Assignment #3
Selection and Weeding Project and Report
by Kim Fedoruk

Part 1

Weeding Plan to Improve the Learning Resources in General Currie’s LLC

I will be focusing on the learning resources linked to the Grade 5 Science Unit *Solutions and Solubility*. This is a new unit for the BC redesigned curriculum. There could potentially be 5 classes (three 4/5, and two 5/6) using the materials for this unit.

**Area of Learning:** Science 5 – *Solutions and Solubility*

[https://curriculum.gov.bc.ca/curriculum/science/5](https://curriculum.gov.bc.ca/curriculum/science/5)

**Rationale:**

Although there have been some recent library purchases in the area of chemistry, there are only a few items that can be linked to specific areas outlined in the Grade 5 Science curriculum. Materials for the content portion of this unit are scattered throughout many books, with no real scope and sequence to help guide a teacher new to this topic.

Missing from the collection are teacher resources, resources that show practical applications of the content, First Peoples Perspectives, and resources linked to the Core Competencies of Communication, Thinking, and Personal and Social Awareness.

**Relevancy:**

Many of the materials in the chemistry collection are outdated, old (20+ years), and do not support the redesigned BC curriculum. Weeding of the worn and uninviting materials is necessary, and items aligned with the curriculum that are appropriate for both students and teachers need to be purchased.

**Purpose:**

Chemistry is now taught from K-12 in the BC redesigned curriculum with each unit building upon the previous unit. The **Big Idea** for the Grade 5 Chemistry component is: Solutions are Homogenous. A highly effective library requires items that align with the curriculum priorities in chemistry from K-7.

**Curricular Connections:**

*Solutions and Solubility*

- solutions can be separated through distillation, evaporation, and crystallization
• solubility of solids, liquids, and gases
• properties of solutions: concentration, pH, etc.
• dissolving: process of forming a solution

**Science 5 First Peoples Teachings**

• First Peoples concepts of interconnectedness in the environment
• First Peoples knowledge of sustainable practices

**Curricular Competences:**

Science 5 main areas include:

• Questioning and Predicting
• Planning and Conducting
• Processing and analyzing data and information
• Evaluating
• Applying and Innovating
• Communicating

**How a Lack of Appropriate Resources Affects Student Learning**

This term, I attempted to teach the new *Solutions and Solubility* unit armed with a few books from the public library, a few from our school collection, some “Teachers-Pay-Teachers” materials, and some random websites and YouTube videos. Usually, when I’ve planned a new science unit, I’ve had a developmentally appropriate textbook that is linked to the curriculum to use as a guide (with a scope and sequence, definitions, and examples). I found no textbooks or other materials that empowered the teacher to teach this unit if unfamiliar with the content.

I did my best to lay a foundation for the content, and then decided to create an inquiry-based project. Students could choose anything linked to the chemistry ideas we had been discussing. I brought in all the books available in the school library and many from the public library. I showed students how to use the online databases and some kid-friendly websites on chemistry, but, we all had difficulty finding the information we needed on the chosen topics. I then allowed the students to expand their topics to anything to do with chemistry. This worked better, but the situation still stands that we do not have enough resources to support the *Solutions and Solubility* unit for the redesigned BC curriculum.

**The Step-by-Step Plan:**

**How the Weeding Will Take Place**

Weeding of this sub-section of the library should take place on both an informal and formal level. Books that are damaged from the chemistry sub-section should be deselected and
replaced if the item is deemed valuable to the collection. Formal weeding of the chemistry sub-section should be done to ensure the materials are informative, inviting, varied, and match the curricular priorities. The formal weeding of this section should happen on a rotation basis of every 5-10 years (depending on the sub-section).

### From the District “Weeding Brochure”

#### INFORMAL WEEDING
An ongoing process where torn, tattered or defaced materials are deselected as they are returned to the school library.

#### FORMAL WEEDING
A planned rotational process that sees each section of the library targeted on a regular basis.

**Weeding Procedures**

Although the responsibility of weeding will mainly fall to the TL, the administration and staff should be informed and involved in the process. Informing the staff in September of how and why weeding will take place over the school year would be a great place to start. Ensuring that deselected (or potentially deselected) materials are made available to staff would help ease any tension about “getting rid” of resources. It would also be important to inform the staff of which sub-section is up for weeding rotation. Meeting with staff about the subsection (where they see gaps in that portion of the collection) and allowing for input would ensure that new items purchased for the collection are utilized by staff and students. Communication is key in the weeding process.

A timeline for section weeding could be 1-2 days (if the library is able to be closed), or perhaps be completed over several weeks or even a term. New purchases should be made within the school year to ensure gaps in the collection are filled with new and exciting items (and that budget money that does not “roll over” is spent wisely). New purchases should be promoted to staff and students by highlighting them in staff meetings and during library blocks, putting them on display, and/or by adding their titles to a bulletin board or website (What’s new in the library?).

### From the District “Weeding Brochure”

**PROCEDURE**

- Develop a timeline with a definite goal for evaluating the entire collection
- Inform staff and administration of your plan and criteria used
- The library may be closed with Principal’s approval during the initial weeding process (1 to 2 days)
- Have carts, recycling bins, boxes, dusters, hand wipes and post-it notes available
Each book should be evaluated individually
Delete barcodes from the system by scanning onto Notepad (call Horizon Help Desk)

Recommended Sources to Weed

I must admit that I found it initially very difficult to weed items from our collection as items on the topic of chemistry are limited. I began by reviewing my notes from Assignment #2 and then examined the oldest items in our collection. I had to keep reminding myself that weeding out the old books meant that I was making space for newer and more relevant items. Because this sub-section of the collection is limited, there is no real variety in formats to be weeded, they are all books.

Specific Items to Weed with Criteria for Removal

<table>
<thead>
<tr>
<th>call number</th>
<th>title</th>
<th>age</th>
<th>criteria for removal (MUSTIE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>503 OXL</td>
<td>“First Science Encyclopedia”</td>
<td>21</td>
<td>U, S outdated materials and pictures</td>
</tr>
<tr>
<td>507 CAS</td>
<td>“175 Science Experiments to Amuse, and Amaze your Friends”</td>
<td>30</td>
<td>U, S worn and outdated, water damaged</td>
</tr>
<tr>
<td>507 CHU</td>
<td>“265 Simple Science Experiments with everyday Materials”</td>
<td>21</td>
<td>U, S Outdated, small text, unattractive illustrations</td>
</tr>
<tr>
<td>507 VAN</td>
<td>“Janice Vancleave’s 200 Gooey, Slippery, Slimy, Weird, and Fun Experiments”</td>
<td>26</td>
<td>U, S worn, not very colourful or inviting, small text</td>
</tr>
<tr>
<td>507 WAL</td>
<td>“175 More Science Experiments to amuse and amaze your friends”</td>
<td>28</td>
<td>U, S outdated, a bit worn</td>
</tr>
<tr>
<td>507.8 KEN</td>
<td>“Science Wizardry for Kids”</td>
<td>23</td>
<td>U, S outdated, a bit worn, coil binding falling apart</td>
</tr>
<tr>
<td>540 HAY</td>
<td>“It’s Elementary: Investigating the Chemical World”</td>
<td>24</td>
<td>U, S looks old, no colour, not inviting, text too small</td>
</tr>
<tr>
<td>540 VAN</td>
<td>“Janice VanCleave’s Molecules: Mind-Boggling Experiments you can turn into science fair projects”</td>
<td>25</td>
<td>U, S no colour, outdated, unattractive illustrations</td>
</tr>
<tr>
<td>546 GRA</td>
<td>“The Elements: A Visual Exploration of Every Known Atom in the Universe.”</td>
<td>9</td>
<td>U needs to be replaced, well-loved by students</td>
</tr>
</tbody>
</table>

In recommending 8-10 resources of varying formats that I could weed from this sub-section, I mainly used the policy and criteria guides from our district “Weeding Brochure”. I used the IE amendment to the MUSTY acronym (replacing the Y). I like the IE acronym better because it encompasses both Irrelevant materials and Elsewhere materials (items that are easily obtainable from another library). I also used the district “Weeding Brochure” guidelines that recommend the 500 section be weeded at 10 years of age. (Other guidelines show between 5-15 depending on the specific sub-section).

Our district also includes the following guidelines for weeding which adds a few more important criteria to consider that I found helpful.

<table>
<thead>
<tr>
<th>From District “Weeding Brochure”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TO WEED OR NOT TO WEED:</strong></td>
</tr>
<tr>
<td><strong>POLICY AND CRITERIA</strong></td>
</tr>
<tr>
<td>The selection policy for the TDSB considers weeding an important part of sound collection development. Individual school Teacher-Librarians should consider the following criteria in developing a plan for weeding.</td>
</tr>
<tr>
<td>-Copyright: older books require closer examination for content</td>
</tr>
<tr>
<td>-Content: should be relevant to the school needs and provincial curriculum</td>
</tr>
<tr>
<td>-Physical Condition: Is it worth repairing?</td>
</tr>
<tr>
<td>-Circulation: How long since it was last checked out?</td>
</tr>
<tr>
<td>-Current: Is newer material/information available?</td>
</tr>
</tbody>
</table>

I also liked this list included in the website “Weeding Guidelines by Dewey Decimal Classification” https://www.wcdsb.ca/wp-content/uploads/sites/36/2017/02/APO010-APPENDIX-B.pdf

- Text density, i.e. print too small, too many words on a page
- Unattractive editions, e.g. old fairy tales
- Lack of illustrations, black and white illustrations, ugly illustrations
- Outdated images/outdated information
- Duplicate copies not used by the library
- Materials which have never circulated
- All materials published twenty years ago, or more, must be reviewed.
One thing I would recommend is that our district consolidate all our weeding information, criteria, and procedures into one well-designed document (the information is currently scattered over four documents) and add guidelines for recommended weeding timelines.

**Part 2**

**Resource Acquisition Plan to Improve the Learning Resources in General Currie’s LLC**

**Resource Recommendation**

I must admit that I had a lot of fun looking for new resources. It made it a lot easier to weed the current collection after I had glimpsed new materials available in the area of chemistry. I will be recommending these resource to our TL for evaluation and potential selection.

<table>
<thead>
<tr>
<th><strong>Teacher Resources</strong></th>
<th>In order to empower teachers to prepare chemistry units, I would want to ensure there were teacher resources designed for generalists in our collection.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robertson, William C. <em>Chemistry Basics.</em> (Series “Stop faking it!: finally understanding science so you can teach it) NSTA Press, 2007 $20.00</td>
<td>Aimed at teachers, parents, and homeschoolers who may lack advanced training in the subject, this accessible text uses plain language to explain the fundamentals of chemistry.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Teacher Resources/Textbooks</strong></th>
<th>I would arrange to order samples of both the teacher and student textbook resources for staff to peruse before any purchases were made. The Nelson publications are designed specifically for the redesigned BC curriculum and include First Peoples Perspectives and the Core Competencies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapman, Anita. <em>Nelson Science 5 Biology and Chemistry Teacher’s Resources.</em> Nelson Publications, 2017 $241.95 1 copy of the Teacher’s Resource with access to the online Teaching Center</td>
<td>The scope and sequence, definitions, and lesson ideas would serve as a foundation for teaching this unit.</td>
</tr>
<tr>
<td>Chapman, Anita. <em>Nelson BC Science 5 Biology and Chemistry Student Resource</em> Nelson Publications, 2017 $1115.95 for the kit (25 copies of the Student Resource and 1 copy of the Teacher’s Resource with access to the Online Teaching Center)</td>
<td>Includes exploration activities, colourful visuals, and connections to First Peoples knowledge and perspectives. This textbook also supports the curricular competencies.</td>
</tr>
<tr>
<td><strong>Science Experiment Books (Chemistry Focus)</strong></td>
<td>Many of our science experiment books are old, with uninviting diagrams and small text. Here are a few suggestions to enhance this section.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
Ages 8-12 $22.95 | Uses the mason jar as a science lab for 40 dynamic experiments. Each fun-packed project offers small-scale ways to illustrate the big-picture principles of chemistry, botany, biology, physics, and more. |
| Popular Book Company. *ScienceSmart Experiments*. Popular Book Company (Canada) Ltd., release date Sept. 4, 2018  
Grade 4-6 $24.95 | Canadian curriculum science book to expand children’s scientific knowledge on chemistry, physics, and biology |
ages 8-12 $22.95 | Featuring 114 interactive experiments and ick-tivities, *Oh, Ick!* delves into the science behind everything disgusting. |

<table>
<thead>
<tr>
<th><strong>Science Chemistry Applications</strong></th>
<th>Real-world applications to the chemistry unit allow students to answer the “So what?” question behind studying <em>Solutions and Solubility</em>.</th>
</tr>
</thead>
</table>
$17.95 | A collection of 177 chemistry-related questions and answers about a variety of topics in the real world. |
| Parker, Steve. *Crackling Chemistry* (Series: Science Crackers). QED Publishing,  
Ages 7-12 $12.95 | With a back-to-basics approach to the core topics, this book investigates science clearly and concisely. Simple, practical activities will help children understand how science is relevant to their everyday lives |

<table>
<thead>
<tr>
<th><strong>True Tales/Biographies</strong></th>
<th>Fun books designed to help students make connections to real life scientists and real-life applications of scientific curiosity. Looks like they would both be great as read-alouds.</th>
</tr>
</thead>
</table>
| Kean, Sam. *The Disappearing Spoon: and Other True Tales of Rivalry, Adventure, and the History of the World from the Periodic Table of the Elements*. Little Brown Books for Young Readers, April 2018  
Ages 10+ $23.49 | A young readers edition of the *New York Times* bestseller *The Disappearing Spoon*, chronicling the extraordinary stories behind one of the greatest scientific tools in existence: the periodic table. |
<p>| Losure, Mary. <em>Isaac the Alchemist: Secrets of Isaac Newton, Reveal’d</em>. Candlewick, release date Sept. 2018 | Mary Losure’s riveting narrative nonfiction account of Isaac’s early life traces his development as a thinker from his childhood, in friendly prose that will capture the |</p>
<table>
<thead>
<tr>
<th>Age Range</th>
<th>Price</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ages 10+</td>
<td>$14.99</td>
<td>attention of today’s budding scientists—as if by magic.</td>
</tr>
</tbody>
</table>

**ELL/Special Needs**

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keller, Rebecca</td>
<td><em>Real Science-4-Kids Chemistry pre-Level 1</em></td>
<td>An elementary textbook for grade K-3 that introduces young students to the scientific discipline of chemistry. Students will learn about atoms, molecules, acids and bases, mixtures, and food and taste. 10 full-colour chapters. (There is also a teacher manual and laboratory manual available).</td>
</tr>
<tr>
<td>Alice James</td>
<td><em>Lift-the-flap Periodic Table.</em></td>
<td>This is a brilliantly simplified explanation of the basics of chemistry. Children will discover what elements are, the uses of elements in science and industry, element symbols and their place in the periodic table. An interactive approach makes learning fun.</td>
</tr>
</tbody>
</table>

**First Peoples Perspective**

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brownlie, Fay.,</td>
<td><em>It’s all about Thinking: Collaborating to Support all Learners in Mathematics and Science.</em></td>
<td>I searched several catalogues, and found a teacher resource about collaboration, and a student/teacher resource connected to science. Mining would be of interest because it involves chemistry to extract and process minerals.</td>
</tr>
</tbody>
</table>

**Teacher Resource**

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ready, Cathy</td>
<td><em>British Columbia, It’s Land, Mineral and Water Resources.</em></td>
<td>This resource was developed specifically for the BC Science and Social Studies curricula. It is the only comprehensive resource available which provides all the content necessary to learn about BC’s living and non-living resources. And best, of all it has been developed in BC by BC educators and has been recommended by the BC Ministry of Education.</td>
</tr>
</tbody>
</table>

**Chemistry**
<table>
<thead>
<tr>
<th>Title</th>
<th>Author</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Baby Professor. Oil and Water Won't Mix and Other Mixture Separation Techniques.</em></td>
<td>Speedy Publishing, 2017</td>
<td>The reason why oil and water don't mix is because of density. But this book is not just about density, it also discusses other mixture separation techniques used in chemistry.</td>
</tr>
<tr>
<td><em>Brown, Jordan. Crazy Concoctions: A Mad Scientist's Guide to Messy Mixtures.</em></td>
<td>Charlesbridge, 2012</td>
<td>Making a mess is generally frowned upon, but if you are learning important scientific principles and creating cool science experiments, then the mess will have to be excused. Within the pages of this diabolically genius book is a collection of experiments that kids can do at home. They may make a mess, but they are fun, easy, and educational.</td>
</tr>
</tbody>
</table>

**Magazines**


Call #: MAG SCI

Keep current on trends, teaching techniques, science lessons, and activities for grade K-6 teachers. (available through the DRC)

I would promote this magazine so teachers know it is available.

(MUSTIE - Elsewhere--the material is easily obtainable from another library)

**Kits**

The DRC has created several new chemistry kits linked to the redesigned intermediate chemistry curriculum. Instead of building our own kits, I would promote these items.

(MUSTIE - Elsewhere--the material is easily obtainable from another library)

**DVD**

There are no DVDs currently in our collection on this topic. I am reluctant to use our money to buy DVD resources as the DRC has a comprehensive collection of chemistry DVDs. Instead of building on our own DVD collection, I would promote the DRC items instead. (MUSTIE - Elsewhere--the material is easily obtainable from another library)

**Procedures and Practices to Enact and Enable Collection Development Policies:**

Our school district does not seem to have any selection policies to guide the TL in the selection process. The primary criteria and procedures I plan to use for the selection of materials in
different formats includes the two top areas of quality and content (Mardis, 2016, p. 75). The selection criteria outlined in Chapter 7 of Mardis is a great place to start in developing collection policies. Connection to curricular priorities also stands out when adding to the collection. Reading through book reviews is also helpful when considering an item for purchase.

In order to create a vibrant, relevant library with resources linked to the Grade 5 science content of *Solutions and Solubility*, I recommend we purchase:

- Teacher Resources: $20.00 (note: Nelson teacher resource and student textbook orders would be samples only at this point – the cost would probably come out of the curriculum budget if we decided to purchase any for reference or a kit for classroom use)
- Science Experiment Books (Chemistry Focus): $95.00
- Science Chemistry Application Books: $30.00
- True Tales/Biographies: $40.00
- ELL/Special Needs: $42
- First Peoples Perspective: $120.00
- Magazine Subscriptions, Kits, and DVDs: No Cost as all borrowed from the DRC

Approximate Total Cost: $654.00 (11% of the budget)

I do not have access to the overall school budget, but the library yearly budget is $6000.

Reflections:

**Key Learnings of the TL’s Role in Building a Strong, Dynamic, and Responsive Collection**

- know your collection and know the curriculum – by knowing both, you can more easily respond to gaps in the collection and make wise purchases
- know your community – how do the demographics of your school community impact your collection selection process?
- have a weeding and selection timeline/plan to keep the collection current, engaging, and connected
- promote items to both students and teachers to keep up interest and keep items in circulation – use a website, bulletins board, display, or other ways to promote new materials or highlight materials that are already in the collection
- select materials in a variety of formats, be sure to access and promote items available through the DRC, ensure materials are selected for a variety of learners and learning styles
- keep staff informed and engaged in the process of library weeding and selection process, provide ways for staff and students to request materials and be part of the weeding process (do not be afraid to weed, weeding makes room for new and excited materials)
How my Thinking and Understanding of the role of TL has been Shifted/Shaped by the Ideas and Information in this Course:

- this course has broadened and deepened my understanding of the roles and responsibilities of the TL in creating and maintaining a connected and vibrant collection
- I understand that policies and procedures are the role of the TL and need to be up-to-date
- I understand the importance of a team approach to weeding, building, and maintaining the collection
- the importance of the TL goes well beyond that of someone who simply looks after book circulation; topics such as Intellectual Freedom and Copyright are also part of this position
- the shift from library to Library Learning Commons is an exciting one, and my responsibility is to become an advocate of the importance and possibilities of this shift

References:

*B.C. Science Curriculum Grade Five.* Retrieved from [https://curriculum.gov.bc.ca/curriculum/science/5](https://curriculum.gov.bc.ca/curriculum/science/5)

District 38 RTLA Weeding Brochures and Guidelines

*Kidsbooks Website.* retrieved from [https://www.kidsbooks.ca/?q=h.tviewer&using_sb=status](https://www.kidsbooks.ca/?q=h.tviewer&using_sb=status)


*Nelson Grade 5 Science Textbook.* retrieved from [https://school.nelson.com/grade-3-8/?_bc_fsnf=1&Province=British+Columbia&Subject=Science](https://school.nelson.com/grade-3-8/?_bc_fsnf=1&Province=British+Columbia&Subject=Science)


*Strong Nation Website.* retrieved from [https://www.strongnations.com/](https://www.strongnations.com/)
