



Small Groups: Book Browsing (*independent*)

Standard Connection:
ELA.RL.PK4.1
ELA.RL.PK4.2
M.CC.PK4.6
M.MD.PK4.3
SS.FC.PK4.3
SS.OW.PK4.1

Enduring Understanding(s):

- Families share experiences, traditions, and activities that can be represented through artistic expression.

Essential Question(s):

- How do you most effectively communicate your thoughts, feelings, and traditions?

Materials	Vocabulary
<ul style="list-style-type: none"> • unit books as they are introduced • variety of non-fiction books • picture vocabulary word cards • "We Take Care of Our Books" "3 Ways to Read a Book" (see Resources) 	<ul style="list-style-type: none"> • book: a written/printed work that has pages held together at the spine • front cover: the first part of the book one sees • back cover: the last part of the book one sees • pages: one side of paper • author: a writer (book, magazine, etc.) • illustrator: a person who draws or creates pictures in a book, magazine, etc.

Procedure

Preparation: *Set up materials*

Model proper care of books (holding them right side up, gently turning pages in the correct direction). Model choosing one book at a time and putting it on the shelf or in the bin after reading. Refer to "We Take Care of Our Books" and "3 Ways to Read a Book" visuals.

Encourage children to look at books collaboratively or independently. Encourage children to compare and contrast fiction and non-fiction books with similar subjects (for example, *Peter's Chair* and a book of photographs of different kinds of families).

Pair children to look at picture vocabulary word cards and find the same or similar illustrations. Model a simple clue game: one child looks at the card and gives description clues to a partner to guess the picture.

Guiding Questions

- Why did you pick this book?
- What happens in the story? (Encourage children to "read" the illustrations.)
- Which page interests you and why?
- How is your book the same as or different from your friend's?



Interacts with books with support



Interacts with books independently. Holds book appropriately (front cover face up, turns pages)



Tracks print

Child:	Child:
Strategies/scaffolds:	Strategies/scaffolds:
Next Steps:	Next Steps:

Child:	Child:
Strategies/scaffolds:	Strategies/scaffolds:
Next Steps:	Next Steps:

