

THE LIBRARY DOORS



Library Lessons

Toni Buzzeo

The Library Doors Library Lessons

Making Connections

Most children know—and love—the song “The Wheels on the Bus.” So prepare for kids to make instant connections between it and *The Library Doors*. In fact, you may want to introduce this book by either singing the traditional song with the class or reading a book version featuring the original verses. Here are some possibilities:

The Wheels on the Bus Traditional

- *The Wheels on the Bus* by Paul O. Zelinsky. Orchard Books, 2006.

The Wheels on the Bus Take-offs

- *The Seals on the Bus* by Lenny Hort, illustrated by G. Brian Karas. Henry Holt & Company, 2000.
- *The Wheels on the Bus* by Maryanne Kovalski. Little, Brown and Company, 1987.
- *The Wheels on the School Bus* by Mary-Alice Moore, illustrated by Laura Haliska-Beith. HarperCollins, 2006.

“Wheels on the Bus” Additional Verses

Start with the verses and chords at the bottom of the page, then add in these verses as you wish:

- The wipers on the bus go swish, swish, swish ...
- The bell on the bus goes ding-ding-ding ...
- The money on the bus goes clink-clink-clink ...
- The gas on the bus goes glug, glug, glug ...
- The people on the bus go up and down ...
- The driver on the bus says, “Move on back” ...
- The baby on the bus says, “Waa-waa-waa” ...
- The mother on the bus says, “Shh, shh, shh” ...
- The father on the bus says, “Let’s go home” ...
- The children on the bus say, “Let’s play games” ...

“The Wheels on the Bus”

Before reading *The Library Doors*, you may want to ask students to join you in singing “The Wheels on the Bus.”

G The wheels on the bus go round and round, round and round, **D** round and round.

G The wheels on the bus go round and round **D** all through **G** the town.

G The windows on the bus go up and down, **D** up and down, **G** up and down.

G The windows on the bus go up and down **D** all through **G** the town.

G The doors on the bus go open and shut, **D** open and shut, **G** open and shut.

G The doors on the bus go open and shut **D** all through **G** the town.

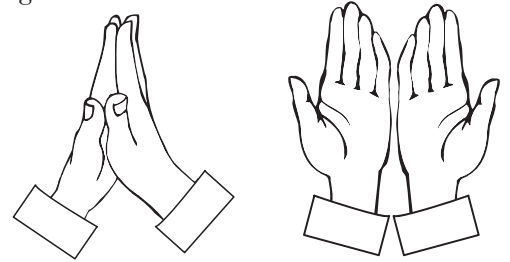


Finger/Hand Play

Teach students the following finger/hand motions to accompany *The Library Doors*:

The library doors swing
OPEN AND SHUT,
OPEN AND SHUT.
OPEN AND SHUT,

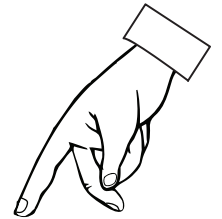
*Place hands side by side, pointer fingers aligned.
Turn hands parallel to each other
(to indicate an open door).
Repeat throughout the verse.*



The library doors swing
OPEN AND SHUT
all through the day!

The children in our school can
COME AND GO,
COME AND GO,
COME AND GO.

*Use pointer and index finger to “walk” forward and backward.
Repeat throughout the verse.*



The children in our school can
COME AND GO
all through the day!

The kids at the doors say
SHHH, SHHH, SHHH,
SHHH, SHHH, SHHH,
SHHH, SHHH, SHHH.

*Use pointer finger against lips to shush.
Repeat throughout verse.*



The kids at the doors say
SHHH, SHHH, SHHH
all through the day!

Our library teacher says
COME, LET’S TALK,
COME, LET’S TALK,
COME, LET’S TALK.

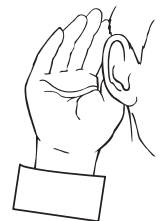
*Make a beckoning hand motion.
Repeat throughout verse.*



Our library teacher say
COME, LET’S TALK
but whisper if you can.

We sit on the rug to
HEAR A TALE,
HEAR A TALE,
HEAR A TALE.

Cup hand around ear.



We sit on the rug to
HEAR A TALE
all through the day!

The catalog screen lists
AUTHORS WE LIKE,
TITLES WE KNOW,
SUBJECTS WE WANT.

The catalog screen lists
BOOKS WE NEED
all through the day!

We head to the shelves to
LOOK FOR BOOKS,
LOOK FOR BOOKS,
LOOK FOR BOOKS.

We head to the shelves to
LOOK FOR BOOKS
all through the day!

The markers in the shelves will
HOLD OUR SPOTS,
HOLD OUR SPOTS,
HOLD OUR SPOTS.

The markers in the shelves will
HOLD OUR SPOTS
all through the day!

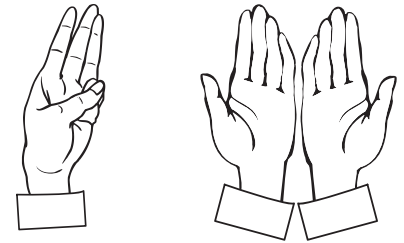
We open the covers to
READ, READ, READ,
READ, READ, READ,
READ, READ, READ.

We open the covers to
READ, READ, READ
all through the day!

The keys on computers go
TICKETY TICK,
TICKETY TICK,
TICKETY TICK.

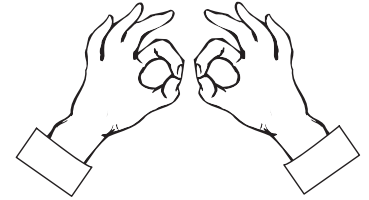
The keys on computers go
TICKETY TICK
all through the day!

*Raise one finger at a time:
Pointer;
Index;
Ring.*

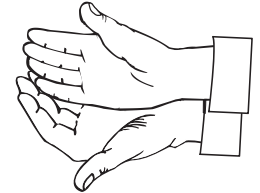


*Use two hands together, open
with palms up, to indicate a book.*

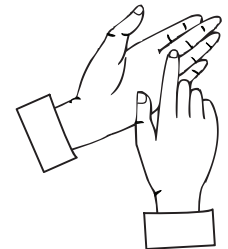
*Hold circled thumbs and pointers over eyes
to make glasses for looking.*



*Hold left palm open and lay right hand,
held vertically, on top, to indicate a shelf marker.*



*Hold left palm open and use right to turn pages.
Repeat throughout the verse.*



*Hold fingers on both hands in typing position and “type.”
Repeat throughout the verse.*



We search online for
TOWNS AND STATES,
FAMOUS FOLKS,
ANIMALS.

We search online for
FACTS WE NEED
all through the day!

The library books check
IN AND OUT,
IN AND OUT,
IN AND OUT.

The library books check
IN AND OUT
all through the day!

Our time is up so we
WAVE GOODBYE,
WAVE GOODBYE,
WAVE GOODBYE.

Our time is up so we
WAVE GOODBYE
to our librarian.

She makes us promise we'll
COME AGAIN,
COME AGAIN,
COME AGAIN.

She makes us promise we'll
COME AGAIN
tomorrow if we can.

We're sad to leave but
WE'LL BE BACK,
WE'LL BE BACK,
WE'LL BE BACK.

We're sad to leave but
WE'LL BE BACK
all through the year!

*Raise one finger at a time:
Pointer;
Index;
Ring.*

Hold fingers in typing position again.



*Hold left hand open with palm up.
Use right hand to "stamp."*



*Wave goodbye with one hand.
Repeat throughout the verse.*



*Make beckoning motion with right hand.
Repeat throughout the verse.*



*Make the "thumbs up" sign.
Repeat throughout the verse.*



Add a Verse

Invite students to work in groups to add a new verse to the song. When groups have finished, invite them to share their verse and brainstorm finger/hand motions to accompany it. Sing the song again, adding in the new verses.

Ask students how they would suggest that Nadine Bernard Westcott should illustrate the new verses.

Act it Out!

Invite students to form small groups of four or five students and act out the story as the rest of the class sings the song to them.

Onomatopoeia

Explain onomatopoeia (when a word makes the sound that it describes) to students. Ask them to think of examples in general. Now point them to *The Library Doors* and challenge them to find the two words/phrases that are examples of onomatopoeia in the story (“shhh” and “tickety tick.”)

To extend the activity, challenge them to think of other sound words they hear in the library.

Action Words

Using lively verbs is essential for good writing. Remind students that an important kind of verb is an ACTION word. Challenge students to examine the story, verse by verse, to discover the verbs that tell what happens in the library:

- doors SWING
- children COME and GO
- COME let’s TALK
- WHISPER if you can
- SIT on the rug
- HEAR a tale
- catalog screen LISTS
- HEAD to the shelves
- LOOK for books
- markers HOLD our spots
- open the covers to READ
- SEARCH online
- CHECK IN and CHECK OUT

- WAVE goodbye
- MAKES us PROMISE
- COME again

More Action Words

Choose one of the verbs from the list students generated in the ACTION WORDS activity, such as “LOOK for books,” and invite students to come up with synonyms to use in a phrase. For example:

- SEARCH for a book
- HUNT for a book
- DISCOVER a book
- EXPLORE books on the shelves
- SEEK a good book
- FIND a book

Searching the Online Catalog

Build on the two verb activities above by challenging students to discuss the steps (verb-by-verb) in searching the online catalog. For example:

- SIT down at the computer
- STEER the mouse
- CLICK on the search box
- TYPE in a word
- READ the entries
- CHOOSE a book
- WRITE the name or number
- SEARCH for the book on the shelves

Hold that Spot

In *The Library Doors*, students use shelf markers to hold their spots:

The markers in the shelves will
HOLD OUR SPOTS,
HOLD OUR SPOTS,
HOLD OUR SPOTS.

The markers in the shelves will
HOLD OUR SPOTS
all through the day!

Enlarge the shelf marker pattern on page 7, cut it out, and adhere it to card stock (or use paint stirring sticks from the hardware store). Then, invite students to design their own personalized shelf markers to use as they visit the shelves to select books.

Author, Title, or Subject?

Ask students to remember the three ways that students searched in the online catalog to find books they like. Once they've mentioned "author, title, and subject," you are ready to begin this activity.

Begin with a stack of books with which the students are familiar, either because you have read them aloud or because you know that they have read or heard them in the classroom. As you hold up each book, ask students to raise their hands if they know one of the three components. As you call on them, ask them to say, "AUTHOR," "TITLE," or "SUBJECT" and then give the matching element. (Note: you may want to list these on a chart you have created on your easel or white board.) Take time to discuss the similarities and differences between a subject search and a keyword search.

Once you have run through all of the books in your stack, ask whether any students can name a different book for which they know the author, title, and subject. Add these to your chart as well.

If students are choosing books during their library visit, you may want to give them an assignment to come to the library next time prepared to share the author, title, and subject of the book they are checking out today.

Facts we Need

The students in *The Library Doors* search for facts they need about towns and states, famous folks, and animals:

We search online for
TOWNS AND STATES,
FAMOUS FOLKS,
ANIMALS.

We search online for
FACTS WE NEED
all through the day!

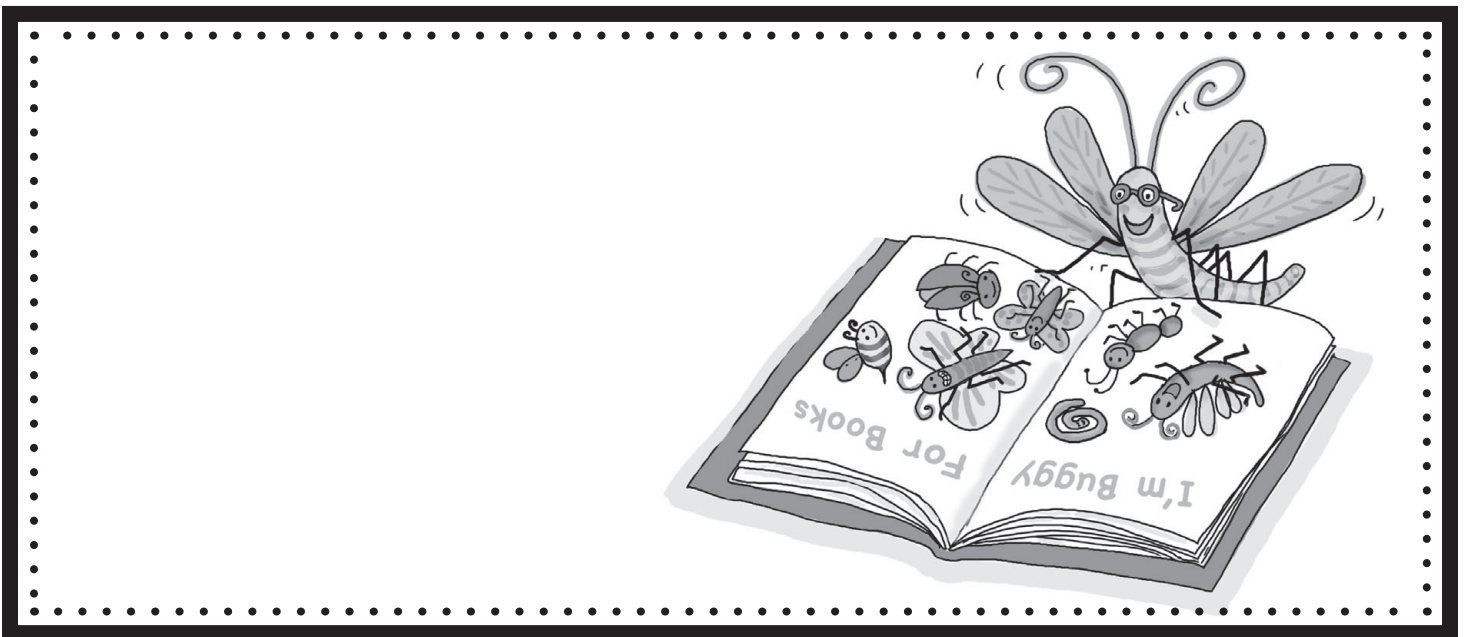
Invite your students to do the same using the "Facts We Need" planning sheet on the back page.

Ask the Librarian!

In *The Library Doors*, the librarian says, "Come, let's talk." Invite students to generate a list of questions they have asked or would like to ask their librarian—about the resources in the library or a subject/project-specific query.

You might choose to adapt the activity many teachers use during their morning meeting where they toss a small rubber ball to a student, who catches it and interacts before tossing it back. Invite each student to ask you one library-related question. Give the answer if you are able to. Repeat the toss of the ball until everyone has had a turn to ask you a question.

Shelf Marker Pattern



Facts we Need

Online Search Planning Sheet

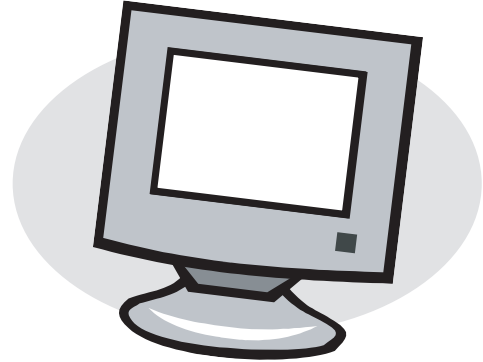
I am searching for information about:

- Towns and States Famous Folks (People) Animals

I will begin my online search by consulting:

Towns And States

- The Internet Public Library: Stately Knowledge
www.ipl.org/youth/stateknow
- 50 States
www.50states.com
- Other
<http://> _____



Famous Folks (People)

- InfoPlease Biography
www.infoplease.com/people.html
- Biographical Dictionary
www.s9.com
- Other
<http://> _____

Animals

- National Geographic Kids Creature Features
kids.nationalgeographic.com/Animals/CreatureFeature
- World Almanac for Kids Online: Animals
www.worldalmanacforkids.com/WAKI-Chapter.aspx?chapter_id=1&chapter_title=Animals
- Other
<http://> _____

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