

CAMP Part 2: II. Emphasis Collection Analysis

The purpose of this analysis report is to look at the resources available for an emphasis collection for the kindergarten science standard on weather (see below Fig.1). Being a kindergarten teacher myself, I wanted to see what resources would be available to me for a unit on weather. While this school library is a small library in comparison to many of the public school libraries in the surrounding community, it is supposed to house resources for a school of 660 students in grades kindergarten through twelfth grade (there is a preschool program here but they do not use the media center) (Village Christian Academy, 2016). The analysis report below will highlight my findings that this media center is lacking for the resources for a science standard for a kindergarten class.

Fig. 1: North Carolina State Standards for Kindergarten Science: Earth Systems, Structures and Processes Unit

Earth Systems, Structures and Processes			
	Essential Standard	Clarifying Objectives	
K.E.1	Understand change and observable patterns of weather that occur from day to day and throughout the year.	K.E.1.1	Infer that change is something that happens to many things in the environment based on observations made using one or more of their senses.
		K.E.1.2	Summarize daily weather conditions noting changes that occur from day to day and throughout the year.
		K.E.1.3	Compare weather patterns that occur from season to season.

(Source: <http://www.ncpublicschools.org/docs/curriculum/science/scos/support-tools/new-standards/science/k-2.pdf>) (Department of Public Instruction, 2016)

Using the state standard and objectives listed above, I used these as my basis for my part two of this report. Kindergarten Science, specifically weather, will be my emphasis collection. The following collection analysis report will be for this emphasis collection.

I. Currency

The average age of the materials in this emphasis collection (weather unit for kindergarten, but I searched up to a third grade level for varying reading levels) is approximately sixteen years old. Most of the books relative to the weather unit were published in the early 2000's, but there are other books in this emphasis collection that are much older. The oldest book was published in 1982 and the most recently published book was in 2006. There are a total of 51 books on weather in the library but I would estimate that only about one third of them would be useful in a kindergarten classroom, even if the teacher were to read them aloud. My estimation is solely based on reading levels, as I did not have time to read through all of them. There are also three videos that would be considered part of this emphasis collection, but I'm not entirely sure how much they are geared towards kindergarten. There was a Magic School Bus video that could probably be used in a kindergarten classroom within this collection (Follett Destiny, 2017).

Looking at this collection, I was surprised to see that there was such a small collection of books within such a popular topic, especially this year with all of the natural disasters we have had that involve hurricanes and tornadoes. It was kind of sad to see that the entire collection for a school of students in grades kindergarten through twelfth grade only have 51 books and 3 videos to choose from, and that the most recent book was from 2006.

Seeing these numbers, I believe that the media center is in definite need of more weather books, and not just those previously mentioned (hurricanes and tornadoes) but also ones that deal with just weather in general and other weather topics such as how weather is formed or what affects weather, meteorologists, and weather patterns. Many books in the collection were about specific kinds of weather such as tsunamis and blizzards. Without a doubt, more recent books need to be added to the collection as well.

II. Core

Comparing the emphasis collection search results from the school's Destiny Catalog to the most recent edition of H.W. Wilson's Core Collection Children's Titles (EBSCOhost, 2017), I found an astonishing low number (17 books) that were on the Wilson list. When I searched H.W. Wilson's Core Collection Children's Titles, there was a total of 176 books and 5 non-book sources that came up for weather on grade levels kindergarten through third grade (the same grade levels I searched in the VCA Destiny Catalog). Therefore, there were 159 books not in VCA's emphasis collection that were in H.W. Wilson's Core Collection Children's Titles (EBSCOhost, 2017). Not only were the resources greater in number but they were books that were far more current than my school's library and on a wider range of weather topics than my school's library collection. Such topics included but weren't limited to wind, weather experiments, storms, seasons, global warming, and the colors of the weather. Some of these books on weather could also be used in other subjects besides science such as with art or English Language Arts for a cross-curriculum approach to weather.

Many of the books contained in the H.W. Wilson's Core Collection Children's Titles were published in 2011 or later. There were some older books, but not many. This leads me to believe that there are more relevant books on the kindergarten level that VCA's school library could bring into their collection. While it is a small library with limited space, perhaps proper weeding methods could be utilized to make more space for a weather collection that is more up-to-date.

III. Circulation

IV. Curriculum

Referring back to Fig. 1 at the beginning of this report, you can see that the kindergarten science standard on weather was used for this emphasis collection. Standard K.E. 1 states that "Understand change and observable patterns of weather that occur from day to day and throughout the year," (Department of Public Instruction, 2016). This is a standard that includes the following objectives:

K.E.1.1 Infer that change is something that happens to many things in the environment based on observations made using one or more of their senses.

K.E.1.2 Summarize daily weather conditions noting changes that occur from day to day and throughout the year.

K.E.1.3 Compare weather patterns that occur from season to season.

The books searched for in the emphasis collection of weather would fall under this standard and these objectives as they relate to weather, weather conditions, changes in the environment, and observations using one's senses. Looking at it now, I could also include books that relate to human senses if I chose to as objective K.E.1.1 includes the mention of observations with senses; however, my search was strictly on weather. Other sources that could be used for this standard, in addition to the books found in the library, would be a daily weather log, a calendar, a weather report on a local news station, and possibly even weather instruments such as a weather vane or a rain gauge.

V. Condition

After browsing through a number of the sources in the emphasis collection from my school's library, I found them not only to be dated, but many were in fair condition. By this, I mean that the books had torn but repaired pages and/or had worn covers. Almost all of the books were paperback (this was due to the lower cost of paperback books in comparison to hard backed books, according to the librarian) and so they had seen their fair share of use. There were a few of the older books that seemed to not have been touched in quite a while. The non-book sources were two DVD's and one VCR tape. Since almost all of the classrooms have a DVD player, I didn't see the relevance of having the VCR tape.

Even being new to a kindergarten classroom, I can see with my own classroom library collection, that many of the students do in fact judge a book by its cover. The more attractive the cover, or the more bold the cover is, the more likely it is to be chosen by the students. Many of the "newer" weather books in the emphasis collection seemed to have

covers that would at least entice a student to open it up and peruse its information.

However, a lot of the dated books were lacking in their appeal. While they may have good information inside its covers, what's on the outside cover is really what gets a kindergartener to open it up, in my brief experience.

VI. Cost

In order to update our emphasis collection and make it more relevant to the weather happenings of today, I feel that more resources in the forms of print and digital media should be purchased for my school's library. Looking at more recent titles, 2010 to present, I found thirteen books and one electronic resource in the form of an educational website. According to the SLJ website (SLJ Staff, 2017), the average cost of a paperback children's book is \$12.89 while the average cost of a children's hardcover book is \$17.46. Going the route of paperback has been the tradition of this school's library; however, hardcover books have been known to hold up better in the long run. So if the school library chooses to go the route of paperback, the average total cost for the thirteen books would be \$167. 57. The total average cost for the hardcover books would be \$226.98. That's a difference of \$59.41.

Along with the average cost of the new books would be an additional fee of a school membership to an educational website called BrainPop. This website features over 1,000 kid-friendly (grades K-12) videos, quizzes, activities, and extension activities as well as teacher lesson plans. The website focuses on all subject areas, including engineering, and could be used as a supplement to the curriculum. The cost of a school membership to this website as well as BrainPopJr and BrainPopEspanol is \$2,395.00. The cost for a single

classroom if you just wanted to set it up in the library (up to three computers) is \$405.00 (Kadar, 1999-2017). So not only would this website benefit the kindergarten science curriculum, it would benefit all grade levels and subject areas as well.

The thirteen books I have included on the list to help bring the library's resources up-to-date with the kindergarten weather unit vary from kindergarten through grade three. There are also some cross curriculum books that could be used in art classes as well as ELA classes. These additions to our library/ classrooms would benefit the students in this school tremendously as they would have a greater quantity as well as a better quality of books with which to pull from. Since there are now three full-time kindergarten classes, simply looking at the breakdown of per student expenditure for hardcover books and a school membership, the cost is a mere \$62.43. However, this cost could be broken down even further because these new resources would benefit many more than just the kindergarten classrooms. The website would benefit the entire school and the books would benefit those students in grades kindergarten through third grade.

VII. Conclusion

In conclusion, I have found the emphasis collection lacking at our school's library. There are outdated and irrelevant books within the collection. A lot of the books are more than twenty years old and are in fair shape, at best. With the addition of thirteen new titles and a website membership, all for under \$65.00 per student, I feel that this would make a great start at updating the resources our students need to learn about weather in the

kindergarten classes. Please remember that these additions could also benefit students in other grades as well.

Bibliography

Department of Public Instruction. (2016). *Public Schools of North Carolina State Board of Education*. Retrieved from North Carolina Essential Standards K-2 Science:

<http://www.ncpublicschools.org/docs/curriculum/science/scos/support-tools/new-standards/science/k-2.pdf>

EBSCOhost. (2017). *UNCG University Libraries*. Retrieved from UNCG Jackson Library :

http://web.a.ebscohost.com.libproxy.uncg.edu/ehost/resultsadvanced?vid=9&sid=73718432-f075-49ab-bb19-8382644ff98f%40sessionmgr4009&bquery=weather&bdata=JmRiPWNjeCZkYj1mY3gmZGI9Z254JmRiPW1qeCZkYj1uYm0mZGI9cGx4JmRiPXNoeCZjbGkwPURFMjZjbHYwPUslN2UxJTdlMiU3ZTMmdHlwZT0xJnNpdGU9ZWwhvc3QtbGl2ZQ%3d%3d

Follett Destiny. (2017). *VCA Media Center Follett Destiny* . Retrieved from Village Christian Academy:

https://vcanc.follettdestiny.com/cataloging/servlet/handlebasicsearchform.do?siteType
ID=-
2&siteID=&keywordText=weather&searchType=keyword&pageChange=true&includeLib
rary=true&includeMedia=false&mediaSiteID=&digitalContentMode=0&readingProgram

Type=0&interestGradeLevelFrom=0&interestGradeLevelTo=0&sort=5&descend=false&d
ateDescend=true&page=-1&doNotSaveSearchHistory=true&totalCount=84

Kadar, D. A. (1999-2017). *BrainPop Subscriptions*. Retrieved from BrainPop:

<https://secure.brainpop.com/store/step1/>

SLJ Staff. (2017, October 7). *SLJ's Average Book Prices for 2017*. Retrieved from School Library

Journal: http://www.slj.com/2017/03/research/sljs-average-book-prices-for-2017/#_

Village Christian Academy. (2016). *Village Christian Academy*. Retrieved from Village Christian

Academy: <https://www.vcanc.com>