



WEEK 4 Day 2

Library & Listening: Story Chest

Children use props and figurines in the story chest to act out *Fish is Fish*.

Big Idea	All animals grow and change over time.
Guiding Question	How do animals grow and change over time?
Vocabulary	<p>characters: the people or animals who the story is about</p> <p>setting: where and when a story takes place</p> <p>scene: a place where something happens, part of a story</p> <p>figurine: a small statue</p> <p>chest: a strong box used for storing things</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Story Chest, from Unit 1 ● <i>Fish is Fish</i>, Leo Lionni <p>Make copies of pages of the book that highlight the main events in the story.</p> <ul style="list-style-type: none"> ● figurines and props selected to represent characters in the story <p>Place them in the box.</p>
Intro to Centers	<p><i>This week in Library & Listening you can use the Story Chest. We have some new props so you can act out the characters, setting, and events in Fish is Fish.</i></p> <p>Open the Story Chest dramatically and hold up each figurine as it is presented.</p> <p><i>You can use these figurines to retell the story. Let's try it! Which scene of the story would you like to retell?</i></p> <p>Invite children to select and then retell a scene of the story. Using the illustrations as a reference, manipulate the figurines to act it out.</p> <p><i>What could you use to create the setting in Fish is Fish?</i></p> <p>Harvest a few responses.</p>

During Centers	Children collaborate to retell parts of a familiar story and enact it with the figurines. Read the story while children manipulate the figurines to support their retelling. As children become more familiar with the story, release the responsibility so that the children retell and act out the story in pairs or in a small group.
Facilitation	<ul style="list-style-type: none"> ● Which character appears in the story first? ● How can you move that character so that you represent what is happening in the story? ● What happens next in the story? ● What is the setting of this story? How can you represent it? ● How do you think the character _____ is feeling at this moment in the story? ● What else could you pretend to have the characters in this story do? Can you tell a new story about these characters?
Standards	<p>R.5.K.a Retell familiar texts with prompting and support, including details about who, what, when , where and how.</p> <p>R.5.K.b Retell key details of text with prompting and support, including the main topic.</p> <p>R.11.K.a With prompting and support, describe the relationship between illustrations and the text.</p> <p>R.11.K.c With prompting and support, describe the relationship between the text and what person, place, thing or idea the illustration depicts.</p> <p>L.6.K Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>

Notes
