

## Literacy Lessons

### **Book Partners**

**Objective:** Children interact with peers as they retell familiar books

**Topic:** Oral language

**Materials:** Favorite books

### **Directions:**

- Provide a selection of predictable, repetitive storybooks for children to “pretend read.”
- Pair children with classmates. Pair more able children with less able children.
- Have children retell the story to each other or have children take a book home to retell to a family member.
- Provide instructional support while children work together in pairs.

### **Scaffolding Strategies:**

**Begin with strategies that offer less support (e.g., ★) and increase support (e.g., ★★★★★) as needed to help each child successfully complete the task.**



Ask children to describe illustrations in the book: “What do you see? What happened?”

Help children think about their listeners: “Do you think Jason understood that?”



Ask children to clarify information: “Tell us who drove the school bus.”



Model how to make connections using the pictures: “The monkey is crying. The picture on the page before this shows why she is crying.”

Provide prompts to help children sequence events: “What happened first? Next?”

Encourage children to use pictures to help them sequence their retellings.



Repeat-read books and include books with repetitive phrases or rhymes to help children recall events.

Ask questions that give children choices: "Did the teacher move away or did she go to visit her parents?"

Use books and stories that are familiar to children.

Provide additional opportunities for children to look through and "pretend read" familiar stories and books.



Model how to expand responses: "Yes, that's a butterfly. It is a monarch butterfly."

Encourage peer interactions: "Tell Becky how a tadpole becomes a frog." "Ask Amy if she can tell you about hibernation."



Ask specific questions about pictures in the story: "What is the bear eating in this picture?"

Practice retelling books before asking children to read them with a classmate: "Remember, the girl couldn't find her mitten. Now, you tell me what happened."

Model how to use one picture at a time to recall events in a story.

## Literacy Lessons

### *Different Ways to Say It*

**Objective:** Children learn that objects, people, and events can be represented in different ways depending on language and culture

**Topics:** Print awareness, phonological awareness, and oral language

**Materials:** Paper, markers and/or crayons, objects in the classroom

#### **Directions:**

- Discuss different ways of saying and writing common words (e.g., *yes*, *hello*).
- Have children who speak languages other than English translate the words into their languages.
- Label objects in the classroom with the different languages.
- Display products and books that contain print in more than one language.
- Discuss other countries, cultures, and traditions.
- Ask children to bring articles and objects from other countries or cultures.

#### **Scaffolding Strategies:**

Begin with strategies that offer less support (e.g., ★) and increase support (e.g., ★★★★★) as needed to help each child successfully complete the task.



Ask questions: "What did you see when you visited your grandparents in Germany? How do they say hello in German?"

Encourage children to think about what words in different languages mean: "What do you think \_\_\_\_ means?"



Provide prompts to help children sequence events: "First, you mix the *masa*. What is the next step?"

Help children understand that the same objects can have different names in different languages.



Engage children in conversations about familiar objects in the classroom or playground.

Encourage peer interactions: "Now, let's all say \_\_\_\_\_. What does \_\_\_\_\_ mean in English?"

Have children bring books and objects from home.

Use pictures, objects, and maps to help children understand the meanings of words in another language.



Ask specific questions: "How do you say *yes* in French?"

Have children name an object or picture. Then ask others to repeat the name: "This is \_\_\_\_\_. What's this?"

Incorporate opportunities to practice using words in other languages.

Provide prompts and have children repeat words in different languages: "The French say *oui*. How do you say *yes* in French?"

Talk about your own culture and experiences: "I remember my father telling me about the books his mother read to him in Korea."