



UNIT 1: FAMILY / WEEK 3

Reading Aloud to Dolls And Stuffed Animals

Standard Connection:
ELA.RF.PK4.4
ELA.L.PK4.5c
M.G.PK4.2
SS.FC.PK4.3
SS.FC.PK4.4

Enduring Understanding(s):

- A family is a group of people that care for and support each other.

Essential Question(s):

- How do families care for each other?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <i>Corduroy</i> <i>Oonga Boonga/Crybaby</i> other unit books books on CD dolls stuffed animals “3 Ways to Read Books” and “We Take Care of Our Books” visuals (see Resource) 	<ul style="list-style-type: none"> author: person who writes a story illustrator: person who creates pictures character: someone in a book setting: where a story happens story: how something happened 	

Intro to Centers

Preparation: Set up materials.

“In <i>Corduroy</i> , Lisa took care of Corduroy by sewing a button on his overalls.”	<p>Show illustration.</p>
“In <i>Oonga Boonga</i> , Louise’s family cared for her by soothing her when she was upset. In <i>Crybaby</i> , everyone tried to take care of Baby when she was upset. What do you notice?”	<p>Show illustration.</p> <p>Children respond.</p>
“Another way families show they care for each other is by reading stories together.”	
<p>“Today in Library and Listening, you can care for dolls and stuffed animals by reading stories to them.”</p> <p>“What do you notice?”</p>	<p>Model reading to a doll and/or a stuffed animal, using “3 Ways to Read Books” and “We Take Care of Our Books” visual.</p> <p>Children respond.</p>

<p>“You can read the words by looking at letters you know. You can also talk about the characters - someone in a story, and the setting - where a story happens, by looking at the illustrations.”</p>	<p>Children respond.</p>
<p>“Just like when we read stories together, I pointed out the author - the person who wrote the story and illustrator - the person who created the pictures to my doll/stuffed animal. Why do you think that is important?”</p>	

During Centers:

Encourage children to “read” illustrations and sound out letters they know. Notice and document children’s print awareness and book handling. Encourage children to write stories similar to ones they choose to read. Encourage children to act out stories to dolls and stuffed animals in Dramatic Play. Provide simpler books such as board books if appropriate. Add books by same authors and/or with characters (*Pet Show* by Ezra Jack Keats).

Guiding Questions During Centers:

- Why did you choose this book to read?
- Why is reading a book to somebody a way to show you care for them?
- How is the way you are reading to the doll/ stuffed animal similar to or different from the way someone in your family reads to you?
- How is taking care of our books a way to show you care about our classroom?

Thinking and Feedback:

Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation:

Collect samples of the children’s work as well as photographs and/or video of their processes; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Encourage children to read stories to their families and/or other school staff members (principal, custodian, specialists, etc.). Collaborate with other classes, perhaps upper grades, as ‘Reading Buddies’.

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help children answer Guiding Questions. During Centers, allow children to “read” at whatever level they are able. Voice output devices or switches can also be programmed to “read” certain parts of the story.