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Mrs. Roop’s Big Library Adventure

(From the series, Alex & Jordan Explores!)

By Nancy Roop

[Design and formatting notes and sample pages available in Stephen’s Big Aquarium Adventure. [www.developmentaltexts.com/Alex](http://www.developmentaltexts.com/Alex) ]

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[Callout Box: Preface: Mrs. Roop Introduces Alex & Jordan]

Dear Reader,

 My name is Nancy Roop, and I wrote this book. I am also a teacher’s assistant. I organize supplies, help kids with schoolwork and run errands for school-teachers. I would like you to meet Alex and Jordan who are in fourth grade at Morse Elementary School in Troy, Michigan.

 One day, their teacher, Mr. Hubbell taught his class about how to do an interview. An interview is when one person asks another person some questions about something that is interesting in their life. I helped Alex write some interview questions for a class assignment. He really likes asking questions, so he loved working on this.

 Then later that day, the fourth graders learned about research in their school’s Media Center. Research is like investigating a topic—finding descriptions, details, and facts. It’s sort of like being a detective. I helped Jordan with the worksheet. They needed to find ten facts from a book. We looked in nonfiction books which include facts and true stories.

 The next day, the students paired up to work on writing a true story about a person. Mr. Hubbell said that it could be a famous person or anyone that is interesting. Alex and Jordan worked on this together. First, they needed to pick a person to write about. Then, figure out what part of the person’s life to tell in the story. They were having trouble deciding who to write about. Then, Alex realized that conducting an interview might be a great way to find out the information needed to write a real story about a real person. That’s when I walked in carrying in a stack of books. Read on to discover the beginning of the adventure series, Alex & Jordan Explores. It all started in the fourth grade, with an interview, a bit of research and a story.

Sincerely,

Nancy Roop

[Callout Box: What’s Next?]

Interview: Alex will ask Mrs. Roop some questions about going to the library.

[Callout box: Pause and Think…]

Predictions

• Where did Mrs. Roop get the books?

• I wonder…

#

[Callout box: The Interview]

ALEX: Hi Mrs. Roop! Where did you get all those books?

MRS. ROOP: Hi Alex! I went to library last weekend, and I found these books.

ALEX: Really? You must have been lucky because you have a big stack.

MRS. ROOP: Yes, I was.

ALEX: Can I interview you? I like asking questions. If you are interesting, then Jordan and I just might write a story about you for our assignment. We must write a true story about a person.

MRS. ROOP: Yes, Alex…I know that you like asking questions, and yes, I will answer your questions.

ALEX: Ok. Let’s start. Where did you get all these books?

MRS. ROOP: From the Troy Public Library.

ALEX: That sounds nice. Did you visit the children’s section?

MRS. ROOP: Yes. I did.

ALEX: Did you want nonfiction which has true information or fiction, which is made up stories?

MRS. ROOP: nonfiction.

ALEX: What type of nonfiction books were you looking for?

MRS. ROOP: I was looking for biographies to bring to school for the writing project that Mr. Hubbell gave you.

ALEX: What is a biography?

MRS. ROOP: A biography is a book written about someone’s life. It is all true and full of facts.

ALEX: Did you find some biographies?

MRS. ROOP: Yes, I did. I looked on a computer and searched some names.

ALEX: That seems helpful. Do you mean that the computer has a database with all the books listed in it that the library owns?

MRS. ROOP: Yes, That’s right. I wrote down their sections and call numbers and then I walked around searching for them. I found some in the Youth section and the Teen section, but I could not find one of the sections.

ALEX: Oh no. That’s not good.

MRS. ROOP: No, it’s not. I couldn’t find it anywhere. My list showed that some were in section E Book, but I could not find section E Book.

ALEX: That is interesting. I wonder where that section is.

MRS. ROOP: Yes…I do, too. I did not get a chance to look on a map or ask someone about it while I was at the library. I got distracted by other things.

ALEX: What else did you see at the library?

MRS. ROOP: There was some nice art displayed in the hallway, and every time I walked by, I stopped to look at the paintings and photographs.

ALEX: Did anything surprise you?

MRS. ROOP: Yes…they had a section that had books for sale.

ALEX: What? No way. Libraries are supposed to let you borrow…only borrow!

MRS. ROOP: That’s what I thought, too.

ALEX: Where were they?

MRS. ROOP: In the basement.

ALEX: Tell me more about that, please.

MRS. ROOP: Near the children’s section, there was an open door.

ALEX: hmmm, mmm

MRS. ROOP: It had a sign with an arrow pointing to go down some stairs.

ALEX: And then what?

MRS. ROOP: I went down the stairs.

ALEX: How many stairs were there?

MRS. ROOP: One flight, which is probably about twelve or thirteen steps, I think.

ALEX: What did you see?

MRS. ROOP: I saw so many bookcases full of books. I was confused and feeling a little overwhelmed.

ALEX: Really? I have felt that way before. Let me see if I have this down correctly. You were trying to find section E Book, but instead you found a bunch of books that were for sale?

MRS. ROOP: Yes…I was so excited because the prices were great! There were so many, and they were mixed up a little. I looked all around because I couldn’t figure out where to find the biographies. I saw signs for fiction and board books but did not see a sign for nonfiction. I felt worried and anxious.

ALEX: Oh?

MRS. ROOP: Then, I remembered to pause my worried feelings, and think about what I should do. I decided to walk around a bit, and my feelings felt calmer. On the other side of the room, I saw a sign that said Nonfiction, but it had fallen to the floor!

ALEX: hmm...mm, that’s good. Because biographies are nonfiction. Did you find any?

MRS. ROOP: I took my time to look through many shelves, and yes, I found several that I wanted to buy for our the classroom. I went to the cashier to pay for them.

ALEX: What did you do next?

MRS. ROOP: I went upstairs and down the hall with art to the lobby. I gave the front desk clerk my library card. She scanned my card and the books that I wanted to borrow.

ALEX: That’s really nice. I am happy for you, …and us!

MRS. ROOP: Me, too!

ALEX: Thanks for telling me all about your visit to the library. That was really interesting. That’s all the questions I have for now. I am going to talk with Jordan about this.

MRS. ROOP: You’re welcome! You might want to go there with your family, someday. Good luck on your paper!

ALEX: Thank you. Maybe we can locate section E Book for you on a map or something.

[Callout box: Pause and Think…]

Reflection

Have I been to library or media center in my school?        Yes   or    No

Have I been to the public library in my city?      Yes   or    No

Have I talked to a librarian about a book? Yes or No

Do I have a library card? Yes or No

Have I borrowed a book from the library?          Yes   or    No

Have I read a biography?        Yes   or    No

I am really wondering about…

[Callout box: What’s Next?]

* Alex talks with Jordan about the interview.
* Jordan researches The Troy Public Library.
* Jordan creates reports about the library.

#

 “So, Jordan,” Alex said. “Maybe you should find out some information about the library.

 “Yes, I will, Jordan replied, “because I would like to know more about where section E Book is.”

 “Oh wait! I don’t think we have a book about The Troy Public Library.” Exclaimed Alex, “How are you going to do your research?

 “I can check their website. I have seen it before. It has a lot of information.” Jordan proudly replied. “I can find some facts to put in the story that we need to write. I love to do research…its like…I am a detective!”

 “I knew that you would want to find more information about the library and the missing E Book biographies. Thanks!” said Alex.

[Callout box: Jordan’s Research]

 Jordan looks on the library’s website to find a map, how to search for books, how to get a library card and about other services. After the research is done, Jordan creates reports that organize the facts with headings, photos, captions, charts, maps, and graphic organizers. The following reports show all the sections, how to find books to read, and where to check out books at the library.

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[Art notes: Two-page spread for each section and can display information with lists, maps, diagrams with labels, photos with captions, etc. To meet the needs of readers with sensory processing disorder, the style should be calming with clarity for easy comparison, the format should be identical for all five spreads. Graphics should not jump off the page, as typical nonfiction hi-lo books do.]

[Callout box: Jordan’s Report on the Young Child Section]

Youth Section: Young Children

* Board Books
* Picture Books
* Puzzles

[Callout box: Jordan’s Report on Young Children’s Location]

* Map
* Tech Farm
* Librarian
* Self-check Out

[Callout box: Jordan’s Report on School-age Children]

Youth Section: School-age Children

* Picture Books
* Graphic Novels
* Fiction
* Nonfiction
* Videos

[Callout box: Jordan’s Report on School-age Children’s Location]

* Map
* Computers
* Librarian
* Self-check Out

[Callout box: Jordan’s Report on Teen Section]

Teen Area

Fiction

Nonfiction

Graphic Novels

Videos

[Callout box: Jordan’s Report on Teen Location]

* Map
* Computers
* Librarian
* Self-check Out

[Callout box: Jordan’s Report on Adult Section]

Adult Area

* Fiction
* Nonfiction
* Audio Books
* Videos
* Magazines

[Callout box: Jordan’s Report on Adult Location]

* Map
* Computer
* Librarian
* Self-check Out

[Callout box: Jordan’s Report on Lobby Area]

The Lobby and Basement

* Check out desk and library cards
* Lounge for eating and drinking
* The Friends of the Troy Public Library Gift Shop
	+ Books, small toys, videos
* The Friends of the Troy Public Library Weekly Basement Book Sale
	+ Books that are donated are put up for sale

[Callout Box: Jordan’s Report on Location]

* Map
* Artwork on display

Compare & Contrast:

[Insert: Venn diagram]

Venn Diagram Young Children’s Area vs. School-age Children’s Area

Young Children’s Area            Both                 School-age Children’s Area

Board Books                                        Graphic Novels

                                 Picture Books

Tech Farm                                                  Computers to use

#

Compare & Contrast:

[Insert: table]

Table: Items in the library

                                 Adult Section      Teen Section Gift Shop Lobby

Librarian          x x

Has books to borrow           x           x

Has books to buy                                    x

Computers to use x x

Has a book scanner x

#

[Callout box: What’s Next?]

Alex and Jordan collaborate.

* Collaborate means that they work together on a project.
	+ Alex and Jordan read and discuss the interview and research.
	+ They combine the information and write a story together.

[Callout box: Pause and Think…]

Predictions

* I think their story is about…
* I think Mrs. Roop will…
* I think Mrs. Roop will buy some…

#

          “Hey Jordan; I read your reports—great job!” Alex said. “I like how you chose to include a map of each section of The Troy Public Library that Mrs. Roop visited over the weekend. But I did not see where the section E Book is!”

          “I know,” Jordan replied. “I found the answer, but the reports are about places inside the library, and the section E Book is not in the library.”

          “That seems a little strange.” Alex shrugged and continued, “How about we get started on writing a true story about Mrs. Roop and her big adventure to library? Alex asked.

          “That’s a great idea!” Jordan exclaimed. “We can combine your interview with my research for the assignment that Mr. Hubbell gave us. This is a great way to reveal why Mrs. Roop could not find section E Book in the library.”

 “Yes, that is a great idea.” Jordan agreed.

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Mrs. Roop Visits the Troy Public Library

By Alex and Jordan

          One day, Mrs. Roop went to the library. She was so excited because she likes books. Many kinds of books are there. Inside the front door, the lobby has the check-out desk and a place to return books that were borrowed before. On the right is the doorway to the adult section. On the left is a gift shop and on the other side, there was a sign for the youth section pointing to a hallway. That is where she wanted to go.

 When Mrs. Roop walked down the hall, she noticed that there was an art exhibit. It had many paintings and a few photographs with a small card listing the title and artist next to each one. The hallway opened to a very large room. To the right, was the young children’s area, and to the left was the school-age children’s area. Right in the middle is the librarian’s desk, and next to it were some computers for people to use. Mrs. Roop used a computer to search the database to find some biography books. A biography has true information or facts about a person and their life experiences.

 Mrs. Roop searched, and she wrote, and she searched, and she wrote…again and again. Then she took her list to the youth area’s nonfiction section and looked through the biography section. She selected several people who have been very popular public figures in recent history. Then she walked to the nonfiction section in the teen’s area, passing by the beautiful artwork. She chose a couple biographies, and then went in search of the E Book section. She couldn’t find it. She looked everywhere, including the basement where she found a used bookstore.

 At this point Mrs. Roop was feeling a little frustrated because she could not find the E Book section, and a little overwhelmed because she could not see where the nonfiction books were kept in the basement. She told herself , “It’s ok that I did not find the E Book section. I will walk around and get familiar with this area and maybe find some biographies to buy instead.” She walked around, and she found the nonfiction section. The sign had fallen. She searched for some biographies and found some that she wanted to buy. Then, she went to the cashier and was surprised that it only cost $5.00.

 Feeling happy about her discovery in the basement, Mrs. Roop noticed that it was time to leave. She walked back up the stairs, counting 12 steps or 13, if you include the landing. Then she went to the lobby with her library card to check out the books that she wanted to borrow. She handed her library card to the woman behind the desk, and said, “I would like to check out these books, please.”

 The woman scanned her card and set the books in a pile over a special scanner that could read a small microchip in each of the books. The list of books printed on the receipt and the due date was three weeks from that day. The woman said, “Here you go! You are all set. You can bring them back within three weeks, please. Or, you can go to our website to renew them.”

 “Thank you very much!” Mrs. Roop said. She gathered up her pile and put them into her book bag. As she walked to the door, she reflected on how grateful she was for the library and for all the books that it keeps! A few days later, a friend told her that the reason she could not find the section E Book, is because it is not in the library. E Book means Electronic Book that you can download on a computer or tablet. So now, Mrs. Roop is really happy, because she now knows that she can search for books online at home, then download them into an app from the E Book section on the website. It’s like she has a public library in her home, for just her.

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[Callout box: What’s Last?]

* A note from Alex and Jordan to the reader.
* Explanation of Backmatter
* List of Backmatter Contents

#

[Callout box: About the Backmatter]

          “Hi Reader. Thanks for reading my interview with Mrs. Roop, Jordan’s research about The Troy Public Library and the story based on the information we collected. You can do the same, if you want—you can be a journalist, a researcher and a true storyteller.” Alex says.

          “Find more information about this in the next section called backmatter. I love backmatter, ‘cause it has true information that helps to understand the book’s topic better or instructions on how to do something!” exclaimed Jordan.

          “That’s right, Jordan! And what’s cool about this section,” Alex explains, “is that you can pick the pages that interest you—no need to read all of it at once. You can learn more about story mountains or what features nonfiction books have. You can even learn how to interview someone about a place that they visited, just like Jordan did.”

          “Hey Alex, don’t forget about the best part…if you ever wanted to respond to an author or illustrator about a book you have read, now is your chance! With the help of an adult, you can upload your ideas, writing or artwork to our webpage.”

Backmatter Contents

* My story summary
* Look back questions and story mountain
* Nonfiction text features
* My note to the author
* Notes for adults

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[Note to editor: The first five parts of backmatter are written in a first-person format. This helps to help the reader internalize the information and may include language about meeting social and behavior expectations.]

[Art Note: It can be on one to two pages with limited or no illustrations/pictures.]

#

[Heading: My Story Summary]

          I just read the story, Mrs. Roop Visits the Troy Public Library by Alex and Jordan. Mrs. Roop went to the library to get some biographies. A biography is a nonfiction book about a person’s life. She used the online database on the computer to make a list of books. She found several books in both nonfiction sections of the youth and teen areas. She was frustrated because she could not find the section E Book.

 Mrs. Roop went downstairs and discovered a book sale. She looked all around but could not see where the nonfiction books were, and she felt overwhelmed. But she paused her feelings and told herself that everything is ok. She decided to walk around and get to know the place so she would feel more comfortable. Then, she discovered the nonfiction section where she found several biographies. She felt much better. She took the books to the cashier and paid for them.

 Then, Mrs. Roop went to the lobby on the main floor to check out her books. There was a special scanner that could read microchips in the books. Mrs. Roop took the receipt home with her. Later, a friend told her that E Books are electronic books that are on the computer. She was so happy to go to the library’s website. With her library card, she could download books anytime. When I feel frustrated or confused, I can pause my thinking and tell myself that I am ok. Then, I can think about my options and make a safe choice like walking around so I can get to know the place better. Or I can ask an adult for help.

#

          Sometimes after I read a story, I complete a worksheet or answer questions from an adult. If I do not remember what happened in the story, I can look back in the book or article to find the answers. Looking back helps me remember, so I can answer the questions.

[Heading: Look Back Questions]

In the story, Mrs. Roop Visits the Troy Public Library:

What did Mrs. Roop want to find at the library?

What did Mrs. Roop see when she walked in the hall?

What problem happened to Mrs. Roop?

What surprised Mrs. Roop in the basement?

What decision did Mrs. Roop make when she felt frustrated and overwhelmed?

Did Mrs. Roop buy some books?

Did Mrs. Roop borrow some books?

How did the story end?

#

[Heading: Story Mountain]

          When I read a story, I notice there is a beginning, middle and ending. They are connected and they flow from one to the next. One section may be bigger or smaller than the others.

          Usually the beginning introduces the characters and explains the scene or where the story is taking place. I don’t always notice this, but these details start to build up a little tension towards the middle. Often, something happens which creates a problem for the main character. In the ending, the problem is fixed and any issues regarding it are resolved. I can use a graphic organizer to structure my ideas onto a story arc before writing a story.

[Art note: create a story mountain with the sentences of the story arc placed on the mountain.]

Mrs. Roop went to the library

Mrs. Roop searched and found biographies.

Mrs. Roop could not find the E book section

Mrs. Roop could not find the nonfiction section in the basement.

Mrs. Roop felt frustrated and confused.

Mrs. Roop took a walk and found the nonfiction section in the basement

Mrs. Roop’s friend told her how to download E books on her computer.

#

[Callout box: Nonfiction Text Features]

I can recognize nonfiction writing by looking at how the information is presented in a book, magazine, or website.

[Art note: insert graphic examples with labels of these features:]

* Table of contents
* Fact-based information
* Headings and subheadings
* Photographs with captions
* Diagrams with labels
* Charts, tables or maps
* Graphic organizers

[Callout box: Fiction, Informational Fiction, Narrative Nonfiction]

I know that some books and articles may have only a few of these features. Sometimes, fiction uses these, especially in comic-style books, so the information about someone’s life appears real for the character. Or, an informational-fiction book provides many facts, but includes a story with a made-up character. Also, a true story can be written without these features; it is called a narrative nonfiction story. This style of writing uses the story arc or story mountain format to show the beginning, middle and end of a real event in a person’s life. It may be hard to decide if a book is fiction or nonfiction but knowing these clues will help me.

[Callout box: My Note to Alex and Jordan]

 I want to let Alex and Jordan know my thoughts about this book. I can write or draw about them or anything else I would like to share. An adult can help me submit a copy to the author’s website. I can also submit my interview, research, or story that I created.

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[Heading: Notes for Adults] [Section to be developed based on final MS draft.]

Learning to Read Overview

* decoding + language = reading comprehension

Ways to use this book

* Shared reading
* Look back questions
* Scaffolding
* Discussions
* Connect online
	+ Submit stories and pictures to Alex and Jordan’s forum
	+ Download coloring pages, word searches and crossword puzzles
	+ Additional Resources

#

[Art and formatting general note: to appeal to students with autism and sensory processing disorder, its best for the overall style to be calming and not overstimulating; liberal use of white space is encouraged with words in the white space; and repetitive features such as callout boxes, pause and think, graphics, etc., should be uniform. Typical books can often be overwhelming, confusing, and inaccessible, whereas tone-downed features will provide a safe space in the written world for this group of unique learners who are learning to read and love books. Refer to my thesis, Developmental Texts in the Written World available in the about section of www.develomentaltexts.com. Also, sample pages and design notes can be found in Stephen’s Big Aquarium Adventure at [www.developmentaltexts.com/Alex](http://www.developmentaltexts.com/Alex).]

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Roop, N. (2020). *Developmental Texts for Children with Autism: Creating a Safe Space in the Written World* [Undergrad: Integrative Studies, Oakland University]. <https://8f1b69e1-55b6-4640-9da4-a1e18c09ab19.filesusr.com/ugd/430c68_14dd08f3fdbb45f785915b4b93083351.pdf>

Troy Public Library (2020). <https://troypl.org/>