

# Family Literacy Guided Lesson

## For I Went Walking / Salí de paseo

### NY State Learning Standards

#### Learning Standards Related to Learning Standards 1 and 3 in English

##### Language Arts:

Collect data, facts, and ideas: discover relationships, concepts and generalizations. Analyze experiences, ideas, information and issues.

#### Learning Standard 4: Science

Apply scientific concepts...to the physical setting and living environment.

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### About the Book

#### I Went Walking / Salí de paseo

Written by Sue Williams, Illustrated by Julie Vivas

On a playful walk through the pages of the book, a young boy finds a handful of colorful animals. As each new animal is discovered it joins in an interesting procession following the boy. With simple, predictable text that utilizes a repeated question and answer dialogue, the story changes only in the color and kind of animal. Each watercolor illustration reveals a tail or foot or feather of the animal awaiting discovery on the next page. It is with a sense of anticipation that the reader follows the boy on his walk and learns about colors and farm animals. Available in both Spanish, English and as a board book, this story is one that can be enjoyed across cultures and age groups.

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### The Language/Literacy Connection

#### Prediction

Predictable books like *I Went Walking* help young children think of themselves as readers. The reoccurring language patterns, rhyming words, and illustrations that match the content of the text make it easy to follow the story and predict what will happen next. With repeated readings, emergent and beginning readers begin to recognize words, and learn to use prior knowledge to gain meaning from the story's content (1998, Reading Language Arts Center, [eduplace.com/rdg/resliteracy/em\\_lit3.html](http://eduplace.com/rdg/resliteracy/em_lit3.html)).

Using prediction to gain meaning from the text is a skill used by fluent readers as they fill in expected or predictable words and language patterns, and as they use prior knowledge to understand the content of a passage. For example, as children listen to a reading of *I Went Walking* they are likely to fill in the repeated phrase *looking at me*. The book's clever illustrations invite children to guess or predict the animal (it is an animal with a long tail) and color (the tail is black) that follow. How will the story turn out? Using knowledge of the story's pattern – each new animal joins the parade of walkers – children are able to predict the book's outcome.

Pike, Compain and Mumper (1997, Reading Online Articles Section, [www.readingonline.org](http://www.readingonline.org)) note that predictable books foster fluency and facilitate the development of sight vocabulary. They aid readers in their search for meaning in print and contribute to their motivation to read. Prediction helps readers develop critical thinking and problem solving skills. The predictable book *I Went Walking* gives educators and parents many opportunities to help students use prediction as a reading strategy to develop word recognition and content analysis skills.

# Early Childhood Education-Infant/Toddler Level

## In and Out and Follow Around

### Before the Visit

#### PLS-4 Skills

#### Auditory

#### Comprehension

- 7. Discriminates one sound from another
- 11. Anticipates what will happen next

#### Expressive

#### Communication

- 21. Imitates words

#### Gather Needed

#### Materials

- ♦ Felt
- ♦ Animal patterns – fronts and backs – for a cow, pig, cat, dog, horse, and duck
- ♦ Stuffing – cotton balls
- ♦ Cinnamon

#### Prepare Lesson

#### Props

- ♦ Make animal patterns – draw free hand or trace from coloring books.
- ♦ Make large enough to not be a choking hazard.
- ♦ Follow the directions below to make felt animals to use as models.

### During the Visit

- ♦ With the parent and child sitting together, read *I Went Walking / Salí de paseo*. Point to the pictures and name each animal. Look through the book a second time. Point to the animal pictures, say the animal names, and make the animal sounds. Let the child hold the correlating felt animal prop as you point to and say the names and sounds of the animals.
- ♦ Say to the parent: *Children of this age use all their senses to learn new words and understand their meanings. As (child's name) touches and smells the felt animals, and sees and hears the words in the story, he/she is learning the animal names by using all the senses to learn what goes together.*

## Reading with Children

- ♦ Demonstrate reading the story using strategies to involve the child. For example: point to the picture and say the animal name and make the animal sound. Ask questions like: *What color is this cat? How is this cat like your cat? Look at the tail on this page. What do you think we will see next?*
- ♦ Invite the parent to join in the story reading. Say: *you point to the picture and say the animal name and I will make the animal sound. After a few times together, encourage the parent to do all the reading. Say: Now it's your turn.*
- ♦ Say to the parent: *Children who are about one year and older may attempt to say the animal names and make the animal sounds. When this happens, repeat the words to help (child's name) maintain the word and sound. If (child's name) says "cow," you say, "yes, the cow says moo-o-o." The imitation of your words help (child's name) learn to speak.*

### Make Felt Animals

With the parent, make a set of felt animals.

- ♦ Trace the animal patterns onto felt.
- ♦ Cut out the animal shapes.
- ♦ Sew around edges or use a cool glue gun.
- ♦ Before closing, stuff cotton sprinkled with cinnamon into the animal.

### Sing An Animal Song

Sing *Old MacDonald Had a Farm* using the names and sounds of the animals in the story. While singing, hold each animal.

Old MacDonald had a farm, e-i-e-i-o,  
And on his farm he had a cat, e-i-e-i-o,  
With a meow, meow here,  
And a meow, meow there,  
Here a meow, there a meow,  
Everywhere, a meow, meow  
Old MacDonald had a farm, e-i-e-i-o

# Early Childhood Education-Preschool and School Age Levels

## Collage

### PLS-4 Skills

#### Auditory

#### Comprehension

37. Makes inferences

#### Expressive

#### Communication

65. Tells a story in sequence using grammatically correct sentences

### Before the Visit

#### Gather Needed Materials

- ◆ Large poster board
- ◆ Old magazines, catalogs
- ◆ Glue
- ◆ Markers

#### Prepare Lesson Props

- ◆ Prepare a collage of a farm environment. Apply both real materials such as straw, and pictures and drawings. Give the collage the title of the book, *I Went Walking*.

### During the Visit

- ◆ Say to the child: *Before we read the book I want to show you a collage that will give you an idea of what the book is about. Where do you think the boy in this story went walking? (On a farm.)* Ask follow-up questions to help the child predict that the story is about a farm. *Have you been on a farm? What special building, machines and animals did you see there? Where would you see a cow? How can you tell the book is about a farm? What else could I have put in my collage to help you know that the story is about a farm?*
- ◆ With parent and child sitting together, read *I Went Walking / Salí de paseo*. If parent and child are readers take turns reading pages or dialog sections. After reading the book ask the child: *What did the boy see that let you know he was walking on a farm? (pig, duck, cow)*

### Make a Collage

- ◆ Say to the child and parent: *You can make a collage to help you think about a story, or a place you plan to visit. That will give you a better idea of the story before you read it or of the place before you visit it.* Ask the parent and child to suggest story or location ideas for a collage. Offer ideas that reflect their lives such as a favorite holiday, a nearby pond, a favorite book or folktale. When an idea for the collage has been decided upon, engage the parent and child in a discussion about things to put on the collage.
- ◆ Start the collage. Say to the child: *What title do you want to use for your reading or making a visit, add to the collage based on (child's name) new information. Ask him/her follow-up questions like: What about the story surprised you? How was the pond like your collage? How was it different?*
- ◆ Say to the parent: *(Child's name) can use*

*collage? The title should tell something about the collage. Since your collage is about a (say the child's topic, for example pond), the word pond should be in the title. Ask the parent to write the title using the marker. Have the child cut out pictures and make drawings to glue on the poster board.*

*collage activities for a book that he/she reads as a school assignment. It will help him/her have some expectations about the book or the assignment. Just one or two pictures or drawings will help (child's name) be more motivated to learn and read.*

### Rhyming Game

This predictable poem gives practice at rhyming words. Make up verses using the child's name and the names of people the child knows.

- Wil-lough-by, wal-la-by wee, an elephant sat on me!
  - Wil-lough-by, wal-la-by wustin, an elephant sat on Justin!
  - Wil-lough-by, wal-la-by warah, an elephant sat on Sarah!
  - Wil-lough-by, wal-la-by woo, an elephant sat on you!
- (From *Kid's Songs* by Nancy Cassidy, Klutz Press, Palo Alto CA 1986)

# Parenting Education Activity

## Prediction

Children who listen to and look at books in which the language is repeated often will say the words in the story as the book is read. Predictable story lines help children anticipate the next element in the story, which is a way of comprehending in reading. The ability to predict the story as it goes along helps children become readers. In fact, as children repeat the story's words, they think of themselves as readers. The following are story-reading strategies that parents can use to further involve children in the story, help them predict what will happen next, and encourage them to attempt the words. Giving parents strategies to use when reading with their children will help parents see themselves as their child's first teacher.

## Preview the Story

- ♦ Write the following statements on index cards to give to parents.
  - On the cover I see a \_\_\_\_\_.  
Maybe this story is about a \_\_\_\_\_.
  - The title of the book is \_\_\_\_\_.  
Maybe the book is about \_\_\_\_\_.
  - In the first illustration I see \_\_\_\_\_.  
The story may be about \_\_\_\_\_.
  - The next illustration shows a \_\_\_\_\_.  
Maybe the story is about \_\_\_\_\_.
- ♦ Say to the parent: *When reading to (child's name), help him/her look ahead to see what happens in the story. Just a few moments of looking ahead helps children understand the story content, and motivates listening. The questions on the index cards give you a place to start.*

## Fill-In the Words

Say to the parent: *Involve (child's name) in reading and help him/her think of him/herself as a reader by providing opportunities for him/her to fill in words as you read books. The words of some books are very predictable because they are repeated from page to page. Sometimes the illustrations are so clear that children can guess the word by looking at the picture. Give (child's name) a chance to fill in words by pausing as you read so that he/she can say the next word or phrase in the story.*

## Picture Pointing

For parents of non-verbal children say: *Even though your child isn't talking yet, looking at the cover and at illustrations will give him/her a bit of information about the story. Ask him/her to point to the pictures that you name. That will involve (child's name) in the story and help him/her listen.*

## Understanding the World

Say to the parent: *Children need to understand their world in order to understand what they read. Use everyday occurrences to increase (child's name) knowledge of the world.*

- ♦ When you prepare food, name the foods you are using and what you will make.
- ♦ When you unload the shopping cart or bags, tell your child the purpose for each item or let him/her guess what it is for.
- ♦ When you clean the house, name the items you use and how each helps you clean.
- ♦ When you visit the doctor, tell your child the names of instruments at the doctor's office and how they help us know about our bodies.
- ♦ When you dress your child, name the articles of clothing and tell why you chose each item.

## Practice

Using two or three simple pattern books such as *Brown Bear, Brown, Bear What Do You See?*; *I Went Walking*; and *One Fish, Two Fish*, model each of the strategies. Then give the parent an opportunity to practice the strategies while reading the books to you.

# Interactive Literacy Between Parents and Their Children

## Following the Animal

Learning to make predictions is a bit like playing "Follow the Leader". A behavior or action can be predicted because it has been observed and repeated. Predictable behaviors and activities are comfortable for children because they know what to expect. Here are some activities that use prediction as a strategy to know what to do.

### Follow-the-Animal Train

#### You need:

- ◆ Six boxes about the size and shape of a small shoe box
- ◆ Patterns for each of the 6 animals in the book *I Went Walking* – cat, horse, cow, duck, pig, and dog
- ◆ Construction paper
- ◆ Glue
- ◆ Six 3 X 10 inch strips cut from oaktag or file folders

#### What to do:

- ◆ Connect the boxes to make a train by gluing them together with the oaktag strips.
- ◆ From construction paper, cut out and color two of each of the animals.
- ◆ Glue one set of animals on the tops of the boxes – one animal on each box. Begin with the cat and follow the same order as in the book.
- ◆ Make a handle on the first box for the child to pull the train.

#### How to play:

- ◆ Sing the following song to the tune of the Farmer in the Dell.

<i>First, the cat goes in,</i>	<i>Next, the horse goes in,</i>
<i>First, the cat goes in,</i>	<i>Next, the horse goes in,</i>
<i>High-ho the dairy-o,</i>	<i>Hi-ho the dairy-o,</i>
<i>First, the cat goes in.</i>	<i>Next, the horse goes in.</i>

- ◆ Continue, singing a verse for each of the animals in the same order as they appear in the book.
- ◆ As you sing, have your child put the animals into each box one after another in order.
- ◆ Last verse: *Now they're following me, now they're following me, Hi-ho the dairy-o, now they're following me.*
- ◆ The story, the words of the song and the pictures on the tops of the boxes help your child predict the order that the animals go into the boxes.
- ◆ Make up your own words to sing your child through jobs and routines. A song about a routine or a job helps the child know what to expect and do it more easily. When picking up toys sing *first the truck goes in*, etc. What could you sing at bedtime?

### Grocery Shopping

To make grocery shopping enjoyable and educational, help your children know what will happen at the store. When children know what to expect and share in looking for items you need, they feel a part of the trip.

- ◆ Before leaving home, show your child the items that you need to purchase. *We need milk. It looks like this. When we get to the store you can help me find it.*
- ◆ Involve children in writing the grocery list. School age children can help write the list. Younger children can paste ads or food labels onto index cards to make a picture list.

### A Trip to See the Animals

A trip around the farm, to a zoo, or just around your neighborhood is a wonderful experience for your child. Making the connection between the real animals and the story animals gives children experiences to build an understanding of the world around them.

# Adult Literacy - ABE Level

## Using the Verb "Would"

⋮ You can tell what will happen next by using the verb *would*.

### Examples

If my child were hungry, I **would** give her a snack.

If I broke my leg, I **would** go to the hospital.

If I had a check, I **would** go to the bank.

If my dog were sick, I **would** go to the veterinarian.

If I had some lettuce, I **would** make a salad.

### Words to Use:

⋮ photo shop

⋮ vase

⋮ sheets

⋮ doctor

⋮ barn

⋮ stamp

⋮ store

⋮ staples

⋮ cow

⋮ gas station

⋮ stapler

⋮ would (use more than once)

⋮ pharmacy

⋮ mailbox

⋮ bed

⋮ flowers

⋮ film

## Practice

1. If I had a sore throat, I **would** go to the \_\_\_\_\_.
2. If my gas tank was empty, I **would** go to the \_\_\_\_\_.
3. If my baby's diapers were gone, I \_\_\_\_\_ go to the \_\_\_\_\_.
4. If I had a prescription, I \_\_\_\_\_ go to the \_\_\_\_\_.
5. If I had \_\_\_\_\_, I \_\_\_\_\_ put them in a \_\_\_\_\_.
6. If I had a \_\_\_\_\_, I \_\_\_\_\_ put it in a \_\_\_\_\_.
7. If I have \_\_\_\_\_, I \_\_\_\_\_ go to the \_\_\_\_\_.
8. If the envelope had a \_\_\_\_\_, it \_\_\_\_\_ go in the \_\_\_\_\_.
9. If we had \_\_\_\_\_, we \_\_\_\_\_ make the \_\_\_\_\_.
10. If they had a \_\_\_\_\_, they \_\_\_\_\_ need \_\_\_\_\_.

# Adult Literacy - GED Level

## Prediction: A Tool for Reading and for Life

Predicting is a valuable skill and one that you probably already possess and use frequently. Here are three examples. Have you made predictions in similar situations?

- ♦ I have \$60.00. Will that be enough money to pay for the groceries in my grocery cart? Since I purchased the same items last week and my total bill was \$42.50, I predict that I will.
- ♦ My newborn is one week old. She is my second child. Will I be able to comfort her when she cries? Since I was able to care for my first child and meet his needs, I predict that I will be able to care for my newborn too.
- ♦ I am driving my car 40 miles per hour. Will I get a speeding ticket? Since the speed limit is 30 miles per hour and two people that I know were given speeding tickets in this area last week, I predict that the chance I may get a speeding ticket is good!

In each example, **prior knowledge** helped **predict** the outcome in the situation. *I purchased the same groceries last week and the cost was less than \$60.00. I was able to care for my first child so I will probably be able to care for my newborn. I am speeding and two people were recently ticketed for the same offense.*

Just as in real-life situations, **prior knowledge** and **prediction** are valuable tools in reading. Used together, these two tools help readers **comprehend** information contained in a paragraph. Consider this: John Jones grew up in a farm community and has worked on dairy farms for the past twenty years. Melvin Smith is a New York City taxi driver who has never seen a real cow. Which of these two men, who are both good readers, is more likely to comprehend information contained in a paragraph titled *Ketosis: A Nutritionally Related Dairy Cow Disease*?

Which man did you choose and why? \_\_\_\_\_

Thinking about your own background, would it be easy or difficult for you to comprehend information contained in the paragraph? Why? \_\_\_\_\_

Increase the likelihood that you will comprehend the information in the following paragraph by first answering these questions.

What information do you expect to get? \_\_\_\_\_

What does the title tell you about the information contained in the paragraph?  
\_\_\_\_\_

Thinking about experiences you have had related to the subject, what information do you already have?  
\_\_\_\_\_

List two things you hope to learn from the paragraph.  
\_\_\_\_\_

### **Ketosis: A Nutritionally Related Dairy Cow Disease**

Adapted from an article by Duane Rice, Extension Veterinarian and Rick Grant, Extension Dairy Specialist

Ketosis is a metabolic disease that occurs frequently in early lactation and may be associated with other problems such as fat cow syndrome, mastitis and displaced abomasum. Ketosis-positive cows should be examined for these other complicating factors. Ketosis signs include "off feed", weight loss, decreased milk production and listlessness. Ketosis is best prevented by keeping cows in good condition, but not fat, during the dry period. Begin to "lead feed" grain 10-15 days prior to calving. Increase the grain ratio about one pound per day up to a maximum of 15 pounds. During lactation, feed good quality, high energy, palatable feeds.

# Adult Literacy - ELL Level

## Introduce Vocabulary

Introduce vocabulary from the story *I Went Walking*

### Vocabulary

- ♦ Cat
- ♦ Cow
- ♦ Horse
- ♦ Duck
- ♦ Pig
- ♦ Dog

### Phrases

The \_\_\_\_\_ is walking.  
The \_\_\_\_\_ is walking with the \_\_\_\_\_.

### Lesson Props

- ♦ A picture of each of the animals in the lesson attached to tongue depressors to make stick puppets.
- ♦ Sentence strips, 3 inches high, one with each of the lesson phrases written on it. Cut the sentence strip from oaktag or from a file folder.
- ♦ A copy of the children's book *I Went Walking*.

- ♦ With the learner, read the book *I Went Walking*. Emphasize the English word for each animal.
- ♦ Place the animal stick puppets on the workspace. Pick up the cat puppet. Say: *This is a cat. What is this? This is a cat.* Ask again: *What is this?* Motion to the learner to repeat: *This is a cat.*
- ♦ Follow the same procedure to introduce the English words for the remaining animals.

## Reinforce Vocabulary

- ♦ Open the book to the page with the illustration that includes all the animals. Point to the horse. Ask: *Is this a horse? Yes, this is a horse.* Ask again: *Is this a horse?* Motion to the learner to repeat: *Yes, this is a horse.*
- ♦ Point to the dog. Ask: *Is this a horse? No, this is not a horse.* Ask again: *Is this a horse?* Motion to the learner to repeat: *No, this is not a horse.*
- ♦ Continue with the exercise asking *yes* and *no* questions about the various animals.

## Extension

- ♦ Point to the illustration in the book of the horse walking and say: *The horse is walking.* Place the first sentence strip (*The \_\_\_\_\_ is walking.*) on the workspace. Lay the horse puppet in the blank space on the sentence strip. Read the sentence strip, pointing to each word and to the puppet. *The horse is walking.* Motion to the learner to repeat: *The horse is walking.*
- ♦ Continue the procedure using the remaining puppets.
- ♦ Pick up the horse puppet and the cat puppet. Walk the two puppets across the workspace. Say: *The horse is walking with the cat.* Give the puppets to the learner and motion to him/her to walk the puppets across the workspace. Say: *The horse is walking with the cat.* Motion for the learner to repeat: *The horse is walking with the cat.*
- ♦ Place the second sentence strip (*The \_\_\_\_\_ is walking with the \_\_\_\_\_.*) on the workspace. Lay the horse puppet in the first blank space on the sentence strip and the cat puppet in the second blank space. Read the sentence strip, pointing to each word and to the puppets. *The horse is walking with the cat.* Motion to the learner to repeat: *The horse is walking with the cat.*
- ♦ Continue the procedure substituting different animal puppets.

## Introduce the Verb Walking

- ♦ Open the book *I Went Walking* to the illustration of the horse walking. Point to the illustration and say: *The horse is walking.* Pick up the horse puppet. Walk it across the workspace. Say: *The horse is walking.* Point to the illustration in the book that shows the cow walking. Say: *The cow is walking.* Pick up the cow puppet and walk it across the workspace. Say: *The cow is walking.* Walk across the room. Point to yourself and say: *I am walking.* Motion to the learner to walk to you. Say: *You are walking.* Emphasize the word walking.
- ♦ Pick up the horse puppet and walk it across the workspace. Say: *The horse is walking.* Give the puppet to the learner and motion to him/her to walk it across the workspace. Say: *The horse is walking.* Motion to the learner to repeat: *The horse is walking.*
- ♦ Continue the procedure using the remaining animal puppets.