<table>
<thead>
<tr>
<th>HANDOUT</th>
<th>TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>L-13</td>
<td>Transparency Notes: Language Module Principle 3</td>
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<td>L-14</td>
<td>Practice/Reflection Log and Examples</td>
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<td>L-15</td>
<td>Developmental Sequence of Personal Narratives</td>
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<td>L-16</td>
<td>Participant Evaluation</td>
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**SPECIAL INSTRUCTIONS FOR PRINTING HANDOUTS TO PHOTOCOPY**

Whenever pages from the ECR 3-5 Literacy Training curriculum will be photocopied in black-and-white for distribution to participants, the master pages must be printed in black-and-white. **DO NOT PHOTOCOPY A COLOR PAGE. PHOTOCOPYING A COLOR PAGE WILL NOT PRODUCE THE BEST QUALITY DOCUMENT.** To create the best masters for photocopying, check your printer options and set it for black-and-white output, or notify your printing company (AEA, local print shop, Kinko’s or other quick-printer) to set the output options for black-and-white-only printing.
Principle 3

Children need to learn and use new vocabulary continuously.

Review

Find your peer partner and join another pair to form a group of 4.

Review what you learned from completing the assignment and your questions.

Report what you learned to the large group.

---

Every Child Reads
3-5 yrs

Every Child Reads

LANGUAGE

Outcomes

- Adults will demonstrate understanding of the teaching of vocabulary.
- Adults will model storytelling and support children in their storytelling efforts.

Iowa Department of Education ::: 2006

Principle 3  :::  Handout L-13  :::  2

Principle 3: Learn and Use New Vocabulary

Early Learning Standards

- Children understand and use communication language for a variety of purposes.
- Children speak in sentences of increasing length and grammatical complexity.

Benchmarks

- Children match and name a named object in naming and speaking vocabulary.
- Children demonstrate the development of a personal vocabulary.

Vocabulary Development


Reference
Indirect and Direct Teaching

- INDIRECT - using an opportunity or situation to teach or reinforce words or concepts.
- DIRECT - planned teaching, which includes pre-planning, selecting vocabulary word or concept, choosing related activities.

Indirect Teaching Suggestions

- Name things
- Give explanations
- Describe a routine or something happening

Teaching Indirect Vocabulary

- grimy (hands)
- liquid soap, silky
- faucet
- knuckles, wrist, palm
- germs, invisible
Every Child Reads

**Peer Partner Activity**
- Select an experience
- Think of five new words to talk about with children
- Select one word, tell partner what you would say about word to child
  - Suggestions:
    - Name an object
    - Explain a word
    - Tell why an event or something was happening

**Discussion Activity**
Discuss with your neighbor
- When are some times during the day you could introduce or reinforce new vocabulary?
- What are you already doing?
- What are some additional ideas?

**What Children Gain Through Personal Storytelling**
- Develop vocabulary
- Recall and sequence information
- Improve listening skills
- Improve speaking skills
Every Child Reads

3-5 yrs

Every Child Reads

3-5 yrs

Principle 3  :::  Handout L-13  :::  2006

Iowa Department of Education  :::   2006

PPT/Transparency Notes

Model storytelling
- Tell a story to get a story

Expand children's stories
- Assist children when they are stuck by helping them expand their stories

Guidelines to Model Storytelling
- Keep story short
- Make stories interesting and familiar to children
- Include main character, plot, and setting
- Encourage children to tell their stories when finished with model story

Use strategies from Principle 2
- Ask questions
- Make comments
- Repeat what children say
- Use phrases such as:
  - Tell me more.
  - What happened next?
Record at least five (5) new words you introduced to children.

<table>
<thead>
<tr>
<th>Activity / Experience</th>
<th>New Word Introduced</th>
<th>What I Said...</th>
<th>Children’s Responses (what they said or did)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Practice/Reflection Log

**Example: Vocabulary and Storytelling**

<table>
<thead>
<tr>
<th>Name</th>
<th>Mary Doe</th>
<th>Date completed</th>
<th>08/26/06</th>
<th>Trainer</th>
<th>Janet Trane</th>
<th>Date Due</th>
<th>08/30/06</th>
</tr>
</thead>
</table>

Record at least five (5) new words you introduced to children.

<table>
<thead>
<tr>
<th>Activity / Experience</th>
<th>New Word(s) Introduced</th>
<th>What I Said...</th>
<th>Children’s Responses (what they said or did)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Playground</td>
<td>Slippery</td>
<td>The slide is really <strong>slippery</strong> today. Do you want to go down the <strong>slippery</strong> slide?</td>
<td>Child ran to the slide and said, “It was <strong>slippery</strong>.”</td>
</tr>
<tr>
<td>2. Sand Table</td>
<td>Empty</td>
<td>This cup is <strong>empty</strong>. Can you find another <strong>empty</strong> cup?</td>
<td>Child gives an <strong>empty</strong> cup to me.</td>
</tr>
<tr>
<td>3. Snack Time</td>
<td>Whole</td>
<td>I have a <strong>whole</strong> apple. When I cut it, it is not <strong>whole</strong>. If I cut it in many pieces, it is not <strong>whole</strong>. Who wants a <strong>whole</strong> one today?</td>
<td>Two children wanted <strong>whole</strong> apples and actually ate them!</td>
</tr>
<tr>
<td>4. Sitting in the tent</td>
<td>Frightened</td>
<td>Have you ever been <strong>frightened</strong>? <strong>Frightened</strong> is another word for <strong>scared</strong>. Sometimes, I am <strong>frightened</strong> by a loud noise.</td>
<td>Several of the kids told about times when they were <strong>frightened</strong>. Some used the word. Some just used the word <strong>scared</strong>.</td>
</tr>
<tr>
<td>5. Block center</td>
<td>Longer, Longest</td>
<td>This block is <strong>longer</strong> than this one [put 2 blocks side by side]. This block is even <strong>longer</strong>. I wonder where we could find the <strong>longest</strong> block.</td>
<td>The children compared blocks by lining them up. They used the words <strong>longer</strong> and <strong>longest</strong>.</td>
</tr>
</tbody>
</table>
**Example: How to Model Storytelling**

**Flying Fish Story**

<table>
<thead>
<tr>
<th>Characters</th>
<th>Brief Plot</th>
<th>Setting</th>
<th>Questions to Ask after telling the story to encourage children to tell their own story</th>
</tr>
</thead>
<tbody>
<tr>
<td>Myself, my sister, and my mom</td>
<td>My big sister and I were changing water in the tank. My sister caught the fish in the net. The fish jumped out of the net onto the floor. She started screaming. My mom came running, but I picked up the fish and put it in water. It was fine. We laughed really hard.</td>
<td>At my house</td>
<td>Do you have any fish at your house? Do you have any other pets? What do you do to help take care of pets?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Were children interested in your story? How did you know?</th>
<th>What would you change about your story to make it more interesting?</th>
<th>How did children respond to questions you asked at the end? What kind of stories did they tell?</th>
<th>What will you do differently next time to get the children to tell more stories or expand their stories?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, they laughed and several children wanted to talk at once.</td>
<td>I was a little nervous at first. I think next time it will be more natural.</td>
<td>I hardly had time to ask a question, because three children wanted to tell stories right away. One child was not participating, so I asked her about other pets. She did not have any, so we all agreed to let her feed the class fish all week!</td>
<td>I need to find a way to get them to listen to each other and not interrupt. One thing would be to tell stories with only one or two children at a time. In a bigger group, I could let the storyteller sit in a chair, so that only that child could be talking. The child who wasn’t participating probably needed more prompts or different questions.</td>
</tr>
<tr>
<td>Characters (Who was in the story?)</td>
<td>Brief Plot (What happened?)</td>
<td>Setting (Where did it happen?)</td>
<td>Questions to Ask after telling the story to encourage children to tell their own story</td>
</tr>
<tr>
<td>-----------------------------------</td>
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</tbody>
</table>

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What would you change about your story to make it more interesting?

How did children respond to questions you asked at the end? What kind of stories did they tell?

What will you do differently next time to get the children to tell more stories or expand their stories?
### Developmental Sequence of Personal Narratives

<table>
<thead>
<tr>
<th>Typical Narrative</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2 years old</strong></td>
<td>Negative past events</td>
<td>These narratives often concern negative past events, especially injuries.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“’member my book; my babysitter broke it.”</td>
</tr>
<tr>
<td><strong>3 years old</strong></td>
<td>Two-Event Narrative</td>
<td>These narratives combine only two events.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Puppy taste my knee. Then the puppy chased me.”</td>
</tr>
<tr>
<td><strong>4 years old</strong></td>
<td>Leap-Frog Narrative</td>
<td>These narratives consist of more than two events that occur in one occasion, but the narrative is out of sequence. These narratives are often missing some events necessary for the listener to make sense of the personal narrative.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“I was losing my voice. I was having an asthma attack real bad. So, my friend to it and he got me while I was coughing in the middle of the night and he got a shot right on my leg and I had to take my tonsils out. I didn’t like it. I went to the hospital for a week and because I had a real bad asthma thing and they put me in the hospital for a week and then I broke my knee.”</td>
</tr>
<tr>
<td><strong>5 years old</strong></td>
<td>End-at-High-Point Narrative</td>
<td>These narratives have appropriate sequence, however they tend to end the narrative with the high-point of the story.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“He told me to come in. I went into the doctor’s office. I had a cold. I was scared. He didn’t give me a shot or nothing. He gave me the tiny pills.”</td>
</tr>
<tr>
<td><strong>6 years old</strong></td>
<td>Classic Narrative</td>
<td>These narratives are well formed with the who, what, where of the story that builds to a high point and then goes on to describe how the story ended.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“I got jabbed on my foot. I was barefooted. I screamed and screamed and I cried and I cried. Until my next door neighbor came out and my Dad came out and my brother came out. And then they all carried me into the house, but after that happened I got to sleep overnight with my neighbor.”</td>
</tr>
</tbody>
</table>
Participant Class Evaluation

3-5 yrs

1. I learned...

2. I liked...

3. I would suggest changing...

4. Comments...

List the last four digits of your Social Security number: ____  ____  ____  ____

Trainer ___________________________________________ Date ______________________

Iowa Department of Education ::::: 2006

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