



WEEK 2 Day 1

**Library & Listening: Enjoying Books 2**

Independently and together, children read or listen to literature that builds concepts of community, kindergarten, friendship, respect, diversity, responsibility, and storytelling.

<b>Big Ideas</b>	A strong, interdependent community has qualities, such as: <ul style="list-style-type: none"> <li>● shared responsibility, collaboration and support for each other.</li> </ul> One way people in communities communicate is through stories.
<b>Guiding Question</b>	What does it mean to be a member of a community?
<b>Vocabulary</b>	<p><b>author:</b> person who writes a book or other text</p> <p><b>illustrator:</b> person who creates pictures for a text</p> <p><b>library:</b> a building or room with a collection of books and other resources, such as films, articles, and recorded music</p> <p><b>fiction:</b> literature that describes imaginary characters and events</p> <p><b>information:</b> facts</p> <p><b>informational:</b> text that provides facts</p> <p><b>nonfiction:</b> writing that is based on real events and real people</p>
<b>Materials and Preparation</b>	<p>Note: Research has shown that the best predictor of and a causal factor in a child's growth in reading and vocabulary is the amount of leisure time spent reading. At the same time, the Library and Listening Center in classrooms tend to be the least visited area during Centers. Setting up the library with the children gives them ownership and a better sense of how to use the library purposefully.</p> <ul style="list-style-type: none"> <li>● read aloud books from Unit 1: Our Community</li> <li>● bins</li> <li>● color-coded stickers or other labels, for books and bins</li> <li>● a variety of fiction and nonfiction books</li> </ul>

	Review the organizational systems set up so far and how children are managing it. Consider adjustments as needed.
<b>Intro to Centers</b>	<p><i>If you visited the Library and Listening center, tell us something about what you have done there.</i></p> <p><i>Some of you have had a chance to explore different kinds of books. What are some of your favorites?</i></p> <p><i>What should we do to take care of the books?</i></p> <p>Harvest a few responses. Model handling the books gently, turning pages and closing them with care.</p> <p><i>Do you have any suggestions for how the books are organized?</i></p> <p><i>This week we are going to continue to organize and look at our classroom books.</i></p>
<b>During Centers</b>	Observe children and notice the kinds of books they are interested in. Support them with book handling. Make time to read with children and talk with them about books.
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● Which are your favorite books? What do you like about them?</li> <li>● What can you tell about this book by looking at the cover?</li> <li>● You stopped and looked carefully at this page. What interests you?</li> <li>● How can you take care of the books? How can you help others to remember how to use the books?</li> </ul>
<b>Standards</b>	<p><b>R.5.K.a</b> Retell familiar texts with prompting and support, including details about who, what, when, where and how.</p> <p><b>R.5.K.b</b> Retell key details of text with prompting and support, including the main topic.</p> <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.12.K</b> Read emergent-reader texts with purpose and understanding.</p> <p><b>Civics and Government 4</b> Students understand the concepts of rights, duties, responsibilities, and participation by describing classroom rights, duties, and responsibilities including how students participate in some classroom decisions and are obliged to follow classroom rules.</p> <p><b>Civics and Government 1</b> Students understand key ideas and processes that characterize democratic government in the community and the United States by identifying community workers and volunteers and the roles they play in promoting the common good.</p>