GOAL: Use the Library
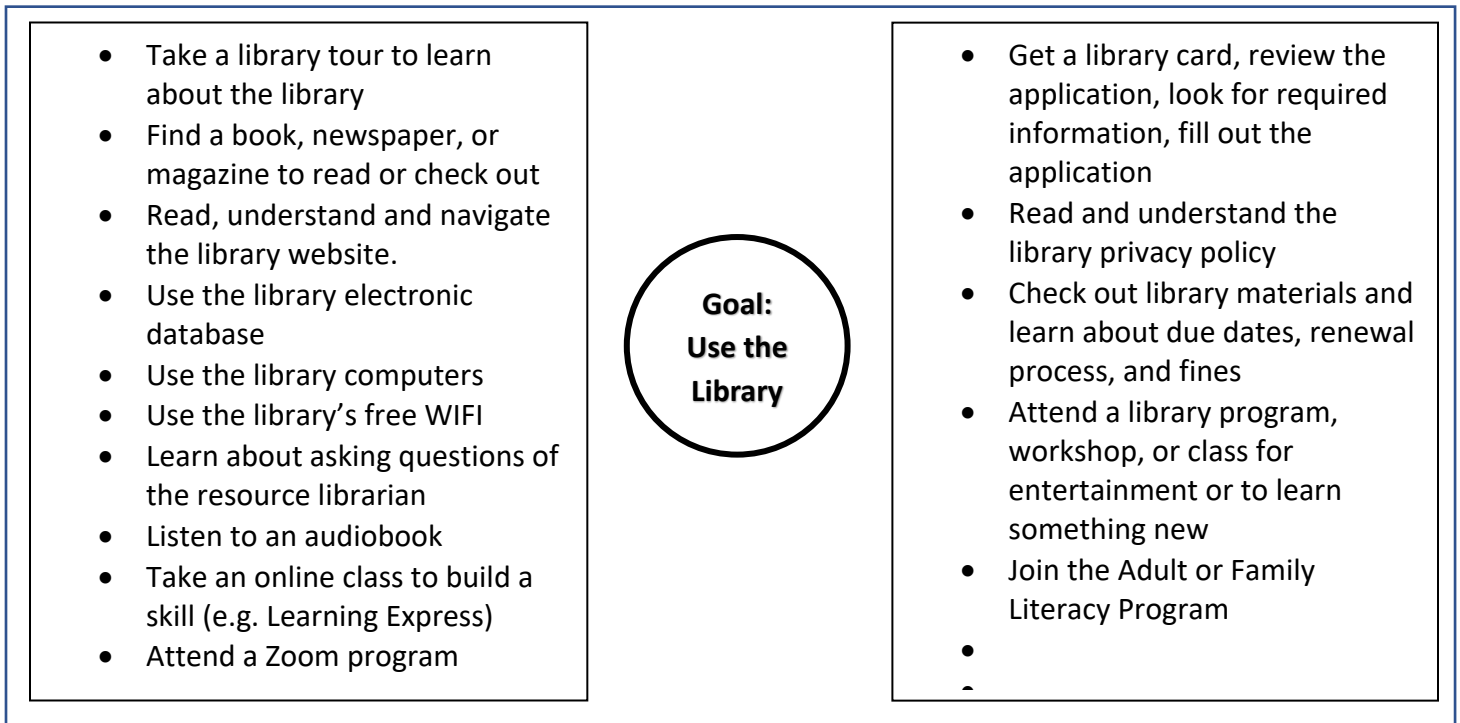
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GUIDEPOST I: Where to Start

➢ "Since you already know quite a bit about your library, let's decide where to start to help you learn the new skills you need."

➢ In a conversation with your learner, discuss all of the different ways that a person can use the library and then talk about the reading and writing skills that are needed to achieve that goal. Your learner will already know a lot about using the library. For example, he or she is already part of the adult literacy program and has accomplished the goal of asking for help with literacy.

Here is an example of a mind map for the goal, **use the library**, broken down into achievable components or objectives. Talk about these with your learner, add components that your learner identifies, and pick one to work on first.

- Take a library tour to learn about the library
- Find a book, newspaper, or magazine to read or check out
- Read, understand and navigate the library website.
- Use the library electronic database
- Use the library computers
- Use the library's free WIFI
- Learn about asking questions of the resource librarian
- Listen to an audiobook
- Take an online class to build a skill (e.g. Learning Express)
- Attend a Zoom program

**Goal:
Use the
Library**

- Get a library card, review the application, look for required information, fill out the application
- Read and understand the library privacy policy
- Check out library materials and learn about due dates, renewal process, and fines
- Attend a library program, workshop, or class for entertainment or to learn something new
- Join the Adult or Family Literacy Program
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➢ After you've worked on one component or objective of this complex goal, and when the learner is comfortable with it, ask if your learner would like to begin working on a new component of the goal **Use the Library**.

➢ Note, that each of the component goals will take time to complete. To avoid overwhelming your learner, work on one activity at a time and when that has been mastered then move on to the next activity.

GUIDEPOST II: What You Will Learn

➢ "Now, we'll figure out exactly what we want to accomplish to help you get closer to your goal."

For purposes of this example, we will focus on learning to use the library website. Our component goal is: *read, understand, and navigate the library website.*

1. Look for materials available to help with instruction. Collaborate with literacy program staff for assistance if needed.
2. Discuss with your learner what he or she would like to be able to find on the library website and start there. Talk about what the learner already knows and ask what he or she would like to know. Build upon what the learner already knows and then find new things.

Make a list of these items discussed, for example:

You can find a lot of information and services on your library's website. That will help you learn a lot about your library and be able to use it effectively.
- Learn about the library website
- Learn where things are and how to search
- Learn how to use these different library tools and why to use them
- Become more comfortable using your computer and searching on the internet

GUIDEPOST III: How You Will Learn – Multisensory Strategies

➢ Take a short tour of your library's website to show you how it's organized and how to move around it. Then we'll help you complete a scavenger hunt to find more things. In doing that, you'll get more practice searching on the internet.

➢ Not only will you learn about the library website, you will also learn how to search on the internet. These steps will help you when you go to other websites to search for other things. Many websites are set up the same way, so it gets easier to find things the more you do it.

➢ Together decide on the strategies, or the steps you need to take, to reach the objective.

1. Key Vocabulary
   With your learner, generate a list of words and concepts associated with the goal. Some examples are:

   Using the internet vocabulary:
   o search
   o download
   o www
   o website
   o webpage
   o URL (web address)
   o homepage
   o electronic database
   o audiobooks
   o WIFI
   o copy/paste
   o hotspot
   o username/password
   o virtual
   o COVID-19

   Using the library vocabulary that will help as you search the library website:
   o Fiction
   o Non fiction
   o Biography
   o Reference
   o Periodical
   o Fees and fines
   o Temporary eLibrary cards

2. Reading Practice
   o Use materials that you find when you connect to the library website and begin reading together using a reading strategy that is effective for your learner (echo reading, duet reading, alternate reading, etc…)

   o Search for and select an ebook for your learner to read or an audio book for your learner to listen to. You may need to walk through the process of downloading software or apps. Talk about how to ask a librarian for help. Talk about how to check out and download a book, and how to begin reading it. Some electronic books allow a reader to look up new words. Show your learner how to do this to increase vocabulary.

   o Consider reading current events online together – the library website may have a link and passcode to *News For You,* which is an excellent reading resource for adult learners. Search for articles to read, read them together, or have the application read the story aloud as the learner follows along. Learn to use the archive to find older news stories.

3. Writing Practice
   o Use materials related to the goal and think about ways your learner can practice writing skills that will be needed to meet this goal. For example, to obtain a library card, the learner will need to read and fill out an application form. Practice using forms to prepare the learner to apply for a library card.

4. Real World Practice (library visit)
   o Think of real-life activities that might support your learner goal, such as requesting a book or movie to check out, and then picking it up at curbside pickup at your library.

5. Check for Understanding
   o Think of questions you can ask your learner to confirm understanding.
   o Ask your learner to complete a task, such as log in to his or her library account with their username and password as you observe and help as needed.

Let's take a look at the Library's website to see what's there. Then you can practice looking for some other things.

www.akspl.org
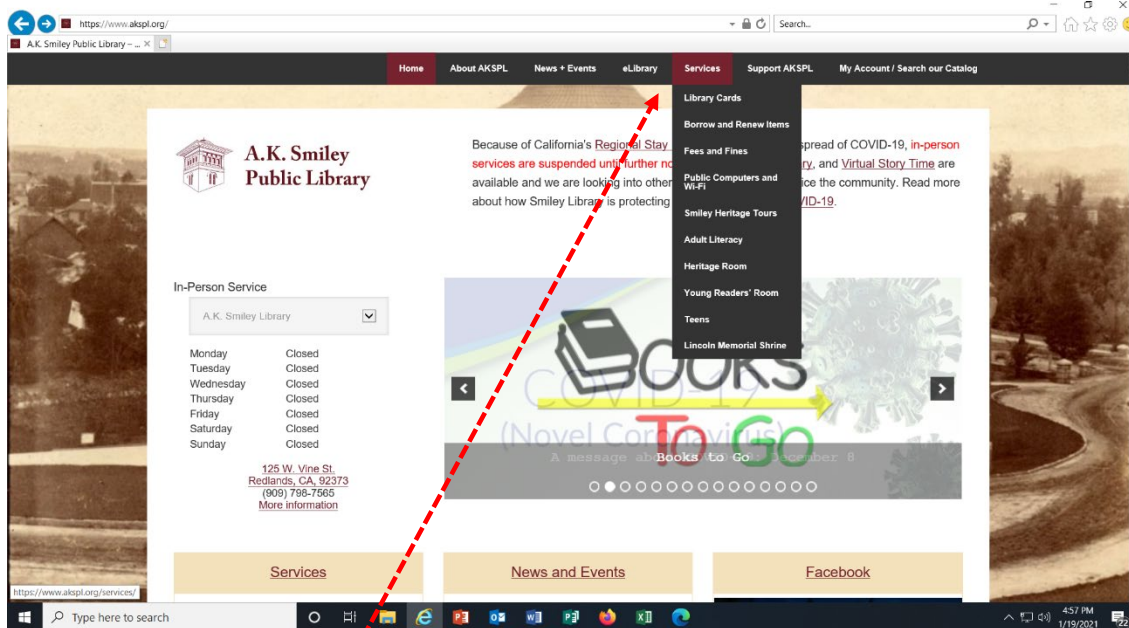
Model how to click on different tabs and take a tour together.

- e.g. https://www.akspl.org/services/ Home About Services My Account/Search
- Where would you go to find:
    - A book
    - A book to listen to
    - The time your library opens
    - Note: The things we're doing now are similar to a lot of other websites (not just your library website)

Activity: Library website scavenger hunt. A scavenger hunt is where you find a list of things. In this case it will be a list of things that will help you use your library and its website to find things you need.

How would you:

1. Get a library card?
2. Find the phone number to ask questions?
3. Check out a copy of *Seedfolks* by Paul Fleischman? How many different forms of the book can you check out? For example, a paper copy or a book on CD.

Search results for the title Seedfolks looks like this:
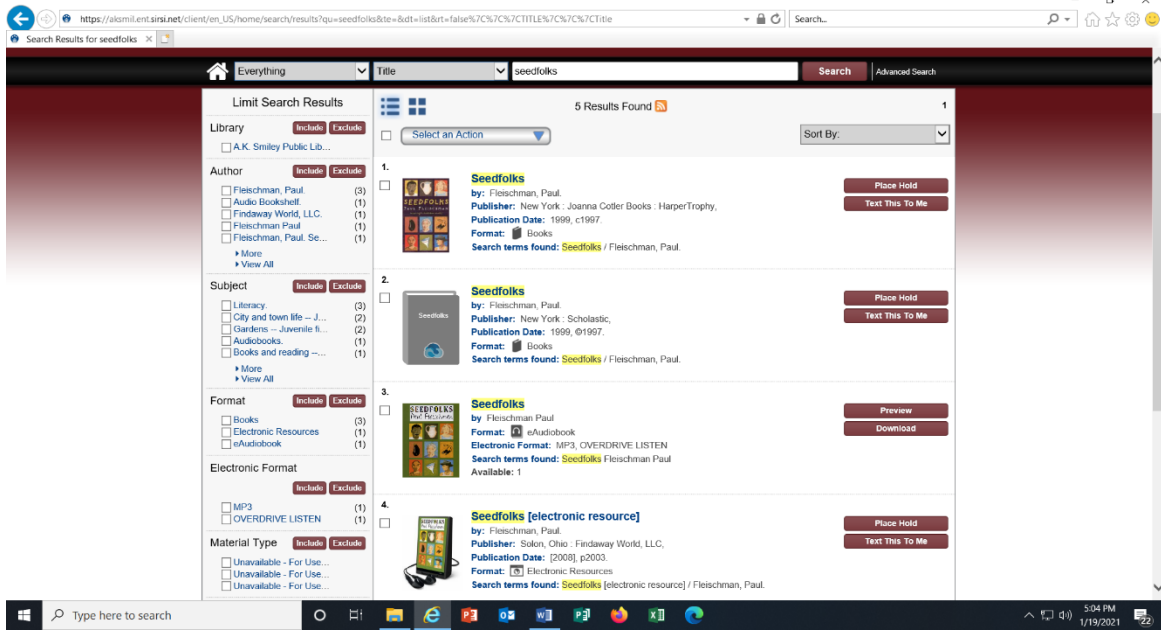
4. Find out how to join the adult literacy program? What is the phone number?
5. Find out when the library is open?

Make a list of 3 other things that you want to find on the library website.

6. _____
7. _____
8. _____

GUIDEPOST IV: What Worked, What Didn't, What Can You Use?

1. How did searching on the website go? Are you comfortable searching on the internet? Or not? **From 1 to 3 was it easy, a little difficult, or very difficult?**

    (circle one)
   1   2   3

2. What did you learn about the library?
   a. _____
   b. _____
   c. _____

3. How can you practice on your own? Do you have enough information? What do you need to get started?

4. What do you want to practice together in our next meeting? Do you want to look more at the library website or do you want to try a different type of website? If

different, what type? Health, COVID-19 in my city? Looking for a job? My child's school? Other?

5. How will we know when you are independent and have met the goal of reading, understanding, and navigating the library's website?

   a. _____
   b. _____
   c. _____
   d. _____

6. It takes a long time to get comfortable using the internet and the Library. We will practice these skills a lot. They go together, so when you are using one you are learning to do the other (library + internet).

7. Next, let's learn more about the library – what component goal would you like to work on next (see the mind map in Guidepost I).

8. How will we know when you are independent and have met the goal of <u>use the library</u>?

➢ Note many people with a lot of experience find new things all the time on the internet and on the library website.

➢ Other note: This is an example of one library's website. If you want, we can look at another library website to compare what is the same and what is different.

➢ We can also look at another type of website, for example a COVID-19 website or a website for your doctor or hospital system to compare what is the same and what is different. For example, on your county hospital website, find the address and the phone number.

Initial Effort – The ultimate goal of using the library has been broken down into smaller, achievable components that can be worked on separately, and over time. Follow the lead of your learner and work on components that are most important to him or her.

Making Progress – you and your learner can discuss indicators of progress, as the learner moves forward, watch for improvement and congratulate your learner for the achievement.

Goal Accomplished – "Use the library" has many components that you will have discussed with your learner in advance. Your learner might only want to get a library card and check out a book. This goal will have been met when your learner can independently perform skills that allow him or her to use the components he identified.

Sample Scavenger Hunt
Use the Library Goal

a. Where do you go to get a library card?

_____

b. Find the phone number to ask questions.

_____

c. Does the library have a copy of *Seedfolks* by Paul Fleischman?

_____

d. How many different forms of the Seedfolks can you check out? For example, a paper copy or a book on CD.

_____

e. Find out how to join the adult literacy program. What is the phone number?

_____

f. When the library is open?

_____

g. Make a list of 3 other things that you want to find on the library website.

➢ _____

➢ _____

➢ _____