



## WEEK 1 Day 4

### Library & Listening: Book Inventory

Children make a collective list of the books in the classroom.

<b>Big Idea</b>	The process of design and construction includes imagining and being inspired, asking questions, researching, planning, creating, and improving our models. This process includes time to work alone and with others.
<b>Guiding Question</b>	What processes help people construct structures, ideas, and works of art?
<b>Vocabulary</b>	<p><b>fiction:</b> literature that describes imaginary characters and events</p> <p><b>informational text:</b> text that provides facts, teaches about a topic</p> <p><b>inventory:</b> a list of items on hand</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● chart paper</li> <li>● Book Inventory sheets</li> <li>● clipboards</li> <li>● writing tools or markers</li> </ul> <p>Set up as in Units 1 and 2:            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>
<b>Intro to Centers</b>	<p><i>This week, as you did during our first two units, you'll begin making an inventory of our construction books. We can include whether a book is <b>fiction</b>—an imagined story—or <b>informational</b>—one that teaches about a topic. Here is a Book Inventory sheet.</i></p> <p>Hold up the Book Inventory sheet.</p>

<b>During Centers</b>	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. Suggest strategies for recording titles and determining whether a book is fiction or informational.
<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 letters do you see 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>

<b>Notes</b>
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