



LIBRARY HANDBOOK



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A NOTE FOR TEACHERS

The presence of an active open library is vital in every school. It supports, responds to, and enriches the community in which it exists. Libraries are essential to school practice. We believe that a library is an active space and we imagine children having free access to the library.

When a child reads, there is a relationship which begins between her and the book. It is an enduring relationship, where the reader has the leisure to explore the written word at her/his own pace, with break, at any location, and what is important for a child, in any position. Young children are drawn to stories and are full of curiosity and wonder. Usually this moves naturally into a love of reading. But we may uncaringly or unwittingly dam this natural surge.



Some common hurdles include very little encouragement to read, hardly any exposure to excellent books, both in the home and school environment, too many other occupations,

unmonitored screen activities and sometimes academic pressure, struggles with decoding- all can dry up the imagination. However, Reading raises questions, sparks off ideas and starts a chain of imaginative thought.



With the simple act of reading, children are expanding and enhancing their sense of sensibilities. They are able to get in touch with their own emotions, fears and joys.

In reading, they are also reading between the lines, picking up nuances and complexities.



Libraries in schools matter in many ways. Primarily, in allowing children to experience that, reading can be joyful. Further, in surrounding children with visual material that stimulates and excites them, they come to know about themselves and the world. Significantly libraries support students in strengthening literacy and world knowledge.

CRITICAL ELEMENTS OF LIBRARY PRACTICE



HUMAN

The librarian is a vital part of the library. It is important for the person in the library to have a growing knowledge of the collection, and the ability to engage with the children, recommend books, and keep the library vibrant and alive. Many children now young adults or adults remember the person in the library who led them to a book or a conversation or helped with research or included them in an activity or who understood them at a particular time.

COLLECTION

The collection is an essential part of the library. Books should be carefully chosen after extensive research, and discussion with the librarian, educator, members, and book-lovers. We should



choose books for the students, keeping the class, number of students and age in mind. We should curate a wide range of different kinds of books which include fiction, non fiction picture books, poems, bilingual books, other language books. We must make sure that each set of books has a range of diverse books. We should also make sure that we have enough books even for the last child who comes to borrow books.

SPACE



Book Arrangement :

The books are for the children and we must create space and arrangement in such a way that the children can access the books without any obstacles. Hence, the front covers of the books could be facing the

children and not the teacher. The cover page should be fully visible and not hidden.

ACTIVITIES

Book- Browsing :

The child uses browsing time only to browse through the books and choose a book as per her choice.



The teacher should not choose books for the child. If any book is chosen by the child that the teacher feels is not suitable, the teacher should not shout or discourage the child, but instead have a simple conversation to understand what interested the child about the book and why it was selected. When children become aware that books are for reading and not only for looking, they tend to choose appropriately.

Children also respect decisions if an explanation is given. To encourage selection of the 'right' book, it may be helpful to do a session with children on finding the right book to read.

Book- Lending and Borrowing :

Selecting a book to take home is one of the single most important acts of a library. When books are shared, a child's relationship with the library strengthens. Children also learn that not everything has to be owned and that joy can come from sharing and talking about shared books.



Book Talk :

The objective of a Book Talk is to talk about a book one has enjoyed to convince others to borrow and read it. A Book Talk of a Picture Book need not be longer than 2-3 minutes

- Choose a book that you have read and liked.
- Never tell the entire story and/or ending of the story.
- Start by introducing yourself and the book by showing the front cover and sharing why you selected the book.
- Mention the Title, Author and Illustrator (If possible, point to the names)
- Mention what the book is about, the theme or topic, show a favourite illustration and share why you liked it)
- Mention the main characters and setting (the place where the story is happening) of the story.
- Mention if the book is Fiction or Nonfiction
- Read a sentence that you liked, to show the style of writing/language of the book.
- Share your personal response and why you were drawn to the book?

- Any other interesting features that you have noticed?
- End the Book Talk with a hook, a suspense or cliffhanger, that will build further interest about the book.
- Discussion is a vital part of Book-Talk. Open the floor for questions from the listener.



Some Suggested Expectations Class/std Wise

Std. I	Std. II	Std. III	Std. IV
Book cover	Book cover	Book cover	Book cover
Title	Title	Title	Title
About the book	Author	Author and illustrator	Author and illustrator
Favourite picture	About the book	Genre: Fiction/ non-fiction	Genre: Fiction/ non-fiction/ poetry/folk tale
New word	Favourite picture	About the book: Theme	About the book: Theme Main character and others
	Reason you liked this picture	Main character	Setting
	Feelings about the book	Setting Response to an image/ sentence	Response to an image/ sentence

Std. I	Std. II	Std. III	Std. IV
	New word	Reason you liked/did not like the book	Reason you liked/did not like the book. Links with other books Recommendations

ADMINISTRATION

Record keeping should not be a monitoring device but a responsibility tool and a memory record. Children can and must be encouraged to maintain their own lending cards.

However, in large classrooms where time is an urgency, a lending register is the next best option. This can be directly maintained by the children or by the teacher. Even very young children, learn to record or report the necessary data against their name for responsible borrowing and lending.

Book lending data can be analysed and reviewed to understand reading patterns, interest and frequency of borrowing of a child and must be shared back with the child so that they grow in confidence and awareness as library users.

Book Care :



In spite of good care, books which are handled by so many children, are bound to get worn out. If you find a book which needs mending, you can draw children's attention to it and mend it together. You can pre-empt this by regularly scheduling book care sessions.

Adopt - a - Book or a Shelf :

Each child selects a favourite book, a series, an author or a shelf and adopts them. So the health and happiness of the adopted book collection/space is the responsibility of that child. Children lovingly take on repair of the book if needed. They can also put up posters to tempt others to read their favourites and maintain the books.

ENHANCING THE READING CULTURE



Some ideas that have worked :

1. Scheduling a fixed day and time for the library class.
2. A Weekly display on simple themes can be thought up and be presented. It could include art, craft, and other interesting elements around the chosen theme, together with books. Teachers and the children can work together to make this happen.
3. Read Aloud/Storytelling*



4. Ask children to select a book to enact as a play. Some of them can write a script.
5. Encourage children to read out poems and short stories during assembly or on any other occasion.
6. Actively promote and give time for browsing.

7. Have regular Book-Talks.
8. Let the children make attractive book jackets for books. This can include a cover design, information on author, plot and review on the back cover, inside cover etc.
9. Have children write a letter to their favorite author.
10. Show the film of the book after the majority of the class have read it. This acts as an incentive. Or read out a few chapters one week and show that segment the next week.
11. Have children make bookmarks, posters, badges and signs, as well as enact book advertisements.
12. Have treasure hunts in the library. Clues lead from book to book, from section to section in a random way. First the librarian/ teacher can set this, then the students can do it for the librarian/teacher or for another class. Both ways, an informal discovery of the collection is taking place.
13. Have a book board which children maintain, with their own book reviews, illustrations of characters from a favorite book, a list of their suggestions, book-of-the-week which is a student's choice or teacher's selection. Put up clipping from newspapers and magazines of book reviews.

14. Encourage children to take books home to be read by them and also to be read out to them by grandparents, siblings and parents, inculcating home involvement.



PLANNING A LIBRARY CLASS



Often we forget that each class/session needs forethought and planning. This has proven to provide both the adult and the children with a positive library experience.

Some simple things to keep in mind when planning are:

1. Duration of the class
2. The time of day of the class
3. Plan for activities in units of time
4. Material required for the class
5. Remember that a library class can be light and fun!



Session Plan at a Glance :

An example of a Session Plan is provided here for your reference:

<p>1) Settling down Activity (5 min)</p> <p>Can do certain activities to set the mood for the library class.</p>	<p>2) Book-Talk (3 min)</p> <p>Students present a trailer of a book which they have recently borrowed and enjoyed.</p>	<p>3) Singing Songs (5 min)</p> <p>Either from the library list or connected to a story.</p>
<p>4) Games (5 min)</p> <p>A context/ vocabulary can be introduced through some word/ blackboard games.</p>	<p>5) Pre- Story Discussion (5 min)</p> <p>Prior Knowledge needs to be activated to prepare the mind for the story. Can include telling or raising questions.</p>	<p>6) Story Read Aloud (10-15 min)</p> <p>A pre-selected and prepared for story is read aloud with predictive questions to enhance engagement.</p>

<p>7) Post Story Discussion (5 min) Recap of the story and some explicit & implicit questions to ascertain comprehension.</p>	<p>8) Activity Time (5 min) An activity can be done through art/ craft, work-sheet or free writing work to extend or increase comprehension of the story read-aloud.</p>	<p>9) Lending Time (5 min) Children browse and borrow the books.</p>
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Note: If the teacher has a ½ hour class, then they could refer to the plan in the boxes numbered 5,6,7,8, and if the teacher has a 1 hour class, then they can refer to the entire box from points 1 to 9.

Reflection And Reporting

Post the library session, it is important to critically reflect on the session, and write a detailed report that includes what worked, what did not work, and the children's responses to each segment. Learnings from each session can inform the plan for the next session.

LIBRARY CLASS

Settling Down Activities :

These are activities done in order to help children settle and shift their attention before beginning a library session.

Library class is intended to evoke a different atmosphere in the school day. Some approaches that worked are as below :

- 1. Bean Game :** The children are asked to wiggle like a jelly when the teacher says 'Jelly Bean', and stretch high up when the teacher says 'Long Bean'. They will then squat and become as small as they can when the teacher says 'Small Bean'. The teacher can say the cue words in any random order to play this game.
- 2. Passing the Clap :** If there is space, the children can gather in a circle. Or else this can be played desk/row wise. One child can turn towards her partner and clap while looking at the partner. The partner will then pass the clap around till it reaches the first child again.
- 3. Lap, Clap, Snap :** The children can sit or stand. The teacher can demonstrate the actions– lap (both hands on the lap), clap (palms joined) and snap (clicking two fingers). The teacher will then repeat the words in any order, slowly or at a faster speed and the children listen carefully and do the respective actions.

4. Mirror Game : The teacher can do random actions of her own choice and the children can mirror these actions.



Some Bookworm Library Songs :

Songs associated with the library, work well and also enhance the children's interest in reading

I Like Books

(To the tune of Barney's I Love you song)

Link to the tune:

https://www.youtube.com/watch?v=Uq734_nZ7Eo

I like Books, You Like Books.
Books, Books, Books, Books,
Books to Look.

With a Book Here, Book There Everywhere a Book!
Won't You like a Book to Look?

Clap Your Hands

(To the tune of Jingle Bells)

Link to the tune:

<https://www.youtube.com/watch?v=qmVaEn57EHY>

Clap your Hands
Stamp your Feet
Wriggle all Around
Put your hands up in the Air
Now lets touch the Ground
Hold your Head
Hold your Hips'
Give yourself a Hug
Sit right Down
Eyes to Look,
It's time to read a Book!

We Are Going To The Library

(To the tune of "Mary Had a Little Lamb")

We are going to the library
Library Library! (2)
We are going to the library
We will have some fun!

Welcome To The Library

(tune of "Mary Had a Little Lamb")

Link to tune:

<https://www.youtube.com/watch?v=CkRdvGmcCBE>

Welcome to the library, library, library.

Welcome to the library.

Please come inside and read.`

We're glad to have you here today, here today, here today.

We're glad to have you here today.

Today's a special day.

Read, Read, Read A Book

(To the tune of "Row, row, row your boat":)

Link to the tune:

https://www.youtube.com/watch?v=fDR_pRHYMGA

Read, read, read a book,

Travel anywhere,

Worldwide, you decide,

A book will take you there.

Read, read, read a book,

Beginning to the end,

What a way to spend the day,

A book's a special friend!

When You're In The Library

(To the tune of Twinkle, Twinkle, Little Star)

Link to the tune:

<https://www.youtube.com/watch?v=yCjJyiqpAuU>

Quiet is the way to be,
Please talk softly,
Make the choice.
Only use your indoor voice,
Libraries are full of joys,
But they can't be full of noise.

If You Want To Read Non Fiction

(To the tune of "She'll be Comin' Round the Mountain":)

Link to the tune:

https://www.youtube.com/watch?v=l42FxBm4r_Q

If you want to read non-fiction,
look this way! (Point to the non-fiction section) If
you want to read non-fiction, look this way!
If you need some information, turn your head to this location.
If you want to read non-fiction, look this way!

If you want to read a story, look this way! (Point to the fiction
section)

If you want to read a story, look this way!

If you want a work of fiction, turn your head to this location.
If you want to read a story, look this way!

We'll Borrow A Book

(To the tune of "My Bonnie Lies Over the Ocean")

Link to the Tune:

<https://www.youtube.com/watch?v=pYpK9UiAA-A>

We'll borrow a book from the library,
We'll borrow a book for a week.
We'll borrow a book and we'll read it,
Then we'll bring it right back next week, next week.

Bring back, oh, bring back,
We'll bring back our library book next week, next week.
Bring back, oh, bring back,
We'll bring back our library books next week.

Poems On Library Books And Reading

My First Memory (Of Librarians)

-By Nikki Giovanni

Taken from:

<http://transactionswithbeauty.com/home/5poemsaboutlibrarians>

This is my first memory:

A big room with heavy wooden tables that sat on a creaky
wood floor

A line of green shades—bankers' lights—down the center

Heavy oak chairs that were too low or maybe I was simply
too short

For me to sit in and read

So my first book was always big

In the foyer up four steps a semi-circle desk presided To the
left side the card catalogue

On the right newspapers draped over what looked like a quilt
rack

Magazines face out from the wall The welcoming smile of my
librarian The anticipation in my heart

All those books—another world—just waiting At my fingertips.

Read To Me

-By Jane Yolen

Read to me riddles and read to me rhymes

Read to me stories of magical times.

Read to me tales about castles and kings

Read to me stories of fabulous things.

Read to me pirates and read to me knights

Read to me dragons and dragon-book fights.

Read to me spaceships and cowboys and then

When you are finished- please read them again.

Open A Book

-By Jane Baskwill

Open a book
And you will find
People and places of every kind;
Open a book
And you can be
Anything that you want to be;
Open a book
And you can share
Wondrous worlds you find in there;
Open a book
And I will too
You read to me
And I'll read to you.

I Met A Dragon Face To Face

-By Jack Prelutsky

I met a dragon face to face,
the year when I was ten, I took a trip to outer space,
I braved a pirate's den.
I wrestled with a wicked troll, and
fought a great white shark. I trailed
a rabbit down a hole, I hunted for a snark.

I stowed aboard a submarine, I opened magic doors,
I traveled in a time machine, and searched for

dinosaurs. I climbed atop a giant's head, I found a pot of gold,
I did all this in books I read when I was ten years old.

Good Books

-By Edgar Guest

Good books are friendly things to own.
If you are busy they will wait.
They will not call you on the phone.
Or wake you if the hour is late.
They stand together row by row.
Upon the low shelf or the high.
But if you're lonesome this you know.
You have a friend or two nearby.

The fellowship of books is real,
They're never noisy when you're still.
They won't disturb you at your meal,
They'll comfort you when you are ill.
The lonesome hours they'll always share,
When slighted they will not complain.
And though for them you've ceased to care,
Your constant friends they'll still remain.

Good books your faults will never see,
Or tell about them round the town.
If you would have their company,
You merely have to take them down.
They'll help you pass the time away,

They'll counsel give if that you need.
He has true friends for night and day,
Who has a few good books to read.

Taken from:

<https://bookkidsblog.wordpress.com/2015/04/10/26-inspiring-poems-about-the-joys-and-importance-of-books-and-reading/>

Library Games :

- 1.** Book Title Word Building : Write the title of the book on the Blackboard. Ask the students to quickly form as many words as they can using the letters from the title.
- 2.** Act Out : A group (4 -5 students) come to the front. They think of a story and pick a scene that they can freeze frame. On a count of 3 the group takes up the position to form a tableau. The class guess the title / story.
- 3.** Dumb Charades : Prepare slips with book titles written on them. A student picks a slip and acts out the title / scene from the book. The class guess the name of the book.
- 4.** Book Name - Place - Animals - Things : Think of a list of stories. As you call out the titles, ask students to list out name, a place, an animal (secondary characters) and

things from the story. Collate responses to reconstruct the story.

5. **Book Title Acrostic** : Write the title so that every letter becomes the starting letter of a word/sentence. Ask students to come up with words that connect with the story using the starting letters from the title.



Read Aloud* :

A Read Aloud is a core library practice that we implement in each of our library sessions. Reading Aloud to the children enables us to share this joy, in a way that makes us all enjoy the story and also think and reflect on different aspects of the story. The stories that we Read Aloud are carefully chosen, so that the story is one the children can connect to,

that they could comprehend, and also one that would excite them and introduce them to something new.

A Read Aloud comprises of three main components :

- A Pre-story may include a song/game/discussion that sets the context for the story. This space allows the introduction of the theme of the story and sets the context in which the story will take place.
- The main Read Aloud of the story. The story is Read Aloud with appropriate tone and expression and may include a few pre-decided questions that will encourage thought and responses from the children.
- The Post Story, which includes a discussion and an extension activity (Writing/ drawing/ craft/ drama) that reinforces the main theme of the story.

A Read Aloud is a wonderful way to invite the children into the story and inspire in them a love for reading and stories!



CONCLUSION

Our Vision For An Open Library :

At Bookworm, we advocate an open library that has open bookshelves for ease of access. Children of all ages should walk freely, look at, handle, read and borrow books in the library. The librarian/teachers must facilitate this open atmosphere. Mutual trust and shared responsibility are the hallmarks of such a library. An open library does not mean that there is no care or concern for the place and the collection. The rule of convention evolves out of a sense of cooperation, consideration and collective awareness.



Therefore, the role of the librarian/teacher is not to police or monitor but to bring about a sense of collective ownership and accountability. This can happen best when there is a

good relationship between the users (Children), the Librarian/Teacher and the books. Teachers are the biggest asset for the library. They hold the pulse of the student and can make a big difference in the children's use of the library.

The library in the school, belongs to all the users. The library caretaker (librarian/teacher) has a challenging and exciting opportunity to make it come alive. This handbook will grow if you add your experiences and ideas to it. Feel free to use ideas that work for you in the library. There is no hard and fast rule. The aim is to have the library active and loved.

Suggested Reading List :

- Teacher by Sylvia Ashton Warner
- Divāsvapna (दवा व न) by Gijubhai Badheka and Saraccandra Vastī
- The Child's Language and the Teacher by Krishna Kumar.
- In Our Own Words by Jane Sahi
- The Open Library by Usha Mukunda
- What Did You Ask at School Today? by Kamala V. Mukunda
- Learning Through Art by Jane Sahi & Roshan Sahi
- The Black Board Book by Watts Eleanor
- Free from School by Rahul Alvares
- Deschooling Society (1971) by Ivan Illich
- The Story of Nai Talim: Fifty Years of Education At Sevagram (1937-1987) by Majorie Sykes
- Totto-Chan: The Little Girl at the Window by Tetsuko Kuroyanagi
- What is Worth Teaching by Krishna Kumar
- The Diary of a School Teacher by Hemraj Bhatt
- Tagore For Today : Literature and Art in the Classroom by Feisal Alkazi
- Art, the basis of education by Devi Prasad

Suggested Library Resources :

- Libraries: Chapter 1 - A basic online library course
<https://www.partnersforum.in/courses/course-v1:Bookworm+LIB101+2020-21/about>
- Bookworms Beyond Borders - A bilingual quarterly library newsletter. Subscribe at
<https://docs.google.com/forms/d/e/1FAIpQLSfQrB0-ZOOixiwKc1BxG9gzf35umprJ8-kcLPDryYQ7cAfzCw/viewform>
- Suggested lesson plans for picture books
<https://wiprofoundation.org/resources/lesson-plans-by-bookworm-trust/>
- A list of 50 diverse books
<https://wiprofoundation.org/resources/50-diverse-books/>
- A recommended booklist for the primary & elementary age group
<https://wiprofoundation.org/resources/recommended-book-list/>
- 110 books : A diverse, thematic listing from the Bookworm collection
<https://journal.bookwormgoa.in/100-diverse-books-to-make-a-collection/>

CREDITS AND ATTRIBUTION

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- <https://bookkidsblog.wordpress.com/>
- Cover image of the library building from a painting by Shruthi Chandrasekaran
- Design by Anuja Sansare



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