

Early Literacy Six Skills May 27, 2010 Workshop Exercise

Please note: Information in italics was added or edited by Annette Birdsall.

Most Fingerplays are from <http://www.thebestkidsbooksite.com/fingerplays-for-kids.cfm>

All cover images are from the Finger Lakes Library System Catalog.



Bark, George by Jules Feiffer

Vocabulary: “thrilled” (word for the day), “veterinarian”

Print Motivation: engage students by having them say which animal should make each sound

Print Awareness: cover letters are interesting; give kids title letters to color in for themselves.

Narrative Skills: pattern of the story – inference at the end (that he must’ve swallowed a person).

Phonological Awareness: some sort of game or song featuring animal noises. Incorporate puppets/fingerpuppets/die cuts. Pass out a cow, pig duck, etc. Kids could hold up the animal that makes the noise (when you say it). What’s your favorite animal? Do you have an animal? Talk about ending, or at least a group ‘hellooo’.

Letter Knowledge: B is for Bark

Non-Fiction Pair: *Veterinarian* by Joann Early Macken or *Dogs Bark!* by Pam Scheunemann.



Finger Play Activity:

Hello Everybody!

(wave)

And how are you?

(point to each child)

How are you?

How are you?

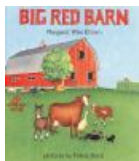
Hello Everybody!

(wave)

And how are you?

(point)

How are you Today?



Big Red Barn by Margaret Wise Brown

Vocabulary: animal names, farm equipment, silo

Print Motivation: find the butterfly on each page

Print Awareness: follows day, morning to night

Narrative Skills: make the sounds, sequence following whole day

Phonological Awareness: rhyming

Letter Knowledge: B is for barn; f is for farm

Non-Fiction Pair: *On a Farm*, Dana Meachen Rau Books about different animals.

Song/Finger Play Activity: *Old McDonald* – give each child an animal to hold up during that verse (or each child pick). Act out animals, ring a bell to signal change to next animal.



Bubble Trouble by Margaret Mahy

Vocabulary: vocabulary usage is engaging

Print Motivation: letters scroll & wave to accent story. For older toddlers because of theme & amount of words. Uses lots of alliteration.

Print Awareness: perfect time to play with bubble letters – have kids take a letter and bulge it out by coloring or put letters in a parachute and make them bounce.

Narrative Skills: follow a bubbles beginning with a blow to the end with a pop.

Phonological Awareness: phonological awareness is emphasized

Letter Knowledge: b is for bubble

Non-Fiction Pair: Bubble book or making bubbles. Use bubbles or bubble machine. Use Different voices for characters. Introduce with bubble from tube with straw (walmart) to make bubbles that last. *Bubbleology* by Jim Moskowitz or *Bubble Homes and Fish Farts* by Fiona Bayrock



Finger Play Activity: Catch a bubble in your hand song (*Hello Bubble*) or *Bubble* (*To the Tune of: Twinkle Twinkle Little Star*)

Bubbles floating all around

(pretend to catch bubbles)

Bubbles fat and bubbles round

(make a big circle with your arms)

Bubbles on my toes and nose

(point to toes and point to nose)

Blow a bubble. ..up it goes!

(pretend to blow bubble; point up)

Bubbles floating all around.

(pretend to catch bubbles)

Bubbles falling to the ground.

(say slowly & sink to ground)



Duck on a Bike by David Shannon

Vocabulary: *Bike is short for bicycle; many kids won't know this. What about motorbikes and motorcycles?*

Print Motivation: Page where animals look at the bikes – what are they thinking?

Print Awareness: Bike bell page turner.

Narrative Skills: character voices. Add other animals – what would their personality be. What happens next? Strengths, personality differences.

Phonological Awareness: animal sounds – ask kids to respond with the sounds.

Letter Knowledge: B is for bike; D is for Duck

Non-Fiction Pair:

A Paddling of Ducks: Animals in groups from A to Z by Marjorie Blain Parker or *I Can Ride a Bike* by Eadna Eckhart.



Finger Play Activity: Puppets/animal picture on sticks – children act out animals. Sing Old McDonald afterwards. Sing Wheels on the Bike Go Round.



Go Away, Big Green Monster!" by Ed Emberley

Vocabulary: parts of the monster

Print Motivation: use of color words, describing words, so that they can picture the monster

Print Awareness: Look at the green text; look at color of the rest of the print. Write the word green in colors other than green just for fun.

Narrative Skills: they can get the sequence of events to build the monster and then take him apart to make him not so scary. Cumulative pictures gives child the ability to take charge of getting rid of their fears through the story. (Huggly Books – Tedd Arnold, Mercer Mayer Books)

Phonological Awareness: Green is a great word to play with – one hard sound all together but made of several GR and long een. Green can be mean.

Letter Knowledge: M is for Monster, Mister.

Non-Fiction Pair: Actual Size by Steve Jenkins



Finger Play/Activity:

Monster Monster

Monster, monster, turn around.

Monster, monster, touch the ground.

Monster, monster, reach up high.

Monster, monster, squint your eyes.

Monster, monster, show your teeth.

Monster, monster, stamp your feet.

Goldie Socks and the Three Libearians by Jackie Mims Hopkins

Vocabulary: librarian, locks

Print Motivation: fun story to read. Similar story-line as “Goldilocks & the Three Bears”.

Print Awareness: *what is a li – bear- ian? How does word we hear compare to word we see.*

Narrative Skills: *This is a wonderful story for repetition and a satisfying conclusion*

Phonological Awareness: *rhyme locks and socks and so on.*

Letter Knowledge: *I'd focus on number 3 today. Three is harder. Show the number word.*

Non-Fiction Pair: you could pick a non-fiction book about bears, brown bears or numbers; I'd pick both with *Our Three Bears* by Jim Hirschi.



Finger Play/Activity: Be a bear; act out bear behavior – munching berries, eating honey, cuddling, fishing, hugging, climbing, dozing and growling.



Llama, Llama, Red Pajama by Anna Dewdney

Vocabulary: highlighted verbs, thorn bushes, lane, hare, high, far

Print Motivation: shows feeling, child can identify feelings; snuggle up & read

Print Awareness: bright colors, *red color for red word*

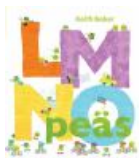
Narrative Skills: pretend crying, pretend being scared

Phonological Awareness: lots of rhyming

Letter Knowledge: capital and small “L’s”

Non-Fiction Pair: *Animals Don't Wear Pajamas: A book about sleeping* by Eve Feldman

Finger Play Activity: Stretch as high as you can, hop as high as you can, wiggle like a rabbit; or *Try any action rhymes that end with bedtime like Teddy Bear, Teddy Bear or Ten in a Bed*



LMNO Peas by Keith Baker

Vocabulary: not simple words (complex e.g. E for Electrician, not simple like egg)

Print Motivation: ties words to letters, i.e. builds letter connection as activities appear in print

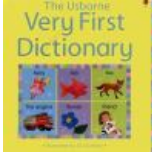
Print Awareness: Holding Book. Linear connection from one letter to next; Line drawings from page to page, i.e. wires, foot prints.

Narrative Skills: Process, the journey, unfamiliar to familiar, action. all the “peas” are active, teaches process, “line” directions from page to page. A lot of other ABC books we could continue from book to book.

Phonological Awareness: Rhyming, ABC song

Letter Knowledge: whole alphabet

Non-Fiction Pair: Children's Dictionary perhaps, *My Very First Dictionary* by Felicity Brooks



Song/Rhyme – Sing the Alphabet Song



A Mother for Choco by Keiko Kasza

Vocabulary: chubby, striped, lonely

Print Motivation: sadness of not having mom (emotion). Mom topic; visually appealing. Good use of white space: simple adoption concept.

Print Awareness: Look at other words for mother: Mom, Mommy, Mama, others?

Narrative Skills: use of sequencing. Easy for kids to retell the story.

Phonological Awareness: How do you pronounce Choco? How do you know?

Letter Knowledge: M is for Mother

Non-Fiction Pair: Mother's Day subject, Adoption subject, different/same subject
Families in Many Cultures by Heather Adamson



Song/Finger Play Activity:

Song: I'm bringing home a baby bumblebee

I'm bringing home a baby bumblebee,

Won't my mommy be so proud of me,

(Cup hands together as if holding bee)

I'm bringing home a baby bumblebee,

Ouch! It stung me!

(Shake hands as if just stung)

I'm squishing up the baby bumblebee,

Won't my mommy be so proud of me,

('Squish' bee between palms of hands)

I'm squishing up a baby bumblebee,

Ooh! It's yucky!

(Open up hands to look at 'mess')

I'm wiping off the baby bumblebee,

Won't my mommy be so proud of me,

(Wipe hands off on shirt)

I'm wiping off the baby bumblebee,

Now my mommy won't be mad at me!

(Hold hands up to show they are clean)

Fingerplay: Come-a-look-a-see

Come-a-look-a-see --
Here's my mamma.
Come-a-look-a-see --
Here's my pappa.
Come-a-look-a-see --
My brother tall,
My sister, my baby,
How I love them all.



Owl Moon by Jane Yolen

Vocabulary: word comparisons

Print Motivation: white space use on a page, outdoor experiences, night sounds

Print Awareness: print matches pictures, top to bottom.

Narrative Skills: When are owls active (night when you're asleep)? What do owls eat? Have you ever done something special with your Mom/Dad?

Phonological Awareness: use letter knowledge words *to hoot and howl*

Letter Knowledge: Whoooo Owl

Non-Fiction Pair: animals in the night like *Owls: hunters of the night* by Elaine Landau



Finger Play Activity: Get children up, pretend to crunch walk in the snow, move like an owl

Craft: Make a clay owl or paint an owl with large google eyes.



The Quilt Maker's Gift by Jeff Brumbeau

Vocabulary: *quilt, gift*

Print Motivation: forges great connections to a moral theme. Beautiful.

Print Awareness: do they know any other q words. There is a king; is there a Q_____?

Narrative Skills: problem/resolution, process > evolution, journey

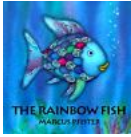
Phonological Awareness: maker is great for breaking into syllables; and thinking of another maker of things; a baker.

Letter Knowledge: *Featuring the letter Q*

Non-Fiction Pair: books on quilts or patterns which would have to be *Quilts from the Quiltmaker's Gift* or *More Quilts from the Quiltmaker's Gift* by Joanne Larsen Line. Just looking at these would be enough.



Finger Play Activity: make a paper quilt; wonderful for pattern expression too.



The Rainbow Fish by Marcus Pfister

Vocabulary: “emerging”

Print Motivation: Help connect to the rainbow idea. Why is he the rainbow fish; multicolors, shimmery etc. This may not be obvious to all kids. If they are old enough you might introduce ROYGBIV. Bring a prism to make your own rainbows if you're in a sunny spot.

Print Awareness: Is there a fish market in your town or a pet store? Look for the fish signs.

Narrative Skills: the fish say things, follows one fish as he learns to share

Phonological Awareness: rain/bow, two known words, but bow is hard, bow like tied with a ribbon and bow like bow-wow a dog's bark or take a bow after a performance or bow like bow and arrow. Help kids play with this or it will blow their minds.

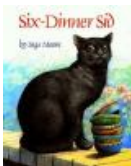
Letter Knowledge: R for Rainbow or F for Fish

Non-Fiction Pair: *Animal Colors: a rainbow of colors from animals around the world*, by Beth Fielding. Or talk about rainbow trout, the real rainbow fish with *Trout* by Deborah Coldiron.



Finger Play Activity: shimmering scales to touch. Give “scales” to one child so the child can share with the other children. Or make rainbow fish prints in a gyotaku way:

<http://www.dickblick.com/products/gyotaku-fish-printing-replicas/>



Six Dinner Sid by Inga Moore

Vocabulary: has some big words to act grown-up while saying them “Aristotle Street”

Print Motivation: kids love animals, especially when they get into scraps or into trouble

Print Awareness: “turn the page” moments, “until”

Narrative Skills: counting 6 things together

Phonological Awareness: share counting fingerplays, poems or crafts about cats, six different colored cats as felt board

Letter Knowledge: Six Dinner Sid – do stuff with S's.

Non-Fiction Pair: Compare Sid's experience to real wild cats with *Feral Cats*, by Jalma Barrett.



Finger Play Activity:

My Kitty from Little Hands Fingerplays by Emily Stetson
My kitty's tail swishes to and fro (move hand back and forth)
My kitty sits by a sunny window (prop arm on hand)
My kitty likes to climb a tree (make climbing motions with hands)
My kitty's whiskers tickle me (tickle under chin)



The Bus for Us by Suzanne Bloom

Vocabulary: wipers, driver, horn; *names of all the vehicles that aren't trucks*
Print Motivation: sounds of each thing on the bus, ex. swish of wipers. Engage students with movement and singing of the song as you go along. *Suggest to parents that reading to waiting kids at the bus stop or in their homes is a great idea that builds tradition & enhances the wait and literacy support.*
Print Awareness: *Look for the signs in the book & in the world. Do you have a bus stop?*
Narrative Skills: asks questions/gives answers. Phrase repeated every other page
Phonological Awareness: rhyming and sounds of bus
Letter Knowledge: *B for bus and U for us. U is particularly useful and deserves time. How is this u and so is you? Yet the sound is often uh or a as in a book. I know it's also ay book, but how do we ever get all this? Fill in the blank – by being read to, of course.*

Non-Fiction Pair: any on trucks, tractors, etc.

This is the way we go to school: a book about children around the world by Edith Baer

Song/Finger Play Activity: Sing and act out, “The Wheels on the Bus...”

Make flannel board pieces so child can re-enact story at a center. Tie this in with theme at beginning of year of bus safety.

Extension – The Seals on the Bus

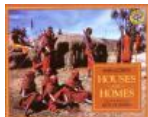
<http://www.thevirtualvine.com/wheelsonthebus.html>



We Were Tired of Living in a House by Liesel Moak Skorpen

Vocabulary: speckled bird, scarlet & gold, raft, reeds, lily pads, darted, turrets ...
Print Motivation: can you build on the interest about what might live in a tree, a cave and find the answer in other books?
Print Awareness: *Do they know their address? Can they recognize the name of their street?*
Narrative Skills: pretend play with bag filled with items of story. Recall – leave an item out. Ask kids what's missing.
Phonological Awareness: tired of is different than tired; can you play with this idea?
Letter Knowledge: L is for living; H is for house and home.

Non-Fiction Pair: *Houses and Homes* by Ann Morris



Finger Play Activity: Homes

This is a nest for Mr. Bluebird

(cup both hands)

This is a hive for Mrs. Bee

(fists together)

This is a hole for bunny rabbit

(fingers make hole)

And this is a house for me

(finger tips together for a house with roof peak)



The Velveteen Rabbit by Margery Williams

Vocabulary: What is “real”? Lots of vocabulary to discuss (big words): real, nursery, velveteen, burrows, skin, horse...

Print Motivation: What happens as the boy grows to love the rabbit? Later? After the rabbit becomes real?

Print Awareness: Vivid colorful pages.

Narrative Skills: Use a stuffed rabbit to pass & share.

Phonological Awareness: Pull apart words from vocabulary & discuss (nursery, hind legs, velveteen...)

Letter Knowledge: Lots of text to search for letters.

Non-Fiction Pair: *Toys* by Don Wulffson or *Rabbits* by Anita Ganeri



Finger Play Activity: Song to go along: The Bunny Hop

Bunny Fingerplay

Here is a Bunny with ears so funny

(make fist and then extend index and middle finger)

And here is his hole in the ground

(make a hole with other fist)

When a noise he hears, he pricks up his ears

(extend 2 finger straight upward)

And hops into his hole in the ground

(jump fingers into hole in the ground)



We're Going on a Bear Hunt by Michael Rosen

Vocabulary: *What is a bear hunt?*

Print Motivation: rhythm & excitement

Print Awareness: *Where would you find bears? Look at park maps.*

Narrative Skills: process, journey

Phonological Awareness: rhyme. Can sing it! Chant it!
Letter Knowledge: *B* is for bear; *H* is for hunt, *S* is for scared.

Non-Fiction Pair: Bear book or hiking; *Moon Bear* by Brenda Z Guiberson or *Let's Go Hiking* by Suzanne Slade



Finger Play Activity: The Bear Went Over the Mountain
(To the Tune of: For He's a Jolly Good Fellow)

The bear went over the mountain,
The bear went over the mountain,
The bear went over the mountain,
To see what he could see
To see what he could see,
To see what he could see
The other side of the mountain,
The other side of the mountain,
The other side of the mountain,
Was all that he could see
Was all that he could see,
Was all that he could see,
The other side of the mountain,
Was all that he could see!