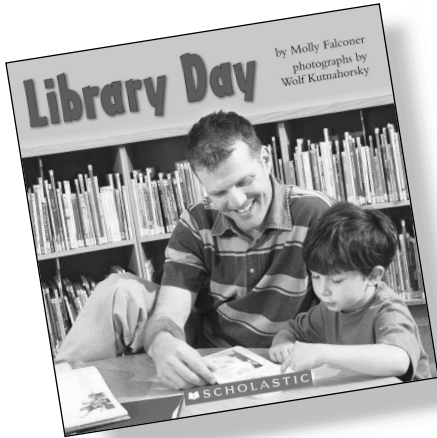


# Library Day



*Written by Molly Falconer*

*Photographs by Wolf Kutnahorsky*

**Text Type:** Non-fiction: Retell — Personal Account

**Guided Reading Level:** D

**Summary:** A young boy who likes to read goes to the library with his dad. They read books together and choose books to take home.

**Word Count:** 61

**High-frequency Words:** *a, at, dad, go, I, is, like, me, my, the, to*

## Text Supports

- ▶ repetitive language patterns
- ▶ photographs support the text
- ▶ one line of text consistently placed at top of page

## Possible Text Challenges

- ▶ vocabulary: *chooses, favourite, library*
- ▶ words ending in “s”

## Reading Strategies

### Comprehension

- ▶ analyzing
- ▶ making connections: text to self

### Working with Words

- ▶ using picture cues to solve unfamiliar words
- ▶ noticing words ending in “s” (*book/books; read/reads; like/likes*)

## Assessment Opportunities

Note each student’s ability to:

- ▶ make text-to-self connections
- ▶ analyze the story using details from the text and pictures
- ▶ use photographs to support word solving/understanding
- ▶ track print

**Teaching Tip:** When assessing students’ learning, make sure you observe them throughout the Guided Reading session and not just at the end.



## BEFORE READING

### Analyzing

#### **Activating and Building Prior Knowledge**

Show students the front and back covers of the book. Ask, *Can anyone tell from the photographs where the boy and his dad are? Have you ever been to a place that looks like this? What kinds of clues are in the pictures that might help you to figure out what's happening?* Read the title and the back cover text. Say, *Were we right about where we thought the boy and his dad were? Do you think the boy enjoys going to the library? How can you tell?* Ask, *Can you find the sign that tells us this is a library?*

### Making connections: text to self

Give each student a copy of the book. Invite them to turn the pages and look at each picture. Ask, *Do you go to the library? Does this library look anything like the one you go to? Do you carry your own books or does someone carry them for you?* Allow students time to talk about the local library they may visit, or the school library. Ask, *What do you like about going to the library? Who do you usually go to the library with?*

#### **ESL Note:**

Some students may be unfamiliar with libraries. Invite students to share where they get books in their native countries.

### Word solving and building

#### **Overcoming Text Challenges**

Find the word *library* on the front and back cover of the book. Ask students to turn to page 5 and find the word *library* with their fingers.

Find the word *favourite* on page 12. Ask students to find the word with their fingers. Read, *“Library day is my f- day.” Can anyone work out the word that begins with the sound “f” in this sentence? Use the pictures to give you more clues.*

### Print concepts

Show students that the sentences on each page are found in the same position at the top of the page. Point to the way a word repeats: *book, books, read, reads.*

### Analyzing

#### **Setting a Purpose**

Say, *Look at the words and the pictures carefully as you read this book to find out how the boy and his dad feel about going to the library.*



## DURING READING

Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts to help students problem solve as they read. For example, *Look at the picture to see if it gives you a clue. Look at the beginning sound. Does it help you solve the word? How does the word sound in the sentence?*

Note students' successful use of reading strategies and any difficulties they encounter.

If students finish before others have completed the reading, ask them to go back and reread, then discuss with a partner how they think the boy and his dad felt about going to the library.



## AFTER READING

### Analyzing

Once all the students have finished reading, ask, *How do you know that the boy and his father enjoy going to the library?* (Possible answers include: they like to read, they're smiling, they are happy, the boy says it is his favourite day.)

### Making connections: text to self and comparing

Ask, *Is this like a trip you have made to the library? How is it the same? How is it different? What's your favourite thing to do at the library?* Revisit the ideas that were introduced about libraries before the reading. Ask, *What new information do we have?*

### Word solving and building

Revisit any words that were challenging for students. Ask them to share strategies they used to work these out. Review any challenges you noticed while students were reading.

Praise good reading behaviours you observed.

## Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

## Focused Follow-up

The follow-up activities are optional. Choose those that best meet your students' needs.

### ***A Play Library***

On a table top, using items such as small dolls and blocks, students can make a "play library." Make signs for the library (e.g., library, no food or drink). Make tiny books for the dolls to read. Play at choosing books in the tiny play library.

Alternatively, create a play centre in which students take turns being librarians, stamping out books. Borrowers can write their names on their cards each time they borrow a book.

### ***Going to the Library***

Invite students to use the BLM to write/draw a picture of their own experience of visiting the library. Encourage them to finish the sentence starters "I go to the library with..." and "At the library, I like..."

### ***Word Building***

Have students use magnetic, plastic, or card letters to build the words *like*, *book*, *choose*, and *read*. Use the letters to change these into *likes*, *books*, *chooses* and *reads*. Challenge students to make another word they know and change it by adding an "s."

### Making connections: text to world

### Making connections: text to self

### Word solving and building

# Going to the Library

Name: \_\_\_\_\_

I go to the library with \_\_\_\_\_

\_\_\_\_\_

At the library, I like \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_