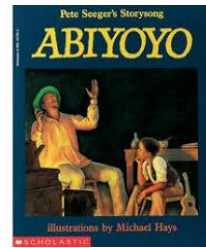


Unit 1: Our Community

WEEK 1 Day 2



Library & Listening: Enjoying Books

Independently and together, children read or listen to literature that builds concepts of community, kindergarten, friendship, respect, diversity, responsibility, and storytelling.

<p>Big Ideas</p>	<p>A strong, interdependent community has qualities, such as:</p> <ul style="list-style-type: none"> shared responsibility, collaboration and support for each other. <p>One way people in communities communicate is through stories.</p>
<p>Guiding Question</p>	<p>What does it mean to be a member of a community?</p>
<p>Vocabulary</p>	<p>author: person who writes a book or other text</p> <p>illustrator: person who creates pictures for a text</p> <p>library: a building or room with a collection of books and other resources, such as films, articles, and recorded music</p> <p>fiction: literature that describes imaginary characters and events</p> <p>information: facts</p> <p>informational: text that provides facts</p> <p>nonfiction: writing that is based on real events and real people</p>
<p>Materials and Preparation</p>	<p>Note: Research has shown that the best predictor of and a causal factor in a child's growth in reading and vocabulary is the amount of leisure time spent reading. At the same time, the Library and Listening Center in classrooms tend to be the least visited area during Centers. Setting up the library with the children gives them ownership and a better sense of how to use the library purposefully.</p> <ul style="list-style-type: none"> read aloud books from Unit 1: Our Community Display these books in the Center, such as on a shelf. bins (empty) color-coded stickers or other labels, for books and bins a variety of fiction and nonfiction books

	<p>Consider the ways these books might be categorized, and create a labeling system. Ensure that the system is simple enough for children to manage independently.</p> <p>Label the books and set them aside in two boxes, not organized by label or category.</p>
<p>Intro to Centers</p>	<p><i>Today we are going to learn about our Library and Listening Center. Who has visited a library? What does it look like?</i></p> <p>Invite children to talk about their library experiences. They might describe seeing lots of books on shelves, comfortable places to sit, tables, and books on many different topics.</p> <p><i>So far, our Library and Listening Center has just a few books. It sounds like if we want a library in our classroom, we should have more books.</i></p> <p>Bring out the two boxes of books.</p> <p><i>This is a lot of books! In our Library and Listening Center, we will want to make sure all our books are well organized, well taken care of, and available for everyone to use. What ideas do you have?</i></p> <p>Harvest children’s ideas.</p> <p><i>One thing you are describing about other libraries is that all of the books on one topic—such as books about frogs—are organized together in one place, and all of the books by a certain author are organized together.</i></p> <p>Indicate the book bins.</p> <p><i>We have several bins for our library, and this is where we will put the books.</i></p> <p><i>The books have labels, and these show which books belong together. We’ll put books with the same labels into each different bin.</i></p> <p>Model putting a group of books together and putting the books into a bin.</p> <p><i>During Centers, you will help set up the Library and Listening Center by sorting the books into bins. Then we can decide together what label we should put on each bin to describe how the books belong together.</i></p> <p><i>Once the Library is set up, how should we use it?</i></p> <p>Model choosing a book off the shelf, quietly looking through it, and putting it away carefully.</p>

During Centers	Support children in sorting books. Talk to them about what characteristics make the books belong together. Encourage them to make labels for the bins in the Writing and Drawing Center.
Facilitation	<ul style="list-style-type: none"> ● What makes all of the books with green stickers go together? ● Is there a difference between books with make-believe stories and books with information? (Introduce the terms fiction, facts, nonfiction, and informational.) ● Are you interested in this kind of book? Why? ● What can you tell about this book by looking at the cover? ● You stopped and looked carefully at this page. What interests you? ● How can you take care of the books? How can you help others to remember how to use the books?
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.8.K.a Identify texts that tell stories.</p> <p>R.8.K.b Identify texts that provide information.</p> <p>Reading Standard 12 Read with sufficient accuracy and fluency to support comprehension.</p> <p>Civics and Government 4 Students understand the concepts of rights, duties, responsibilities, and participation by describing classroom rights, duties, and responsibilities including how students participate in some classroom decisions and are obliged to follow classroom rules</p> <p>Civics and Government 1 Students understand key ideas and processes that characterize democratic government in the community and the United States by identifying community workers and volunteers and the roles they play in promoting the common good.</p>

Notes