

## Outline of induction visit P6-7

When the class arrives get the children to sit in their trios

Introduce yourself and welcome the children and adults

### How much do you know about the library?

Give the trios two minutes to write down 3 things they know about the library, then take feedback - ask each trio in turn for one fact – each to give a different fact.

Now introduce the **Red, Amber, Green** activity (see sheet). Depending on their experience of libraries you can run the activity as outlined on the sheet, or, if they are fairly familiar with what is available, you can reverse the process, giving the trios red, amber (or yellow) and green pieces of paper and asking them to write down as many things as they can think of on the appropriate colour of paper:

Green – can be borrowed free

Amber – can be borrowed, but there is a charge

Red – can only be used in the library – you can also ask them to indicate whether or not there is a charge

Take feedback as before – a different fact from each trio in turn, going round as many times as you consider appropriate.

Follow this with a **picture quiz**, using the sample photos of objects taken from unusual angles – you can make this active, giving them seven minutes to identify the objects in the library, or just get them to guess from the pictures. You can do this with the children working individually or in their trios. Finish by getting them to mark their own answers as you show them what the objects are – no prizes, just the honour and glory of winning!

### How is the library arranged?

Now ask them if they know how the library is arranged. Explain the terms Fiction and Non-Fiction if necessary. They may already have learned these terms at school, otherwise, they may find the terms Story and Information books less confusing.

Explain, if they haven't already explained it to you, that the **fiction / story books** are arranged by the **surname of the author**, and that the **non fiction / information** books are arranged by **subject**. Ask if they have heard of Dewey, or Dewey numbers. Tell them that Dewey was the name of the man who invented the numbering system used in libraries; that each subject has a number; and that books with the same subject will have the same number.



Show them the number on the spine of a book – ask if they know why it is there – if not explain that it is so that the books can be filed in number order on the shelves.

### **Sorting activities**

You need the children in four groups or teams for this. Give two groups the author name cards – they have to see which group can get them in surname order quickest. Give the other two groups the Dewey number cards – they have to see which group can get them into number order quickest. You can have them laying out the cards on the floor or a table, or get them to hold the cards and stand in order. Then swap over so that everyone does both names and numbers

### **To finish**

Read a short story, an extract or a poem, or hand out a crossword, word search or fun quiz. Give them a Dewey bookmark

Finish in time for them to choose and borrow books if they want to.

### **Alternative or additional non fiction activities**

**Dewey overview:** Hand out the Dewey Overview sheet and the questions and give them 3 minutes to work through the first part of the exercise. Then give them Where's that book for the second part of the activity. If there is time get them to look for books on some of the subjects (to minimise chaos allocate different subjects to each trio)

**Sorting picture or subject cards** into groups