Lesson 16 Teacher's Guide

Our Library

by Alvin Court

Fountas-Pinnell Level I
Realistic Fiction

Selection Summary
Some children are eager to visit the new children's room at the library, only to be disappointed because there are so few books there. They offer to bring books from home to fill the shelves.

Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>• Realistic fiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>• Third-person narrative</td>
</tr>
<tr>
<td></td>
<td>• Simple, straightforward plot</td>
</tr>
<tr>
<td></td>
<td>• Problem presented in beginning of story</td>
</tr>
<tr>
<td>Content</td>
<td>• Children are disappointed by lack of children's books in library.</td>
</tr>
<tr>
<td></td>
<td>• They bring in their own books to fill the shelves.</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>• Sharing with others in the community is rewarding.</td>
</tr>
<tr>
<td>Language and Literary Features</td>
<td>• Conversational, natural language</td>
</tr>
<tr>
<td></td>
<td>• Third-person narrator</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>• Compound and complex sentences with phrases: I'm glad to see how many readers we have in town.</td>
</tr>
<tr>
<td></td>
<td>• Sentences, questions, and exclamations</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>• Some terms related to library usage: check out, children's room, librarian, library budget, shelf/shelves</td>
</tr>
<tr>
<td>Words</td>
<td>• Multisyllabic words, some of which may be challenging, such as disappointed, librarian, repeated, solution, suggested</td>
</tr>
<tr>
<td>Illustrations</td>
<td>• Realistic drawings support the text.</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>• Nine pages of text with four-color illustrations on all pages</td>
</tr>
<tr>
<td></td>
<td>• Objects are labeled on most illustrations</td>
</tr>
</tbody>
</table>

Our Library by Alvin Court

Build Background
Help children think about ways librarians choose which books to buy for the library. Build interest by asking such questions as these: What kinds of library books do you usually take out? How does that help librarians know which books to look for in the future? Tell children that this story is realistic fiction, so the characters will act like real people.

Introduce the Text
Guide children through the text, noting important ideas and helping with unfamiliar language and vocabulary so that they can read the text successfully. Here are some suggestions:

Page 2: Explain that this story is about a library that needs more books in the children’s section.

Suggested language: Turn to page 2. The children are waiting for the library to open. One boy is staring at his watch. Is anyone in the picture staring at the clock?

Page 5: Turn to page 5. What do you see? How do the children look? They are disappointed. Look at the bookshelves. Why do you think the children are unhappy? Would you be disappointed by the books in this library?

Page 6: Read aloud the sentence with the highlighted word: The library budget is small. A budget is a plan about how much money to spend. Why would a small budget be the reason for so few books on the shelves?

Page 7: The art on this page shows the children looking happier. I wonder if they have a plan for the library.

Now turn back to the beginning of the story and read to find out if the children solved the problem of too few books in the library.

Target Vocabulary

account – money in the bank
budget – plan of how to spend the money one has, p. 6
chuckled – laughed quietly, p. 4
disappointed – unhappy because something you hoped for did not happen, p. 5
fund – collection of money set aside for a special purpose
received – got or accepted something from somebody else
repeated – said it again
staring – looking at for a long time, p. 2
Read
As children read Our Library, observe them carefully. Guide them as needed, using language that supports their problem solving ability.

Remind children to use the Infer/Predict Strategy to find clues to help them figure out more about story parts.

Discuss and Revisit the Text

Personal Response
Invite children to share their personal responses to the story.
Suggested language: Have you ever shared a favorite book with a friend? How do you think these children feel about being able to share their books? Why do you think so?

Ways of Thinking
As you discuss the text, help children understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A group of children are eager to visit the new children's room at the library.</td>
<td>• A library is important for readers who don’t have their own books.</td>
<td>• The language sounds very realistic, the way real people talk.</td>
</tr>
<tr>
<td>• They are disappointed to find few books on the shelves.</td>
<td>• People are happy to help a community library because they love books.</td>
<td>• The library setting makes it easy for readers to connect to the story.</td>
</tr>
<tr>
<td>• They help out the library by sharing books from their own collections.</td>
<td>• It’s good to share something you love.</td>
<td>• The writer’s attitude is that libraries are important places in a community.</td>
</tr>
</tbody>
</table>


Choices for Further Support
• Fluency Invite children to choose a passage from the text to act out, such as pages 5–7. Remind them to try to sound as natural as they can.
• Comprehension Based on your observations of the children’s reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind children to go back to the text to support their ideas.
• Phonics/Word Work Provide practice as needed with words and word parts, using examples from the text. Point out that both the words shelf (page 7) and shelves (page 5) appear in the story. Help children to recognize that the final _f_ in shelf changes to _v_ before the ending _-es_ is added to form the word meaning more than one shelf.
Writing about Reading

Critical Thinking
Have children complete the Critical Thinking questions on BLM 18.7.

Responding
Have children complete the activities at the back of the book. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill

Story Structure \[TARGET\] Skill Remind children that being able to identify setting, character, and plot can help them to remember where a story takes place, who is in it, and what happens. Model the skill, using a “Think Aloud” like the one below:

\[Think\ \textit{Aloud}\]

The chart on page 11 lists Max, Linda, and Eva under “Characters.” That’s because they are important to the plot and the solution of the problem. I know that the setting tells us where the story takes place, and that’s in a library in the town where the children live. When I fill in the story details, I’ll tell how the children helped improve their library. One detail from page 9 tells how the children packed up their own books.

Practice the Skill
Ask children to think of another story in which the setting is very important to the story.

Writing Prompt: Thinking Beyond the Text
Have children write a response to the prompt on page 6. Remind them that when they think beyond the text, they use what they know and their own experience to think about what happens in the story.

Assessment Prompts

- On page 6, Mr. Moore says that there is not enough money in the library budget for more books. Why does a library need a budget?
- Have children complete this sentence in their own words: Mr. Moore was surprised because_____________________________________.

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English Language Development

Reading Support Give English learners a “preview” of the text by holding a brief small-group discussion with them before reading the text with the entire group.

Idioms Refer children to the last sentence on page 5: Only a few books sat on the shelves. Explain that in the phrase sat on the shelves, the word sat means “were on.” Ask children what other objects might sit on a shelf.

Oral Language Development

Check children’s comprehension, using a dialogue that best matches their English proficiency level. Speaker 1 is the teacher, Speaker 2 is the child.

<table>
<thead>
<tr>
<th>Beginning/Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced/Advanced</th>
</tr>
</thead>
</table>
| **Speaker 1:** Where does this story take place?  
**Speaker 2:** at the library  
**Speaker 1:** What is wrong at the new children’s room at the library?  
**Speaker 2:** There are not enough books.  
**Speaker 2:** How do the children feel about the empty library shelves?  
**Speaker 2:** They are disappointed.  
**Speaker 1:** Why aren’t there more books?  
**Speaker 2:** There was not enough money in the budget to buy more.  
**Speaker 1:** Who is Mr. Moore?  
**Speaker 2:** He is the librarian.  
**Speaker 1:** How do the children surprise Mr. Moore?  
**Speaker 2:** They bring books from their homes to share.  
**Speaker 1:** What does the children’s room look like now?  
**Speaker 2:** It is full of books.

Responding

Story Structure Think about where the story took place, who was in it, and what happened. Copy the chart and add one detail from the story.

Characters  
Max, Linda, Eva  
Setting  
a town  
Story Details  

Text to Self The children in this story donate their books to the library to help other people. How could you help others? Write a few sentences telling a story about what you would do to help others.

Think About It

Read and answer the questions.

1. Why do the children bring books from home to the library?
   The library does not have enough books.

2. How are the children in the story like other children you know? List two ways.
   Possible response: They like to read, and they like to help other people.

3. Do you think the title Our Library is a good title for the story? Why?
   Possible response: Yes. The word “our” means the library is for everybody.

Making Connections Is the library in this story like the library you go to? Explain why or why not.

Write your answer in your Reader’s Notebook.

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Thinking Beyond the Text

Think about the questions below. Then write your answer in one paragraph.

On page 7, Linda says that bringing her own books to the library would give everyone a chance to read them. Who do you think will read the books? Why is that important to Linda and the other children? Use details from the story in your answer.
Think About It

Read and answer the questions.

1. Why do the children bring books from home to the library?

2. How are the children in the story like other children you know? List two ways.

3. Do you think the title Our Library is a good title for this story? Why?

Making Connections Is the library in this story like the library you go to? Explain why or why not.

Write your answer in your Reader’s Notebook.
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## Grade 2

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### Our Library • LEVEL 1

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<table>
<thead>
<tr>
<th>page</th>
<th>Selection Text</th>
<th>Errors</th>
<th>Self-Corrections</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>At ten o’clock, the library doors opened. The children rushed in. They went right to the children’s room. But they were disappointed by what they saw. Only a few books sat on the shelves.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Mr. Moore, the librarian, came in. He saw that the children were disappointed. “The library budget is small.”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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### Comments:

### Accuracy Rate

\[
\text{Accuracy Rate} = \frac{\text{# words read correctly}}{52} \times 100 \%
\]

### Self-Correction Rate

\[
\text{Self-Correction Rate} = \frac{\text{# errors} + \text{# Self-Corrections}}{\text{# Self-Corrections}}
\]

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### Behavior Table

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read word correctly</td>
<td>[✓]</td>
<td>0</td>
</tr>
<tr>
<td>Repeated word, sentence, or phrase</td>
<td>[®]</td>
<td>0</td>
</tr>
<tr>
<td>Omission</td>
<td>[-cat]</td>
<td>1</td>
</tr>
</tbody>
</table>

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### Behavior Code

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substitution</td>
<td>cut</td>
</tr>
<tr>
<td>Self-corrects</td>
<td>cut.cat</td>
</tr>
<tr>
<td>Insertion</td>
<td>the.cat</td>
</tr>
<tr>
<td>Word told</td>
<td>[+]</td>
</tr>
</tbody>
</table>