



Library & Listening: Book Inventory

Children make a collective list of the books in the classroom.

<p>Big Idea</p>	<p>Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain new understandings.</p>
<p>Guiding Questions</p>	<p>What do you want to learn more about animals and their habitats? How and where can you find this information?</p>
<p>Vocabulary</p>	<p>collaborate: to work together communicate: to share ideas community: a group of people who live, work, or do things together data: facts and other information collected together to look at closely record: to write or draw information inventory: a list of items in a category fiction: literature that describes imaginary characters and events nonfiction: writing that is based on real events and real people informational: text that provides facts</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● chart paper ● Book Inventory sheets ● clipboards ● writing tools or markers <p>Set up as in Unit 1: Make at least one copy of the Book Inventory sheet for each book bin and other area of the classroom library. Place these sheets on clipboards, with writing tools attached or close by. Alternately, create one large Book Inventory on chart paper and hang in the Library and Listening Center, with markers. Review the book collection in the Library and Listening Center, ensuring that they are well-displayed and that there are books of high interest for all</p>

	children.
Intro to Centers	<p><i>This week, as you did during the Our Community unit, you'll begin this big job of making an inventory of our animal and habitats books. We can include whether a book is fiction—an imagined story—or nonfiction—filled with information. Here is a Book Inventory sheet.</i></p> <p>Hold up the Book Inventory sheet.</p>
During Centers	<p>As children look at books, support them by suggesting they work with only one category/bin of books and by limiting the number of books they might record on the inventory at one time.</p> <p>Suggest strategies for recording titles and determining whether a book is fiction or informational.</p>
Facilitation	<ul style="list-style-type: none"> ● Is this book in the right place? Why does it belong here? Which inventory list will you record it on? ● Where is the title of this book? What letters do you see in the title? ● How will you record the title on the inventory? ● What are some of the differences between a book of fiction and a book of facts? ● What can you tell about this book from its cover?
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>Civics & 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>

Notes
