



**Title:** Waiting for the Biblioburro

**Author:** Monica Brown

**Illustrator:** John Parra

**Themes:** Library

**Hear the book read aloud here:** [Waiting for the Biblioburro](#)

**Items Needed for Center:** *Globe, device to show video*

\*Volunteer readers should review the Author's Note at the end of the story for relevant background information beforehand. There is also a glossary of Spanish words that occur in the book but there are no pronunciations. Volunteers may want to look up the pronunciations and write them phonetically prior to reading.\*

★ 2<sup>nd</sup> Grade Common Core Reading Standard ★

Describe how characters in a story respond to major events and challenges.

I. INTRODUCTION (PREP QUESTIONS)

- Have students share their observations about what they see in the cover illustration and ask them to predict what they think the story will be about. What is a burro? For those that speak Spanish, ask for the Spanish word for *library* (biblioteca). What part of the word is similar to a word in the title? See if students can connect the Spanish word to their story predictions (burro library).
- Tell students this is a true story about a man in Colombia who helped many children with a problem.

II. INTEGRATIVE STRATEGIES

**During Reading**

- Pp.3-4: Read; have students compare/contrast Ana's life with theirs. On p. 4, point out the author's used of "**showing writing**" (an author's way of "showing" the reader information about a character rather than directly **telling** the reader qualities about a character) and ask students what character trait we learn about Ana (she loves reading and books because she's wishing she could be back in her house with her book).
- Pp. 5-6: Read; have students identify the problem (village has no teacher). Discuss more examples of "**showing writing**" and what more we learn about Ana (even though she only has one book, she loves reading so much that she just keeps rereading it; she has memorized it from rereading it so much, etc.). Have students infer how Ana probably feels about not having a village teacher, and why (she loves learning and would rather be in school than doing chores at home, etc.).
- Pp. 7-8: Read; have students identify more examples of "**showing writing**" and what more is learned about Ana (she's a wonderful big sister; she is also a good story teller, she loves reading so much because she wishes for more books, etc.). Have students infer why Ana is likely a good story teller (she reads stories). Using the illustration, have students infer what Ana's stories are about.

- Pp. 9-10: Read; discuss “**showing writing**” (Ana and other children are very excited to see the man with books because they are running, skipping, and stomping to get to the man).
- Pp. 11-12: Read; discuss “**showing writing**” and what character traits we learn about the librarian (he obviously loves books and reading/sharing books with children, etc.). Have students infer why the man may have come (he’s heard that the village no longer has a teacher).
- Pp. 13-14: Read; discuss “**showing writing**” and what additional character traits we learn about the librarian (he’s trying teach the alphabet to the little children, he leaves the books with the children and promises to return in the future with new ones for them, he seems to understand how important books and reading are to Ana, etc.).
- Pp. 15-16: Read; discuss “**showing writing**” (Ana is so excited about reading and all the new books, etc.).
- Pp. 17-18: Read; discuss “**showing writing**” (Ana is so excited because she’s hugging the books to her chest, still a wonderful big sister because she can’t wait to share the books with her brother, etc.).

Point out the **figurative language** example of **foreshadowing** (“*Someone should write about your burros*”... “*Why don’t you?*”) Remind students that **foreshadowing** is when the reader is warned or given a hint that something might happen in the future. Ask students to share earlier evidence about Ana as they predict whether they think she might write about the man and his burros (she loves telling stories to her brother).

- Pp. 19-20: Read; discuss “**showing writing**” (Ana cannot wait to get more books because she keeps asking her mother every day when he’ll come back, etc.). Reread her mother’s responses, emphasizing the exclamation mark in the final response; ask students what this “shows” about her mother (she is tired of Ana’s questions).
- Pp. 21-22: Read; point out the **simile** (a comparison of two things using **like** or **as**): *Stories fly from her mouth and fingers like magic*).

Discuss the significance of the last paragraph (**foreshadowing** was true).

- Pp. 23-24: Read; discuss “**showing writing**” (Ana and the other children are so excited the librarian is back because they are yelling and running with excitement, the man understands Ana and shares her story with the others, etc.).
- Pp. 25-28: Read; have students infer how Ana must feel knowing the librarian was taking her story to share with other children.

### III. INTEGRATIVE STRATEGIES

#### Post Reading

- Why do you think the author wanted to share this story about the librarian and his biblioburro?
- Read the first paragraph of the Author’s Note to the students and discuss the different methods noted. Why are these all so important, and why? What is the lesson for us?

#### IV. **SMALL GROUPS**

- Using the globe, have students locate Colombia. Locate the other countries mentioned in the Author's Note (Kenya, Sweden, Zimbabwe).
- <https://www.youtube.com/watch?v=wuTswmx9TQU> (5:20)

The video is in Spanish but there are English subtitles that should be read to the students.