



WEEK 2 Day 2

## Library & Listening: Book Reviews

Children dictate, draw, or write reviews of books in the library. They may also make recommendations of books for others to read.

<b>Big Ideas</b>	Through shared or independent research, people gather, organize, and analyze information about the world to think critically and gain new understandings.
<b>Guiding Questions</b>	What do you want to learn more about animals and their habitats? How and where can you find this information?
<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>characters:</b> the people or animals who the story is about</p> <p><b>setting:</b> where and when a story takes place</p> <p><b>record:</b> to draw or write information</p> <p><b>opinion:</b> a view or belief about something</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Book Review sheets, at least one copy for each child</li> <li>● clipboards</li> <li>● writing and drawing tools</li> <li>● chart paper</li> <li>● markers</li> <li>● large sticky notes</li> </ul> <p>Set up several Book Review sheets. Make chart paper available in the center. Set up a basket with drawing and writing tools and sticky notes.</p>
<b>Intro to Centers</b>	<p><i>Today in the Library and Listening center you can write book reviews as you did for our Unit 1 books, to record your opinions about our books. You will find new books about animals and their habitats.</i></p> <p>Show a couple of the new books and remind children how to complete the Book Review sheet (see Unit 1, Week 5 Library &amp; Listening Center).</p>

	<i>It will be so interesting to see what you all think about our new books! When you review a book, share your <b>opinion</b>—how you like it—with a friend!</i>
<b>During Centers</b>	As children read books and write reviews, support them to communicate their thoughts about the books. Talk with them about their responses to the books and help them formulate the ideas they want to communicate and make a plan for doing so. Notice how children choose to write and draw their ideas about the books. Encourage children to help each other.
<b>Facilitation</b>	<ul style="list-style-type: none"> <li>● Which book did you read? What is your favorite part and why?</li> <li>● What do you think about this book? What did you like about it?</li> <li>● How can you record information to communicate your thoughts?</li> <li>● Who would you recommend this book to in our class? Why do you think they would like it?</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.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> <p><b>W.3.K.b</b> Use a combination of drawing and writing to communicate a topic.</p>

**Notes**