

October 2005

Extra! Extra! Read All About It @your Library! Feature Story

**Section (Subject): Social
Studies, Language Arts
Beat (Grade Level): 1st**

Norman Public Schools
<http://www.norman.k12.ok.us>

Norman, Oklahoma

Tops & Bottoms by Martha Rogers
Jefferson Elementary

Story (Procedures):

Day 1: Read *Tops & Bottoms* by Janet Stevens. LMS will introduce the book and the author, drawing on students' prior experiences with other books by the same author. LMS will introduce the Caldecott Medal. LMS will discuss the end papers, title page, and unusual format of the book. LMS will ask students, "If someone was going to use your land to grow a crop and split that crop with you, which would you want, the tops or the bottoms?" LMS will read the book aloud, and then retell the story together.

Day 2: Reread the story. Show students real vegetables and then use them to make vegetable prints. Put pictures on the "vegetable garden" bulletin board with carrots, radishes, beets on the bottom and lettuce, broccoli, and celery on top, with corn in the middle.

Day 3: Refer back to *Tops & Bottoms* to begin discussion of fiction and nonfiction. Read selections from nonfiction books on gardening, vegetables, and nutrition. Introduce the book's address (call number) and talk about where it is found in our library. Students will physically walk to each section of the library to locate fiction and nonfiction.

Day 4: LMS will meet with students in the computer lab. Students will use a basic paint program to draw a vegetable garden placing vegetables in the correct location, either above or below the ground, for growing.

Headline (Goals):

The student will:

- Experience award winning literature, specifically Caldecott winning books
- Be able to differentiate between fiction and nonfiction books and locate them in the library media center
- Demonstrate knowledge of plants, specifically which vegetables grow above ground and which grow under the ground, gained from the book

Sidebar (PASS Skills and Information Power Skills):

Information Power Skills:

Standard 1: The student who is information literate accesses information efficiently and effectively.

5. The student will demonstrate he/she knows how the library media center is arranged ...

Standard 2: The student who is information literate evaluates information critically and competently.

1. The student will make distinctions between fact, fiction, and biased information.

Survey (Evaluation):

LMS and classroom teacher will observe and verbally question students to assess understanding of making prints with vegetables, using the paint program, and knowledge of plants.

Students draw vegetable garden, with correct vegetables growing above and below the ground with 85% accuracy.

Students can sort fiction and non-fiction books accurately.

Standard 3: The student who is information literate uses information accurately and creatively.

2. The student will assimilate new information into his/her existing knowledge.

Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of literature.

1. The student will select and appreciate literature in a variety of genres to satisfy personal interests.
2. The student will understand information presented in a variety of formats.

First Grade PASS: Social Studies

Standard 4: The student will examine the interaction of the environment and the people of a community.

1. Identify the three basic needs of all people: food, clothing, shelter

Standard 5: The student will understand basic economic elements found in communities.

1. Describe how people get their basic needs of food, clothing, and shelter
2. Identify ways people in the neighborhood/community earn money

First Grade PASS: Language Arts

Standard 6: Comprehension/Critical Literacy – The student will interact with the words and concepts in a text to construct an appropriate meaning.

1. Literal Understanding
b. Use prereading strategies such as previewing, using prior knowledge, predicting, and establishing a purpose for reading
c. Respond to questions designed to aid general comprehension

3. Summary and Generalization

- a. Retell or act out stories and events using beginning, middle, and ending
- b. Respond to who, what, when, where, why, and how questions and discuss the main idea of what is read
- c. Draw and discuss visual images based on test information

Standard 7: Literature – The student will read to construct meaning and respond to a wide variety of literary forms.

1. Literary Genres – The student will demonstrate knowledge of and appreciation of the various forms (genres) of literature.
 - a. Discriminate between fiction and nonfiction.