Books on Shelves

Listen for story facts, consider the author's purpose, and discuss two views.

K.P.3.2 "Apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives. Identify the author's purpose, with guidance and support. Locate facts that are clearly stated in a text (e.g...."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 STORY CLUES

a	Jo	Sam	Nia
b	Monday	Friday	Sunday
c	hide	help	sell

2 TWO VIEWS

Nia	
Jo	

ANSWER KEY

Books on Shelves

KINDERGARTEN · K.P.3.2

HOW TO RUN THIS PAGE

Read each part aloud and give students time to think before they mark the page. Listen to each student's question and answer in Part 2, and record any support separately from accuracy.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · STORY CLUES

SAY "Listen to this story. On Monday, Nia saw books on the floor in the classroom. Nia and Jo put the books on a shelf so everyone could find one."

ROW	SAY	STUDENTS CIRCLE
a	Who saw the books on the floor, Jo, Sam, or Nia? Circle the name.	**Nia**
b	When did Nia see the books, Monday, Friday, or Sunday? Circle the day.	**Monday**
c	Why might an author tell this story, to tell about hiding, helping, or selling? Circle the word that fits best.	**help**

PART 2 · TWO VIEWS

SAY "Listen to what each child says. Nia says, 'I like to help.' Jo says, 'I can find a book on the shelf.' In the Nia box, write one word for what Nia likes. In the Jo box, write one word for where Jo can find a book. Then ask your partner one question about the story and answer your partner's question out loud."

- Box 1 (beside Nia): **help**
- Box 2 (beside Jo): **shelf**

WHAT TO ACCEPT

Part 1: Nia, Monday, help. Part 2: Accept help and shelf, including recognizable invented spelling; observe each student's spoken question and relevant answer, and note prompting separately.