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## Fruit Salad Yummy, Yummy!

If you glanced into our Pre-school Two Classroom in Roxbury a few weeks ago you would have seen children engaged in the process of making fruit salad. Upon first glance you may have thought oh what a cute activity, or even, that is a nice healthy snack. However if you stayed throughout the activity you would have seen more than just children making fruit salad. You would have seen a much greater learning process unfold.

First children learned health skills as they washed their hands and then the fruit prior to beginning the project. Children learned and reviewed vocabulary as they named and discussed the different fruits that were to go into the salad. Mango was a

new favorite word but bananas were the favorite taste! Children worked cooperatively in a group as they all participated in cutting up different fruit and then took turns mixing the fruit with yogurt. After the activity was complete the children worked on their ability to retell an event in sequential order by verbally explaining the process of making fruit salad.



early reading first

This past month, Kindergarten two in Methuen has been studying author and illustrator, Tomi dePaola. They began by reading his book, *Strega Nona*. To understand the work of an author, Miss Kaddie invited the children to become writers by rewriting the ending to this story. In addition, Kindergarten Two learned that Tomi dePaola is also an illustrator. After close investigation of the pictures in *Strega Nona*, the children decided that they could illustrate their stories. They chose to use watercolors. A gallery of our budding authors' and illustrators' work is now on display in Methuen.

To continue their study, Kindergarten Two read other works by Mr. dePaola. After reading *Big Anthony-His Story*, *Strega Nona - Her Story*, *Strega Nona Meets Her Match* and *Strega Nona takes a Vacation*, the children were asked to choose a favorite from this author study and explain why they liked it. The boys and girls then wrote to Tomi to tell him what they liked about his stories.

To the delight of K2, Tomi dePaola wrote back. He was so pleased to hear from his fans.

## Author Study by: Little Sprouts Methuen K2 Classroom

He informed them that he just finished *Strega Nona's Harvest*. K2 has a new Tomi dePaola book to look forward to reading!

Through an author study children develop vocabulary (author, illustrator, title, make a connection between selected books and the authors who wrote them and discover that authors are real people.



# Print and Book Knowledge

Print and book knowledge is the foundation for building your child's relationship with reading and books. This is an important skill because it helps them acquire the information and skills they need to succeed in school and life, such as:

- Knowledge of printed letters and words and the relationship between sound and print.
- The meaning of many words.
- How books work and a variety of writing styles.
- The world in which they live.
- The difference between written language and everyday conversation.
- The pleasure of reading.

Here are some suggestions for reading aloud to your child.

- **Make reading books an enjoyable experience.** Choose a comfortable place where your child can sit near you. Help them feel safe and secure. Be enthusiastic about reading. Show the children that reading is an interesting and rewarding activity. When children enjoy being read to, they will grow to love books and be eager to learn to read.
- **Read to children frequently.** Read to your child as much as possible, but at least 3 times a week for 30 minutes. Establish regular times for reading during the day, and find other opportunities to read:
  - Start or end the day with a book.
  - Read to children after a morning or evening play period, this also helps settle them down.
  - Read to them during snack time or before nap or bed time.
- **Help children to learn as you read.** Offer explanations, make observations, and help the children to notice new information. Explain words that they may not know. Point out how the pictures in a book relate to the story. Talk

about the characters' actions and feelings.

- **Ask children questions as you read.** Ask questions that help your child connect the story with their own lives or that help them to compare the book with other books that they have read. Ask questions that help your child to notice what is in the book and ask them to predict what happens next.
- **Encourage children to talk about the book.** Have a conversation with the children about the book you are reading. Answer their questions. Welcome their observations, and add to what they say. Continue to talk about the book after you have read it. Invite the children to comment on the story. Ask them to talk about their favorite parts and encourage them to tell the story in their own words.
- **Read many kinds of books.** Children need to be read different kinds of books. Storybooks can help children to learn about times, cultures, and peoples other than their own; stories can help them understand how others think, act, and feel. Informational books can help children learn facts about the world around them. These books also introduce children to important concepts and vocabulary that they will need for success in school.

**Reread favorite books.** Children love to hear their favorite books over and over again. Hearing books read several times helps children understand and notice new things. For example, they may figure out what an unfamiliar word means when they have heard the story several times. They may notice repeated sound patterns. If you point out some letters and words as you read the book repeatedly, children also may pick up specific words that are easily recognized and specific letter-sound relationships.



# little Sprouts



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## Project Sprout- Out Goals



early reading first

1. Sprout-Out graduates will **achieve the language and early literacy skills** predictive of later reading achievement.
2. Sprout-Out classrooms will be **print- and language-rich**.
3. Sprout-Out will provide comprehensive, coherent **professional development** that enhances staff ability to cultivate early literacy development.
4. Sprout-Out will use **screening assessments** to effectively identify students at-risk for reading failure and **provide supportive instruction** that will reduce the percentage of children designated at risk by valid and reliable assessments.

[www.littlesprouts.com](http://www.littlesprouts.com)

## Who Said That?

“We shouldn’t teach great books; We should teach a love of reading”. B.F. Skinner

“Reading is to the mind what exercise is to the body” Richard Steele

“Through literacy you can begin to see the universe. Through music you can reach anybody. Between two there is you, unstoppable” Grace Slick

“Today a reader, tomorrow a leader” Margaret Fuller

“You’re the same today as you’ll be in five years except for the people you meet and the books you read” Charlie “Tremendous” Jones