

EED250
November 9, 2011

Parent Literacy Connection

What am I doing?

Family Lending Library

Titles of books used for the project:
(See attached sheet)

Explanation of the project:



The ultimate purpose of this project is to have fun while learning about insects, all kinds and types of insects. Together we learn to love bugs! This lending library works on the premise that we can have fun while sharing information through books, activities, poems and songs. All about bugs of course! It is simple, a child and their parent may check out a book and keep it for a week. A simple sign and out sheet will help us keep track of who is reading or has read which book. We will also have a waiting list for those who wanted a certain book but the book was out.

Identify the age group for this project:

This Insect library will delight readers of any age, whether they can read it themselves, just look at the pictures, or share it with a favorite big person who will read it with them. But for the kids, the ages of 4-5 are the target ages in this project.



Sample of letter to those joining in the project with your class:

(See attached sheet.)

Why you chose this project and goals for this project:



This project is a way to help the children learn library skills, book handling skills and how to search for a book within a given subject. This is the age where children start to realize that there are more than one kind of something. "...no two shared book experiences are exactly the same, even if the same children are involved in sharing the same book on the same occasion." Pg. 168 (Otto, 2009). The catch all phrase, "insect" is more than just a creepy crawly, there are many thousands of differing types of bugs. This part of the Insect unit that our class will be doing will help to scaffold into the next unit of the different habitats of insects and how they help or hinder mankind.

The idea of an in classroom library helps establish ownership and pride in the student because they are involved with the setup, maintenance of the display and ultimately they share their knowledge with their other classmates about the book that they just read. "Books with photographs provide a clear connection to the real world, particularly for nonfiction topics..." Pg. 93 (Otto 2009). This library will contain books that are scientific in nature as well as nonfiction stories about insects, bugs and creepy crawlers. This variety is presented for a factual and a conceptual base on the subject on insects. As children reach kindergarten, they are at a stage in their cognitive development where they are receptive to experiencing their environment through actual hands on learning as well as starting to think in the abstract about a given subject such as the way insects are portrayed in a storybook. The project is more than just books. Included are some simple insect activities that will help further discussions and interactions between the parents and their child at home. These additional projects will help to inspire literacy-related activities which can be performed in tandem with the book or after the book is read with a parent to help foster further discussions on the subject matter of the book.



This lending library is part of a developmentally appropriate classroom that will help provide supportive opportunities for learning as the kindergarteners begin

to move into the higher grades. "With this oral language as a foundation, activities involving written language are introduced." Pg. 85 (Otto, 2009). This project can be extended in the classroom by having the children go on a "bug hunt" to see what sort of insects they can find. The children can then draw pictures of what they have seen and try to decide in the bug can fly, walk or crawl. It can be taken further with online videos of different bugs in different environments and what their life cycles are. Next the subject of how the insects are different from each other could be expanded on by comparing insect varieties with each other. The idea with the units on insects is to expand the child horizon beyond thinking of lady bugs, butterfly's or bees as the only type of common insects. There is a small world all around us, it is inhabited by beautiful, some not so beautiful, but always interesting "BUGS."

Reference to three of the state standards that will be met through this project:

Social Studies

STRAND 4: APPROACHES TO LEARNING

Concept 2: Initiative

The child demonstrates independence.

Indicator:

b. Makes decisions independently.

Instead of playing with friends, the child chooses to read a story by himself.

Literacy and Language

STRAND 2: PRE-READING PROCESS

Concept 2: Book Handling Skills

The child demonstrates how to handle books appropriately and with care.

Indicator:

b. Identifies where in the book to begin reading.

Child finds the front of the book, the first page of the text, and the first word on the page.

Child points to the first page and says, "Start here."

STRAND 2: PRE-READING PROCESS

Concept 6: Comprehending Stories

The child shows an interest in books and comprehends stories read aloud.

Indicator:

a. Takes an active role in reading activities.

Child imitates reading printed materials.

Child listens with interest to stories on tape.

Child chooses a book and asks someone to read it.

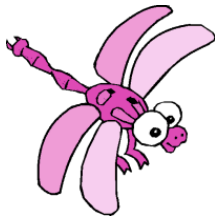
References

Otto, B. (2009). *Literacy development in early childhood, reflective teaching for birth to age eight*. Columbus: Prentice Hall.

Early learning standards: Arizona department of education. (2005). Washington, D.C.: <http://www.azed.gov/wp-content/uploads/PDF/EarlyLearningStandards.pdf>

Kindergarten and preschool bug's lessons and activities. (2005). Kinderplans. <https://www.kinderplans.com/>

Sara Pollaro
Letter to Parents



EEK!!



It's Insect Week

Welcome To Our Classroom Library

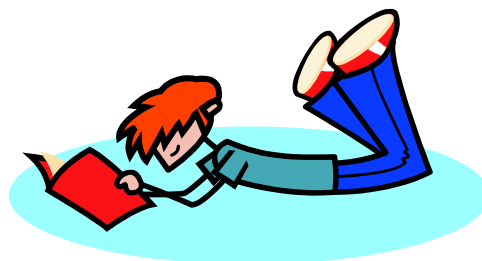
Dear Parents,

Welcome to our classroom library! We are so excited to have you join us. The unit we are studying is on insects. Our unit covers all sorts of insects, not just the commonly known ones. So, I wanted to take this opportunity to explain a little bit about the library. Some of our books are more scientific, others are more of a story involving insects. All the books have pictures that can be shared and could be used to spark further conversations or "backyard insect hunts." Please pick which ever kind that you and your child will enjoy.

All of the books that I am using in the classroom library belong to me and Room 208. I will keep track of the books by use of a notebook where the child's parents can write their child's name, the book's title, the date checked out, and date returned. Due to the brevity of the unit on insects, I ask that the books be checked out for a period of one week. In the event that two students want the same book, there will be a first come first served waiting list page in the back of the checkout notebook.

Thanks for your help and support with our classroom library effort! Please feel free to contact me by phone or email if you have and questions or concerns. My cell number is 602-777-2222. My email is s.pollaro@myschool.edu.

Mrs. Pollaro
Kindergarten
Room 208



Sara Pollaro
EED250
11-7-2011

Parent Literacy Connection
Book List

BOOK TITLE	AUTHOR
1. <u>Ant and Honey Bee-What a Pair!</u>	Megan McDonald
2. <u>Ants!</u>	Brenda Easevoli
3. <u>Are you a Butterfly?</u>	Judy Allen
4. <u>Backyard Bugs</u>	Jenny Vaughan
5. <u>Bedbugs</u>	Megan McDonald
6. <u>Bees!</u>	Elizabeth Winchester
7. <u>Beetle McGrady Eats Bugs!</u>	Jane Manning
8. <u>Big Bugs</u>	Seymour Simon
9. <u>Billy's Beetle</u>	Mick Inkpen
10. <u>Bugs Are Insects</u>	Anne Rockwell
11. <u>Bug Babies</u>	Charlotte Guillain
12. <u>Bugs, Bugs, Bugs</u>	Catherine Daly
13. <u>Bugs, Bugs, Bugs!</u>	Jennifer Dussling
14. <u>Bugs: Cricket</u>	Heather Miller
15. <u>Bugs Up Close</u>	Dianne Swanson
16. <u>Bubba and Trixie</u>	Lisa Emst
17. <u>Buzz, Buzz, Buzz Went Bumble Bee</u>	Colin West
18. <u>Centipedes</u>	Graham Coleman
19. <u>Clara Caterpillar</u>	Pamela Edwards
20. <u>Creepy Crawly Baby Bugs</u>	Sandra Markle
21. <u>Crickwing</u>	Janell Cannon
22. <u>Diary of a Fly</u>	Doreen Cronin
23. <u>Everything Bug</u>	Cherie Winner
24. <u>Flying Insects</u>	Patricia Sampon
25. <u>How Do Flies Walk Upside Down?</u>	Melville Berger

