

Come to the Library!



Word Count: 56

High-Frequency Words: *own, read, story, today*

Text Features

- ▶ title
- ▶ text boxes
- ▶ variety of punctuation marks

Visual Literacy

- ▶ large, bold title to attract attention
- ▶ varied font sizes on labels and signs
- ▶ speech bubbles
- ▶ bright, colourful illustrations

Text Type: Non-fiction: Persuasive – Poster

Guided Reading Level: F

Summary: The purpose of this poster is to persuade students to go to the library. It shows students that, at the library, they can listen to stories being read by adults, pick out interesting books to read themselves and, best of all, borrow books with a library card of their own.

Text Supports

- ▶ strong illustration support
- ▶ familiar content (library, books, and stories)
- ▶ bright colours and larger font size for signs and labels

Possible Text Challenges

- ▶ poster format may be new
- ▶ variety in layout of illustrations and print
- ▶ illustrations depict a lot of activity which may be overwhelming for some students

Reading Strategies

Comprehension

- ▶ making connections
- ▶ evaluating

Working with Words

- ▶ use illustrations and background knowledge to solve unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ make connections to personal experiences
- ▶ evaluate persuasiveness of a poster
- ▶ use detail in illustrations to support comprehension and word solving

Oral Language Opportunities

- ▶ discussing in pairs and groups
- ▶ dramatizing activities

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



BEFORE READING

Activating and Building Background Knowledge

Making connections

- ▶ Ask for a show of hands to see which students have been to a library. Have a student explain what a library is. Ask why people go to libraries and choose one or two students to answer the question. Invite students who have visited a library to talk about it with a partner.

Talk to your partner about your visit to the library. Tell your partner what the library was like, what you did there, and what you liked best about the library.

ELL Note: Brainstorm with students a list of things you can do at the library and record the activities on a chart (e.g., borrow books, go to storytime, use a computer, borrow a DVD, and find books and materials in my home language).

Making connections/
analyzing

- ▶ Encourage students to think about posters they have seen before (e.g., purpose, layout, content). They may refer to any posters displayed in the classroom. Help them to note that some posters are one-sided, have colourful illustrations, and include a variety of text, often in different sizes and colour.

Today we are going to look at a poster. Has anyone ever seen a poster before? What do we usually find in a poster?

Discussing Supports and Challenges

Visual literacy

- ▶ Hand out copies of the poster. Have students look it over and discuss how it is organized. Point to the bold print in the title, a sign, and a label on the bookcases. Encourage students to find another sign and another label. Comment on the difference in font size, and ask students to think about why all the bold print is not the same size.

Look at the different size bold print in these text boxes. Can you find others? Why do you think the print is smaller in some boxes? The biggest, brightest print on the poster is often for the title so that it attracts your attention.

Text features/analyzing/
inferring

- ▶ Have students look at the text placed at the bottom of the poster. Ask why the author has put a coloured box around the text. Use a Think-Pair-Share strategy and have a few students share their ideas.

The author used a coloured box around the words to make the words stand out.

Evaluating

- ▶ Explain that the purpose of many posters is to persuade the reader about a service or product. Discuss the purpose of *Come to the Library!*

What is the purpose of this poster? That's right, it is trying to persuade us to go to the library. Why do you think the library chose a poster to persuade us?

Print concepts

- ▶ Explain that this poster is a non-fiction text and is not read the same way as fiction books. Suggest to students that they read the title first as it tells them the main idea of the poster then they can read any section of the poster next.

This is a non-fiction text and you do not all need to read the same sections in the same order as your friend.

Print concepts

- ▶ Point to a speech bubble and the character making the comment and explain that the speech bubbles will help students to understand the visual information in the poster.

ELL Note:

You might arrange for a visit to the local public library. This will be helpful in building background knowledge for ELLs, as well as for other students who have not been to a public library before.

Making connections

Setting a Purpose

- ▶ Focus the reader on a comprehension purpose.

As you read, I want you to think about ways this poster is organized compared to other posters you have seen. Pay attention to the title, the illustration, the text in the coloured text box, and the use of punctuation.

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

Self-monitoring

Making connections/ Analyzing

- ▶ Ask each student to read independently, keeping in mind the purpose for reading.
- ▶ Observe and listen to students as they read quietly, assisting them as needed. Some may require help word solving and with word meanings. Respond to questions and offer prompts to help them problem solve. Possible prompts:
 - Are you right? What can you look at in the poster to check what would make sense and sound right?
 - Do you see that part of that word somewhere else in this poster?
 - Check the text boxes and speech bubbles and look carefully at the illustrations. Think about what you would expect to find in a library.
- ▶ If students finish early, ask them to reread independently or with a partner. Ask them to discuss their favourite things to do at the library.
- ▶ Note successful reading strategies and any remaining reading challenges.



AFTER READING

Making connections/ evaluating

- ▶ Revisit the purpose for reading: Think about ways this poster is organized compared to other posters you have seen. Pay attention to the

Many posters use the title, images, and text to persuade the reader to buy a service or product. How does this poster try to persuade you to go to the library?

title, the illustration, the text in the coloured text box, and the use of punctuation.

Analyzing/evaluating

- ▶ Extend understanding by offering prompts to continue the discussion:
 - What is appealing about this poster (e.g., bright colours, friendly looking characters, books and pictures children like, child-size furniture, accessible room for wheelchairs)?
 - Who do you think is the target audience for this poster?
 - Did this poster convince you to go to the library? Why or why not?

Analyzing

- ▶ Ask students to share the three reasons given for going to the library.

Why would someone want to go to the library? Can anyone give me another reason?

Evaluating/synthesizing

- ▶ Have students turn to a partner and talk about which of the three reasons for visiting the library they find the most persuasive.

Self-monitoring

- ▶ Comment on any effective reading strategies you observed.

I saw George use his finger to break “storytime” into two parts—story/time—so he could use the known part, “story,” to help him solve the word.

Rereadings

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

Focused Follow-Up

The following activities are optional. Choose the ones that best meet your students’ needs.

Create a Poster

- ▶ Invite students to make a poster showing their favourite library activity if they have visited a library before, or the activity they liked best in *Come to the Library!*

Dramatize

- ▶ In groups, have students take on the roles of the different characters in the poster to persuade their classmates to “Come to the Library!”

PowerPoint Presentation

- ▶ Ask students to work in pairs to make a simple PowerPoint identifying the three reasons given in this poster for going to the library.

ELL Note:

Citizenship and Immigration Canada has produced a video for newcomers about using the public library. *Your Library* can be viewed by students and their families in 17 different languages at <http://lsp-peb.ca/>. Many library branches also have DVD copies of the video available for borrowing.