

Books for Young Learners Teacher Resource

Book Notes

**Who Cleans the Museum?**

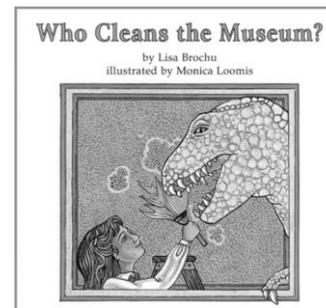
Author Lisa Brochu

Illustrator Monica Loomis

12 pages ■ 84 words

Fountas and Pinnell Level I

Intervention Level 14



Who Cleans the Museum

SYNOPSIS

A child and his mother have fun cleaning the museum.

WHAT THE BOOK OFFERS

- Realistic fiction with fantasy insert
- First person
- Present tense
- Open-ended
- Range of verbs
- Explanation of museum on inside back cover

POSSIBLE SKILLS EMPHASIS

- Reading for detail
- Reading for a specific purpose
- Gathering information

INTRODUCING THE BOOK

What kind of museum includes dinosaurs?

Turn to page 6 to see how the author describes the museum.

What else did you find out from that page?

Now return to the front cover. What else besides dinosaurs might be in a natural history museum?

How might they need to be cleaned?

Books for Young Learners Teacher Resource**Book Notes****Who Cleans the Museum?** (continued)**FOCUS OF
INSTRUCTION**

As you read, think about the different kinds of cleaning the book describes. Notice the words that describe how the boy and his mother clean the animals. Keep a list of the words as you read.

What convinces you that this could be a book about something that really happened? Or do you disagree with that thought? If so, give your reasons.

**FOLLOWING THE
READING**

Think about the different kinds of cleaning and what you would need for each. Draw your equipment cart and label your cleaning materials. Include a label telling what animal you will clean. Now think of some more animals that might be in the museum and add the appropriate cleaning equipment to the cart and your labels.

What other cleaning might the mother have to do at the museum?

Think about who cleans our school. Write a job description for a school cleaner.

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Who Cleans the Museum? (continued)

Additional Comprehension Prompts For Oral or Written Use Before, During, and After Reading	
FINISH THIS THOUGHT	<i>A museum is a place where . . . Dinosaurs are interesting to people because . . .</i>
USE YOUR MEMORY	<i>Who worked of the Museum of Natural History? What did the boy's Mom have to do to the hippopotamus? What did the boy do to help his Mom at the museum?</i>
WHAT'S YOUR OPINION?	<i>What do you think the boy learned when he went to the museum with his Mom? Do you think the museum was closed or open when the boy and his Mom cleaned the museum? What makes you think that? Do you think the boy's Mom was in danger when she poked her head into the hippo's mouth? Why or why not?</i>
BE CREATIVE	<i>Draw a map of a kids' museum. What will be in this museum? Will it all be on one floor or will there be several floors? What will kids learn at the museum? Will there be a place to eat, restrooms, and water fountains? Where will the exit signs and doors be? Label the exhibits and statues. What will the museum be called and where will it be located? Make it a museum that kids would LOVE to visit!</i>
VOCABULARY AGENT	<i>Write the root word for each of these words then use each word in a sentence. For example: helps: help. He helps his Mom at the museum. He will help his Mom at the museum on Wednesday.</i> <ol style="list-style-type: none"> 1. <i>dusts</i> 2. <i>fixes</i> 3. <i>pokes</i> 4. <i>brushes</i> 5. <i>works</i> 6. <i>carries</i> 7. <i>pretends</i> 8. <i>shines</i>

Book Note by Margaret E. Mooney

Additional Comprehension Prompts by Dr. Connie Hebert

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