Primary (K-5) Library Services
Quarter 1
Remote Learning
Practice and Enrichment Packet

Hello SCS Family,

This resource packet was designed to provide students with activities which can be completed at home independently or with the guidance and supervision of family members or other adults. The activities are aligned to the TN Academic Standards for English and Language Arts and will provide additional practice opportunities for students to develop and demonstrate their knowledge and understanding.

A suggested pacing guide is included; however, students can complete the activities in any order over the course of several days. Below is a table of contents which lists each activity.

Table of Contents

Week 1

What is a Library?

AASL Standards	**I - INQUIRE** • I.A.1 Formulating questions about a personal interest or a curricular topic • I.A.2 Recalling prior and background knowledge as context for new meaning • I.B.3 Generating products that illustrate learning
TN ELA State Standards	**K.RI.IKI.7** With prompting and support, orally describe the relationship between illustrations and the text in which they appear. **1.RI.IKI.7** Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas **2.RI.IKI.7** Identify and explain how illustrations and words contribute to and clarify a text. **3.RI.IKI.7** Use information gained from illustrations and the words in a text to demonstrate understanding of a text. **.RI.IKI.7** Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. **5.RI.IKI.7** Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.
Caregiver Support Option	Students may struggle with accessing the necessary webpages. Encourage them to practice logging in and out of electronic devices to become more familiar with using them. Student may need prompting and support to complete the activity.
Materials Needed	Electronic Device with Internet Access, paper, pencil
Question to Explore	What is a library? (K-5) Why are libraries important? (3-5)
Student Directions	**If internet is accessible complete the following:** **K-2** 1. Watch the video Library for Kids. 2. After you watch the video, complete the Library concept map graphic organizer. 3. Complete the map by sharing what you already know about libraries and what you learned about libraries. 4. You can fill the bubbles with sentences or words. **2-5** 1. Complete the K and W section of the KWL graphic organizer chart about a library.

	2. Access the Britannica Online library database. Enter the username and password found in the Appendix section.
	3. Choose foundation as your learning level.
	4. In the search bar at the top of webpage enter the word library and read the article about libraries. You can either read the article or have the article read to you.
	5. Once finished, complete the L section of the graphic organizer.
	If internet is not accessible complete the following:
	K-2
	1. Read the provided Library for Kids video transcript
	2. After you read the video transcript, complete the library concept map graphic organizer.
	3. Complete the map by sharing what you already know about libraries and what you learned about libraries.
	4. You can fill the bubbles with sentences or words.
	3-5
	1. Complete the K and W section of the KWL graphic organizer chart about a library.
	2. Read the Britannica Online Encyclopedia Article provided.
	3. Once finished, complete the L section of the graphic organizer.

[Library for Kids]() Video Transcript
K-2 Article

Hello boys and girls today we are going to talk about libraries. The library is a place with a large collection of books. You can use them, but they are not for sale. Library started a long time ago. The first libraries had a collection of clay tablets. This is because people did not have paper back then. They had to write on clay using sharp sticks.

Today people use libraries all over the world. The library has more than just books. You will also see tables chairs and computers. People use them to read or watch videos. The library has lots of information. It may be hard to find what you're looking for. A librarian can help make things easier if you can't find the book that you need. Ask a librarian to help you.

People go to the library to read, work, and relax. The library has special rules people cannot make loud noises or eat food in the library. It is important to keep the library quiet and clean if you want to borrow a book. The librarian can help you check it out. When you borrow a book, you take it home but you have to bring it back to the library later.

Let's review, when you go to the library:
- You can read and borrow books
- Use computers
- Ask a librarian for help
- You cannot make loud noises eat or drink
- Keep the books that you borrowed
- You can borrow a book
- You take it home, but you have to bring it back to the library later

Source: Kids Academy. "Library for Kids: Rules, History & Manners | Social Studies for Children | Kids Academy." YouTube, 4 Oct. 2019, www.youtube.com/watch?v=SwPNhB57iQ4&t=83s. Accessed 23 July 2020.

Britannica Online Encyclopedia Article - Library
3-5 Article

Library
A library is a collection of information. Traditionally, libraries have been places where books, pamphlets and periodicals are housed and made ready for use. During the 20th century, however, the scope of libraries expanded as more and more types of library materials came into being – microfilm and microfiche, audio recordings, films and videos and CD-ROMs. By the late 20th century the term virtual library had come to be used for the vast amounts of information available on the Internet.

Types of Libraries
Public libraries are among the most familiar libraries in many countries. These institutions are open to the public and are paid for through taxes. With a library card, a person who lives in the area can check out books. Many public libraries have special collections of books about the local area. Most offer special services for children. Large cities may have branch libraries in many neighborhoods. Far-flung library systems may have branches on wheels called mobile libraries to serve areas far from library buildings.

School libraries have evolved into learning centers with many computer terminals and electronic resources. A school library might set aside special areas or rooms for study groups. Media centers allow students to listen to audio recordings or watch films and videos. School libraries also offer magazines, newspapers, maps, charts and other resources.

How Libraries Are Organized
Books, of course, are the most common items that one finds in a library. The word library is taken from the Latin word liber, meaning 'book'. Public libraries collect books on all types of subjects, including fiction and non-fiction, and then lend them to people for a short time.

A card catalogue is the traditional way of finding books in a library. A card catalogue allows users to look up books by author, title or subject. Each book has its own index card in the filing system. Most libraries, however, have replaced their card catalogues with online catalogues. Online catalogues offer more ways to find out about a book, and they can be consulted far away from the library's catalogue room – sometimes over the Internet.

Books in libraries are usually arranged on the shelves by subject. All books on the same subject are supposed to have the same classification number on their spines. The main classification used in public and school libraries is the Dewey Decimal System. Dewey numbers always have at least three digits. Some also have a decimal point and additional digits. For example, social science books are put in the 300s, political science books in the 320s and books about civil and political rights at 323. Because of the decimal system, the number 323.443 (freedom of speech) comes before 323.46 (property rights), not after it.

History

In the late 19th century Melvil Dewey – who also gave his name to the decimal-based classifying system – helped form the American Library Association. Another 19th-century figure whose name is associated with libraries is Andrew Carnegie. Carnegie was a wealthy businessman who gave large sums of money to public libraries both in the United States and in Great Britain.

Today's library is a combination of traditional resources, such as books and periodicals, and digital resources in the form of electronic databases. Some people think of the Internet as a 'virtual library'. However, librarians and other information professionals are needed to help give structure to the disorganized collections of information found online. The Internet can therefore be viewed as an extension of the world of libraries and reference rather than a replacement for such institutions.

Source: "Library." *Britannica School*, Encyclopedia Britannica, 7 Feb. 2020.
school.eb.co.uk/levels/foundation/article/library/440890. Accessed 23 Jul. 2020.

Concept Map

(Fill in the circle with words you may have learned about a library.)

Library

Sample:

Books

or

A library has books.
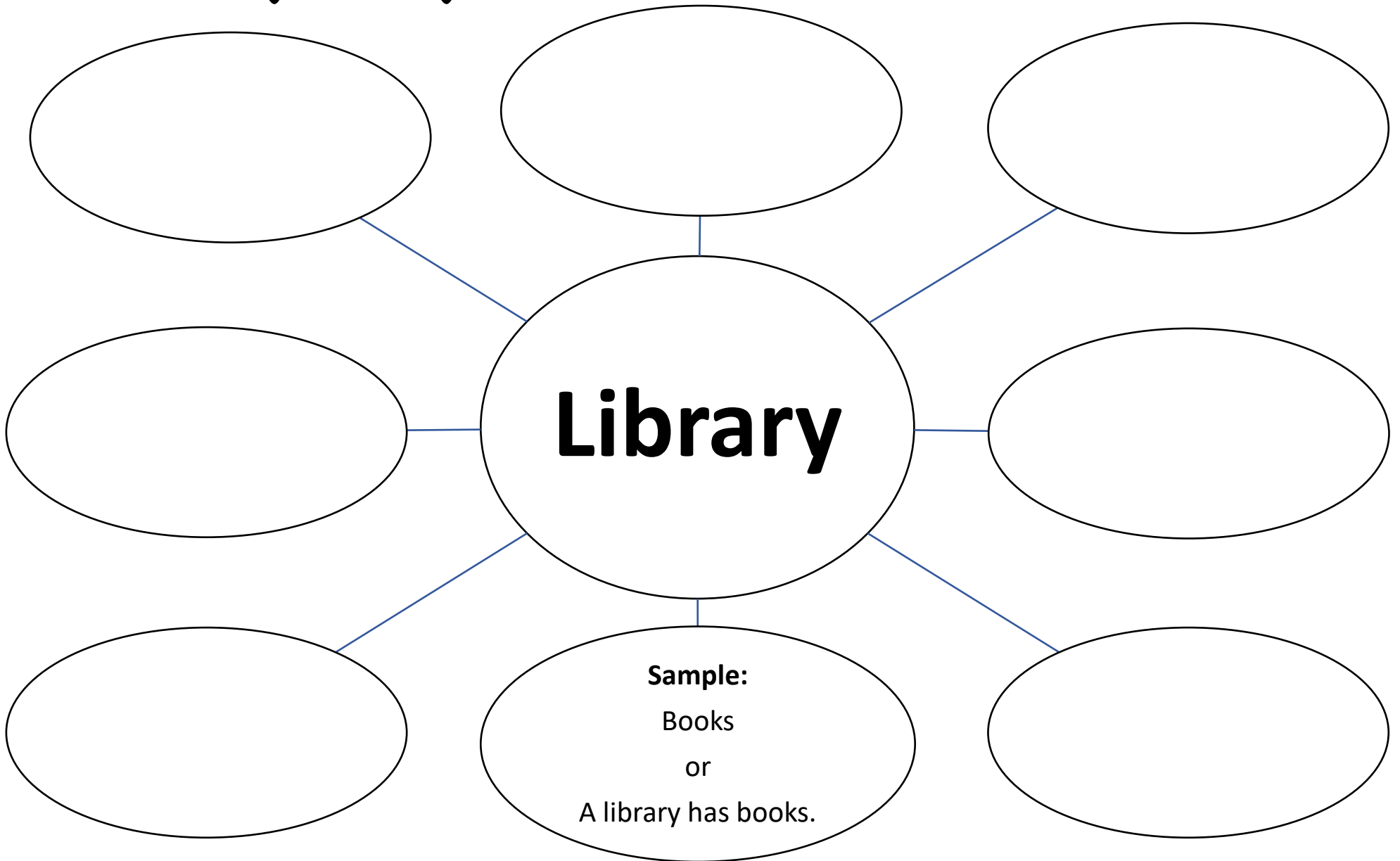
K-W-L Chart

Topic: Library

Know	Want to Know	Learned
K = Know What I already know about the topic.	W = Want to know What I hope to learn, questions I have, things I want to see or experience.	L = Learned What I learned. Answers to my questions and new things I hadn't thought of.

Week 2	
Manners in a Library	
AASL Standards	**I - INQUIRE** • I.A.1 Formulating questions about a personal interest or a curricular topic • I.A.2 Recalling prior and background knowledge as context for new meaning I.B.3 Generating products that illustrate learning
TN State Standards	**K.RI.IKI.7** With prompting and support, orally describe the relationship between illustrations and the text in which they appear. **1.RI.IKI.7** Either orally or in writing when appropriate, use the illustrations and words in a text to describe its key ideas **2.RI.IKI.7** Identify and explain how illustrations and words contribute to and clarify a text. **3.RI.IKI.7** Use information gained from illustrations and the words in a text to demonstrate understanding of a text. **.RI.IKI.7** Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. **5.RI.IKI.7** Locate an answer to a question or solve a problem, drawing on information from multiple print or digital sources.
Caregiver Support Option	Students may struggle with accessing the necessary webpages. Encourage them to practice logging in and out of electronic devices to become more familiar with using them. Student may need prompting and support to complete the activity.
Materials Needed	Electronic Device with Internet Access, paper, pencil
Questions to Explore	What are some rules you have to follow at a library?
Student Directions	**If internet is accessible complete the following:** **K-5** 1. Watch the story Library Lion on Storyline Online. 2. Think about the rules in the book. Then brainstorm a list library rules. 3. Make a poster showcasing all the rules you came up with. 4. As a bonus, watch the video Mr. Ginger: How To Take Care Of Library Books. When you finish think about a list of book care rules and create a poster showcasing all the rules you thought of. 5. Make sure to write the rules in complete sentences. **If internet is not accessible complete the following:** **K-5**

	1. Read the article from week one titled: **Library for Kids** Video Transcript
	2. Think about the rules you read in the article. Also, think about the rules you may have at home or school and rules you have when taking care of books.
	3. Make a list of the rules you thought about.
	4. Once finished, make a poster showcasing all the rules that could be used in a library.
	5. Make sure to write the rules in complete sentences.

Week 3	
Dewey Decimal	
AASL Standards	**I - INQUIRE** • I.A.1 Formulating questions about a personal interest or a curricular topic • I.A.2 Recalling prior and background knowledge as context for new meaning • I.B.3 Generating products that illustrate learning. **IV - CURATE** • IV.A.2 Identify possible sources of information • IV.A.3 Making critical choices about information sources to use.
TN State Standards	**K.RL.KID.1** With prompting and support, ask and answer questions about key details in a text. **1.RI.KID.1** Ask and answer questions about key details in a text. **2.RI.KID.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. **3.RI.KID.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. **4.RI.KID.1** Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text. **5.RI.KID.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Caregiver Support Option	Student may need prompting and support to complete the activity.
Materials Needed	Paper, Pencil, highlighter
Questions to Explore	Who is Melvil Dewey? What is the Dewey Decimal Classification System?
Student Directions	**K-2** 1. Read the article provided on Melvil Dewey and the Dewey Decimal System 2. Once you finish reading, complete the Biography Graphic organizer using information you learned from reading the article. 3. Look over the Dewey Decimal chart. Highlight the topics that you would like to read about. **3-5** 1. Read the article provided on Melvil Dewey and the Dewey Decimal System.

| | 2. Once you finish reading, complete the Biography Graphic organizer using information you learned from reading the article. |
| | 3. Use the Dewey Decimal chart to complete the Dewey Decimal scavenger hunt. |

Britannica Online Encyclopedia Article – Melvil Dewey

Melvil Dewey
Melvil Dewey was an American librarian. He is best known for developing the Dewey Decimal Classification (DDC). The DDC is a way of organizing the contents of a library. It is widely used in school and public libraries around the world. Dewey is also responsible for much of the development of library science in the United States.

Early Life
Melville Louis Kossuth Dewey was born on 10 December 1851, in Adams Center, New York. He was interested in reforming English spelling to make English easier to read and write. As a young adult, he changed the spelling of his first name to 'Melvil' and dropped his middle names. For a time, he even spelled his last name 'Dui'.

Dewey attended a Baptist seminary and then enrolled at Amherst College in Massachusetts in 1870. In 1872 he began working in the college library. This experience convinced Dewey that libraries could be used to educate everyone, so he committed himself to improving libraries. Dewey graduated in 1874 and became acting librarian for Amherst College.

Career
In 1876 Dewey published A Classification and Subject Index for Cataloguing and Arranging the Books and Pamphlets of a Library. This book outlines what became known as the DDC. The system was gradually adopted by libraries throughout the world.

In 1876 Dewey moved to Boston, where he helped found a number of organizations, including the American Library Association. He served as its secretary and president at different times from 1876 to 1893.

In 1883 Dewey became chief librarian of Columbia College (now Columbia University) in New York City. He founded the world's first library school there in 1887. However, he upset the authorities at Columbia when he allowed women to attend the library school. In response, Dewey moved his school to the University of the State of New York in Albany in 1888.

Dewey was the director of the New York State Library from 1889 to 1906. He completely reorganized the state library, making it one of the most efficient in the country. Dewey died on 26 December 1931, in Lake Placid, Florida.

Source: "Melvil Dewey." *Britannica School*, Encyclopedia Britannica, 7 Feb. 2020.
school.eb.co.uk/levels/foundation/article/Melvil-Dewey/626206. Accessed 23 Jul. 2020.

Britannica Online Encyclopedia Article – Dewey Decimal Classification

Dewey Decimal Classification
The Dewey Decimal Classification (DDC) is a system for organizing the contents of a library. It is commonly known as the Dewey Decimal System. It helps people find nonfiction books on any subject in the library. The DDC is the most widely used classification system in the world. It is used in libraries in more than 135 countries and has been translated into more than 30 languages.

The DDC classifies all subjects into 10 main groups. Each group is assigned 100 numbers. These groups are subdivided again and again for more specific subject groups. For instance, history is 900–999; the history of Europe is in the 940s, the history of England is placed under 942, and the history of the Stuart period is 942.06.

The DDC was created by Melvil Dewey in 1873. It was first published in 1876. The 23rd print edition was published in 2011.

Source: "Dewey Decimal Classification." *Britannica School*, Encyclopedia Britannica, 7 Feb. 2020. school.eb.co.uk/levels/foundation/article/Dewey-Decimal-Classification/626208. Accessed 23 Jul. 2020.

Dewey Decimal System

CALL NUMBER	TOPICS
0-099	Computers, libraries, encyclopedias
100-199	Feelings, emotions, ghosts, witches and the supernatural
200-299	Religion, mythology
300-399	Government, money, armed forces, holidays, folktales
400-499	Languages, dictionaries, grammar
500-599	Science, math, planets, dinosaurs, habitats, plants, birds, wild animals
600-699	Inventions, how to make things, human body, medicine, pet care
700-799	Drawing, photography, painting, origami, music, games, riddles, sports
800-899	Literature, poems, plays
900-999	Geography, history, countries, travel

Source: Dewey Decimal Chart FREEBIE https://www.teacherspayteachers.com/Product/Dewey-Decimal-Chart-FREEBIE-4648358

Biography Graphic Organizer

Write 2 facts about this person's life.

Write 2 words that dedcribe this person.

Name of the Person

_____

When and where was this person born?

Why is this person famous?

Dewey Decimal Scavenger Hunt

Complete the questions below using the Dewey Decimal chart provided.

1. _____ What number range could you use to find a book on **Tennessee**?

2. _____ What number range could you use to find a **barbeque cookbook**?

3. _____ What number range could you use to find a book on how to **draw a pyramid**?

4. _____ What number range could you use to find a book of **poems**?

5. _____ What number range could you use to find a book about **Memphis Grizzlies**?

6. _____ What number range could you use to find a about different **religions?**

7. _____ What number range could you use to find a book about **Christmas**?

8. _____ What number range could you use to find an **encyclopedia**?

9. _____ What number range could you use to find a book about **nouns**?

10. _____ What number range could you use to find a book about the **brain**?

11. _____ What number range could you use to find a book about the **Air Force**?

12. _____ What number range could you use to find a book a book about **wild animals**?

13. _____ What number range could you use to find a book about **World War II**?

14. _____ What number range could you use to find a book about **aliens**?

15. _____ What number range could you use to find a book about the **solar system**?

16. _____ What number range could you use to find a book about what is a **library**?

17. _____ What number range could you use to find a book about **Greek gods**?

18. _____ What number range could you use to find a book about how to speak **Latin**?

19. _____ What number range could you use to find a book about being **happy**?

20. _____ What number range could you use to find a book about **dinosaurs**?

Dewey Decimal Scavenger Hunt

Complete the questions below using the Dewey Decimal chart provided.

Answer Key

1.	**900-999**	What number range could you use to find a book on **Tennessee**?
2.	**600-699**	What number range could you use to find a **barbeque cookbook**?
3.	**700-799**	What number range could you use to find a book on how to **draw a pyramid**?
4.	**800-899**	What number range could you use to find a book of **poems**?
5.	**700-799**	What number range could you use to find a book about **Memphis Grizzlies**?
6.	**200-299**	What number range could you use to find a about different **religions?**
7.	**300-399**	What number range could you use to find a book about **Christmas**?
8.	**0-099**	What number range could you use to find an **encyclopedia**?
9.	**400-499**	What number range could you use to find a book about **nouns**?
10.	**600-699**	What number range could you use to find a book about the **brain**?
11.	**300-399**	What number range could you use to find a book about the **Air Force**?
12.	**500-599**	What number range could you use to find a book a book about **wild animals**?
13.	**900-999**	What number range could you use to find a book about **World War II**?
14.	**100-199**	What number range could you use to find a book about **aliens**?
15.	**500-599**	What number range could you use to find a book about the **solar system**?
16.	**0-099**	What number range could you use to find a book about what is a **library**?
17.	**200-299**	What number range could you use to find a book about **Greek gods**?
18.	**400-499**	What number range could you use to find a book about how to speak **Latin**?
19.	**100-199**	What number range could you use to find a book about being **happy**?
20.	**500-599**	What number range could you use to find a book about **dinosaurs**?

Week 4	
Fiction vs. Nonfiction	
AASL Standards	**I - INQUIRE** • I.A.1 Formulating questions about a personal interest or a curricular topic • I.A.2 Recalling prior and background knowledge as context for new meaning I.B.3 Generating products that illustrate learning. **VI - ENGAGE** • VI.A.3 Making critical choices about information sources to use
TN State Standards	**K.RL.CS.5** Recognize common types of texts. **1.RL.CS.5** Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types. **2.RI.CS.5** Know and use various text features to locate key facts or information in a text efficiently **3.RI.CS.5** Use text features to locate information relevant to a given topic efficiently. **4.RI.CS.5** Describe the overall structure of events, ideas, and concepts of information in a text or part of a text. **5.RI.CS.5** Compare and contrast the overall structure of events, ideas, and concepts of information in two or more texts.
Caregiver Support Option	Students may struggle with accessing the necessary webpages. Encourage them to practice logging in and out of electronic devices to become more familiar with using them. Students may need prompting and support with ideas on how to complete the activity.
Materials Needed	Electronic Device with Internet Access Paper, pencil, glue, scissors, 2 books (1 fiction & 1 Nonfiction)
Questions to Explore	What are the differences/characteristics between fiction and nonfiction?
Student Directions	**K-1** **If internet is accessible complete the following:** 1. Watch the video Fiction vs Nonfiction.

| | 2. Once you have watched the video complete the Fiction vs. Nonfiction Sorting worksheet.
2-5
1. Watch the video [Fiction vs Nonfiction.](#)
2. Read 2 books (1 fiction/1 Nonfiction) on the same topic.
3. After reading both books, complete the Fiction vs. Nonfiction Venn Diagram graphic organizer.
4. Write the book titles on the appropriate lines on the Venn diagram.
5. You should tell how the contents of the books differ from each other.
6. Focus on the presence of text features such as maps, graphs, sidebars, and so on in the nonfiction book and the absence of these features in the fiction book.
7. Write your responses in the appropriate sections of the diagram.
8. Tell how the two books are similar. Write your responses in the overlapping area of the diagram.

If internet is not accessible complete the following:
K-1
1. Read the [Fiction vs Nonfiction](#) video transcript and the Fiction vs. Nonfiction Poster.
2. Once you have read the video transcript and poster complete the Fiction vs. Nonfiction Sorting worksheet.

2-5
1. Read the [Fiction vs Nonfiction](#) video transcript and the Fiction vs. Nonfiction Poster.
2. Read 2 books (1 fiction/1 Nonfiction) on the same topic.
3. After reading both books, complete the Fiction vs. Nonfiction Venn Diagram graphic organizer.
4. Write the book titles on the appropriate lines on the Venn diagram.
5. You should tell how the contents of the books differ from each other.
6. Focus on the presence of text features such as maps, graphs, sidebars, and so on in the nonfiction book and the absence of these features in the fiction book.
7. Write your responses in the appropriate sections of the diagram.
8. Tell how the two books are similar. Write your responses in the overlapping area of the diagram. |

[Fiction vs Nonfiction](#) video transcript

Let's talk about fiction versus nonfiction. Have you ever heard the word genre? Genre is a word we use to talk about what category a book or story fits into. In the world of books there are two main genres, fiction and nonfiction. Let's think of these two genres like big umbrellas. All books fit under one of These two umbrellas. Let's take a look at the nonfiction umbrella first. Non-fiction books are filled with facts and information about a topic. They give true information about real people places things or events. In a nonfiction book everything must be completely true and not made-up. Authors write non-fiction books to teach the reader about a topic. They organize the information with text features like headings and charts. We don't have to read nonfiction books in order from beginning to end. We can go directly to the information we're looking for. Did you know that there are different types of nonfiction? let's think of these as small umbrellas under the big nonfiction umbrella. some of the types of nonfiction are informational non-fiction biography and autobiography.
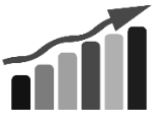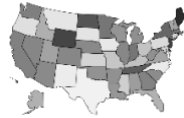
Now let's take a look at the fiction umbrella fiction. Books are stories that come from an author's imagination. They are made up stories about characters or events that did not happen in real life. In a fiction book the author can make up all sorts of things to en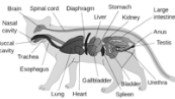tertain the reader even if there is some true information. If the book contains anything made up from the author's imagination we call it fiction. Fiction books have important story elements like characters, plot, and setting. We read fiction books in order from beginning to end so that we can understand the story since fiction books don't have to be completely true. Authors have a lot of freedom to use their imagination because of this there are many different types of stories. Under the fiction umbrella some of the types of fiction are fantasy, mystery, realistic fiction, historical fiction, and science fiction.

Let's review what we've learned about fiction and nonfiction. Nonfiction books are filled with facts and information about a topic. They are completely true and not made-up at all. Authors write non-fiction books to teach and inform the reader. Fiction books are made up stories that come from an author's imagination. The stories did not happen in real life. Authors write fiction books to entertain the reader. Now you know all about fiction and nonfiction, thanks for watching.

Source: The Bespectacled Librarian. "Fiction vs Nonfiction." YouTube, 27 Apr. 2020, www.youtube.com/watch?v=e_UE1hOh7Z0&t=24s. Accessed 23 July 2020.

Fiction vs. Nonfiction Picture Sort

Fiction	Nonfiction

Charts & Graphs	Setting	Maps	Photos
Beginning, Middle, End	Characters		Find Information
Diagrams & Labels			Glossary or Index

Fiction vs. Nonfiction Poster

(Literature)   (Informational)

Fiction

- Made up stories (fake)
- Purpose: Entertain
- Read it in order
- Illustrations
- Setting
- Characters
- Problem
- Solution
- Beginning, Middle, End
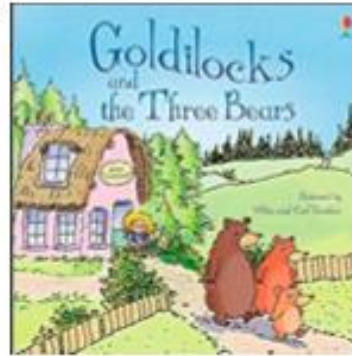
Non-Fiction

- Real information (not fake)
- Purpose: Inform
- Read it in any order
- Photographs
- Captions
- Labels
- Headings
- Charts
- Graphs

Fiction vs. Nonfiction Venn Diagram

Fiction

Nonfiction

Fiction Book Title: _____   Nonfiction Book Title: _____   **25**

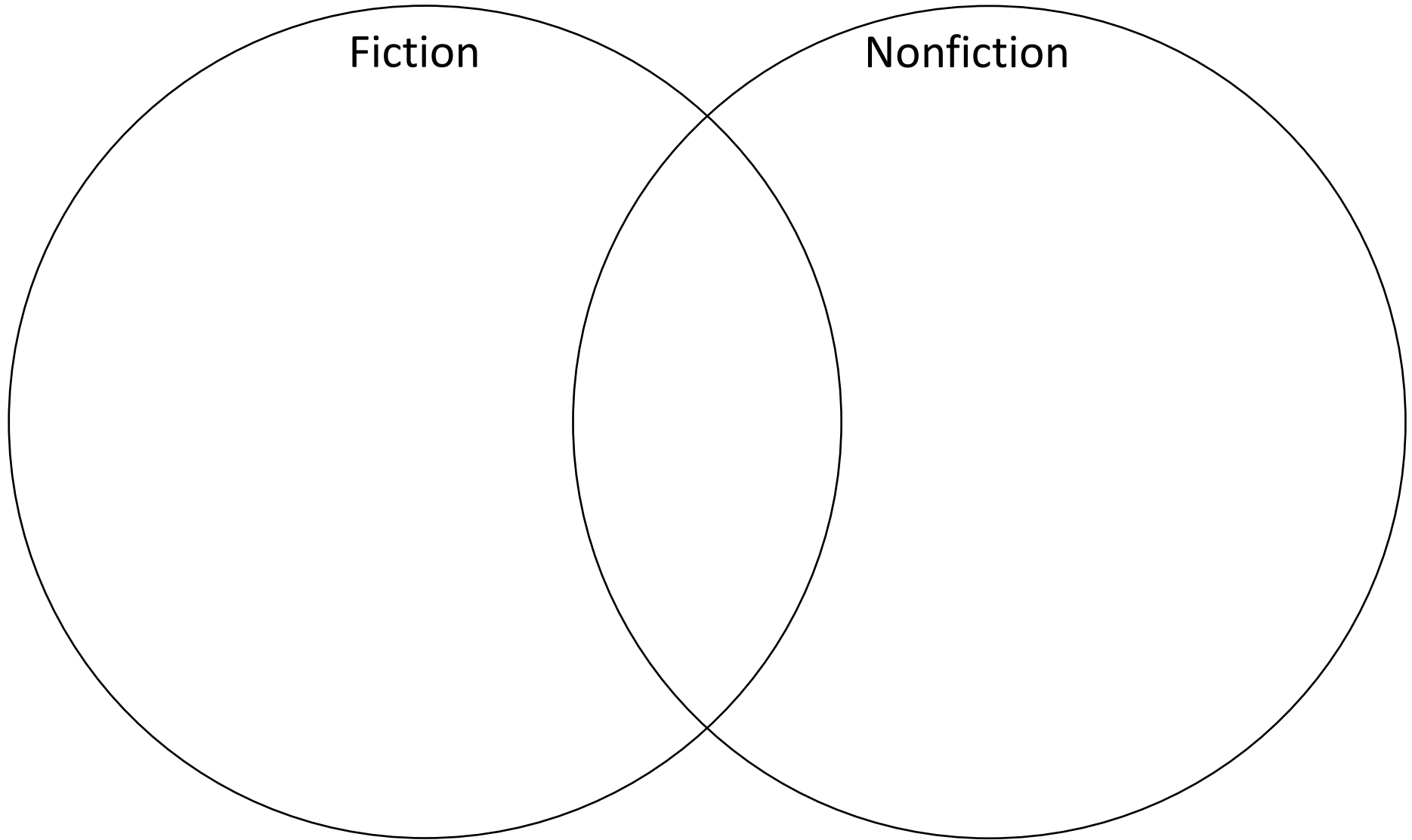| Week 5	
Story Elements (Part One)	
AASL Standards	**V - EXPLORE** • V.A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes • V.A.3 Engaging in inquiry-based processes for personal growth
TN State Standards	**K.RL.KID.3** With prompting and support, orally identify characters, setting, and major events in a story. **1.RL.KID.3** Using graphic organizers or including written details and illustrations when developmentally appropriate, describe characters, settings, and major events in a story using key details. **2.RL.KID.3** Describe how characters in a story respond to major events and challenges. **3.RL.KID.3** Describe characters in a story and explain how their actions contribute to the sequence of events. **4.RL.KID.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as a character's thoughts, words, or actions. **5.RL.KID.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in a text.
Caregiver Support Option	Students may struggle with accessing the necessary webpages. Encourage them to practice logging in and out of electronic devices to become more familiar with using them. Students may need prompting and support with ideas on how to complete the activity.
Materials Needed	Electronic Device with Internet Access, Fiction book, Paper, pencil,
Questions to Explore	What are story elements? (characters, setting, plot) How can readers identify character traits and prove them from using evidence from fictional texts?
Student Directions	**If internet is accessible complete the following:** **K-1** 1. Watch the video Story Elements.

	2. Once finished, pick any fiction book to read that has story elements. 3. When you finish reading the story complete the story elements graphic organizer. **S** 1. Watch the video What are character traits?. 2. Once finished, pick any fiction book to read that has characters. 3. When you finish reading the story complete the character traits graphic organizer. **If internet is not accessible complete the following:** **K-1** 1. Read the Story Elements video transcript. 2. Once finished, pick any fiction book to read. The book must have all a character and setting. 3. When you finish reading the story complete the story elements graphic organizer. **2-5** 1. Read the What are character traits? video transcript. 2. Once finished, pick any fiction book to read that has characters. 3. When you finish reading the story complete the character traits graphic organizer.

2-5
Character trait graphic organizer
List of Character traits

[Story Elements](#) video transcript

This video is about the elements of a story. The first element we're going to talk about are the characters. The characters are who or what the story is about. The next element is the setting. The setting is where like in a store and when like on your birthday a story takes place. The next elements are the major events or plot of the story. Generally, things start out ok but then the character has to overcome some challenge before life returns to normal or almost normal. When we put all of these things together we create a story. We pick a character, put him in a setting, and give him a challenge or obstacle to overcome. Here is a story about ollie. Ollie got a phone call from his friend Janessa. She is in the park and needs help. Ollie hurries to the park to help her.

> Ollie: Janessa, what's wrong

> Janessa: Ollie, my cat is stuck at the tree and I can't get him down. What will I do?

> Ollie: Hmmm, I can climb the tree and get him down for you.

> Janessa: Yay, Ollie you saved my cat thank you.

> Ollie: It was nothing. Want to go get some ice cream.

> Janessa: Okay.

Ollie and Janessa walked off to the ice cream parlor together. The end.

Now let's talk about the elements in our story. Who were the characters in our story? Ollie and Janessa are the people who the story was about. What was the setting? The setting is the park because that is where most of the story took place. What were the major events? We should have a beginning middle and end. Start with the problem in the story, first the cat was stuck in the tree. Then got the cat down for Janessa. Last they went to get ice cream together.

Source: Nunnally, Leigha. "Story Elements." YouTube, 4 Feb. 2016, www.youtube.com/watch?v=b--Ndkp9_40. Accessed 24 July 2020.

[What are character traits?](#) **video transcript**

Character traits are simply the formal ways we described a character's personality. To do this we use adjectives which as you know are words that are used to describe nouns. Character traits can be positive or negative based on whether or not the character is a positive or negative character. There are nearly endless possibilities for how we can describe characters. Just a few examples of positive character traits might be brave, calm, determined, honest, or responsible. For example, we might describe superman as being brave. This is clearly a positive character trait. For examples who are not so positive there are nearly endless negative ways to describe them. some examples of negative descriptive words might be annoying, bossy, lazy, mean, rude, or sneaky. For example, Darth Vader might be characterized as evil.

However, you decide to describe a character it is important that you can provide evidence to support your claim. Notice how the example of Simba in the Lion King clearly describes him as being brave. But it goes a step further by saying why he is brave because it points out that he comes back to fight scar. Also note the next example that characterizes scar from The Lion King as arrogant. This example actually uses one of his quotes to provide evidence that he is arrogant. Which means that he thinks he's better than everyone else, using quotes to support your claim is a great way to provide evidence. In this example scar says I'm surrounded by idiots. Can you see how this quote clearly supports the claim that scar is arrogant? In summary character traits are just the descriptive words that we use to describe characters. These can be positive or negative. Whichever word you choose to describe your characters you should be able to provide evidence or examples to support your claim.

Source: Sped Sheets. "What Are CHARACTER TRAITS?" YouTube, 5 Mar. 2018, www.youtube.com/watch?v=iDHASw_s4QE. Accessed 24 July 2020.

Story Elements

Read or listen to a story. Draw a picture or write important details about the character, setting, and plot.

Character	Setting

Beginning	Middle	End
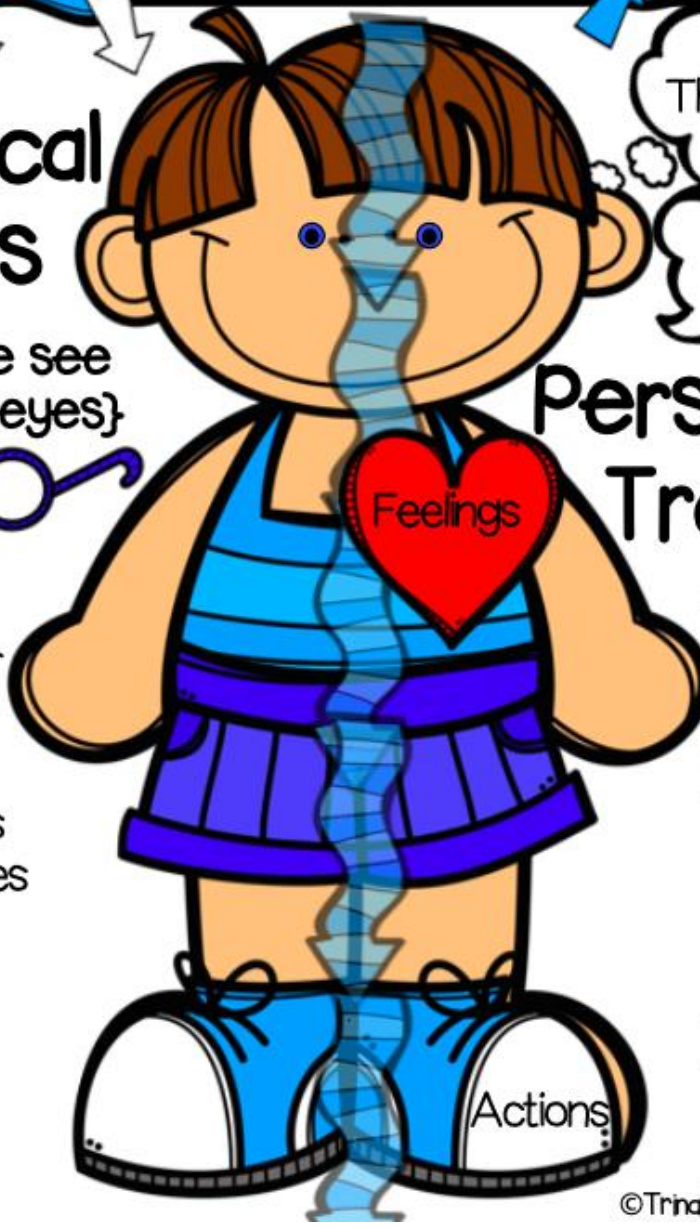
Source: "Character Traits Anchor Chart." Teachers Pay Teachers, www.teacherspayteachers.com/Product/Character-Traits-Anchor-Chart-2007675. Accessed 24 July 2020.

LIST OF CHARACTER TRAITS

active
adventurous
affectionate
alert
ambitious
bold
bright
brave
calm
cheerful
clever
confident
cool
cooperative
courageous
courteous
curious
daring
dependable
determined
eager
easygoing
energetic
excited
expert
faithful
fair
friendly
fun

funny
gentle
generous
good
graceful
grateful
groovy
happy
helpful
honest
honorable
hopeful
humorous
intelligent
interesting
jolly
joyful
joyous
kind
lively
loving
loyal
mature
mysterious
nice
noble
nurturing
obedient
original

outgoing
peaceful
pleasant
polite
popular
powerful
quick
quiet
quirky
rational
reliable
responsible
sensational
sensible
serious
skillful
smart
thankful
thoughtful
trustworthy
understanding
useful
victorious
virtuous
warm
wordy
youthful

Character Traits

Title of Story_____

Character's Name_____

Character Trait	**Character Trait**
What did the character SAY, DO, or THINK that helped you infer this trait?	What did the character SAY, DO, or THINK that helped you infer this trait?
Character Trait	**Character Trait**
What did the character SAY, DO, or THINK that helped you infer this trait?	What did the character SAY, DO, or THINK that helped you infer this trait?

Week 6
Story Elements (Part Two)

AASL Standards	<u>**V - EXPLORE**</u> • V.A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes • V.A.3 Engaging in inquiry-based processes for personal growth
TN State Standards	**K.RI.KID.2** With prompting and support, orally identify the main topic and retell key details of a text. **1.RI.KID.2** Identify the main topic and retell key details of a text **2.RI.KID.2** Identify the main topic of a multi- paragraph text as well as the focus of specific paragraphs within a text. **3.RI.KID.2** Determine the main idea of a text; recount the key details and explain how they support the main idea. **4.RI.KID.2** Determine the main idea of a text and explain how it is supported by key details; summarize a text. **5.RI.KID.2** Determine the central idea of a text and explain how it is supported by key details; summarize the text.
Caregiver Support Option	Students may struggle with accessing the necessary webpages. Encourage them to practice logging in and out of electronic devices to become more familiar with using them. Students may need prompting and support with ideas on how to complete the activity.
Materials Needed	Electronic Device with Internet Access, A book of your choice, Paper, pencil
Questions to Explore	How can I determine the main idea of the text and the details that supports it?
Student Directions	**If internet is accessible complete the following:** **K-5** 1. Watch the video [Main Idea](#). 2. Once finished, read a book and complete the main idea and details graphic organizer. **If internet is not accessible complete the following:** **K-5**

	3. Read the video [Main Idea](#) video transcript. 4. Once finished, read a book and complete the main idea and details graphic organizer.

[Main Idea](#) video transcript

What is main idea? More importantly, how can understanding main idea make me a better reader and writer? Let's get started! Main idea is the most important point an author is making when writing. What? Huh? Maybe it will be easier to understand if I show you. The main idea is the most important thought about the topic. The topic is the person, place, thing, or idea being written about. Let's read a short paragraph and see if we can find the main idea.

My dog, Hope, is the best dog in the world. She always comes when I call her. She loves to swim and go hiking with me. Best of all, Hope is there for me if I'm having a bad day or feeling sad. First, we need to know the topic. What person, place, thing, or idea is this paragraph about? Hmm...of course, it's about Hope. She's the topic. Next, we need to find the main idea. So, what is the most important point this paragraph makes about Hope?

Let's read the paragraph again. My dog, Hope, is the best dog in the world. She always comes when I call her. She loves to swim and go hiking with me. Best of all, Hope is there for me if I'm having a bad day or feeling sad. While we were reading, I noticed some additional information about Hope. She always comes when she is called, she loves to swim and go hiking, and she is there when having a bad day or feeling sad. These sentences are supporting details. A supporting detail provides information that explains, defines, or proves the main idea. So now it's easy to see that "My dog, Hope, is the best dog in the world" is the main idea of this paragraph. Every sentence in the paragraph talks about Hope's good qualities. The supporting details explain why Hope is the best dog in the world. So, the main idea is what the writing is all about! Yes! And the main idea is in the first sentence. Well, often the main idea can be found in the first sentence, but not always.

Let's look at another example. Remember, the main idea is the most important thought about a topic, and the topic is the person, place, thing, or idea being written about. Ross was dirty, wet, and cold. The rain poured down from the dreary sky. Ross was having a terrible day! He woke up late. Then, he missed the bus. He tried to ride his bike to school, but he hit a bump, lost control, and fell in a mud puddle. Ross began to cry. First we need to find the topic. What person, place, thing, or idea is this paragraph about? Hmm.... Of course, it's about Ross. He's the topic. Next, we need to think about the main idea. So, what is the most important point this paragraph makes about Ross?

Let's read the paragraph again. When we read, we need to notice the supporting details. Remember, supporting details are sentences with additional information that explain, define, or prove the main idea. We need to find the details the author gives us about Ross. Ross was dirty, wet, and cold. The rain poured down from the dreary sky. Ross was having a terrible day! He woke up late. Then, he missed the bus. He tried to ride his bike to school, but he hit a bump, lost control, and fell in a mud puddle. Ross began to cry. While we were reading, I noticed some additional information about Ross. He was dirty, wet, and cold. It was raining. He woke up late. He missed the bus. He took his bike to school, but he hit a bump, and fell in a mud puddle. Then, he started to cry. The author gives many supporting details about Ross, and all of these details prove to us the most important thought about Ross.... the main idea! Ross was having a terrible day! So, the main idea is that Ross was having a bad day. And the supporting details explain why. Exactly!

Understanding the main idea is important when you read, but main idea is also essential when you write. When you write, you have the responsibility of sending a clear message to your readers. Every sentence should be a supporting detail for your main idea. Let's read Luke's paragraph about the history of spaghetti. The history of spaghetti is quite interesting. It is believed to have been invented in China. Marco Polo brought the idea of spaghetti back to Venice, Italy during his explorations. I think macaroni is good too! Americans enjoy eating spaghetti in nearly every household today. Luke did a good job telling about his topic, spaghetti. He has many supporting details that link to his main idea, "The history of spaghetti is quite interesting," but did you notice the sentence that does NOT belong with the main idea? Hmm....Of course! "I think macaroni is good too," has nothing to do with the main idea, "The history of spaghetti is quite interesting." Including a sentence that doesn't support your main idea can throw your reader off, causing confusion and detracting from the point you are making. So, when I write, every sentence should be a supporting detail for my main idea. Yes! And when I read, the topic and supporting details can help me understand the main idea. Exactly! Congratulations! You've done a great job learning about main idea! Thank you for joining me at Grammar Songs by Melissa. Enjoy other related videos at GrammarSongs.com.

Source: Melissa, GrammarSongs. "Main Idea | Award Winning Main Idea and Supporting Details Teaching Video | What Is Main Idea?" YouTube, 17 Nov. 2019, www.youtube.com/watch?v=mkZo2zVKJR4. Accessed 24 July 2020

Main Idea and Details

Think about the book you read. Fill in the graphic organizer below with the main idea and key details.

Main Idea:

I know this because:

Detail 1:

Detail 2:

Detail 3:

Week 7 & 8

Read for the Record 2020 Book: *Evelyn Del Ray is Moving Away* by Meg Medina

AASL Standards	**I - INQUIRE** • and background knowledge as context for new meaning • I.B.3 Generating products that illustrate learning • I.C.1 Interacting with content presented by others • I.D.3 Enacting new understanding through real-world connections **II - INCLUDE** • II.A.3 Describing their understanding of cultural relevancy and placement within the global learning community • II.B.1 Interacting with learners who reflect a range of perspectives • II.D.1 Actively contributing to group discussions **V - EXPLORE** • V.A.1 Reading widely and deeply in multiple formats and write and create for a variety of purposes • V.A.2 Reflecting and questioning assumptions and possible misconceptions
TN State Standards	**K.RL.IKI.7** With prompting and support, orally describe the relationship between illustrations and the story in which they appear. **1.RL.IKI.7** Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, or events. **2.RL.IKI.7** Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. **3.RL.IKI.7** Explain how illustrations in a text contribute to what is conveyed by the words. **4.RL.IKI.7** Make connections between the print version of a story or drama and a visual or oral presentation of the same text.

	5.RL.IKI.7 Explain how visual and multimedia elements contribute to the meaning, tone, or mood of a text, such as in a graphic novel, multimedia presentation, or fiction, folktale, myth, or poem.
Caregiver Support Option	Students may struggle with accessing the necessary webpages. Encourage them to practice logging in and out of electronic devices to become more familiar with using them. Students may need prompting and support with ideas on how to complete the activity.
Materials Needed	Book: *Evelyn Del Ray is Moving Away* by Meg Medina, Electronic Device with Internet Access, pencil
Questions to Explore	How can I determine the main idea of the text and the details that supports it?
Student Directions	Every year SCS participates in Jumpstart's Read for the Record. Read for the Record is a day millions of people around the world read the same book on the same day. Read for the Record will take place Thursday, October 29, 2020. **Week 7** **K- 5** 1. In preparation for Read for the record look at the cover of this year's campaign book *Evelyn Del Ray is Moving Away* by Meg Medina. 2. Look at the cover and title of the book. Complete the K & W section of the K-W-L chart. 3. You can visit SCS Library Services Weebly for more information about District wide events. 4. Contact your school librarian to see what planned events he/she has prepared for the Read for the Record Celebration. **Week 8** **K-5** 1. Read over the reading comprehension question before joining SCS for its annual Read for the Record celebration. 2. You can also visit _____ to read an electronic copy of the book. After you have read the book complete the L portion of your KWL 40chart. 3. Make it fun. Use the comprehension question to create a game your entire family can play.

Graphics for book cover.

K-W-L Chart

Topic: *Evelyn Del Ray is Moving*

Know	Want to Know	Learned
K = Know What can I guess by looking at the illustrations?	W = Want to know What I hope to learn, questions I have, things I want to see or experience.	L = Learned What I learned. Answers to my questions and new things I hadn't thought of.

Reading Comprehension Questions
For Parents to Ask

It is important students read the book independently, and then discuss the book after reading. Here are some questions to help facilitate discussions and understanding.

1. Could this story be true? Why or why not?
2. Where is the setting of this story?
3. Who is this story about? Tell about him or her.
4. What words would you use to describe the main character?
5. Do you like the main character? Why or why not?
6. Does the main character have a problem? What is it?
7. How is the problem solved? (What is the solution?)
8. What is the scariest, funniest, saddest, most interesting, or most funny?
9. part of the story? Read it aloud.
10. Do you like this story? Why or why not?
11. Do you know any real people who are like the characters in this story?
12. Who are the people? How are they the same? How are the different?
13. Did anything in the story happen that has happened to you? Tell about it.
14. Who is telling this story? Is there a narrator?
15. Why do you think the author chose the title for this story? How does it
16. relate to the story?
17. Would you like to be a character from the story? Why or why not?
18. Would you recommend this book to a friend? Why or why not?

Higher Level Comprehension Questions

Knowledge
1. Identify the characters in the story by making a list of all the characters.
2. When and where does the story take place?
3. Tell what the story is about.
4. Locate facts in the story and list the main facts.
5. Find the two most interesting sentences in the story.
6. Make a list of the words in the story you do not know.

Comprehension
1. Describe the characters in the story.
2. Describe how you think the main character feels in the beginning of the story.
3. Describe the main character's feelings at the end of the story.
4. Explain the main idea of the story by retelling it in your own words.

5. Summarize the main facts in the story and discuss how they relate to the main idea of the story.
6. Locate sentences or phrases in the story you do not understand and infer the meanings.

Application
1. Give an example of someone you know who is like one of the characters in the story.
2. If you could have a conversation with one of the characters in the story, which character would you choose and what would you talk about?
3. Has anything in your life happened that is similar to the things that happened in the story?
4. What events in the story could not happen in real life?
5. Construct an illustration that shows the main characters in the story in a real-life situation.
6. Find words or phrases in the story you do not currently use and write a short story using these words or phrases.

Analysis
1. Explain what part of the story was the most exciting to read and why.
2. Explain what part of the story was the funniest or the saddest and why.
3. Compare and/or contrast the facts in this story to facts in another story.
4. Examine and analyze the main character(s)' feelings at the beginning, middle, and end of the story.
5. Classify and/or categorize these feelings as the same or different.
6. Write a critique of the story and highlight the main facts or main idea of the story.

Synthesis
1. What changes would you make to the story?
2. Predict how your changes would transform or change the story.
3. Generate a new title for the story. Explain your new title.
4. Create a new ending for the story.
5. Combine two characters in the story in order to invent a new character and write a short story with this new character as the main character in your story.
6. Rearrange or change one main fact in the story. Does this change the entire story? How?

Evaluation
1. Was the main character(s) in the story good or bad? Support your opinion with words from the text.
2. What is your opinion of the story? Did you enjoy reading it? Explain.
3. Do you agree with all of the facts in the story? Explain.
4. Compare this story with other stories you have read in the past. Give evidence from the texts.
5. Would you read other stories like this story? Justify your opinion.
6. Rate the story on a scale of 1-10 with 10 being the highest. Defend your rating.

Week 9

Library STEAM – The Three Little Pigs

AASL Standards	**I - INQUIRE** • I.A.2 Recalling prior and background knowledge as context for new meaning • I .D.3 Enacting new understanding through real-world connections **IV - CURATE** • IV.A.2 Identify possible sources of information • IV.A.3 Making critical choices about information sources to use.
TN State Standards	
Caregiver Support Option	Students may struggle with accessing the necessary webpages. Encourage them to practice logging in and out of electronic devices to become more familiar with using them. Students may need prompting and support with ideas on how to complete the activity.
Materials Needed	The Three Little Pigs Story, any crafting materials you find around the house. (hairpins, straws, toothpicks, pencils, Lego, rubber bands, candy) paper, fan or blow dryer
Questions to Explore	Can you design and build a house that the big, bad wolf can't blow down?
Student Directions	**K-5** 1. Read the story 3 little pigs. 2. After reading, think about what is needed to build a strong house. Use the brainstorm sheet to start planning. 3. Build a small pig house out of the materials you found around the house. Predict if you think the house will fall down. 4. When you are done huff and puff and try to blow the houses down just like the wolf in the story using a fan or blow dryer. After you test the house write what happened. Reflect on the experiment and write about what could have went better. 5. You can keep trying until you keep the pigs safe.

STEAM & The Three Little Pigs

Brainstorm Questions:

What kind of houses did the first two pigs build?_____

_____

What happened to them when the wolf huffed and puffed? _____

_____

Plan!	
How will you build your house?	What will the house look like?
What will the house be made out of?	We chose these materials because _____
Create!	
Will your house be blown away by the Big Bad Wolf?	Will your house be strong enough to withstand the Big Bad Wolf?

Test!	
After testing your project, what happened?	Was your house able to withstand the huffing and puffing of the big bad wolf?

Reflect!	
What needs to happen next?	What do we need to change or fix?
How can we make our project better?	What material worked the best? Why do you think some materials were more effective than others?

Appendix

Library Databases

[Audible for SCS](#)
Audible content includes more than 450,000 audio programs from leading audiobook publishers, broadcasters, entertainers, magazine and newspaper publishers, and business information providers. (High School Only)

[Britannica Online](#)
Username – shelby / Password – county
The website of Encyclopedia Britannica, with more than 120,000 articles that are updated regularly. It has daily features, updates and links to news reports from The New York Times and the BBC.

[Britannica ImageQuest](#)
Username – shelby / Password – county
Millions of royalty free images on one site and from 60 of the world's most respected image libraries.

[Gale](#)
Offers thousands of resources like databases, eBooks, primary source content, eLearning solutions, and more.

[TEL (Tennessee Electronic Library)](#)
Online library that gives Tennessee residents access to magazines, journals, newspapers, essays, e-books, primary source materials, test preparation, homework help, genealogy records, career search, and more!

[World Almanac for Kids](#)
(For Elementary)
Username: shelbycty-elem / Password: digital
Provides a wealth of elementary-level content—including engaging illustrated articles, videos, interactives, Fun Facts, and more for helping young children develop online research skills.

[The World Almanac Online](#)
(For Middle and High)
Username: shelbycty-2nd / Password: digital
Provides students and researchers access to authoritative, essential statistics on hundreds of topics in a searchable online format.

eBook Resources

Epic!

Online children's subscription book service for children 12 and under. Epic has over 40,000 books available online. There's a wide array of books, from STEM books, DIY Books (including cookbooks, if you want to use this time to teach your child to cook!), biographies, classics, and more! Plus, if you want to make sure your kid is actually reading, they supply quizzes! Check with your child's teacher or librarian to see if they are signed up to get an access code.

Storyline Online

Streams videos featuring celebrated actors reading children's books alongside creatively produced illustrations. Storyline Online is available 24 hours a day for children, parents, caregivers and educators worldwide. Each book includes supplemental curriculum developed by a credentialed elementary educator, aiming to strengthen comprehension and verbal and written skills for English-language learners.

Rivited Lit

Online community for anyone that loves young adult fiction. It's free to join, but you need an account to access the Free Reads. After signing up for their mailing list, you can get one free eBook, plus they have free excerpts from books, as well as full books you can read for free without signing up.

International Children's Library

A research project funded primarily by the National Science Foundation (NSF), the Institute for Museum and Library Services (IMLS), and Microsoft Research to create a digital library of outstanding children's books from all over the world. The collection's focus is on identifying materials that help children to understand the world around them and the global society in which they live. The materials in the collection, all presented in the original languages in which they were published, reflect similarities and differences in cultures, societies, interests, and lifestyles of peoples around the world.

Project Gutenberg

A library of over 60,000 free eBooks. Choose among free epub and Kindle eBooks, download them or read them online. many are children's classics that have been made accessible in the public domain. You will find the world's great literature here, with focus on older works for which U.S. copyright has expired.

[Manybooks](#)
Has a wide variety of books for you to download and read. Many of the early eBooks are from the Project Gutenberg archives, which means you will be able to find a lot of classics on the site. There are also contemporary books by lesser-known authors.

[Open Library](#)
Part of the Internet Archive, Open Library is a nonprofit that offers a free account that connects readers with over a million eBooks for all ages, including more than 30,000 titles for children.

[Free Kids Books](#)
This fantastic site is great if you're looking for eBooks for children and teens. The extensive collection can be sorted by category and recommended age. They've also got downloadable workbooks and textbooks!

[Oxford Owl](#) for Home
provides access to a collection of tablet-friendly eBooks and helpful tips and activities for parents to support children's learning at home. You will have to create a free parent account makes more than 150 eBooks, educational videos, and games available to children between the ages 3 to 12? It's a great place to download free eBooks!

At Home Activities to do with Students

Read! Read! Read! - Make reading a regular activity in your home. Encourage your child to read for fun by selecting entertaining books, newspapers, and magazine articles to read together. Make reading a family event by having 15-30 minutes of family reading time every day. You can do this during mealtime, bedtime, or when driving or commuting to activities. Make reading together enjoyable by focusing on the meaning of what you read rather than focusing on reading accuracy.

Memphis Public Library- Get a library card and help your child check out books related to their life and interests. Check out books from your local library. https://www.memphislibrary.org

Bookmark- Create your own bookmark to use while reading.

Book Care: Make sure you learn about the best way to use the library and its books respectfully. Brainstorm the best way to treat books and make a poster to refer to again and again.

Reading Bingo: Turn the act of reading into an exciting game. You can use the reading bingo sheet located in the Appendix or create your own.

STEAM Activities- Complete a STEAM activity. List of at home STEAM activities you can do.

Library Scavenger Hunt – Put together a **Library Scavenger hunt**! Have a "scavenger hunt" by giving your child a book. Have them find the page numbers of particular objects, events, or people in the book.

Independent Student Research – Pick a topic and spend time researching and learning more about that topic. Use the information you learned to create a presentation or report you can share with others.

Write a book review- A book review is a critical account of a fiction or non-fiction book where you have to give a summary of the content, assess the value of the book, and express your personal opinion whether you recommend or don't recommend it to other potential readers.

Write a Book Report- A book report focuses on giving a summary of a book. You have to give information about what happened in the book and share all of the story elements of the book.

Name That Book! -Explain to your child how important the cover and title are to a story. Then read a book to your child without telling them the title or showing them the cover. After reading the book, give the children a piece of paper to draw what they think the cover and the title of this book should be. Finally, display the storybook surrounded by the drawn covers.

TV *vs.* Reading - Begin a TV/Reading Chart for each child. It would be a weekly chart to keep a record of time spent reading and time spent watching TV at home. If total reading time exceeds total TV watching time, the child earns a treat.

Buddy Books – Read stories out loud, either to your child or with your child. Have older children read out loud to their younger siblings. Play board games that involve reading and include siblings and friends if possible.

Promote writing Having books and magazines available for your child is a good idea, but it's also helpful to have pencils, crayons, markers, and paper. Encourage your child to write. One way to do this is to write notes or short letters to her. It won't be long before she is trying to write back to you.

Ask questions - When your child reads, get her to retell the story or information. If it's a story, ask who it was about and what happened. If it's an informational text, have your child explain what it was about and how it worked, or what its parts were. Reading involves not just sounding out words, but thinking about and remembering ideas and events. See the appendix for questions you can ask. You can also have your child complete a graphic organizer to help structure writing projects, to help in problem solving, decision making, reading comprehension, studying, planning research and brainstorming.

Book vs. Movie - See a movie that's based on a book. Then, read the book together. (Or read the book first and then see the movie.) Discuss differences, similarities between the book and the movie.

The Reading Cook- Have your child read the recipe as you make something fun, like a favorite family dish. (They can even help make the recipe!) You can also cook a family recipe and have the child write the recipe as you go.

PBS - Have your child watch reading-focused television programs on PBS.

Guess Who - Play games like charades or "Who Am I?" where family members act out or describe characters from favorite books while others guess who they are.

Book Club/Novel Study- Select a novel to read with your child. For the novel study you will want to read through it ahead of time so that you are completely aware of the content and are able to plan activities and questions accordingly. Book Club takes novel studies a step further. In a book club the child is designed to be in charge of the reading and discussion. Essentially, everyone reads a common text independently and then come together weekly to discuss the content as well as practice Literacy skills, just like a novel study.

Game Night- Show children that reading can be fun by playing games that involve reading. You can play board games, create your own games, or search online for more game ideas. If you like Jeopardy you can visit https://jeopardylabs.com/ to find over 2 million jeopardy games on a variety of subjects.

Reading Comprehension Questions
For Parents to Ask

It is important students read the book independently, and then discuss the book after reading. Here are some questions to help facilitate discussions and understanding.

19. Could this story be true? Why or why not?
20. Where is the setting of this story?
21. Who is this story about? Tell about him or her.
22. What words would you use to describe the main character?
23. Do you like the main character? Why or why not?
24. Does the main character have a problem? What is it?
25. How is the problem solved? (What is the solution?)
26. What is the scariest, funniest, saddest, most interesting, or most funny?
27. part of the story? Read it aloud.
28. Do you like this story? Why or why not?
29. Do you know any real people who are like the characters in this story?
30. Who are the people? How are they the same? How are the different?
31. Did anything in the story happen that has happened to you? Tell about it.
32. Who is telling this story? Is there a narrator?
33. Why do you think the author chose the title for this story? How does it
34. relate to the story?
35. Would you like to be a character from the story? Why or why not?
36. Would you recommend this book to a friend? Why or why not?

Higher Level Comprehension Questions

Knowledge
7. Identify the characters in the story by making a list of all the characters.
8. When and where does the story take place?
9. Tell what the story is about.
10. Locate facts in the story and list the main facts.
11. Find the two most interesting sentences in the story.
12. Make a list of the words in the story you do not know.

Comprehension
7. Describe the characters in the story.
8. Describe how you think the main character feels in the beginning of the story.
9. Describe the main character's feelings at the end of the story.
10. Explain the main idea of the story by retelling it in your own words.

11. Summarize the main facts in the story and discuss how they relate to the main idea of the story.
12. Locate sentences or phrases in the story you do not understand and infer the meanings.

Application
7. Give an example of someone you know who is like one of the characters in the story.
8. If you could have a conversation with one of the characters in the story, which character would you choose and what would you talk about?
9. Has anything in your life happened that is similar to the things that happened in the story?
10. What events in the story could not happen in real life?
11. Construct an illustration that shows the main characters in the story in a real-life situation.
12. Find words or phrases in the story you do not currently use and write a short story using these words or phrases.

Analysis
7. Explain what part of the story was the most exciting to read and why.
8. Explain what part of the story was the funniest or the saddest and why.
9. Compare and/or contrast the facts in this story to facts in another story.
10. Examine and analyze the main character(s)' feelings at the beginning, middle, and end of the story.
11. Classify and/or categorize these feelings as the same or different.
12. Write a critique of the story and highlight the main facts or main idea of the story.

Synthesis
7. What changes would you make to the story?
8. Predict how your changes would transform or change the story.
9. Generate a new title for the story. Explain your new title.
10. Create a new ending for the story.
11. Combine two characters in the story in order to invent a new character and write a short story with this new character as the main character in your story.
12. Rearrange or change one main fact in the story. Does this change the entire story? How?

Evaluation
7. Was the main character(s) in the story good or bad? Support your opinion with words from the text.
8. What is your opinion of the story? Did you enjoy reading it? Explain.
9. Do you agree with all of the facts in the story? Explain.
10. Compare this story with other stories you have read in the past. Give evidence from the texts.
11. Would you read other stories like this story? Justify your opinion.
12. Rate the story on a scale of 1-10 with 10 being the highest. Defend your rating.

R	E	A	D
On a rainy day	A book written over 100 years ago	A book in a car	A book you think looks boring
A book that includes a character that has a job you think you would like when you grow up	A book that is about a true story	A book about traveling	A book about a place (Any Place)
A book that takes place in a country besides America	A book with royalty in it (Real or Imaginary)	A book that you can read out loud to someone else	A book about an historical event
A book written by an author you like	A book your mom or dad read when they were your age	A book that a friend has read or a book you traded with a friend	A nonfiction book about animals