

Family Literacy Guided Lesson

For Truck

NY State Learning Standards

Related to Learning Standards 1, 2 and 3 in English Language Arts:

Relate texts to their own lives; discover relationships, concepts and generalizations. Analyze experiences, ideas, information and issues.

Related to Learning Standard 2 in Health, Physical Ed. & Home Economics

Create and maintain a safe and healthy environment.

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About the Book

Truck

Donald Crews, author

Follow the big red truck and its load of tricycles on a trip down highways and past city streets to its destination. This wordless story has the reader imagining the truck's journey through differing weather elements, road conditions, route circumstances, and highway traffic. Every page is a new adventure. The only print appears on signs that give the reader a way to follow the truck's journey. The book with its environmental text gives a parent and child an opportunity to recognize print from their world, to bring their own words into the story, and to create an adventure all their own.

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The Language/Literacy Connection

Environmental Print

Environmental print is the print that is found in the home, the community and other places the family visits. It is the print on street signs, on toothpaste, on advertisements printed on vans, and on hand written notes taped to the refrigerator. Environmental print is relevant to the student, whether adult or child, and gives the student a reason to engage in print (Collins, Kidsource.com, 2002). It is a stepping stone to the world of reading and necessary to function in a literate society. Recognizing and reading traffic signs, medicine and poison labels, and advertising gimmicks are beginning points in maintaining a safe and healthy world for individuals and families. *Truck* is abundant with environmental print and leads to activities that help parents become aware of its importance as a building block in the development of literacy skills.

Early Childhood Education-Infant/Toddler Level

Photo Cards

PLS-4 Skills

Auditory Comprehension

- 4. Looks intently at speaker
- 21. Identifies photographs of familiar objects

Expressive Communication

- 26. Names objects in photographs
- 37. Names a variety of pictured objects

Before the Visit

Gather Needed Materials

- ♦ Photos of family members, pets, favorite items and familiar places (i.e., the supermarket)
- ♦ Markers
- ♦ Poster board
- ♦ Clear contact paper
- ♦ Plastic shower curtain rings

Prepare Lesson Props

- ♦ Glue photos on pieces of poster board leaving a wide border. Write the name of person, item, or place on border. Cover both sides with contact paper. For easy handling by young children, punch a hole in corner of each photo and put large plastic shower curtain ring through hole.

Put the photo cards in front of the child and say: *Where's Daddy?* Does he/she point? Using a paper bag put one photo card in the bag. Say: *I'm putting the kitty's picture in the bag.* Then say to the child, *Now you put Daddy's picture in the bag.* Point out to the child where the picture name is written. Write over the label with a crayon so the child can see you writing. Say the word as you write. Children learn that print has meaning as you label the photos.

Two to three years:

Between two and three years, children learn many words and can name things they see in pictures. Say to the parent: *You can help (child's name) learn new words by asking questions about the photo cards like "I put the kitty's picture in the bag. What are you putting in the bag?" Don't get discouraged if the words don't come at first. Language takes lots of hearing before speaking. As (child's name) learns more words, add more photo cards to the game. Label the pictures in front of (child's name) and talk about the label so he/she sees you write and hears the words together. This is a beginning stage of reading.*

During the Visit

- ♦ Say to the parent: *The words in this book are like the print that (child's name) sees each time he/she takes a trip in the car. It's called environmental print and it helps (child's name) see that print has meaning.*
- ♦ Show the parent the photo cards that you made. Talk to the parent about children's interaction with print at different ages.

Birth to one year:

Babies recognize patterns at a few days old and soon learn to recognize faces. Color vision begins at about three months. During this time babies show by smiles and babbling that they are interacting with people and with pictures. Say: *Let's show these photo cards to (child's name) and see what happens.* Help the parent identify the child's reaction by noting the smile, eye contact, and/or reaching the child does. Say: *Hang the book on the crib rail or on the car seat for (child's name) to enjoy.*

One to two years:

Between twelve and twenty-four months toddlers recognize familiar pictures. Children at this age can point to pictures when asked, "Where's the cat?" Say: *Let's try it with (child's name) and see what happens.*

- ♦ Say to the parent: *The more often you play these games with (child's name) the more likely he/she will identify pictures, recognize words and see the meaning in the familiar things written on the cards.*
- ♦ Sing *The Wheels on the Bus* modifying the verses to go along with the book *Truck*.

The wheels on the truck go round and round,
Round and round, round and round.

The wheels on the truck go round and round,
All through the town.

Early Childhood Education-Preschool and School Age Levels

Words in the World

PLS-4 Skills

Auditory

Comprehension

47. Understands expanded sentences

Expressive

Comprehension

65. Tells a story in sequence, using grammatically correct sentences
66. Tells a story with an introduction, sequence, and conclusion

Before the Visit

Gather Needed Materials

- ◆ Two pictures each of signs in the child's environment such as: Stop, Exit, a fast food restaurant, a store, etc.
- ◆ 5 x 7 inch blank index cards
- ◆ Clear contact paper
- ◆ Dolch Basic Word List

can be found at www.8j.net/caf/english_language_arts/K3/dolch_basic_word_list.html

Prepare Lesson

Props

- ◆ Make Sign Match Cards by gluing pictures on index cards, one per card. Cover with clear contact. Make at least six pairs.
- ◆ Find the list.

- ◆ Say: *The next time you are on a walk or a trip in the car, take the cards and match them to real places and things.*
- ◆ Say to the parent: *It's important that you say the words on the cards so that (child's name) gains the idea that letters have meaning.*
- ◆ With the parent and child sitting together "read" Truck. Use the words and numbers printed on the vehicles, road signs and buildings as a guide to tell a story that fits the illustrations.

During the Visit

Preschool Level - Sign Match Game

- ◆ Say to the parent: *The print children see in their every day lives is a good way for them to know about and read words. Sometimes the first letters children recognize are S for Stop and M at McDonald's. Does (child's name) recognize the S on a Stop sign? Read the book a second time pausing to look for the words. Ask: Have you seen these signs anywhere around here?*
- ◆ Say to the parent: *At first (child's name) may not be able to tell you the names of the letters and numbers, but as you keep saying them he/she will learn their names. Some children see the letters as whole words first, reading Stop before they know the S. Other children see each letter separately. Either way they are more aware of the words, letters, and numbers in their world.*
- ◆ Place the matching sign cards, face side up, on the workspace. Start with just four cards, two pairs. Say to the child: *Let's see if we can find the cards that are the same. Look, I found two cards with the word Stop. Mom/Dad, can you find two that are the same? Good work, Mom/Dad. You found the cards that have McDonald's written on them. Place the cards back on the workspace. Say: Now it's your turn (child's name). What cards can you find that are the same? Good work! Your cards say _____. Continue giving the child a chance to go second, and then first. As the child gains skill, add more cards.*

School Age Level - Scavenger Hunt Word Cards

- ◆ With the child watching, print *STOP, TRUCK, GAS, SPEED, EXIT, FOOD, and NORTH* on index cards. If the child is a writer, ask him/her to print the words. Say: *These are words that are in the book. Let's read the book again. This time, look for the words on the word cards.*
- ◆ Look for words around the house. (The words on and off will be displayed in almost every house.) Say: *Just like you hunted for words in the book, you can hunt for words in other places. Make word cards for words you find and hunt for them in other places such as on light switches and appliances, in books and magazines, on cereal boxes and other food containers. On the back of the word cards write each place where you find the word.*
- ◆ Give a copy of the Dolch Basic Word List to parent and child. Say: *These are very common words that you might find anywhere, in the newspaper, on food containers, on a brochure from the doctor's office, or even on a sign on the road. Write ten words from the list on index cards and then go find the words out there in the world.*

Parenting Education Activity

Environmental Print

What is environmental print? It is the print found in the child's environment. The environment includes the home, the school, the community and other places your child may visit. The very first step in reading is to be aware of words in the environment. As children see their parents look and use words around them they learn that print has meaning. By showing your children that words exist everywhere, not just in books, you start them on the road to reading.

Labels and Print Props

- ◆ Say: You can write words in many places for your children to see and add printed materials to their play. How many ways can you think of to give your children chances to use, to see you use, and to pretend to use print? Let's make a list for each of these categories: (1) for children to see you use, (2) for children to play with, and (3) for children to use. As you think of an idea, I'll write it down.
- ◆ After listing several items in each category, look at the following lists for more ideas.

For Children To See You Use:

1. Calendars with appointments
2. Emergency numbers posted by the phone
3. Writing checks and paying bills
4. Grocery and other needed items lists
5. Telephone books
6. To do lists posted on the refrigerator
7. Recipes
8. Notes to babysitter
9. E-mail printed
10. Birthday and seasonal cards

For Children to Play With:

1. Empty food containers for kitchen play
2. Old telephone books for phone talk
3. Junk mail to sort
4. Grocery food ads
5. Magnetic letters
6. Brown bags with name of store on them
7. Stickers for pretend stamps
8. Play paper money
9. Restaurant take out menus
10. Pamphlets picked up at doctor's offices

For Children To Use:

1. Pencils, crayons, markers
2. Ink pad and stamps
3. Paper of all types
4. Index cards
5. Small chalk boards and chalk
6. Old magazines
7. Stencils
8. Book of wall paper samples
9. Small notebooks
10. Paste and glue

Sorting

Sorting by reading familiar labels is another way to show your children about reading and how it is used.

- ◆ Give children labels off of food containers and other household items. Help children sort them by food group, usage, and other categories.
- ◆ Let children sort the labels according to who uses the item, to learn about roles in the family and likes and dislikes.
- ◆ Sort junk mail as to family member name.
- ◆ Babies and toddlers can notice the colorful print on labels and can help sort by putting grocery and other store bought items in their proper place.
- ◆ Talk to your children about the labels as you read them. Let them hear you read medicine labels and what the labels say about safe use.

Interactive Literacy Activities Between Parents and Their Children

Cardboard Village

- Beginning readers make meaning of print by first seeing print in the world around them. Give your children opportunities to use their knowledge of print in their environment as they play with toy trucks and cars in a village you create together. Let them see print in their pretend world by making signs that match those in the real world. You will reinforce that print has meaning.

On the Road

In your pretend village, make a road. Use black construction paper or black masking tape. If you don't have a smooth floor, set your village on a large sheet of paper or cardboard. Don't be surprised if your "speed demon" isn't interested in staying on the road, but encourage him/her to try. By staying on the road your child practices control of hand movements, a necessary skill for learning to print.

Weather and Time of Day

In Donald Crews' book, the truck experiences different kinds of weather and different times of day. As you play with the village, talk about the weather on the day of your play and add some weather to the scene. Add cotton ball clouds, pipe cleaner lightening bolts, a paper sun, an aluminum foil moon and stars, and colored chalk on paper for rain and snow. Attach play weather symbols to buildings using Velcro. Looking at changes in the weather and in the time of day helps children notice their environment.

Make a Cardboard Village

- ♦ Make a pretend village with road and building signs to help your children see that words tell about places and what happens there. Using toy trucks and cars, play with your child so he/she can understand what the words say. For example, you might say: *I'm at the supermarket, I'll stop and buy some milk, or I'm here at the school and the sign says 25 m.p.h. so I'd better slow down.* It will be more meaningful to your children if you make a village that has places and signs they know.
- ♦ Use cardboard boxes, construction paper, glue, markers, crayons and stencils for letters and shapes to help your child make buildings. Make traffic signs from construction paper glued to craft sticks and stuck into play dough bases. Encourage children to write the signs and label the buildings.
- ♦ Use word lists, books, and other sources to copy words you need.
- ♦ Even if children don't know how to make the letters, by scribbling on the buildings they show that print has meaning. This is the first stage of writing. Let your children cut the words out of a newspaper flyer for stores signs.
- ♦ Work together. Allow plenty of time for creation and pretend play. By working together everyone feels a part of the process.
- ♦ Play will be different based on the ages of children. A baby or toddler may be more interested in the boxes, a pre-school child may be more interested in the pretend play, and the school age child in the creation. Follow your child's lead in this activity.

Adult Literacy - ABE Level

Labels

In the things we do and in our environment, we read labels. We read labels on medicine bottles, on clothing tags and many other places. Read the labels below to find the answers to the questions.

Look at the labels found on two shirts.

1. Which label tells you to wash with cold water, A or B?
2. Can you iron shirt A?
3. If the shirts need to be whiter, can you use bleach?
4. Can you dry clean the shirts?
5. At what temperature should you dry the shirts?

Shirt A

MACHINE WASH COLD
DO NOT BLEACH
TUMBLE DRY LOW
DO NOT DRY CLEAN
DO NOT IRON

Shirt B

MACHINE
WASH WARM
SEPARATELY
NO BLEACH
GENTLE CYCLE
TUMBLE DRY
LOW
WARM IRON

Look at the two medicine labels.

1. If you have an alcoholic drink, which medicine is safe to use?
2. If your child is 8 years old, which medicine can you give her?
3. Which medicine might make you feel sick if you are allergic to it?
4. Can you take 10 tablets of medicine 1?
5. Do these labels tell how much medicine to take? If you are not sure how much to take, who should you call?

Medicine 1

Directions:

- ◆ Do not take more than directed.
- ◆ If pain or fever does not respond to one tablet, 2 tablets may be used but do not exceed 6 tablets.
- ◆ Do not give to children under 12 unless directed by a doctor.

Medicine 2

Directions:

- ◆ Do not take with alcohol.
- ◆ Do not take on an empty stomach.
- ◆ Do not give to children under 6 unless prescribed by a doctor.
- ◆ This medicine may cause an allergic reaction.

Reading the labels and signs in the environment is very important! Your life may depend on it!

Instructions

Environmental print is the print that appears in your environment. It could be labels on food in your home, the newspaper in your community, the brochures at the hospital, or the billboards on the highway. In our environment we frequently encounter instructions as a form of environmental print. To ensure our own safety, the safety of our families, and the safety of others, it is important that we are able to read and write instructions. When writing instructions consider the following.

- ◆ **The first section tells the plan.** The first few sentences of a paragraph should tell the reader about the topic or the main idea. A simple statement of the plan will prepare your reader for the instructions to follow.
- ◆ **Use words that give an order.** Words such as begin, first, second, next, then and last help tell when a step should be taken. At the beginning of sentences, these words are usually followed by commas. For example, you might write: First, make sure the bath water is not too hot.
- ◆ **Keep it simple.** Shorter sentences make your meaning clearer. The reader can look at each sentence as a step or category in the instructions.
- ◆ **Give examples.** If you describe something, it may be helpful to give an example for the reader to follow. Read the paragraph to the right on how to cook macaroni as an example.
- ◆ **Restate important information.** To help your reader remember, repeat safety precautions and rules. Many times writers will highlight or underline the important facts.

Read the paragraph below. Then use the previous suggestions to practice writing your own instructional paragraph.

Cooking Macaroni

Use the following six steps to cook macaroni. First, place a large pot of water on the stove, turn the heat on high and bring the water to a boil. Next, put the macaroni in the pot and stir two or three times. After that, return the water to a boil and then turn the heat down. The fourth step is to simmer for 10 to 12 minutes. Fifth, check for doneness. Finally, drain the macaroni through a colander and rinse it with cold water. Be very careful when pouring the water out that you don't burn yourself. Cooking macaroni is really quite easy.

This organized method for writing instructions can be used when describing actions to be taken in a larger work as well. Perhaps each paragraph can explain a step. Beginning paragraphs are used to introduce the subject and ending paragraphs are used to state the conclusion. Develop a plan for writing instructions following the above tips and your writing will be easier and clearer for the reader to follow.

.....
Write your instructional paragraph below.

Adult Literacy - ELL Level

Places in the Community

New English language learners are eager to read the environmental print that surrounds them. Take advantage of their interest to help them learn to read and converse in English and gain information about their environment.

Vocabulary

- ♦ Library
- ♦ Grocery store
- ♦ Bank
- ♦ Post office
- ♦ Fire station
- ♦ School

Lesson Props

- ♦ Make photo flash cards of important buildings in the area where the student lives. Take photos of actual buildings and glue them to index cards.

Needed

Materials

- ♦ Brown wrapping paper
- ♦ Markers
- ♦ Scotch tape
- ♦ Scissors
- ♦ Small toy truck

Introduce Vocabulary

- ♦ Place the photo flash card of the *library* on the workspace. Say: *This is the library. What is this? This is the library.* Ask again: *What is this?* Motion for the student to respond: *This is the library.* Introduce each vocabulary word using this process.
- ♦ Place the photo flash cards on the workspace. Say: *Give me the _____.* Continue, requesting the student to give you each flash card.
- ♦ Point to a flash card. Ask: *What is this?* Motion for the student to answer: *This is the _____.*

Reinforcement

- ♦ Place a large piece of brown paper on the workspace. With the student, draw the major streets of the town in which the student lives. Tape the photo index cards appropriately on the map. Give the toy truck to the student and instruct him/her to "drive" to locations on the map. Say: *Drive to the _____.* You drive the toy truck through the town's streets stopping in front of various buildings. At each stop ask: *What is this?* Motion for the student to respond: *This is the _____.* Ask the student to instruct you where to drive the truck.
- ♦ For learners beginning to read, make word cards by printing the name of each photo on an index card. Place the word cards and the photo flash cards, face-side-down, on the workspace. Play concentration, matching the word cards with their corresponding photo cards.

Word Drill Yes/No Questions:

Place the truck on the map in front of a building. Ask: *Is this the library?* Motion to the student to answer: *Yes, it is the library, or, No, it is the school.*

Enhancement

- ♦ Print the names of the streets on the map. Say: *Drive down Main Street and stop at the _____.*
- ♦ Add additional locations by drawing buildings on the map.
- ♦ Make a map of the student's immediate surroundings such as the farm on which he/she lives. Use photo cards of the barns and other out buildings, the house or trailer, tractors and other farm equipment, and delivery vehicles. Draw a map that includes the state or county road, driveway, fields, etc. Place the photo cards appropriately and teach vocabulary words appropriate to the map.

(Activities adapted from everythingesl.net)

Cultural Awareness

This lesson concentrates on the families' new home. Ask about the place where the student lived before. The student can draw a map of his/her former home and share it using the new vocabulary. This gives recognition of the student's home country or area.