

It's Not Just Story Time...It's Learning Time!

Special Area: Preschool

Written by: Ebony (Nikki) Grant, Head of the Class Childcare & Learning Center,
Monticello, AR

I. ABSTRACT

This presentation will focus on extending the use of storybooks throughout the curriculum. Activities and ideas will be provided that will help children meet the Core Knowledge goals of Storybook Reading and Storytelling. Children develop language skills through the process of being read to, and so it is important for teachers to create literacy opportunities in the classroom. As they grow, children will learn the concepts of listening and retelling stories. Books are used to enhance these skills, in addition to preparing children as they begin to read and write. This session will explore fun ways to integrate areas such as science, math, and art into story time.

II. OVERVIEW

- A. Content from the *Core Knowledge Preschool Sequence*
1. Attend and listen to illustrated picture books with simple storylines during a 15 minute reading. (Level I, page 48)
 2. Answer questions about the elements of a story: characters, setting, plot, and events. (Level I, page 48)
 3. In books with repetitive phrases or a refrain, provide or join in repeating the refrain aloud. (Level I, page 49)
 4. Retell a story that has been read aloud, including character(s), a beginning, the plot (central idea) of the story, and an ending. (Level I, page 49)
 5. Sequence 3 illustrations of events from a story. (Level I, page 49)
 6. "Read"/tell a story using a wordless picture book. (Level I, page 49)
 7. Identify previously read books by title and cover. (Level I, page 50)
 8. Follow a recipe depicted in words and pictures. (Level II, page 55)
 9. Recognize the written form of his or her first name. (Level I, page 56)
 10. Identify and count pennies, up to 4. (Level I, page 69)
 11. Identify a one-dollar bill. (Level I, page 69)
 12. Dictate a caption for a drawing or photograph. (Level I, page 54)
 13. Predict events in a story, i.e., what will happen next. (Level II, page 49)

III. ASSESSMENTS

- A. K-W-L Charts
- B. Storytelling Web
- C. Portfolio Collection
- D. Checklist

IV. BACKGROUND KNOWLEDGE

- A. *Core Knowledge Preschool Sequence*. Charlottesville, VA: Core Knowledge Foundation, 2000. ISBN 1-8905/7-21-6.
- B. Apgar, Cheryl. *Book Cooks*. Huntington Beach, CA: Creative Teaching Press, 2002. ISBN 1-57471-792-8.
- C. Nelson, Marjorie R. and Nelson-Parish, Jan. *Peak with Books*. Thousand Oaks, CA: Corbin Press, 1999. ISBN 0-8039-679-6.
- D. Laura Smolkin's Nursery Rhymes. <http://curry.edschool.virginia.edu>.

- E. Matisse, Henri. *The Snail*. Yonkers New York: Art Print Resources.

V. PREREQUISITE PRIOR KNOWLEDGE FOR STUDENTS

- A. Have an understanding of print and illustrations.
- B. Work together with others in a group setting using social skills.

VI. RESOURCES

- A. Books
 - 1. Carle, Eric. *Pancakes, Pancakes!*
 - 2. Carle, Eric. *The Very Hungry Caterpillar*.
 - 3. Neitzel, Shirley. *The Jacket I Wear in the Snow*.
- B. Art Prints
 - 1. Matisse, Henri. *The Snail*. Yonkers New York: Art Print Resources.
- C. Core Knowledge Preschool Nursery Rhyme Cards
 - 1. "Pat a Cake, Pat a Cake"
 - 2. "The North Wind"
 - 3. "Lady Bug, Lady Bug"
- D. Core Knowledge Preschool Story Sequence Cards
 - 1. Sequence card depicting a one-dollar bill
 - 2. Sequence card depicting a penny

VI. LESSONS OUTLINE

Lesson One, Day One: Let's Make Pancakes

- A. Daily Objectives
 - 1. Attend and listen to illustrated picture books with simple story lines during a 15 minute reading. (Level I, page 48)
 - 2. Answer questions about the elements of a story: characters, setting, plot, and events. (Level I, page 48)
 - 3. Follow a recipe depicted in words and pictures. (Level II, page 55)
 - 4. Sequence 3 illustrations of events from a story. (Level I, page 49)
 - 5. Identify and count pennies, up to 4. (Level I, page 69)
 - 6. Identify a one-dollar bill. (Level I, page 69)
 - 7. Identify previously read books by title and cover. (Level I, page 50)
- B. Grouping
 - 1. Whole group instruction
- C. Materials
 - 1. Core Knowledge Sequence Card: penny
 - 2. Core Knowledge Sequence Card: one-dollar bill
 - 3. *Pancakes, Pancakes!* by Eric Carle
 - 4. Recipe for pancakes with pictures and words
 - 5. Chart paper
 - 6. Pictures or names for chart
 - 7. Large piggy bank to put on wall
 - 8. Transportation to grocery store
 - 9. Permission slip for field trip to store
 - 10. Recipe ingredients: flour, egg, milk, and butter
 - 11. Children will bring pennies and one-dollar bills
 - 12. Measuring cups
 - 13. Measuring spoons
 - 14. Mixing bowls and a large spoon
 - 15. Griddle to cook pancakes

16. Clay or play dough
- D. Preparation
1. Students will have been read *The Little Red Hen*. (Prior knowledge to help prepare the students for the reading of *Pancakes, Pancakes!*)
 2. Students will have completed the discussion of George Washington and Abe Lincoln. This will help students to recognize the penny and one-dollar bill.
- E. Language of Instruction
1. Teacher: Sickle, wheat, grain, chaff, threshing, churn, jam, frying pan, ladle
 2. Students: Sickle, wheat, grain, chaff, threshing, churn, jam, frying pan, ladle
- F. Procedures/Activities
1. The teacher will show the front of the book to the students and ask the students to predict what they think the story is going to be about. Have students answer in complete sentences.
 2. The teacher will then write on chart paper the children's predictions. (Level II, page 49)
 3. Discuss the title, author, and illustrator. (Level I, page 48)
 4. Read the book *Pancakes, Pancakes!* (Level I, page 48)
 5. Discuss the elements of the story: characters, setting, plot and events. Use a story web to show these elements. (Level I, page 49)
 6. Students will learn the nursery rhyme, "Pat a Cake, Pat a Cake".
 7. Have the children make pancakes using clay or play dough.
- G. Go a Little Further
1. For students who have difficulty, the teacher will have the students retell the story in their own words.
 2. For students who excel, allow them to act out the story.
- H. Assessment/Evaluation
1. A story web will be used to evaluate what the student has learned.
 2. The teacher will evaluate the students by asking them to sequence 3 illustrations of events.

Lesson One, Day Two: Let's Make Pancakes

- A. Daily Objectives
1. Students will be able to identify and count pennies, up to 4. (Level I, page 69)
 2. Students will be able to identify a one-dollar bill. (Level I, page 69)
 3. Students will count their money with the teacher's help.
 4. Students will be able to identify the book *Pancakes, Pancakes!*
 5. Students will go on a field trip to purchase the supplies needed to make pancakes.
 6. Teacher and students will make pancakes by following a recipe card that has both pictures and words. (Level II, page 55)
- B. Grouping
1. Whole group instruction
- C. Materials & Preparation
1. *Pancakes, Pancakes!* by Eric Carle
 2. Measuring cup
 3. Measuring spoon
 4. Wooden spoon

5. Frying pan or griddle
 6. Milk
 7. Flour
 8. Eggs
 9. Butter
 10. Recipe poster with words and pictures
- D. Preparation
1. Students will have turned in permission slips for field trip.
 2. Teacher will have students share whether they brought a penny or a one-dollar bill.
 3. The teacher will then go over the list of items they will need to purchase at the grocery store.
- E. Language of Instruction
1. Teacher: penny, one-dollar bill, frying pan, grocery, recipe, flour, shopping
 2. Students: penny, one-dollar bill, frying pan, grocery, recipe, flour, shopping
- F. Procedures/Activities
1. The teacher will have students show the money they have brought to class: either pennies or a one-dollar bill. (Level I, page 69)
 2. The teacher will then help the students to count up to 4 pennies. (Level I, page 69)
 3. The students will combine all of their money for the shopping trip.
 4. Teacher will use a K-W-L to see what the children know about making pancakes.
 5. The teacher will make out the shopping list by having the students help her think of the things they need to make the pancakes.
 6. Students and teacher will then go to the grocery store.
 7. Teacher will then help students to follow the recipe card and make the pancakes. (Level II, page 55)
 8. Students will listen to *Pancakes, Pancakes!* being re-read as they eat their pancakes for a snack. (Level I, page 48)
- G. Go a Little Further
1. For students who have difficulty, during small group time have the students count the pennies by touching each one, with the teacher's assistance.
 2. For students who excel, have the students re-read *Pancakes, Pancakes!* to the teacher or assistant during small group time.
- H. Assessment/Evaluation
1. Students will be asked to tell the elements of the story. A checklist will be used. This will then be put in the child's portfolio.

Lesson Two, Day One: The Jacket I Wear in the Snow

- A. Daily Objectives
1. Attend and listen to an illustrated picture book with simple story lines during a 15 minute reading. (Level I, page 48)
 2. Answer questions about the elements of a story: characters, setting, plot, and events. (Level I, page 48)
 3. In books with repetitive phrases or a refrain, provide or join in repeating the refrain aloud. (Level 1, page 49)
 4. Recognize the written form of his or her first name. (Level 1, page 56)

- B. Grouping
 - 1. Whole group instruction
- C. Materials and Preparation
 - 1. *The Jacket I Wear in the Snow* (Core Knowledge Preschool lending library, January)
 - 2. Suitcase with the following items: jacket with zipper, red scarf, stocking cap, red mittens, sweater, jeans, boots, long underwear, and socks
 - 3. Large wall chart with each picture from the story
 - 4. Individual cards with each picture from the story
 - 5. Pointer
 - 6. Name cards of each child in your room
 - 7. Sequence cards of the main events of this story
- D. Language of Instruction
 - 1. Teacher: sequence, travel, mittens, stocking cap, long underwear, suitcase
 - 2. Students: sequence, travel, mittens, stocking cap, long underwear, suitcase
- E. Procedures/Activities
 - 1. Use the suitcase as an introduction to the story. The students will be excited by the element of surprise.
 - 2. Read the story, discussing the cover, the author, and the illustrator. While reading the story be sure to encourage students to join in on the repetitive phrases. (Level I, page 49)
 - 3. After the story has been read, use the wall chart to re-tell the story. Give the students a chance to participate by allowing them to hold the pointer.
 - 4. Ask questions about the characters, setting, plot, and events. (Level I, page 48)
 - 5. Provide sequence cards of the main events of the story and give the children a chance to put them in order. (Level I, page 49)
 - 6. Use the items in the suitcase to tell the story. They will be labeled with the students' names. Allow each child to hold up the item with his/her name on it.
 - 7. For the children who do not have an article of clothing from the suitcase, use the picture cards to create partners. Let them stand next to the person who is holding the clothes that matches their pictures. You may want to give each child a chance to hold the clothes. If possible, let the students try on the clothes in the suitcase.
 - 8. Talk to the students about the reasons that you need warm clothes in the winter.
 - 9. Discuss the weather.
 - 10. Discuss the seasons.
 - 11. Have students learn the nursery rhyme, "The North Wind".
- F. Go a Little Further
 - 1. For students who have difficulty, have a partner help them sequence the story.
 - 2. For students who excel, allow them the chance to pass out the articles of clothing to the other students in class by recognizing their names.
- G. Assessment/Evaluation
 - 1. Have students complete a K-W-L that deals with the appropriate clothes to wear in the winter.

2. Have students select the appropriate clothes and dress in them. You should have clothes from each season to choose from. Then take a picture of the students dressed in the correct clothes. This can then be put into the students' portfolios.

Lesson Three, Day One: The Very Hungry Caterpillar

- A. Daily Objective
 1. Students will attend and listen to illustrated picture books with simple story lines during a 15 minute reading. (Level I, page 48)
 2. Students will answer questions about the elements of a story: characters, setting, plot, and events. (Level I, page 48)
 3. Students will be able to retell a story that has been read aloud, including character(s), a beginning, the plot (central idea) of the story, and an ending. (Level I, page 49)
 4. Dictate a caption for a drawing or photograph. (Level I, page 54)
 5. Examine a work of art by a known artist and create a work "in the style of" the work examined. (Level II, page 97)
 6. Move to music, while holding a scarf. (Level I, page 91)
 7. Follow a recipe depicted in words and pictures to make a butterfly snack. (Level II, page 55)
 8. Student will predict what they think the story is about, after looking at the cover. (Level II, page 49)
- B. Grouping
 1. Whole group instruction
- C. Materials and Preparation
 1. *The Very Hungry Caterpillar* by Eric Carle
 2. Paper
 3. Paint
 4. Marker
 5. Construction paper
 6. Large art paper for collage
 7. CD player
 8. Music to move with
 9. Scarves
 10. Celery
 11. Cream cheese
 12. Pretzels
 13. Raisins
 14. Black licorice strings
 15. Plastic knife
 16. Measuring spoon
- D. Language of Instruction
 1. Teacher: hungry, caterpillar, Swiss cheese, salami, stomachache, cocoon, butterfly
 2. Students: hungry, caterpillar, Swiss cheese, salami, stomachache, cocoon, butterfly
- E. Procedures/Activities
 1. The teacher will introduce the front cover of the story and ask the students to predict what they think the story is about. (Level II, page 49)
 2. The teacher will use a K-W-L to see what knowledge the students have about the story.

3. The teacher will then read *The Very Hungry Caterpillar*.
 4. Students will be able to answer questions about the characters, setting, plot, and events. (Level I, page 48)
 5. Students will be given paper and paint and asked to paint their version of the hungry caterpillar. Students will then dictate a caption for their paintings. This could be done during center time.
 6. Students will be given a scarf to move to the music like a butterfly.
 7. Students will be given a large piece of art paper during small group time and, after being shown *The Snail* by Henri Matisse, the students will tear construction paper and make their own versions. (Level II, page 97)
 8. For a snack the children will make beautiful butterflies by following a recipe card. The students will each get 1 stalk of celery, 1 tablespoon of cream cheese, 2 pretzel twists, 2 raisins, and two strings of black licorice string. (*Book Cooks*)
 9. Have students sort the food on chart paper into a healthy and non-healthy group. (*Peak with Books*)
 10. Students will be given a chance to retell the story during the afternoon story time.
 11. The students will learn the nursery rhyme, "Lady Bug, Lady Bug".
- F. Go A Little Further
1. For students who have difficulty, reread the story one-on-one.
 2. For students who excel, let them retell the story to students who had difficulty.
- G. Assessment/Evaluation
1. Anecdotal records: Observation of storybook reading

VII. CULMINATING ACTIVITY

- A. The class will hold a community presentation where they will show the map to the members of the community and tell about their efforts in working together to create the map.

VIII. BIBLIOGRAPHY

- A. *Core Knowledge Preschool Sequence*. Charlottesville, VA: Core Knowledge Foundation, 2000. ISBN 1-8905/7-21-6.
- B. Apgar, Cheryl. *Book Cooks*. Huntington Beach, CA: Creative Teaching Press, 2002. ISBN 1-57471-792-8.
- C. Carle, Eric. *Pancakes, Pancakes!* New York: Scholastic, 1992. ISBN 0-590-44453-0.
- D. Carle, Eric. *The Very Hungry Caterpillar*. New York: 1969 and 1987. ISBN 0-399-22690-7.
- E. Neitzel, Shirley. *The Jacket I Wear in The Snow*. New York: Scholastic, 1990. ISBN 0-590-43945-6.
- F. Nelson, Marjorie R. and Nelson-Parish, Jan. *Peak with Books*. Thousand Oaks, CA: Corbin Press, 1999. ISBN 0-8039-6796-9.