

# Teaching Bumba Books™ — Places We Go

## A Visit to the Library

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Reading levels: Grades K–1

Subject: Social Studies

### Materials

- a book for each student
- pencils, crayons, or markers
- paper
- *A Visit to the Library* Activity handout
- Sticky notes (optional)

### Reading Standards

- **CCSS.ELA-Literacy.RI.1.3:** Describe the connection between two individuals, events, ideas, or pieces of information.
- **CCSS.ELA-Literacy.RI.1.9:** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

### Targeted Reading Strategy

Comparing and contrasting two pieces of information.

**Academic vocabulary:** library cards, librarian, around, computers, shelf, listen, 3-D printers, objects, robot

**High-frequency words:** shows, meet, find, where, else, time, then, reads, own, also, can, has, next, what

## Before Reading

### Build Background Knowledge:

- Write the word *library* on the board or on chart paper and point to it as you read it aloud to students. Repeat the process and have the students say the word aloud. Ask students if they have ever visited the public library. Ask them to tell what is the same and what is different about the one in school and the one in the community.
- Show students the front cover of the book and read the title. Ask them what they think the book will be about, then have them think about why the author might have written this book. Have them think about the ‘*who, what, when, where, why, and how*’ questions they may ask as they read. These are the questions they should be thinking about while they take a book walk. Review the title page, table of contents, picture glossary, and index. Talk about the information contained there.
- During the book walk, introduce new vocabulary and model ways to figure out the words. Remind students that as they read they need to use the pictures and the context clues to help them figure out tricky and unfamiliar words. The context clues, the words around the unknown word, help them figure out the word they don’t know. They need to read before and after it. Sometimes they will need to read more than one sentence for clues. Model reading a page out loud for the students using this reading strategy. They may also need to ask questions and use prior knowledge to figure out these words. This helps students begin to use self-monitoring strategies when they are confused about something instead of continuing to read and lose meaning.

### Skill Introduction:

- Show students two objects from the classroom. Ask students to tell you how the two objects are the same, and then record their answers. Then ask them how they are different; record their answers as well. Then write the words ‘Compare’ and ‘Contrast’ on chart paper. Explain that when we show how things are alike we are comparing them, and when we show how they are different we are contrasting them.
- Explain that good readers compare and contrast things and ideas as they are reading. Tell the students that they are going to be comparing and contrasting the public library that this book tells us about to the school library that they visit on a regular basis.

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**Think-aloud:** *When I compare and contrast things, I think about how things are alike and how they are different. This helps me remember more about what I read. You will have a chance to do this as you read this book about visiting the library. I want you to think about how this library is alike and how it is different than the school library we visit. Keep this in your mind as you read this book.*

- Model the skill for the students by reading pages 4-9. Ask students if they can think of anything about visiting the public library that is the same as the library in their school. For example, have them look at the photos, and have them think about the words on page 6 and on page 9. Are there any similarities they can think of between the two libraries? Then, have them think of something that is different about both libraries.

### During Reading

#### Check for Understanding:

- Guide reading by asking students to read through page 13 (you may want to place a sticky note there). Fast finishers can reread until everyone is finished, and students should be reading silently or subvocalizing so everyone can read at their own pace.
- Model targeted skill with a think-aloud. Draw a Venn diagram on the board. Model how to organize the information from the list that was discussed about the two objects earlier (label the diagram with the heading of whichever two objects you decided to use). On the left side of the Venn diagram will be the name of one of the objects and on the right side will be the name of the other object.

**Think-aloud:** *I have been thinking about how these objects are alike and different. On the left side, we can write all the things down that only have to do with the first object, and on the right side we will write only the things that have to do with the second object. This is how we contrast the objects. In the middle of the circles, where they connect, we will put the heading 'Both,' to show how the objects are alike. This will be where we write all the things that both objects have that are the same or very similar. Does this make sense? When you read this book, you need to think about how the public library is alike and how it is different from your school library. We already discussed some of these things from pages 4-9 and made a small list. Let's make a new Venn diagram and categorize the information we've already discussed.*

- Have students finish reading the book.

### After Reading

#### Response to Text:

- What did students learn about the library that they did not know? Did they learn any new words while they were reading? Were they able to find ways that the public library and the school library are alike and different? Let students discuss orally and give examples of what they learned. Monitor their comprehension based on their answers. Ask them to identify evidence from the text to support their answers.

**Think-aloud:** *Understanding how things are alike and different is one way to organize thoughts and to classify information into groups. I learned that a librarian helps people in the public library and a media teacher helps children in the school library. I also learned that public libraries hand out library cards so people can check out books. In the school library, children do not need a library card. This is another thing that is different between both libraries. Something that is the same is that both libraries have lots of books. What are some other things that you have found from reading this book and using what you already know?*

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- Pass out copies of the *A Visit to the Library* Activity handout to each student and ask them to fill in the information that was completed as a class and then to add the new information from pages 14 to the end of the book that was learned.

### Word Work:

- Say the word *show*, stretching each of the sounds in the word. Explain to students that there are three sounds in the word *show*. Say the word again, really emphasizing /sh/-/o/-/w/, so that the students can hear each of the three sounds.
- Then stretch out some more words, such as *else* /el/-/s /. Explain that this word has two sounds even though there are four letters in the word. Do this a couple more times with some different words. Then write the academic vocabulary and/or high-frequency words on the board or on chart paper and have the students stretch the words out and tell how many sounds are in each word.

### Extension Activity:

- Have students write about their favorite part of the library and why and then draw a picture of it..

## Critical Thinking with Bumba Books

Foster higher-order thinking skills by embedding Bumba Books' critical thinking questions into your reading instruction. Use them to spark discussion, and encourage your emergent readers to be actively engaged in informational text!

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## ***A Visit to the Library Activity***

Compare and contrast the public library to your school library.

