LITERACY: Books and Story Telling

Summary
LITERACY and BOOKS are an important part of the early childhood curriculum. This lesson introduces literacy concepts. It also deals with STORY TELLING skills.

Main Core Tie
Early Childhood Education 1
Strand 2

Time Frame
1 class periods of 90 minutes each

Group Size
Individual

Materials
LCD Projector and Computer, Variety of Children’s books (20-30 from school or have each student bring one as an assignment).

Intended Learning Outcomes
Students will understand:
* Prereading influences on children
* Parts and types of children’s books
* Story-telling techniques

Instructional Procedures
Ask the students to think of their favorite children’s book (as a child or now). Have a few students share this with the class and tell why the book is their favorite.
Show a power point and have the students take notes in their packets.
The rest of the class period the students will:
Read two articles about reading and write a synopsis. There are several listed below. You may need to update these articles after a while.
Read 9 or 12 children’s books and complete an evaluation for each.
Choose one book and read it out loud, using good story telling techniques to another student.
(Do this as a class the last 10 minutes of the period.)

Extensions
EXTRA CREDIT:
Read additional articles on literacy.
Create original children’s book. These would need to include:
  Cover page - include author’s name and illustrator
  Story line and illustrations (clip art or original artwork).
  Be at least 8 pages long.
  Be creative and well done.

Assessment Plan

Bibliography
USOE- FACS 1995 Child Care Curriculum
Introduction to Early Childhood Education, 4th edition, Jo Ann Brewer
CROWS: Idea adapted from research conducted in the Stony Brook Reading and Language project, State University at New York at Stony Brook entitled "Classroom Interventions in Shared Reading in Head Start Settings", by Whitehurst, Fischel, Epstein and Angell.

Authors
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