with a certain title, an author's name, or a specific topic. Ensure that the teams are mix of abilities.

Encourage them to use their communication and teamwork skills during the activity.

Provide the teams with the list of items to find and set a time limit for completion.

Observe students as they search for books in their list to ensure that they are communication skills to collaborate, problem-solve and navigate the library effectively.

 REFLECTION (10 minutes)

✓ Once the scavenger hunt is completed, gather the students together to discuss their experiences, share their findings, and reflect on the importance of communication and teamwork in completing the task successfully.

### INDEPENDENT WORK TIME (45 min)

After students are back in class, instruct students to independently write a short paragraph describing their experience at the library and what they learned.

Remind them to include an introductory sentence, details about their experience (such as what they observed, learned, or found interesting), and a concluding statement to summarize their section.

 REFLECTION (10 minutes)

✓ Have a few volunteers read out their paragraphs.

#### Lower Level

Provide students with a writing template that includes sentence starters and prompts to scaffold their writing for lower-level learners. For example:

"During my visit to the library, I..."

"One thing I learned about the library is..."

"I found it interesting that..."

"In conclusion, the library is an important place because..."

#### Higher Level

Challenge students to write an extended opinion piece about the importance of libraries: They should provide reasons to support their opinion, use linking words to connect their ideas, and conclude with a strong statement summarizing their stance.

### VOCABULARY, READING & WRITING (30 min)

Pair students up.

Share [43-4121.00 - Library Assistants, Clerical](#) and ask students to use text features (captions, bold print, subheadings, glossaries, indexes, electronic menus, and icons) to efficiently locate key facts or information on the page.

Allow 20 minutes for students to read through the link.

 REFLECTION (10 minutes)

✓ After 20 minutes, have each pair turn to the pair next to them and summarize the key points that they learned about the role.

Guide a short discussion about how communication and professionalism are important skills in library careers.

| Lower Level  | Higher Level  |
|--|---|
| Provide the easy to read link <a href="#">Library Assistants, Clerical at My Next Move</a> . | Encourage students to compare the work style information provided for these roles with their personality. |

**WRAP-UP & REFLECTION (15 min)**

Instruct students to individually reflect on their role in the group research activity and write it down.

Provide clear instructions for the reflection, emphasizing the importance of incorporating their understanding of teamwork, dedication, problem-solving, and critical thinking.

Remind students to reflect on their personal contributions to the group work, the challenges they encountered, and the skills they developed throughout the activity.

Distribute exit slips to students.  
Ask for a few volunteers to share their reflections.  
Collect and review the answers.



## Reflection Exit Slip

In one sentence, describe what you learned in this lesson.

Today, I learned \_\_\_\_\_.

Is one of the careers discussed today of interest to you? Why or why not?

I liked / did not like \_\_\_\_\_ career because \_\_\_\_\_

\_\_\_\_\_

Is there anything you still need help understanding?

What's one question you have?

Circle the emoji that shows how you feel about your mastery of content in this lesson.



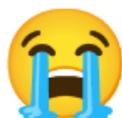
Happy



Smart



Confused



Sad



Angry