

*Lesson Title: Ten Little Fingers and Ten Little Toes By: Mem Fox and Helen Oxenbury

Age Group: 0-18 months

*Adapted from

Read It Again-PreK© program

Myreaditagain.com

Lesson Goals:

1. To demonstrate and to educate parents on what to do before, during, and after reading a book
2. To demonstrate to parents how to scaffold activities using high or low support based on a child's reading skills:
A: acquiring
B: building
C: competent
3. To demonstrate CAR strategy to engage child and to encourage talking:
C:omment on something you see or read in the story and wait
A:sk a question about the story or the pictures and wait
R:espond by adding a little more to either the child's response or your comment

Lesson Objectives:

1. Print Knowledge: To recognize print carries meaning and distinguish print from pictures. To recognize the left-to-right and top-to-bottom directionality of print.
2. Vocabulary: To be exposed to a wide range of vocabulary
3. Narrative Skills: To work on memory of what has preceded in story and predict what will come next.
4. Phonological Awareness: To expose child to rhythm and rhyme

Programmer Materials:

1. *Ten Little Fingers and Ten Little Toes* book

Customer Materials:

1. *Ten Little Fingers and Ten Little Toes* book (giveaway)
2. Ready to Read Journal and Folder

Requirements for Lesson:

1. Read entire book at each visit.
2. Underline title and author with finger at each reading.
3. Underline words with finger as you read.
4. Demonstrate best read aloud skills.
5. Use enthusiasm, excitement, and changes in your voice.
6. During lesson, observe and gauge child's responses to determine how to scaffold activities – using the scaffolding strategies at end of lesson.

Activity 1: Print Knowledge – Print Directionality

B: Building—Intermediate Level

1. Throughout the book, with your finger, track the text on each page of the book while reading.
2. Every few pages, say: *I am pointing to the words as I read. I am going to start over here (point to the left margin) and go all the way across the page. I read from this side (left) to this side (right). I am going to read this way: from here (point to top line) to here (point to bottom line).*

A: Acquiring—High Support

Open up book and begin reading.
Have book facing child so they can see page and your fingers are moving in same direction



C: Competent—Low Support

Ask child: *Can you follow along the page with me, left to right?*

Activity 1: Vocabulary

B: Building—Intermediate Level

1. Words which you may want to focus on during reading include: “little” “baby” “ten” “fingers” “toes” “town” “hills” “kisses” “nose” Other more difficult words are included too, but these above list is a good starting place for this age
2. Each time the book says “fingers and toes” wiggle the baby’s fingers and toes
3. Point out things on the page and talk about them

A: Acquiring—High Support

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C: Competent—Low Support

--Count fingers and toes each time the book discusses them

Activity 1: Narrative Skills – Predicting

B: Building—Intermediate Level

1. Each small vignette has a narrative structure, good for shorter attention spans and to predict pattern

A: Acquiring—High Support

C: Competent—Low Support

For older babies stop before turning page to “Ten little fingers and ten little toes” refrain and see if they try to repeat it



Activity 2: Narrative Skills – Characters and Setting

B: Building—Intermediate Level

1. This book features babies, which babies love
2. Talk about the babies in each picture and unique things about them

A: Acquiring—High Support

C: Competent—Low Support

Ask child *Where is the baby with the cold?*
Where is the baby that lives in a tent? Etc.



Activity 1: Phonological Awareness -

B: Building—Intermediate Level

1. As read book, emphasize the rhyming words
2. Read text with a rhythm
3. Stop to do interactive parts of reading after each rhyme is complete

A: Acquiring—High Support

C: Competent—Low Support



Homework

1. Reread *Ten Little Fingers and Ten Little Toes* to your child, practice pointing out things in the illustrations or emphasizing the rhymes in the text
2. Count your baby's fingers and toes, sing "This Little Piggy" with them if you know the song

At the Library

1. Find another book about body parts
2. Find a book with photographs of babies

Song: This Little Piggy

This little piggy went to the market, (Wiggle baby's big toe)

This little piggy stayed home, (Wiggle baby's second toe)

This little piggy had roast beef, (Wiggle baby's middle toe)

This little piggy had none, (Wiggle baby's fourth toe)

And this little piggy cried wee wee wee all the way home. (Wiggle baby's little toe)

***Scaffolding Strategies**

Use these strategies throughout the lesson to help meet the specific needs of the child.

High Support Strategies

<u>Eliciting strategy</u>	Provides children with the correct answer to a task by providing an exact model of the ideal response.	<u>Programmer:</u> <i>What rhymes with cat? Bat rhymes with cat. Jose, tell me: bat, cat.</i> <u>Programmer:</u> <i>What does this word say? This word says Danger. Rashaun, say "Danger."</i>
<u>Co-participating strategy</u>	Provides children with the correct answer to a task through their completion of the task with another person – the teacher or a peer.	<u>Programmer:</u> <i>Jose, bat and cat rhyme. Let's say it together: bat, cat.</i> <u>Programmer:</u> <i>These words say Chicka Chicka Boom Boom. I'll point and say each word – Rashaun, read them with me.</i>
<u>Reducing Choices Strategy</u>	Helps children to complete a task by reducing the number of choices of correct answers.	<u>Programmer:</u> <i>What rhymes with cat? Let's see – cat and hill, cat and bat – which two rhymed?</i> <u>Programmer:</u> <i>What letter is this Rashaun – is it R or S?</i>

Low Support Strategies

<u>Reasoning Strategy</u>	Asks children to explain why something happened or will happen, or to explain why something is the way it is.	<u>Programmer:</u> <i>These two words rhyme. Tell me a reason what makes rhyming words special to you.</i> <u>Programmer:</u> <i>This animal is dangerous. What words should be written on the side of its cage?</i>
<u>Generalizing Strategy</u>	Asks children to extend the lesson content beyond the lesson itself – to past or future personal experiences.	<u>Programmer:</u> <i>Tell me about a time where you see signs with words on them.</i> <u>Programmer:</u> <i>We talked about rhymes before. Do you remember what a rhyme is?</i>
<u>Predicting Strategy</u>	Asks children to describe what might happen next or to hypothesize the outcome of an event/activity	<u>Programmer:</u> <i>What will happen next?</i> <u>Programmer:</u> <i>What do you think they will find?</i>

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