



**Text Talk**  
***Waiting for the Biblioburro***  
 Read 1 of 2

<b>Big Ideas</b>	<p>Leaders help guide and support their communities.</p> <p>When people in communities talk, work, play, and learn together, they can create positive change.</p>
<b>Weekly Question</b>	How can we create positive change in our communities?
<b>Content Objective</b>	I can describe how Ana and other children are affected by the Biblioburro. (R.6.1.a, Civics & Government 1)
<b>Language Objective</b>	I can take my turn to talk and listen to my classmates when we are discussing the Biblioburro. (SL.1.1.a)
<b>Vocabulary</b>	<p><b>by heart:</b> learned so well you can say it without looking</p> <p><b>creatures:</b> animals, real and imagined</p> <p><b>librarian:</b> person responsible for helping to decide what kinds of books are in a library</p> <p><b>realistic:</b> representing real life</p> <p><b>fantastical:</b> representing things that are only imagined</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>• <i>Waiting for the Biblioburro</i>, Monica Brown Pre-mark page numbers in the book to correspond with the lesson. Page 1 begins, “On a hill...”</li> </ul> <p>On the whiteboard, write:</p> <p>What happened in this story?</p> <p>How were Ana and the other children in the story affected by the Biblioburro?</p>

<p><b>Opening</b> 1 minute</p>	<p><i>Today we will read Waiting for the Biblioburro, by Monica Brown. This is a fictional story about a girl, Ana, who gets visited by the Biblioburro—Luis Soriano’s library donkey! Let’s see what more we can learn about the Biblioburro and how it provides book access to children.</i></p> <p>Set a purpose for reading. <i>As we read today, we will use key details to describe how the Biblioburro affects the children in the story.</i></p>
<p><b>Text and Discussion</b> 15 minutes</p> <p>page 5</p>	<p><i>Why is reading so important to Ana?</i></p>
<p>page 10</p>	<p><i>Think, Pair, Share. Like in the book Biblioburro, the children run when the Biblioburro arrives. Why?</i></p>
<p>page 11</p>	<p><i>What is a <b>librarian</b> in this situation? What is a “moving library”?</i></p> <p><i>So far, what is happening in this book?</i></p>
<p>page 17</p>	<p><i>Like in Biblioburro, Ana and the other children are hugging the books. Why?</i></p>
<p>page 23</p>	<p><i>Ana writes a story for the librarian. She’s really inspired to write because of all of her reading and her interactions with the Biblioburro!</i></p>
<p><b>Key Discussion</b> 8 minutes</p>	<p>Think, Pair, Share.</p> <p>Prompt 1: <i>What happened in this story?</i></p> <p>Prompt 2: <i>How were Ana and the other children in the story affected by the Biblioburro?</i></p>
<p><b>Closing</b> 1 minute</p>	<p><i>Today we described the way that the Biblioburro affects Ana and other children like her. Tomorrow we will look closely at the illustrations and words to find out the author’s message about books.</i></p>
<p><b>Standards</b></p>	<p><b>R.6.1.a</b> Describe characters, settings, and major events in a story, including details about who, what, when, where, and how.</p> <p><b>SL.1.1.a</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p>

	<b>Civics &amp; Government 1:</b> Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of State government.
<b>Ongoing assessment</b>	Listen to children’s responses during whole group time and Think, Pair, Share. Can children retell the story? How are children describing the impact that the Biblioburro has on Ana and the other children in the book?

**Notes**

