

STANDARD(S):

25.5 Demonstrate preliminary understanding of the importance of brain research to the growth and development of toddlers

Strand 3: Comprehending Informational Text Comprehending Informational Text delineates specific and unique skills that are required to understand the wide array of informational text that is a part of our day-to-day experiences

OBJECTIVE:

Language Objective: In small groups students will read about the importance of every day reading to the growing brain of a toddler.

Students will compare stories written by Mrs. James English class.

Vocabulary: phonemic awareness, print-rich environment, representational thinking, environmental print, dyslexic

TEACHER ACTIVITIES:

Form groups; provide information and directions for each work station. Explain the task to each group, including the criteria for success, and the desired student behaviors. Also, positive goal interdependence, individual accountability, and intergroup cooperation must be structured.

Behavior should ensure that everyone:

- Listens to one another
- Contributes
- Asks for help when needed
- Helps others when asked

Monitor and intervene as facilitator where necessary to provide task assistance and to monitor student behavior. Provide specific feedback on content and group process. Ask questions that reflect and extend experiences. Some categories for observation during group work are explaining concepts, encouraging participation, checking understanding, and organizing the work.

STUDENT ACTIVITIES:

Roll the dice graphic organizer: Students will share 1-6 facts about the reading based on the number that they roll on the dice. Directions are on the back of the organizer for Chapter 15

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Roll the dice graphic organizer: Students will share 1-6 facts about the reading based on the number that they roll on the dice. Directions are on the back of the organizer for Chapter 15 Everyday Reading: Dr. Seuss Had It Right.

Story comparison matrix: Students will compare the books in the chart provided.

MATERIALS: **Bright from the Start by Jill Stamm, Ph.D.** Chapter 15 Every day Reading : Dr. Seuss Had It Right, roll the dice graphic organizer, dice, story comparison matrix,

ASSESSMENT/CLOSURE:

Story Comparisons

Book#1

Book#2

Book#3

Book title:			
Description of book:			
Props that could be used in telling story:			
Positive features of book:			

Negative features of books:			
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