

Child's Growth and Learning

Domain: Language and Literacy **Key Element:** Book Knowledge and Appreciation

ACTIVITY	OBJECTIVES	MATERIALS
Personal Book	<p>Student will demonstrate an interest in reading.</p> <p>Student will increase knowledge about books and how they typically are read.</p> <p>Student will tell a story about pictures in his/her book.</p>	<p>1 plastic photo display book used by photo developing stores for each student</p> <p>Letter home requesting 10 family photos for each student; standard size that will fit into the plastic photo book</p> <p>Label stickers for title and author</p>

Lesson Plan

Student will bring 10 family photos from home. Student will place photos in the photo display book. Student will generate a title and name themselves as author. Teacher will print title and author on label sticker for child to attach to front of book. Student will share photo book during center time, describing pictures to self and classmates. During small group, teacher will ask individual students to “tell a story” using the pictures in his/her book.

Guidance/Facilitation/Teacher Behaviors

Teacher may review the pictures with student as they are placed in the book. Teacher will ask questions about the people, time, and events about the pictures. During small group, teacher may prompt student with leads such as “Once upon a time”, “Once there was....” to begin their story. Additional prompts can be provided during the course of the story telling such as: “Who is this story about?”, “When did the story happen?”, “Where did the story happen?”, “What was the main character’s problem in the story?”, “How did she/he solve the problem?”, “What did she/he do first, second, next?”, “What comes next?”, “Then what happened?”, “How did the story end?”

Procedure/Process/Expected Child Behaviors

Student will use pictures to develop a story offering active participation in a literacy experience that helps develop language structures, comprehension, and a sense of story structure. Student will engage in a process of holistic comprehension and organization of thought. Student will develop original thinking as students mesh their own life experiences into their retelling.

Extensions

Teacher could script story and provide written print for pictures. Without written print, student could change the setting, plot and theme of the story many times over.

Evaluation

Student is able to demonstrate ability to use pictures to develop a story narrative and uses physical prompt of a book correctly. Student is able to identify the title and author of the book and locate where the written print identifying each is located. Student will share personal book with peers.