

Chapters 9 and 10 - Teacher Daily Outline

Class Business

Students turn in Essay - Teacher Interview.

Students take Test on Chapters 3 and 6.

Students correct Chapters 9 and 10 Study Questions and Vocabulary

Teacher Instruction

Teacher Discussion

How do children learn language? Children learn language when they are in environments where language is used and when they interact with others. (Refer to page 279 of the text) They need meaningful interaction.

How can you as a preschool teacher provide an environment that fosters children's growth in language abilities? By observation

- Be aware of the development of writing: scribbling, linear repetitive, random-letter, letter-name or phonetic writing, traditional spelling, conventional spelling
- Share books with children
- Talk about letters by name and sounds
- Establish a literacy-rich environment
- Reread favorite stories (transition or back-up activity)
- Play language games
- Encourage children to experiment with writing
- Have children keep journals

Would you purchase a commercial program for your children? (Reasons not to: it ignores the interactive and active nature of language; it is designed for small group instruction where every child won't be at the same level; production of language is done by the teacher and is expensive.)

How should you select children's literature books?

3- 4 year olds

- Realistic pictures
- Interesting story line or plot
- SHORT plot
- Rhyming words
- Repetitive words or phrases
- Use variety - fiction, poetry, non-fiction
- Beautiful language
- Use stories that they are interested in or appeal to them

4- 5 year olds

- Same as above
- Plot can be longer, humorous, and silly

If children get restless or bored

- Add more drama to the voices
- Shorten the story
- End the story immediately

How do you prepare to tell a story?

- Read it through
- Make props and visuals
- Add facial and vocal expression

How do you begin telling the story?

- Introduce the book by reading the title and showing the children the front of the book.
- While looking at the front of the book, ask the children to predict what the story will be about.
- Read the book aloud while passing your hand or pointer under the print as you read it.
- When you reread the story call attention to capital letters, punctuation, illustrations, author's use of words, rhyming patterns, spelling patterns, page numbers, etc. (Refer to page 332 of the text book)
- Ask 5 questions during your story (open-ended)
 - Factual - How many bears were in the story?
 - Inferential - How would the bears feel when they got back home?
 - Applicative - What would you do if you were the baby bear?
 - Compare and contrast
 - Ask cause and effect questions
 - Patterns and sequence - What would happen next?
 - Predicting - What might happen next?
- Be aware of teaching literacy skills:
 - Phonemic awareness (rhyming cat, hat, mat; distinguish syllables pen-cil; categorize similarities of words cat and hat or pen and pin)
 - Phonics (sound out words from letters)
 - Fluency (develop oral language)
 - Vocabulary (teach new words)
 - Comprehension (ask what happened and what will happen next)
 - Predict language patterns (repetitive text, rhymes, etc.)
 - Differentiate between real and pretend

Interactive Literature or Shared Reading Activities – Where children can ask questions, make comments, and answer questions posed by the teacher. Small groups usually work better here. **(A book for Interactive Literature may only be read once during the year. Check the Interactive Literature charts for book titles and student signatures.)**

- Children tell story from memory
- Children tell story using the illustrations
- Act out story
- Class book
- Make a puppet - finger puppets, popsicle stick puppets, etc.
- Puppet stage
- Flannel board
- Use real objects in the story
- Sing a song
- Make a noise when they hear a certain word
- Make a collage
- Dress up in costumes
- Children tell stories in their own words
- Retell with wooden characters
- Repeat certain phrases during the story
- Write their own stories
- Draw their own illustrations of the story
- Make a word wall with words from the story
- Read a recipe and have a cooking experience
- Create song books that the children can illustrate using their favorite songs
- Create a restaurant menu, bills, and dramatic play restaurant
- Create a dictated book using photographs of what the children have acted out
- Have the children bring in labels of environmental print: toothpaste, milk, cereal, etc. and create a big book.
- Listen to a book on tape.

Teacher Visual Aids

Take students into the preschool lab and show them where to find the big books, books, books on tape and visual aids.

Pass out the Interactive Literature Oral Presentation.

Read them a story and explain the grading scale.

Show them various props: flannel board, puppet and stage, clip art, etc.

Student Activity

Using the preschool lab files, write two DAP literature activities.

Conclusion

Students begin Chapters 11 and 12 Study Questions and Vocabulary

