OWL Vocabulary

Using library books to increase vocabulary in Early Childhood classrooms

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To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION
To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community
State Board of Education Goals  FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates from High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher
Children without basic literacy skills when they enter school are 3-4 times more likely to drop out later.

Reading to a child in an interactive style raises his or her IQ by over 6 points.
15 minutes/day of independent reading can = 1 million+ words in a year.

Daily reading to children puts them almost 1 year ahead of those who are not being read to.
Children who read 3,000 words per day will be in the top 2% of standardized tests.

Children who read 20 words per day will be in the bottom 2% of standardized tests.

Source: “Why Reading at a Young Age Matters” - Harper Collins Children's Books
Read-alikes

DEFINITION: a book that shares a commonality with another book
Read-alike Resources: *KidsReads*

- KidsReads is a book-finding database containing information about children’s books and authors, and some related games.
- To find age-appropriate books, teachers can search by reviews or authors.
- The genre category allows teachers to find books for prekindergarten and kindergarten students.
- Users can search for fiction and nonfiction picture books that complement each other for classroom learning centers.
Read-alike Resources: KidsReads

https://magnolia.msstate.edu/databases?grade=el

Username: magn0897
Read-alike Resources: **Novelist**

- By identifying the right books for every reader, it helps students achieve reading success.
- Teachers can search by age range, reading level, and grade.
- *NovelList* helps teachers find books and articles for a unit or lesson.
- *NovelList* has extra content like reviews, book discussion guides, and curriculum guides.
Read-alike Resources: *Novelist*

https://magnolia.msstate.edu/databases?grade=mid

Username: magn0897
Read-alikes: Amazing Jungle
Read-alikes: Chameleon’s Colors
Read-alikes: *Two Cool Coyotes*
Read-alikes: The Gingerbread Cowboy

WAYNETTA AND THE CORNSTALK
A Texas Fairy Tale
Helen Ketteman
Illustrated by Diane Greeneid

Señorita Gordita
Helen Ketteman  Will Terry

Texas Zeke and the Longhorn
By David Davis
Illustrated by Alan Pearl Story

The Three Little Javelinas
By Susan Leonard
Illustrated by Jill Martin

The Runaway Tortilla
By Eric A. Kimmel
Illustrated by Randy Cecil
VOCABULARY

ADD NEW WORDS WITH READ-ALIKE BOOKS
Amazing Words

- Cowboy: a person who works on a cattle ranch or farm
- Sniff: smell something
- Gobble: eat quickly
- Herd: large group of animals
- Toss: to throw upward
Vocabulary: *There Was a Coyote*

**Amazing Words**

- **Coyote**: an animal that looks like a small wolf
- **Swallow**: to pass down the throat
- **Gulp**: swallow quickly
- **Flea**: flightless insect
- **Pluck**: take and remove quickly

The bold words also appear on *The Gingerbread Cowboy* story time card
ACTIVITIES

UPDATING ACTIVITIES WITH READ-ALIKE BOOKS
**Activities: Art Center**

**Introduce:** Tell children they’ll use playdough to create something that the coyote swallowed.

**Model:** Recall the story of *There Was a Coyote Who Swallowed a Flea*. Talk about how to create a snake.

I’m going to make a snake using green play dough. Roll a ball of playdough between your hands to create a long shape. Use beads and sequins to decorate.
Activities Art Center

Vocabulary: swallow, pretend, coyote, roll, beads, sequins

Scaffold Learning: Ask children about their decorating choices.

Promote Self-Regulation: Encourage children to sustain their attention to this task until they have completed it.

Changes: what the students make and new “vocabulary to use”
Activities: *Sing and Move*

**The Animals In The Desert** *(Sung to: The Wheels On The Bus)*

**Verse 1: Jackrabbit - have your children jump in place**
The jackrabbit in the desert hops like this, hops like this, hops like this
The jackrabbit in the desert hops like this, all night long

**Verse 2: Cuff hands and howl**
The coyote in the desert howls Awww, Awww, Awww
The coyote in the desert howls Awww, all night long

**Verse 3: Have your children hiss exaggerating their tongue movement**
The rattlesnake in the desert goes hiss, hiss, hiss, hiss, hiss, hiss
The rattlesnake in the desert goes hiss, hiss, hiss, all night long

**Verse 4: Have your children run in place**
The roadrunner in the desert runs fast like this, fast like this, fast like this
The roadrunner in the desert runs fast like this, all night long!
Activities: *Listen to This* (same sounds)

**Expand Concepts:** Poetry Poster 20

**Introduce/Model:** Tell students you are going to listen for words beginning with the sound /r/. Pull an ear when you say *road* and *rattle*.

**Guide Practice:** Reread the poem, pulling your ear for *he*, *hopping*, *how*, and *hear*. 
Activities: *Listen to This (same sounds)*

**Your Turn:** Say each word pair. Have children practice words that begin with the same sound as the given pair of words.

- rattlesnake/road
- coyote/cactus
- hat/howl
- shake/swallow
Science Demonstration: Can it fit?

Materials: *There Was a Coyote Who Swallowed a Flea*, large jar, objects in different sizes and shapes

- Turn to the page 29 (listing all the things the coyote ate). *Why did the swallow all of these things?*
- Display an empty jar and 9 items that will represent the items the coyote swallowed. (Have two sets so that students can see a side-by-side comparison)
- Ask the students if they think the items will fit in the jar in the order of the story or will they fit better in a different order.
- Fill each jar and have the students check their predictions.
Activities: Extend Your Day

The Old Lady Who Swallowed a Fly

Materials: Venn diagram, marker

Introduce: Read the traditional version of The Old Lady Who Swallowed a Fly.

Model/Guide Practice: Display a Venn diagram. Talk about how the stories are the same and different.

Your Turn: Write the children’s responses to how the stories are the same and are different.
Day 2: Connect to Literature

• Display page 29 in *There Was a Coyote Who Swallowed a Flea*.
• Today we read about a hungry coyote.
• What did the coyote swallow? Did he swallow a lizard and a snake?
• What was the last thing the coyote swallowed?
CONCLUSION

FOOD FOR THOUGHT
Conclusion: *Amazing Words*

If you added 1 book each unit with 5 additional amazing words, then your students would learn 40 more words.

2 books = 80 words
3 books = 120 words
4 books (1 book each week) = 160 words by the end of the year
Where can I find the presentation?

https://www.mdek12.org/Library
• Get into small groups
• Use the book in your toolkit to create:
  5 AMAZING WORDS for the lesson and
  1 center activity
• Share with the group!!!!
Contact Information

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