

The Library Book

by Tom Chapin and Michael Mark

The rain is pouring, Dad is snoring, and TV is boring. So, the character in this book decides it's time to head to the library. After all, checking out the library shelves is the best possible way to spend a gloomy rainy day! This upbeat read aloud, based on the song of the same name, celebrates familiar characters like Mother Goose, Pinocchio, and many more, all friends who greet readers when they go to the library.

Create Successful Reading Habits

When you read a book multiple times with your students, they:

- increase vocabulary development.
- improve word recognition.
- develop fluency.

Fluency is the ability to read words and sentences accurately, at a good pace, and with expression.

Current research from the What Works Clearinghouse shows that children can learn more from books when they are read multiple times.* When a teacher reads the same book 2 - 4 times, students will become familiar with the content and might "read" to themselves or others. Reading books multiple times also allows teachers opportunities to review topics taught during the previous readings of the books and reinforce targeted vocabulary.

* U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse. (n.d.). Practice Guides. <https://ies.ed.gov/ncee/wwc/PracticeGuides>

SCIENCE OF READING – CONNECTING RESEARCH TO PRACTICE

Reading Skills

The National Reading Panel report in 2000 categorized reading instructional content into five major areas: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. The science of reading focuses on a hierarchy of skills that develop when students are learning to read.

- First, it is important for students to develop phonemic awareness, which is the conscious awareness of the individual sounds in language. The students then need to know the letters of the alphabet and their corresponding sounds.
- After developing **phonemic awareness** and basic letter knowledge, students are able to use this knowledge to begin to decode. This is called the **alphabetic principle**, which is the understanding that letters make sounds, and sounds go together to make words.
- Through explicit and systematic **phonics** instruction paired with repeated practice, children's **decoding** skills become more automatic. Students are able to decode words without much thought, which leads to **fluent** reading.
- Ultimately, with sufficient practice, reading becomes automatic.

In addition to this hierarchy of skills, in order to **comprehend** what they read, students need to have:

- a robust **vocabulary** and knowledge about texts.
- knowledge about the world.

This knowledge is:

- developed through life experiences and instruction students receive in school.
- described as **schema**, which is the framework and organization of what someone has learned and how that information is stored in the brain.

A student's schema, along with the aforementioned knowledge and skills, influences how well they learn to read and comprehend written text.

STANDARDS ALIGNMENT FLORIDA'S B.E.S.T. STANDARDS

The Florida B.E.S.T. standards emphasize the importance of providing explicit instruction to help students read and understand grade-level academic vocabulary words. One important aspect of providing vocabulary instruction is identifying if the word provides students with an opportunity to use context to determine the meaning of the word (p. 198).*

**Look for standards alignment
in each section of this guide.**

WORD WORK – INFLECTIONAL ENDINGS

Inflectional endings (*-ing*, *-ed*, *-es*, and *-s*) are suffixes attached to the end of a root word that change their meaning. For example, the *-ing* inflectional ending changes the tense and meaning of a verb to describe something that is currently happening, like changing *eat* to *eating*.

ELA.1.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.

d. Decode words with inflectional endings.

Display the word *pick - ing* (p. 6). Say, "Today we are going to practice reading words with the suffix, or ending, *-ing*. This word is *picking*." Ask students to repeat the word.

- Say, "*Picking* has two syllables. The root word, *pick*, and the suffix, *-ing*, which sounds like /ŋ/." Ask students to repeat the sound /ŋ/.
- "When we add the suffix *-ing* to the end of a word, it tells us that something is happening right now. I am *picking* the book that I want to check out from the library to take home and read."
- Talk with students to determine more example sentences using the word *picking*.
- "Now we are going to read the word. Look at the first syllable. The first syllable is the word *pick*, /p/ /i/ /k/." Point and sound out each phoneme, and then blend the sounds together with students as you run your finger underneath the word.
- "Look at the second syllable in *picking*. The second syllable is the suffix *-ing*. Remember that the suffix *-ing* makes one sound, /ŋ/." Ask students to say the sound as you run your finger underneath.
- "Blend those two syllables together to read the whole word, *picking*."

Repeat the activity with other words from the book that have the suffix *-ing*.

ELL and SWD suggestion:

Use a whiteboard to help students identify root words in words that have the *-ing* inflectional ending. Display a word with the *-ing* inflectional ending, and ask students to copy the word on their whiteboard. Ask students to make a slash to separate the inflectional *-ing* ending from the rest of the word. Then ask students to underline the root word.

TALK ABOUT NEW AND INTERESTING WORDS

Pouring (p. 2), **cries** (p. 21), **grab** (p. 29), and **rang** (p. 33) are suggested Tier 2 words that can be used for explicit vocabulary instruction. Create and share a student-friendly definition that is appropriate for the level of your students. Help students make connections to the word by providing contextual information that relates to the text being read and builds upon their background knowledge.

ELA.1.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

ELA.1.V.1.3: Identify and use picture clues, context clues, word relationships, reference materials, and/or background knowledge to determine the meaning of unknown words.

Talk about words that have multiple meanings to help students increase their vocabulary and comprehension of text.

Display the word *pouring* (p. 2). Use the following prompts to engage with your students about the word:

- "Many times, words can have more than one meaning. To help us figure out which meaning of a word an author is using, we can use picture clues and context clues to help us."
- "This word is *pouring*." Point to the word and ask students to repeat it.
- "The word *pouring* can have two meanings. *Pouring* can mean that you are turning a container over so that liquid comes out, like pouring juice into a glass. *Pouring* can also mean that heavy rain is falling from the sky. We are going to look at the words and pictures in the book to figure out which meaning of *pouring* the author is using in this story."

Show the illustration and words on the page, *Saturday morning and the rain is pouring*.

Use the following prompts:

- When the author uses the word *pouring* here, do they mean turning over a container so that liquid is coming out or that heavy rain is falling from the sky? Turn and talk to a partner about your thinking.
- What clues in the picture tell you the answer?
- What word in the sentence gives you a clue to the correct meaning? (rain)

Using pictures and context clues, continue to practice the skill of identifying the meaning of other multiple meaning words from the book.

ELL and SWD suggestion:

Students are more likely to learn new vocabulary when it is presented in a way that activates or supplies background knowledge needed to understand new words. To help students understand the meaning of pouring in this story, show a short video clip of a heavy rainstorm, or ask students to talk about a time when there was bad weather, and rain was pouring down.

READ FOR MEANING – DESCRIBING CHARACTERS

Help students understand and describe character feelings using evidence from the text to explain their thinking.

ELA.1.R.1.1: Identify and describe the main story elements in a story.

- Clarification 2: In describing the characters, students can describe appearance, actions, feelings, and thoughts of the characters. Students will explain what in the text their description is based on.

Before: Introduce character description.

Say, “The characters that we read about in stories have all different kinds of feelings, just like we do. Sometimes they feel happy or excited. At other times their feelings change, and they might feel sad or frustrated. We can explain how a character is feeling by looking closely at what they say, how they act, their facial expressions or body language in the illustrations, or what events are happening in the story.”

During: Identify character feelings using evidence from the text.

As you read, use a two column chart to identify the different feelings a character has and the evidence from the story that explains why the character is feeling that way.

What is the character feeling?	Evidence from the book

- After reading page 2, pause to discuss how the character is feeling and record responses on the chart.
 - What is the character feeling in the beginning of the story? (sad, upset, bored)
 - What do you notice about her facial expression that tells you how she is feeling?
 - What events are happening to cause the character to feel this way? (Write responses in the second column).
- After reading page 9, pause to discuss how the character’s feelings have changed, and record responses on the chart.
 - Is the girl feeling the same way that she felt in the beginning of the story?
 - What is she feeling now? How do you know that?
 - What happens to make her feel that way?
- After reading page 16, pause to discuss the character’s feelings and evidence from the story on the chart.
 - What do you notice about the little girl’s facial expression? (eyes wide, mouth open)
 - What does the Cat in the Hat do to cause that expression?
 - When the Cat in the Hat jumps out of the bookshelf, and the little girl’s eyes get wide, I think she is feeling _____. (surprised) What makes you think that?
- After reading page 20, pause to discuss the character’s feelings and evidence from the story on the chart.
 - When Mrs. P, the librarian, asks if she is sure that she wants to take home all of the books, the little girl and her book friends shout, “Oh yes!” They don’t say it quietly. (Use a choral response to say together how they would shout it.)
 - The last feeling we wrote on our chart was that she was feeling surprised. If the girl is shouting, “Oh yes!” about taking books home, is she still feeling surprised, or have her feelings changed? (Provide think time, and ask students to use gestures to indicate if they think she is feeling the same as before or if her feelings have changed.)

READ FOR MEANING – DESCRIBING CHARACTERS

- What words describe that new feeling she has if she is shouting, “Oh yes!?” about taking books home? (excited, happy)
- What are some activities that would make you feel excited and shout, “Oh yes!?”
- After reading page 31, pause to discuss the character’s feelings and evidence from the story on the chart.
 - When the little girl is walking down the street with all the people from the library, how is everyone acting? (smiling, singing, dancing)
 - How is the little girl feeling by dancing and singing with all the people? (joyful, cheerful)

After: Describe the character’s feelings

- Review the chart to describe the different feelings that the character has and what evidence from the story helps to explain why they are feeling that way.
- How do the character’s feelings change from the beginning of the story to the end of the story?
- How do your own emotions and feelings change throughout the day?
- Students can demonstrate understanding with a sentence stem to describe one of the character’s feelings and explain what happens in the story to cause her to feel that way.
- The little girl feels _____ when _____. Students can draw a picture of the little girl to show how she is feeling and the event that is causing the feeling.

ELL and SWD suggestion:

Provide students with cards that contain visual representations of different feelings labeled with words, such as happy, upset, bored, surprised, and excited to help them describe how the character is feeling.