

Informational Books in the Preschool Classroom
Topic of Study: New Babies

***My First Day* by Steve Jenkins and Robin Page**
***I Heard Said the Bird* by Polly Berrien Berends, illustrated by Brad Sneed**
***The New Baby* by Mercer Mayer**

Introduction

In this guide children are engaged in activities that primarily support two domains in the *Arkansas Child Development and Early Learning Standards: Birth through 60 months: Emergent Literacy and Science and Technology*. The **Learning Goals** (with **Strands**) that precede each activity relate to specific areas of development and learning that are the focus of the activities.

New babies, both human and animals, are the focus of two story books and one informational book. In *I Heard Said the Bird* by Polly Berrien Berends, illustrated by Brad Sneed, the animals hear from the bird that a new one is coming, but none of them know who is having a baby. In *The New Baby* by Mercer Mayer, Little Critter learns a lot about what it is like to have a new baby in the house. In the informational book, *My First Day* by Steve Jenkins and Robin Page, the authors explore some of the fascinating things that animals, including infants, do on their first day.

Connection to Adventures in Learning

This curriculum guide can stand alone or be used as a supplement to the following topics of study in **Adventures in Learning**:

- Focus Area: Animals – Topics: Animals on the Farm, Bears, Animals in the Woods, Animals in the Jungle, Frogs and Turtles, Birds

This curriculum guide can also be used with similar topics of study from any curriculum.

Materials to Collect and Make

- Develop a New Baby prop box. Include a baby doll, baby blankets, a rattle, an empty container labeled “Baby Powder”, and a copy of the book, *The New Baby* by Mercer Mayer. Place all of the items in a basket. If a doll carrier is available, add that to the collection.
- Refer to the Additional Books and Resources section for information on how to locate photos of animals that are featured in the book, *My First Day*; photos that can be used for making classroom materials.
- Print animal photos on card stock, laminate, and cut into puzzle pieces.
- Print animal photos on card stock, label each animal, laminate and make into a book.
- Print animal photos on card stock, label each animal, laminate and put felt or magnet strips on the back of each one.

Story Presentations

Learning Goals:

LD1.1 Understands and responds to language (in child's home language) (*vocabulary and language comprehension*)

EL1.1 Shows interest in literacy experiences (*engagement in literacy experiences, variety of interests*)

EL2.1 Notices and manipulates the sounds of language (*rhyme*)

EL3.1 Responds to features of books and print (*book knowledge*)

Book: *I Heard Said the Bird* by Polly Berrien Berends, illustrated by Brad Sneed

- Be familiar with the book, *I Heard Said the Bird*.
- Show the cover, give title, author and illustrator. (Explain that the author is the person who writes the words and the illustrator is the person who draws the pictures.)
- Invite children to predict what they think the bird heard. Accept all answers.
- Say, "Let's read and find out what the bird heard."
- Read the story so all children can see the pictures in the book.
- Explain unfamiliar words such as "bustling", "hare", and "mare":
 - bustling means busy and noisy
 - hare is like a rabbit with longer ears
 - mare is an adult female horse
- Read the page where the little boy says "The NEW ONE is in the house, and if you'll be very quiet, I'll let you see him.", then ask the children what they think the animals will see.
- Change your voice to a quiet one when you read about the little boy leading the animals to the house. Whisper when he says, "It's a new baby."
- Follow up the reading by inviting children to discuss their experiences with new babies.
- Tell children the book will be in the Library Center so they might read it on their own or with a friend.

Teacher Note: Consider reading the book a second time, reviewing the three rhyming sections of the book. Invite children to complete the sentences you read as follows: "I heard," said the _____ (bird)." "How?" said the _____ (cow). This is called the cloze technique.

Book: *The New Baby* by Mercer Mayer

- Show the cover, give title, author and illustrator. (Explain that the author is the person who writes the words and the illustrator is the person who draws the pictures and that Mercer Mayer is both the author and the illustrator.)
- Invite children to discuss what they know about new babies, especially a child you know has a new baby in his or her home.
- Explain to the children that Little Critter has a new baby sister and invite them to discover with you what happens when the new baby comes home.
- Read the story so all children can see the pictures in the book.
- Read the pages that describe all the things that Little Critter tried with the new baby; things that didn't seem to work.
- Read the page, "So what can you do with a new baby?" and ask children what they think Little Critter can do with the new baby. Accept all answers.
- Continue reading the story to the end.
- Follow up the reading by showing the pictures and invite children to help retell the story.
- Tell children the book will be in the library center so they might read it on their own or with a friend.

Book: *My First Day* by Steve Jenkins & Robin Page

- Spend time becoming familiar with the animals in the book and how to pronounce the names of some that may be unfamiliar to you.
- Show the cover and give the title, *My First Day*, and explain that this book will show us what animals do on day one, the day they are born.
- State that Steve Jenkins and Robin Page are both authors of the book, they wrote the words together, and Steve Jenkins is the illustrator, he drew the pictures.
- Read the story so all children can see the pictures in the book.
- Show the title page, read the title and ask if anyone knows the name of the animal on the page. If no one knows the name, state that this will be one of the first animals we see in the book.
- Read the question on the first page: “What did you do on your first day – the day you were born?” and invite children to answer the question.
- Read the second page which answers the questions and provides additional information.
- Turn the page that features the kiwi and recall with children that this is the animal they saw on the title page.
- Continue reading the story, allowing children time to look at and discuss the pictures plus the content.
- Follow up the reading by showing each picture and helping children name the animals shown. Allow children to add what they remember about the animals and what they did on their first day.
- Show children the three pages after the end of the story and explain that there is more information about each animal for those who are interested.
- Tell children when and where you will be available to read the book with them again and to share more information about the animals.
- Let children know if and when you plan to place the book in the Library Center for them to look at on their own.

Second Reading of *My First Day*

- Invite small groups of children (4 to 6) to join you in reading the story.
- Read the first two pages of the book.
- Take time as you read about each animal. Invite children to look at the picture of the animal and tell you some things they notice about each one or to discuss something that was read about the animal. For example, they may notice the long beak of the kiwi, comment that the baby Siberian tiger couldn't open its eyes at birth or that the baby bat is hanging upside down.
- Invite them to compare the coats of some of the animals. For example, the zebra has stripes and the tapir has a striped and speckled coat.
- Involve them in discussing the differences in what the animals can do on their first day, including the infant.

Additional Learning Goals:

EL1.2 Engages in read-alouds and conversations about books and stories (*informational texts*)

ST3.1 Demonstrates knowledge of the characteristics of living things, the earth's environment, and physical objects and materials (*living things*)

Additional Language Activities

Learning Goals:

LD1.1 Understands and responds to language (in child's home language) (*vocabulary and language comprehension*)

EL1.1 Shows interest in literacy experiences (*engagement in literacy experiences*)

EL2.1 Notices and manipulates the sounds of language (*rhyme*)

ST2.1 Demonstrates knowledge of core science ideas and concepts (*stability and change*)

Activity: Growing

- Involve a small or large group of children in a follow-up activity at some time after the second reading of *My First Day*.
- Show the children the book and, read the title.
- Read the question on the first page: "What did you do on your first day – the day you were born?" and invite children to answer the question by recalling what was in the book about this question.
- Read the second page which answers the question and provides additional information. Were children correct in what they recalled?
- Explain to children that you are going to say a poem about growing.
- Read the poem one time, then read it again and invite children to suit their actions to the words as indicated.

Growing

(Suit actions to words)

When I was a baby, I was so small. (*crouch way down low*)
I could not speak a word at all.
I could not sing I could not talk.
I could not crawl, I could not walk.

Now look at me, I grew and grew. (*slowly stand back up*)
Now that I'm (age), here are some things I can do.
I learned to crawl, and then to walk. (*make crawling motions with hands, then walk in place*)
I learned to sing and learned to talk.

When I was a baby, I was so small, (*crouch way down low*)
Now that I'm (age), I am so tall. (*stand back up*)
I'll keep on growing and learning things new.
What exciting things I'll learn to do.

- Involve children in filling in some of the rhyming words. For example, say, "I could not sing, I could not talk. I could not crawl, I could not _____."
- Involve children in discussing some things they can do now that they couldn't do when they were a baby.
- Invite children to predict how tall they think they will be when they grow up and some things they will be able to do that they cannot do now. Accept all answers.

Learning Goals:

LD1.1 Understands and responds to language (in child's home language) (*vocabulary and language comprehension*)

EL1.1 Shows interest in literacy experiences (*engagement in literacy experiences*)

Activity: *My First Day Animal Book*

- Prepare the book, *My First Day Animal Book*, from animal photos that you print from a Google Images Search. Add a label to each photo.
- Gather a large or small group of children and present the book to them, stating the title and showing the photos to them. Give the name of each animal as you show the pictures.
- Invite children to share what they know about each of the animals.
- Explain to children that the book will be in the library center for them to look at on their own.

Teacher Note: *Consider including some, not all of the animals from the book.*

Learning Goals:

LD1.1 Understands and responds to language (in child's home language) (*vocabulary and language comprehension*)

LD2.1 Uses increasingly complex vocabulary, grammar, and sentence structure (in child's home language) (*expressive vocabulary*)

ST3.3 Engages in developmentally appropriate interactions with technology and media that support creativity, exploration, and play (*digital literacy*)

Activity: Google Images Search

- Involve small groups of children in doing a Google Images Search for photos of specific animals featured in the book, *My First Day*.
- Scroll through the images and invite children to look at the photos of the animals.
- Involve them in discussing the features of the animals they observe in the photos and some of the things they have learned about the animals.

Teacher Note: *This activity is intended for those programs that have internet access for appropriate use by teachers and children.*

Learning Goals:

SE3.1 Shows awareness of self as unique individual (*preferences*)

LD1.1 Understands and responds to language (in child's home language) (*vocabulary and language comprehension, follows directions*)

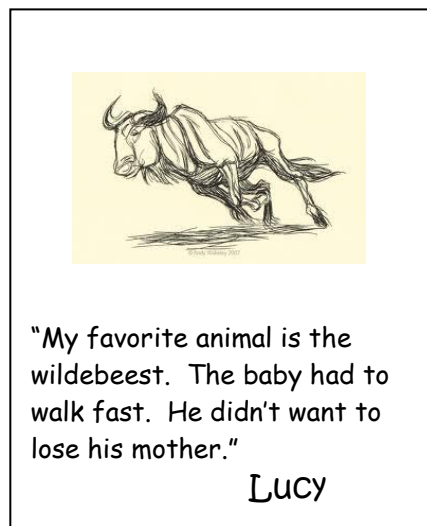
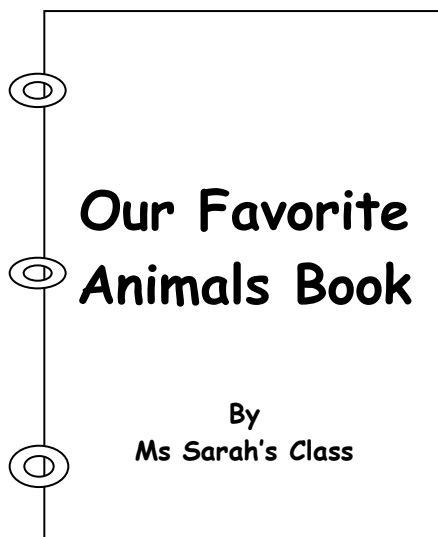
EL3.1 Responds to features of books and print (*print knowledge*)

EL3.3 Demonstrates emergent writing skills (*letter and print writing concepts*)

CA2.1 Explores, manipulates, creates, and responds to a variety of art media (*exploration of art*)

Activity: Our Favorite Animals Book

- Explain to children that they can participate in developing a class book about their favorite animal from the book, *My First Day*. State that this activity will take place over several days and that each will have an opportunity to contribute to the book.
- Have a page for each child.
- Invite one child at a time to look at an array of animal photos from the book, *My First Day*, or at the small pictures at the back of the book.
- Invite the children one at a time to select one animal that is their favorite and tell you one or two things about the animal, or why they chose that animal.
- Record on that child's page exactly what he or she said.
- Invite the child to draw a picture of the chosen animal.
- Ask the child to sign his or her name as the author and illustrator of the page.
- Develop and laminate a cardstock cover for the book.
- Place each child's picture in a clear plastic sleeve.
- Create the book by using small rings or by placing the pages in a three-ring binder.
- Read the completed book to the entire group of children.
- Explain to them that the book will be in the Library Center.



Learning Environment

Library Center

- Add the following books: *I Heard Said the Bird*, *The New Baby* and *My First Day*
- Add the teacher-made book, *My First Day Animal Book*
- Copy images of some of the animals found in the book, *My First Day*, laminate them, put felt or magnetic strips on the back, and place in library center with a felt or magnetic board for children to use as they make up stories and talk about the animals.
- Add *Our Favorite Animals Book* to the Library Center.

Dramatic Play Center

- Add New Baby prop box

Block Center

- Look at your collection of animal figures for animals that are featured in the book, *My First Day*, and add them to the Block Center.

Table Games Center

- Check your puzzles for animals that are featured in the book, *My First Day*, and make them available to children
- Add teacher-made puzzles (if available) of animals featured in the book, *My First Day*

Transition Activities

Learning Goal:

CD2.2 Shows flexibility in adjusting thinking and behavior to match contexts (adjusting behavior to match context)

Name that Animal

- Show a child a picture of one of the animals in the book, *My First Day*, and ask the child to name the animal. Child transitions to the next activity.
- Repeat this with each child, showing a different picture, until all children have transitioned to the next activity.

Teacher Note: *Select animals that are most familiar to children so that each one can be successful in naming their animal.*

Family Connection

- Provide families with a list of the names of the animals featured in the book, *My First Day*, and suggest that they involve their child in doing a Google Images Search for the animals. Suggest that they help children name the animals and talk about some of the things they have learned about each animal.
- Ask parents who have a color copier to print photos of animals featured in the book, *My First Day*. Provide card stock for them to use. Ask that parents send the animal photos to the center, explaining that the animal photos will be used in classroom activities.

Additional Books and Resources

- Do a Google Images Search of photos of animals featured in the book, *My First Day*.
- Copy some of the images for classroom use: animal puzzles, an animal book, and felt/magnetic figures, for example.
- Determine if you have a source for wildlife magazines. If so, collect them and add to the Library Center
- Add wildlife magazines and photos of animals to the Discovery Center.