



## Library & Listening: Book Inventory

Children make a collective list of the books connected to unit 4.

<b>Big Ideas</b>	Through investigations and research, people learn about the natural world.
<b>Guiding Questions</b>	How do people learn about the natural world?
<b>Vocabulary</b>	<p><b>inventory:</b> a list of items in a category</p> <p><b>fiction:</b> literature that describes imaginary characters and events</p> <p><b>informational:</b> text that provides facts, teaches about a topic</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● books connected to the unit content</li> <li>● chart paper</li> <li>● Book Inventory sheets</li> <li>● clipboards</li> <li>● writing tools or markers</li> </ul> <p>Set up as in Unit 1:                      Make at least one copy of the Book Inventory sheet for each book bin and other areas 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 children.</p>
<b>Intro to Centers</b>	<p><i>This week, as you did during the Construction unit, you'll begin making an inventory of our earth related books. We can include whether a book is <b>fiction</b>—an imagined story—or</i></p>

	<p><i><b>informational</b>—teaches about a topic. Here is a Book Inventory sheet, see what you can figure out with books about construction.</i></p> <p>Hold up the Book Inventory sheet.</p> <p><i>Work together as you organize the books and share your ideas about them.</i></p>
<b>During Centers</b>	<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. Remind children to help each other as they organize the books.</p>
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● Is this book in the right place? Why does it belong here? Which inventory list will you record it on?</li> <li>● Where is the title of this book? What can you sound out and read in the title?</li> <li>● How will you record the title on the inventory?</li> <li>● What are some of the differences between a book of fiction and a book of facts?</li> <li>● What can you tell about this book from its cover?</li> </ul>
<b>Standards</b>	<p><b>R.8.K.a</b> Identify texts that tell stories.</p> <p><b>R.8.K.b</b> Identify texts that provide information.</p> <p><b>R.11.K.b</b> With prompting and support, compare and contrast the experiences of characters in two or more familiar texts.</p> <p><b>R.11.K.d</b> With prompting and support, compare and contrast two texts on the same topic.</p>

**Notes**