



WEEK 6 Day 1

Library & Listening: Book Reviews or Story Chest
 Children can choose to review books or to use figurines to act out favorite stories.

Big Ideas	A strong, interdependent community has qualities, such as: common values, expectations, norms, and organizational systems. One way people in communities communicate is through stories.
Guiding Questions	Why is collaboration and working together important? When is it important to work in a group or independently?
Vocabulary	<p>author: person who writes a book or other text</p> <p>illustrator: person who creates pictures for a text</p> <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>imagine: to form a picture in one’s mind</p> <p>figurine: a small statue</p> <p>chest: a strong box used for storing things</p> <p>location: the place where something is found</p> <p>record: to draw or write information</p> <p>opinion: a view or belief about something</p>
Materials and Preparation	<ul style="list-style-type: none"> ● Story Chest box, with figurines ● Unit 1 books and/or selected images from these stories ● Book Review sheets, on clipboards ● writing and drawing tools ● chart paper ● markers ● large sticky notes <p>Set up materials for both Book Reviews and Story Chest so children can choose which activity to pursue.</p>

<p>Intro to Centers</p>	<p><i>Today in the Library and Listening center you can choose to continue to write book reviews, to record your opinions about some of our books, or you could choose to act out scenes from any story using the Story Chest.</i></p> <p>If needed, briefly reintroduce the two activities.</p> <p><i>Turn and talk with a partner and share what you would like to do.</i></p>
<p>During Centers</p>	<p>Note which activity children choose, and ask them why they did. Support them as needed, and encourage them to collaborate and to support each other.</p>
<p>Facilitation</p>	<p>For Book Reviews:</p> <ul style="list-style-type: none"> ● Which book did you read? What is your favorite scene/character? Why? ● What do you think about this book? What did you like about it? ● How will you communicate your thoughts about this book? ● Who would you recommend this book to in our class? Why do you think they would like it? <p>For Story Chest:</p> <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? ● 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? ● What other stories do you think we should put in the Story Chest?
<p>Standards</p>	<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>R.11.K.b With prompting and support, compare and contrast the experiences of characters in two or more familiar texts.</p> <p>R.11.K.d With prompting and support, compare and contrast two texts on the same topic.</p> <p>Civics and Government 3 Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and local laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.</p>