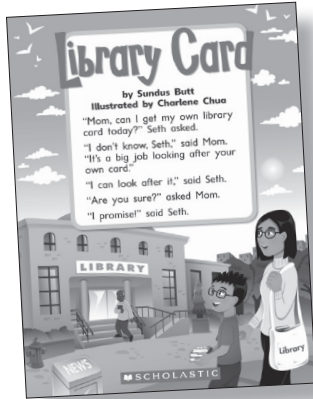


Library Card



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Illustrated by Charlene Chua

Text Type: Fiction: Narrative — Magazine Story

Guided Reading Level: F

Summary: In this magazine article Seth convinces his mom that he is responsible enough to have his own library card.

Word Count: 85

High-Frequency Words:

a, after, are, at, big, can, don't, for, get, have, I, look, Mom, my, now, said, the, yes, you, your

Text Supports

- ▶ illustrations are highly supportive of text
- ▶ text highlighted by border on pages 1 and 4

Possible Text Challenges

- ▶ magazine layout may be unfamiliar
- ▶ use of quotation marks, question marks, commas, exclamation marks
- ▶ environmental print

Reading Strategies

Comprehension

- ▶ synthesizing

Working with Words

- ▶ recognizing high-frequency words
- ▶ using illustrations and contextual clues to support word recognition
- ▶ identifying contractions

Assessment Opportunities

Note each student's ability to:

- ▶ navigate the text layout and features of a magazine story
- ▶ understand the purpose and audience of the magazine story
- ▶ summarize events to provide a brief account
- ▶ use picture and contextual clues to identify unfamiliar words
- ▶ recognize high-frequency words
- ▶ recognize contractions

For Assessment Tools, see Monitoring Progress for Guided Reading in the Toolkit at www.lpey.ca and in the Grade One Reading Guide.



BEFORE READING

Making connections

Activating and Building Background Knowledge

- ▶ Discuss with students how they take out books from the school library. Ask how many students use another library to take out books. Invite these students to share with the class how they sign out books from these libraries. If no students use one of these libraries, then share with them how you use the library.

I enjoy finding lots of different books for the class at the public library. I go there every weekend to search out new books for our classroom.

ELL Note:

Ask ELLs if they went to the library in their native country. Ask them if they borrowed children's books written in their native language. Explain that libraries may have books written in their language and if they have a library card, they would be able to borrow them.

Making connections

- ▶ Invite students to share with the group what they think the word 'responsibilities' means, and then discuss the responsibilities students have at school and/or at home.

Discussing Supports and Challenges

Predicting

- ▶ Show a copy of the magazine story and read aloud the title. Have students discuss what a library card is and the responsibilities expected of someone who has a library card. Have students share why they think this article is titled *Library Card*.

I think having a library card is a big responsibility. Why would you need one? How would you look after one if you had one?

- ▶ Hand out a copy of the magazine article to each student.

- ▶ Read the names of the author and illustrator and use prompts to discuss the magazine's content, purpose, and features:

Making connections

- What features do you notice in this text that are different from other texts we've read?

Making connections

- Where else would you find magazine articles?

Evaluating

- Why would you write a magazine article about a library card?

Analyzing

- How do the illustrations help you understand what this article is about?

I noticed that the author of this article has the characters speaking a lot. How do you think I knew that without even reading the article?

Word solving and building

- ▶ Help students to identify the numerous high-frequency words in the story.

This story has many words we have seen in other texts and are also on our Word Wall. Look over the first page and see how many words you can find from our Word Wall.

Synthesizing

Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

How does Seth prove that he's ready to have a library card?

Teaching Tip: You may decide to change the comprehension focus for this text. For information on how to modify a Guided Reading lesson to match a new comprehension strategy, see the Guided Reading Teaching Plan Outline in the Toolkit at www.lpey.ca.



DURING READING

Analyzing Inferring Evaluating Self-monitoring

- ▶ Ask each student to read the text independently, keeping in mind the purpose for reading.
- ▶ Observe and listen to students as they read quietly, assisting them with navigating the story's features, word solving, vocabulary, and punctuation. Respond to comprehension queries and offer occasional comprehension prompts to help them to problem solve. Possible prompts:
 - What is one way Seth has proven to be responsible?
 - Explain how Seth says how he can look after a library card.
 - Is this magazine article fact or fiction? How can you tell?
 - Did that make sense? Reread that part and think what would make sense and sound right.

Evaluating

- ▶ If students finish early, ask them to reread independently or with a partner. Ask them to discuss if they think Seth has proven he is ready to have a library card.
- ▶ Note successful reading strategies and any remaining reading challenges.



AFTER READING

Synthesizing

- ▶ Revisit the purpose for reading: How does Seth prove that he's ready to have a library card?

What are the ways Seth has proven to his mom that he is responsible enough to have his own library card?

Inferring

- ▶ Extend comprehension by offering prompts to initiate discussion:

- How do you think Seth's mom felt about him having a library card before they came to the library?

Predicting

- How will Seth continue to show that he is still responsible after he has his own library card?

Inferring

- What made Seth's mom change her mind about him having a library card?

Self-monitoring

- ▶ Comment on any effective reading strategies you observed.

I noticed that when Elizabeth was reading she paused after each set of quotation marks so that she could think about what the characters were saying.

Rereadings

- ▶ Provide opportunities for each student to reread the text independently or with a partner.

Focused Follow-Up

The following activities are optional. Choose those that best meet your students' needs

Synthesizing

Interview

- ▶ Invite the school librarian to visit the class. Have students think of questions to ask the librarian about borrowing and looking after library books. Ask students to share their questions orally with one another.

Analyzing/infering

Make a library poster

- ▶ Ask students to create a poster that shows the responsibilities that come with having a library card. This poster can be based on the magazine story or other suggestions.

Synthesizing

Dramatize

- ▶ Set up a library corner in your room and invite students' to design a library system for classmates to sign out books.

Word solving and building

Word Building

- ▶ Have students select a word that has 3 or more letters from the magazine story. Students then write these words on grid paper or use letters from other word building activities. Direct students to cut apart the letters and give them to a partner to see if they can unscramble the letters to make the word. Once the partner has unscrambled the letters they locate it in the story and read the sentence with the word in it, and provide a definition for that word.

Word solving and building

- ▶ Ask student to find the contractions in the text. Record these in a list and ask students to think of the two words that make up the contraction and record these words beside each contraction. For example:

don't	do not
it's	it is
we'll	we will
you're	you are