

Classroom Library Box

Manual



basic education

Department:
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What is a Classroom Library Box?

A **Classroom Library Box** is a collection of books and accompanying resources that are stored in a **portable box or container** within a classroom. This box is specifically designed to ensure that learners have convenient access to a wide range of reading materials. It typically includes a combination of reading books and educational resources catering to different levels and interests.

Why Classroom Library Boxes?

Having a Classroom Library Box with grade appropriate books in your classroom is a great resource for learners in the early grades for several reasons:

1. **Encourages Reading Habit:** Having easy access to a variety of books fosters a love for reading. Young learners are more likely to pick up a book if it's readily available to them, which can help develop their reading habits early on.
2. **Promotes Individual Reading/ Independent Learning:** When learners can freely choose books of their choice from the library box, they feel empowered and take responsibility for their learning through individual reading. It also encourages curiosity and independent exploration.
3. **Supports Differentiation:** A classroom library box can offer books at various reading levels, making it easier to meet the diverse needs of learners. Whether a learner is just beginning to read or is more advanced, there will be options suited to their level.
4. **Enhances Literacy Skills:** Exposure to different types of literature such as fiction, non-fiction, poetry, etc. that helps develop a learner's vocabulary, comprehension, and critical thinking skills. The more they read, the stronger their literacy abilities become.
5. **Builds Engagement and Motivation:** When learners can explore topics they are interested in, their motivation to read increases. A classroom library box with books covering a wide range of subjects can engage learners in meaningful ways, making reading more enjoyable.
6. **Encourages Sharing and Social Interaction:** When learners share books and talk about them with fellow learners, they build social skills and learn to discuss ideas and stories. This can help foster a sense of community within the classroom.

7. **Supports Classroom Culture:** A library box filled with books can create a reading-friendly environment in your classroom. It signals that reading is an important activity and sets a tone for intellectual curiosity.

In short, a Classroom Library Box serves as an accessible, enriching, and motivating resource that helps young learners develop foundational reading skills while fostering a lifelong love of learning.

Unpacking the Classroom Library Box:

Items	Quantity
Clear, Solid Plastic Box	1 per classroom
Book Dividers - Hard cardboard sheets (For reading books to be divided/ separated from each other while placed in Classroom Library Boxes)	30 per classroom library box
Reading Books for the Classroom Library Box	20 Home Language 10 English First Additional Language
Book Management Chart	One per classroom
Book Display Poster	One per classroom
A4 Book Bag (A4 filling sleeve)	Number of learners
A4 Reading Card – to take home	Number of learners
A5 Individual Reading Cards for school	Number of learners
A5 Plastic Filling Sleeves	Number of learners
Round Colour Stickers	Each classroom: Green Round – 1 box of 700 stickers Pink Round – 1 box of 700 stickers Blue Round – 1 box of 700 stickers Black Round – 1 box of 700 stickers
White Label Sticker	One box per class of 295 stickers

Taking a Closer Look at the Classroom Library Box Items

1. Clear, Solid Plastic Box

The clear, solid, rectangular plastic box (Length: 35cm, Width: 25cm, Height: 16cm), or any size suitable for this function should be used to

store the library reading books. Each classroom library box will have a laminated label that will be displayed in front of the box as follows:

Classroom Library Box

Grade 1

2. Book Dividers

The book dividers are used to separate reading books in the classroom library box. They are constructed from durable cardboard sheets.

Reading Books

The reading books for each classroom library box consist of 20 Home Language and 10 English First Additional Language grade appropriate reading books. Each book should be positioned between a book divider when placed in the classroom library box to separate the books from each other while in the classroom library box.

3. Book Management Chart

The book management chart will track the status of borrowed and read books. Book titles will be listed on the left side of the chart, while spaces for learners' names will be provided at the top. It is the teacher's responsibility to add learners' names to the chart, using a sticker. The book management chart should be prominently displayed on the classroom wall for easy reference.

4. Book Display Poster

Each book display poster will feature pictures of all the books currently available in the classroom library box. The book display poster will exhibit the visual representation of the books that are in the classroom library box.

5. A4 Reading Card & A4 Book bag

The A4 reading card is a card that learners will be able to take home for the parents to sign. The titles of the reading books for Home Language and English First Additional Language will be captured on

the A4 reading cards. When learners take out books the teacher will complete this card and sign. The card will be accompanying the learner home with the book that the learner took out. The parent should sign the A4 reading card to acknowledge that the learner has the library book and that they will allow the learner to read at home.

The A4 filling sleeve should be used as an A4 book bag to store the A4 reading card and the library book. The teacher should explain to learners the importance of taking good care of the books and point out to learner where the parent should sign.

6. A5 Individual Reading Cards & Filling sleeves

The A5 reading card is intended for the teacher to record the required information and store securely at the school. The A5 individual card should not be taken home by the learner. It must be kept in the A5 filing sleeve for safekeeping.

7. Round Colour Stickers

All Home Language reading books to have a round green colour sticker on the front of the book. Each sticker on the books to be numbered from 1 – 20 in accordance to how it appears on the Book Management Chart and the Poster. The same colour green sticker should also be placed on the Home Language books on the Display Poster and also be numbered from 1 – 20. The titles of the books on the Display Poster and the titles of the hardcopy book in the Classroom Library Box should reflect the same numbering.

All English First Additional Language reading books to have a round pink colour sticker on the front of the book. Each sticker on the books to be numbered from 21 – 30 in accordance to how it appears on the Book Management Chart and the Poster. The same colour pink sticker should also be placed on the English First Additional Language books on the Display Poster and also be numbered from 21 – 30. The titles of the books on the Display Poster and the titles of the hardcopy book in the Classroom Library Box should reflect the same numbering.

Blue round stickers to be pasted on the Book Management Chart under the name of the learner and next to the book title the learner has taken out. This will showcase what books are currently out and who took it out.


The black round sticker to be pasted over the blue sticker when learners return the books. This will showcase that the learner has returned the book and also inform the teacher what books learners already took out during the year.

8. White label stickers

The white label stickers should be used to capture the learner's names to be added to the top of the book management chart. Teachers can remove the stickers at the end of the year and follow the same process the following year.

The white label stickers are to be utilised for capturing the names of learners, which will then be added to the top of the book management chart. Teachers are required to remove the stickers at the end of the academic year and repeat the same process in the following year.

Workflow

Workflow narrative	Items
<p>1. Learner identifies the book they want on the Book Display Poster and inform the teacher.</p>	

2. Teacher check if the book is available on the Book Management Chart.

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3. If it is available, the teacher checks for the book in the Classroom Library Box and remove the book for the learner.



4. Teacher checks the condition of the book and if not in a good condition, make a note at the back of the A5 Individual reading card.



- [illegible]

- [illegible]

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- The image shows a book titled "At the dentist" by Patricia Barnett, which is part of the "Step by Step" series. The book is placed on a worksheet that contains a table for recording information about the book. The table has the following columns: Name of student, Date, Page no., Topic of book, Author, Illustrator, Publisher, Year of publication, and Price of book. The book cover features a cartoon illustration of a boy and a girl at a dentist's office. The boy is sitting in a dental chair, and the girl is standing next to him. The dentist is a man with a beard, wearing a white coat and a mask. The background is a yellow wall with a clock and a mirror. The book is labeled as "Level 1 Book 1" and "Step by Step".

8. Teacher put a blue round sticker on the Book Management Chart under the name of the learner and next to the book title the learner has taken out.



9. When learner return the book, the teacher put a black sticker over the blue sticker.



Classroom Library Box Guidelines

1. **Operating Hours:** The teacher will set the designated times when the Classroom Library is available for learners to use.
2. **Library Rules:** Teachers will establish and communicate the rules for the Classroom Library. For example, no eating or drinking near the books to ensure that they stay clean and in good condition.
3. **Clear Communication:** All learners will be informed of the library rules to ensure everyone understands how to properly use the resources.
4. **Book Care:** When a learner is not reading a borrowed book, it should be stored safely in an A4-size filing sleeve within their school bag to protect it from damage.
5. **Damaged or Lost Books:** If a book is damaged or lost, the learner must report it to the teacher immediately so the situation can be addressed.
6. **Parent Communication:** The school will send a letter home to parents explaining the Classroom Library Box system and its rules. This will also be discussed during parent meetings to keep everyone informed.
7. **Resource Expansion:** Teachers are encouraged to add new resources, books, and materials to the Classroom Library Box to keep it fresh and engaging for learners.
8. **Respect and Responsibility:** Learners are expected to treat the books and the library space with respect. This includes returning books on time and ensuring they are in good condition for the next reader.

Notes

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