**Andrea MacMurray Teaching date: 3/23/10**

**Younger Toddlers 18 Months – 2 Years Old**

**Literacy**

**Anticipated Length of Learning Experience: 10 Minutes Plus**

**Purpose:**

The children will be engaging in face to face interaction with me as the teacher. The children will over time or draw from past experiences be able to recognize similar objects in a story and point them out.

**Curriculum Standard:**

State the NH Early Learning Guideline

Communication and Literacy Development: Listening Comprehension, Verbal Expression and Emergent and Early Reading.  **Background Knowledge:**

Blue Horses:

* N often walks over the book area by himself sits down and looks at books for quite some time.
* I, L, and S often bring me books. They sit on my lap and ask me to read the book to them.
* I often points out grouchy bear in the story.
* When N is reading by himself and I come over he will point out a truck or a tractor in a story.

Child Development of this Age Group:

* Children engage in face to face interaction with others
* Children respond to verbal and nonverbal cues
* Children repeat sounds purposefully
* Children communicate needs through nonverbal and verbal cues
* Children begin to put sounds together to form words
* Children will identify familiar people, places, objects, and actions in everyday life, photos and books.
* Children enjoy exploring and listening to books.
* Children begin to experiment with writing tools.

**Objectives:**

**Language Development:** The children’s vocabulary will be increased while listening to stories. The children will be hearing new words and their meanings and ultimately their comprehension will grow. The children will be developing their phonological awareness when they hear and explore the sounds and the rhythms of the dialogue in the book.

**Assessment Plan:**

Since this is a one on one activity I will be able to really focus in on that child’s development and truly listen to what they are saying. Throughout the book I will discuss with the child what they think is happening and or what they think that character is feeling. After reading the story I will take time to reflect on this activity. Was the child interested? Did I encourage dialogue with the child? Did the child seem interested in the character? I will take notes on this lesson as well as photo documentation.

**Materials Needed:**

Various story books (Depicting various cultures and experiences)

**Introduction/Orientation**

I will sit in the book area and begin to look at a book. Opening and closing the book. To begin the story I will talk about the cover of the book. Making note of the author and illustrator and prompting dialog on what they can hypothesis on what might happen. I will point out the various colors and shapes as well as animals and people.

**Body of Lesson**

I will read the book to the child allowing interludes of discussion about what is going on in the story and what they see.

**Conclusion**

I will close the book and talk to the child, saying “The End.” I will ask the child what they think happened. I will talk about the characters in the book. I will end the lesson by saying “The book is all done where we should put the book? Do you think you could show me?”

**Child Guidance/Classroom management Plan:**

Since this is a one on one activity the problem I foresee is more than one child wanting to sit on my lap at a time. I would offer each child to sit next to me. Reassuring them that I would show both of them the pictures while we were reading the story. Another conflict that might arrive is fighting over the same book. I will pick out another book for the children and ask if one of them would be interested in looking at this book.

**Next steps/Extensions:**

Literacy development is on going the books are always at the children’s fingertips. If this was my classroom I would make sure that the books match the children’s individual interests and area of development. I would change the books periodically. I will continue to read with the children each day.