Brainstorming Bonanza

<table>
<thead>
<tr>
<th>DIRECTIONS</th>
<th>List words that sound the same but are spelled differently or mean something different</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXAMPLES</td>
<td></td>
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<tr>
<td></td>
<td>eye, I</td>
</tr>
<tr>
<td></td>
<td>be, bee</td>
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</tbody>
</table>

**Note to Training Facilitator:** Cut on the dotted line and attach the top portion of this document to chart paper to create the *Brainstorming Bonanza* chart. Create one chart for each group of 4 people.

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The Butterfly Shake - hook thumbs and make your fingers flap like a butterfly for a quiet greeting.

Kangaroo Shake - grip hands and then hop up and down like a kangaroo.

The Hammer & Saw - grip hands and pound up and down like a hammer, and then saw back and forth.

High Five - give each other a high five and a low five to greet each other.
Share one thing you learned about reading aloud today.

Share your favorite idea or activity from today.

Share a part of today’s session you cannot wait to implement in a workshop.
Share which song you liked the best today and why.

Share one thing you learned about vocabulary today.

Share one thing you learned about phonological awareness today.

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Oral Language, Listening, and Vocabulary Development

**Oral Language** provides children with an opportunity to understand how to access their knowledge in a way that will help them understand words in a text (NICDH, 2005). According to Scarborough (2003), even though words are pronounced properly and correctly decoded, children will not comprehend the text well if they are not familiar with the words in their spoken language.

**Listening** involves the ability to attend to directions, connect sounds that letters make, recognize patterns in rhyming words, process the meaning of information, store information on working and long-term memory, and then acting on it (Van Laan, 1992). Listening is the source of early deciding skills, so it serves as the core of reading.

**Vocabulary:** The amount of talk and the quality of conversations that occur at home can profoundly affect the number of words young children hear, understand, and use in their conversations with others. Children from parents with professional backgrounds hear an average of 2,153 words per hour. Children with parents in the working class hear 1,251 words per hour and children with parents on welfare hear 616 words per hour. Children in professional families learn and use approximately 1,100 words in their speech compared to 759 words for working class families, and 500 words for welfare families (Hart & Risley, 1995).
Vocabulary Instruction

For students to get the most from vocabulary instruction,

- Words they are taught should be meaningful to them
- Context clues should be used to teach vocabulary rather than words taught in isolation
- Words should be used on a regular basis to form a foundation instead of introduced once and then moving on to other words
- Children should be encouraged to use words within a given context (McKeown & Beck, 2004).

REFERENCES


WHAT IS PHONOLOGICAL AWARENESS?

Phonological awareness is listening to, understanding, and manipulating the different sounds and patterns of spoken language. Children experience phonological awareness by listening to rhymes and poems; singing songs; making up silly names and words by substituting one sound for another; breaking up words into syllables; and noticing that some words begin with the same sound (Burns, Griffin, & Snow, 1999; Mcgee & Richgels, 2003).

Phonological awareness skills include the ability to identify phonemes (the smallest unit of sound), identify and generate rhyming words, blend phonemes (sounds); count syllables, and separate the beginning sound from the ending sound of a word (Adams, 1994; Yopp & Yopp, 2004).

WHAT ARE THE STAGES OF PHONOLOGICAL AWARENESS?

These phonological awareness skills develop along a continuum of developmental stages. These stages progress from simple skills such as listening and the awareness of “large” units of speech such as words and syllables, to more complex skills such as manipulating individual phonemes (sounds) in words (Goswawmi & Bryant, 1990; Heroman & Jones, 2004; McCormick, Throneburg, & Smitley, 2002).

See the following table for the name, a description, and an example of the stages of phonological awareness.
<table>
<thead>
<tr>
<th>STAGE</th>
<th>DESCRIPTION</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>Listen to sounds in the environment</td>
<td>Discriminate if sounds are same or different</td>
</tr>
<tr>
<td>Rhyming</td>
<td>Recognition of the ending sounds of words</td>
<td>Fill in missing words of a song, poem, or story; decide if 2 words rhyme</td>
</tr>
<tr>
<td>Initial Sounds</td>
<td>Hear similar initial sounds such as big blue boat</td>
<td>Identify beginning sound of familiar words; compose a group of words that begin with the same sound</td>
</tr>
<tr>
<td>Words</td>
<td>Realize that language is made up of words that are grouped together in sentences</td>
<td>Listen to and identify a particular word in a phrase; blend and segment compound words</td>
</tr>
<tr>
<td>Syllables</td>
<td>Break words into syllables</td>
<td>Blend syllables to form words and delete syllables from words</td>
</tr>
</tbody>
</table>
| Onset and Rime| **Onset**: sound before the first vowel in a syllable  
|               | **Rime**: rest of the sound in a syllable that begins with the first vowel | Work with word families (i.e., the –at family: cat, bat, hat)            |
| Phonemic Awareness | Identify the smallest unit of sound, the phoneme | Blend and segment phonemes, identify beginning, middle, and ending sounds in words, delete and substitute phonemes |

(Heroman & Jones, 2004)

**HOW CAN PHONOLOGICAL AWARENESS HELP CHILDREN READ?**

A child’s phonological awareness plays an important role in his/her learning to read (Ehri & Nunes, 2002; Fitzpatrick, 1997; Snow, Burns, & Griffin, 1998). During the preschool years, children begin to develop sensitivity to the sounds and meanings of words spoken around them. However, because they are in the early stages of oral development, they may have difficulties sequencing sounds because sounds (phonemes) are abstract in nature. Phonological awareness involves the development of these auditory skills which are later connected to a child’s understanding of the written word (Fitzpatrick, 1997; Phillips, 2008).
REFERENCES


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**Research Supporting Read Aloud:**

- Reading aloud to children is the most highly recommended activity for the development of language and literacy (Adams, 1990).
- Reading aloud is ranked as the most important strategy for building knowledge in children so they can develop reading skills and be successful readers in the future (Wolfe & Nevills, 2004).
- The most important activity for helping a child succeed in school is to read aloud with him (Family Literacy Foundation, 2002).
- Reading aloud sets the tone for children to identify the difference between reading text and oral conversation (Hedrick & Pearish, 2003).
- Children who are read to 3 or more times a week are more likely (than children read to less than 3 times a week) to recognize all the letters in the alphabet, count to 20 or higher, write their own names, and read or pretend to read books, or tell a story from a book (The National Center for Family Literacy, 2003).
- The vocabulary, expression, and oral language skills of both first- and second-language speakers develop significantly as a result of read aloud activities (Barnes, 1992; Heroman & Jones, 2004).
**Strategies to Use During a Read Aloud**

- Read with expression and enthusiasm; use appropriate voices to match characters (i.e., roar like a lion, speak quietly like a mouse)
- Make sure child can see the illustrations in the book
- Ask questions before, during, and after the read aloud to engage child in story and check for comprehension (Hannel & Hannel, 2004).
  - **CLOZE**: fill in the blank statement such as “The giraffe made her ________.” (The child fills in the blank.)
  - **FIVE W**: who, what, when, where, why; these questions typically have a one-word correct answer such as, “What color is the animal?” or “Where is her bicycle?”
  - **OPEN-ENDED**: have many different answers and require child to respond in his/her own words such as, “Why do you think the boy is crying?”
  - **CONNECTION**: help child relate to story in a personal way by making a personal connection such as “What did you do on your birthday?”
- Select words from each book to focus on for vocabulary development
  - Word should be defined for child
  - Child should be allowed to repeat the word
- Be willing to reread books (perhaps with drama using puppets props)
- Model appropriate handling of book
REFERENCES


What Word Makes Sense?
By Jack Hartmann

CHORUS: Everybody sing a little country song
All about the animals on the farm
When I leave a word out, just do your best
And sing out loud what word makes sense.

There’s a pig whose name is Bud
He rolls and plays right in the _______

There’s a cow whose name is Sue
She eats the grass and then says _______

There’s a horse that loves to play
Then in the barn she eats her_______

There’s some ducks out in the back
They waddle to me and then say _______

Repeat chorus

I see a bunny, whose ears just flop
He eats carrots and loves to _______

I see a little skunk run quick as a wink
Just hold your nose sometimes they _______

I see a dog drink from a pail
When he’s real happy he wags his _______

The sheep are now so big and full
That Farmer John can shear their _______

Repeat chorus
Your child will read graphic words provided when the world.

Simple words will read.

Turkey
Families Learning Together Training Session Four:

Mother May I? Standards Poster Practice Activity

Words. Descriptive extensively using talk. Your child will.
1. Look through your **Family Literacy Bag** together with your child and identify the books and materials included.

2. Follow the steps listed below when engaging in an activity with your child:

   a. Choose one activity to complete at a time (you do not need to do the activities in any particular order).

   b. Gather the book and necessary materials for completing the activity.

   c. Allow your child to “play” with the items in the bag for a few moments before expecting him/her to use the materials in a learning activity.

   d. Read and talk about the chosen book with your child.

   f. Engage in the chosen learning activity together.

   g. Make note of yours and your child's reactions to the activity on your **at-home survey**.
WHAT’S IN YOUR BAG? CHECKLIST

Materials included in this Family Literacy Bag (Workshop One) include:

Books:
- Bailey Goes Camping by Kevin Henkes
- If You Take a Mouse to School by Laura Numeroff

Materials:
- Activity cards for Bailey Goes Camping and If You Take a Mouse to School
- Two book tags
- At-home survey (last page of activity cards)
- Bunny prop
- Pencil
- Paper
- Crayons
- “All About Me” poster
Activity Title: Bailey Asks Questions

Standard: Your child will answer detailed who, what, where, when, and why questions using complete sentences.

Materials: Bailey Goes Camping, bunny prop
Directions: Ask your child the following questions before, during, and after reading the story Bailey Goes Camping. Use a bunny prop as a pointer to direct your child’s attention to the items in the question. Allow your child to look back through the book to help him/her find the answer if needed.

Before Reading

1. Say, “The title of the story is Bailey Goes Camping. What is camping?”

2. Ask, “After looking at the illustrations on the cover of the book and hearing the title, what do you think this story will be about?”

3. Hand the book to your child and ask him/her to open the book and point to where you should begin reading.

During Reading

4. Ask, “What activity did Bruce and Betty get to do because they were Bunny Scouts?”

5. Ask, “How do you think Bailey felt about not being able to go camping?”

6. Say, “Bailey was not allowed to go camping because he was too little. Has there ever been a time when you have not been allowed to do something because you were too little? Tell me about it.”

7. Read, “Bailey ate hot dogs and lived in a (tent).” (Allow your child to complete the sentence.)

After Reading

8. Ask, “What was the story about?”

9. Ask, “What did Bailey’s parents do to make Bailey feel better?”

10. Ask, “At the end of the story, what did Bailey discover about camping at home?”
Conversations About Books

Activity Title: Just Like Bailey

Standard: Your child will talk about pictures in books and use pictures to answer story questions.

Materials: Bailey Goes Camping, bunny prop
Directions:

1. Read the story *Bailey Goes Camping* with your child.

2. Take the bunny prop from your Family Literacy Bag and give it to your child.

3. Turn back through the pages of the book, and ask your child to point to Bailey using the bunny prop.

4. Each time your child points to Bailey ask, “What is Bailey doing in this picture?”

5. After your child has described what Bailey is doing in a picture ask, “How are you just like Bailey?”

6. For example, Bailey enjoyed eating hot dogs. Your child should explain if he/she is “just like Bailey” and enjoys hot dogs as well.

7. Repeat the process on other story pages.

8. Praise your child for his/her ability to speak in complete sentences and use the pictures to talk about the story.
Print Concepts and Emergent Writing

Activity Title: Fun Things

**Standard:** Your child will read and write from left to right, and top to bottom.

**Materials:** *Bailey Goes Camping*, pencil, paper
Directions:

1. Read the story *Bailey Goes Camping* with your child.

2. As you read, point to the words with a pencil modeling for your child that we read from left to right, and top to bottom.

3. Talk with your child about the fun things that Bailey enjoyed in the story.

4. Ask your child, “What fun things do you enjoy doing with our family?”

5. Using the pencil from your Family Literacy Bag, write down your child's ideas on a piece of paper.

6. As you are writing, talk to your child about how you start writing on the left and move to the right.

7. Give your child the piece of paper and challenge him/her to write one of the ideas for fun things.

8. Praise him/her for writing from top to bottom, and from left to right.

9. Repeat the process for other “fun things” that your child names.
Beginning Sound Recognition

Activity Title: /B/ Is for Bailey

Standard: Your child will identify when two words begin with the same sound.

Materials: Bailey Goes Camping, bunny prop
Directions:

1. Read the story Bailey Goes Camping with your child.

2. Take the bunny prop from your Family Literacy Bag and give it to your child.

3. Remind your child that Bailey was a bunny.

4. Ask your child, “What is the beginning sound of Bailey and bunny (/b/)?” Then say, “Yes, Bailey and bunny both start with the /b/ sound.”

5. Tell your child to listen as you call out the words listed below.

**Word list:** ball, blanket, fire, burn, marshmallow, tent, bone, Bruce, hot dog, Betty

6. Challenge your child to listen to the beginning sound of each word and if it begins the same as Bailey and bunny (/b/), he/she should toss the bunny prop into the air. If the word does not begin with the /b/ sound, the bunny prop should remain on your child’s lap.

7. Discuss the beginning sound of each word after your child has responded. For example, “Yes, ball begins with the /b/ sound just like bunny so you tossed the bunny.”

8. Praise your child for his/her ability to identify when two words begin with the same sound.
Vocabulary

Activity Title: Family Time!

**Standard:** Your child will talk extensively (perhaps about topics of personal interest) using descriptive words.

**Materials:** *Bailey Goes Camping*, bunny prop
Directions:

1. Read the story Bailey Goes Camping with your child.

2. Take the bunny prop from your Family Literacy Bag.

3. Say to your child, “You know Bailey really wanted to go on a camping trip.”

4. Hold the bunny prop and tell your child about a trip you would like to take.

5. Model the use of descriptive words in your discussion.

6. Give the bunny prop to your child and ask him/her, “What kind of trip would you like to take?”

7. Challenge your child to use descriptive words in his/her discussion of the trip.

8. Praise your child for his/her ability to talk extensively about a topic of personal interest using descriptive words.
As You Read

Activity Title: If I Ask You a Question

Standard: Your child will answer detailed who, what, where, when, and why questions using complete sentences.

Materials: If You Take a Mouse to School, pencil
Directions: Ask your child the following questions before, during, and after reading the story *If You Take a Mouse to School*. Use a pencil as a pointer to direct your child’s attention to the items in the question. Allow your child to look back through the book to help him/her find the answer if needed.

**Before Reading**

1. Ask, “Why do you think the mouse is holding a pencil?”
2. Read, “The mouse is sitting on a [lunchbox].” *(Allow your child to complete the sentence.)*
3. Ask, “What do you think this story will be about?”

**During Reading**

4. Ask, “What was the mouse playing with while he was hiding in the backpack?”
5. Ask, “Why did the mouse need to wash up?”
7. Ask, “Why did the mouse have to go back to school?”

**After Reading**

8. Ask, “What games did the mouse play while waiting for the bus?”
9. Ask, “What do you have to do in order to get ready for school each day?”
10. Ask, “If you could bring an animal to school, what kind of animal would it be? Why?”
Conversations About Books

Activity Title: Story Illustrations

Standard: Your child will recognize, name, or read environmental print.

Materials: If You Take a Mouse to School
Directions:

1. Read the story *If You Take a Mouse to School* with your child.

2. Turn through the story pages and ask your child to point to words in the book.

3. After your child has identified the story text as “words in the book” point out one example of words in the story illustrations (*do not point out all of the examples*).

4. Examples you could point out include the grocery list on the refrigerator, the words on the chalkboard, the words on the hall pass, the sign above the cafeteria door, the story written by mouse, or the “P.S. 8” sign on the school.

5. Challenge your child to find other examples in the story after you have pointed out one.

6. Read the environmental print in the story illustrations together.

7. Invite your child to look around the environment of your home for print he/she can read.

8. Talk with your child about the use of print in the environment of our everyday lives.

9. Point out print in your environment and discuss it with your child.
Emergent Writing

Activity Title: All About Me

Standard: Your child will draw a picture to represent people and objects and share drawings and writings with others.

Materials: *If You Take a Mouse to School*, pencil, crayons, “All About Me” poster
Directions:

1. Read the story *If You Take a Mouse to School* with your child.

2. Talk with your child about the writing and drawing that the mouse did in the story.

3. Point out to your child the drawings and writing on the refrigerator in the boy’s kitchen.

4. Discuss with your child why he/she thinks the mouse drew the different pictures (*probably pictures of things he loves*).

5. Take the “All About Me” poster, crayons, and pencil from your **Family Literacy Bag**.

6. Tell your child that he/she is going to create a poster about him/herself.

7. Read through each section of the poster with your child and allow him/her to fill in the blanks and draw a picture.

8. Allow your child to share the drawings and writings with others by hanging the poster on your refrigerator.

9. Praise your child for his/her ability to write letters and words, and draw matching pictures.
Letter and Sound Knowledge

Activity Title: Shapes in the Story

Standard: Your child will recognize and name the following shapes: square, circle, triangle, rectangle, star, oval, diamond, octagon, and heart.

Materials: If You Take a Mouse to School
Directions:

1. Read the story *If You Take a Mouse to School* with your child.

2. Tell your child that Felicia Bond is the illustrator of this story. Ask, “What does the illustrator do?” (The illustrator draws the pictures.)

3. Point out to your child that the illustrator uses a lot of shapes in the story.

4. Challenge your child to find shapes in the illustrations of the story. For example, the basketball is a circle; the notebook is a rectangle; the egg is an oval; and the sandwich is a triangle.

5. Allow your child to find as many shapes as he/she can and is willing to find.

6. Point out to your child that recognizing and being able to form shapes will help him/her when writing letters and drawing pictures.

7. Encourage your child to locate and identify shapes in other places as well.
Activity Title: What Would Mouse Do?

Standard: Your child will describe, in sequence, the steps taken to make or do something.

Materials: If You Take a Mouse to School
Directions:

1. Read the story *If You Take a Mouse to School* with your child.

2. Talk with your child about the story format used by the author, Laura Numeroff. She bases the story on “If the mouse does something.”

3. Challenge your child to make up his/her own story about the mouse.

4. Turn through the pages of the story and point out different things the mouse is doing. For example, on the first page of the story he is getting ready for school.

5. Say to your child, “What would the mouse do if he was getting ready for school?”

6. Ask your child to describe, in sequence, the steps mouse would take to get ready for school.

7. Encourage your child to speak clearly and use complete sentences.

8. Repeat the process for other mouse actions: making his lunch; doing an experiment; cleaning up a mess; building a house; writing a story; playing a game; or eating a snack.

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I took my mouse to school today,
And he had lots of fun.
He practiced math and spelled some words,
And worked ‘til the day was done.
He kicked a ball and shot some hoops
And rode on a skateboard, too.
He ate some cookies and read a book,
Like you and I sometimes do.

Hot dogs, hot dogs,
Yum, yum, yum.
I like hot dogs,
In my tum.
Lots of ketchup.
Mustard, too.
One for me,
And one for you!
Choco's Journey
Choco had cheeks like the ________.
He was yellow like the __________.
The ________ was now his brother.
The ______ made him laugh.
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Families Learning Together Training Session Four: Pictures and Words for Choco’s Journey Book practice activity
Florida Institute of Education at the University of North Florida ©2010

hippopotamus
walrus
giraffe
alligator
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TRAINING SESSION

FOUR

Practice Activity

“Activity Card Routine”
(from Workshop One)
Title: Activity Card Routine

Time: 5 minutes (in an actual workshop you will stretch this to 10 minutes)

Format: Participants should be seated so they can see the materials being demonstrated.

Note for Presenter: This introduction to the activity cards is very important so take your time and explain thoroughly and clearly.

Materials: set of activity cards

Procedure:

✓ Hold up a set of activity cards and say,

  o “This is a set of activity cards that families will receive at each workshop. There are always 5 activities per book which is 10 activities per set since there are two books in each set.”

  o “A literacy standard is included for every activity.”

  o “On the inside cover of your activity cards you will find an Activity Routine.”

✓ Read the Activity Routine to the participants.

✓ Say,

  o “Let me emphasize the need for children to play with the items before beginning the activity.”

  o “For example, in a minute we will do an activity that involves a toy bunny. As soon as the bunny is given to someone to do the activity, they would probably want to play with it. I will allow you to play with the toy bunny prop before expecting you to listen to directions for the activity.”

✓ Hold up a set of activity cards and turn to each individual card as you say,

  o “Looking specifically at the activities, activity one is always an “As You Read” card that gives you ideas for questions to ask before, during, and after reading the story.”

  o “The second activity is always a “Conversation About Books” for families and children to have. The third and fourth activity will cover a variety of literacy skills such as letter recognition and writing, and the fifth will be a vocabulary activity.”

  o “Now let’s practice one of the activities.”
Practice Activity

“Bailey Asks Questions”

(from Workshop One)
Title: Bailey Asks Questions

Time: 5 minutes (in an actual workshop you will stretch this to 10 minutes)

Format: Participants should be seated so they can see the book and bunny prop.

Note for Presenter: Have more than one participant respond to the questions; do not let one participant monopolize the conversations.

Materials: Bailey Goes Camping, bunny prop

Procedure:

✓ Hold up the book Bailey Goes Camping and say,
  o “This book is called Bailey Goes Camping. It is a book families will receive in session one’s Family Literacy Bag.”
  o “I am going to read a few pages of this book with you just as if you were my four-year old child.”
  o “I am going to ask you questions about the story - just like you will want to model for families to do with their own four- and five-year-old children.”

✓ Read the first four pages of Bailey Goes Camping. As you read use inflection in your voice, make sure participants can see the pictures, and use the bunny prop to point to the words on a couple of the pages. Then ask,
  o “What activity did Bruce and Betty get to do because they were Bunny Scouts?”
  o “How do you think Bailey felt about not being able to go camping?”

✓ After reading a few pages and asking two questions, ask,
  o “What are some things you noticed me doing throughout the read aloud?” (Allow participants to respond. Elicit and encourage responses.)
  o “Did I do anything that made the read aloud more interesting to you?”
  o “What else should I have done to make your understanding of the story stronger?”
  o “When you do a read aloud with your child, always pay close attention to his/her reaction to the story.”
  o “Learn to ask yourself, 'What could I be doing differently to make this a better read aloud?'”
  o “During session one, we will model a read aloud by reading the entire book Bailey Goes Camping and then families will practice doing a read aloud with their children.”
Practice Activity

"Take a Look"

(from Workshop Two)
Title: *Take a Look*

**Time:** 5 minutes (in an actual workshop you will stretch this to 10 minutes)

**Format:** Participants should be seated so they can clearly see the materials being demonstrated.

**Note for Presenter:** Tell participants you will teach this activity to them as if they were your young children.

**Materials:** *Panda Bear, Panda Bear, What Do You See?*, animal picture cards for bald eagle and water buffalo, “Take a Look” bag, panda bear pointer

**Procedure:**

✓ *Say,*

  o “I want to show you a book that families will get in session two’s Family Literacy Bag.”

  o “Have you guys heard of the book *Brown Bear, Brown Bear, What Do You See?*”

  o “It is a very popular children’s book written by Eric Carle.”

  o “Eric Carle wrote another book following the same pattern called *Panda Bear, Panda Bear, What Do You See?*”

  o “We are going to read this story together.”

✓ Hold up a the two picture cards (bald eagle and water buffalo) and

  *say,*

  o “There are ten animals in the story and they all do a different movement.”

  o “I would like two of you to volunteer to act like two of the animals as we read part of the story together.”

✓ Give the bald eagle and water buffalo animal picture cards to the volunteers.

✓ *Ask* each volunteer,

  o “What animal did I give you?” *(Allow participants to respond - then give them the official animal name from the book.)*

    o “The movement performed by that animal in the story is....” *(insert animal movement)*
● Read through the first four pages of the story using the panda bear pointer to point to the words and stopping to allow participants to say the story text and imitate the bald eagle and water buffalo.

● After reading aloud the first four pages say,
  o “What skill do you think could be learned by reading this book?”
  o “There is an activity in the Family Literacy Bag with an emphasis on Vocabulary - the standard is to engage in simple conversations and use newly learned words when talking.”

● Hold up a “Take a Look” bag and say,
  o “To do the activity, families will ask their children to put the animal picture cards into this bag - it is called the ‘Take a Look’ bag.”
  o “Eric Carle selected animals from the list of endangered species to include in this book. So - let me teach you a chant you will use for this vocabulary activity.”
  o “Repeat after me - ‘Animals are endangered’ (allow repetition) - ‘We read about them in our book’ (allow repetition) - ‘Ten animals pictures are in this bag’ (allow repetition) - ‘Let’s stop and take a look.’” (allow repetition)
  o “After families say this chant with their children, they will allow them to take one picture from the bag and then talk about the animal.”
  o “They will ask questions such as, ‘What do you like about this animal?’ or ‘What do you know about this animal?’”
  o “The point is to ENGAGE IN CONVERSATION using NEWLY LEARNED WORDS.”
  o “The newly learned words are the animals’ names.”
  o “Do you have any questions about the activity?” (Answer any question that is posed.)
Practice Activity

“Dreaming Child”
(from Workshop Two)
Title: Dreaming Child
Time: 5 minutes (in an actual workshop you will stretch this to 10 minutes)
Format: Participants should be seated so they can see the book.
Note for Presenter: Have a number of participants respond to the questions; do not let one participant monopolize the conversations.
Materials: Panda Bear, Panda Bear, What Do You See?, chalkboard, chalk, eraser

Procedure:
✓ Read aloud the last four pages of Panda Bear, Panda Bear, What Do You See? about the dreaming child. Say,
  o “The activity I want to do with you now is called Dreaming Child.”
  o “What was the child dreaming about in the end of the story?” (Wait for responses - the child was dreaming about all of the animals.)
  o “Yes, the child was dreaming about the animals.”
  o “Now, I am going to pretend that I am the dreaming child.”
  o “I am dreaming of an animal that I would like to be. Can you guess the one I picked? Watch and you will see?”

✓ Draw a panda bear on the chalkboard using chalk but DO NOT let the participants see it.

✓ As you are drawing say,
  o “I am drawing an animal that is endangered. China is one of the places you would expect to find this animal. The animal I am drawing is black and white.”
  o “Can you guess my animal?” (Allow participants to guess the animal.)
  o “Yes, I drew a panda bear. What did I do while I was drawing?” (Allow participants to respond.)
  o “Yes – I described the animal to you with words as I was drawing.”
  o “That allowed me to practice speaking clearly while using complete sentences.”
  o “When families do this activity with their children they will do just as I did - draw an animal and describe it to the child for him/her to guess.”
  o “Then, they will allow their children to draw an animal while describing the animal with words.”
  o “Do you have any questions? (Answer any question that is posed.)
Practice Activity

“Choco’s Journey”
(from Workshop Five)
Title: Choco’s Journey
Time: 5 minutes (in an actual workshop you will stretch this to 10 minutes)
Format: Participants should be seated so they can clearly see the materials being demonstrated.
Note for Presenter: Tell participants you will teach this activity to them as if they were your young children.
Materials: Standards poster (to read simple words when provided a graphic and the word), Choco’s Journey sample book, Choco’s Journey book with no pictures, laminated pictures and words, Velcro

Procedure:
✓ Hold up the standards poster and say,
  o “An Oral Language and Vocabulary standard to be practiced is to read simple words when provided a graphic and the word.”
  o “The second book families will receive in session two is called A Mother for Choco.”
  o “I am not going to read the story to you – but I will tell you that in the story Choco goes searching for a mother.”
  o “He encounters many different animals who he hopes is his mother because they each have something in common with him.”
  o “After families read the story with their children, they will enjoy putting together their own book called Choco’s Journey.”
  o “Let me show you how you will direct families to assemble this book.”

✓ Show participants the Choco’s Journey sample book and say,
  • “This book is called Choco’s Journey. If you look inside (open the book) you will see that there are no pictures and there are words missing.”

✓ Show participants the laminated sheets with four animal pictures and four words. Say,
  • “Here are the words and pictures that go in the book.”
• “One of this session’s activities allows families to walk through the process of putting this book together with their children.”

• “The most important thing to emphasize is for families to INCLUDE their children in the assembly of the book. That is the learning portion of the activity. Discourage families from putting the book together for their children.”

• “The activity invites families to have their children identify the pictures and then try to match the pictures with the words.”

• “The final step asks the children to choose which words and pictures to put on each page.”

✓ Show participants the Velcro and say,

• “Families will put one piece of Velcro on the back of each picture and word and then put Velcro in the book.”

• “Be sure to remind them to put the same side of the Velcro on all of the pictures and words and the other side into the book.”

• “This way their children can mix and match the words and pictures to make a crazy book.”

• “We will emphasize to families that when they put this book together and when reading this book interactively, their children will be practicing the standard of reading simple words when provided a graphic and the word.”
Practice Activity

“Mother May I?”
(from Workshop Five)
Title: Mother May I?
Time: 5 minutes (in an actual workshop you will stretch this to 10 minutes)
Format: Participants should be seated so they can see the book.
Note for Presenter: Have a number of participants respond to the questions; do not let one participant monopolize the conversations.
Materials: standards poster (your child will talk extensively using descriptive words), A Mother for Choco, alphabet cards

Procedure:
✓ Hold up the standards poster and say,
  • “Another Oral Language and Vocabulary standard to be practiced is talk extensively using descriptive words.”
  • “How do you think kids will do at the standard of talking extensively?” (Allow participants to share.)
  • “A lot of families probably think their children do not need practice talking!”
  • “However, working with their children and allowing them to practice speaking using complete sentences will boost their vocabulary.”

✓ Hold up the book A Mother for Choco and say,
  • “As we heard earlier, Choco is searching for a mother. When Choco finds a mother he asks her A LOT of questions!”
  • “The activity we are going to do together right now is called Mother May I?”
  • “To do this activity, families will give their children the set of alphabet cards (or a few cards).”
  • “I will give one of you a few cards now to imitate the activity.”

✓ Give one participant a few of the alphabet cards and say to the volunteer,
  • “Choose one picture of something that you would like to have then say to me, ‘Mother, may I please have a (insert item name)?’”

✓ After the participant asks the question respond by saying,
  • “Why do you want a (insert item name)? Use descriptive words when answering.”

✓ Say to all participants,
  • “The purpose of this activity is for children to speak using descriptive words.”
Practice Activity

“Kipper’s Basket”
(from Workshop Six)
Title: Kipper’s Basket
Time: 5 minutes (in an actual workshop you will stretch this to 10 minutes)
Format: Participants should be seated around a table so they can work in a small group to do the activity.
Note for Presenter: Phonological awareness is a complicated topic – be considerate of the audience.
Materials: Kipper, letter-coded Kippers, baskets, balls, bones, blankets, and bunnies (per small group)

Procedure:
✓ Say,

- “We are going to review two levels of phonological awareness.”
- “These two levels deal with the beginning sounds of words.”
- “Beginning sounds is probably the level that makes the most sense to you - how many times have you asked someone the question, ‘What does that word start with?’”
- “One thing I want to point out to you is that there are two different skills to be practiced here - one is recognition and one is application.”
- “Recognition is more like a multiple choice question - or a yes/no question - and application is more like a fill-in-the-blank question.”
- “Let me show you what I mean.”

✓ Hold up a Kipper picture and say,

- “This is Kipper. If I asked you the question, ‘Does Kipper begin with the /k/ sound?’ you would answer by saying yes or no – that is recognition.”
- “If I asked you the question, ‘What is another word that begins the same as Kipper?’ you would answer kite or key - something that begins with the /k/ sound. That is application.”

✓ Hold up the book Kipper and say,

- “This book is called Kipper. It is a book families will receive in session six’s Family Literacy Bag.”
- “I am not going to read it to you - but I need to tell you
that in the story – Kipper cleans out his toy basket – his toys include a ball, bone, rabbit, and blanket.”

- “To do our next activity, I am going to give each small group a set of Kipper toys – you will have some Kipper patterns, some basket patterns, and some toy patterns.”
- “Your task is to put Kipper and his toys in the matching basket based on the beginning sounds of the stickers on each item.”
- “All of the Kipper patterns have uppercase letters on them, all of the baskets have lowercase letters on them, and all of the toys have pictures on them.”
- “Work together to put Kipper and his toys in the correct basket.”

✓ Give each group a set of patterns – Kippers, baskets, and toys and say,
  - “Go ahead and put Kipper’s toys away.”

✓ Walk around and facilitate the group. Answer any question that is posed.

✓ After groups have put Kipper and his toys in the correct baskets say,
  - “The standard you just practiced was to recognize beginning sounds and identify whether two words begin with the same sound.”
  - “This is an activity in the Family Literacy Bag for session six.”
  - “In the Family Literacy Bag the stickers are not already on the patterns. Part of the activity families will do with their children is to choose six letters to practice in this activity - and attach those six sets of stickers on the patterns.”
  - “The way this activity is written, it is a beginning sounds recognition activity. Families can add a step to stretch it to an application activity by asking their children to think of a fifth item that begins with the same sound.”
TRAINING SESSION FOUR

Practice Activity

“Leap Frog”
(from Workshop Six)
Title: Leap Frog
Time: 5 minutes (in an actual workshop you will stretch this to 10 minutes)
Format: Participants should be seated so they can clearly see the materials being demonstrated and participate in the activity.
Note for Presenter: Tell participants you will teach this activity to them as if they were your young children.
Materials: Kipper, frog bean bag

Procedure:
✓ Say,

- “We have covered a few phonological awareness topics in this session.”
- “The song we did earlier called What Word Makes Sense? dealt with rhyming words.”
- “Think about that song - since you had to think of a rhyming word and fill in the blank - do you think it was a recognition activity or an application activity?” (Allow participants to respond.)
- “Yes - it was an application activity because you had to THINK of the rhyming word.”
- “A recognition activity would have asked you the question, 'Do the words Bud and mud rhyme?' and you would say yes or no.”
- “We are now going to move on to another phonological awareness topic called Syllable Segmentation.”
- “Families will engage their children in this activity at the end of session six.”

✓ Hold up the book Kipper and show the page where Kipper was imitating a frog. Say,

- “For this activity, I am going to call on a few volunteer to imitate a frog using the frog bean bag.”
- “I am going to call out words from the story and you are going to make the frog hop once for each syllable in the word.”
• “For example, if I called out the word bone - you would make the frog hop once because bone has one syllable.”
• “If I called out the word flowerpot you would make the frog hop three times because the word flow-er-pot has three syllables.”
• “Are there any questions?”

✓ Answer any question that is posed. Then give the frog bean bag to a volunteer. Call out a word from the list below for the volunteer to respond to using the frog bean bag.
✓ Repeat the process with other volunteers as time permits.

✓ Words: dog, basket, favorite, sheep, Kipper, disgusting

✓ Say,
• “The standard you are practicing is to segment syllables in words.”
• “Being able to break a word up into syllables will help children when reading and writing.”
• “Syllables are especially helpful when writing - because once children are able to sound out words - they can sound out one syllable at a time and attack big words.”
Families Learning Together Training Session Four: Take a Look practice activity

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