

### About the Book

Text Type: Nonfiction/Informational Page Count: 10 Word Count: 59

#### Book Summary

In *At the Library*, students will read about all the things kids can do at the library. What fun things will they find besides reading and listening to books? Detailed illustrations, high-frequency words, and repetitive phrases support early-emergent readers. Students will have the opportunity to locate details that support the main idea as well as connect to prior knowledge as they read this interesting book.

### About the Lesson

#### Targeted Reading Strategy

- Connect to prior knowledge

#### Objectives

- Connect to prior knowledge to understand text
- Identify main idea and details
- Discriminate initial consonant /L/ sound
- Identify initial consonant *L*
- Recognize and use periods
- Identify and use the high-frequency word *can*

#### Materials

Green text indicates resources are available on the website.

- Book—*At the Library* (copy for each student)
- Chalkboard or dry-erase board
- Main idea and details, initial consonant *L*, periods worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

#### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- High-frequency words: *at*, *can*, *the*
- Content words:  
Story critical: *books* (n.), *library* (n.), *listen* (v.), *read* (v.), *stories* (n.), *visit* (v.)

### Before Reading

#### Build Background

- Write the word *library* on the board and point to the word as you read it aloud to students. Repeat the process and have students say the word aloud.
- Ask students whether or not they have been to a library. Discuss the things they do at the library. Make a list on the board.

**Book Walk**
**Introduce the Book**

- Show students the front and back covers and read the title with them. Ask what they think they might read about in a story called *At the Library*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of story, author's name, and illustrator's name).
- Write the following repetitive sentence on the board: *Kids can \_\_\_\_\_ at the library*. Read the sentence aloud, pointing to the words as you read them to students. Have students read them aloud. Explain that these words repeat throughout the story.

**Introduce the Reading Strategy: Connect to prior knowledge**

- Explain to students that engaged readers make connections between what they already know and new information they read. Remind students that thinking about what they already know about the topic of the story will help them understand what they read.
- Model connecting to prior knowledge as you preview the story.  
*Think-aloud: I see some kids on the cover of At the Library. They are looking at a book together. I know kids often make new friends at the library while they are looking at books. On the back cover, I see a lady reading a book to a group of kids. I know kids often listen to stories at the library as well. I wonder what other kinds of things kids can do at the library. I will have to keep reading to find out.*
- Have students share how they connected to prior knowledge on the basis of the covers and title page of the story.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

**Introduce the Comprehension Skill: Main idea and details**

- Explain to students that most stories have a big, or main, idea, which is what the story is mostly about. Read the title to students. Explain that the title often provides clues about the story's main idea. Invite students to share predictions about the main idea of this story.
- Discuss student predictions and guide them to the consensus that the main idea of this story is *Kids can do a lot at the library*. Write the following sentence on the board: *Kids can do a lot at the library*. Point to each word as you read it aloud with students.
- Model how to identify details.  
*Think-aloud: The main idea of this story is Kids can do a lot at the library. I know the story will have details that help explain the main idea. Details are descriptions that help the readers understand the main idea of the story. On the title page, I see several kids reading and choosing books. I know kids can read books at the library. Since this helps explain the main idea of the story, I know read books might be a detail in the story.*
- Review the items that students listed in the Build Background section. Discuss whether or not any of these items might be details in the story.


**Introduce the Vocabulary**

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 3, you might say: *It looks as though kids can do a lot at the library*.
- Remind students to look at the picture and the letters with which a word begins to figure out a difficult word. For example, point to the word *listen* on page 6 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows the kids sitting down to hear a story at the library. When I look at the first part of the word, it starts with the letter L. However, the word hear starts with the /h/ sound, so this can't be the word. I know that in order to hear things we must listen. The word listen starts with the /l/ sound. The sentence makes sense with this word. The word must be listen.*

**Set the Purpose**

- Have students use what they already know about the library to help them read the book. Remind them to think about the details that support the main idea as they read.

**During Reading**
**Student Reading**

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3 (*Kids*). Point out to students where to begin reading on each page. Remind them to read the words from left to right.
  - Ask students to place their finger on the page number in the bottom corner of page 3. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
  - Model connecting to prior knowledge.  
*Think-aloud:* *As I read, I learned kids can do a lot at the library. I already knew kids could read at the library because I have done this many times with my children. I also read kids can make art at the library. My children have done many types of art projects during special summer programs at our library. On the basis of what I have read so far, I believe the other pages in the story will tell about other things kids can do at the library. I will continue reading to see if this is true.*
  - Invite students to share connections they made while reading.
  - Review the main idea of the story: *Kids can do a lot at the library*. Ask students to explain whether *make art* is a detail that supports the main idea of the book and why (yes; making art is something that can be done at the library).
  - Introduce and explain the [main-idea-and-details worksheet](#). Write the words *make art* on the board. Have students write the words and draw a picture that represents these words in one of the spaces on the worksheet.
  - **Check for understanding:** Have students read to the end of page 8. Encourage them to share how they connected to prior knowledge. (Accept all answers that show students understand how to connect to prior knowledge.)
  - Ask students to think about other details they read that support the main idea: *Kids can do a lot at the library*. Have them choose one of the details to draw on their worksheet. Ask them to label their drawing using the words from the story. Have students share details they drew and wrote about.
  - Have students read the remainder of the book. Remind them to think about what they know about the library to help them understand new information as they read.
-  Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

**After Reading**

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

**Reflect on the Reading Strategy**

- Reinforce with students how thinking about what they already know about a topic of a story helps them understand and remember what they read, and keeps them actively engaged with the text.
- *Think-aloud:* *As I read the end of the story, I thought about the times I have visited the local library with my children. During the summer, the library often has many special events. It is fun to visit the library, get a new book, listen to a story, and often make a new friend. We look forward to visiting the library each week to get new books and see what kinds of new activities we can do.*
- Ask students to explain how thinking about what they already knew helped them understand and remember what they read.



### Reflect on the Reading Skill

- **Discussion:** Read the main idea on the board with students (*Kids can do a lot at the library*). Review the details students drew on their worksheet. Invite them to explain why each of the details matches the main idea of the story.
- **Independent practice:** Have students complete their main-idea-and-details worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this story, you read about many things kids can do at the library. You learned the library is a fun place to visit. Now that you have read and thought about this information, what are some other fun places to visit where kids can do a lot of things?

### Build Skills


#### Phonological Awareness: Initial consonant /L/ sound

- Say the word *library* aloud to students, emphasizing the initial /L/ sound. Have students say the word aloud and then say the /L/ sound.
- Have students practice making the /L/ sound aloud with a partner. Have students work with a partner to brainstorm to generate a list of other words that begin with the /L/ sound. Invite volunteers to share their words with the class.
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word begins with the /L/ sound: *listen, friends, leave, lion, monkey, book, look*.

#### Phonics: Initial consonant L/

- Write the word *library* on the board and say it aloud with students.
- Have students say the /L/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the /L/ sound in the word *library*.
- Have students practice writing the letter L/ on a separate piece of paper while saying the /L/ sound.
- **Check for understanding:** Write the following words that begin with the /L/ sound on the board, leaving off the initial consonant: *let, lips, less*. Say each word, one at a time, and have volunteers come to the board and add the initial L/ to each word.
- **Independent practice:** Introduce, explain, and have students complete the **initial consonant L/ worksheet**. If time allows, discuss their answers.

#### Grammar and Mechanics: Periods

- Write the following sentence on the board: *Kids can make friends at the library*. Read the sentence aloud with students. Explain that every sentence has a signal at the end so readers will know when to stop reading. Ask a volunteer to come up to the board and point to the signal at the end of the sentence.
- Explain that the signal is called a *period*. Have students say the word aloud. Point out that the period is like a stop sign because it tells readers to stop reading.
- Have volunteers tell two things kids can do at the library. Write the sentences on the board, leaving off the periods. Read the sentences aloud to students without stopping. Then, have volunteers come to the board and add the period to each sentence. Reread the sentences, stopping with the periods.
-  **Check for understanding:** Have students reread the book and highlight all of the periods.
- **Independent practice:** Introduce, explain, and have students complete the **periods worksheet**. If time allows, discuss their responses.

**Word Work: High-frequency word *can***

- Explain to students that they are going to learn a word that they will often see in stories. They should be able to recognize and read this word quickly. Write the word *can* on the board and read the word aloud. Have students read the word aloud with you.
- Ask students to write the word *can* on the top of their desk with their finger as you spell it aloud with them, pointing to each letter on the board as you say the letter name with students.
- Explain to students that the word *can* means to be able to do something.
- Model using the word *can* in oral sentences. Say: *I can \_\_\_\_\_*. Have students continue using this sentence stem to tell about things they can do.



**Check for understanding:** Have students reread the book and underline every occurrence of the word *can*.

**Build Fluency**
**Independent Reading**

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

**Home Connection**

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them discuss the main idea and details from the story with someone at home.

**Extend the Reading**
**Informational Writing and Art Connection**

Have students draw a picture of something they can do at the library. Under the picture, have students write one sentence telling about their picture.

Visit [WritingA-Z.com](http://WritingA-Z.com) for a lesson and leveled materials on informational writing.

**Social Studies Connection**

Make a map of the city or town with students. Mark the location of the school and the library on the map. Have students determine the best route to get from the school to the library. Discuss how libraries are funded in your city or state. If possible, take a field trip to the library and have students apply for a library card.

**Skill Review**

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

**Assessment****Monitor students to determine if they can:**

- consistently use the strategy of connecting to prior knowledge to understand text during discussion
- accurately identify details that support a main idea during discussion and on a worksheet
- accurately discriminate initial consonant /L/ sound during discussion
- identify and write the letter symbol that represents the /L/ sound in text, during discussion, and on a worksheet
- correctly understand and use periods during discussion and on a worksheet
- correctly identify, write, and use the high-frequency word *can* during discussion and in the text

**Comprehension Checks**

- [Book Quiz](#)
- [Retelling Rubric](#)