



WEEK 3 Day 3

Library & Listening: Book Inventory

Children are invited to make a collective list of the books in the classroom.

Big Ideas	<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>
Guiding Questions	<p>Why is collaboration and working together important?</p> <p>Where do you find what you need including information, help, and companionship in your communities?</p>
Vocabulary	<p>collaborate: to work together</p> <p>communicate: to share ideas</p> <p>community: a group of people who live, work, or do things together</p> <p>data: facts and other information collected together to look at closely</p> <p>record: to write or draw information</p> <p>inventory: a list of items in a category</p> <p>fiction: literature that describes imaginary characters and events</p> <p>nonfiction: writing that is based on real events and real people</p> <p>informational: text that provides facts</p>
Materials and Preparation	<ul style="list-style-type: none"> ● chart paper ● Book Inventory sheets ● clipboards ● writing tools, or markers <p>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.</p>

	<p>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>
<p>Intro to Centers</p>	<p><i>You have been using our classroom library with such care. We have so many books! Here are a few of them.</i></p> <p>Hold up an organized book bin, and a few books and read their titles.</p> <p><i>The other day, I noticed a problem. Someone asked me for a particular book, and I didn't know if we had it in the library. A list would help us keep track of which books we do and don't have in our classroom library. This kind of list is called an inventory—a list you make to keep track of what you have.</i></p> <p><i>Today we'll begin this big job of making an inventory of our books. We'll know what we have and where they can be found. We can also include whether a book is fiction—an imagined story—or nonfiction—filled with information.</i></p> <p>Hold up the Book Inventory sheet (or indicate the chart). Use a few books from one bin to model filling it out:</p> <p><i>We have books in several different places in our classroom. Each inventory will be for a different place where books are found, so we know which books belong where. This inventory will be for the [blue bin].</i></p> <p>Fill in the space for Location.</p> <p><i>Let's start with this book: Full, Full, Full of Love [or other title]. We'll write the title on this long line.</i></p> <p>Write the title, showing how to keep track of the letters as they are written and pointing out uppercase letters along with other features of print as they are encountered. <i>(This title has the same word three times! And here's a word I know: love.)</i></p> <p><i>You can also draw a picture to add a book to the inventory. Just remember that someone else will also want to know what the inventory says, so the information we write down needs to be clear.</i></p> <p>Talk about whether the book is fiction or informational, and check the appropriate box on the right hand side of the inventory.</p> <p><i>It's a lot of effort to record just one book! We will have to collaborate to get this done, since we have so many books. Everyone in our classroom community can help. Don't forget to look at and enjoy the books as you are creating the inventory!</i></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 fictional or informational.</p> <p>Talk with children about why certain books are stored together, identifying common features such as topic, author, illustrator, type of text (poetry, pictures only), etc.</p> <p>If additional labels are needed for bins or other areas of the library, encourage children to make these labels, perhaps in the Writing and Drawing Center.</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 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>

Notes

Classroom Book Inventory

Location: _____

Title	fiction	facts