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Encouraging Communication and Community Through Making Books About Shared Experiences

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Encouraging Communication and Community Through Making Books About Shared Experiences

by:

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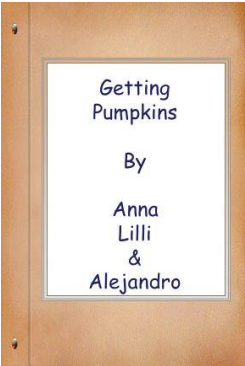
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Getting Started

	<h2 style="margin: 0;">CHAPTER I</h2> <h3 style="margin: 0;">What is C-SHELLS?</h3> <p style="margin: 10px 0;"><i>“Children are limited not so much by their age or stage of development as by their knowledge – the amount of experience they have had with various events and the amount of help they have had in understanding and learning how to talk about the events they have experienced.” —Dr. Catherine Snow</i></p>
<p>What do teachers say about C-SHELLS?</p> <p><i>“These books get used a lot and end up well-worn.”</i></p> <p><i>“The kids want them to take home. “</i></p> <p><i>“The books are especially good for shy kids, Spanish-speaking kids, active kids. . . all kinds of kids.”</i></p> <p><i>“A book made in the classroom gets kids talking about the book because the kids are in the photos and remember what was happening.”</i></p> <p><i>“Some children use the books for comfort.”</i></p>	<p>Introduction</p> <p>C-SHELLS stands for Classroom Storytelling to Enhance Language and Literacy Skills. C-SHELLS is a guide for helping preschool children “write” books. C-SHELLS is designed to promote communication and community in preschool classrooms.</p> <p>Purpose 1--Communication: to use storytelling and book making activities to promote child language and literacy skills.</p> <p>Purpose 2--Community: to help culturally and linguistically diverse children engage with peers, understand classroom routines, and develop socially appropriate and regulated behaviors.</p> <p>Why Use C-SHELLS?</p> <p>C-SHELLS helps teachers engage children, get them talking, help them make friends, and increase their school readiness. C-SHELLS activities do this by helping children work together to make picture books based on classroom experiences.</p> <p>C-SHELLS uses a simple, fun, and engaging approach. In our previous work, parents receiving home visits have used this approach to improve the language skills of children who are English language learners and children who have language delays or related disabilities. Preschool teachers can use this approach with children in their classrooms.</p> <p>C-SHELLS incorporates research evidence about children’s language, literacy, and social development. C-SHELLS activities are designed to build preschool children’s communication and behavioral skills within their preschool community. As children learn to organize and</p>

	<p>tell about experiences, they are learning skills important for later reading and understanding what is read.</p> <p>The C-SHELLS process for creating books is quite straightforward, and many preschool teachers have made books with young children. However, the effect of making books depends on child engagement, conversation, and participation. A 3-part process is recommended.</p>
	<p>3-Part Process for Creating Books</p> <p>Part 1. Share experiences: by encouraging children’s conversation about and interest in an activity.</p> <p>Part 2. Make books: by writing down what children say about photos or drawings of the shared experience and organizing words and pictures into a book.</p> <p>Part 3. Use the books: by reading and talking about the books together again and again.</p>
	<p>Preschool Is A Shared Experience</p> <p>Preschool classrooms provide opportunities for young children to share experiences with others. Children come to preschool with different family experiences, background knowledge, words and language skills, intellectual abilities, levels of anxiety, and coping strategies. However, in the preschool classroom, they share experiences, gain new knowledge together, and learn to communicate with words they all know. Preschools thus become small communities.</p> <p>All children in preschool classrooms experience new activities. Children engage in common activities around learning themes presented to all. Children use classroom materials available to all children. Children learn new rules for interacting with others in the classroom. These are shared experiences.</p> <p>Children may vary in how much they participate in those activities, in how readily they learn to follow the classroom routine, and in how well they understand the words and language of the teacher and the other children. However, all the children in a preschool classroom are expected to share experiences that provide them with opportunities for learning.</p>

	<p>These shared experiences help children communicate with their peers, learn how to get along with each other, understand their teachers' instruction, and feel part of their preschool community. When children in a preschool classroom share an experience, it gives them something to talk about together and provides them with a common ground for generating background knowledge, making inferences, building common vocabulary, and developing friendships. These shared experiences provide teachers and preschoolers with common knowledge to reference when new concepts, ideas, words, and behaviors are presented or when new skills are needed.</p>
	<p>Preschool is a Community</p> <p>The first key area of Developmentally Appropriate Practice is to develop a "caring community of learners." To promote a sense of community and a feeling of belonging among all children, even those who are difficult or different. By using C-SHELLS teachers can:</p> <ul style="list-style-type: none"> • Ensure that all children are valued • Recognize the importance of relationships • Support relationships through small group activities and play • Provide clear and reasonable limits • Ensure a positive social and emotional setting • Listen and acknowledge feelings and frustrations • Foster engagement in learning activities • Provide a predictable and organized environment • Include children's language and culture in activities <p>C-SHELLS helps teachers and preschool children make classroom books about shared experiences. These books can provide an important avenue for building communication and a sense of community while also documenting the value of each child.</p>
<p><i>Turning shared experiences into classroom-made books creates a dramatic link between language and literacy and continually reinforces the common ground among the children.</i></p>	
<p>Benefits of communication skills:</p> <ul style="list-style-type: none"> • Form relationships • Learn to talk • Learn to read and then learn from reading 	<p>Shared Experiences and Communication</p> <p>Children begin communicating vocally, although non-verbally (through cooing, for example), in early infancy as they interact with people around them, but they soon start communicating verbally, by using words to communicate. By the time they start school, most children use oral language fluently and are ready to begin learning how to use printed text to communicate.</p>

	<p>As children learn to talk, they learn to hear and tell stories. These narrative skills begin when children talk about a memory or event. At first, children may use single words or short phrases to represent events in their recent experience, but they gradually learn to construct and tell longer stories that describe sequences of actual or imagined events (Engel, 1995). Helping children make books from photographs taken during shared activities allows teachers to encourage and children to practice language skills.</p> <p>Telling stories and making books can help the classroom community learn to interact nicely. Stories can tell about how we should interact with peers and how to make friends. This may help all children and especially those with difficulty interacting. Children with language delays often have problems interacting with peers and understanding what is expected of them in the preschool classroom (Davies, Shanks, & Davies, 2004). Language skills play an important role in children’s social interactions and friendships. Preschoolers who are able to communicate with their peers are also more able to cooperate, play, resolve conflict, and discuss feelings.</p> <p>Classroom narratives, or children telling stories together, are a way that teachers can work with preschool children to construct a classroom culture and community in which friendships develops (Ferne, Davies, Kantor, & McMurray, 1993; Kyratzis & Green, 1997). C-SHELLS helps preschool teachers support children’s communication with others and can be used to help children get along with others and more fully engage in preschool classroom activities.</p>
<p><i>The ability to communicate about one’s experience is important not only for language but also for children’s social development, because their own stories help them express their emotions and sense of self (Miller & Sperry, 1988; Miller, Fung, & Mintz, 1996).</i></p>	
	<p>Language. Being able to produce a narrative about an experience or event is an important predictor of long-term language skill (Botting, 2002). To learn to do this, children need good language skills and conversations about their experiences. For children who are late talkers, being able to tell a story from pictures may make a difference between catching up or not. To catch up, children need many experiences and opportunities to talk about their experiences (Paul & Smith, 1993).</p> <p>In fact, children who struggle with language or are reluctant to</p>

	<p>engage in classroom activities in preschool can be helped by having experiences telling stories (Larkin, 2001). When preschool children are helped to understand and tell stories, they improve their ability to participate in and benefit from classroom activities (Davies et al., 2004). C-SHELLS helps children tell stories and understand them by providing support through photographs of familiar objects and events.</p> <p>Language and literacy. Children who are slow to learn language may have problems learning to read later. Some children have difficulty understanding what they read unless they have strong early oral language skills, including the ability to tell a simple story by looking at pictures (Roth, Speece, & Cooper, 2002; Storch & Whitehurst, 2002). Research findings are clear that “reading” from pictures is a key skill for literacy and school success (Cuningham & Stanovich, 1997; Dickinson & Tabors, 2001; Jordan, Snow, & Porche, 2000; McCabe & Bliss, 2003; Snow, Tabors, & Dickinson, 2001).</p> <p>Narratives. When children tell about events or stories from pictures, they are using narrative skills. Narrative skills are the link between language and literacy (Kaderavek & Sulzby, 2000). Narrative skills help develop phonological memory, which is needed for decoding text (Adams & Gathercole, 1996) and also improving reading comprehension (Gardill & Jitendra 1999; Roth et al., 2002). These skills, decoding and comprehension, predict positive long-term learning outcomes for both typically developing children (Paul & Smith, 1993; Reese, 1995; Snow & Dickinson, 1990) and those with language impairments (Bishop & Edmundson, 1987; Botting et al., 2001).</p> <p>C-SHELLS helps teachers provide children with experiences telling stories from pictures to help them acquire the narrative skills they will need to succeed in school. C-SHELLS includes prompts to help children tell stories by asking “wh” questions: who, where, what, when, why, and how. These and other prompts that are incorporated into the C-SHELLS process are dialogic reading strategies that have been shown to promote both vocabulary and early literacy (Valdez-Menchaca, & Whitehurst, 1992; Whitehurst, Epstein, Angell, Payne, Crone, & Fischel, 1994; Whitehurst, Falco, Lonigan, Fischel, DeBaryshe, Valdez-Menchaca, & Caulfield, 1988).</p>
<p>Benefits for DLL children:</p> <ul style="list-style-type: none"> • communication in two languages 	<p>Dual language learners. Communication skills needed for telling stories, sharing books, and participating in other preschool activities</p>

<ul style="list-style-type: none"> • easier to learn new languages later • cognitive flexibility 	<p>are especially challenging for young children with limited language skills or for children whose home language is different from the language used in a preschool or school setting. Preschool activities often require these children to understand and use a language some of them are only beginning to learn. However, the more language these children learn in preschool, the more likely they are to learn to read successfully when they enter school (Hammer, Lawrence, & Miccio, 2007). Children learning two languages benefit from consistent routines, a language-rich environment, and opportunities to talk successfully with peers. C-SHELLS can bring children with diverse language abilities together to use simple language while teaching new words to create a story from photographs of the experience.</p> <p>Interactions with peers are critical to a successful preschool experience for English language learners. Children’s social relationships are an integral part of their second language acquisition, and when their language skills are very limited, they are much more likely to have problems getting along with other children (Tabors, 2008; Toppelberg, Medrano, Morgens, & Nieto-Castanon, 2002). C-SHELLS can help children learn the structure and sequence of classroom routines while enriching their language environment. This will help children interact more effectively with peers.</p> <p>By meeting the challenges of communicating in a second-language environment, English language learning children will be better prepared for school success. They may have other advantages as well. Children who acquire language and literacy skills in both English and Spanish have learning and cognitive advantages (Bialystok, 2002) and may also end up being better at communicating with others. Language immersion experience is associated with being better at taking the perspective of the listener and providing the kind of information that the listener needs most (Genesee, Tucker, & Lambert, 1975). When teachers use C-SHELLS activities to incorporate children’s home languages into the books the children make, then more children in the preschool classroom will have these advantages.</p>
<p><i>C-SHELLS can provide intentional bilingual support for English language learners to help them engage readily in classroom activities, learn more, make more friends, and enjoy the advantages of becoming fluent in two languages.</i></p>	

<p>Benefits of a sense of community in a preschool classroom (DAP, 2009):</p> <ul style="list-style-type: none"> • Know themselves • Develop relationships • Value each others' unique strengths & interests 	<p>Shared Experiences and Community</p> <p>A sense of community refers to the feeling of belongingness in a group (Osterman, 2000). When children enter a new preschool classroom, many of them may struggle to feel that they belong, especially if there are cultural, language, or personality/temperamental differences. Taking pictures of children as they go throughout their preschool day and making books with these pictures could help children to feel part of the classroom.</p> <p>Children who are silent or have difficulty understanding the language will still see their pictures in the classroom book. Discussing the book or just looking at the pictures could help children to be more comfortable understanding the routine and participating in the daily activities. Making other books with pictures of children engaging in classroom activities and play repeatedly document shared experiences that children can revisit to discuss or to just remind them that they belong.</p> <p>Teachers have an important role in setting the tone for a community that values each member and that contributes to a learning environment that encourages children's cognitive, language, and social development. Teachers who promote mutual respect improve children's sense of belonging (Anderman, 2003).</p>
	<p>To ensure that each member of the preschool community respects and is accountable to others, teachers have the responsibility to (DAP, 2009):</p> <ul style="list-style-type: none"> • help children develop responsibility and self-regulation • monitor, anticipate, prevent, and redirect behaviors disrespectful of community • engage children in developing their own community rules for behavior • listen to and acknowledge children's feelings and frustrations • guide children to resolve conflict • model skills that help solve conflict • demonstrate self-regulation in interactions with all others
<p>Benefits of self-regulation:</p> <ul style="list-style-type: none"> • Less frustration • Less fear • Less discomfort 	<p>Self-regulation. One of the central tasks of early childhood is the development of self-regulation (Bronson, 2000). Self-regulation and other social-emotional factors such as cooperation,</p>

<ul style="list-style-type: none"> • Less overstimulation • Less aggression <p>Benefits of peer relationships:</p> <ul style="list-style-type: none"> • Learn about self • Practice social skills • Experience initiating and maintain social relationships • Provide different perspective from family • Learn and play together • Develop assertiveness and conflict management 	<p>responsibility, and independence predict how well children make the transition from preschool to school.</p> <p>Self-regulation is particularly important as it predicts children’s later problem-solving, planning, and focused attention (McClelland, Acock, & Morrison, 2006; McClelland, Cameron, Connor, Farris, Jewkes, & Morrison, 2007). The ability to monitor oneself and use coping strategies to better self-regulate requires the guidance of parents, preschool teachers, and more capable peers.</p> <p>The emotional aspect of self-regulation includes the processes responsible for monitoring, evaluating, and modifying emotional reactions. Intense emotions can disrupt self-regulation, so emotional regulation may be a prerequisite for other forms of self-regulation, such as attention (Frijda & Mesquita, 1998).</p> <p>C-SHELLS can provide intentional support to help preschoolers learn to self-regulate by helping children to tell stories about their experiences, identify and express their emotions, and plan and make decisions.</p> <p>Peer interactions/relationships. The ability of preschool children to interact with their peers is amazing. Preschool children readily interact with other children of varying developmental skills. In successful peer interactions, children notice and interpret information about their peers (skills, temperament, emotions) and about the situation, and respond in a socially effective manner. It is no wonder that every major developmental theory includes the development of social skills as a significant accomplishment of childhood. Early childhood – the preschool years - may represent a sensitive period for the development of social competency (Fabes, Hanish, & Matin, 2004).</p> <p>Preschoolers need two key skills to be able to interact well with their peers (Fabes, Gaertner, & Popp, 2006). The first skill is the ability to understand what other children are thinking, feeling, intending, and experiencing. The second skill is the ability to communicate with other children.</p> <p>The use of shared experiences in the preschool classroom provides the opportunity to develop these key skills. The sense of community in preschool classrooms gives children a common</p>
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	<p>background to learn about how to interact with each other in different situations. Common experiences provide opportunities to talk about the emotions children have in different situations and what they can do when they have these emotions. Children can talk about their own emotions and also label the emotions others may have in similar situations. These skills are the basis of competent peer interactions.</p> <p>Shared experiences can be used to expand communication. The same strategies used to expand communication can be used to get children to talk about how they should best interact with peers.</p> <p>C-SHELLS can be used to develop positive peer interactions. Working together to make different books provides rich opportunities to cooperate, negotiate, and celebrate. Specific books can be made that allow children to talk about their own and others' emotions. Teachers can guide children through different situations (an accident versus on purpose) and ask children how their response may be different in different situations. C-SHELLS builds upon the comprehensive approach to developing positive peer interactions that is a key aspect of Head Start (Raver & Zigler, 1997).</p>
<p><i>"Meeting children where they are is essential, but no good teacher simply leaves them there"</i> (DAP, 2009).</p>	

	<h2 style="text-align: center;">Chapter 2</h2> <h3 style="text-align: center;">Sharing Experiences: What to make a book about</h3> <p style="text-align: center;">"How children feel and interact is as important to their competence and success as how well they think." — Dr. Jack Shonkoff</p>
	<h4>Why Share an Experience?</h4> <p>Sharing experiences is essential for helping young children tell stories. It is a critical part of the success of classroom bookmaking. Shared experiences help children engage in the classroom, interact and communicate with each other, and learn to regulate their feelings and behaviors.</p> <p>Many young children at-risk for school failure lack experiences that connect to the world of the classroom. Many also lack the social and interpersonal skills needed to learn from and engage successfully in the shared experiences of preschool learning activities (Edwards, 2000).</p> <p>The average preschool classroom has <i>low</i> levels of child engagement (Pianta et al., 2003). Unfortunately, children who are not engaged in classroom activities often do not have the social skills for these experiences. Simply put, it is easier to engage children who engage easily. Those who do not actively participate may need more specific targeted support for sharing experiences with others.</p>
<p>Activities that engage children are:</p> <ul style="list-style-type: none"> • Meaningful • Appropriate for diverse abilities • Responsive to individuals' pace • Related to what they already know 	<h4>How Do I Know What to Make a Book About?</h4> <p>Make books about what children experience directly, engage in, and talk about. Activities that engage children often elicit their efforts to communicate with language. When remembering the activity, looking at photos of the activity or drawing pictures related to it, children are motivated to talk about their memories and use their emerging vocabulary. With the teacher's help, those words become the text of the book.</p>

	<p>How Do I Plan an Experience that Children Can Share and Talk About?</p> <p>Plan an activity that children want to do, want more time for, and get excited about. C-SHELLS includes ideas for many activities, related to multiple topics, that will engage many children, but activities that provide shared experiences for books can and should be adapted to the individual children and their group. Plan activities that are likely to interest these particular children, based on your knowledge of them and their expressed interests.</p> <p>Engage children in new experiences to foster key outcomes. Novel opportunities may reflect children’s general interests although they have not previously expressed interest in them. Look at the classroom areas that attract children, and incorporate new activities into those areas: e.g., counting blocks, measuring towers, recording with tally marks in a ‘science’ log books (math/science, pre-literacy, motor skills).</p> <p>Follow the child’s lead, but provide opportunities for children to discover things they are not already interested in. Offer new activities, consider child engagement as the indicator of child interest, and follow <i>that</i> lead.</p>
<p>A child who is engaged in an activity:</p> <ul style="list-style-type: none"> • keeps doing it • focuses on it • talks about it 	<p>How Do I Engage All the Children in the Experience?</p> <p>Make sure everyone has access to the activity. If doing an activity in small groups, you may need to plan a transition signal, such as a timer signal, so children can take turns in different small groups or activity centers. Plan to combine some children who are more sociable with others who are not.</p> <p>Not all preschool children seek out literacy-related activities. However, young children engage in literacy-related experiences more when teachers (Bogner, Rapael, & Presley, 2002)</p> <ul style="list-style-type: none"> • use scaffolding • offer choices • show warmth and concern • interact positively with each child • encourage creativity • set a positive tone in the classroom <p>Teachers play a key role in children’s engagement in literacy</p>

	<p>activities as well as their interactions with peers. Young children are more engaged in shared classroom experiences when they have a positive relationship with a teacher who interacts with them one-on-one and provides acceptance and security (Stuhlman & Pianta, 2002; Pianta et al., 2002; Pianta, Hamre et al., 2002).</p>
<p><i>When activities are meaningful, children almost always want to participate (Edwards, 2000).</i></p>	
<p>TIPS <i>for Community:</i></p> <ul style="list-style-type: none"> • Seek out children who are often bystanders or who wander and encourage their participation. • Encourage activities that require cooperation. • Narrate children’s cooperation with each other. <p>TIPS <i>for Communication:</i> Ask questions to help children problem solve together such as:</p> <ul style="list-style-type: none"> • “what if . . .?” • “what would happen if?” • “what could he do next?” • “what does she want to do about that?” 	<p>How Do I Get Kids Talking to Each Other During the Experience?</p> <p>Provide information and ask questions that require reflection and thought beyond statements of fact. Children often get excited and respond to each other’s ideas about abstract concepts.</p> <p>Encourage children to test their theories and observe together what happens. There are many opportunities throughout the process for children to talk with each other. SETTINGS for sharing include:</p> <ul style="list-style-type: none"> • participating in the activities, • talking about what is happening, • taking photos, • looking at the same pictures at the same time, • talking about the photos, • deciding what to write about the photos, • deciding on the sequence from the story in the book, • constructing the book, • reading the book.
<p>Some children need more:</p> <ul style="list-style-type: none"> • support • help from a friend • encouragement • explanation • repetition 	<p>What Challenges Might Make it Hard to Have a Good Shared Experience?</p> <p>Some children need extra help to interact with peers and make friends. For these children, it may be necessary to coach them about ways to approach others and invite them to play. It can also be helpful to point out a child’s positive qualities to others and set a high standard for caring in the classroom.</p> <p>During free-choice activities, some children may never choose to participate in the targeted shared experience. Other children may never want to leave the targeted shared experience. Creating a checklist of names and encouraging children to participate in SOME centers through making them exciting at least once during the week</p>

	<p>could help in these situations.</p> <p>Review the shared experience activities to consider who was engaged, how easy it was to engage them, and who was hard to engage. Spend some time talking to and observing the hard-to-engage children to figure out ways to more effectively engage them in later activities.</p>
<p>Tips For DLL children:</p> <ul style="list-style-type: none"> • Pause longer • Voice the response • Ask with gestures and objects <p>Self-Assessment: Self-Assessment Checklist for Encouraging Language can be found at the end of this chapter. Fill it out monthly to see how you are doing and to make goals in areas that you would like to improve.</p>	<p>What About Children Whose First Language is Not English or Who are Language Delayed?</p> <p>Children typically understand much more than they are able to express. It is easy to direct our questions to children who are talkative and proficient in English. It takes more effort to question and interpret responses from children who have language delays or who are learning English as their second language.</p> <p>These opportunities to engage in discussions are important to all children regardless of language ability. The same strategies that involve DLL or language delayed children can be used to actively involve all children in these conversations.</p>

Language Interaction Self-Assessment

Reflect on the language interactions that occur in the classroom. Answer the following questions and select two aspects on which to work in the next few weeks.

	Consistently (YES)	I can improve here
1. Do I encourage the children to talk to each other in the classroom?		
2. Do I listen to and respond to children's conversations with each other?		
3. Do I provide encouragement for students' language activities?		
4. Do I scaffold language interactions between children in the classroom?		
5. Do I encourage children to talk to me in the classroom?		
6. Do I facilitate back and forth conversations between myself and the children?		
7. Do I use language that is meaningful for children?		
8. Do I repeat what children say and extend the student's responses?		
9. Do I relate talk in the classroom to children's home environments or other activities we've been doing in the classroom?		
10. Do I help children learn 5-10 new words each week?		
11. Do I facilitate children's use of the new words they are learning each week?		
12. Do I integrate new words with recently learned concepts?		
13. Do I use new words and teach the children the meaning of those words?		
14. Do I relate oral language to written language for children by using environmental print that children already recognize?		
15. Do I frequently help children understand the sounds that letters make?		
16. Do I engage children in language learning by making games out of letters and sounds?		
17. Do I ask questions that require children to include concepts when they respond rather than just give one word responses?		
18. Do I ask questions that require children to use reasoning skills and problem solve?		
19. Do I provide additional information or expand on students' understanding or actions?		
20. Do I ask follow-up questions to children's initial responses?		
21. Do I ask children to explain their reasoning behind their responses?		
22. Do I explain to children what I am doing and talk about their actions as well?		

One aspect of language interaction that is going particularly well is: _____

_____.

One challenge I find when facilitating language in the classroom is: _____

_____.

I find that the children in the classroom respond to language interaction activities by (how do they respond?): _____

_____.

	<h2 style="text-align: center;">Chapter 3</h2> <h3 style="text-align: center;">Making Books: How to put the book together</h3> <p style="text-align: center;">"To learn to read is to light a fire; every syllable that is spelled out is a spark." — Victor Hugo</p>
	<h4>How and Why Make a Book?</h4> <p>Making books together supports communication, community, and literacy. Creating a book about shared experiences encourages children to talk to each other, builds relationships between children, and promotes a love for books.</p> <p>Making a book can be done in a variety of ways, and teachers are limited only by their own imaginations. Teachers can take pictures at various times for books determined by children and work with the children to put the book together during snack times, while playing outside, while engaging in centers, or during circle time.</p> <p>The key is to ensure that children are engaged. If children are off task, hitting each other, running around the room, or not showing interest in the activity, this indicates that they are unengaged. If this is the case, perhaps it is time to throw in an unexpected comment, to become more dramatic to get their attention, or decide if the children need to get their wiggles out before they are ready to put the book together.</p>
	<h4>Process for Creating Books</h4> <ol style="list-style-type: none"> 1. Determine the subject of the book with the children 2. Have conversations with and between children as children engage in activities that are the subject of bookmaking 3. Take pictures of the children as they engage in conversations while participating in the activities 4. Print out the pictures (with or without the children) 5. Have children discuss the pictures 6. Write the text of the book pages with the children 7. Help the children put the pictures in sequence into the book 8. Have the children decide the title of the book 9. Have each child write his or her name on the title page <p>Read the book with the children, using dialogic reading strategies.</p>

TIPS*for Community:*

- Include each child in at least some photos for a book. If left up to the children, some will get involved a lot and some not at all
- Ask children to help make sure everyone is included

TIPS*for Communication:*

- Ask open-ended questions that require more than yes or no
- Ask questions that begin with “wh” (what, when, where, how, why)
- Engage children in talking about pictures
- Talk about what should happen next in the bookmaking process
- Encourage children to talk to each other.

Self-Assessment:

Self-Assessment Checklist for Bookmaking can be found at the end of this chapter. Fill it out monthly to see how you are doing and to make goals in areas that you would like to improve.

How Do I Know When to Take Pictures?

Take pictures of:

1. Activities that you find interesting
2. Children with different expressions on their faces for a book on feelings.
3. Children engaged in the bookmaking topic or activity.

How Do I Print With Children There?

You can decide if you want to have the children help you print out the pictures, or do it during your planning time. If you do it with children there, engage their help.

How Are Children Involved When Writing the Book?

We hope that children will determine what is written, and as much as possible, are involved in writing the book as well. Many children this age cannot actually write letters well. That is okay, as you can have a child write something, tell you what he or she wrote, and then write it again on the same page if possible.

Stories and narratives that become the text of the book begin as conversation with adults or other children. They are the words of children as they talk about their *shared experience*. By writing the down children’s stories about their experience and putting them in a book, the experiences can be shared later. Narratives involve a sequence in time. The ability to construct these narratives reflects skills that predict children’s later language and literacy

Strategies that Increase Children’s Narrative Skills:

- Prompt storytelling by asking “wh” questions: who, where, what, when, why, and how
- Use the class-made books with photos of the children to engage them in telling the story to each other
- Encourage telling each other stories from familiar books

What are Some Common Challenges to Bookmaking?

For some teachers, the biggest challenge to making books is getting started. Teachers often find that if they engage children’s attention and interest, the bookmaking activity goes quite well. For a successful bookmaking activity, make sure that the camera’s battery is charged, that the necessary materials are available, that children’s needs are met, and that children are interested in the book’s topic.

	<p>How Do You Encourage Ongoing Use of the Book?</p> <p>We have found that if books are placed in the children’s book area and they are accessible to children during all times of the day, children will read the books frequently. We have observed children reading books when they first arrive, during center time, and teachers have used the books to engage children at mealtimes and during transition times such as washing hands or brushing teeth.</p> <p>To help encourage the use of books, teachers can show interest in the books, and children often follow their teacher’s lead. In addition, teachers can ask children about the book, and place books in spaces where children will pick them up.</p> <p>What Do You Make A Book About?</p> <p>A series of chapters provide ideas for book subjects. However, generally you can make a book about any subject that interests the children. The suggestions in the chapters are there to get you started thinking and imagining different possibilities for books. Be sure to share ideas with other teachers.</p> <p>The goal is to make a book that encourages children to talk with each other while making it and then continues encouraging children to talk with each other as they read the book over and over.</p>
<p>Tip for DLL Children: Remember all children like to participate in learning</p> <ul style="list-style-type: none"> • Use gestures and actions • Ask them for Spanish words • Pair children in “buddy system” 	<p>What about children whose first language is not English or who have language delays?</p> <p>For children whose first language is not English, you may want to begin with making books in their language, or make books in both English and Spanish. For children who have language delays, it may be easy to underestimate their understanding or not provide enough supports to ensure their understanding. Creating books of varying complexities and including gestures, sign language, and text may help address these differing abilities.</p> <p>Making a book by doing something that interests children who struggle to communicate may help them feel more comfortable in the classroom, and may decrease behavior problems due to language limitations.</p>
<p><i>Involve the children as much as possible in the bookmaking activity and be sure to follow their lead as much as possible.</i></p>	

SAE Self-Assessment

Reflect on the times when you have made a book with a group of children and think about the typical interactions. Answer the following questions and select two aspects on which to work during your next bookmaking activity.

	Consistently (YES)	I can improve here
1. Do the children ALL have an opportunity to participate in the discussions about the book?		
2. Do I follow the children's lead during the bookmaking activity?		
3. Do I allow the child to touch and play with the materials during the bookmaking activity?		
4. Do I let the children help me decide what the book will be about?		
5. Are ALL of the children engaged in the bookmaking activity?		
6. Do I read the book with the children once it is completed?		
7. Do I let the children decide how we will put the book together?		
8. Do I pause for at least 5 seconds after posing a question to give less engaged children time to think and respond?		
9. Do I let the children decide what we will take pictures of for the book?		
10. Do I include Spanish words in each book or alternate between making English and Spanish versions of the books?		
11. Do I ask multiple open-ended questions and few yes/no questions?		
12. Do I make sure that the book is available to the children after it is completed?		
13. Do I ask the children to tell me what they know about the subject and let them tell me about their personal experiences?		
14. Do I use new words and teach the children the meaning of those words?		
15. Do I expand on what the children say during the bookmaking activity?		
16. Do I relate each book to another book, the children's classroom or life experiences, or to the outside world?		
17. Do I listen to and respond to children's conversations?		
18. Do I write the children's words as text for the book?		

One aspect of bookmaking that is going particularly well is: _____

_____.

One challenge I find when incorporating bookmaking in the classroom is: _____

_____.

I find that the children in the classroom respond to the bookmaking activities by (how do they respond?): _____

_____.

	<h2 style="text-align: center;">Chapter 4</h2> <h3 style="text-align: center;">Using the Books—How to get the most out of the books</h3> <p style="text-align: center;">“How we read to children is as important as how frequently we read to them.”</p> <p style="text-align: right;">G. Whitehurst, 1992</p>
<p>Target Skills: A simple, short comment made after a child makes a statement:</p> <ul style="list-style-type: none"> • Continues the conversation • Provides the child with new words • Sets up the back and forth pattern of a conversation 	<p>Purpose</p> <p>Communication: Promote children’s abilities in their first and/or second language by helping children use words, phrases, and sentences to talk about books.</p> <p>Community: Engage children in conversation (dialog) and keep it going so that children in the preschool classroom have the opportunity to share their new concepts, words, and phrases with each other.</p> <p>Reading the books using dialogic reading strategies is critical to improving children’s language skills. Here are the strategies you need to use.</p> <p><i>In dialogic reading, the child learns to become the storyteller—there is a shift in roles from the teacher to the child as storyteller.</i> (Lonigan & Whitehurst 1998)</p>
<p>Self-Assessment: A Dialogic Reading Self-Assessment Checklist can be found at the end of this chapter. Fill it out monthly to see how you are doing and to make goals in areas that you would like to improve.</p>	<p>Key Dialogic Strategies</p> <p>Follow the CAR is an acronym that helps teachers and families remember key dialogic strategies, which can be used when reading books with children and in day-to-day conversational interactions (Notari-Syverson, Maddox, & Cole, 1999).</p> <p><i>Follow the CAR</i> stands for:</p> <ul style="list-style-type: none"> • Follow the child’s lead • Comment and Wait • Ask questions and Wait • Respond by adding a little more and Wait <p>When a teacher follows the child’s lead and asks about something</p>

a child is interested in, the child is more likely to be engaged in the interaction and to participate in the conversation. Pausing after commenting or asking a question gives the child time to think about what was said and answer the question. When a teacher asks questions and then does not pause, children are less likely to think about an answer and more likely to give a short answer. Waiting encourages the child to say as much as they can and teaches them to expect an opportunity to participate. Research also indicates that pausing after asking a question to give children time to respond is important for language development (Crain-Thoreson & Dale, 1999).

Dialogic Reading Progresses as the Book is Read Again and Again

To help the child become the storyteller the same book should be read at least three times over a 1- to 2-week period. Each time the book is read, the children should tell more of the story and the teacher should tell less. During the first reading, the teacher introduces the vocabulary words and provides the Spanish words as they come up in the story. In the second reading of the book the children will be asked to explain the vocabulary words and recall the Spanish words and respond to several questions that were prepared in advance. By the third reading children should be guided through the story and they should be telling the story.

Using Questions to Expand Child's Language

Asking questions allows children to practice their language and expand their thinking beyond the present reality. Research shows that when adults ask five specific kinds of questions, children are able to expand many key language and literacy skills (Whitehurst, Epstein, Angell, Payne, Crone, & Fischel, 1994).

The word "CROWD" is used to help parents and teachers remember the five kinds of prompts or questions to use (Whitehurst & Lonigan, 1998).

- C** – Completion questions (He turned into a beautiful ____?)
- R** – Recall questions (What did he have for breakfast?)
- O** – Open-ended questions (How did he feel after he ate all that food?)
- W** – "Wh" questions (Who, what, why, when, where")
- D** – Distancing questions (Has that ever happened to you?)

	<p>Responding to a child by adding a little more or asking another question provides them with the opportunity to practice using their words, learn more words, and use longer phrases and sentences</p> <p>Commenting Strategies</p> <p>The acronym “PEER” is used to help parents and teachers remember the four strategies for commenting and extending conversations.</p> <ul style="list-style-type: none">• Prompt the child to say something about the book.• Evaluate the child's response (non-judgmental).• Expand the child's response by rephrasing and adding information to it.• Repeat the prompt to make sure the child has learned from the expansion. (Zevenbergen & Whitehurst, 2003)
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Remember: Preparation and Repetition are important!

Dialogic Reading Self-Assessment

Answer the following questions and select two aspects on which to work during the upcoming week.

	Consistently (YES)	I can improve here
1. Have the books so far been interesting to the children?		
2. Do I know the story before reading it with the children?		
3. Do I prepare my questions and comments ahead of time?		
4. Do I read same book at least 3 times with the children?		
5. Are ALL of the children engaged in telling the story by the 3 rd reading?		
6. Do I read with the children in small group settings?		
7. Do I introduce between 3 and 5 new vocabulary words with each book?		
8. Do I pause for at least 5 seconds after posing a question to give less engaged children time to think and respond?		
9. Do I cue the children to finish the rhymes or repetition in the book?		
10. Do I translate at least 3 words into Spanish for each book or alternate between the English and Spanish versions of the books?		
11. Do I ask multiple open-ended questions and few yes/no questions?		
12. Do I point out details in the pictures of each book?		
13. Do I ask the children to predict what is going to happen in the story the first time I read a story?		
14. By the second time reading a story, do I ask the children to remember what will happen next?		
15. Do I incorporate Second Steps concepts into each book?		
16. Do I relate each book to another book, the children's classroom or life experiences, or to the outside world?		
17. By the third reading, are the children telling more of the story than I am?		
18. Do I remember to Prompt, Evaluate, Expand, and Repeat (PEER) what the children say?		

When I think about how I have used dialogic reading strategies with the children, I feel really good about _____ because: _____

_____.

When I think about how I have used dialogic reading strategies with the children, I would like to strengthen my ability to: _____

_____.

I find that children respond to dialogic reading techniques by (how do they respond?): _____

_____.

Relationships and Feeling Good

Chapter 5

Our Day

	<h2 style="margin: 0;">Chapter 5</h2> <h3 style="margin: 0;">Our Day</h3>
<p>Target Skills: <i>Social and emotional development and language development</i></p> <ul style="list-style-type: none"> • Follow routines • Transition easily • Feel secure • Predict the sequence of the day • Behave appropriately • Communicate interests 	<p>Purpose</p> <p>The first few weeks of school can be exciting and overwhelming to young children. Creating books about the daily routine and children’s accomplishments can increase feelings of belonging and community. As children see themselves in the pictures and practice the transitions throughout the day they may feel more comfortable in their new setting, be more likely to understand and follow directions, and interact positively with their peers regardless of background and English language experience.</p> <p>Supplement the ideas provided here with some of your own. Plan ways to include the children in the bookmaking process. Write a 1-2 sentence introduction or conclusion telling the purpose of the book using the new vocabulary words. Have the children come up with a title for the book. Ask yourself, “What will the children do to learn, and how can I help them learn and use more language during this process?”</p>
<p>Tips <i>for communication:</i> Break down into steps the times that children are having trouble following the directions. Including several pictures of these specific steps in the transition or structured time may be especially helpful for children who are learning English as a second language and may not understand the verbal instructions or prompts.</p> <p>Tips <i>For community:</i> Children like to participate in learning. As you plan your book, consider ways to include more children in the bookmaking and learning activities. For example, you may want to let them</p>	<p>Large Group Book: Our Day</p> <p>Discuss and create a book about events and transitions throughout a typical day to help children of all language abilities to understand the routines.</p> <p><i>Creating a meaningful book:</i> Take pictures of the children as they engage in different activities that typically happen during a school day:</p> <ul style="list-style-type: none"> • Getting off bus • Eating breakfast • Lining up to go into the classroom • Sitting on the rug listening to a story • Choosing centers • Playing in centers • Lining up to go outside • Playing outside • Lining up to come inside/walking down the hall • Sitting in small group time Second Steps (or what typically comes next) • Getting in locker to get ready to go home

decide what to write on each page or the sequence.	<ul style="list-style-type: none"> • Lining up to go to the buses • Getting on the bus <p>Have children organize the pictures in the appropriate sequence that represents a typical day. Have children tell you what is going on in the pictures. Write their words on the appropriate pages. Include sign language, words from their home language, and other appropriate communications as needed. Write the children's names as the authors of the book.</p>														
Large Group: SAE Strategies															
Strategies	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="511 625 1047 718" style="width: 50%;">Examples of Questions and Comments</th> <th data-bbox="1047 625 1435 718" style="width: 50%;">How to Encourage Peer Interaction and Discussion</th> </tr> </thead> <tbody> <tr> <td colspan="2" data-bbox="175 718 1435 772"><i>Support</i></td> </tr> <tr> <td data-bbox="175 772 511 1155">Engage the child.</td> <td data-bbox="511 772 1435 1155"> <p>Read: <i>My Even Day</i> by Doris Fisher, Dani Sneed, & Karen Lee</p> <p><i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> by Judith Viorst and Ray Cruz</p> <p><i>Today I Feel Silly and other Moods that Make My Day</i> by Jamie Lee Curtis</p> <p>Or other books about children's day</p> </td> </tr> <tr> <td data-bbox="175 1155 511 1323">Follow the child's lead and allow child's active participation.</td> <td data-bbox="511 1155 1435 1323"> <p>We are going to make a book about our day at school? What should we include? What do we do at school? What do we do first?</p> </td> </tr> <tr> <td data-bbox="175 1323 511 1528">Take turns.</td> <td data-bbox="511 1323 1435 1528"> <p>Tell your neighbor your favorite part of your day.</p> <p>Turn to your neighbor and tell one thing you do at a school and listen to one thing that he/she does at school.</p> </td> </tr> <tr> <td colspan="2" data-bbox="175 1528 1435 1583"><i>Ask</i></td> </tr> <tr> <td data-bbox="175 1583 511 1869">Ask for more information, opinions, and feelings using "WH" questions: Why? Where? How? Who? What?</td> <td data-bbox="511 1583 1435 1869"> <p>Why do we come to school? Where do you like to play at school? How do you feel at school? Who helps you at school?</p> <p>What else do you think we should do at school? When do you get frustrated at school?</p> <p>Ask your neighbor what he thinks will be fun in school? Tell your neighbor what you think will be fun when you are asked.</p> </td> </tr> </tbody> </table>	Examples of Questions and Comments	How to Encourage Peer Interaction and Discussion	<i>Support</i>		Engage the child.	<p>Read: <i>My Even Day</i> by Doris Fisher, Dani Sneed, & Karen Lee</p> <p><i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> by Judith Viorst and Ray Cruz</p> <p><i>Today I Feel Silly and other Moods that Make My Day</i> by Jamie Lee Curtis</p> <p>Or other books about children's day</p>	Follow the child's lead and allow child's active participation.	<p>We are going to make a book about our day at school? What should we include? What do we do at school? What do we do first?</p>	Take turns.	<p>Tell your neighbor your favorite part of your day.</p> <p>Turn to your neighbor and tell one thing you do at a school and listen to one thing that he/she does at school.</p>	<i>Ask</i>		Ask for more information, opinions, and feelings using "WH" questions: Why? Where? How? Who? What?	<p>Why do we come to school? Where do you like to play at school? How do you feel at school? Who helps you at school?</p> <p>What else do you think we should do at school? When do you get frustrated at school?</p> <p>Ask your neighbor what he thinks will be fun in school? Tell your neighbor what you think will be fun when you are asked.</p>
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Strategies	Examples of Questions and Comments	How to Encourage Peer Interaction and Discussion
<p><i>Expand</i></p> <p>Expand on what child says.</p> <p>Use new words.</p> <p>Bring in child's experiences.</p>		
<p>Intentionally introduce related new vocabulary words. With ELL use a few words in the child's home language as a context for the new vocabulary.</p> <p>What did we do at school yesterday?</p> <p>Raise your hand if you had lunch at school yesterday, played in the block corner yesterday....</p>		
<p>Tips <i>for Community:</i> Invite children to show something they can do. Encourage the children to imitate each others' actions and coach each other as needed.</p>	<p>Small Group Book: I Can</p> <p>At the beginning of the year, children are exploring the classroom, figuring out the classroom routine, and learning skills that they may not have previously experienced. Creating a series of "I Can" books during small group or center times can assist in building confidence, encouraging risk-taking, and reinforcing new skill development.</p>	
<p>Tips DLL Strategy: Write key words in English and Spanish to help children understand that the words communicate the same meaning and to acknowledge the importance of the Spanish written language as well as English.</p>	<p>You may want to talk to the children about some of the skills that they will be learning this year and how each of them came to school knowing how to do a lot of different things as a way to get started with the bookmaking for this topic. Asking questions such as: "What do you like to do at school?" or "What are you good at?" may help the children think of skills they would like to include in the book.</p> <p>Creating a meaningful book: Take pictures of the child or groups of children showing off what they choose to do. Skills could include things like:</p> <ul style="list-style-type: none"> • jumping rope • holding up a painting • reading a book • making a friend • building a tower • writing names • brushing teeth • cleaning up 	

	<p>There may not be an obvious specific sequence for how to organize these pictures. However, following an agreed upon order provides opportunities for practice with grouping and/or sequencing and collaboration. The pictures may be placed in chronological order following the order of whose picture was taken first, then second, and so on. The pictures may also be grouped by girls and boys or type of activity. The children may want to organize the pictures in a different order that makes sense to them or to create a story around the pictures. Encouraging small groups of 4-6 children to create a story about the 4-6 pictures provides many additional opportunities for learning, practicing, and enjoying narrative structure.</p>										
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Strategies	Examples of Questions and Comments	How to Encourage Peer Interaction and Discussion									
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Bring in child's experiences.	related to the activity or skill selected. Where else do you do that (skill/activity)?	Help your friend to try it (skill/activity).
The <i>Our Day</i> and <i>I Can</i> books can be used in small and large group using the dialogic reading strategies. Several examples specific to using the dialogic reading strategies for these books are suggested below.		
Dialogic Strategy	Description	Example
Completion prompts	Leave a blank at the end of a sentence and encourage the children to fill it in.	The first thing we do when we get to school is ____ After lunch we _____
Recall prompts	Questions about what happened in the book to encourage children to describe the sequence of events.	What kinds of things can your friends do?
Open-ended prompts	Focus on the pictures in books to help children increase their descriptive language.	Tell me about your favorite part of the day.
Wh- prompts	Begin with what, where, when, why, and how questions and focus on the pictures in books to build vocabulary.	What is happening here? Why do we brush our teeth?
Distancing prompts	Ask children to relate the pictures or words in the book they are reading to experiences outside the book to practice conversational and narrative skills.	What is your day like on the weekends when you don't come to school? What would you like to learn to do?

Remember: Dialogic reading is simply having a conversation about a book. The adult is helping children become the tellers of the story. Every child should get a turn to tell part of the story.

Supporting Language and Literacy Learning

Brainstorm other ideas to extend the conversation about the children's skills to other everyday activities. The table below lists activities related to the topics of *Our Day* and *I Can*. These activities will extend the conversation about both of these topics to everyday activities that also relate to the Head Start Child Outcomes Framework.

Activities Related to "Our Day" to Promote Children's Conversation, Language Skills, and Other Important Head Start Outcomes

Domain/domain element	Activities to facilitate domain specific skills
<i>Language development</i>	
Listening and understanding	Follow one and two step directions
Speaking and communication	Tell a teacher or friend what you like to do at school.
<i>Literacy</i>	
Phonological awareness	Sound out the first letter of the word your teacher writes.
Book knowledge and appreciation	Look at the books.
Print awareness and concepts	Look for your name in the books.
Early writing	Write name on front cover.
Alphabet knowledge	Line up in alphabetical order
<i>Mathematics</i>	
Number and operations	Count the number of children pictured in the book.
Geometry and spatial sense	Look for a circle, triangle, square, and rectangle around the classroom as you wait in line.
Patterns and measurement	Measure the distance from the classroom to the lunchroom in steps.
<i>Science</i>	
Scientific skills and methods	Figure out what time you need to get up to be ready for school. How do you know? How could you test it?
Scientific knowledge	Look at books about bodies (muscles, brains, bones). Talk about the physiology of how we learn new skills.

Domain/domain element	Activities to facilitate domain specific skills
<i>Creative arts</i>	
Music	Sing <i>Wheels on the Bus</i> , or other songs during circle or transition time.
Art	Create a drawing or painting of your favorite part of your school day.
Movement	Choose different ways to move through the transitions (march, skip, crawl, hop).
Dramatic play	Include school props in the dramatic play area.
<i>Social and emotional development</i>	
Self-concept	Identify a skill that you can do.
Self-control	Understand and follow the daily routine.
Cooperation	Work together to organize the book.
Social relationships	Teach your friends the skill you did for the book.
Knowledge of families and communities	Discuss routines and the order of how things happen at home.
<i>Approaches to learning</i>	
Initiative and curiosity	Talk about what you want to learn to do in school.
Engagement and persistence	Take the time to practice new skills.
Reasoning and problem solving	Talk about how you know when it is lunch time.
<i>Physical health and development</i>	
Fine motor skills	Draw pictures of what you do at school.
Gross motor skills	Show how fast you can run and climb during outside time.
Health status and practices	Talk about why we brush our teeth, wash our hands, and line-up.

<h2 style="margin: 0;">Chapter 6</h2> <h3 style="margin: 0;">Who's in Our Class?</h3>	
<p>Target Skills: <i>Social and emotional development and Language development</i></p> <ul style="list-style-type: none"> • Learn names of classmates • Expand vocabulary (adjectives) • Learn similar/different concept • Learn to use narrative structure • Learn numeracy skills • Behave appropriately with peers • Communicate interests, experiences • Develop relationships 	<p>Purpose</p> <p>As children become acclimated to the preschool classroom, they become acquainted with their peers and begin to form early friendships. These friendships provide contexts for developing communication skills, learning to share and cooperate, and sharing experiences and ideas. Making a book about the children's classmates gives them a chance to work on academic skills within collaborative activities, acquiring both social skills and a generally positive approach to learning together.</p>
<p>Tips <i>for Community:</i> Children will be more engaged and community will increase as children learn each other's names and develop relationships.</p> <p>Tips <i>for communication:</i></p> <ul style="list-style-type: none"> • Help children learn to express their likes and dislikes to peers • Help children learn to join into play with others • Scaffold these peer communication skills through role play, practice, and prompts 	<p>Large Group Book: Our Class</p> <p>Discuss and create a book about the children in the class and their characteristics—their similarities and differences.</p> <p>Similarities and differences can be discussed. (For example, How many boys are in the class and how many girls? What are things you like about boys/girls? How many like different sports or songs. How many children like different colors?) Discuss similarities/differences, numbers of children in each group – picture the children like a graph.</p> <p>Creating a meaningful book: Take pictures of the children as they engage in different activities that typically happen during a school day.</p> <ul style="list-style-type: none"> • Children playing together outside • Children playing together inside • Children working together in small groups • Children sitting together in large group • Children reading/being read a book together • Children doing art together • Children with a common characteristic (girls, wearing red, brown eyes, like blocks) <p>Have children organize the pictures in the appropriate sequence that represents <i>whatever structure you are using</i>. Have children tell you what is going on in the pictures. Write their words on the appropriate</p>

	pages. Include sign language, words from home language, and other appropriate communications as needed. Pass the title page around for the children to write their names as the authors of the book.	
Large Group: SAE Strategies		
Strategies	Examples of Questions and Comments	How to Encourage Peer Interaction and Discussion
<i>Support</i>		
Engage the child.	Read: Frog & Toad Are Friends or other books about children’s friendships	Use Dialogic Reading Strategies.
Follow the child’s lead and allow child’s active participation.	We are going to make a book about everyone who is here in our class at school. What should we include? Who is in our class?	Tell your neighbor about someone else in your class.
Take turns.	When we both want to play with the same toy, what do we do?	Use a “talking object” to take turns talking in either large or small groups (you can talk only when you are holding the object).
<i>Ask</i>		
Ask for more information, opinions, and feelings using “WH” questions: What? Who? Where? When? How? Why?	What ways are you like your friend or classmate? Who are the people you are sitting between? Where do you like to play with your friends? When? How? Why?	In pairs, have children find one way they are like each other and one way they are different.
<i>Expand</i>		
Expand on what child says.	Repeat child statements and add more information.	“Yes, you and Jessica are both girls, like many other children in this class. Everyone is either a boy or a girl. Who else is a girl?”

Strategies	Examples of Questions and Comments	How to Encourage Peer Interaction and Discussion
<p>Use new words.</p> <p>Bring in child's experiences.</p>	<p>Intentionally introduce related new vocabulary words. With ELL, use a few words in the child's home language as a context for the new vocabulary.</p> <p>Who did you play with during outside time yesterday? Who did you sit by at lunch? What do you know about that person?</p>	<p>"You are both girls, and that is a similarity you have. What other similarities do you have?"</p> <p>Point to someone you played with during outside time. Point to someone you sat by at lunch.</p>
<p>DLL Strategy: Think about how to use children's home language. For example, mix Spanish speakers with English speakers and use some Spanish words during instruction. Use simple questions; repeat using the same words to help everyone understand the concepts and words for similarities and differences.</p>	<p>My Friends</p> <p>Discuss and create a book with 2 to 4 children that choose the same activities at school or otherwise show interest in each other. Include photos of the small group of children engaging in a sequence of activities at a learning center or area of classroom such as dramatic play or blocks. The sequence provides narrative structure.</p>	
	<p>Small Group or Center Time Book: "My Friends" books</p> <p>Children at the beginning of the year are getting to know their classmates and forming new friendships. Small group or center time are good settings to bring children together who are just getting to know each other and give them a common task on which to work together. This will support children's sense of belonging and sense of community in the classroom. Creating a series of <i>My Friends</i> books during small group or center times can support children's relationship development and encourage cooperative learning.</p> <p>Creating a Meaningful Book: Take pictures of the child or groups of children doing the activity in the sequence in which they have planned it.</p> <p>Activity sequences could include things like:</p> <ul style="list-style-type: none"> • Dramatic play: store, school, house, restaurant, etc., either indoors or outdoors • Block building: tower, road, city construction • Art activity: collaborative painting or collage • Other activities chosen by children 	

	<p>Have children organize the pictures in a way that makes sense to them. The ordering could be chronologically or some other agreed upon sequence. With small groups of 2-4 children, encouraging them to create a story about 4-6 pictures provides many additional opportunities for learning, practicing, and enjoying narrative structure.</p> <p>Write down what the children tell you that is going on in the pictures or the story they have created about the pictures. Write a 1-2 sentence introduction or conclusion telling the purpose of the book using the new vocabulary words for the week. Have the children come up with a title for the book. Pass the title page around for the children to write their names as the authors of the book.</p>										
Small Group or Center Time: SAE Strategies											
Strategies	Examples of Questions and Comments	How to Encourage Peer Interaction and Discussion									
<p><i>Support</i></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%; vertical-align: top;">Engage the child.</td> <td style="width: 33%; vertical-align: top;">Let's make a book about what you and your friends do. What do you want to do together?</td> <td style="width: 33%; vertical-align: top;">What do the 3 of you want to do together today?</td> </tr> <tr> <td style="vertical-align: top;">Follow the children's lead and allow their active participation.</td> <td style="vertical-align: top;">Show me what you are going to do and I'll take pictures of it.</td> <td style="vertical-align: top;">Get together with your friends and I'll take your picture while you are playing school.</td> </tr> <tr> <td style="vertical-align: top;">Take turns.</td> <td style="vertical-align: top;">Jessica, let's find out what Margo wants to do.</td> <td style="vertical-align: top;">Help children allow each child to have a turn contributing to the activity and the narrative about it.</td> </tr> </table>			Engage the child.	Let's make a book about what you and your friends do. What do you want to do together?	What do the 3 of you want to do together today?	Follow the children's lead and allow their active participation.	Show me what you are going to do and I'll take pictures of it.	Get together with your friends and I'll take your picture while you are playing school.	Take turns.	Jessica, let's find out what Margo wants to do.	Help children allow each child to have a turn contributing to the activity and the narrative about it.
Engage the child.	Let's make a book about what you and your friends do. What do you want to do together?	What do the 3 of you want to do together today?									
Follow the children's lead and allow their active participation.	Show me what you are going to do and I'll take pictures of it.	Get together with your friends and I'll take your picture while you are playing school.									
Take turns.	Jessica, let's find out what Margo wants to do.	Help children allow each child to have a turn contributing to the activity and the narrative about it.									
<p><i>Ask</i></p> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%; vertical-align: top;">Ask for more information, opinions, and feelings using "WH" questions: What? Who? Where? When? How? Why?</td> <td style="width: 33%; vertical-align: top;">What are you learning about in your classroom? Who is the teacher? How will you teach your students about letters?</td> <td style="width: 33%; vertical-align: top;">Did you tell your students about the slugs in your science area? Maybe you can tell them about their antennae.</td> </tr> </table>			Ask for more information, opinions, and feelings using "WH" questions: What? Who? Where? When? How? Why?	What are you learning about in your classroom? Who is the teacher? How will you teach your students about letters?	Did you tell your students about the slugs in your science area? Maybe you can tell them about their antennae.						
Ask for more information, opinions, and feelings using "WH" questions: What? Who? Where? When? How? Why?	What are you learning about in your classroom? Who is the teacher? How will you teach your students about letters?	Did you tell your students about the slugs in your science area? Maybe you can tell them about their antennae.									
Strategies	Examples of Questions and Comments	How to Encourage Peer Interaction and Discussion									

<i>Expand</i>		
Expand on what child says.	Answer children's questions and extend the sentence to increase vocabulary and comprehension.	Maybe you can tell your students more about what the antennae do, and why they have sticky stuff around their bodies.
Use new words.	Discuss sequence, steps, similarities, differences and other words related to the activity selected.	Use novel words about the action or characteristics of the objects they are using. Define these for the children. Maybe you can talk to your students about some of the ways a snail is different and like the fish.
Bring in child's experiences.	Who has fish at their house? Who has gone fishing and caught fish? Who has seen a snail somewhere else besides school? What did you think of it then?	Talk to your students about who has fish or has gone fishing, who has seen a snail before and what they've done with them.

Our Friends books can be used in small and large group using the dialogic reading strategies. Several examples specific to using the dialogic reading strategies for these books are suggested below.

Dialogic Strategy	Description	Example
Completion prompts	Leave a blank at the end of a sentence and encourage the children to fill it in.	
Recall prompts	Questions about what happened in the book to encourage children to describe the sequence of events.	
Open-ended prompts	Focus on the pictures in books to help children increase their descriptive language.	
Wh- prompts	Begin with what, where, when, why, and how questions and focus on the pictures in books to build vocabulary.	
Distancing prompts	Ask children to relate pictures or words in the book they are reading to	

	experiences outside the book to practice conversational and narrative skills.	
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Remember: Dialogic reading is simply having a conversation about a book. The adult is helping children become the tellers of the story. Every child should get a turn to tell part of the story.

Supporting Language and Literacy Learning

Brainstorm other ideas to extend the conversation about *Our Class* and *My Friends* to other everyday activities. The table below lists activities related to the topics. These activities will extend the conversation to everyday activities that also relate to the Head Start Child Outcomes Framework.

Activities Related to “Our Class” or “My Friends” to Promote Children’s Conversation, Language Skills, and Other Important Head Start Outcomes

Domain/domain element	Activities to facilitate domain specific skills
<i>Language development</i>	
Listening and understanding	Have children stand up by characteristics: Everyone stand up who is wearing red; everyone stand up who likes pickles; etc.
Speaking and communication	Tell another child what you like to do at school together with other children.
<i>Literacy</i>	
Phonological awareness	Practice saying classmate names that start with the same letter sound.
Book knowledge and appreciation	Read books about friends. <i>Anna Banana and Me</i> by Lenore Blegvad <i>Arnie and the New Kid</i> by Nancy Carlson <i>Be Good to Eddie Lee</i> by Virginia Fleming <i>Best Friends for Frances</i> by Russell Hoban <i>Big Al</i> by Andrew Clements <i>The Brand New Kid</i> by Katie Couric <i>We are Best Friends</i> by Alike <i>Wemberly Worried</i> by Kevin Henkes <i>Yo! Yes?</i> by Chris Raschka <i>The Hating Book</i> by Charlotte Zolotow
Print awareness and concepts	Look for your letters in your name in the books.
Early writing	Write your name on the front cover of your book.

Alphabet knowledge	Have children stand up who have an A in their name, B, C, etc., until all children are standing.
<i>Mathematics</i>	
Number and operations	Count the number of children in the class and in different categories of similarities (“Four children like pickles”).
Geometry and spatial sense	Look for a circle, triangle, square, and rectangle in the books.
Patterns and measurement	Who is tallest in our class? Who is shortest?
<i>Science</i>	
Scientific skills and methods	Have children group themselves by similarity. Make them lie on the floor like a graph and take a picture.
Scientific knowledge	Discuss characteristics (heavier, longer, etc.) of objects during small group activities.
<i>Creative arts</i>	
Music	Sing songs dealing with friendship.
Art	Create a drawing or painting together with another child.
Movement	Choose different ways to move with small groups of friends (march, skip, crawl, hop)
Dramatic play	Guide children to act out stories together in the dramatic play area.
<i>Social and emotional development</i>	
Self-concept	Talk about how you are like and unlike your friends. Talk about what you like about your friends and make a book with the comments.
Self-control	Take turns with your friends. Discuss and practice ways to calm down when you’re mad at a friend.
Cooperation	Work together to plan an activity for <i>My Friends</i> book. Discuss and practice problem solving strategies.
Social relationships	Plan together with friends the activity to do for the <i>My Friends</i> book.
Knowledge of families and communities	Discuss where you play with friends outside of school.

Approaches to learning

Initiative and curiosity	Talk about what you want to learn about your friends at school.
Engagement and persistence	Practice strategies for approaching friends who are busy or are interacting with others.
Reasoning and problem solving	Talk about what to do when you have a disagreement with a friend.

Physical health and development

Fine motor skills	Write the first letter of your friend's name.
Gross motor skills	Practice jumping and hopping with your friends.
Health status and practices	Talk about why we don't use our friend's toothbrush even though we are friends.

<h2 style="margin: 0;">Chapter 7</h2> <h3 style="margin: 0;">Who's In Your Family Books?</h3>	
<p>Target Skills: Self-awareness and enhance learning about family.</p> <ul style="list-style-type: none"> • What a family is and who the members of a family are • Roles of family members • Many types of families • Each family is special • I am a special part of my family 	<p>Purpose</p> <p>To create books that help children of all language abilities to encourage self-awareness and enhance learning about family, the roles of family members, and family activities. At the beginning of a child's preschool experience these activities help ease separation anxiety and form a sense of community by learning about each other's families. These books will include photos of the children's families to introduce each child to the class and reinforce feelings of belongingness regardless of background.</p> <p>Supplement the ideas provided here with some of your own. Plan ways to include the children in the bookmaking process. Write a 1-2 sentence introduction or conclusion telling the purpose of the book using the new vocabulary words. Have the children come up with a title for the book. Ask yourself, "What will the children do to learn, and how can I help them learn and use more language during this process?"</p>
<p>COMMUNICATION DLL Strategy: Pair up children who speak languages other than English with English-speaking children for these activities. Learn the words for key family members in each preschooler's home language (e.g. father/padre, mother/madre, etc.).</p> <p>Tips <i>for community</i></p> <ul style="list-style-type: none"> • Encourage children to talk about their families • Prompt children to ask each other about their families • Help children to understand their family differences and similarities 	<p>Large Group Book: Who's in Your Family?</p> <p>Discuss & Create a book that includes photos of each child's family. Ask each child what they like about their family. Different types of families could be discussed along with how our families are the same or different.</p> <p><i>Creating a meaningful book:</i> Have children bring a picture of their family from home or take a picture of the child's family at a home visit or during a back to school night or other family school function.</p> <p>There isn't a specific sequence for how to organize these pictures. They could be organized by type, size, alphabetically or any other way that makes sense to the children. Have children tell you what they like about their family. Write their words on the appropriate pages. Write an introduction or conclusion telling the purpose of the book using new vocabulary words. Have the children come up with a title for the book.</p>

Large Group: *SAE Strategies*

Strategies	Examples of Questions and Comments	How to Encourage Peer Interaction and Discussion
<i>Support</i>		
Engage the child.	<i>Read: Me and My Family Tree</i> by Joan Sweeney, Annette Cable Or other books about family.	Use Dialogic Reading Strategies.
Follow the child's lead and allow child's active participation.	We are going to make a book about our families. What should we include? How are families the same? How are they different?	If you have a mom, stand up. If you have a sister turn around.
Take turns.		Turn to your neighbor and tell one thing you like about your family and ask your neighbor what they like about their family.
<i>Ask</i>		
Ask for more information, opinions, and feelings using "WH" questions: Why? Where? How? Who?	What other ways do you think our families are the same? Who else has the same kind of family as Mary? How are they the same? Sometimes our family members make us sad or mad too, right? What can we do when our brothers or sisters take our toys?	Stand up if your family is the same as Mary's. Tell your neighbor how your family is the same?
<i>Expand</i>		
Expand on what child says.	Does everyone in our class have a brother? Yes, we all have a parent, are all of our parents mothers?	Raise your hand if you have a brother. Let's count how many children in our class have a brother. What do you like to do with your brothers?
Use new words.	Do you know what an extended family member is? A cousin?	Tell your neighbor the name of your favorite cousin.

<p>Tip: Children learn through movement and activity. Involve them as you tell a story or read the book by letting them make simple actions or movements. For example, a child might want to demonstrate something they can do.</p>	<p>Our Family Loves To(Family Activities book)</p> <p>Children understand the concept of family but may not realize the similarities and differences among families. Creating a family activity book during small group or center times can assist in building these skills as well as familiarizing children with other family cultures, easing separation anxiety, supporting language development, and promoting a sense of community.</p>
<p>Tips DLL Strategy: For children with limited English abilities or not familiar with the chosen activity, some words and actions may be new and may need to be explained. Try to choose activities that represent as many of the unique cultures represented in your classroom.</p> <p>Tips for community: Children like to share information about themselves. Each child has a unique family culture and can share information with the class about the activities and everyday occurrences that happen in their family. Use this small group time to support children learning English and facilitate conversation about each child's family and culture.</p>	<p>Small Group or Center Time Book: "Our Family Loves To..." books</p> <p>You may want to talk to the children about the similarities and differences in the activities that each family likes to do as a way to get started with the bookmaking for this topic. Asking questions such as: "What do you like to do with your family?" or "What is something your family is good at?" may help the children think of the things they love to do with their family.</p> <p>Creating a meaningful book: Take pictures of the children as they do one of the children's family activities or act it out. Some book examples are listed below:</p> <ul style="list-style-type: none"> • Recreate a family activity such as: <ul style="list-style-type: none"> ○ baking cookies, ○ playing a game, ○ going to the park, ○ going camping, ○ attending an extended family get together or reunion • Replicate family caregiving routines such as <ul style="list-style-type: none"> ○ dinnertime, ○ taking care of a sibling, ○ bedtime routines, ○ reading books <p>Have children organize the pictures in the appropriate sequence. Have children tell you what is going on in the pictures and why they chose that family activity. Write their words on the appropriate pages. Include sign language, words from home language, and other appropriate communications as needed. Let the children decide on a title for their book (i.e., Maria's Family Loves to Make Tortillas) and write their names on the cover as the authors.</p>

Small Group or Center Time: *SAE Strategies*

Strategies	Examples of Questions and Comments	How to Encourage Peer Interaction and Discussion
<i>Support</i>		
Engage the child.	<p>Who likes to spend time with their family?</p> <p>What are some of your favorite things to do with your family?</p> <p>Read: <i>Family Pictures/ Cuadros de Familia</i> by Carmen Lomas Garza</p>	<p>Close your eyes and think about one of your favorite things to do with your family. Imagine you are doing that activity with your family and act like you are doing it. Who can guess what Alexis's family activity is?</p>
Follow the child's lead and allow child's active participation.	Let's each vote on the activity we would like to learn more about.	<p>Raise your hand if you would like to make a book about Cameron's family activity (list each child in the group). Explain to each child that every activity is special but that you can only do one book at a time.</p>
Take turns.	What is your favorite thing to do with your family?	Let each child tell the group about their favorite family activity.
<i>Ask</i>		
Ask for more information, opinions, and feelings using "WH" questions: Why? Where? How? Who?	What kinds of pictures should we take for this book? What should we do first?	Get with your partner and ask them for their ideas about 3 things we should have in our book.
<i>Expand</i>		
Expand on what child says.	You're right—we should take a picture of all the things we need to do our activity.	Ask each child to tell you one item that is needed for this activity.

Use new words.	Gather information from families about daily caregiving routines and family activities and be prepared to use and explain new words related to the activities.	Ask the child whose activity is being recreated for the book to explain new or unfamiliar words to the rest of the group.
Bring in child's experiences.	Have you ever made tortillas? Does your family go to the park?	Tell your neighbor about what you did with your family this last weekend.

Dialogic Reading Prompts

Below are some example questions that may be used when reading the completed books.

- What did we do after we put the butter in the bowl?
- Do you remember who has 3 sisters?
- How is your family activity different than the one we made a book about?
- Has your family ever _____ (family activity in your book)?
- Have you ever been to a family reunion?
- Katelyn, Maria, and Cameron all have three (sisters/brothers)_____.

Supporting Language and Literacy Learning

Brainstorm other ideas to extend the conversation about families to other everyday activities. The table below lists activities related to the topic of "Who's in Our Family?" These activities will extend the conversation about families to everyday activities that also relate to the Head Start Child Outcomes Framework.

Activities Related to "Who's In Your Family?" to Promote Children's Self-Awareness, Sense of Community, Language Skills, and Other Important Head Start Outcomes

Domain/domain element	Activities to facilitate domain specific skills
<i>Language development</i>	
Listening and understanding	Learn new vocabulary words and meanings while talking with children about different family types.
Speaking and communication	Tell a teacher or friend how many people are in your family.
<i>Literacy</i>	
Phonological awareness	Ask children to come up with words that rhyme with mother, talk about which of these rhyming words are also family members (brother, grandmother, etc).

Domain/domain element	Activities to facilitate domain specific skills
Book knowledge and appreciation	<p>“Read” the class-made book.</p> <p>Read additional books about families such as <i>Love Is a Family</i> by Roma Downey (see additional books listed at the end of this chapter)</p>
Print awareness and concepts	<p>What sound does mother begin with? What about madre? What letter does father begin with? What about padre? See how the words for the same person may begin with different letters and sounds in different languages?</p>
Early writing	<p>Add Write your mom a letter telling her what you did at school today (the teacher then has the child tell them what he/she wrote and writes it also).</p>
Alphabet knowledge	<p>Ask children what letter of the alphabet does Brother start with? Father? Mother? Sister? Grandma?, etc.</p>
<i>Mathematics</i>	
Number and operations	<p>Count the number of children in your family. Count the number of parents in your family. Count the number of other family members in your family. How many total family members do you have?</p> <p>Excuse children from large group by the number of family members they have or the number of siblings.</p>
Geometry and spatial sense	<p>Draw a map with your house and your neighbors’ houses.</p>
Patterns and measurement	<p>Graph the number of family members for each child’s family. Have several pictures of family members, have the children place the family members from largest to smallest and then from smallest to largest.</p>
<i>Science</i>	
Scientific skills and methods	<p>Tape different sounds from around the house that are part of being a family. Some examples include: a crying baby, a telephone ringing, a toilet flushing, a vacuum, an alarm clock, a doorbell ringing, etc. Let the children listen to the tape and try to identify the sounds.</p>
Scientific knowledge	<p>Discuss animal families and how they are the same or different from our families. If possible bring in some gerbils or hamsters and let the children observe how they raise and care for their family.</p>

Domain/domain element	Activities to facilitate domain specific skills
<i>Creative arts</i>	
Music	Have the children sing “Family Helper” to the tune of “Here We Are Together”
Art	Have each child create a drawing or painting of their family.
Movement	Have the children act out the different jobs their family members might do around the house such as washing dishes, vacuuming, rocking the baby, etc.
Dramatic play	Set up a nursery with a baby bathing area. Let children pretend to bath and care for a baby.
<i>Social and emotional development</i>	
Self-concept	If you are the first child in your family stand up. If you are the last child in your family stand up. If you are the third child, etc. If you belong to a family sit down.
Self-control	Ask children to tell you about a time when they were really mad, excited, or happy about something in their family and how they had to wait to tell, not hit a sibling.
Cooperation	Have children work together in pairs to find pictures in a magazine to represent each child’s family.
Social relationships	Have children tell you stories about how they have gotten along with their siblings or something their siblings have done to help them or how they have helped their siblings. Or assign children to do something nice for somebody in their family and tell the class about it.
Knowledge of families and communities	Invite moms, dads, sisters, brothers, grandparents, and other family members to a special Family Day at your center.
<i>Approaches to learning</i>	
Initiative and curiosity	See if you can think of five different kinds of families.
Engagement and persistence	Ask children about some of the jobs they have at home and how they help out in their families. Talk about the importance of these jobs to the families even though they have to be done every day.

Domain/domain element	Activities to facilitate domain specific skills
Reasoning and problem solving	Put objects from around the house in a bag, pass the bag around and have the children try to identify one thing in the bag by feeling the items. Some examples include: a toothbrush, a comb, a pacifier, a toy, or a sock.
<i>Physical health and development</i>	
Fine motor skills	Cut out pictures of people from magazines and make a family collage.
Gross motor skills	Have children trace each other's body on a large piece of paper. Take a walk through a neighborhood and have children identify different homes. Observe the colors, sizes, and types of homes.
Health status and practices	Talk about the different types of foods the children eat in their family. Discuss foods associated with their family traditions. Make one of the children's favorite foods.

	<h2>Chapter 8</h2> <h3>Our Healthy Bodies</h3>
<p>Target Skills: <i>Fine and gross motor development, health practices, peer interactions</i></p> <ul style="list-style-type: none"> • Practice fine motor skills • Practice gross motor skills • Learn about healthy habits • Practice interaction skills 	<p>Purpose</p> <p>Children’s health is an important topic that is often overlooked or not discussed openly, perhaps because there are so many other areas of development on which to focus. Promoting positive health habits at an early age can promote good health in young children and perhaps prevent problems as children grow older. The purpose of this book is to focus on steps children can take to be healthy and how fun it can be to be healthy.</p>
<p>COMMUNICATION</p> <p>DLL Strategy: Taking care of bodies is something that all children do. Helping children learn the English terms for normal self-care routines can help make them more secure in the classroom. When possible, have Spanish translations of all self-care activities included in the book.</p>	<p>Large Group Book: <i>Taking Care of Our Bodies</i></p> <p>Discuss and create a book about various healthy habits encouraged by Head Start as well as physical activities used by children throughout the Head Start day. Discuss how it is that we take care of our bodies.</p> <p><i>Creating a meaningful book:</i> Take pictures of the children as they engage in different activities that promote taking care of their bodies during the school day. Talk about our healthy bodies during circle time.</p> <ul style="list-style-type: none"> • Eating a healthy breakfast • Brushing their teeth • Practicing holding pencils and pens because it strengthens their muscles in their hands • Giving a baby a bath in dramatic play area • Exercising on the playground and indoors • Putting baby down to nap or pretending to take a nap • Washing hands • Respecting other people’s bodies <p>Have children organize the pictures to tell a story about having a healthy body. Have children tell you what is going on in the pictures. Write their words on the appropriate pages. Include sign language, words from children’s home language, and other appropriate communications as needed. Pass the title page around for the children to write their names as the authors of the book.</p>

Large Group: SAE Strategies		
Strategies	Examples of Questions and Comments	How to Encourage Peer Interaction and Discussion
<i>Support</i>		
Engage the child.	Read: <i>You Are Healthy</i> by Todd Snow and Melodee Strong <i>A Boy and a Turtle: A Children's Relaxation Story to improve sleep, manage stress, anxiety, anger</i> by Lori Lite and Kimberly C. Fox <i>I Can Be: A Child's Whimsical Introduction to Yoga</i> by Christine M. Sumner and Kirk Salopek <i>The Magic School Bus Inside Ralphie: A Book About Germs</i> by Joanna Cole, John Speirs, and Bruce Degan <i>Shawn Sheep the Soccer Star</i> (Barnsville Sports Squad) by Erin Mirabella and Sarah Davis Or other books about children's health	Use Dialogic Reading Strategies.
Follow the child's lead and allow child's active participation.	We are going to make a book about how to keep our bodies healthy. What are some things you do to keep your body strong and healthy?	Everybody who brushes their teeth at home, jump up and down.
Take turns.		Let's let our friend, Jonas, tell us what he does to stay healthy.
<i>Ask</i>		
Ask for more information, opinions, and feelings using "WH" questions: Why? Where? How?	Why does it matter if we brush our teeth? What happens when we don't sleep a lot at night? What happens when we take a bath? How does eating good food make us healthy? What gets strong when we exercise?	Why don't you tell your friend next to you about how you got to be so big, and then let her tell you how she got so big.

Who? What? When?		
<p><i>Expand</i></p> <p>Expand on what child says.</p> <p>Use new words.</p> <p>Bring in child's experiences.</p>	<p>Intentionally introduce related new vocabulary words. With ELL use a few words in the child's home language as a context for the new vocabulary.</p> <p>How did your big brother get to be such a fast runner? What does he do to practice?</p>	<p>Tell your friend what kind of exercise you did yesterday after school. Remember that exercise includes running, swinging, jumping, walking, playing, swimming, and lots more.</p> <p>Tell your friend what your favorite kind of healthy food is.</p>
Tip:	<p>Small Group: "Strong bodies/strong minds" books</p> <p>Discuss and create a book that includes photos of individual and groups of children engaging in various fine and gross motor activities, and talk about how exercising the body helps our minds be ready for learning.</p>	
<p>COMMUNICATION</p> <p>ELL Strategy:</p> <p>COMMUNITY</p>	<p>Small Group or Center Time Book: "Strong Body/Strong Minds" books</p> <p>Children's physical health is an important topic, as they are building habits from an early age that will affect their health over time. The strong bodies/strong minds book is intended to help children see that exercising their bodies will help them as they exercise their minds as well. The purpose of this book is to help children begin to understand that they are responsible for their health and they can make decisions that will help increase their brain power as well.</p> <p>Creating a meaningful book: Take pictures of the child or groups of children showing off what they chose to do. Skills could include things like:</p> <ul style="list-style-type: none"> • jumping rope • push ups • stretching muscles • breathing in and out • running 	

- walking
- brushing teeth
- sit ups
- touching toes
- writing with a pencil
- making a necklace with Cheerios

There may not be an obvious specific sequence for how to organize these pictures. Have children organize the pictures in a way that makes sense to them. The ordering could be chronologically, alphabetically by first name, or some other agreed upon sequence. With small groups of 4-6 children, encourage them to create a story about the 4-6 pictures. Such small group activities provides many additional opportunities for learning, practicing, and enjoying narrative structure.

Write down what the children tell you is going on in the pictures or the story they have created about the pictures. Write a 1-2 sentence introduction or conclusion telling the purpose of the book using the new vocabulary words. Have the children come up with a title for the book. Pass the title page around for the children to write their names as the authors of the book.

Small Group or Center Time: *SAE Strategies*

Strategies	Examples of Questions and Comments	How to Encourage Peer Interaction and Discussion
<i>Support</i>		
Engage the child.	How do you make your body strong?	What do you do with your friend, Nate, that helps to make both of your bodies stronger?
Follow the child's lead and allow child's active participation.	What exercise would you like me to take a picture of you doing?	Which friends may like to join you while you stretch your leg muscles?
Take turns.	I can show you how to do the yoga pose and then you can do it also.	Now it is Joshua's turn to do the yoga pose.
<i>Ask</i>		
Ask for more information,	Why did you learn to do that? Where else can you do that? How do you feel	Could you show your friend how to do that?

opinions, and feelings using “WH” questions: Why? Where? How? Who? What? When?	when you do that? Who can you do that with? What do you like about that? When do you like to do it?	
<i>Expand</i>		
Expand on what child says.	Yes, you can jump rope all by yourself. It is hard to know when the right time is to jump, but I think you have figured it out.	Show Melissa how you jump rope and then afterward, maybe you can explain it to her.
Use new words.	Talk about exercise, muscles, building the brain, why you sometimes get out of breath, etc.	Brian, can you tell Kristen what exercise is?
Bring in child’s experiences.	What exercises do you do at home?	Wyatt doesn’t know what yoga is. Could you show him how to do one of the poses?
<p>Supporting Language and Literacy Learning</p> <p>Brainstorm other ideas to extend the conversation about physical health and development to other everyday activities. The table below lists activities related to the topic of <i>Our healthy bodies</i>. These activities will extend the conversation about...to everyday activities that also relate to the Head Start Child Outcomes Framework.</p> <p><i>Activities Related to “Our Healthy Bodies” to Promote Children’s Conversation, Language Skills, and Other Important Head Start Outcomes</i></p>		

Domain/domain element	Activities to facilitate domain specific skills
<i>Language development</i>	
Listening and understanding	Jump up and down three times and then turn around two times.
Speaking and communication	Tell me your favorite sport or exercise to do.
<i>Literacy</i>	
Phonological awareness	As you walk backwards, make up words that rhyme with walk.
Book knowledge and appreciation	Read the book Where the wild things are and make up a crazy dance like Max.

Domain/domain element	Activities to facilitate domain specific skills
Print awareness and concepts	Look for the letters in your name in the book.
Early writing	Write your name on the front cover.
Alphabet knowledge	Say the alphabet as you wash your hands, and keep washing until you say the whole alphabet.
<i>Mathematics</i>	
Number and operations	Count how many jumping jacks you can do.
Geometry and spatial sense	Play soccer outside with your friends.
Patterns and measurement	Keep track of how many fruits and vegetables you eat; count how many glasses of water you drink each day.
<i>Science</i>	
Scientific skills and methods	Do a science experiment looking at what Coke does to a penny. Think about what it does to your stomach.
Scientific knowledge	Talk about how much water is in the human body and what water keeps alive (plants, animals, etc.). Do a science experiment where you water a plant or put a soft drink on a plant. Which one does better? (need to check to make sure the water one will do better!!)
<i>Creative arts</i>	
Music	Sing <i>I like to eat apples and bananas</i> .
Art	Draw your healthy body.
Movement	Practice new skills like jumping jacks and pushups; try an obstacle course that challenges children's physical skills.
Dramatic play	Include healthy food choice and doctor tool props in the dramatic play area.
<i>Social and emotional development</i>	
Self-concept	Do a health and skills report card emphasizing children's strengths (fine and gross motor skills; tooth brushing; washing hands; helping others)
Self-control	Help children make better food choices.
Cooperation	Help your friend by holding his legs while he does sit ups.
Social relationships	Get in groups of 4 to do a group dance.

Domain/domain element	Activities to facilitate domain specific skills
Knowledge of families and communities	Talk about what family members do to stay healthy.
<i>Approaches to learning</i>	
Initiative and curiosity	Let children explore how different bodies are made (insects, caterpillars, fish, etc.) and talk about why bodies are made the way they are—how do arms help a person? How do fins help a fish?
Engagement and persistence	Help children who are frustrated to achieve a skill by breaking it into smaller steps and assisting as needed.
Reasoning and problem solving	Try to get children to figure out why they brush teeth, wash hands, etc. Do experiments where children can see the germs, plaque on their hands and teeth.
<i>Physical health and development</i>	
Fine motor skills	Make necklaces out of cheerios and eat them as a snack. Talk about why Cheerios are good for them.
Gross motor skills	Have an obstacle course where children can practice their gross motor skills. Perhaps make it into a relay so that children can cooperate with each other.
Health status and practices	Talk about why you engage in the various health practices at school (washing hands, brushing teeth, etc.). Design a science experiment to look at what happens to a nail when it is soaked in Coke to talk about the negative side of soft drinks/or do other experiments.

Literacy, Math, & Science

	<h2 style="text-align: center;">Chapter 9</h2> <h3 style="text-align: center;">Our ABC Book</h3>
<p>Target Skills: <i>Literacy</i></p> <ul style="list-style-type: none"> • phonological awareness, • book knowledge and appreciation, • print awareness, • early writing, • alphabet knowledge 	<p>Purpose</p> <p>Letter-name knowledge is one of the strongest predictors of young children’s later reading ability. Research suggests that knowing letter names helps children with their letter-sound correspondence and their phonological awareness. As children create their ABC Book for the classroom, teachers can vary the sequence in which letters are emphasized. The final book will be, like all ABC books, in alphabetical order. But you can select which letters to emphasize first, based on the skill levels of the children in your classroom and the ease of learning various letters. Dividing this activity into two or three small groups of 5-6 children will allow children to have more opportunities to participate.</p>
<p>COMMUNICATION DLL Strategy: Children with limited English abilities may want to contribute a word from their home language that includes the letters’ sounds.</p>	<p>Large Group Book: <i>Our ABC Book</i></p> <p>Pictures of objects: making an ABC book by taking pictures of objects that start with each letter is a common approach. Including pictures of children doing something with the object will increase the complexity of the narrative and the engagement of the children.</p> <p>Making letters of the alphabet: having the children form the letters of the alphabet with their bodies incorporates movement and social aspects into the bookmaking process. Ideally children whose names include the letter being formed will be part of that letter. These children’s names or other children’s favorite things that begin with the letter could be written on the page accompanying the letter.</p> <p>Carefully consider the skill levels and learning needs of the children in your class before beginning this book. This will help you structure the process. At the beginning of the year, when the children are just getting to know each other and just beginning to learn the alphabet, a large group activity, focusing on names and forming the letters of the alphabet as a group might be a good starting point.</p> <p>Later in the school year, when children are familiar with some letters of the alphabet and with working together in small groups, you may want to divide children into small groups to develop a letter page for the class book. This approach would take longer than some</p>

	<p>approaches to create the book, but small groups provide opportunities for an in-depth study of the letter structure, letter sound(s), alliteration, and common words.</p> <p>Creating a meaningful book: Take pictures of the children as they use objects, act out words, or form letters that apply to the letter of the alphabet that you are focusing on. Examples of these types of activities include:</p> <p>A— Addison and Amanda eating apples B— Several children taking care of baby dolls in the house corner or building with blocks C— Cole and Collin playing catch D— A child’s drawing of a dog E— A group of children acting and looking excited</p> <p>There are many ways to create a classroom ABC book. To effectively engage children in the book making process: follow children’s interests, include children’s pictures, and encourage children’s own writing. Allow the children to work together to put the pictures in order and then just provide help as needed. Write their words and descriptions of the pictures as the text. Encourage them to write their own names as much as possible on the cover of the book as the authors.</p>
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Large Group: *SAE Strategies*

Strategies	Examples of Questions and Comments	How to Encourage Peer Interaction and Discussion
<i>Support</i>		
Engage the child.	What is the first letter in your name? What are some of your favorite things that start with the letter A?	Tell two friends the first letter in your name.
Follow the child’s lead and allow child’s active participation.	How is the best way to make the letter A out of our bodies?	Get into groups of three and see if you can figure out how to make a letter A.
Take turns.	Okay let’s have the children whose names start with A be in this picture. Everyone will have a chance to be in several pictures.	Get into a group with other children whose names start with the same letter as yours.

<i>Ask</i>		
Ask for more information, opinions, and feelings using “WH” questions: Why? Where? How? Who? What? When?	X-Ray starts with X. Why would someone need to get an x-ray? Where do you see letters? How do you think your parents or your older brothers and sisters learned the alphabet? Whose name starts with the same letter as yours? What are some other alphabets? When will you use the letter sounds?	With a friend look through the magazines and find another word with an X in it.
<i>Expand</i>		
Expand on what child says.	You’re right-- milk does start with the letter M. The next letter in milk is “i.”	Tell your friend what letter your favorite food starts with and why you like that food.
Use new words.	Ukulele starts with the letter U. It is kind of like a little guitar.	Tell your friend the name of another musical instrument.
Bring in child’s experiences.	Happy starts with the letter H. When do you feel happy?	Tell your neighbor two things that make you happy.
Tip: Provide many opportunities for children to draw pictures or take photographs of their favorite things that start with the letters. This will help them become more aware of the language sounds that go with each letter of the alphabet	Small Group or Center Time Book:	

Small Group or Center Time:		
Strategies	Examples of Questions and Comments	How to Encourage Peer Interaction and Discussion
<p><i>Support</i></p> <p>Engage the child.</p> <p>Follow the child's lead and allow child's active participation.</p> <p>Take turns.</p>		<p>I didn't add anything here because I thought the ABC book had stuff before...</p>
<p><i>Ask</i></p> <p>Ask for more information, opinions, and feelings using "WH" questions: Why? Where? How? Who? What? When?</p>		
<p><i>Expand</i></p> <p>Expand on what child says.</p> <p>Use new words.</p> <p>Bring in child's experiences.</p>		
<p>Supporting Language and Literacy Learning</p> <p>Brainstorm other ideas to extend the conversation about letters and print to other everyday activities. The table below lists activities related to the topic of <i>Our ABC Book</i>. These activities will extend the conversation about letters and sounds to everyday activities that also relate to the Head Start Child Outcomes Framework.</p> <p><i>Activities Related to "Our ABC Book" to Promote Children's Conversation, Language Skills, and Other Important Head Start Outcomes</i></p>		

Domain/domain element	Activities to facilitate domain specific skills
<i>Language development</i>	
Listening and understanding	Learn new vocabulary words and meanings while trying to come up with words and objects for each letter of the alphabet.
Speaking and communication	Respond to questions, ask questions, and practice new words.
<i>Literacy</i>	
Phonological awareness	Create sentences with alliteration and play with the sounds as you “read” the sentences.
Book knowledge and appreciation	“Read” the class-made book. Read additional ABC books such as <i>Dr. Seuss’s ABC book</i> , <i>Chicka Chicka Boom Boom</i> (see additional books listed at the end of this chapter)—this isn’t the format we’re using any longer, right?
Print awareness and concepts	Find letters, and eventually words, in the newspaper or advertisements that have familiar pictures with the words.
Early writing	Practice writing names in shaving cream, pudding, paint, or other materials.
Alphabet knowledge	Play games with the goal of finding the most words that begin with a certain letter or sound. Example: mama, mouth, motor, mouse, mitten, etc. Make a collection of letters by cutting out letters from store advertisements and putting them in an envelope or bag.
<i>Mathematics</i>	
Number and operations	Count the number of letters in the alphabet and the number of letters in the child’s name.
Geometry and spatial sense	Talk about the different shapes of the letters in the alphabet. Form the shape of letters with friends.
Patterns and measurement	Find letters in the newspaper and patterns of words such as “and” and “the” in the newspaper print.
<i>Science</i>	
Scientific skills and methods	Use letters (words) to mark the difference between similar objects or substances such as sugar and salt.

Domain/domain element	Activities to facilitate domain specific skills
Scientific knowledge	Learn the meaning of new words related to science as you identify words beginning with the different letters. Make nonsense words from letters that go together well and try to decide what that word would mean.
<i>Creative arts</i>	
Music	Sing the "ABC song." Sing "I Like To Eat Apples and Bananas."
Art	Draw pictures for the book. Help children write their name in large letters for a sign to go up in the classroom. Have children decorate the sign with a variety of materials. Name and label the materials.
Movement	Assign children different letters. Keep dancing or moving while someone sings the "ABC song." Stop and stand still immediately when your letter is called. Play again with different letters.
Dramatic play	Pretend to play "school."
<i>Social and emotional development</i>	
Self-concept	Post children's writing or pretend writing around the room.
Self-control	Play a matching game with letters on cards by spreading the cards out with the letters facing down; turn over one at a time and try to find a matching card to turn over. Start with only a few letters and add more as the children get better at the game.
Cooperation	Participate with others to figure out how to make letters out of your bodies.
Social relationships	Find common letters in friends' names and talk about those. Talk about what names mean. Talk about how family members often have the same letters in their last name because they are family.
Knowledge of families and communities	Identify familiar letters around the community, on signs and stores. Read simple signs such as "STOP."
<i>Approaches to learning</i>	
Initiative and curiosity	Play a game guessing what sound a letter will make.
Engagement and persistence	Take turns telling parts of a story, either a made-up story or a familiar one.

Domain/domain element	Activities to facilitate domain specific skills
Reasoning and problem solving	Talk about the different sounds and words of different languages.
<i>Physical health and development</i>	
Fine motor skills	Practice writing letters by following dotted lines.
Gross motor skills	Stomp out large letters in sand or snow. Draw giant letters on a sidewalk with a large paintbrush dipped in water.
Health status and practices	Wash hands or brush teeth the whole time that someone sings the “ABC song.”

	<h2 style="text-align: center;">Chapter 10</h2> <h3 style="text-align: center;">Our 123 Books</h3>
<p>Target Skills: <i>Mathematical concept development and Language development</i></p> <ul style="list-style-type: none"> • One-to-one correspondence • Counting • Number Sense • Patterns • Addition • Subtraction • Reasoning • Representing • Connecting • Communicating 	<p>Purpose</p> <p>To create books that help children of all language abilities to understand math concepts such as one-to-one correspondence and patterns. These books will also include photos of individual and groups of children with similarities to reinforce feelings of belongingness regardless of background.</p>
<p>COMMUNICATION DLL Strategy: Have all of the children learn to count to ten in English and Spanish. Use both languages when you refer to numbers throughout the day.</p>	<p>Large Group Book: <i>Our 1-2-3- Books</i></p> <p><i>How Many Are There?</i> Discuss and create a book that includes photos of individual and groups of children with similarities to reinforce feelings of belonging regardless of background. Suggested pages might include: How many children have brown hair? How many children are wearing red today? How many children like ice cream?</p> <p><i>Creating a meaningful book:</i> Take pictures of the child or groups of children showing off how they are the same as each other.</p> <ul style="list-style-type: none"> • Children wearing the same color • Children who are the same age • Children who like the same things (holding the item) • Children who ride the same bus (standing by the bus) • Children with the same number of letters in their name (holding their name cards) • Children with the same number of people in their family (holding a picture of their family) <p>There is not a specific sequence for how to organize these pictures. Have children organize the pictures in a way that makes sense to them. Have children tell you what is going on in the pictures. Write their words on the appropriate pages. Write an introduction or conclusion telling the purpose of the book using the new vocabulary words. Have the children come up with a title for the book.</p>

Large Group: SAE Strategies		
Strategies	Examples of Questions and Comments	How to Encourage Peer Interaction and Discussion
<i>Support</i>		
Engage the child.	Read: <i>Spunky Monkeys on Parade</i> by Stuart Murphy Read: <i>Let's Count</i> by Tana Hoban Read <i>Dinner at the Panda Palace</i> Or other books about counting and patterns.	Use Dialogic Reading Strategies.
Follow the child's lead and allow child's active participation.	We are going to make a book about ourselves and how many ways we are the same and different. What should we include? How are you the same as someone else in the class?	Look at your neighbor and see if they are wearing anything the same color as you.
Take turns.		
<i>Ask</i>		
Ask for more information, opinions, and feelings using "WH" questions: Why? Where? How? Who?	What other ways do you think we are the same? Who else is the same as teacher Diane? How are they the same?	Stand up if you are the same as someone else in the classroom. Tell your neighbor how you are the same?
<i>Expand</i>		
Expand on what child says. Use new words. Bring in child's experiences.	Yes, Juan does have on red, what else is the same about the two of you?	

	<p>What is 10? Discuss and create a book based on the numbers 1-10. Include pictures of all of the children involved in showing each number in different ways (e.g., #5 – with fingers on a hand, names with five letters, holding a flower with 5 petals). The children’s favorite things in the quantity being discussed could be photographed accompanying the number.</p>
<p>COMMUNICATION</p> <p>ELL Strategy:</p> <p>For children with limited English abilities the number can be written in both English and the native language.</p>	<p>Small Group or Center Time Book: What is 10?</p> <p>Children are counting but they may not yet understand the one-to-one correspondence or patterns. Creating a What is 10? book during small group or center times can assist in building these skills as well as addition and representation skills.</p> <p>Creating a meaningful book: Take pictures of the children as they find items to represent each number. Some examples are listed below.</p> <ul style="list-style-type: none"> • Holding a penny for #1 • Pointing at their shoes for the #2 • Holding 3 dolls for the #3 • Holding a 5 pointed star for the #5 • Standing with 5 friends for the #6 • Pointing at the calendar week for the #7 • Stacking 8 blocks for the #8 • Holding up all 10 fingers for #10 <p>Have children organize the pictures in the appropriate sequence from 1 to 10. Have children tell you what is going on in the pictures and why they chose that item to represent their number. Write their words on the appropriate pages. Include sign language, words from home language, and other appropriate communications as needed. Pass the title page around for the children to write their names as the authors of the book.</p>

Small Group or Center Time: SAE Strategies		
Strategies	Examples of Questions and Comments	How to Encourage Peer Interaction and Discussion
<i>Support</i>		
Engage the child.	How many letters are in your name? What are some of your favorite things that start with the letter A? Read: <i>What Comes in 2's, 3's, & 4's?</i> by Suzanne Aker	Count the letters in your name (give them their name on a card). Tell two friends how many letters are in your name.
Follow the child's lead and allow child's active participation.	How is the best way to make the number 4 out of our bodies?	Get into groups of four and see if you can figure out how to make a number 4. Get in a group with 4 elbows, 2 heads, etc.
Take turns.	Okay let's have the children who have five letters in their name be in this picture. Everyone will have a chance to be in several pictures.	Get into a group with other children whose names have the same number of letters as yours.
<i>Ask</i>		
Ask for more information, opinions, and feelings using "WH" questions: Why? Where? How? Who?	We each have 2 eyes? What else do we have two of in the classroom?	With a friend look through the magazines and find other things that come in 2s.
<i>Expand</i>		
Expand on what child says. Use new words.	You're right—you do have 2 feet. Why do we need 2 feet?	Tell your friend what other body parts you have 2 of, 1 of, 10 of, etc.

Supporting Language and Literacy Learning

Brainstorm other ideas to extend the conversation about numbers to other everyday activities. The table below lists activities related to the topic of “*What is 10?*” These activities will extend the conversation about numbers to everyday activities that also relate to the Head Start Child Outcomes Framework.

Activities Related to “What is 10?” to Promote Children’s Mathematical Skills,, Language Skills, and Other Important Head Start Outcomes

Domain/domain element	Activities to facilitate domain specific skills
<i>Language development</i>	
Listening and understanding	Learn new vocabulary words and meanings while working with children to come up with words and objects for each number in the book.
Speaking and communication	Tell a teacher or friend how many letters are in your name.
<i>Literacy</i>	
Phonological awareness	Play rhyming games with words that rhyme with the numbers one through ten. Sing this old man.
Book knowledge and appreciation	“Read” the class-made book. Read additional counting and pattern books such as <i>The Button Box</i> by Margarett Reid or <i>Beep, Beep, Vroom, Vroom</i> by Stuart Murphy (see additional books listed at the end of this chapter)
Print awareness and concepts	Find numbers in the newspaper or advertisements that have familiar pictures with the words.
Early writing	Write a story about the number of people in your family and what you like to do with each of them.
Alphabet knowledge	Talk about the difference between letters and numbers.
<i>Mathematics</i>	
Number and operations	Count the number of children pictured in the book. Read fairytales with 3 bears, 3 billy goats, etc and talk about what they have in common. Excuse children from large group by the number of buttons they have or the number of pockets, etc.

Domain/domain element	Activities to facilitate domain specific skills
Geometry and spatial sense	Have the children find shapes for each number. Take pictures of patterns in the children's' homes, have children guess whose home it is in, or around the building and guess where in the building. Send a disposable camera home with the kids and have them take pictures of shapes around their house.
Patterns and measurement	Give each child a bag of buttons and have them sort them by color, size, shape, or number of holes. Have a bowl of fruit or cars, etc. in dramatic play area and have the children make patterns with them. Look for patterns in the room, have the kids count how many items in the pattern, name the pattern.
<i>Science</i>	
Scientific skills and methods	Flap books, figure out how many kids total for problem solving
Scientific knowledge	Melting snow: make snowballs count them, and then watch them melt, put them back outside overnight, make predictions, bring it in the next day and let them see what happened, does it look the same, is there the same number of snowballs, is it snow?
<i>Creative arts</i>	
Music	Use a rhythm stick to pound out the rhythm of the button patterns from above.
Art	Create a drawing or painting of your favorite number.
Movement	Have the children recite the rhyme <i>One, Two, Buckle My Shoe</i> with the actions.
Dramatic play	Set up a bank or a store and have the children count money, Laundry- sort and count the clothing.
<i>Social and emotional development</i>	
Self-concept	Identify something you have in common with someone else in the classroom.
Self-control	Stop and go with numbers. Movement games that incorporate counting or patterns.
Cooperation	Work together to organize the book.

Domain/domain element	Activities to facilitate domain specific skills
<p>Social relationships</p> <p>Knowledge of families and communities</p>	<p>Tell your friend your favorite food and ask them if they like that food as well.</p> <p>Each child will pick a mitten or sock from a basket. Tell each child to find the mate to the mitten or sock with the matching pattern and play with that person for the first 10 minutes of free play.</p> <p>Have the children talk about how many people are in their families. Ask who else has that many in their family?</p>
<i>Approaches to learning</i>	
<p>Initiative and curiosity</p> <p>Engagement and persistence</p> <p>Reasoning and problem solving</p>	<p>See if you can think of something that we have 5 of in the classroom. What else can we find that we have 5 of in the class, in our home, etc.</p> <p>Problem solving with novel materials, sorting money, counting money, nuts & bolts.</p> <p>Have the children play a matching game with the number on 1 card to be matched with a card with the same number of animals, cars, etc.</p> <p>Teacher brings a “junk drawer” in and asks the children to help sort and organize it. How many different ways could we organize it, how many paper clips do you think we have in here? Count the items while organizing.</p>
<i>Physical health and development</i>	
<p>Fine motor skills</p> <p>Gross motor skills</p> <p>Health status and practices</p>	<p>Cut pictures out of magazines to represent the number of the day.</p> <p>Energy bursts during transition time (2-3 minutes of high aerobic activities- jumping jacks, count how many you can do)</p> <p>Count to 100 while brushing your teeth. Have the children keep track of how many fruits they eat this week and graph it, vegetables the next week, etc.</p>

Chapter 11 Our World Outside															
<p>Target Skills: <i>Scientific skills, methods, and knowledge</i></p> <ul style="list-style-type: none"> • Observation • Problem-solving • prediction • understanding of natural world • curiosity • persistence 	<p>Purpose</p> <p>Children have a natural tendency to observe, problem-solve, question, and wonder about the world around them. They are intrinsically motivated to learn about their world providing a great opportunity to nourish children’s experiences with scientific methods and knowledge. Scientific concepts with specific vocabulary and often complex definitions can be very interesting to preschoolers who have the opportunity to examine concrete examples of these concepts.</p> <p>Many common preschool activities are great opportunities to help children learn complex scientific concepts such as plant growth as an example of photosynthesis and caterpillar transformation as an example of biological life cycles. Introducing aspects of scientific reasoning (i.e. seeking evidence and testing predictions) at this age will help them develop an approach for answering questions for years to come. Documenting the scientific process or exploration of the world outdoors in a book will help children understand the systematic approach, review new vocabulary, and adjust the pace for their individual levels of understanding.</p>														
<p>COMMUNICATION</p> <p>ELL Strategy: Use cognates when possible to build on Spanish vocabulary while you are teaching English vocabulary.</p> <p>Example Cognates</p> <table style="width: 100%; border: none;"> <tr> <td>Aire</td> <td>Air</td> </tr> <tr> <td>Fruta</td> <td>Fruit</td> </tr> <tr> <td>Identifican</td> <td>Identify</td> </tr> <tr> <td>Naturaleza</td> <td>nature</td> </tr> <tr> <td>Observer</td> <td>Observed</td> </tr> <tr> <td>Plantas</td> <td>plants</td> </tr> <tr> <td>camuflaje</td> <td>camouflage</td> </tr> </table>	Aire	Air	Fruta	Fruit	Identifican	Identify	Naturaleza	nature	Observer	Observed	Plantas	plants	camuflaje	camouflage	<p>Large Group Book: Nature Scavenger Hunt</p> <p>Find interesting items outside to identify, compare, and classify.</p> <p>Creating a Meaningful Book: Take pictures of the children as they prepare for their nature walk, find and identify different items outside and classify and discuss like items.</p> <p>You may also want to encourage children to look at objects from different angles and then take pictures from the different perspectives. For example, children looking at a tree in front of them and then laying down below the tree and looking up into the tree. Pictures of these different perspectives can encourage rich discussions of the tree itself as well as general discussions of perspective taking.</p> <p>Items that might be included on your scavenger hunt:</p>
Aire	Air														
Fruta	Fruit														
Identifican	Identify														
Naturaleza	nature														
Observer	Observed														
Plantas	plants														
camuflaje	camouflage														

	<ul style="list-style-type: none"> • rocks • pinecones • leaves • flowers • grass • sticks • bugs <p>You may want to take between 5 and 8 pictures. The following are ideas of pictures of the children that could be included in the book:</p> <ul style="list-style-type: none"> • lining up with bags • picking up rocks • examining dirt • collecting leaves • holding a pine cone and pointing to where it came from • holding out the items collected <p>Print the pictures and hand them to the children all at once. Ask recall questions to encourage them to think back and remember what happened and then use these memories to organize the pictures. Recall prompts such as “What happened first?” and “What happened next?” will help them organize the pictures in a chronological order. They may want to include the actual items or drawings of the items they collected as illustrations in addition to the pictures. Include Spanish words based on cognates to take advantage of children’s first language.</p>	
Large Group: <i>SAE Strategies</i>		
Strategies	Examples of Questions and Comments	How to Encourage Peer Interaction and Discussion
<p><i>Support</i></p> <p>Engage the child.</p>	<p>Show the children items that you gathered outside such as pine cones, rocks, feathers, or grass.</p>	<p>Give the items to the children to discuss. What are they? Where did they come from?</p>

<p>Follow the child's lead and allow child's active participation.</p> <p>Take turns.</p>	<p>We are going to make a book about nature. What kinds of things should we include? Where can we find them? What kinds of tools do we need to learn more about them?</p> <p>Look at these rocks with the magnifying glasses.</p>	<p>Raise your hand if you know what I mean by "nature."</p> <p>Get in groups of three and make sure that everyone has a turn with the magnifying glass. Talk about what you see.</p>
<p><i>Ask</i></p>		
<p>Ask for more information, opinions, and feelings using "WH" questions: Why? Where? How? Who? What? When?</p>	<p>Why do some trees have pinecones? Where does the snow go when it melts? How can you tell the difference between these leaves? Who has trees at their house? What happens to the sun at night? When should we water the plants?</p>	<p>Tell your neighbor if you have plants inside or outside of your house.</p>
<p><i>Expand</i></p>		
<p>Expand on what child says.</p> <p>Use new words.</p>	<p>Expand on children's responses adding correct information as needed.</p> <p>Intentionally introduce related new vocabulary words. Include cognates to build on Spanish vocabulary as you introduce new English words.</p>	
<p>Bring in child's experiences.</p>	<p>Where have you seen different kinds of trees, dirt, rocks...?</p>	<p>Raise your hand if you have climbed a tree, played in the sand...</p>

	<p>“Making Mud Pies” books</p> <p>Discuss and create a book that includes photos of individual and groups of children playing in the dirt and let children examine the dirt or soil with scientific tools. Discuss what happens when it gets wet and then when it dries again.</p>
	<p>Small Group or Center Time Book: “Making Mud Pies” books</p> <p>Nature provides many opportunities to practice the scientific method of observing, predicting, and testing. Dirt is available almost anywhere and many places have different variations of dirt or soil. Children enjoy playing in dirt and sometimes even mud. Conducting experiments using dirt is one way to learn the scientific method in a hands-on activity. Providing several types of dirt or soil to examine with magnifying glasses, tweezers, scales, and other scientific tools provide rich opportunities for observing. Introducing water and discussing what will happen to the dirt when it becomes wet and then when it dries again provides opportunities for prediction and rich discussion. Getting the dirt wet, playing in the mud, shaping the mud, and checking on the mud as it dries provides rich opportunities for testing predictions. Creating a series of “Making Mud Pies” books documents the experience so children can revisit the experience, sequence, narrative, and enjoyment of the activity.</p> <p>Creating a meaningful book: Take pictures of the child or groups of children as they work in the dirt and discuss their predictions. Pictures could include:</p> <ul style="list-style-type: none"> • examining the dirt with a magnifying glass • using the scales to weigh the dirt • picking things out of the dirt with tweezers • pouring water in the dirt • mixing the water in the dirt • examining and forming the mud • looking at the dried mud • feeling the dried mud • children discussing their ideas and the process • cleaning up <p>Other ideas:</p> <p>Print the pictures and hand them to the children all at once. Ask</p>

	<p>questions to encourage their use of the scientific method. What did you see? How did it feel? What did you think would happen when you poured the water in? What did you think would happen when it dried? What does this picture tell you about whether or not you were right? How should we put these pictures in order so we know when we observed, when we predicted, and when we tested? Write down what the children tell you what is going on in the pictures and their responses to your questions about what they observed, predicted, and tested. Include new vocabulary words and the scientific method words of observe, predict, and test when appropriate. Have the children come up with a title for the book. Pass the title page around for the children to write their names as the authors of the book.</p>	
Small Group or Center Time: <i>SAE Strategies</i>		
Strategies	Examples of Questions and Comments	How to Encourage Peer Interaction and Discussion
<i>Support</i>		
Engage the child.	What should we do with this dirt?	What tools do you and your friends want to use examine the dirt?
Follow the child’s lead and allow child’s active participation.	Provide the tools and environmental supports so that children can actively explore the dirt.	Get together with your friends and figure out what you want to do with these different types of soil to learn more about them.
Take turns.	Provide a range of tools for examining the soil, but not enough for everyone to have the same tool.	Let your friend know when you are ready to trade your tool for his tool.
<i>Ask</i>		
Ask for more information, opinions, and feelings using “WH” questions: Why? Where? How? Who? What? When?	Why do we have dirt? Where can you find different kinds of dirt or soil? How does the dirt feel in your hands? Who can help you figure that out? What do you like or don’t like about the feel of mud? When do you work or play in the dirt at home?	What does your friend think will happen to the mud when we look at it tomorrow?

Expand

Expand on what child says.	Answer children’s questions and extend their comprehension.	Discuss with your friend what you think will happen when we pour the water into the different types of soil.
Use new words.	Discuss words related to dirt and soil such as nutrients, plants, roots, and compost.	
Bring in child’s experiences.	What have you eaten that grows in dirt?	Tell your friend your favorite vegetable and where it grows.

Supporting Language and Literacy Learning

Brainstorm other ideas to extend the conversation about the world outside to other everyday activities. The table below lists activities related to the topic of *Nature*. These activities will extend the conversation about the world outside to everyday activities that also relate to the Head Start Child Outcomes Framework.

Activities Related to “Our World Outside” to Promote Children’s Conversation, Language Skills, and Other Important Head Start Outcomes

Domain/domain element	Activities to facilitate domain specific skills
<i>Language development</i>	
Listening and understanding	Listen to and answer questions about nature.
Speaking and communication	Ask questions about what you see outside.
<i>Literacy</i>	
Phonological awareness	Name the sounds you hear outside.
Book knowledge and appreciation	Look at the books.
Print awareness and concepts	Look for your name in the books.
Early writing	Trace the leaves, rocks, and pinecones.
Alphabet knowledge	Have labels identifying objects that were collected.

Domain/domain element	Activities to facilitate domain specific skills
<i>Mathematics</i>	
Number and operations	Sort and count what you collected from the scavenger hunt.
Geometry and spatial sense	What shapes do you see in the clouds?
Patterns and measurement	Create a pattern art project with the rocks and the leaves.
<i>Science</i>	
Scientific skills and methods	Discuss what you see, what you think will happen, and what happens during the mud pie activity.
Scientific knowledge	Talk about why dirt is important. Where does it come from? Why does your mom always say to take your shoes off so you don't get dirt in the house?
<i>Creative arts</i>	
Music	Sing the <i>Home on the Range</i> , <i>It's Raining It's Pouring</i> , or other songs during circle or transition time.
Art	Dip the leaves, rocks, and pinecones into paint and press on paper.
Movement	Walk, bend and reach as you examine things in nature.
Dramatic play	Include gardening props in the dramatic play area.
<i>Social and emotional development</i>	
Self-concept	Experience your role in enjoying and protecting nature. What do you like about playing in mud?
Self-control	Learn about litter and the importance of cleaning up after ourselves.
Cooperation	Work together to sort all of the similar objects found outside.
Social relationships	Show and tell with your friends what you all found outside.
Knowledge of families and communities	Talk about the ways that we keep our neighborhood clean.
<i>Approaches to learning</i>	
Initiative and curiosity	Take the time to look around and wonder about the sky and ground outside.
Engagement and persistence	What are all the different ways can you use a stick?

Domain/domain element	Activities to facilitate domain specific skills
Reasoning and problem solving	Think about the objects you collected, how did they get there?
<i>Physical health and development</i>	
Fine motor skills	Handle scientific tools during the dirt activity.
Gross motor skills	Show how worms, trees, and clouds move.
Health status and practices	Talk about pollution and how it affects us.

Reading the Book

Nature Scavenger Hunt and *Making Mud Pies* can also be used in large and small group settings using the dialogic reading approach:

- *How* we read to children is as important as how frequently we read to them.
- Children learn most from books when they are actively involved during the reading.
- Dialogic reading strategies are similar to the SAE strategies outlined above in the bookmaking section.

The dialogic reading strategies are outlined in the following table to provide empirically based language promoting strategies specific to book reading.

Dialogic Strategy	Description	Example
Completion prompts	Leave a blank at the end of a sentence and encourage the children to fill it in.	We found ____ The next day the mud was _____
Recall prompts	Questions about what happened in the book to encourage children to describe the sequence of events.	What did we do after we looked at the tree when we were standing up? What kinds of things did we find in the dirt?
Open-ended prompts	Focus on the pictures in books to help children increase their descriptive language.	Tell me about this picture.
Wh- prompts	Begin with what, where, when, why, and how questions and focus	What is happening here?


	on the pictures in books to build vocabulary.	How do you think she feels?
Distancing prompts	Ask children to relate the pictures or words in the book they are reading to experiences outside the book to practice conversational and narrative skills.	What kinds of things could you find from nature in a park? What kinds of things would you like to plant in some dirt?

Remember: Dialogic reading is simply having a conversation about a book. The adult is helping children become the tellers of the story. Every child should get a turn to tell part of the story.

	<h2 style="text-align: center;">Chapter 12</h2> <h3 style="text-align: center;">Our Books About Change</h3>
<p>Target Skills: <i>growth (plants & children), physical change (seasons, water), transitions (home to preschool, preschool to kindergarten)</i></p> <ul style="list-style-type: none"> • comparing • writing • predicting • sequencing • observing 	<p>Purpose</p>
	<p>Large Group Book: <i>Oh the Places We'll Go</i></p> <p><i>Creating a meaningful book:</i> Organize a sequence of events preparing to go to kindergarten, the library, the dentist or some other new place. Take pictures of the children engaged in these activities such as:</p> <ul style="list-style-type: none"> • waking up • brushing teeth • eating breakfast • walking to a new kindergarten building • meeting a new adult (maybe a representative from one of the schools) • sitting in chairs in a different (new) classroom • playing at recess • looking at books • writing on paper • walking away from the new kindergarten building <p>Have children organize the pictures in the appropriate sequence. Have children tell you what is going on in the pictures. Write their words on the appropriate pages. Pass the title page around for the children to write their names as the authors of the book.</p>

Large Group: SAE Strategies		
Strategies	Examples of Questions and Comments	How to Encourage Peer Interaction and Discussion
<i>Support</i>		
Engage the child.	Read <i>Oh, the Places You'll Go</i> by Dr. Seuss.	Use Dialogic Reading Strategies.
	Should we make a book about going to the dentist, kindergarten, or some other new place?	
Follow the child's lead and allow child's active participation.	Ask children some of the places they will go during the summer, next school year, as they grow up.	Raise your hand if you want to make a book about going to kindergarten? Dentist? Other?
Take turns.		Turn to your neighbor and tell one place you would like to go and listen to where he/she would like to go.
<i>Ask</i>		
Ask for more information, opinions, and feelings using "WH" questions: Why? Where? How? Who?	What will you do in kindergarten? How do you think you will you feel your first day of kindergarten?	Ask your neighbor what he thinks will be fun in school? Tell your neighbor what you think will be fun when you are asked.
<i>Expand</i>		
Expand on what child says.		
Use new words.	Intentionally introduce related new vocabulary words. With ELL use a few words in the child's home language as a context for the new vocabulary.	
Bring in child's experiences.	When have you gone to a new place?	Raise your hand if you have been...

	<p><i>“Physical Change ” books</i></p> <p>Discussing and creating books about the seasons, the different forms of water, or other changes that can be physically observed work best in small groups so that all of the children can participate in the exploration, discussion, and bookmaking. The following is a health practices example of hand washing and mold growing on potatoes.</p>
	<p>Small Group or Center Time Book: <i>“Physical Change” books</i></p> <p>Nature provides many opportunities to practice the scientific method of observing, predicting, and testing. Dirt is available almost anywhere and many places have different variations of dirt or soil. Many children enjoy playing in dirt and sometimes even mud. Conducting experiments using dirt is one way to learn the scientific method in a very hands-on activity. Providing several types of dirt or soil to examine with magnifying glasses, tweezers, scales, and other scientific tools provide rich opportunities for observing. Introducing water and discussing what will happen to the dirt when it becomes wet and then when it dries again provides opportunities for prediction and rich discussion. Getting the dirt wet, playing in the mud, shaping the mud, and checking on the mud as it dries provides rich opportunities for testing predictions. Creating a series of “Making Mud Pies” books documents the experience so children can revisit the experience, sequence, narrative, and enjoyment of the activity.</p> <p><i>Creating a meaningful book:</i> Take picture of the children throughout the experiment. Include pictures of children washing their hands and of the children handling the potatoes. Take pictures throughout the week of different groups of children observing and discussing the potatoes in the jars. Have children organize the pictures in the appropriate sequence. Include drawings of what the children think the potatoes will look like in a couple of days. Have children tell you what is going on in the pictures. Write their words on the appropriate pages. Have children organize the pictures in the appropriate sequence. Include a factual statement using the new vocabulary words in the conclusion. Have the children come up with a title for the book. Pass the title page around for the children to write their names as the authors of the book.</p>

Are Your Hands Dirty?		
Objective:	Observe the growth of mold on potatoes.	
Procedure:	<ol style="list-style-type: none"> 1. Peel two potatoes. 2. Have children with washed hands handle one. 3. Have children who haven't washed for several hours handle the other. 4. Place each potato in a clean jar. 5. Label the jars <i>washed hands</i> or <i>unwashed hands</i>. Put in warm place. 	
Bookmaking Discussion	See SAE strategies below	

Small Group or Center Time: SAE Strategies		
Strategies	Examples of Questions and Comments	How to Encourage Peer Interaction and Discussion
<i>Support</i>		
Engage the child.	Have children look at their hands.	Have children look at each others' hands.
Follow the child's lead and allow child's active participation.		
Take turns.	Take turns peeling and handling the potatoes.	Pass the potato to your friend.
<i>Ask</i>		
Ask for more information, opinions, and feelings using "WH" questions: Why? Where? How? Who?	<p>What do you think, are your hands clean?</p> <p>What do you think will happen to the potato that was touched with hands that weren't washed? What has happened to the potato after two days?</p> <p>How are the two potatoes different?</p>	Tell each other what you think will happen to the potato that was touched with hands that weren't washed?

Expand

Expand on what child says.	Answer children's questions and extend their comprehension.	Discuss with your friend what has happened to the potatoes. Work together to illustrate the book with photographs and drawings.
Use new words.	Discuss germs and mold.	
Bring in child's experiences.	What is the dirtiest your hands have ever been?	Make posters together that remind everyone to wash their hands.

Supporting Language and Literacy Learning

Brainstorm other ideas to extend the conversation about change to other everyday activities. The table below lists activities related to the topic of *Our Books about Change*. These activities will extend the conversation about change to everyday activities that also relate to the Head Start Child Outcomes Framework.

Activities Related to "Our Books about Change" to Promote Children's Conversation, Language Skills, and Other Important Head Start Outcomes

Domain/domain element	Activities to facilitate domain specific skills
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Language development

Listening and understanding	Listen to what will happen in kindergarten.
Speaking and communication	Ask questions about things in kindergarten that concern you.

Literacy

Phonological awareness	Make up a story about going to kindergarten that has rhyming words in it.
Book knowledge and appreciation	Help create a classroom book.
Print awareness and concepts	Repeat simple word phrases from books that have repetitions such as <i>Polar Bear, Polar Bear</i> and <i>The Hungry Caterpillar</i> .
Early writing	Take notes and draw pictures during the potato experiment.

Domain/domain element	Activities to facilitate domain specific skills
Alphabet knowledge	Point out the name of the school you visit on your kindergarten walk.
<i>Mathematics</i>	
Number and operations	Count how many days before the mold began to show on the potato.
Geometry and spatial sense	Choose what size of jar the potato can fit in.
Patterns and measurement	Estimate how far away your house is from your new school.
<i>Science</i>	
Scientific skills and methods	Predict what will happen to the two potatoes.
Scientific knowledge	Talk about what mold is and how it is produced.
<i>Creative arts</i>	
Music	Sing friendship songs such as <i>The More We Get Together</i>
Art	Draw pictures of your new school
Movement	Make up a dance about how you feel about going to kindergarten. Are you excited and dancing quickly? Are you afraid and crouching as you dance?
Dramatic play	Include school items as props in the dramatic play area.
<i>Social and emotional development</i>	
Self-concept	Talk about growing up and going to new places.
Self-control	Talk about the skills that were learned this year such as sharing, waiting for your turn, and lining up that will also be used in kindergarten.
Cooperation	Work together to put the book together.
Social relationships	Talk about the process of making new friends.
Knowledge of families and communities	Talk about how families can change over time.
<i>Approaches to learning</i>	
Initiative and curiosity	Talk about other things that change like plants growing, caterpillars transforming into butterflies, and seasons changing.

Domain/domain element	Activities to facilitate domain specific skills
Engagement and persistence	Look at the potatoes each day and talk about any changes with your friends.
Reasoning and problem solving	Discuss what happened to the potato that was handled with unwashed hands. Why is it different than the other one?
<i>Physical health and development</i>	
Fine motor skills	Practice a task that you might do in kindergarten like writing your name.
Gross motor skills	Walk to the new kindergarten building.
Health status and practices	Talk about the importance of washing your hands.

Getting Creative

Chapter 13

Our Own Stories

<p>Target Skills: <i>Social and emotional development, cognitive development, and language development</i></p> <ul style="list-style-type: none"> • Collaborative storytelling • Concepts of parts of a story • Representation of characters • Concept of characteristics • Sequencing of actions • Concepts of problem/solution • Concepts of trial & error • Concept of celebration • Dramatic play skills • Planning skills 	<p>Purpose</p> <p>Telling stories using a narrative structure in which a sequence of events becomes a story is one of the important skills that links language with literacy. As children learn to tell and retell a familiar story, whether a story they first hear from others or a story they make up themselves, they learn the organizational structures of both oral narrative and structure of printed stories. These skills and concepts are important for the acquisition of competence with written language. Making a book together with other children offers opportunities to cooperate and communicate in order to create a personally meaningful story that becomes a book for each author to keep and treasure. Together, children can then write a book about writing books by documenting the process they used to make up a story, act it out, and create a book.</p>
	<p>Large Group Book: “How we made a story book”</p> <p>“How we made a story book” (large group)--Discuss and create a book about how the children in the class made up stories, acted them out, and created story books from them. Includes photos of small groups of children in the sequence of telling the story, acting out the story, photographing the illustrations, writing the text, and constructing the book.</p> <p>“The Story of ___ and the ____.” (small group)—Discuss and create a story with 2 to 4 children. Help the children choose a character, a problem, some solutions to try that won’t work, a solution that will work, and a way to celebrate the problem getting solved. Includes photos of the small group of children acting out the story in a sequence of finding the problem, trying to solve it, and celebrating the solution. The sequence provides narrative structure.</p> <p>“The Story of ___ and the ____.” (large group)—Discuss and create a story made up by the whole classroom of children.</p>

Creating a meaningful book: Take pictures of the children as they work in small groups to make up a story, illustrate it, and create a book with the story.

- Children talking together as they make up a story
- Children pretending to be the characters in the story
- Teacher taking photographs of the children acting out parts of the story
- Children putting the photographs in order
- Teacher writing text as children tell the story
- Children putting the book together
- Children reading the book to each other

Have children organize the pictures in the appropriate sequence that represents the sequence of making up the story, acting out the story, and creating the book. Have children tell you what is going on in the pictures. Write their words on the appropriate pages. Include sign language, words from home language, and other appropriate communications as needed. Pass the title page around for the children to write their names as the authors of the book.

Getting Started

The following tables provide examples of how you can use the S-A-E strategies to support children's language, emergent literacy, and peer interactions in large group or small group settings.

For this book topic, the large group and small group books need to be coordinated. In small groups, the children will make up stories and create books from the stories; in a large group, children will make a book about their small group experiences making up stories and creating books. The large group book is described first because it will need to be planned with the children before they begin the small group book. The small group books will need to be made, however, before the large group book can be finished.

Large Group: SAE Strategies		
Strategies	Examples of Questions and Comments	How to Encourage Peer Interaction and Discussion
<i>Support</i>		
Engage the child.	Read: <i>Tell Me a Story</i> by Angela Johnson or a story from <i>Mouse Tales</i> by Arnold Lobel	Use Dialogic Reading strategies to help children discuss the book together.
Follow the child's lead and allow child's active participation.	Or other books about telling stories "We are going to make a book about how we make our own books. What should we put in this book about making books?"	"Find someone who was not in your small group and tell each other about how you made a story book."
Take turns.	"We want to include everyone in our book about making books."	"Let's look at our pictures and see who hasn't been in a picture yet."
<i>Ask</i>		
Ask for more information, opinions, and feelings using "Wh" questions: What? Who? Where? When? How? Why?	"What was your story about? Who was in your story? How did you act out the story? Where did you take the photographs? When did you decide the story was over? Why?"	In pairs, have children ask each other "Wh" questions: "Eduardo, ask Emma about her group's story, by asking a question that starts with what, who, where, or when."
<i>Expand</i>		
Expand on what child says.	Repeat child statements and add more information.	"Yes, all the characters celebrated the solution together. That's because all the characters helped find the solution. How did your characters work together?"

<p>Use new words.</p> <p>Bring in child's experiences.</p>	<p>Intentionally introduce related new vocabulary words: <i>character, characteristic, problem, solution, trial, error, celebration</i>. With Spanish-speaking ELL, use these words that are primarily cognates: <i>el carácter, característica, problema, solución, ensayo, el error, la celebración</i></p> <p>Who did you work with to make up a story? Who made up which parts?</p>	<p>"Marisol, tell Pablo what character you played when acting out the story."</p> <p>Tell what someone else in your group did that you liked.</p>
	<p>"The Story of _____ and the _____" books</p> <p>By the end of the preschool year, children have heard many stories and often make up their own, particularly in the dramatic play area. Small group or center time are good settings to bring children together to make up a story, act it out, and create a book based on the story. This will support children's awareness of the narrative structure of stories, thereby contributing an important component to their emergent literacy. Making up these stories in small groups provides the experience of working together as a team to produce something substantial, memorable, and meaningful. Creating a series of <i>The Story of ___ and the _____</i> books during small group or center times can support children's language, their concepts about stories and books, and their relationships with each other.</p>	
<p>COMMUNICATION ELL Strategy: Read books about children from Spanish-speaking countries:</p> <p><i>In My Family/En Mi Familia</i>, by Carmen Lomas Garza <i>The Upside Down Boy/El Niño de Cabeza</i> by Juan Felipe Herrera</p>	<p>Small Group or Center Time Book: "The Story of __ and the __" books</p> <p>Creating a Meaningful Book: Take pictures of the children as they work in small groups to make up a story, illustrate it, and create a book with the story.</p> <ul style="list-style-type: none"> • Children talking together as they make up a story • Children pretending to be the characters in the story • Teacher taking photographs of the children acting out parts of the story • Children putting the photographs in order • Teacher writing text as children tell the story • Children putting the book together • Children reading the book to each other 	

	<p>Have children organize the pictures in the appropriate sequence that represents the sequence of making up the story, acting out the story, and creating the book. Have children tell you what is going on in the pictures. Write their words on the appropriate pages. Include sign language, words from home language, and other appropriate communications as needed. Pass the title page around for the children to write their names as the authors of the book.</p>	
Small Group or Center Time: SAE Strategies		
Strategies	Examples of Questions and Comments	How to Encourage Peer Interaction and Discussion
<i>Support</i>		
Engage the child.	Let's make up a story and then make a book about the story. What should the story be about? Who should be the characters in the story? Are the characters boys and girls? Are they animals? What is each character like? What are their characteristics?	Jason, ask Zuri who she wants the main character to be.
Follow the children's lead and allow their active participation.	Show me how you can act out the story, and I'll take pictures of it.	Get together and I'll take your picture while you are acting out the story.
Take turns.	Help children allow each other child to have a turn contributing to the parts of their story.	Jasmine, you chose the first character. Margo, tell us who else you think should be in the story.
<i>Ask</i>		
Ask for more information, opinions, and feelings using "WH" questions: What? Who? Where? When? How? Why?	What is the problem the characters in the story want to solve? Who is the main character? Where does the story take place? When does it take place? How do the characters in the story solve the problem? Why does their solution work?	Talk about it together, and tell me when you all agree on an answer.
<i>Expand</i>		
Expand on what child says.	A dog makes a good character for a story. What kind of dog will be in your story?	Decide together what the dog's name will be.

Use new words.	Discuss character, characteristic, problem, solutions, trial, error, celebration, and other words related to the story being told.	Jeremy and Gabriella, what different characteristics do your characters have?
Bring in child's experiences.	Have you made up a story before? How did you do it?	Have you ever made up a story with another person? How did you do it?

Supporting Language and Literacy Learning

Brainstorm other ideas to extend the conversation about *How We Made a Story Book* and *The Story of ___ and the _____* to other kinds of storytelling about families, where they came from, or what life was like for adults when they were children. The table below lists activities related to the topics. These activities will extend the conversation to everyday activities that also relate to the Head Start Child Outcomes Framework.

Activities Related to *How We Made a Story Book* and *The Story of ___ and the _____* to Promote Children's Conversation, Language Skills, and Other Important Head Start Outcomes

Domain/domain element	Activities to facilitate domain specific skills
<i>Language development</i>	
Listening and understanding	Children can watch other children "perform" the story in the book. Or children who are not in the book can act out the book as well.
Speaking and communication	Ask children about problems they have encountered at home or in the classroom and how they have solved them.
<i>Literacy</i>	
Phonological awareness	Have children make up a story using alliteration to the extent possible (same sounds like Billy Bear bought a bright billygoat at the boutique. Before bringing the bright billygoat to his brother's house, Billy Bear biked with the bright billygoat by the berry patch).
Book knowledge and appreciation	Ask children to talk about what parts of the book they liked and why.
Print awareness and concepts	Play a matching memory game with words, using simple words.
Early writing	Have children write whatever words they can for the book. If need be, tell them the letters to go in the words.

Domain/domain element	Activities to facilitate domain specific skills
Alphabet knowledge	Play a game where children get to look at a letter or a blend of letters and see who can figure out the sounds of each letter.
<i>Mathematics</i>	
Number and operations	Have children count the number of books they have made during the school year. Have them tell you their favorite books.
Geometry and spatial sense	Have children draw a picture on cardstock. Help children cut their pictures into 8 puzzle pieces and put the puzzle back together.
Patterns and measurement	Have children make their own end of the year book highlighting their ability to make patterns (have different materials/colors for them to use for an abab, aabbaa, etc., patterns. Also have them paste on pictures that correspond to various quantities of measurement.
<i>Science</i>	
Scientific skills and methods	Conduct a scavenger hunt in small groups in the classroom where children have to listen to the clues and work together to find hidden items.
Scientific knowledge	Do an end-of-the-year science project that builds on skills children have been developing all year. For example, have them use their problem-solving skills to try to figure out how to keep an egg from breaking when it is dropped.
<i>Creative arts</i>	
Music	Put together an end of the year music festival to highlight children's developing skills. Let them play homemade instruments from the classroom.
Art	Have a collage of art projects by each child from the entire year. Let children look at their work and discuss how it has progressed or changed.
Movement	Bring in sheer pieces of fabric and let children create their own dance around how the stories make them feel. Read the books in a musical way and have children dance/move to the story's rhythms (a bit more frantic when the problem can't be solved, for example)
Dramatic play	Have lots of unrelated props available in the dramatic play area and have children develop stories from those unrelated items.
<i>Social and emotional development</i>	

Domain/domain element	Activities to facilitate domain specific skills
Self-concept	In small group, share children’s portfolios with them and have them talk about the many skills they have developed and learned over the course of the year. Talk to them about how next year in Kindergarten, they will be learning lots more skills, and sometimes they will be very hard. Help reinforce that they will have to work hard to keep learning. Finish by reading Oh the places you’ll go by Dr. Seuss.
Self-control	Help children think about the self-regulatory skills they have learned this year and the changes in their behavior from the beginning of the year until the end of the year. Help them celebrate their successes and talk about their challenges.
Cooperation Social relationships	Have children draw a map of their friends in the classroom and what they like about their friends.
Knowledge of families and communities	Play a game with children where they have the opportunity to talk about their families and who eats what, what they do together, and what they will do over the summer.
<i>Approaches to learning</i>	
Initiative and curiosity	Ask children what they have learned at school this year and what they hope to learn next year. Take them to visit a kindergarten class and talk about what they will be learning next year (how to read, simple math, all the big boy and girl things they’d like to do).
Engagement and persistence	Talk to children about some of the skill they have learned this year and how hard it was for them at first, but how they persevered and conquered their challenges. Tell them they will have lots more challenges ahead. Read parts of “The Lesson” by Carol Lynn Pearson and Kathleen Peterson and talk about how Robert has met his challenges.
Reasoning and problem solving	Talk about the problems in the books and how the children found solutions to the problems. Discuss how to solve problems.
<i>Physical health and development</i>	
Fine motor skills	Have children draw a picture of their class with their friends in it. Have them take the picture home to talk to their parents about their school and class. Send home a note to parents asking them to ask their children certain questions.

Domain/domain element	Activities to facilitate domain specific skills
Gross motor skills	Have children act out their story books using as many gross motor skills as possible.
Health status and practices	Review the health practices that have been implemented at Head Start during the year and ask children when they brush their teeth at home, when they wash their hands, etc. Talk about how important it is to continue these habits.

Reading the Book

How We Made a Story Book and *The Story of ___ and the _____* can be read to children in small or large group settings using the dialogic reading approach:

- *How* we read to children is as important as how frequently we read to them.
- Children learn most from books when they are actively involved during the reading.
- Dialogic reading strategies are similar to the SAE strategies outlined above in the bookmaking section.

The dialogic reading strategies are outlined in the following table to provide empirically based language promoting strategies specific to book reading.

Dialogic Strategy	Description	Example
Completion prompts	Leave a blank at the end of a sentence and encourage the children to fill it in.	This is a book about ____. These children are pretending to be _____.
Recall prompts	Questions about what happened in the book to encourage children to describe the sequence of events.	Who were the friends you played with in this book?
Open-ended prompts	Focus on the pictures in books to help children increase their descriptive language.	What is happening here?
Wh- prompts	Begin with what, where, when, why, and how questions and focus on the pictures in books to build vocabulary.	Who is in this picture and what are they trying to do?
Distancing prompts	Ask children to relate the pictures or words in the book they are reading to experiences outside the book to	When do you make up stories when you are not at school?

	practice conversational and narrative skills.	Where else do you act out stories?
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Remember: Dialogic reading is simply having a conversation about a book. The adult is helping children become the tellers of the story. Every child should get a turn to tell part of the story.

Chapter 14

Making Up New Themes

<p>Target Skills: List the specific skills that your book can promote. Include <i>social and emotional development, cognitive development, and language development</i>:</p> <ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • _____ • _____ 	<p>Purpose</p> <p>The sequence described in this book—sharing an experience, taking photographs, talking about the photographs, telling a story, making a book, and sharing the book—can be applied to any topic, any developmental goal, any experience, or any problem you want to solve. Shared experiences can include planned preschool classroom activities, unexpected interesting events, special occasions, or even a small or large crisis.</p> <p>Did the gerbil in your classroom have babies? Start taking photos to make a book. Does your playground have an infestation of bugs? Start taking photos to make a book. Did a big storm knock over trees and cause damage to the neighborhood? Start taking photos to make a book. Are some of the kids in the class picking on other kids? Start taking photos to make a book. Did the school burn down? That’s right, start taking photos to make a book!</p> <p>This book has provided many ideas for book topics, but any shared experience, anything that happens that children talk about, anything you can take photos of, basically anything at all can be a book topic</p>
<p>COMMUNICATION ELL Strategy: Help children who are learning English to make a book about their experience. Maybe they share a cultural tradition they can write a book about. Or maybe they can make a book about what happens when they don’t know what a word means.</p>	<p>Large Group Book: “What happened when we. . . [<u>any experience</u>]” or “The Story of [<u>any topic</u>]”</p> <p><i>“What happened when we. . . [<u>any experience</u>]”</i> (large group)--Discuss and create a book about what happened. Include photos already taken or take new photos that illustrate what happened. Try to take photos that represent the sequence of events that were experienced by the children. Imagine how things looked to them, and try to take photos from their perspective.</p> <p><i>“What happened when we...[<u>any experience</u>]”</i> (small group)—If the experience was or will be shared by only a few children, make a book with just those children. Perhaps only a few children—two or three—live in the neighborhood where all the lights went out or perhaps only a few children have families that celebrate a certain holiday. This small group can talk about their experience and plan</p>

COMMUNITY

Children like to talk about things they have experienced together. When children are excited about any kind of experience, suggest making a book about it!

photographs to take or pictures to get from newspapers or magazines to illustrate their book. When the book is finished, this small group can share their experience by telling their story and showing their book to other children in the classroom.

“The Story of _____.” (large group or small group)—Discuss any experience that 2 or more children have shared or will share. Maybe a couple of children in your class have families expecting a new baby or maybe a few children have parents going to school. Find a topic that a small group will find interesting. Help the children think about the kinds of photographs to take, pictures to find, or drawings to make. For example, consider the things new babies or college students need. You may also want to include photos of the children talking about their common experience.

Creating a meaningful book: Take pictures of the children as they work in small groups to talk about their experience. Take photos of objects related to the topic. Help children identify magazine photographs or make drawings to illustrate the book. Consider using symbols that represent their experience or ideas. Talk about the illustrations, write the text from the children’s words, and create a book with the story.

- Children talking together about their experience
- Photos children selected
- Drawings children made to represent their experience
- Magazine photos or illustrations that fit the story

Have children organize the illustrations in the appropriate sequence that represents the sequence of their experience. Have children tell you about the illustrations. Write their words on the appropriate pages. Help the children come up with a title for the cover. Pass the title page around for the children to write their names as the authors of the book.

Getting Started

The following tables provide examples of how you can use the S-A-E strategies to support children’s language, emergent literacy, and peer interactions in large group or small group settings.

Large Group: SAE Strategies		
Strategies	Examples of Questions and Comments	How to Encourage Peer Interaction and Discussion
<i>Support</i>		
Engage the child.	Read any book about real life experiences: <i>The New Baby</i> by Mercer Meyer or <i>A Visit to the Sesame Street Hospital</i> by Sesame Street, or other books about real life experiences of young children.	Use Dialogic Reading strategies to help children discuss the book together.
Follow the child's lead and allow child's active participation.	"We are going to make a book about something that happened or is going to happen. What is something that happened that we can write a book about? What should we put in the book?"	"Find someone who was not in your small group and tell each other about how you made a story book."
Take turns.	"Everyone was there when it happened, so we can all help make the book." "This is something that is happening to only 3 children in our classroom, so they can make a book and then share it with the rest of us. "	"Let's look at our pictures and see what else we need to make a book about what happened."
<i>Ask</i>		
Ask for more information, opinions, and feelings using "Wh" questions: What? Who? Where? When? How? Why?	"What happened first? Then what happened? Who was there? What did they say? How did you feel? What happened when it was all over? Why did it happen? When is it going to happen again? What would you tell someone who never had that experience?"	Talk about the "wh" questions that are part of telling a story. In pairs, have children ask each other "Wh" questions: "Leo, ask Miranda where she was when it happened." Prompt children to ask each other questions that start with what, who, where, or when."

<i>Expand</i>		
Expand on what child says.	Repeat child statements and add more information.	“That’s right, only a few children were there when it started. Where was everyone else? What were they doing?”
Use new words.	Intentionally introduce related new vocabulary words: <i>experience, happening, unusual, real life, opportunity</i> . With Spanish-speaking ELL, use these words that are primarily cognates: <i>experiencia, oportunidad</i>	“Jesse, tell Emma what your experience was when it happened. What did you see, what did you do, and what did you feel?”
Bring in child’s experiences.	How was your experience difference from other children’s experience when it happened? Who else had a similar experience?	Tell how someone else’s experience was similar or different from yours.
<p>Dialogic Reading Prompts</p> <p>Below are some example questions that may be used when reading the completed books.</p> <ul style="list-style-type: none"> • What happened? • Then what happened? • Who was there? • Who came later? • How was their experience different? • What happened afterwards? • What do you remember that is not in the book? • What did you tell other people about your experience? 		
<p>Supporting Language and Literacy Learning</p> <p>Brainstorm other ideas to extend the conversation about “<i>What happened when we... [any experience].</i>” Consider other kinds of experiences children have that are either so common they don’t notice or so unusual they don’t know what to say about them. Books can help children put all kinds of experiences into words and a coherent narrative. Doing this helps them understand and share their experiences and learn about the purpose of stories and books.</p> <p>Use the table below to list activities related to these unique topics that could build upon the Head Start Child Outcomes Framework.</p>		

Domain/domain element	Activities to facilitate domain specific skills
<i>Language development</i>	
Listening and understanding	_____
Speaking and communication	_____
<i>Literacy</i>	
Phonological awareness	_____
Book knowledge and appreciation	_____
Print awareness and concepts	_____
Early writing	_____
Alphabet knowledge	_____
<i>Mathematics</i>	
Number and operations	_____
Geometry and spatial sense	_____
Patterns and measurement	_____
<i>Science</i>	
Scientific skills and methods	_____
Scientific knowledge	_____
<i>Creative arts</i>	
Music	_____
Art	_____
Movement	_____
Dramatic play	_____
<i>Social and emotional development</i>	

Domain/domain element	Activities to facilitate domain specific skills
Self-concept	_____
Self-control	_____
Cooperation	_____
Social relationships	_____
Knowledge of families and communities	_____
<i>Approaches to learning</i>	
Initiative and curiosity	_____
Engagement and persistence	_____
Reasoning and problem solving	_____
<i>Physical health and development</i>	
Fine motor skills	_____
Gross motor skills	_____
Health status and practices	_____

Reading the Book

What happened when we... [any experience] can be read to children in small or large group settings using the dialogic reading approach:

- *Engage* children in conversations about what is in the book
- *Prompt* children to talk about more than just the words in the book
- *Ask* questions that you know children can answer about their own experiences

The dialogic reading strategies are outlined in the following table to provide empirically based language promoting strategies specific to book reading. (This is one of those repetitive sections that Lisa may decide to put in one section and not have in every chapter)

Dialogic Strategy	Description	Example
Completion prompts	Leave a blank at the end of a sentence and encourage the children to fill it in.	This is a book about _____. These children are

		experiencing what happened when _____.
Recall prompts	Questions about what happened in the book to encourage children to describe the sequence of events.	What happened first? Then what happened?
Open-ended prompts	Focus on the pictures in books to help children increase their descriptive language.	Tell us what this picture shows about what happened?
Wh- prompts	Begin with what, where, when, why, and how questions and focus on the pictures in books to build vocabulary.	Who else shared your experience? How was their experience different from yours?
Distancing prompts	Ask children to relate the pictures or words in the book they are reading to experiences outside the book to practice conversational and narrative skills.	When have you had other experiences that were kind of like this? How was it different?

Remember: Dialogic reading is simply having a conversation about a book. The adult is helping children talk about what is in the book. Every child should get a turn to talk about the book.

Appendix

Language Interaction Self-Assessment

Reflect on the language interactions that occur in the classroom. Answer the following questions and select two aspects on which to work in the next few weeks.

	Consistently (YES)	I can improve here
1. Do I encourage the children to talk to each other in the classroom?		
2. Do I listen to and respond to children's conversations with each other?		
3. Do I provide encouragement for students' language activities?		
4. Do I scaffold language interactions between children in the classroom?		
5. Do I encourage children to talk to me in the classroom?		
6. Do I facilitate back and forth conversations between myself and the children?		
7. Do I use language that is meaningful for children?		
8. Do I repeat what children say and extend the student's responses?		
9. Do I relate talk in the classroom to children's home environments or other activities we've been doing in the classroom?		
10. Do I help children learn 5-10 new words each week?		
11. Do I facilitate children's use of the new words they are learning each week?		
12. Do I integrate new words with recently learned concepts?		
13. Do I use new words and teach the children the meaning of those words?		
14. Do I relate oral language to written language for children by using environmental print that children already recognize?		
15. Do I frequently help children understand the sounds that letters make?		
16. Do I engage children in language learning by making games out of letters and sounds?		
17. Do I ask questions that require children to include concepts when they respond rather than just give one-word responses?		
18. Do I ask questions that require children to use reasoning skills and problem solve?		
19. Do I provide additional information or expand on students' understanding or actions?		
20. Do I ask follow-up questions to children's initial responses?		
21. Do I ask children to explain their reasoning behind their responses?		
22. Do I explain to children what I am doing and talk about their actions as well?		

One aspect of language interaction that is going particularly well is: _____

_____.

One challenge I find when facilitating language in the classroom is: _____

_____.

I find that the children in the classroom respond to language interaction activities by (how do they respond?): _____

_____.

SAE Self-Assessment

Reflect on the times when you have made a book with a group of children and think about the typical interactions. Answer the following questions and select two aspects on which to work during your next bookmaking activity.

	Consistently (YES)	I can improve here
1. Do the children ALL have an opportunity to participate in the discussions about the book?		
2. Do I follow the children's lead during the bookmaking activity?		
3. Do I allow the child to touch and play with the materials during the bookmaking activity?		
4. Do I let the children help me decide what the book will be about?		
5. Are ALL of the children engaged in the bookmaking activity?		
6. Do I read the book with the children once it is completed?		
7. Do I let the children decide how we will put the book together?		
8. Do I pause for at least 5 seconds after posing a question to give less engaged children time to think and respond?		
9. Do I let the children decide what we will take pictures of for the book?		
10. Do I include Spanish words in each book or alternate between making English and Spanish versions of the books?		
11. Do I ask multiple open-ended questions and few yes/no questions?		
12. Do I make sure that the book is available to the children after it is completed?		
13. Do I ask the children to tell me what they know about the subject and let them tell me about their personal experiences?		
14. Do I use new words and teach the children the meaning of those words?		
15. Do I expand on what the children say during the bookmaking activity?		
16. Do I relate each book to another book, the children's classroom or life experiences, or to the outside world?		
17. Do I listen to and respond to children's conversations?		
18. Do I write the children's words as text for the book?		

One aspect of bookmaking that is going particularly well is: _____

_____.

One challenge I find when incorporating bookmaking in the classroom is: _____

_____.

I find that the children in the classroom respond to the bookmaking activities by (how do they respond?): _____

_____.

Dialogic Reading Self-Assessment

Answer the following questions and select two aspects on which to work during the upcoming week.

	Consistently (YES)	I can improve here
1. Have the books so far been interesting to the children?		
2. Do I know the story before reading it with the children?		
3. Do I prepare my questions and comments ahead of time?		
4. Do I read same book at least 3 times with the children?		
5. Are ALL of the children engaged in telling the story by the 3 rd reading?		
6. Do I read with the children in small group settings?		
7. Do I introduce between 3 and 5 new vocabulary words with each book?		
8. Do I pause for at least 5 seconds after posing a question to give less engaged children time to think and respond?		
9. Do I cue the children to finish the rhymes or repetition in the book?		
10. Do I translate at least 3 words into Spanish for each book or alternate between the English and Spanish versions of the books?		
11. Do I ask multiple open-ended questions and few yes/no questions?		
12. Do I point out details in the pictures of each book?		
13. Do I ask the children to predict what is going to happen in the story the first time I read a story?		
14. By the second time reading a story, do I ask the children to remember what will happen next?		
15. Do I incorporate Second Steps concepts into each book?		
16. Do I relate each book to another book, the children's classroom or life experiences, or to the outside world?		
17. By the third reading, are the children telling more of the story than I am?		
18. Do I remember to Prompt, Evaluate, Expand, and Repeat (PEER) what the children say?		

When I think about how I have used dialogic reading strategies with the children, I feel really good about _____ because: _____

_____.

When I think about how I have used dialogic reading strategies with the children, I would like to strengthen my ability to: _____

_____.

I find that children respond to dialogic reading techniques by (how do they respond?): _____

_____.