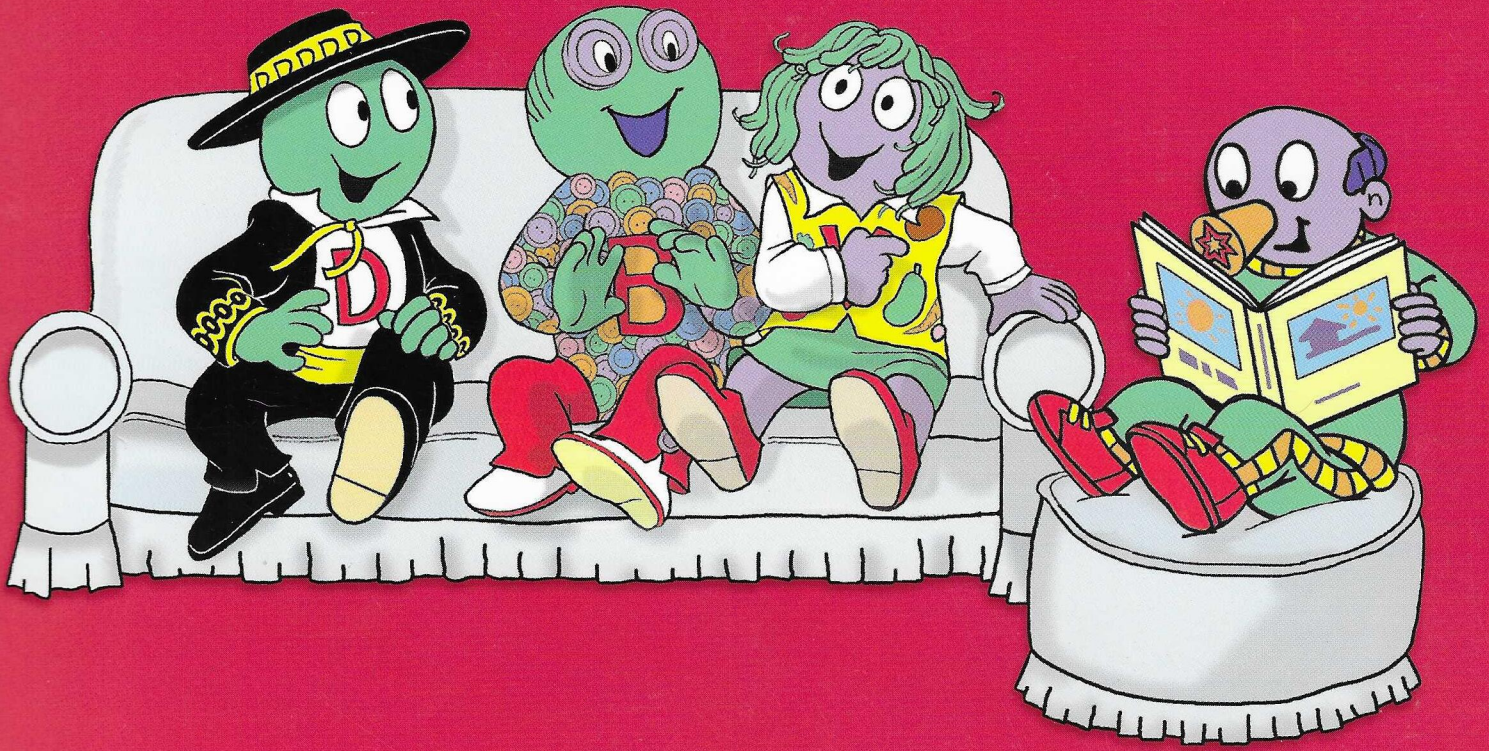
Read-to-Me™

Read-Aloud Stories Featuring the Letter People®



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Read-to-Me™

Read-Aloud Stories Featuring the Letter People®

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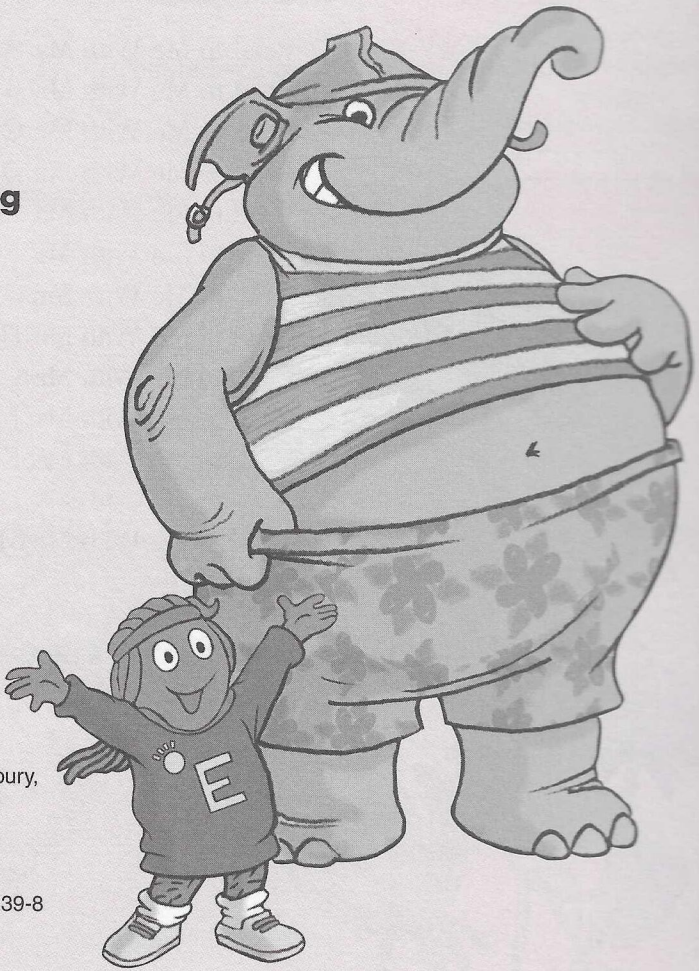
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Working With English-Language Learners (ELL)

To help develop vocabulary in children for whom English is not their first language:

- Use **body language** to show the meaning of words through gestures, posture, head and eye movements, and facial expressions. This is especially useful in communicating mood or emotion.
- **Act out** the verbs in a story. Say the word as you demonstrate the action. Have children repeat the word several times. For example, in *Who Will Help Ms. A?*, demonstrate picking apples, peeling, chopping, etc. Invite classmates to act out the words.
- Use **Total Physical Response (TPR)** to determine children's comprehension level. Give a series of commands to follow that don't require language production by the child.
- Use **realia**, or actual items, to teach nouns. Hold up the item and say the word for it. Have children repeat the word several times.
- **Point to items or actions in the illustrations.** As always, be sure to say the word and have children repeat it after you.

Explain the meaning of English idioms as you encounter them in the books, for example, the title of Mr. M's book, *The More the Merrier!* Many young children, even those for whom English is their first language, will have trouble with idioms.

Have ELL children demonstrate their comprehension by acting out a verb or pointing to a picture after you say the word.

To help ELL children develop a feel for the rhythm of the English language, read aloud to them often and invite them to join in on repetitive text as they feel comfortable doing so.

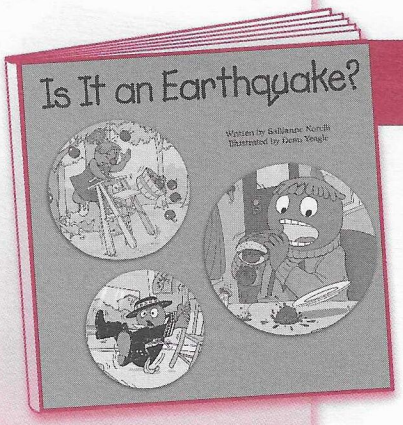
Allow ELL children to shine by inviting them to share words from their first languages, such as the names of zoo animals, colors, or types of transportation.

Research Tip

The development of early literacy skills through early experiences with books and stories is critically linked to a child's success in learning to read.

—Snow, Burns, and Griffin 1998





Read to Me With Ms. E

Before Reading

Display the cover and read the title. Ask:

> Do you know what an *earthquake* is? Have you ever seen one on TV or in a video? Have you ever been in one? What happened?

Discuss some of the things that can happen during and after an earthquake. Allay any fears children may have about an earthquake happening where they live. If you live in an earthquake zone, practice an earthquake drill.

During Reading

Pause after sharing each spread to ask:

> What do you think is happening in the Land of the Letter People?

Record children's responses. Use them later to write a new ending for the story.

Pause on pages 20–21. Ask:

> What made the ground shake?

After Reading

Ask the following comprehension questions:

> What did the Letter People think was making the ground shake?
>
> What was really making all the noise and shaking?
>
> How do you think Ms. W felt when she opened the door to Ms. E's Exercise Gym?

Write a New Ending—Help children write a different ending for the story based on the predictions they made as they read the book. Have each child illustrate a portion of the new story.

Learn About Earthquakes—Provide reference materials to help children learn more about earthquakes. If you live in an earthquake zone, have children draw and write about any experiences they may have had with earthquakes. Discuss earthquake safety procedures.

Everybody Exercise!—Have children take turns playing the role of Ms. E as exercise instructor. Others can pretend to be elephants, doing the exercises after Ms. E demonstrates them.

Vocabulary

chuckle

earthquake

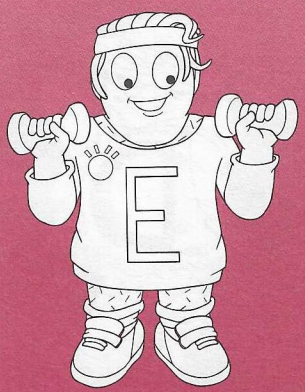
exclaimed

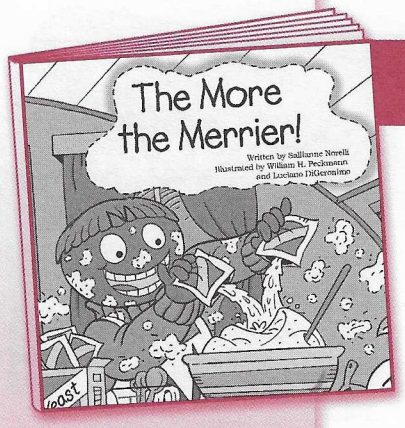
flamenco

instruments

meanwhile

splatter





Read to Me With Mr. M

Vocabulary

e-mail

ingredient

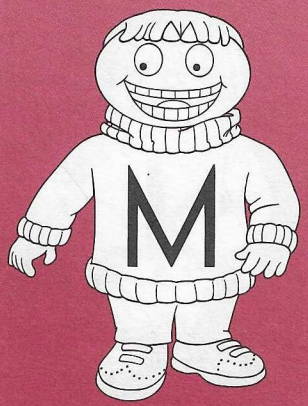
marvelous

memorable

merrier

message

monstrous



Before Reading

Ask the following questions:

Do you help bake at home? What do you make?

What is a recipe? Why do people follow a recipe when they bake?

What might happen if you don't follow the recipe?

After reading the title, ask:

What does this expression mean? Why might this be the title?

During Reading

Pause after page 13 and ask children to predict what will happen next.

Pause after page 17 and ask:

Why did Mr. M's bread grow so big?

What should Mr. M have done when he was making the bread?

How did Mr. M feel when the bread came out of the oven? Why?

Pause after page 19. Ask children how Mr. M might solve his problem. Make a list of children's suggestions. Save the list for use with the activities below.

After Reading

Ask these comprehension questions:

How did Mr. M solve his problem?

What do you think Mr. M will do the next time he makes bread?

Sequencing—Photocopy the illustrations in *The More the Merrier!* Cover the page numbers. Give pairs of children the pages in random order. Have them put the illustrations in the correct order and retell the story in their own words.

Write a New Ending—Review the children's list of solutions to Mr. M's problem. Ask children to write (or dictate) and illustrate a new ending to the story by having Mr. M solve the problem a different way. They might use an idea from the list or come up with a new one.

Bake Bread—Help the children bake yeast bread or another favorite snack. Write each step on a sentence strip with a number and an illustration. Children draw numbers to see which step they will participate in. Afterward, ask children to recall and illustrate the steps in the process.