

# THE LIBRARY BUS

By BAHRAM RAHMAN AND GABRIELLE GRIMARD

F	1	2	3	4	5	6	7	8	9	10
				✓	✓	✓				

Writing	
Ideas	✓
Organisation	✓
Voice	✓
Word Choice	✓
Sentence Fluency	✓
Conventions	✓
Presentation	



Reading	
Determining Importance	✓
Inferring	✓
Making Connections	✓
Predicting	
Questioning	✓
Summarising & Synthesising	✓
Visualising	

The Library Bus, written by Bahram Rahman and illustrated by Gabrielle Grimard, tells the story of a young girl's first day helping her mother drive a library bus to small villages and refugee camps in Afghanistan. The story highlights the struggles Afghani females have had (and continue to have) in accessing education. It also highlights the creativity and bravery of the teachers who continue to teach despite the country's ongoing challenges.

## Writing

**IDEAS:** The author shares that he based his story on his real-life experience growing up in Kabul, where he witnessed the challenges his female relatives had accessing education. Students could use this story to write non-fiction-inspired narratives (E.g. when studying the life of refugees or even life on the goldfields, for example, they could write a similarly styled narrative based on the information they gather.) **ORGANISATION:** Examine the sequencing words in the story: How does the author signal the ordering of events to the reader? (e.g. first, then, when the lesson ends). **VOICE:** Discuss the tone of the text. The topic is serious; therefore, a more serious tone has been used. What would be an inappropriate tone for this type of text? **WORD CHOICE:** Highlight the rich verbs, discuss their meanings and suggest synonyms (e.g. arrange, repeats, tucked, rises, search, spreads, squeezes, beams). Examine the descriptive writing (e.g. 'A fiery sun rises over the passing fields.') and the use of a carefully crafted, topic-relevant simile (e.g. 'The old city spreads out in front of them like the colourful embroidered scarfs in the Grand Bazaar.').

## Reading

**INFERRING-** Highlight all the clues that help readers learn about the lifestyle, culture and language of the Afghani people (e.g. 'One little girl waves her *chador*.' 'Sallam, my girls...' 'write in *Farsi* yet' 'Grand Bazaar' 'like *Alif*, *Be*, *Te*.'). Read the author's word at the back of the book and research further information on the work of the organisations mentioned. Build knowledge on the topic by reading books with a similar topic (E.g. Jeanette Winter's book, 'The Librarian of Basra').