

*A Common Core State Standards &  
Next Generation State Standards Aligned  
Discussion/Activity Guide for Young Readers*

# THE TWILIGHT LIBRARY

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Written by Carmen Oliver  
Illustrated by Miren Asiain Lora  
Published by NorthSouth Books

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*Snuggle up for a story that's sure to captivate your senses!*

*There's a special place deep in the heart of the wilderness where the creatures of the night gather—where everyone wants to go—where the Night Librarian spins a tale of mystery.*

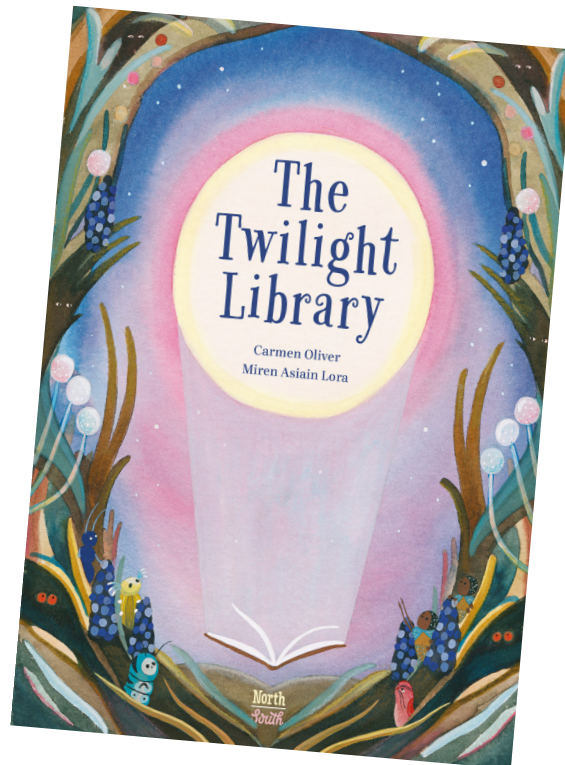
*Fireflies, nighthawks, bats, mice, and brightly colored beetles make themselves comfortable on the forest floor as the Night Librarian transports them into the land of imagination with her silver silken stories.*

Guide created by  
Debbie Gonzales, MFA



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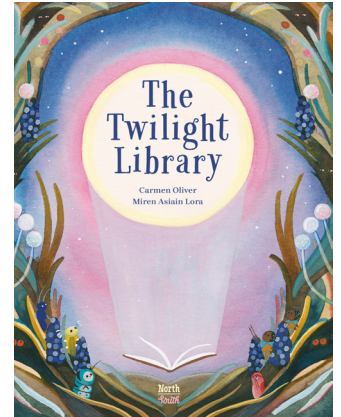
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## Pre-Reading Discussion

### Consider the front and back covers of **THE TWILIGHT LIBRARY**:

- Twilight is defined as a soft glow in the sky that occurs when the sun drops below the horizon. It is considered to be a magical time when daylight fades away, and the creatures of the night come alive. Identify objects and creatures in the illustration that suggest it is twilight time in the forest.
- Notice the collection of books arranged on what appears to be white threads. Make a connection between the books featured in the illustration and the title of the book, **THE TWILIGHT LIBRARY**.
- Tell all that you know about the library. Compare and contrast your library experiences with the collection of books depicted in illustration. How are they the same? Describe the differences.



### Meet Author Carmen Oliver:

- As a child, Carmen grew up loving spending time in nature surrounded by lakes and prairie grasses. Observe the cover of **THE TWILIGHT LIBRARY**. Identify features in the illustration that may have been inspired by her life-long love of nature.
- On her website, Carmen features the phrase, “You’re never too young or too old to live your dreams.” The word *dream* is defined as an ambition, a goal, or a desire. List the ambitions, goals, or desires that you have for yourself.
- As an author, Carmen uses descriptive words and sensory language to tell her stories. What colors, sounds, or feelings would you use to describe your ambitions, goals, or dreams?
- To learn more about how Carmen succeeded in achieving her dreams to become a published author access her website at [www.carmenoliver.com](http://www.carmenoliver.com).



### Meet Illustrator Miren Asiain Lora:

- Miren was born in Spain and has participated in art exhibitions all over the world. Consider how Miren’s artistic dreams and ambitions have enabled her to share her artwork all over the world.
- Illustrators tell stories with images. They do so by making conscious decisions regarding the colors they choose, the placement of the images on the page, and the size of objects featured in their illustrations. Determine the connection between the open book and the full moon in the cover image. What is Miren’s intended message in this graphic?
- Examine the illustrations on the front and back covers of **THE TWILIGHT LIBRARY**. Notice that some of the creatures appear to be lit up by the light of the full moon while others seem to be hidden in dark. How do Miren’s artistic choices tell a story about the creatures depicted in the illustrations?



[carmenoliver.com](http://carmenoliver.com)

Access [miaslo.com](http://miaslo.com) to observe examples of Miren Asiain Lora’s fantastic illustrations.

[guidesbydeb.com](http://guidesbydeb.com)  
[debbiegonzales.com](http://debbiegonzales.com)



## Post-Reading Discussion

***Crawlers and beetles march across the forest floor.  
Voles and mice dart in and out of mossy beds.***

- Examine the spread featuring beetles, caterpillars, mice, and voles coming together in a clearing on the forest floor. On the next few spreads, illustrations show more animals of the forest gathering in response to an invitation to hear a story. How does the invitation make them feel? How do you know?
- The word *setting* is a literary term used to describe the place when and where a story is being told. Describe the setting for this story. Where is the story being told?
- Twilight is the time of day when the sun dips beneath the horizon. Twilight is considered to be magical in that it separates the brightness of day and the dark, mystery of night. How does beginning the story at twilight add to the mystique of the story?

***Critters gather round in a circle. . .  
. . . the Night Librarian descends  
on silver strings  
and unravels the story threads.***

- Consider the spread featuring the spider descending into the center of a circle of forest creatures. How do the animals feel about the Night Librarian's arrival? Identify clues that support your observations.
- Describe how the Night Librarian's arrival changed the forest setting.
- The word *anticipation* means expectation, excitement, and suspense. Which of these words best describe the feeling of anticipation the animals forest are experiencing in seeing the Night Librarian drop into the center of their circle?

***“Imagine that place.***

- The Night Librarian invites the animals of the forest to imagine a place filled with bright colors, sunsets, oceans, and mountaintops. To imagine means to dream up, think of, or form a mental image of something in one's mind. How is it possible to imagine places never traveled?
- The Night Librarian uses words like fiery, indigo, and briny blue when describing foreign places. Explain how using descriptive words such as these help the animals travel to the places she suggests in their minds.
- Notice that the invitation to imagine magical places began when the Night Librarian first began reading a book. Make a connection between reading and the ability to imagine traveling to remarkable places.



***“Do your taste buds tingle? Then draw near, dear ones.***

- The Night Librarian references the sense of taste when she encourages the animals of the forest to taste “...tangy berries, salty seeds, and nutty breads.” How is it possible for the creatures to taste these things without placing them in their mouths?
- The stories the Night Librarian shares are rich with sensory language, meaning that she uses descriptive words that appeal to all of the five senses – taste, sound, touch, sight, and smell. Re-read passages in the book. Identify examples of sensory language.
- The use of sensory language helps a reader become more emotionally engaged with a story. Do you think the animals of the forest are able to taste, smell, touch, hear, and imagine the sensory details described in the Night Librarian’s stories? Explain your answer.

***“Ahhh” slips from their lips.  
They’re suspended in magic  
thinking it will never end.***

- The animals of the forest become mesmerized when the Night Librarian reads her spectacular tales. The word *mesmerized* means curiosity, attentiveness, and awareness. Determine how the use of sensory language contributes to the animals’ fascination and interest in the Night Librarian’s story.
- The word *suspended* is defined as hanging, swaying, and dangling in space. Determine how the magic of the Night Librarian’s story captivated the animals in such a dramatic way.
- Why do the animals seem disappointed when the story ends?

***The critters wander home to rest their weary eyes,  
drifting into dreamland, spinning their own stories.***

- The Night Librarian ended her story as the last blush of twilight filled the sky, ushering in the night. Determine why the magical time of twilight is important to this story.
- After twilight, the sleepy animals of the forest wander back to their homes. Explain how the creatures have been affected by the Night Librarian’s story. Have they been changed in some way?
- How about you? Have you been changed by the Night Librarian’s story? How so?



## Sensory Language Sort

**Objective:** To interpret words and phrases as they are used in a text, and analyze how specific word choices shape meaning or tone.

### Materials:

- THE TWILIGHT LIBRARY, the book
- The Sensory Language Sort Template (Guide, pg. 7)
- Sensory Language Cards (Guide, pg. 8)
- Cardstock
- Scissors
- Paper & Pencil

### Procedure:

- Print a copy of the **Sensory Language Sort Template** and the **Sensory Language Cards** on cardstock. Use scissors to trim around the borders of the **Sensory Language Cards**.
- Discuss and define the term *sensory language*, in which the author uses the five senses – sight, sound, smell, touch, and taste – to describe the events that occur in the story. Identify each of the five senses labeled on the **Sensory Language Sort Template**.
- With the **Sensory Language Cards** in hand, reread THE TWILIGHT LIBRARY, highlighting the author’s use of sensory language. Instruct students to look through the collection of **Sensory Language Cards** to locate each word discussed. Determine which of the five senses is referenced in using each word.
- Using the **Sensory Language Sort Template** as a guide, instruct students to place the label beneath the appropriate sense.
- Instruct students to use paper and pencil to record the list of words explored in this activity.
- Discuss how the sensory words impact the students’ reading experience.
- Invite them to choose their favorite word to use as inspiration in the following poetry-writing exercise.

sight	smell	sound	taste	touch
tangerine blush	lavender	thump	tangy	tingle
lavender	pine	song	salty	silky
mossy	smoke	echo	nutty	downy soft
silver	evergreen	cry		whisker kiss
indigo	fiery	crash		
briny blue		beat		



sight

smell

sound

taste

touch

## Sensory Language Cards

*beat**indigo**silver**briny  
blue**lavender**smoke**crash**mossy**song**cry**nutty**tangerine  
blush**downy  
soft**pine**tangy**echo**salty**thump**evergreen**silky**tingle**fiery**whisker  
kiss*



## A Sensory Simile Poem

**Objective:** To write a brief poem exploring the use of sensory and figurative language using well-chosen details.

**Materials:**

- THE TWILIGHT LIBRARY, the book
- Sensory Language Cards (Guide, pg. 8)
- A Sensory Simile Poem Template (Guide, pg. 10)
- Pencil
- Markers

**Procedure:**

- Ask students to define the word simile. Explain that a simile is a figure of speech involving the comparison of one thing with another thing of a different kind in efforts to make a description more energetic or interesting.
- Tell students that in this lesson they will be creating a simile poem inspired by a sensory word chosen from the **Sensory Language Sort** activity (Guide, pgs. 6-8).
- Using the **A Sensory Simile Poem Template** as a guide, instruct students to insert their word in the first space on each line. Next, to give a sensory description of each word. Lastly, to identify an object or experience inspired by the sensory description of the term. Consider to the sample poem below for reference.
- Encourage students to illustrate their poems in the space provided on the template.
- Instruct students to share their work with the class.

<b>Firey</b>				
<i>sensory word</i>				
<b>Firey</b>	smells	<b>smoky</b>	like	<b>a camp fire.</b>
<i>sensory word</i>		<i>descriptive word</i>		<i>person, place, or thing</i>
<b>Firey</b>	tastes	<b>spicy</b>	like	<b>cinnamon.</b>
<i>sensory word</i>		<i>descriptive word</i>		<i>person, place, or thing</i>
<b>Firey</b>	feels	<b>hot</b>	like	<b>a frying pan.</b>
<i>sensory word</i>		<i>descriptive word</i>		<i>person, place, or thing</i>
<b>Firey</b>	sounds	<b>crackling</b>	like	<b>wood burning.</b>
<i>sensory word</i>		<i>descriptive word</i>		<i>person, place, or thing</i>
<b>Firey</b>	looks	<b>red</b>	like	<b>flames.</b>
<i>sensory word</i>		<i>descriptive word</i>		<i>person, place, or thing</i>



\_\_\_\_\_

*sensory word*

\_\_\_\_\_ smells \_\_\_\_\_ like \_\_\_\_\_

*sensory word*                      *descriptive word*                      *person, place, or thing*

\_\_\_\_\_ tastes \_\_\_\_\_ like \_\_\_\_\_

*sensory word*                      *descriptive word*                      *person, place, or thing*

\_\_\_\_\_ feels \_\_\_\_\_ like \_\_\_\_\_

*sensory word*                      *descriptive word*                      *person, place, or thing*

\_\_\_\_\_ sounds \_\_\_\_\_ like \_\_\_\_\_

*sensory word*                      *descriptive word*                      *person, place, or thing*

\_\_\_\_\_ looks \_\_\_\_\_ like \_\_\_\_\_

*sensory word*                      *descriptive word*                      *person, place, or thing*



## Spin a Web: A Craft

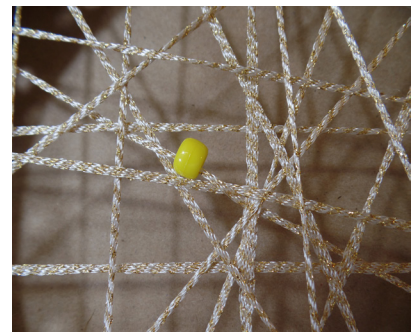
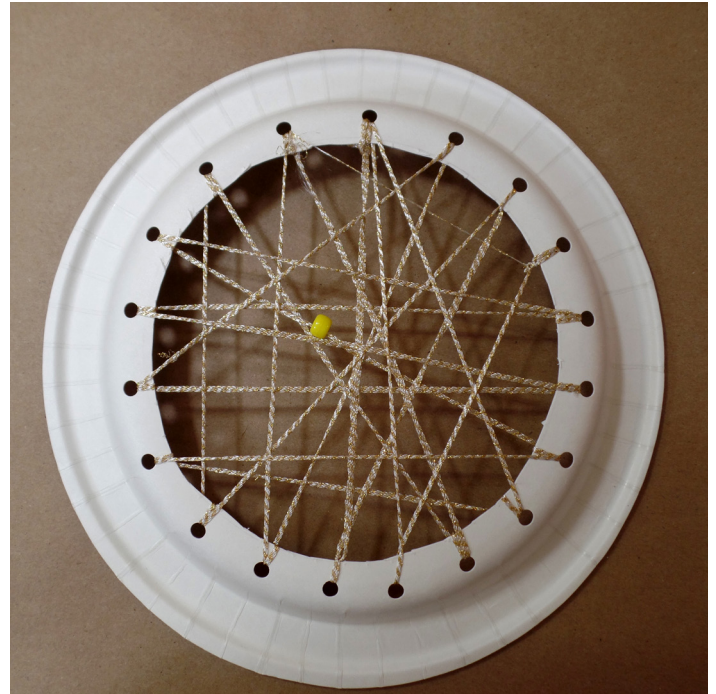
**Objective:** To analyze how characters, events, or ideas develop and interact over the course of a text.

### Materials:

- THE TWILIGHT LIBRARY, the book
- Spider & Spider Web Fun Facts (Guide, pg. 12)
- A paper plate
- Scissors
- Yarn (sparkly, if possible)
- A hole puncher
- A plastic bead

### Procedure:

- Before beginning the craft-making process, discuss the Night Librarian's invitation to the animals of the forest by saying, "Come, come, come, my friends. Let me spin, spin you a story." Ask the students to explain what it means to *spin* a story.
- Review and discuss the list of **Spider & Spider Web Fun Facts**. Encourage the students to make a connection between some of the facts and spider-like details presented in the story.
- Begin making the spider web craft by using scissors to cut out a circular shape in the interior of the paper plate.
- Using hole punch, punch a series of holes along the interior of the circular-shaped cut out section of the paper plate.
- Weave the yarn through a hole in the interior of the plate, then loop it in a hole on the opposite side of the circle. Continue in this manner until half of the punched holes have been secured.
- Thread the yard through the bead, then continue creating the web until all of the punched holes have been threaded. (Note: The bead represents the Night Librarian on her web.)
- Instruct students to write and illustrate a short essay incorporating selected Fun Facts and story details to explore the phrase *spin a story*. Tell how the Night Librarian's factual spider-like characteristics enhanced details in the story.
- Encourage students to share their illustrations, essays, and Night Librarian's spider web with the class.



## Spider & Spider Web Fun Facts

- All spiders have eight legs and most spiders have eight eyes.
- Spiders eat insects.
- Spiders have blue blood.
- Spiders can bite humans.
- Spiders lay eggs.
- Spider web silk is very strong. It is close to five times stronger than a thread of steel the same weight.
- Most spider webs are spun by female spiders.
- Though all spiders produce silk, only half of the species actually spin webs to hunt prey.
- Many spiders replace their entire web every day. The larger the web, the more energy required to construct it.
- Because spider silk contains nutritional protein, spiders eat their webs to regain energy lost in construction.



## Common Core State Standards Alignment

		Discussion	Language Sort	Sensory Poem	Spin a Web
<b>English Language Arts Standards » Anchor Standards for Reading</b>					
CCSS.ELA-LITERACY.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	✓	✓	✓	✓
CCSS.ELA-LITERACY.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	✓	✓	✓	✓
CCSS.ELA-LITERACY.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	✓	✓		✓
CCSS.ELA-LITERACY.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	✓	✓	✓	✓
CCSS.ELA-LITERACY.CCRA.R.10	Read and comprehend complex literary texts independently and proficiently.	✓	✓	✓	✓
<b>English Language Arts Standards » Anchor Standards for Writing</b>					
CCSS.ELA-LITERACY.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.	✓	✓	✓	✓
CCSS.ELA-LITERACY.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		✓	✓	✓
CCSS.ELA-LITERACY.CCRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		✓	✓	✓
CCSS.ELA-LITERACY.CCRA.W.9	Draw evidence from literary or texts to support analysis, reflection, and research.		✓	✓	✓
<b>English Language Arts Standards » Anchor Standards for Speaking and Listening</b>					
CCSS.ELA-LITERACY.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	✓	✓	✓	✓
CCSS.ELA-LITERACY.CCRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	✓	✓	✓	✓
CCSS.ELA-LITERACY.CCRA.SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		✓	✓	✓
CCSS.ELA-LITERACY.CCRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	✓	✓	✓	✓



## Next Generation Science Standards Alignment

	Discussion	Language Sort	Sensory Poem	Spin a Web
<b>2-LS2-2 Ecosystems: Interactions, Energy, and Dynamics</b>				
Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.				✓
<b>Developing and Using Models</b>				
Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.				✓
Develop a simple model based on evidence to represent a proposed object or tool.				✓
<b>Structure and Function</b>				
The shape and stability of structures of natural and designed objects are related to their function(s).				✓

