

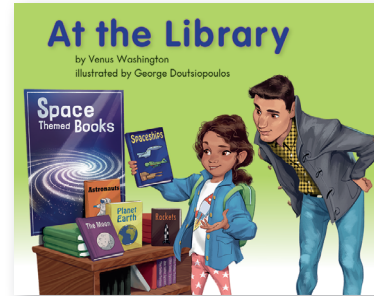
## You Will Need

- *At the Library*, Level C
- whiteboard
- magnetic letters

Visit [fp.pub/resources](https://www.fountasandpinnell.com/resources) to download online resources to support this lesson, including:

- Recording Form

<b>Book</b>	<i>At the Library</i>
<b>Level</b>	C
<b>Author</b>	Venus Washington
<b>Illustrator</b>	George Doutsopoulos
<b>Genre</b>	Fiction/Realistic



## Goals

Think about the readers and the behaviors and understandings to notice, teach for, and support at Level C in *The Fountas & Pinnell Literacy Continuum*. Select goals that match the needs of your students. The following may be appropriate.

### Reading

- Search for and understand information in simple dialogue, dialogue with pronouns (usually assigned by *said*) and some split dialogue.
- Remember and talk about the important events in a simple story.
- Begin to read in phrased units.
- Use oral language knowledge to read with phrasing.
- Understand words related to a library (*library, librarian, bookshelves*).
- Make connections between personal experience and a text.
- Understand that there are different resources at the library to meet different people's needs.

### Phonics/Letter and Word Work

- Use letter-sound relationships to spell a word.
- Read and write high-frequency words: *my, said, the*.
- Write a sentence with decodable or high-frequency words.

### Writing About Reading

- Identify important information from a text.

## Analysis of Book Characteristics *At the Library*, Level C

**How the Book Works** This book is realistic fiction, a first-person narrative written in chronological sequence. It includes simple dialogue with illustrations and text on alternating pages. A girl and her family went to the library, and she selected items to take home.

### Genre/Form

- Fiction
- Realistic

### Text Structure

- Very simple narrative with beginning, middle, several episodes, and end

### Content

- Content interesting to and relevant for young children (trip to the library)
- Content meaning extended by picture information

### Themes and Ideas

- Themes reflecting everyday life (community, relationships with family)
- Idea close to children's experience (going to the library)

### Language and Literary Features

- Simple language patterns that are close to oral language (*Dad and I went over to the bookshelves.*)
- Repeating language patterns ("*I like this \_\_,*" *I said.*)
- Familiar setting close to children's experience (library)
- Simple dialogue and dialogue with pronouns (assigned by *said*)

### Sentence Complexity

- Short sentences with six to eight words
- More than one sentence pattern repeated in the same book
- Some sentences with phrases (*We went over to the desk.*)
- Sentences with dialogue ("*I like this game,*" *I said.*)

### Vocabulary

- All words that are in common oral vocabulary for young children (*family, book, game*)

### Words

- Mostly one-, two-, and three-syllable words (*desk, over, library*)
- Repeated use of a few easy high-frequency words (*my, to, the*)

### Illustrations

- Clear illustrations that extend meaning
- Consistent layout of illustrations and print

### Book and Print Features

- Print separate from pictures on alternating pages except for the last page
- Print in large, plain font
- Sentences beginning on the left
- Sentences turn over one or more lines
- Layout supporting phrasing
- Periods, commas, and quotation marks



For more information about concepts presented in this lesson, see Word-Solving Actions row 45 and High-Frequency Words row 2 in the *Comprehensive Phonics, Spelling, and Word Study Guide*.



To give students the opportunity to practice a phonics skill aligned to this Guided Reading book, assign the independent phonics activity in FPLD

**Supporting English Learners**

- Support students' understanding of concepts and vocabulary.
- Check students' understanding of the concept of going to the library.
  - Clarify any unfamiliar words, such as *library*, *librarian*, *bookshelves*, and *puzzle*.

**Supporting English Learners**

- Help students read fluently.
- Demonstrate how to read a sentence with phrasing. Have students read the sentence with you several times.
  - Prompt students to read the same sentence on their own.
  - Provide opportunities for students to listen to themselves read with appropriate phrasing.

**Warm-Up: Phonics**

Help students use letter-sound relationships to help spell an unknown word using examples of words from the book.

- Draw four boxes, one for each sound in the word *desk*. *Say the word desk.*
- Model how to break the word into phonemes and have students repeat the sounds. *Look at my mouth as I say this word slowly: desk. Say the word with me slowly and tell the letter I should write in each box.* Write a letter in each box: *d-e-s-k. /d/ /e/ /s/ /k/ is spelled d-e-s-k.*
- Write the word under the boxes. *Now blend the sounds together and read the word: desk.*
- Repeat with the words *dad*, *went*.

**Introducing the Text**

Consider the strengths and needs of your readers and the demands of the text as you craft the introduction. The following bulleted items provide an example of one way to introduce the book. The introduction should be interactive and should allow time for students to respond (indicated by ●).

- *You have probably been to a library. What do you try to find when you go there? ● What kinds of things can you borrow from the library? ● Take a look at the front cover of today's book, At the Library. In this book, a girl tells about a visit to the library with her family.*
- *Turn to pages 2 and 3. What do you see? ● The writer says, "My family went to the library." Say and clap the word family. ● You can tell by the word my that the girl is telling this story. Turn the page to see what the girl and her family did at the library.*
- *The girl and her family went over to the desk. Say the word over. ● What sounds do you hear in the word over? ● Let's say the sounds in over: /ô/ /v/ /ər/. Find the word over and run your finger under it. ● Say over.*
- *The man in the picture is the librarian. Do you know what a librarian does? ● The librarian said, "Here is your library card."*
- *Turn to pages 6 and 7. What do you notice? ● Dad and the girl went over to the bookshelves. The girl said, "I like this book." Say the word this. ● This begins with the letters t and h, like the word the. Find the word this, run your finger under it, and say it. ● When you read the book, you will see different places in the library the girl went and the things she liked.*
- *Now turn back to the beginning and read about what the girl and her family did at the library. Notice all the different things you can find at a library.*

**Reading the Text**

As the students read softly, notice what individuals do at difficulty or after an error so you can demonstrate, prompt for, or reinforce effective strategic actions.

- If needed, help a student use oral language knowledge to read with phrasing. *Listen to how I put my words together.* Demonstrate reading a sentence with phrasing and have the student repeat. Prompt with *Try that again and put your words together.*
- If a student needs help self-correcting close to the point of error, prompt with *You can fix that.* Remind students to look at each letter and think about the sound it represents as they move through the word left to right. Reinforce with *You fixed that.*

## Discussing and Revisiting the Text

Engage all group members in sharing their responses to the book. Encourage them to listen and respond to each other's thinking during the discussion.

- Invite students to share their thinking about *At the Library*.
- To encourage discussion, you may want to select from the following questions/prompts:
  - *Let's talk about what the girl and her family did at the library.*
  - *Did the times you've been to the library help you read this story? How?*
  - *Take a look at pages 14 and 15 to see what the girl borrowed from the library. What do all these things have in common? What does that tell you about what the girl is interested in?*
  - *Reread page 16. Why do you think the girl said, "I like the library"?*
  - *Is it a good idea to have a library card? Talk about your thinking.*
- Continue the discussion, guiding students toward the key understandings and the main messages of the text. Some key understandings students may express:

### Thinking *Within* the Text

- A girl, her father, and her mother went to the library.
- The girl got her library card from the librarian.
- She found lots of things she liked—books, a computer game, and a puzzle.
- The girl checked out the items.
- On the way out, the girl said she liked the library.

### Thinking *Beyond* the Text

- ◆ You can borrow things from the library if you have a library card.
- ◆ The girl found different kinds of things to borrow from the library, but they were all about space.
- ◆ The girl enjoyed her visit to the library.
- ◆ The girl and her family will probably visit the library again.

### Thinking *About* the Text

- The writer uses a few repeating language patterns to tell most of the story.
- The illustrations include details [on the books, the game, and the puzzle] that help readers infer the topic that interested the girl.
- The writer probably likes visiting the library and does so often.

### Supporting English Learners

Support students' discussion of the book.

- Provide oral sentence frames to help students respond to the prompts (e.g., *The girl and her family \_\_\_\_\_. Going to the library helped me understand \_\_\_\_\_. The girl said she liked the library because \_\_\_\_\_.*).

**MESSAGES** You can get more than just books at the library. There are different resources at the library to meet different people's needs.

## Teaching Point

Select a teaching point that will be most helpful to your group of readers. If it's appropriate, use the suggestion below, which supports thinking within the text.

### Solving Words: Use Letter-Sound Relationships to Read Words

- Help students decode an unknown word.
- Invite students to look at a word. *What is the first letter?* ● *What sound does this letter stand for?* ● *What is the next letter?* ● Continue through the whole word.
- *Now go to the beginning of the word and say each sound, blending them together. Say the word again while running your finger under the letters.*



For more information about concepts presented in this lesson, please see Word-Solving Actions row 45 and High-Frequency Words row 2 in the *Comprehensive Phonics, Spelling, and Word Study Guide*.



To give students the opportunity to practice a phonics skill aligned to this Guided Reading book, assign the independent phonics activity in FPLD.

#### Supporting English Learners

Support students' language development through interactive writing.

- Provide an oral sentence frame to help students discuss what the girl said she liked at the library (e.g., *I like this \_\_\_\_*).
- Display the sentence frame in written form for students to copy and complete.

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## Phonics/Letter and Word Work

Help the readers become more flexible spellers and word solvers.

### Instructional Routine: Make Words

1. Tell the students you are going to teach them how to think about sounds and letters to make a word. Have students say the word *went*. Use magnetic letters to make the word *went* and say it with the students: *went*.
  2. Have students map the sounds to the letters. *Let's make the word, went. What letter should I put first? • Next? • Next? • Last?*
  3. Read the word as you run your finger under the letters. *Blend the sounds and read the word:* *went*.
  4. Change the letter *w* to the letter *s*. Read the new word with the students: *sent*. *You used what you know about letters and sounds to spell a word you don't know. Read the new word.*
- Repeat the routine and make *game* and change it to *same*. Read the words again with the students. Reinforce the principle. *You can use what you know about letters and sounds to spell a word you don't know.*
  - If time permits, have students read and write high-frequency words: *my, said, the*.
  - **Dictate-Write-Read:** Say the sentence *She went to play a game*. Have students say the sentence. As you dictate one word at a time, have students write the sentence, reread it, and illustrate it if time allows.



## Writing About Reading (Optional)

If you choose to have the students write about what they have read, the following is an option.

### Interactive Writing: Sentences

- Talk with the students about why the girl liked the library. *What did the girl like at the library?*
- Use interactive writing to construct sentences about things the girl said she liked at the library. Encourage students to say words slowly so they can identify the letters that stand for each sound. Point out that *I* is spelled with an uppercase letter and that there is a period at the end of each sentence.
- Have students reread the sentences. If time allows, you may want to make copies for them to illustrate and glue in the *Reader's Notebook*.

I like this book.  
I like this game.  
I like this puzzle.



## Assessment

Refer to the goals stated on page 1 of this lesson guide and make notes of behavioral evidence, demonstrating that these goals were achieved.

- Refer to Level C in *The Fountas & Pinnell Literacy Continuum* and note the behaviors and understandings the readers in the group control or need to control. Make notes about what the readers learned how to do and what they need to learn how to do next.
- Use the Recording Form to take a reading record and assess an individual's processing on yesterday's new book. You may want to select a student before or after the lesson, or at some other point in the day, to code the record. After coding the reading, select an immediate teaching point that will be helpful to the particular reader.