

Read and Learn @ the Library

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Abstract

This paper will present the Miriam College Lower and Middle Schools' Library Media Center reading program entitled Read and Learn @ the Library. The presentation will focus on the different library activities for the students across Grades 1 to 8. The purpose of the presentation is to share the different reading programs of the library that promotes reading and students' love for books. The activities presented encouraged the students that reading is enjoyable and worthwhile. The reading program infuse some playful elements that makes reading and learning more fun and engaging among students. This also supports network between teachers, librarians, and story writers and solicit their active assistance in promoting good reading habits of the students.

Introduction

Reading is recognized as an art capable of transforming man's life and his society (Busayo, 2011). It makes a way for better understanding different experiences in life. Through reading, it is easy to learn and discover new things. If the child learned how to read and develop a love for books, he/she can explore for himself different knowledge. Reading habit plays a very crucial role in enabling a person to achieve practical efficiency. It allows a person to broaden horizons and think critically.

The Miriam College Lower and Middle Schools' Library Media Center which is located at Miriam College, Quezon City is a library which provides a Reading program for students from Grades 1 to 8 through the Read and Learn @ the Library activities. By providing the students different reading activities, the center exposes and gives meaningful experiences that will encourage and develop their lifelong love of books. These activities convince them that reading is enjoyable and worthwhile.

This paper will describe the different activities of the library media center which encourages the students to read more and enjoy the library to its extent. The following are the different library activities:

Little Library for Grades 1 and 2

This activity aims to instill the love for reading among the grade 1 and 2 students. It also teaches the students basic library processes like manually borrowing of books from the shelf.

If you build it, they will read it (Brasell, 2005). In Brasell's writing, he wanted to have a classroom library that created an attractive environment; in which he covered up the windows and walls with bright blue butcher paper for the kids to draw, color and cut out different ocean animals; that had a theme "Read with me, under the Sea". He said that "reading time is treasured time", and that there were many pleasant hours they spent in the colorful and comfortable library corner in their classroom.

Despite the challenges that come in building and organizing the collection of the library, it is always good to consider that the library one building is not for oneself, but it is also to support the lifelong learning of the people. Having the little library in each classroom supports the students to read books and develop their reading skills. It will enhance their discipline towards taking care of the books they read. The little library for Grades 1 and 2 allows the students to read books during their free time. It also encourages them to be disciplined in the proper way of borrowing and returning of books. The students become aware of the proper behavior in learning through reading books. Reading is part of learning of every student, when a student knows how to read, he/she can easily understand and comprehend written texts.

The classrooms of grade 1 and grade 2 students is a little far from the Library Media Center of Miriam College. The grade 1 and grade 2 students also has a limited time going to the library since after their dismissal time, their fetchers are already there. The librarians think that it would be best to have a little library in their classrooms to promote love for reading and provide good books to practice their reading skills. It was a collaborative project of reading subject and the Library Media Center. It was then decided that each classroom should contain forty (40) pcs. of books that will allow the students to read especially during their free time in the classroom.

It started first as a pocket library where there are selected books for each classroom. Students may only read it. In the year 2017, when the administration provided book shelves in the classroom, the librarians took the initiative to build this little library that has a systematized procedure. Books for Grades 1 and 2 were selected carefully by the librarians, reading supervisor and teachers. The books have a pocket and library card where the students can write their name and section when they are going to read the book. The manual system allowed the students to borrow the book.

Guidelines of the Little Library:

Basic library processes of borrowing and returning of books are simulated as they try to take out books, bring them home to read and place back on the shelf after they are done reading the books.

1. The library provides forty (40) book each year with different titles, fiction and non-fiction books.
2. All books are labeled with colors, numbers and section name to protect it from being lost.
3. The homeroom advisers are the ones who will explain to their students the proper way of using the books in the little library.
4. The student can borrow the book that she wants to read. She writes down manually her name, grade and section if she will use the book.
5. Students may return the book on the shelves properly.
6. The circulation librarian and library assistant checks the little library every quarter for proper inventory.
7. Every end of the school year, the circulation's librarian collects the books and check if there are lost books. Circulation's librarian makes sure that the books are complete and always up-to-date.

Book Swap

Book swap is a quarterly activity of Grade 5 Reading classes wherein title of books are being swapped among the students within each section. Books are supplied by the library and reading period is per quarter. Reading teachers and librarians facilitate the book swap event in the library. Reading is described as the most important skill that is requisite for future learning and be able to carry out day-to-day activities that require understanding of written texts (Mendoza, 2015). Book swap activity encourages the Grade 5 students to understand and comprehend what they are reading. It also helps the students to recognize the different genres of books. This activity helps the students better understand what they are reading and prepare themselves not only reading fiction books but also non-fiction books.

In June 2012, the librarians proposed that Grade 5 students should be encouraged to read chapter books already. With further planning and discussion with the reading teachers of Grade 5 students, the group decided to have this activity called book swap. The librarian will bring forty (40) pieces of books with different titles in the classroom during their reading time. The purpose of the activity is for the Grade 5 students to read the books on their reading period time. The teachers also believed that the students can comprehend the chapter books already.

Last June 2015, the librarians and reading teachers decided that the book swap should happen inside the library to encourage them to always go to the library. The teachers and librarians believe that the students can appreciate more the activity if it happens inside the library. The reading teachers will bring the students in the library and have the swapping of the books there. The librarian facilitates the swapping of books with the help of the reading teacher and library assistant. It was also proposed that year that the books should be part of the lesson where the teacher can also discussed the different stories in their reading period class. The reading teachers decided to make an output out of the story that the students read, they have decided that it is a book review. This project intends to allow the students to have fun reading and sharing each other's recommended books.

Guidelines in the Book Swap:

Reading Teachers make sure that there is a period of book swap every quarter. Book swap is part of their academic budget. Book titles that is part of the book swap was already read by the reading teachers and the librarians. Thus, the book titles that are part of the book swap was evaluated already before the students read it.

1. Title of books were selected carefully by the collaboration of librarians and reading teachers.
2. The reading teachers use the book swap books as their reference for their book review every quarter.
3. The book swap activity happens in the library every quarter. The students can borrow the books that is assigned to them.
4. The students need to finish the book within a quarter and make sure to write a book review on the books assigned to them.
5. The students output is a book review every quarter, they are required to submit it to their reading teachers as part of their graded seatwork. When the students are done reading and done with the book review, the students will swap their books.

Storytelling and Read Aloud

Storytelling is a great form of entertainment to everyone. It introduces best stories from different books in the library and it also promotes the art of storytelling of the teachers and librarians. It started when the librarians noticed that most Grades 1-3 students go to the library every lunch break and before their class starts. They stay there to read books and interact with one another. The librarians decided that during free time of the students, they should interact with them, and have a storytelling session. Since the librarians are only few, they decided also to invite teachers for the storytelling session.

Every day of the week, librarians or volunteer teachers conduct storytelling (with a book) to students from Grades 1,2 and 3 during their lunch break, dismissal time or student activity program period. The storytelling activity is conducted in the carpeted area of the library. This storytelling session helps librarians to promote the different books to the students, especially the books that are unpopular ones. The librarians and volunteer teachers also process the different stories to the students, they prepare questions related to the story and make sure that the students understand what the book is all about. It is a way of promoting different children's book in the library.

Storybook authors and professional storytellers are occasionally invited to perform storytelling or read aloud sessions for the primary grade students. This is usually organized in time for the National Book Week or Children's Book day celebration. Class is usually invited in the library during their free time to witness the storytelling session of invited storybook authors and professional storytellers. Reading and Filipino teachers coordinate with the librarian if there are invited professional storytellers and book authors.

Book Talks

The library conducts different book talks to convince the students to read different genres of books. It also promotes fiction books and non-fiction books that will help the students gain more knowledge. Book talks were given so that the students may be convinced to read more books that are presented in the book talks. The primary purpose of the book talks is to allow the students listen and be encouraged to read a particular title of a book without spoilers given by the book talker. Through the different book talks, it is usually fun and exciting for the students.

In July 2016, the librarians decided to invite some authors, teachers and some guests who can talk about their favorite books without spoiling the students. It encourages the students to borrow different books in the library due to their curiosity of the books being presented to them by the book talker. It was also the start of inviting more resource speaker to present their favorite book to the students during special occasions (like the National Book Week, Children's Book Day and other co-curricular celebrations) to give talks about certain books in focus. This activity may be held in small informal pockets, organized assemblies or during class periods in the library.

Book Selection by Top Borrowers

Book Selection with students started in School Year 2013-2014. The activity which aims to promote love for reading and develop student's sense of responsibility and ownership, was initially offered to top borrowers from the Middle School. Due to a positive response of the students, the invitation was extended to the Lower School participants, and members of the Junior Librarian's Club in the succeeding years.

Every year, the reader's services librarian post the top 10 borrowers for the whole school year for both Lower and Middle School, top ten students list comes from the total number of books borrowed by the

students from one (1) school year. The students are invited to join the librarians to select books for the library and be purchased for the next school year.

The following is the acronym in the basic guidelines in choosing the right books for the library that is used by the students in selecting books for the library. It is based on Amy Mascott's "Help Kids to **P.I.C.K.** the right books."

P- is for purpose.

- Will my schoolmates borrow this for pleasure reading?
- Will my schoolmates borrow this to learn something?
- Will this help with the school work?

I- is for interest.

- Will the front cover grab my schoolmates' attention?
- Does this book have interesting illustrations?
- Do I find story or content interesting?
- Will my schoolmates find this interesting?

C- is for comprehend.

- Did I understand what I just read?
- Will my schoolmates understand the content of this book?
- Is this book appropriate for lower and middle school students?

K- is know the Words.

- Use the "Five Finger Rule"
- Read a page of the book and count the number of words that you do not know in that page.
- Use the guide below as reference:
 - 0-1 unknown word = book is too easy
 - 2-3 unknown words = book is just right
 - 4-5 unknown words = book is too difficult.

The students usually have an evaluation at the end of the activity to make sure that the objectives were achieved and to continuously make the activity more meaningful and exciting for them. They were given questions to answer. The following are the questions that the students need to answer:

1. What do you like about the activity?
2. What are the things that we can improve?
3. Was the activity relevant to you as a student?
4. Did the activity encouraged you to read more books?

Makerspace Activities

These are special activities in the library to help the students develop their skills in critical and logical thinking, computational and creativity skills. When Miriam College opened their Makerspace Innovation Center, the Lower and Middle School Library Media Center also decided to plan the different makerspace activities that will help promote the library. The librarians gather resources that helped them build the makerspace of the library. After finalizing the different activities for the makerspace, it was already implemented. The following makerspace activities are for students and are scheduled below:

- **Molding Monday**- the students can play and build things using clay.
- **Tinkering Tuesday**- the students can build the engineering playing materials, use the different robotics and science experiment kits.
- **Wagging Wednesday**- students use art materials for arts and crafts and coloring of different pictures.
- **Towering Thursday**- students can play the Lego kits.
- **Fun fun Friday** - students are able to play with the different board games

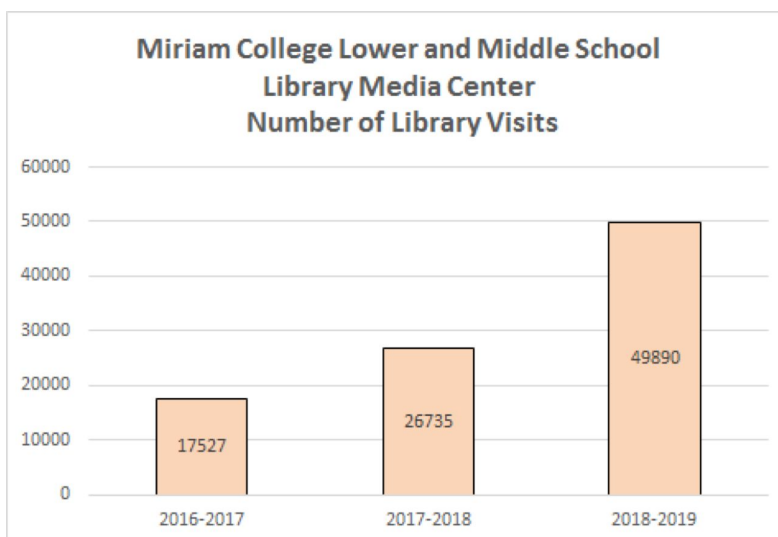
Awards for Top Book Borrowers

The students were encouraged to borrow different genres of books in the library. Due to the popularity of borrowing books in the library, the librarians decided to give awards not only to the students but also the teachers who frequently borrow books and use the library.

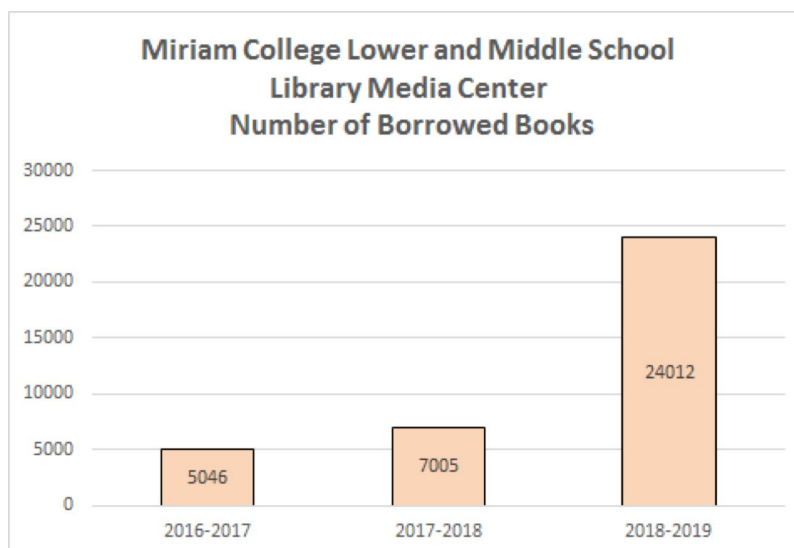
Every quarter, the librarians recognize and announce the top book borrowers, library visitors and the top journal and magazine readers to the community. These teachers and students are awarded with books, bookstore gift cards or other special surprises.

What is the Impact of the Read and Learn @ the Library?

The different activities have a positive impact on the attendance of the students and faculty who always visit the library. The graph shows that the number of students who always visit the library rise from SY 2016-2017 up to SY 2018-2019. Due to the popularity of the different library activities, students and teachers always go to the library.



The borrowing statistics shows that the number of books being borrowed from the library also rises starting from school year 2016-2017, up to present times. When the library decided to have different activities that will enhance the students' love for reading from the year 2018-2019, when the activities were already established, the graph shows that the activities provided by the library is effective.



By providing the students activities that will enhance their reading and learning skills, it encourages lifelong learning and educational reform. The librarians hope that the different activities which will enhance the love for reading and learning of each student will continue and that these activities will encourage them to use the library frequently not only during their needs but become part of their hobbies and recreation.

Planning and evaluation is important to ensure that these activities are sustained for the benefit of the library stakeholders: the teachers and students of Miriam College.

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Biographical Note

Ms. Nicole Noelle P. Ibal graduated Bachelor in Library and Information Science at the University of Santo Tomas. She is currently the Audio-Visual Librarian at the Miriam College Lower and Middle Schools' Library Media Center. She finished her Masters of Library and Information Science in the University of the Philippines-Diliman last June 2018.

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