

Strand: Government/Authority

Theme: Rules

Purpose for Reading: To develop an understanding of how a library works and why rules are necessary in one.

Comprehension Strategies: Making connections to text, synthesizing, evaluating.

Vocabulary

Dictionary Words: food and drink, noise, return, rip or bend, tidy

Vocabulary Words: bottle, bulletin board, instructions, keyboard, librarian, marker, monitor, page, returns box, shelf, spine, trash can

High-Frequency Words: and, are, back, came, cannot, do, find, for, from, have, if, in, is, it, no, not, on, or, put, so, that, the, them, they, to, where, will, you, your

Before Reading

- Read the title and ask the students what they think the book will be about. Ask them to predict what will be in the book. Make a chart to show their predictions.
- Have the students share their experiences of being in a library. What were they allowed to do? What were they not allowed to do?
- Ask the students to talk about the cover photo. *What are the children doing? Are they behaving properly in the library?*
- Read the title page together and ask the students to discuss what they can see in the library, e.g. comfortable chairs, bright displays. *Why might a library have these sorts of things?*

Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Ask them to look at each photo and guess what the rule might be. Read the labels.

Take a Photo Walk

- Pages 4–5: Invite the students to look at these pages and say what they can see in the library. *What are the children doing? What can you see around the library?* Read and discuss the labels.
- Pages 6–7: Invite the students to discuss this photo. *What is the boy doing? What might the rule be that he is obeying?* Ask the students to focus on the smaller picture below the writing. *What does this mean?*
- Pages 8–9: Ask the students to look at the smaller photo first and predict what the rule might be. *What are the children doing in the larger photo? Are they obeying the rules?* Read and discuss the labels.
- Pages 10–11: Ask the students what they can see in this photo. *What is the boy doing in the smaller photo that he is not doing in the larger photo? What rule is he obeying?* Read and discuss the labels.
- Pages 12–13: Ask the students to discuss what is happening in this photo. *What is the boy doing in the larger photo that he hasn't done in the smaller photo?*
- Pages 14–15: Ask the students to discuss this photo. *What rule might the boy be obeying?* Read and discuss the labels.

Read the Book

- Ask the students to return to the title and read it independently.
- Turn to pages 2–3. Have the students read the dictionary words.
- Turn to pages 4–5. Ask the students to read this page independently. Remind them to use their eyes instead of pointing, but to point if they get lost or need to check the words they are saying.
- Ask the students to continue reading the book independently. Provide support where necessary.

After Reading

Comprehension

- Invite the students to return to the book and talk about the rules of the library and why they are important. Prompt them with questions, such as *Why is it important not to eat and drink in the library?*
- Have the students think about and discuss what might happen if people did not obey the library rules.
- Ask the students to comment on whether they think one rule is more important than the others, and if so, which one.

Vocabulary and Word Recognition

- Have the students find the high-frequency word *for* in the text. Have the students write the word *for* and cut out each of the letters. Ask them to make and break the word, each time saying *for* aloud, and check to make sure they are correct. Add *for* to a high-frequency word chart or word wall.

Oral Language

- Have the students discuss why they think it is important to have rules in a library.

Writing

- Ask the students to write another library rule and say why it is important.

Creative Extension Activities

- Ask the students to design a sign to show their new library rule.
- Ask the students to draw a picture of themselves obeying their new rule.

Independent Follow-Up Activities

- Reread the book to improve fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: _____

Make a list of class rules. Check the ones that are the same as library rules.

Class Rules	Same as Library Rules
Keep the classroom tidy.	✓

Name: _____

Use the book to help you answer these questions.

Why can't you drink in the library?

Why can't you rip library books?

Why do you have to keep the library tidy?
