

## Small Groups: Book Browsing Independent

**Standards:**

ELA.SL.CC.PS.1.a  
ELA.SL.CC.PS.1.b  
ELA.SL.CC.PS.2  
ELA.SL.CC.PS.3  
ELA.SL.PKI.PS.1 - 3

**Materials:**

- unit books as they are introduced
- variety of non-fiction books
- picture vocabulary word cards
- “We take care of our books” and “3 Ways to read a book” resources

**Vocabulary:**

- book
- front/back cover
- pages
- author
- illustrator

**Preparation:** Set up materials.

**Procedure:** Model proper care of books, i.e., holding them right side up, gently turning pages in the correct direction. Model choosing one book at a time and putting it on the shelf or in the bin after reading. Refer to “*We Take Care of Our Books*” and “*3 Ways to Read a Book*” visuals.

Encourage children to look at books collaboratively or independently. Encourage children to compare and contrast fiction and non-fiction books with similar subjects, i.e., *Peter’s Chair* and a book of photographs of different kinds of families.

Pair children to look at picture vocabulary word cards and find the same or similar illustrations. Model a simple clue game: one child looks at the card and gives description clues to a partner to guess the picture.

**Guiding Questions:**

- Why did you pick this book?
- What happens in the story? (Encourage children to “read” the illustrations.)
- Which page interests you and why?
- How is your book the same as or different from your friend’s?