

Active Program KMH

Program Title: Aliens Among Us

Introduction/Purpose of Program: Use fun alien-themed activities to teach students (aliens) how to use the library on their own and become earthlings.

"You may feel like an alien in the library, but after our orientation we hope you feel like an earthling. We're teaching Information Literacy, which means you may not know everything, but you know where to find the best resources to give you the answers."

TEKS: §110.19.

English Language Arts and Reading, Grade 7

(Lesson is appropriate for all middle school levels)

(b) Knowledge and skills.

(12) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents.

Students are expected to:

(A) follow multi-dimensional instructions from text to complete a task, solve a problem, or perform procedures; and

(B) explain the function of the graphical components of a text.

(26) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(A) listen to and interpret a speaker's purpose by explaining the content, evaluating the delivery of the presentation, and asking questions or making comments about the evidence that supports a speaker's claims;

(B) follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems; and

(C) draw conclusions about the speaker's message by considering verbal communication (e.g., word choice, tone) and nonverbal cues (e.g., posture, gestures, facial expressions).

(27) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity.

(28) Listening and Speaking/Teamwork. Students work productively with others in teams.

§113.18. Social Studies, Grade 6

(3) Geography. The student uses geographic tools to answer geographic questions.

The student is expected to:

(A) pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments?;

(D) create thematic maps, graphs, charts, models, and databases depicting aspects (4) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations. The student is expected to:

(E) draw sketch maps that illustrate various places and regions; and

(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:

(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information;

(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;

(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and

(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.

Detailed Description of Program:

Students/Teens will come to the library with their classes, during activity period or during a separate event time for activities to familiarize themselves with the library's arrangement, collection and online catalog. These may also be spread out over several days or class periods.

Decorations: Decorate the library in alien, UFO or cryptid theme. Spray paint rimmed paper plates with metallic paint and decorate the rims with rhinestones or other jeweled decorations. Hang them from the ceiling with picture hooks and kite string. Find an alien costume, stuff it with newspapers and sit him in a corner (or have an assistant dress in the costume and sit in on the activities). Decorate bulletin boards with book covers or other items based on the theme.

Activities:

Activity #1: Alien Scavenger Hunt

Divide the class into teams of 4. Give them blank maps of the library and pencils. Have them explore the library and label the different areas on the map. Direct each team to start in a different area. Be sure your library areas are clearly marked. Depending on the size of your library, you might want to add a time limit for this activity.

Assessment: Ask students where to find different items in the library, i.e. fiction books, online catalog, magazines, information books biographies, etc. Base these on your

library and how the areas are labeled or displayed. Give prizes if they can answer correctly.

Activity #2: Piloting the Spaceship Library (Organizing what's in the Library)

Building in the Alien Scavenger Hunt, give teams at tables books from each area of the library: Fiction, Dewey, Reference, Biography, etc. If your fiction section is genrefied, you may want to select fiction books from different genres, as well. Have them study the call numbers and ask which area they belong to based on that information. Give prizes if they can answer correctly.

Next, give teams a stack of titles from one area (all reference, all fiction, all biography or all Dewey). You can pick titles that go with the theme if available. Ask them to arrange them in correct order as if they were on the shelf. Assessment: Check the team's collection after sorting. Give them each a prize if they are correct. Also, ask them in which area the books should be shelved.

Activity #3: Searching in Space

Now that teams know the different areas of the library, which call numbers go where and how they are arranged on the shelf, they can learn to use the online catalog to identify books they might like and go to the shelf on their own to retrieve them.

Topic Searches

Give each team a topic related to the theme to use to search for books using the online catalog. Be sure you have books on the shelf to match these topics. Examples: aliens, cryptids, Bigfoot, UFOs, spaceships. You can write these out on slips for teams to draw, post the team's topic on a whiteboard, or give them a list of 3-4 items, with the same items listed in a different order for each team. That way you can have them all search for the first item on the list and each team will have a different topic and won't be searching for the same item. Then, have them do a search on the second item, followed by the third and fourth items.

Another way to do it might be to call out a topic, have all teams use it to do a keyword search and then ask Team 1 to retrieve the first book on the list, Team 2 retrieves the second book on the list, etc.

Author Searches

To demonstrate use of author searches, use our feature author Kelly Milner Halls and demonstrate how to search for an author properly, using last name, first name format. Be sure you have a lot of Kelly's books in your collection and on the shelf. You may want to use a different author if you have Kelly's books on display, since they won't be on the shelf.

Series Searches

Demonstrate this search with a series that goes with the theme, such as Animorphs by K. A. Applegate, Goosebumps by R. L. Stine, 39 Clues, or Spiderwick Chronicles by Tony DiTerlizzi.

When teams do a search on the catalog, they go find a book on the shelf and bring it back to their team table. For assessment, check their selections and ask which area in which they found it, i.e. fiction, nonfiction, display, etc. They are finding items in different areas of the library using the catalog and the call numbers to find the items on the shelf. Give prizes for first team to find a correct book for each topic or all teams who found a correct book.

Activity #4: Searching the Galaxy (Using library resources for your own research)

Have students choose a topic related to the theme and do their own research on it. Display books they found in Activity #3 or used in Activity #2 for their research. Also set up computer stations for online research. Let them report verbally on what books, web sites and other information they found. Or, you can make this a longer project and have them create some sort of presentation based on the technology tools you have available to them.

Activity #5: Alien Cafe -- Earthlings Welcome! (Refreshments): Serve some alien food while displaying a collection of cookbooks for earthling food. (Review question: What Dewey section do you look in for cookbooks?) Suggestions: Alien jello, Alien cake pops, Alien punch, Sasquatch sticks (commercial beef jerky product that depicts a Sasquatch logo)

During this activity, you can also have those attending complete an evaluation of the program, either by a web based or written survey.

Kelly Milner Halls bibliography, related to the theme:

Alien Investigation: Searching for the Truth about UFOs and Aliens ISBN:

078076136204, c2012

Albino Animals ISBN# 1-58196-019-0, c2004

Mysteries of the Mummy Kids ISBN# 978-1-58196-059-4, c2007

Tales of the cryptids: mysterious creatures that may or may not exist ISBN# 978-1-58196-049-5, c2006

In Search of Sasquatch ISBN# 978-0547257617, c 2011

Any books you have on Bigfoot, Sasquatch, Aliens, UFOs, Cryptids, Spaceships, Drawing Aliens or Spaceships, etc., may be added. You may display them or have them on the shelf to use in the different activities listed above.

List of Supplies: Online Catalog stations, team lists of books/topics to find, blank maps of library (areas drawn in, but not labeled), pens/pencils, paper plates, picture hooks, kite string, metallic spray paint, plastic "jewel" or rhinestone decorations, book covers or

photos of book covers to go with the theme, alien costume and/or poster art, books related to the theme, any refreshments you decide to serve.

Incentives: Oriental Trading alien-themed prizes such as alien figurines, astronaut/space alien rubber duckies, Martian fingers, alien sling shots or glow sticks could be awarded for correct answers. Winning team could get alien hats to wear. Refreshments of alien food like alien jello, cookies or cake balls, green glow-in-the-dark punch.

Resources (print and electronic):

The Mutual UFO Network

<http://www.mufon.com/>

Search for Extraterrestrial Intelligence Institute

<http://www.seti.org/>

Professional Resources (for librarian and teacher use):

Oriental Trading web site for ordering incentives:

<http://www.orientaltrading.com/api/search?Ntt=aliens>

Alien Food: 7 Out-of-this-World Recipes:

<http://www.babble.com/best-recipes/alien-food-7-out-of-this-world-recipes/>

Alien Foods & Drinks of Star Trek for the Sci-Fi Gourmet

<http://voices.yahoo.com/alien-foods-drinks-star-trek-sci-fi-gourmet-1470657.html>

Program Flyers, posters, Advertisements, Bulletin Board Ideas, Templates, Rubrics, etc.:

Smore Flyer you can customize:

<https://www.smores.com/mht4>

Bulletin Board idea:

<http://tinyurl.com/kd2wkba>