

HEAD START CHILD OUTCOMES FRAMEWORK

DOMAIN: LITERACY

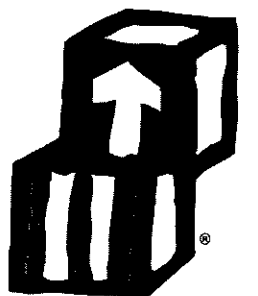
DOMAIN ELEMENT: BOOK KNOWLEDGE & APPRECIATION

- Shows growing interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry.
- Shows growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children.
- Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in the story.

DOMAIN: LITERACY

DOMAIN ELEMENT: PRINT AWARENESS & CONCEPTS

- Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.



Reading Aloud KWL



What do we *Know* about reading out loud to children?

What do we *Want* to know?

What have we *Learned*?

RA-1

Reading Aloud Rationale



Reading Aloud to Children

- promotes curiosity
- broadens knowledge about the world
- develops vocabulary
- builds listening comprehension
- leads to independent reading
- inspires writing

RA-2

Book Reading Fundamentals



•**Pre-read** Always pre-read the book and plan for reading aloud to children.

•**Grouping** Research shows that reading aloud to small groups of 3-6 children is the most effective. Sit children close to you, either at Circle Time or in a center.

•**Read Aloud Area** The read aloud area should be well defined and able to accommodate the children, the teacher and the tools for reading to children.

RA-3

Before, During, and After Reading



•**Before** Introduce book, book concepts and key vocabulary. Help children make predictions and personal connections.

•**During** Model dramatic reading of the story, allowing children to also role play. Ask open ended questions.

•**After** Use open ended questions and extension activities to increase children's comprehension of the story. Graphic organizers serve as visual organizers for children's thoughts about the story.

RA-4

How to Plan for A Reread



How many times can we read a selected piece of literature?

- **First Read**
• We read the story for enjoyment and introduce a concept or theme.
- **Second Read**
• What is the purpose or learning objective? (Refer to Read Aloud Planning Sheet)
- **Third Read and so on...**
• Continue to have well planned out learning objectives for rereading.

RA-5

Questioning



- **Evaluation** choose, decide, grade, rank
- **Synthesis** make, create, invent, design
- **Analysis** sort, separate, classify, compare
- **Application** try, act, use, demonstrate
- **Comprehension** retell, explain, reword, change
- **Knowledge** list, tell, describe, name, find, count

The more preschoolers participate in cognitively challenging talk around books, the better their story comprehension, vocabulary and overall literacy achievement in Kindergarten through Grade 4.

RA-6

Reading Formula



"...experts tell us that children need to hear 1,000 stories read aloud before they begin to learn to read for themselves."
(Mem Fox, *Reading Magic, Why Reading Aloud to Our Children Will Change Their Lives Forever*)

Whole Day Prekindergarten Teacher should:

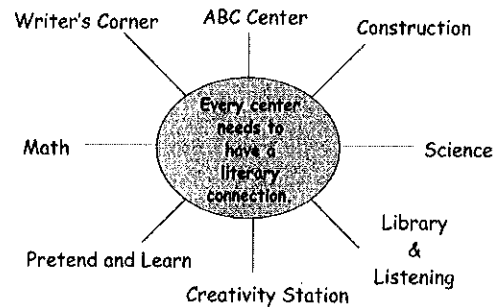
- read no less than 3 stories a day.
- expose children to 5 new words a day.

Half Day Prekindergarten Teachers should:

- read 7 stories per week.
- expose children to 3 new words a day.

RA-7

Books In Every Center



RA-8

A Classroom Library



- Include a variety of book types.
- Provide multiple copies of favorite books.
- Display children's work about class favorites.
- Provide a comfortable and inviting environment for reading.
- Provide a listening area for recorded books and stories.

Fountas and Pinnell (1996) estimate that teachers should plan to introduce children to about 100 to 125 books during the year.

RA-9



TIPS FOR READING TO CHILDREN

Objective/Purpose:

Title

- Discuss the title of the book and have the children make predictions.
- Have a student touch and say the title. The class may chorally repeat the title.

Author

- What does the author do?
- Have we read any other books by this same author? (You may want to have some of the author's other books readily available.)

Illustrator

- What does the illustrator do?
- If it is an illustrator you have seen before, help children recall similarities. Or use this art to show contrast from other illustrators.

Vocabulary

- Introduce at least three new words.
- Place the words on sentence strips followed by an icon.
- Have the real objects for the new words whenever possible and introduce them by giving clues, as a guessing game.
- Vocabulary building activities should be extended into centers and other times throughout the school day.

Characters

- In review of the story, discuss the main characters and what they did. This can also be a chance to record written responses from students.
- While rereading, ask students, "what if" questions about the characters or story line.

Book Reading Fundamentals

- Always pre-read.
- Make a routine of it.
- First day reading should be for fun and to hear the flow of the story.
- There are no limits on how many times we can reread books.
- Before, during, and after the second session and subsequent readings, the teacher must have a specific goal in mind for reading the particular selection: graphic organizers, dramatization, and recording student responses to literature will provide more opportunities for student involvement.
- Extend the story and vocabulary into other activities throughout the day: centers, class or student made books and transitions.
- Use the types of "Questioning" categories and verb starters to prepare questions ahead of time.
- Read to small groups of children whenever possible.



• READ ALOUD PLANNING SHEET •

Title of book: _____

Session: _____ Objective: _____

Author: _____ Illustrator: _____

Vocabulary Words (at least 3): _____

Characters: _____

Book Talk: (Prepare open-ended questions, such as "why", "how", "what would have happened if...")

Before reading: _____

During reading: _____

After reading: _____

Vocabulary Development: (graphic organizers, concrete objects) _____

Center connections: _____

Pretend & Learn: _____

Writer's Corner: _____

Library & Listening: _____

Construction: _____

Math & Science: _____

Creativity Station: _____

ABC: _____

Transitions: _____

Assessment: _____



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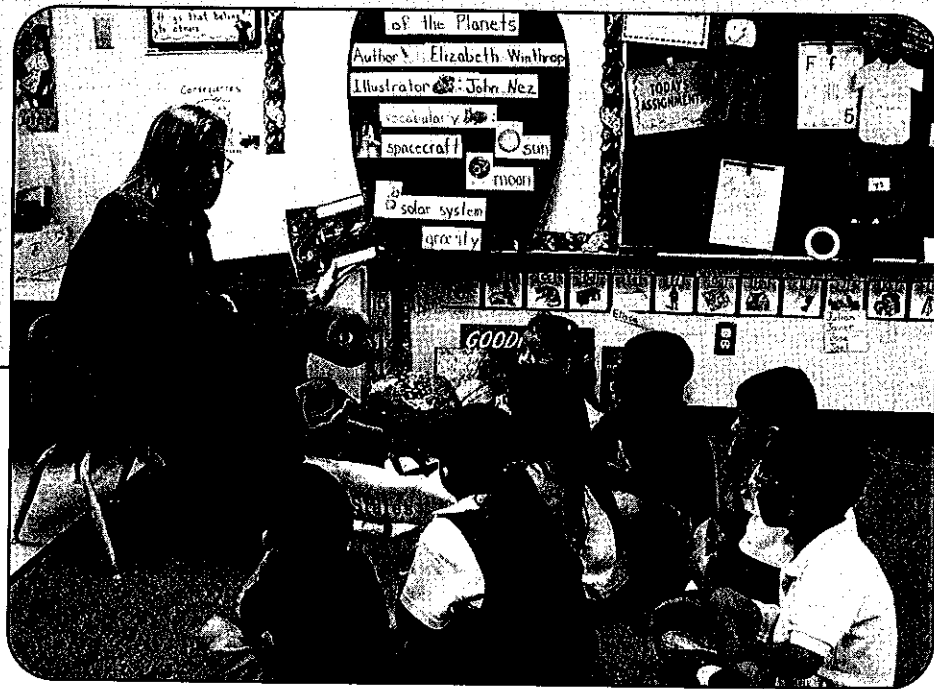
Assessment: _____



Read Aloud

• READ ALOUD TIME MUST BE A ROUTINE! •

As we use a book to introduce every concept/activity possible, here are some suggestions and titles to introduce some common things found in an early childhood classroom, such as; centers, lunchtime and read aloud time.



J. Berglund, Prekindergarten
C. Martinez Elementary
Houston Independent School District

Suggested Reading

Lilly Goes To Head Start/Lilly va a Head Start, by Belinda Cunningham and Josie Field, to introduce things that are in a preschool classroom.

Look Out Kindergarten, Here I Come, by Nancy Carlson, which describes different experiences children will be encountering in an early childhood classroom.

Lunch, by Lois Ehlert, as a fun way to begin a discussion about lunch.



"READ, READ, READ A BOOK"

Sing to the tune of "Row, Row, Row Your Boat"

Read, read, read a book
It will help you grow.
If you read a book each day,
A lot you will know.
Read read, read a book
Books are really cool.
If you read a book each day,
You'll do well in school.

Leo, leo, leo un libro,
me ayuda a crecer.
Si leemos cada día,
mucho voy aprender.
Leo, leo, leo un libro,
es fantástico leer.
Si tu lees cada día,
todo vas a saber.

por: Grisel Camacho Irving ISD
Elizabeth Flores UT C.I.R.C.L.E.



Materials:

song on chart paper, sentence strips, highlighting paper or wikki stixs

Procedure:

To introduce the song, the following procedures could be used. After the children become familiar with the song, it can be used for transition to Read Aloud Time and/or placed in a center for the children to reread. Please note that these activities should last no longer than 5 minutes each session.

Day 1 (or session 1)

- Teach the song or chant before showing students the words.

Day 2 (or session 2)

- Write poem (before class) on chart paper to become part of classroom print awareness.
- Begin singing or chanting the song as children come to circle time (great transition activity).
- Ask a child to choose a pointer.
- Point to words as you sing/chant the poem (with assistance as needed).



Day 3 (or session 3)

- Choose three vocabulary words to teach the children (example: read, book, school).
- Sing/chant poem as pointing to words.
- Introduce new vocabulary words.
- Use wikki sticks or highlighter film.
- Children take turns coming to the chart and highlighting the new words.

Day 4 (or session 4)

- Sing/chant poem as a transition activity.

Day 5 (or session 5)

- Sing/chant poem in circle time.
- Review vocabulary words.
- Point to the words, highlight, and combine activities.

Make the connection

Writer's Corner:

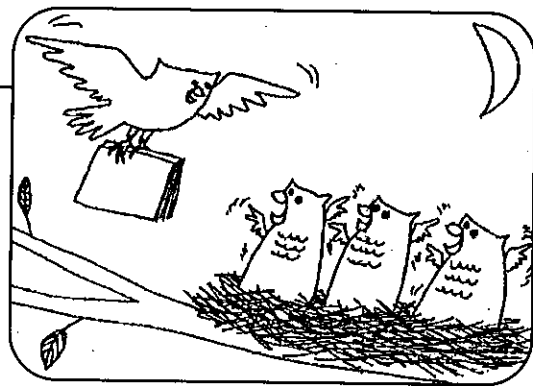
Ask children to draw a picture of reading books in school. When finished, have them dictate or write the name of the book they are reading in the picture.

ESL:

As you sing the song, hold a book up as you sing the word "book." The more animated you are when singing; the more all children will enjoy and understand the vocabulary.

Library/Listening Center:

Record children singing the song. Place song in the Library/Listening Center for children to sing along during center time.



Reading Magic by Mem Fox. Illustrated by Judy Horacek

"If one cannot enjoy reading a book over and over again, there is no use in reading at all." - Oscar Wilde

Read Aloud Self-Checklist

Book Reading Behaviors:	Rating	Comments
1. Introduces the book through display of book cover, reading of title, author, and illustrator. Encourages some discussion about one or more of these book features.....	1 2 3 4 5	
2. Vocabulary words combined with pictures or objects are introduced and discussed when preparing to and/or reading books aloud.....	1 2 3 4 5	
3. Facial expressions and voice are used to capture children's attention by using different tones for characters (book) or modulating voice to emphasize words/facts (fiction or nonfiction).....	1 2 3 4 5	
4. Teacher paces the reading to fit the type of book being read and to allow for children to be involved through comments and questions.....	1 2 3 4 5	
5. Asks open-ended questions (e.g., "what if", "where have you seen", "how would.") to encourage discussion of facts in the book (nonfiction), details, plot and/or characters (fiction), or topic and/or rhyming (poetry).....	1 2 3 4 5	
6. Takes time to involve children in activities or discussions that extend books that are read (e.g. story maps/sequences, props, retells).....	1 2 3 4 5	
7. Uses small groups for book reading (e.g., 3-8).....	1 2 3 4 5	

Rating Criteria: The items are worded to be applicable to all types of books that may be read.

- 5 = Occurred most of the time and in a manner that fully engaged children to listen and use language [Items 1 and 2 - occurred in ways that made the books exciting to children and encouraged them to think in new ways].
- 4 = Occurred more often than not [Items 1 and 2 - occurred in way that engaged children to listen and use language]
- 3 = Occurred some of the time but not consistently observed [Items 1 and 2 - or occurred but not in an expanded way].
- 2 = Occurred but very infrequently and/or with poor quality.
- 1 = Did not do, did not occur, did not observe.

Additional Comments:

CAUTION:

This tool is to be used for teacher planning purposes only.

STORY RETELLS

The story comes to life for the students when they become the characters. Students become excited with the opportunity to dramatize their favorite literature again and again. Story retells assist students in acquiring and using new vocabulary and gaining a greater comprehension of the literature in a fun, creative way.

- Teacher reads the story to students.
- Teacher models retelling with props.
- Children retell or dramatize with teacher support.
- Children retell or dramatize independently.

This procedure is called scaffolding. Teachers start with the easiest skill (in this situation - listening) and coaches the children to the most difficult skill (independent oral language.)

ACTIVITY 1 Tell It Again!

Materials to use to retell stories.

- Puppets
- Flannel boards
- Stuffed animals
- Tape recorder
- Retelling Velcro apron
- Retelling mitt
- Costumes and props

E.g. Use flannel board pieces to retell *The Little Red Hen*. With the book, *The Goat in the Chili Patch* by Lada Josefa Kratky, collect plastic animals to represent the characters in the book.

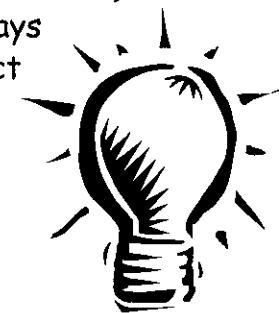


ACTIVITY 2 Act It Out!

Ways to retell, reenact, or dramatize stories.

- Make and use Velcro characters for the flannel board.
 - Use puppets to retell the story or nursery rhyme.
 - Tell the story to a friend or adult. (Pretend Read)
 - Record the story on a tape.
 - Act out a story or familiar nursery rhyme using props and costumes.
 - Draw a picture and retell using the picture. (Draw and Tell)
- (Light bulb) Familiar nursery rhymes and finger plays offer an excellent beginning for children to interact with literature.

E.g. After the children have learned the rhyme "Five Little Monkeys Jumping on the Bed," have them dramatically act out the rhyme. Characters would include: Mother, Doctor, and 5 little monkeys!



THE MUSIC OF LITERATURE

Song, rhythm, and musical instruments will capture any student's curiosity and attention to literature. WE GUARANTEE IT...The C.I.R.C.L.E. Group!

ACTIVITY 3 Stories Set to Music

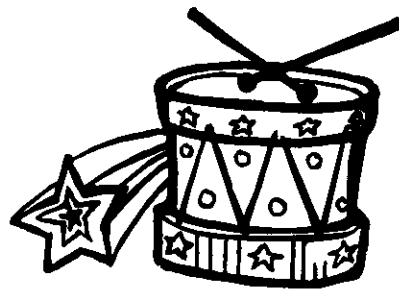
Use literature that includes song. You and your students may sing the songs and other times read the songs like a story.

E.g. *Old MacDonald Had a Farm*, *Miss Mary Mack*, *I Know an Old Woman Who Swallowed a Fly*, etc.



ACTIVITY 4 Sound Effects

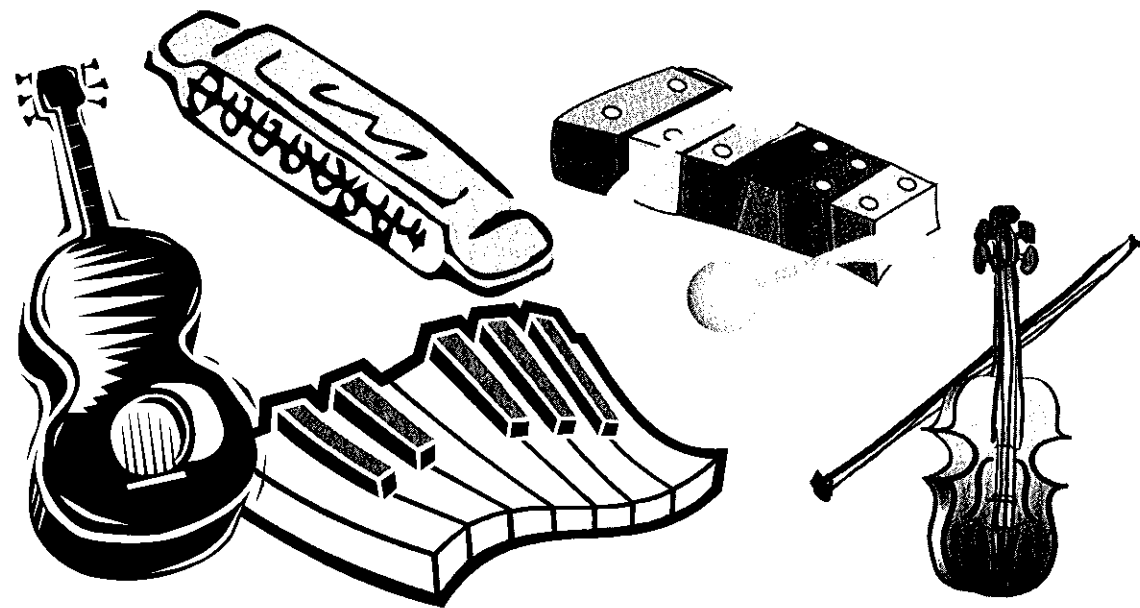
Using musical instruments to create sound effects for characters and sounds in the story actively engages students into the story. The teacher may assign instruments to the characters or events, and on other occasions, allow students to make those choices.



E.g. With the story, *The Napping House* by Audrey Woods, use a rain stick upon the turning of each page. Use a plastic baggie filled with various pieces of paper to create the sounds of the bed rustling. The students may snore to represent the granny, the napping child, and an instrument like the triangle to represent the mouse.

With the book, *The Little Old Lady Who Was Not Afraid of Anything* by Linda Williams, students use blocks to make the shoes clomp, party whistle for the pants that wiggle, maracas for the shirt that shakes, etc.

Zin! Zin! Zin! A Violin by Lloyd Moss offers wonderful opportunities for children to use different musical instruments while learning about them.



• STRETCH AND CONNECT •

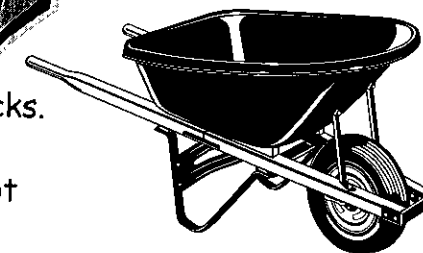
To keep the motivation to read going we need to connect children's books with other areas of the classroom and curriculum. This stretch to centers and activities extends the children's enthusiasm and comprehension for books.

ACTIVITY 5 The Carrot Seed by Ruth Krauss

Cooking and Snack Time: prepare and eat carrots raisin salad.

Construction: provide a child-size wheelbarrow for children to in carrying and moving the blocks.

Math and Science Center: plant carrot seeds and carrot tops to watch them grow.

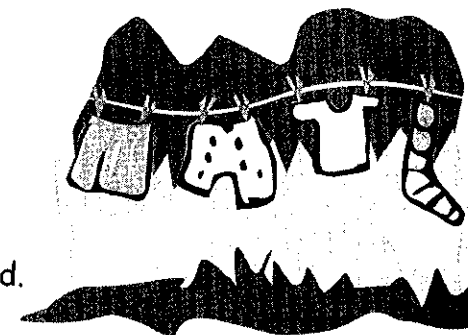


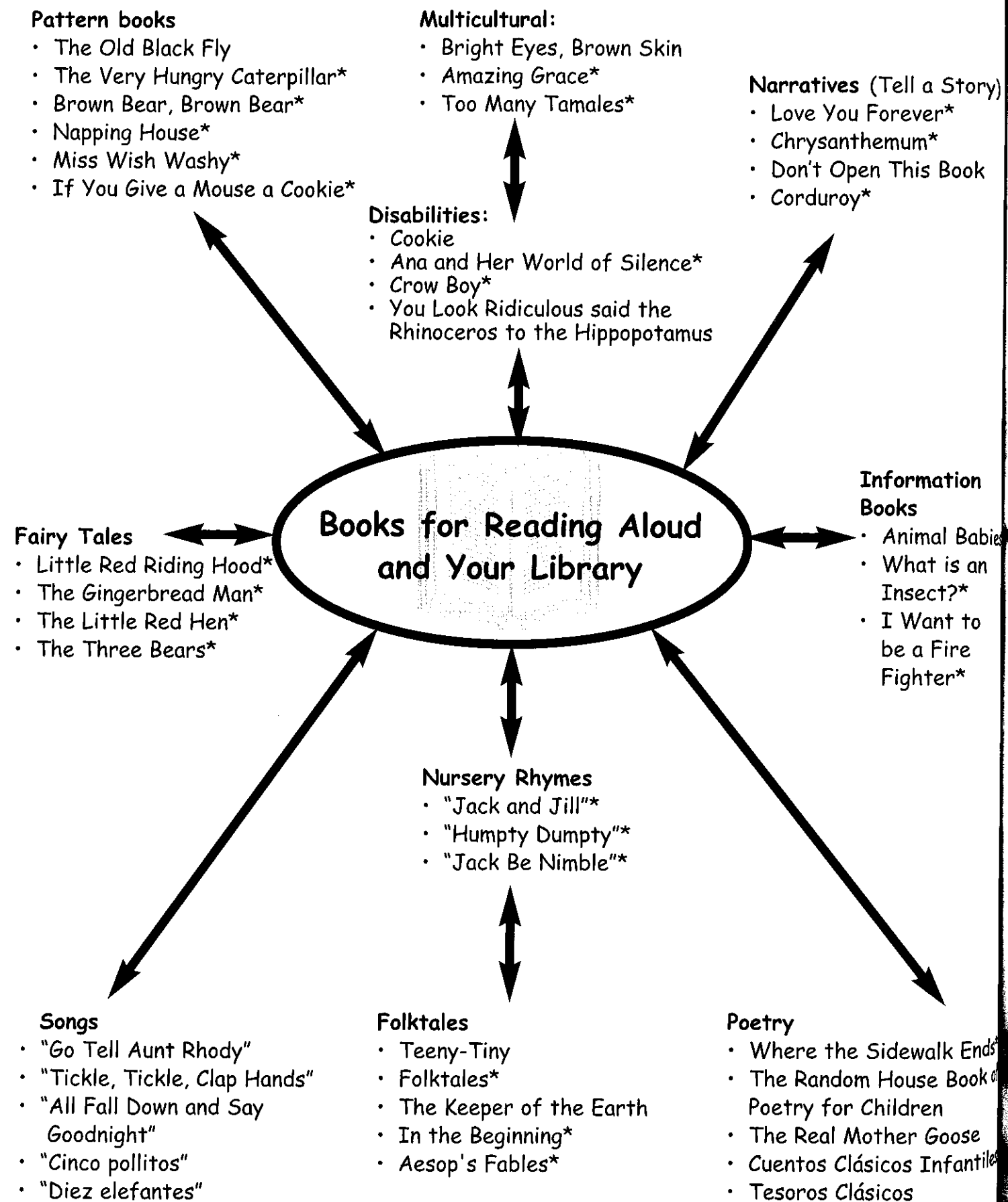
ACTIVITY 6 Miss Wishy Washy by Joy Cowley

Pretend and Learn: place similar clothing for children to dress up in and act like Miss Wishy Washy.

Writer's Corner: children can dictate/writer a Miss Wishy Washy story using different animals who decide to play in the mud.


Creativity Station: draw and make tongue depressor stick puppets with the new animals in their story.

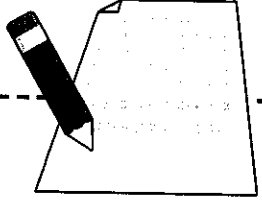


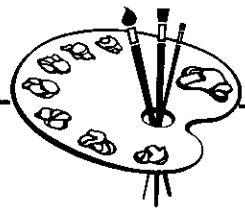


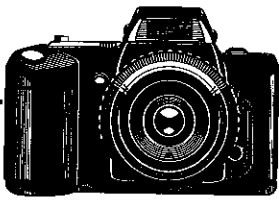
*Available in Spanish

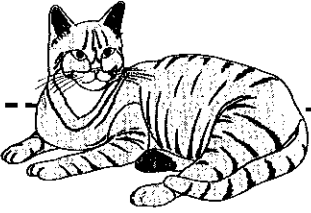
Read Aloud Icons can be placed on sentence strips and are included in the Read Aloud Area.
See example below.

Title 

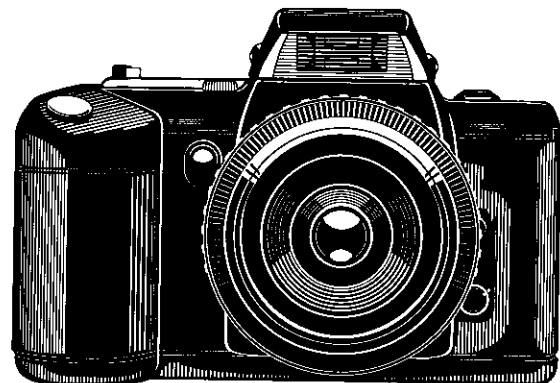
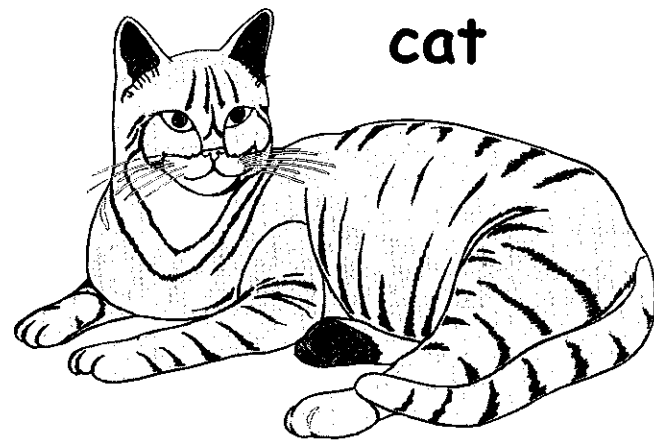
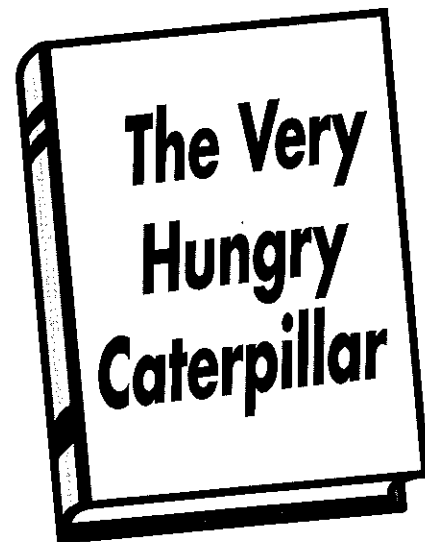
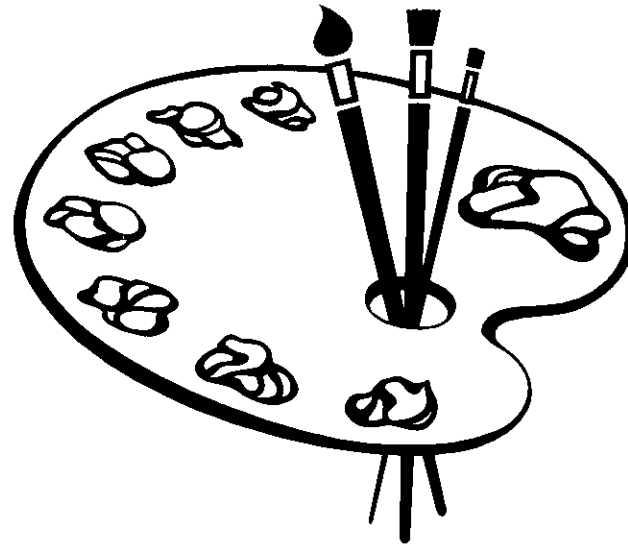
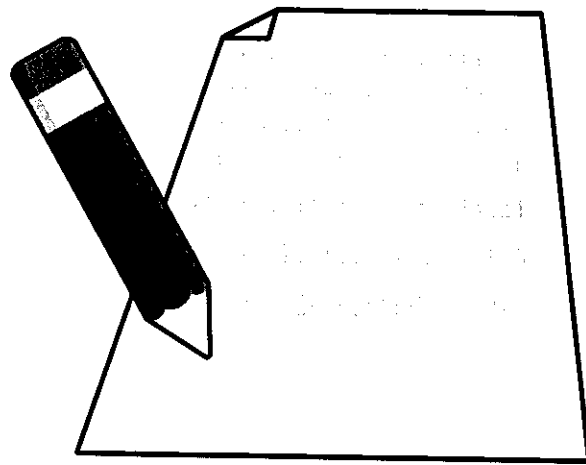
Author 

Illustrator 

Photographer 

Vocabulary 

Read Aloud Icons



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