

Family Literacy Guided Lesson

For Baby Animals Black and White

NY State Learning Standards

Learning

Standards

Related to English Language Arts

Standard 4:

Students will listen, speak, read and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people.

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About the Book

Baby Animals Black and White

Phyllis Limbacher Tildes, author

This wordless picture book uses bold black and white illustrations to introduce infants and toddlers to the faces of various baby animals. The artist has chosen animals that are black and white. The cover has a black and white Dalmatian that stares out at the “reader.” As the pages are turned, children meet a striped zebra, an adorable black and white kitten, and others. The colorful surprise ending in this board book will give children and parents a giggle and a smile.

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The Language/Literacy Connection

Interactive Conversations- Talking with Children

As an infant’s awareness of the world increases, he/she begins to understand the meaning of many words. Vocabulary development and the ability to understand concepts blossom during the first five years, especially when children are given time to engage in lively conversations with another person – particularly someone they like such as Mom or Dad. Talking about things that are of interest to children is one of the best ways to get parent-child conversations started. Adding insights and information about the topic and asking children for more details about their observations, experiences, likes, and dislikes are good ways to keep conversations going. Remember that conversations are interactive experiences. It takes the input of two to have a good talk, so give children plenty of openings to share their ideas. Children may need a little extra time to think about what they want to say. Jumping in too soon or supplying an answer can be frustrating to children and a real conversation stopper. Sometimes silence in the middle of a conversation is golden!

Early Childhood Education-Infant/Toddler Level

What is it?

Before the Visit

PLS-4 Skills

Auditory

Comprehension

- 31. Understands simple descriptive concepts (big, wet, little)

Expressive

Communication

- 17. Has vocabulary of at least one word
- 21. Imitates words

Gather Needed Materials

- ♦ Oaktag or cardboard
- ♦ Tape
- ♦ Index cards
- ♦ Magazines
- ♦ Scissors
- ♦ Glue
- ♦ Markers
- ♦ Clear contact paper

Prepare Lesson Props

- ♦ Before the visit follow the directions below to make an accordion pocket book.

During the Visit

- ♦ With the parent holding the infant or toddler look at the book, *Baby Animals Black and White*. Show the child the cover. Say: *Look at the black and white dog. What sound does a dog make?* Say to the parent: *It is important for (child's name) to be exposed to a variety of words and sounds. Toddler age children like to repeat what others say and may imitate animal sounds.* Continue to look at each page of the book, allowing the child to turn the pages if he/she is able. Name each animal and produce a sound if appropriate. Say: *Look at the cat. Doesn't it look soft? Do you know what a cat says?* Pause to allow the child to respond. Depending on the child's age, there may or may not be a verbal reply.

Make an Accordion "Pocket" Book

- ♦ Say to the parent: *We are going to make a "pocket book" for you to share with (child's name). The book is called a "pocket" book because there is a little pouch, or pocket, on each page. Pictures can be placed in the pockets. We will cut pictures of animals or other favorite things of your child's from magazines. A toddler's language usually includes lots of labeling, so pictures to name – duck, house, baby, etc., support their language development. Pulling pictures from the pockets helps small muscle development, which will later develop into the ability to print.*
- ♦ Show your pocket book model to the parent and child. Place the supplies on the workspace. If the parent is a reader, ask him/her to read the directions aloud.
- ♦ Ask the parent to share his/her book with the child. Say to the parent: *As you remove each picture from the pocket, talk with (child's name) about the picture. Say things like, "Look at this duck. What does a duck say?" Pause for a reply although there may be none. Then say, "Quack, Quack."*

Directions

- ♦ Cut a piece of oaktag 4 inches high by 15 inches long.
- ♦ Fold the oaktag back and forth accordion style to make an accordion book that has three 5-inch wide pages.
- ♦ Attach an index card to each page by taping around 3 of the sides, leaving the top open to create a pocket. You will have 6 pages, 3 on each side of the book.
- ♦ Cut pictures of animals or other familiar objects from magazines.
- ♦ Mount the pictures on index cards that have been trimmed to fit inside the pockets.
- ♦ Cover the pictures with clear contact paper.
- ♦ Use the markers to label each page with the name of the object, i.e., dog, duck, etc.

Early Childhood Education-Preschool / School Age Levels

Things That Are Similar and Different

PLS-4 Skills

Auditory

Comprehension

- 47. Understands expanded sentences
- 50. Identifies an object that doesn't belong

Expressive

Communication

- 56. Describes similarities
- 65. Tells a story in sequence, using grammatically correct sentences

Before the Visit

Gather Needed Materials

- ♦ Oaktag
- ♦ Scissors
- ♦ Glue
- ♦ Tape
- ♦ Index cards
- ♦ Magazines
- ♦ Markers
- ♦ Clear contact paper
- ♦ Black and white construction paper
- ♦ Black and white crayons or chalk

Prepare Lesson Props

- ♦ Before the lesson follow the directions below to make an accordion pocket book.

During the Visit

- ♦ With the parent and child sitting together, look at the cover on the book, *Baby Animals Black and White*. Say: *Do you know the names of some animals that are black and white?* Pause to give the child an opportunity to name some animals – cows, dogs, cats, etc. Say: *Let's see how many of the animals that you named are in this book. Tell me when you see one that you named.* Engage the parent and child in a conversation about the book. Ask leading questions like: *What was your favorite animal in the book? What are some other things that are black and white, or just black or just white?*

Make an Accordion "Pocket" Book

- ♦ Follow the directions in the Infant / Toddler lesson to make the pocket book.
- ♦ Label the front of each page with the name of an animal, i.e., cow, dog, cat, bear, frog, deer. Have the child write the animal words if he/she is a writer.
- ♦ Look through the magazines for pictures of animals in each category. Glue the pictures onto index cards.
- ♦ Lay the cards on the workspace and ask the child to classify the pictures. Say: *Put all the cats in this pocket labeled with the word "cat," the dogs in the pocket labeled "dog," etc.*
- ♦ Say to the parent: *Remove the picture cards from one pocket. Talk with (child's name) about the pictures. Ask questions like: Which of these cats is bigger? Which do you like better, the orange cat or the black cat? Why do all of these pictures belong to the same pocket?*

Black and White Pictures

- ♦ Place the black and white construction paper and crayons or chalk on the workspace. Say: *Draw a black picture on the white paper and then draw a white picture on the black paper.*
- ♦ Talk with the child about his/her drawings. Say: *Tell me about your picture. How are your pictures alike? How are they different? Do you think it was more interesting to draw on white paper or black paper? Why? If you could add another color to your pictures, what color would you add? If you could use just one sentence to tell someone about making pictures with just black and white what would it be?*
- ♦ Have the child write his/her sentence at the bottom of each picture. Give younger children the option of writing their own sentence using unconventional print, scribble, and/or invented spelling, or dictating their sentence to you to print. Ask the child to read his/her sentence to you. Don't be concerned if he/she does not read or recall it exactly. The idea is to begin to associate spoken words with written words, not exact word for word reading.

Parenting Education Activity

Talking With Your Child

Children learn to talk from the very first day of life. Language includes all the ways that a person communicates with others. It involves paying attention, listening, understanding, speaking, reading, writing, and gesturing. As parents, we should provide our children with good speech models, and with surroundings that help them accomplish the tasks of speech and language development.

Suggestions for Talking with Children

Speech and language development is central to everything else the child will achieve in life. One of the most important ways you can help your children learn to talk is to talk *with* them – not *at* them. When you talk *with* your children, try these approaches.

- ♦ Use simple, clear, slow speech.
- ♦ When you do something new, talk about what you're doing before you do it, while you're doing it, and after it's over.
- ♦ Make your children feel that they are part of what is going on, not just an observer.
- ♦ Talk *with* your children and give them a chance to respond, even if you can't understand what they say.
- ♦ Listen to your children. Make them feel that what they say is definitely important.
- ♦ Extend their conversation. When you hear your child say *drink*, ask: *Do you want milk? Or water? Or juice?*
- ♦ Let him/her hear grammatically correct speech, but don't make him/her repeat it. In time, he/she will copy you.
- ♦ Tell stories together. Begin a story and let your child take over. When he/she runs out of ideas, you take over and keep it going. Record your story with a tape recorder.
- ♦ For a variation, make up a story about a magazine picture.

How Could This Scene Be Changed?

Consider the following scenario:

MaryAnne sat 8 month old Beth in her highchair and turned on the TV. It was time to fix breakfast and MaryAnne needed a cup of coffee. She moved Beth closer to the TV, poured some coffee, and went about the task of making breakfast in silence. She poured cereal from the box. Mixed it with formula and baby fruit. Warmed it slightly. Tested it to make sure it wasn't too hot. Toasted bread and covered it with Beth's favorite jelly.

♦ Say: *MaryAnne prepared breakfast for her baby in silence. What could MaryAnne have said to Beth while she was preparing breakfast?*

Some suggestions might be: Beth, I bet you're hungry. I'm making cereal for you. I'm putting peaches in your cereal. I like peaches too and I'm going to have peach jelly on my toast.

♦ Say: *MaryAnne placed Beth's highchair close to the TV. Where could MaryAnne have placed the highchair to make Beth feel that she is part of what is going on, not just an observer?*

Some suggestions might be: In the kitchen near the center of activity, but not too close to dangers like the stove and kitchen utensils.

♦ Say: *Most early childhood teachers agree that children do not learn language skills by listening to the TV. Why do you think this is true?*

Some suggestions might be: Children learn how to talk by talking with other people and by asking questions and listening to answers. Television is a passive appliance. It can't interact with children.

Interactive Literacy Between Parents and Their Children

Talking About Things in Black and White

Try these activities to engage in conversation with your child.

Make a Black and White Collage

- ♦ Look through magazines with your child. As you turn the pages talk about what you see in each picture. Cut out pictures of objects that are either black or white. Glue them onto paper to make a “black and white” collage.

Nursery Rhymes that Feature Black or White

- ♦ Enjoy poems and songs with your child.

Dos pájaros negros

Dos pájaros negros
posados en la rama.
Éste se llama Juan,
Y ésta . . . Susana

Pasa el viento, agita
la delgada rama,
y . . . ¡echa a volar Juan!
y . . . ¡le sigue Susana!

Se va el viento, y
vuelven
a la delgada rama
nuestro buen amigo
Juan,
y su hermana Susana.

Conversan muy
tranquilos,
mas . . . ¡viene el gavián!
y . . . ¡echa a volar Susana,
y la sigue presto Juan!
Y volando, volando,
volando . . . se van.

White Coral Bells

White coral bells
Upon a slender stalk
Lilies of the Valley
Mark my garden walk.

Oh, don't you wish
You could hear the ring?
That can happen only
When the fairies sing.

Produce a Shadow Play

- ♦ **Begin with a story;** perhaps the story of *Dos pájaros negros*, two blackbirds named Juan and Susana. The two birds were sitting on a small branch when along came a strong wind, and echa, they flew away. When the wind died down, Juan and his sister Susana returned to the small branch. They were enjoying a quiet conversation but, alas, along came a hawk. And, once again, Juan and Susana quickly flew away.

- ♦ **Design shadow puppets** to portray the characters. To make shadow puppets, draw or trace the outline of each puppet character on black paper. Cut out the puppets and tape each onto the end of a straw. To produce the story of *Dos pájaros negros*, you need two small birds (Juan and Susana) and one large bird (the hawk).

- ♦ **Prepare props** for the scene. Props needed for *Dos pájaros negros* are a small branch and a

strong wind. For the branch, cut a branch-like shape out of black paper. To symbolize the strong wind, cut a cloud-like shape from black paper. Tape crêpe paper streamers to one edge of the cloud. To show the wind blowing, move the cloud quickly across the stage trailing the crêpe paper tails behind it.

- ♦ **Prepare a “stage”** by stretching a white sheet in the top half of a doorway. This is the screen on which the puppet characters will act out the story. Place cardboard on the bottom half of the doorway to hide the puppeteers. Place a bright light behind the puppeteers. Darken the room where the audience sits.

- ♦ **Act out the play.** Puppeteers provide the voices and movements for the puppets. Begin with Juan and Susana sitting together on the branch. Rush the

wind toward them. Shake the branch to show the effect of wind on it. Fly Juan and Susana quickly up and off the branch and off the stage. Move the wind away from the branch. Hold the branch still once more. Return the two birds to the stage and settle them back on the branch. Let them carry on a chirping conversation. Suddenly rush the large hawk toward them. Once again, fly Juan and Susana quickly up and off the branch and off the stage.

- ♦ **Produce another play.** Write another version of the *Dos pájaros negros* and produce it, or produce the story of the *White Coral Bells*. How might you portray the lilies, the garden walk and the fairies in this song? Talk together to develop a plan. Have fun!

Adult Literacy - ABE Level

Homophones

A homophone is one of two or more words, such as *night* and *knight*, that are pronounced the same but differ in meaning, origin, and sometimes spelling.

Select the best word from the following pairs of homophones:

- _____ aware of dogs. (Be, Bee)
- Which jeans are you going to _____? (where, wear)
- _____ the ones who took my cookies. (There, Their, They're)
- Did you eat the _____ pizza? (whole, hole)
- My _____ is broken. (tow, toe)
- _____ five sentences on each topic. (Right, Write)
- Do you like coffee _____ tea? (oar, or, ore)
- Can you _____ some milk for me? (pour, pore)
- Your face looks very _____ . (pail, pale)
- _____ your car. (It's, Its)
- Take a _____; you're working too hard. (break, brake)
- I _____ you love her. (no, know)
- The cake is _____ my refrigerator. (inn, in)
- I received _____ from my boss. (mail, male)
- The battery is made up of a _____ . (cell, sell)
- My friends and I _____ across the lake. (sail, sale)
- My legs are _____ after the 900 meter race. (soar, sore)
- My _____ hurts. (heal, heel)
- Do you want a _____ of pie? (piece, peace)
- Did you _____ my pants yet? (sew, so)
- We _____ the race by a mile. (one, won)
- Why is your _____ so long? (hair, hare)
- My friends and I really like _____ . (ewe, you)
- I have _____ the book ten times. (red, read)
- Which _____ of shoes should I wear today? (pear, pair)

Adult Literacy - GED Level

Simple Truths

A proverb is a saying that is used frequently because it gives a message that many people believe is true. The first words of several familiar proverbs are listed in column A. Match each beginning with its well-known ending in Column B.

Column A

- A. Truth
- B. Two heads
- C. Two wrongs
- D. A rolling stone
- E. Birds of a feather
- F. Tomorrow
- G. Practice
- H. Necessity
- I. A stitch in time
- J. A friend in need
- K. An apple a day
- L. Actions
- M. Variety
- N. Many hands

Column B

- 1. is the mother of invention.
- 2. are better than one.
- 3. make light work.
- 4. is stranger than fiction.
- 5. gathers no moss.
- 6. makes perfect.
- 7. is the spice of life
- 8. saves nine.
- 9. don't make a right.
- 10. speak louder than words.
- 11. never comes.
- 12. flock together.
- 13. is a friend indeed.
- 14. keeps the doctor away.

Choose one of the corrected "simple truths" above and write a paragraph of at least three sentences which explains the meaning of the proverb.

Answers: A-4; B-2; C-9; D-5; E-12; F-11; G-6; H-1; I-8; J-13; K-14; L-10; M-7; N-3

Adult Literacy - ELL Lesson

Introduce Expressions

Expressions for Time of Day

Use the themes of the book, black and white – day and night – to teach English words of greeting appropriate for different times of the day and different situations.

Expressions

- ♦ Good morning
- ♦ Good evening
- ♦ Hello. How are you?
- ♦ Fine, thank you.
- ♦ Good-bye

Lesson Props

- ♦ 2 pictures: one that illustrates morning, one that illustrates evening.

- ♦ Walk across the room to the learner. Upon reaching him/her, grasp and shake his/her hand and say: *Hello. How are you?* Back up a few paces. Wave your hand. Say: *Good-bye*, and walk away.

- ♦ Repeat procedure two or three times.

- ♦ Then, standing away from the learner, motion to him/her to walk to you and greet you with: *Hello. How are you?* Then say: *Good-bye*, and walk away.

- ♦ Repeat the procedure two or three times.

- ♦ Motion to the learner to walk to you and greet you with: *Hello. How are you?* When the learner asks the question, say: *Fine, thank you.* Then, wave your hand. Say: *Good-bye* and walk away.

- ♦ Repeat the procedure two or three times.

- ♦ Reverse roles. You walk to the learner and greet him/her with: *Hello. How are you?* Motion for the learner to respond: *Fine, thank you.* Then, wave your hand. Say: *Goodbye* and walk away.

- ♦ Point to the morning picture. Pantomime waking up, i.e., open your eyes wide, stretch, and take a deep breath. Say: *Good morning.* Motion to the learner to repeat: *Good morning.*

- ♦ Point to the morning picture again. Say: *Good morning. How are you?* (Pause) Then say: *Fine, thank you.* Say again: *Good morning. How are you?* Motion to the learner to repeat: *Fine, thank you.*

- ♦ Repeat the procedure two or three times.

- ♦ Point to the morning picture and motion to the learner to say: *Good morning. How are you?* Answer him/her with: *Fine, thank you.*

- ♦ Repeat the procedure two or three times.

- ♦ Point to the evening picture. Pantomime evening activities, i.e., sit down, put your feet up, and turn on the television. Say: *Good evening.* Motion to the learner to repeat: *Good evening.*

- ♦ Point to the evening picture again. Say: *Good evening.*

- ♦ *How are you?* (Pause) Then say: *Fine, thank you.* Say again: *Good evening. How are you?* Motion to the learner to repeat: *Fine, thank you.*

- ♦ Repeat the procedure two or three times.

- ♦ Point to the evening picture and motion to the learner to say: *Good evening. How are you?* Answer him/her with: *Fine, thank you.*

- ♦ Repeat the procedure two or three times.