

Early Literacy: How Children Learn Language Participant Guide

READING PLAN-	
Book Title:	Date:
Does this book: <ul style="list-style-type: none">• have a predictable text?• tell a good story?• convey information? • have an enjoyable rhythm?• use repetition?• challenge or stimulate the children's thinking?• have an interesting plot?	Notes:

<ul style="list-style-type: none">• have a concrete beginning, middle, and ending?• depict experiences relevant to the children's daily lives?• have realistic photographs and illustrations?• relate to our current topic of study?• take 5–10 minutes to read aloud?• meet the children's comprehension levels? <p>meet the children's developmental levels?</p>	
<p>Supporting Materials</p> <p>What actions and props can I use to aid the children's comprehension?</p>	
<p>Summary</p> <p>What main ideas (3–6) from the book do I want the children to understand and enjoy?</p>	

<p>Vocabulary</p> <p>What vocabulary words (6–12) do I want to teach from this book?</p>	
<p>Repeated Readings (3–5 per week)</p> <p>When will I read the book?</p> <p>Will I read it to one large group or two half groups?</p>	
<p>Oral Language Skills</p> <p>What are 3 activities related to the story to be done at other times of the day so the children can practice conversation?</p>	
<p>Family Involvement</p> <p>What are 1–3 activities I will use for the school-home link?</p>	
<p>Evaluation</p> <p>How did it go? How did the children react? What did they learn? How did the parents react?</p>	

READING PLAN- EXAMPLE

Book Title: *The Little Red Hen*

Date: 2/29/2012

Does this book:

- have a predictable text?
- tell a good story?
- convey information?
- have an enjoyable rhythm?
- use repetition?
- challenge or stimulate the children's thinking?
- have an interesting plot?
- have a concrete beginning, middle, and ending?

Notes:

Yes, through repetition: "Not I, she said."

Yes.

About making flour with wheat and making bread with flour. About feelings, and hard work.

Yes

Yes, repetition, the children can chime in.

Yes, helping vs. not helping friends

Yes, not know until the end what the little red hen will do

Consequences when we don't help

Yes

Yes

<ul style="list-style-type: none"> • depict experiences relevant to the children’s daily lives? • have realistic photographs and illustrations? • relate to our current topic of study? • take 5–10 minutes to read aloud? • meet the children’s comprehension levels? <p>meet the children’s developmental levels?</p>	<p>Illustrations: realistic animals, bread, stove</p> <p>Breads of the world. We are learning about breads from the different countries the children’s families come from. This story shows how to make bread. In addition, we are exploring the idea of friendship and helping each other in our classroom. We will reenact the story next week, with both themes. We will be making bread in the classroom with parent volunteers.</p> <p>Not on the first day. Will learn vocabulary each day. See below.</p> <p>Yes</p>
<p>Supporting Materials</p> <p>What actions and props can I use to aid the children’s comprehension?</p>	<p>Point to realistic pictures in the book</p> <p>Show a real loaf of bread</p> <p>Show stove and oven in dramatic play</p> <p>Shake head and finger for “Not I”</p> <p>Excited face and nod head for “I will”</p>
<p>Summary</p> <p>What main ideas (3–6) from the book do I want the children to understand and enjoy?</p>	<ol style="list-style-type: none"> 1. The little red hen works hard and enjoys the fruit of her labor 2. How to make bread 3. How friends need to help each other so they can enjoy life together too
<p>Vocabulary</p> <p>What vocabulary words (6–12) do I want to teach from this book?</p>	<p>Day 1: Hen, goose, bread (already know cat and dog) Day 2: Wheat, grow, flour</p> <p>Day 3: Cut, wheelbarrow, oven</p> <p>Day 4: Thresh, bake, loaf</p>

<p>Repeated Readings (3–5 per week)</p> <p>When will I read the book?</p> <p>Will I read it to one large group or two half groups?</p>	<p>I will read the book to the whole group in English on Monday, Wednesday, Thursday, and Friday.</p> <p>On Tuesday, our Spanish bilingual educator comes. She will read the book in Spanish to the Spanish-speaking children. They will discuss it with her in Spanish. This will help with comprehension the rest of the week in English.</p>
<p>Oral Language Skills</p> <p>What are 3 activities related to the story to be done at other times of the day so the children can practice conversation?</p>	<p>Talk about the steps for making bread at lunch.</p> <p>Talk about helping friends while waiting for the bus.</p> <p>Make bread in the dramatic play bakery. Have recipe books, with pictures. Write recipes and lists of ingredients.</p>
<p>Family Involvement</p> <p>What are 1–3 activities I will use for the school-home link?</p>	<p>Ask parents to talk about the bread of their home country. If their culture does not have bread, talk about the alternative. If they have bread, make some, or buy some and share together.</p> <p>Talk about sharing with and helping friends.</p>
<p>Evaluation</p> <p>How did it go? How did the children react? What did they learn? How did the parents react?</p>	<p>The children liked the story. By the third day, they chimed in with “not I” and “I will” with gusto. Some understood the true meaning when we reenacted on the last day, and the dogs, the cats, and the geese had to watch the hens eat and not them. So they decided to reenact again next week, with everybody helping and . . . eating together!</p> <p>They understood the steps for making bread. That’s good preparation for baking for real next week.</p> <p>Four parents said their children were very curious about bread this week.</p>