**Bibliotekos lankytojo atmintinė - lankstinukas**

**Library visitor guide (pamphlet)**

Lesson Plan

Before the lesson, use the following link to learn more about the tour and contact addresses <https://www.lnb.lt/en/services/for-visitor/guided-tours>

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| --- | --- | --- |
| Stages | Activities | Resources |
| I *Language and context* | *What does ‘Library’ mean to you?*  Students answer the question, make a list of words and phrases and share their ideas in groups ([Mentimeter](https://www.mentimeter.com/login) or [Padlet](https://padlet.com/dashboard) could be used if possible)  They watch a video and check if their words and phrases have been mentioned; share their ideas in groups; discuss the context and the main idea (purpose) of the video  Students make a list of words and phrases related to libraries (recommended link is given) | <https://www.youtube.com/watch?v=PeLoyrDqL_A>  /a list of video words and phrases is given below/  <https://libguides.usc.edu/libraryterms>  [library | collocation examples, Usage and Definition | collocation dictionary (freecollocation.com)](https://www.freecollocation.com/search?word=library) |
| *How to write a pamphlet*  Students review the main aspects of pamphlet writing task;  Discuss how language changes depending on the targeted audience, purpose and context | <https://www.template.net/graphic-design/pamphlets/> |
| *Why libraries provide guidelines*  Students work in groups of 3 or 4 and using the recommended or their own resources complete the following tasks:  - discuss what information is usually provided in libraries’ guides;  - discuss the aims of such guides;  - discuss how language is used to support their aims;  - identify their strengths and weaknesses;  - discuss how pamphlets could help both the library and the readers; | <https://www.epl.ca/wp-content/uploads/sites/18/2022/01/MilnerVisitorGuide_Dec2021_final.pdf>  <https://www.lib.uiowa.edu/sc/visitors-guide/> |
| II *Text mediation* | *What can our national library teach us?*  Teacher explains the task and assessment criteria (recommended one is given below)  Students discuss and choose the audience and context of their pamphlets;  and get ready for the trip  Students take a guided tour and collect all the necessary information for their pamphlets  In groups they discuss what information needs to be researched more and plan their tasks (which parts they will focus on; who will research these parts; additional information) | <https://www.lnb.lt/en/> |
| III *Writing practice* | *Writing a pamphlet*  Students share and discuss their ideas and outline their groups pamphlet; each member of the group writes their part – first draft; together they proofread and edit their work (content, coherence, unity, language)  Teacher monitors and assists the students (formative assessment) | For more structured pamphlets, the following templates could be used (esp. for those who need more support)  <https://www.canva.com/create/pamphlets/>  <https://visme.co/blog/how-to-make-a-pamphlet/> |
| Students submit their final work for assessment (i.e. a part of cumulative assessment) |  |
| IV *Reflection* | *What have we learnt?*  Students reflect on their work and overall learning process; focus on achievements and learning experience;  Students write a paragraph summarizing the key aspects of the lesson |  |

**Stage I: words and phrases related to libraries (as mentioned in the video):**

present / scan your library card

be due in

resources library

information services

available for the public

encounter a collection

check out some items

borrow

a vast archive of the history

rare manuscripts, books, maps, sheet music

division

look around and explore

cartographic evidence

original edition

reference and reader service

reference librarian

reach out to librarians

historic treasures

room houses some books

discover

reproduction

historic building

education

navigation

**Stage III Assessment rubric**

**WRITING** skills (33 points)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Criteria*** | ***Mark Scheme*** | | | | |
|  | ***4*** | ***3*** | ***2*** | ***1*** | ***0*** |
| **Content: Task response**  **12 points** | All content is relevant to the task which satisfies all the communicative intentions. | Minor irrelevances and/or omissions may be present. On the whole, uses the conventions of the communicative task in generally appropriate ways. | Most of the content is relevant; the conventions of the communicative task are used with some control. | The conventions of the communicative task are used partially only; some of the content is irrelevant. | The conventions of the communicative task are not met. |
| Presents, justifies, and describes the information in sufficient detail and fluency. | Communicates mainly straightforward ideas. | Communicates main ideas, but there may be a tendency to overgeneralize and/or supporting ideas may lack focus. | Presents few ideas, which are largely undeveloped or irrelevant. | May attempt to present one or two ideas but there is no development. |
| Ideas are coherent. | Ideas are mostly coherent. | Some ideas lack coherency. | Irrelevances and misinterpretation of task may be present. | Answer is completely unrelated to the task; writes a totally memorized response. |
| **Structure: layout and construction of the text**  **9 points** | | Sequences information and ideas logically. | Mostly sequences information and ideas logically. | Presents information and ideas but these are not arranged coherently. | Does not organize ideas logically. |
| Uses cohesion in such a way that it attracts no attention. | Uses cohesive devices, but cohesion within and/or between sentences may be faulty or mechanical. | Makes inadequate, inaccurate or overuse of cohesive devices. | May use a limited range of cohesive devices, and those used may not indicate a logical relationship between ideas. |
| The text is written clearly and neatly, uses paragraphing and layout sufficiently and appropriately. | Uses paragraphing, but not always logically; layout may have some flaws. | May not write in paragraphs, or paragraphing may be inadequate; layout has some flaws. | The structure and layout of the text are not relevant. |
| **Use of English: Lexical** **resource and grammatical range and accuracy**  **12 points** | | Uses a wide range of vocabulary fluently and flexibly to convey precise meanings. | Uses an adequate range of vocabulary for the task but may lack flexibility and precision. | Uses only basic vocabulary which may be used repetitively, or which may be inappropriate for the task. | Uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling. |
| A wide range of grammatical structures (tenses, active/passive voice, subordinate clauses, etc.) is used. | Uses a limited range of structures mainly, attempts complex sentences. | Uses only a limited range of structures with only rare use of subordinate clauses. | Uses only a limited range of structures with some frequent repetition. |
| Rare minor errors in more complex grammar, word formation and punctuation use may be present but do not impede communication. | Has good control of grammar and punctuation but may make a few errors. | Makes some errors in grammar and punctuation but they rarely reduce communication. | Attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning. |
| Maintains the register consistently. | In general, the register is maintained. | The register is not maintained. | The register is not maintained. |