



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.

Enduring 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 introducedvariety of non-fiction bookspicture 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 spinefront cover: the first part of the book one seesback cover: the last part of the book one seespages: one side of paperauthor: 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** by 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?