# Grade 4: Unit 1, Lesson 3

**Title:** *My Librarian is a Camel*

**Essential Question:** How do various communities ensure students have access to books?

**Week 1**

Questions to ask and discuss while reading:

*(Insert questions from the Anchor Text section here)*

**How does Borrow-by-Mail work?**

*Children request books from the library by e-mail or phone. If the library doesn’t have a book in its system, librarians will borrow the book from another library in Canada. The books are delivered through the mail, and must be returned within six weeks. The children return the books by mailing them back to the library using a stamped self-addressed envelope.*

**What is life like on the tundra? Describe it.**

*It is a remote and isolated place with extreme weather. In the winter, the sun doesn’t come above the horizon. Temperatures can be minus 50 degrees, and the north wind howls.*

**What evidence in the text supports the idea that if the book boat didn’t come, the children in the Gulf of Finland might not be reading at all?**

*The author tells us that these are rocky islands and that only some of them are populated year-round. Winters are so severe that the boat can only go out from May to October. Due to the harsh weather conditions and remote location, children might not have any access to books without the book boat.*

**Why are camels the most efficient way to bring books to children in villages outside of Nairobi?**

*The camels can travel through desert, while cars and buses cannot. Camels can carry heavy loads and need very little water when traveling across the desert.*

**What is a caravan? Why do the library camels require a caravan to get the job done?**

*A caravan is a group of camels traveling together. In this desert caravan, one camel carries the books while the other carries the tent that will serve as the library roof.*

**What evidence does the author provide that books are treasured by the people of Mongolia, especially the children?**

*First, the author tells us that there is almost no illiteracy in Mongolia. Second, the author tells us that the children think books are sweeter than candy.*

**What are the three different programs for bringing books to communities in Peru? Describe them.**

*El Libro Compartido en Familia bring bags of twenty books each to families in Peru. Children and parents read the books together. They are written at four different reading levels. Aspaderuc is a program in which a reading promoter selects books for adults and children and lends them for three months at a time. Fe y Alegria brings children’s books directly by wagon to schools in rural areas.*

**In what ways in the Books-by-Elephant program different from other programs you’ve read about?**

*While the other programs just bring books to children, the elephants also carry metal slates for writing. The people who travel with the elephants teach lessons at each stopping point of village.*

**Written Response**

**Option 1:**

Describe the process each country uses to ensure students have access to books.

**Sample Student Response**

*Note: This is for the teacher’s use only, not for students. The purpose is to show the teacher what the final piece might look like when students have completed their work.*

*Canada’s program is called Borrower-by-Mail. Children request their books by phone or mail. They are delivered in the mail and sent back in a stamped self-addressed envelope. The books must be returned within six weeks. If the book isn’t available the librarian will borrow the book from another library.*

*In Finland, the program is called the Pargas Library. A boat sails among the islands and carries a librarian and assistant and about 600 books. The boat sails from May to October.*

*In Kenya, library camels are on the road 5 days a week between nomadic villages. The camels can carry 500 books (around 400 pounds). A librarian and a driver set up a tent. Then Children have books for two weeks.*

*Books are carried into the desert and steppes of Mongolia on camels, horse-drawn wagons, as well as a mini-bus with 10 thousand books. The children are given food and candy. Then, they listen to stories and choose books.*

*Children from Peru receive their books in different ways. In Lima, families get a bag with 20 books which they keep for a month. In rural communities, books come in wooden suitcases and plastic bags that they keep for 3 months. The number of books depends on the size of the community. Along the coast, books are delivered by donkey cart and stored in the promoters’ home. Another program takes books to rural schools.*

*Elephants carry books to remote villages in Thailand. The elephant libraries stay in a village 2-3 days. Slates are also carried to teach students to read and write. In Bangkok, old train cars are transformed into libraries and classrooms.*

**Option 2:**

Which country has the most difficult library system? The most interesting one to use? Why? Use evidence from the text.

**Sample Student Response**

*Note: This is for the teacher’s use only, not for students. The purpose is to show the teacher what the final piece might look like when students have completed their work.*

*In my opinion, the country that has the most difficult library system is Thailand. The text states that only a few of the villages can be reached by foot and the area is full of mountains. The rainy season makes transportation even more difficult, so elephants are used to transport the books. Another reason why it is difficult is because the Books-by-Elephants delivery program serves 37 villages. It takes the elephant teams eighteen to twenty days to complete an entire trip.*

*While Thailand’s library system is the most difficult, Mongolia’s library system is the most interesting to me. Jambyn Dashdondog is a Mongolian author who looked for creative ways to encourage reading in Mongolia. He called his book tours Ammtai Nom which means “candy books.” The children were given food, including sweets, before sharing the books. After reading Mr. Dashdondog would ask the children, “Which was sweeter: books or candies?” The children always answer: “BOOKS!”*

**Option 3:**

Pretend you were hired to deliver books to children in one of the countries from the text. Describe your trip using information from the text.

**Sample Student Response**

*Note: This is for the teacher’s use only, not for students. The purpose is to show the teacher what the final piece might look like when students have completed their work.*

*My name is Mikko, and I was hired to be the captain of a book boat called Kirjastovene. I take books to kids who live on the rocky islands in the Gulf of Finland. My boat is 4 meters wide and 12 meters long. It will carry 600 books, the Librarian, and I. We make about 10 stops among the islands from May to October. The best part of the trip is when the kids come scrambling down the rocky shores, screaming and shouting because they are so happy to see us. They can’t wait to check out new books. They always ask, “Have you seen any pirates?” Their favorite story is the legend of Queen Blanka of Namur who threw her golden crown into the waves of Gulkroma Bay. They wish they could find it. I love my job! If we didn’t come, they might not be reading at all.*

**Week 2, Building Knowledge: Extending the Topic**

**Essential Question:** How do various communities ensure students have access to books?

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| Cumulative Activities – The following activities should be completed and updated after reading each resource this week. The purpose of these activities is to capture knowledge building from one resource to the next, and to provide a holistic snapshot of central ideas of the content covered in response to the essential question. *It is recommended that students are required to complete one of the Cumulative Activities (Rolling Knowledge Journal or Rolling Vocabulary) for the week.* |

**Rolling Vocabulary: “Sensational Six”**

* Read each resource then determine the 6 words from each text that most exemplify (show best) the central idea of the text.
* Next use your 6 words to write about the most important idea of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the text set.
* After reading all the selections in the Expert Pack, go back and review your words.
* Now select the “Sensational Six” words from **ALL** the word lists.
* Use the “Sensational Six” words to summarize the most important learning from this text set.

**Sample Student Response**

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| **Title** | **Six Vocabulary Words & Sentences** |
| *My Librarian is a Camel* | **Words: remote, avid, access, isolated, devour, treasure**   1. The people of Thailand live in **remote** villages that could only be reached by elephants. 2. The children in Canada are **avid** readers and love books. 3. Communities work hard to give children **access** to books that they couldn’t normally read. 4. An area that is **isolated** is far away from any other place. 5. Students spend several hours a day **devouring** interesting books. 6. The children love, **treasure**, and care for the books they receive. |
| *Nasreen’s Secret School (video)* | **Words: forbidden, soldiers, Quran, clever, frantic, whispered**   * + - 1. The girls were **forbidden** to go to school, so they learned in secret.       2. The **soldiers** guarded the lanes and courtyards.       3. Nasreen and her friends were allowed to study their religious book, the **Quran**.       4. It was **clever** of the boys to distract the soldiers when they came near the school.       5. The family was **frantic** and scared when the father was taken.       6. The friends quietly **whispered** to each other. |
| United Way Adopts Poor Schools to get Kids Reading (920L) | **Words: charity, adopted, website, communities, nook, encourage**   1. The United Way is a great **charity** organization that gives money and supplies to kids. 2. Schools were **adopted** and chosen to receive supplies from the program. 3. Children can use a computer to access supplies from the program through a special **website**. 4. **Communities** are places where people live, work, and play. 5. A reading **nook** was created in the school from an old closet. 6. Volunteers help and **encourage** kids to read. |
| People are Happy that Iraq’s Book Market is Open Again (640L) | **Words: market, smeed, Quran, cafe, Baghdad protest**   1. A **market** is a place where people can buy and sell things like books. 2. I enjoyed the **smeed**, or bread, I bought from the old men outside of the cafe. 3. At the market, you can buy beautiful copies of the **Quran**, which is the holy book of Islam. 4. People came to the Shabandar **Cafe** to drink tea and share stories about what they bought at the market. 5. **Baghdad** is the capital city of Iraq. 6. People **protest** things they don’t like about the government by shouting, waving posters, and marching in the street. |
| Sharing Books, Ideas, and Excitement at Little Free Libraries (750L) | **Words: peeked, grabbed, handmade, variety, tends, librarian**   * + - 1. The children **peeked** inside a box to look for new books.       2. Some of them **grabbed** a book to go.       3. Several of the boxes were **handmade** and decorated in many ways.       4. There are a **variety** of genres to choose from in a Little Free Library.       5. She **tends** and cares for the flowers around the box.       6. A **librarian**’s job is to read children and encourage reading in children. |
| **Sensational Six**: **avid, isolated, clever, encourage, communities, librarian** | |
| **Summary:**  In many places around the world, especially those that are **isolated** or have difficult weather and/or environments, people must be very **clever** in order to help people access books. In order to **encourage** children to be **avid** readers, **librarians** may bring books to the **communities** on boats, sleds, and even camels. It is important to find creative solutions that let everyone have access to books. | |

**Rolling Knowledge**

1. Read each selection in the set, one at a time.
2. After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource?
3. Write, draw, or list what you learned from the text about (topic). Then write, draw, or list how this new resource added to what you learned from the last resource(s).

**Sample Student Response**

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| **Write, Draw, or List** | | |
| **Title** | **New and important learning about the topic** | **How does this add to what I learned already?** |
| 1. *My Librarian is a Camel* | Not all children have access to books. People work together to provide books for them, in ways that suit the needs of the community and environment. | People work together to provide books for them. |
| 1. *Nasreen’s Secret School (video)* | Even though the government in Afghanistan doesn’t allow girls to attend school, the grandmother found a way for Nasreen to learn. | The community worked together to help girls learn. |
| 1. *United Way Adopts Poor Schools to Get Kids Reading* | This is a great charitable organization that found a way to enrich the lives of children by giving them a steady supply of books to read. | This is a community-based program that comes together for the greater good of its surrounding area/neighborhood in order to encourage reading. |
| 1. *People are Happy that Iraq’s Book Market is Open Again (* | In Iraq, people who love books visit an outdoor market to buy books, but it hasn’t always been a safe place. | Sometimes communities face problems, and they work hard to allow everyone a chance to read books. |
| 1. *Sharing Books, Ideas, and Excitement at Little Free Libraries* | Little Free Libraries are a new way of sharing books in the community. | It is another way the communities connect the books they have with children. |

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**Title:** *My Librarian is a Camel*

**Essential Question:** How do various communities ensure students have access to books?

*This is a note taking form for you to collect thoughts and evidence during your reading and class discussions. You can use this when you write your essay later.*

How does Borrow-by-Mail work? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What is life like on the tundra? Describe it. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What evidence in the text supports the idea that if the book boat didn’t come, the children in the Gulf of Finland might not be reading at all? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Why are camels the most efficient way to bring books to children in villages outside of Nairobi? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What is a caravan? Why do the library camels require a caravan to get the job done? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What evidence does the author provide that books are treasured by the people of Mongolia, especially the children? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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What are the three different programs for bringing books to communities in Peru? Describe them. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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In what ways in the Books-by-Elephant program different from other programs you’ve read about? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Week 1 Written Response**

**Prompt #1:**

Describe the process each country uses to ensure students have access to books.

**Prompt #2:**

Which country has the most difficult library system? The most interesting one to use? Why? Use evidence from the text.

**Prompt #3:**

Pretend you were hired to deliver books to children in one of the countries from the text. Describe your trip using information from the text.

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**Building Knowledge: Extending the Topic**

**Essential Question:** How do various communities ensure students have access to books?

**Rolling Vocabulary: “Sensational Six”**

* Read each resource then determine the 6 words from each text that most exemplify (show best) the central idea of the text.
* Next use your 6 words to write about the most important idea of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the text set.
* After reading all the selections in the Expert Pack, go back and review your words.
* Now select the “Sensational Six” words from **ALL** the word lists.
* Use the “Sensational Six” words to summarize the most important learning from this text set.

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| **Title** | **Six Vocabulary Words & Sentences** |
| *My Librarian is a Camel* | Words:  Sentences:  1.  2.  3.  4.  5.  6. |
| *Nasreen’s Secret School (video)* | Words:  Sentences:  1.  2.  3.  4.  5.  6. |
| *United Way Adopts Poor Schools to get Kids Reading* | Words:  Sentences:  1.  2.  3.  4.  5.  6. |
| *People are Happy that Iraq’s Book Market is Open Again* | Words:  Sentences:  1.  2.  3.  4.  5.  6. |
| *Sharing Books, Ideas, and Excitement at Little Free Libraries (750L)* | Words:  Sentences:  1.  2.  3.  4.  5.  6. |
| **Sensational Six:** | |
| **Summary:** | |

**Rolling Knowledge Journal**

1. Read each selection in the set, one at a time.
2. After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource? Write, draw, or list what you learned from the text about (topic).
3. Then write, draw, or list how this new resource added to what you learned from the last resource(s).

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| **Write, Draw, or List** | | |
| **Title** | **New and important learning**  **about the topic** | **How does this resource add to what I learned already?** |
| 1. *My Librarian is a Camel* |  |  |
| 1. *Nasreen’s Secret School (video)* |  |  |
| 1. *United Way Adopts Poor Schools to Get Kids Reading* |  |  |
| 1. *People are Happy that Iraq’s Book Market is Open Again* |  |  |
| 1. *Sharing Books, Ideas, and Excitement at Little Free Libraries* |  |  |

**Week 2 Written Response (optional)**

*Choose one of the options (below) that you did not answer in Week 1.*

**Prompt #1:**

Describe the process each country uses to ensure students have access to books.

**Prompt #2:**

Which country has the most difficult library system? The most interesting one to use? Why? Use evidence from the text.

**Prompt #3:**

Pretend you were hired to deliver books to children in one of the countries from the text. Describe your trip using information from the text.

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