

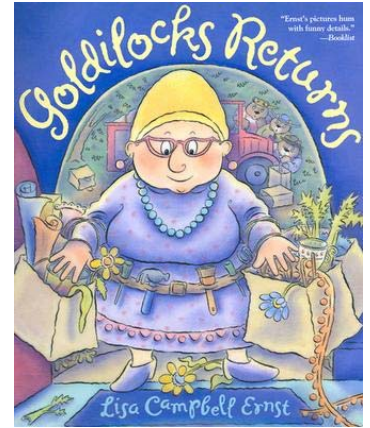


# Mr. Breitsprecher's Library Lessons



“Teach children to love books and you have given them a gift for life”

## Counting in Three's



### Goal, Benchmark, Objective

**Standard 1:** Accesses information efficiently and effectively

- **LibK2.1.2** Demonstrates ability to check out, care for and return library materials properly
- **LibK2.1.5** Understands the parts of a book
  - Author
  - Title
  - Spine
  - Illustrator
  - Cover

**Standard 2:** Evaluates information critically and competently

- **LibK2.2.1** Understands differences between fiction and non-fiction

**Standard 4:** Pursues information related to personal interests

- **LibK2.4.2** Uses a variety of strategies for locating books for independent reading
  - Browsing
  - Library catalog
  - Ask the librarian
  - Ask each other
  - Signage

**Cross-Curricular:** Students will recognize counting numbers and count a variety of objects and bears in a book that “revisits” the classic story, *Goldilocks and the Three Bears*.

### Overview

- Today we will revisit a familiar story, *Goldilocks and the Three Bears*, look at a new author and illustrator, talk about how this helps us find more fun books to read, and look at counting numbers, counting to three.

### Access

- Ask students to raise their hands if they counted bears.
- Ask students to raise their hands if they know what counting numbers are.
- Ask students to raise their hands if they can count to 10? (20? 30?...)
- As a group, count to ten.

### New Information

- Counting Numbers are number you can use for counting things: 1, 2, 3, 4, 5, ... (and so on). They does not include zero or any other type of number/fraction.
- We used “Counting Numbers” when we tallied bear.
- Share finger play with students, *“I can count.”* I can count, want to see? Here’s my fingers 1, 2, 3. Four and 5, this hand is done, now I’ll count the other one. Six, 7, 8, and

9; I'm almost done and doing fine. This little finger makes number 10. Now I'll count all over again: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10!

- As time permits, repeat with students.

## Apply

- Ask students how many bears are up front with us by the sofa in the library – tally those bears with the class and count them.
- Review the results from our *2007 Teddy Bear Count* (my “newsletter,” *Wildlife Today – Ripon Children: Keepers of the Bears*).

## Access

- Ask students to raise their hands if they remember the story, *Goldilocks and the Three Bears*.
- Ask a student to review what that story is about.

## New Information

- As needed, review *author, illustrator, front cover, spine* and *call letter* of a book
- Tell them that if a person needs to mark their place in a book (perhaps to finish reading later) they should NEVER leave a book open – they should use a **BOOKMARK**.
- Today, we will read a popular picture book – *Goldilocks Returns*, by Lisa Campbell Ernst (author & illustrator).
- Thirty years after Goldilocks first met the three bears, she returns to fix up their cottage and soothe her mind – she feels bad about how she treated the three bears.
- Tell students that the Lisa Campbell Ernst also writes other books – if they enjoy *Goldilocks Returns*, they will probably like their other books too.
- The call letters for his fiction books is *FERN*

## Activity

- Read *Goldilocks Returns*. Carefully repeat and count the things that appear in this book
- As time allows, ask students about how they feel about this book.

## Generalize

- Ask the class (telling students to raise their hands) if students ever feel bad or sorry about something they did.
- Ask the class what counting numbers are.
- If time permits, count to students to at least 10, counting higher if time allows and students are comfortable.
- Authors often write other books too – if we like one book, we will probably like the others too.
- Where do we look to find more books by this author?
- How do you keep your place when you are reading a book and you don't finish reading it?

## Book Checkout

Direct students to the section of FICTION books and ask them to select a book to check out. I will check with each student to see if they are finding fun books. They are to use their book placeholders and line up quietly along Mrs. B's desk when they find a book.