

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

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Time Frame

1 class periods of 90 minutes each

Group Size

Individual

Materials

LCD Projector and Cumputer, 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

*Written synopsis of the reading articles. *Evaluations of the various children's books.

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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