

What Does a Library Do All Day?

What does a library do all day? It holds books. A library is a building full of all kinds of books. **Why** does a library hold books all day? Because these books are there for everyone to share!

In a library, you can find books about almost anything! You'll find books full of interesting pictures. You'll also find books that tell you how to make or do things. There are books about sports. There are books about famous people. There are books about plants and animals. You can even find books that tell fun stories. You'll find fairy tales and other make-believe stories. Going to the library is like going to a different world!

Where can you find a library? You can probably find one right in your school. There are lots of public libraries, too. You can usually find a public library right in your town. These libraries are for everyone to visit! You can read a book there. Or you can borrow a book. This means you can take the book out of the library to read at home. You bring the book back to the library when you're done so that somebody else can have a turn reading it.

How do you use a library? You can ask a librarian for help. A librarian is a person who works in a library. A librarian knows a lot about books. He or she can help you find a book you are looking for. A librarian can also help you find books you might like. Then you can look at the books and choose which ones you want. You can look at them yourself or ask someone to read them to you.

What will you do the next time you want a book? Where will you go? You will go to a library!

COMPREHENSION What kinds of books can you get from a library? Which question words did you hear in this passage?

Days 1 and 2

"What Does a Library Do All Day?" Vol. 1, pp. 34–35

Learning How to Build a Sandcastle

Akio and his dad were at the beach one sunny afternoon. Akio was bored. "What can we do now, Dad?" he asked. Dad looked at the ocean. "We can swim," he said. "We already did that," answered Akio. Dad looked at the snack stand. "We can get a snack," he said. "I'm still full from lunch," answered Akio.

Dad looked at the sand toys they had set on the beach blanket. "Now here is something we have not done, Akio. We haven't made a sandcastle yet." Akio jumped up from the blanket. He was very excited about making a sandcastle. Akio liked to **create** things with his hands. He liked to make clay animals. He liked to paint. He knew he would enjoy making a sandcastle.

Dad got the pails and **shovels**. Then he found a place a little way back from the water. "We can **build** the sandcastle here. If we put up the castle too close to the water, the waves will wash it away," he explained.

Dad showed Akio how to fill a pail with wet sand and tip it over to form the different parts of the castle. They both used the shovels to dig up the sand and empty it into the pails.

"It's helpful to use a **tool** like this shovel. It would take a long time to move the sand using only our hands," said Dad.

Father and son worked for more than an hour. They built thick walls on the sides of the castle. They built high and low towers inside the castle. Akio was very proud of their work. He said, "Our sandcastle looks wonderful!"

"It's not finished yet," Dad said. He showed Akio how to dig a moat, or a ditch, around the castle. They filled the moat with water. Then Dad showed Akio how to add shells to the castle for decoration.

"Now the castle is perfect," Akio said happily.

COMPREHENSION How does using shovels and other tools make it easier to build the sandcastle? Which words help you understand how Akio and his dad build their sandcastle?

Days 3 and 4

"Learning How to Build a Sandcastle," Vol. 1, pp. 36–37

Assessment

Pretest/Posttest Administration p. 70

Pretest/Posttest Blackline Masters pp. 108–109

T18 • Curious About Words

Day 1

Introduce Meanings

Assess To assess what word meanings children already know, copy and distribute the **Pretest/Posttest** on pages 108–109. Use page 70 to administer the test.

Explain Write each oral vocabulary word below on the board. Read it aloud. Offer an explanation and a brief example for each word.

Words About Asking Questions

how *adv.* used to ask a question about the way something is done *How do you make pizza?*

what *pron.* used to ask a question about people or things *What is your friend's name?*

where *adv.* used to ask a question about the place of something *Where is the bike?*

why *adv.* used to ask a question about what makes something happen *Why is it dark at night?*

Discuss Guide children to see the relationship between each word and the category. Have partners ask each other questions using the words.

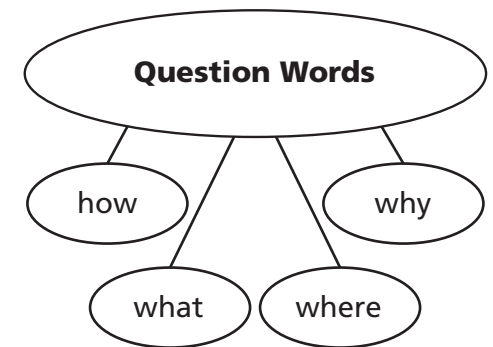
Read Aloud Explain that you will read aloud a story about the library. Then read aloud "What Does a Library Do All Day?" Discuss the Comprehension questions.

Day 2

Categorize and Classify

Reread and Explain Reread "What Does a Library Do All Day?" At the end of each sentence that includes an oral vocabulary word, stop and repeat the explanation of the word. Then reread the sentence.

Use a Graphic Organizer Use the graphic organizer and the questions below to reinforce understanding of the relationship between each word and the category.



1. **What** has leaves? (Sample answers: a tree; a bush; a flower)
2. **Where** might you see a tree? (Sample answers: in a park; in the woods; in a yard)
3. **How** do you plant a tree? (Sample answer: You put a seed in the ground.)
4. Do you like trees? **Why** do you like them or why don't you like them? (Answers will vary.)



Day 3

Introduce Meanings

Explain Write each oral vocabulary word below on the board. Read it aloud. Offer an explanation and a brief example for each word.

Words About Building Things

build *v.* to put together *The children will build a birdhouse out of wood.*

create *v.* to make *In art class, we will create colorful paintings.*

shovels *n.* tools used for digging *The family used shovels to dig a hole for the new tree they were planting.*

tool *n.* a thing that people use to help them do work *A rake is a good tool for cleaning up leaves.*

Discuss Guide children to see the relationship between each word and the category. Ask questions such as these: **What would you like to build?** Did you **create** anything last week? Have you ever used a **shovel** or another **tool**?

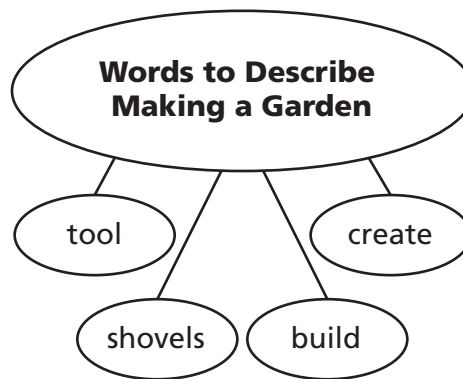
Read Aloud Explain that you will read aloud a story about a boy and his father who work together to build a sandcastle. Then read aloud "Learning How to Build a Sandcastle." Discuss the Comprehension questions.

Day 4

Categorize and Classify

Reread and Explain Reread "Learning How to Build a Sandcastle." At the end of each sentence that includes an oral vocabulary word, stop and repeat the explanation of the word. Then reread the sentence.

Use a Graphic Organizer Use the graphic organizer and the questions below to reinforce understanding of the relationship between each word and the category.



1. A family needs to dig holes in the ground to make a garden. What **tool** will they use? (a **shovel**)
2. Why might the family **build** a fence around their garden? (Sample answer: to keep animals from eating the plants)
3. What could the family use to **create** a sign for their garden? (Sample answer: paper, markers)

Day 5

Deepen Understanding

Review Repeat explanations for all oral vocabulary words. Use the definitions and examples from Day 1 and Day 3.

Guide Partner Activities Have partners work together to complete each of the activities below. Circulate and listen to partners as they work. Provide corrective feedback.

Categorize Talk to your partner. **What** are three games you like to play? **Where** can you play these games? Now tell which game is your favorite.

Examples What are some things you can **create** in art class? Tell your partner.

Describe Tell your partner about a food you really like to eat. **Why** do you like it so much?

Role-Play Pretend you are a carpenter. **What** will you **build**? **What tools** will you use? Show your partner.

Draw Imagine your dog buried one of your toys. **How** could you use a **shovel** to dig it up? Draw a picture to show how you would do it.

Assess To assess what word meanings children have learned, copy and distribute the **Pretest/Posttest** on pages 108–109. Use page 70 to administer the test. Compare scores with Day 1 Assessment.