

Family Literacy Guided Lesson

For Chicka Chicka ABC

NY State Learning Standards

Related to English Language Arts

Standard 1: Students will listen, speak, read, and write for information and understanding. Students will discover relationships and concepts. They will use oral and written language that follow the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

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About the Book

Chicka Chicka ABC

By Bill Martin, Jr. and John Archambault
and Illustrator Lois Ehlert

This bright and colorful book is a delight to read as Bill Martin and John Archambault tell a playful story about the alphabet. One by one the letters of the alphabet go up the coconut tree until...oh no!!! Chicka Chicka BOOM BOOM!! An abbreviated version of the original *Chicka Chicka Boom Boom book*, *Chicka Chicka ABC* is a sturdy board book well-suited for young children, as well as older children. It is a great tool to teach and review the letters of the alphabet.

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The Language/Literacy Connection

ABC's - Back to the Basics

Distinguishing between letters, naming them, and understanding that letters and sounds are systematically linked are important parts of early literacy knowledge and good predictors of beginning reading achievement. Kindergarten entrance screenings frequently include an assessment of children's knowledge of both upper and lower case letters and of basic words. In a literate society like ours, children are exposed to the letters of the alphabet at a very early age. Through numerous planned and incidental activities, parents and educators make those exposures effective and meaningful. Singing songs that include letter names such as the ABC song and BINGO, magnet letters for play, foods with ABC shapes, alphabet books and authentic writing experiences are examples of planned alphabet activities. Incidental alphabet experiences include things like pointing out letters in the environment such as, "Look, that's the letter A on the soup can, Alison. Your name starts with the letter A," and spelling out familiar words such as "It's time for B-E-D."

Make Your Own Alphabet Letters

PLS-4 Skills

Auditory

Comprehension

- 13. Looks at objects or people the caregiver calls attention to.
- 16. Understands a specific word or phrase (other than no) for family members, pets, objects, or social routines.

Expressive

Communication

- 20. Produces a variety of consonant sounds.
- 25. Babbles short syllable strings with inflection similar to adult speech.

Before the Visit

Gather Needed

Materials

- ◆ Lightweight craft foam
- ◆ 3-inch alphabet stencils
- ◆ Self-adhesive magnet strips
- ◆ Scissors

Prepare Lesson

Props

- ◆ Following the directions to the right, make a model set of ABC magnet letters.

During the Visit

- ◆ With the parent holding the infant or toddler, read *Chicka Chicka ABC*. Read the text in a musical, sing-songy chant varying the volume of your voice, loud for BOOM, BOOM and soft at other points. Voice variations often capture and keeps children's attention. If the parent is a reader, ask him/her to re-read the book using voice inflections.
- ◆ Say to the parent: *Knowing letter names and letter sounds is an important building block for reading. Although it may be several years before (child's name) reads in a conventional way, now is a good time to introduce letters in a*

playful manner. Chicka Chicka ABC is one playful way to introduce the letters of the alphabet. Can you think of others? (Magnet letters, games, songs, blocks with letters on them). Say: Those are all good tools to use to help (child's name) learn letter names. You can also point out letters in your home and neighborhood and spell words out loud. You can also point out letters in your home and neighborhood and spell words out loud. For example, when see a stop sign say: "That says stop-S-T-O-P-stop". Even very young children will learn a few letters and will begin to recognize that letters put together mean something. They may recognize the letter A because it is the first letter of the alphabet, the first letter of a place they visit frequently such as S for Supermercado, or the first letter of their first name.

- ◆ Say: *Today we will make ABC magnets that you can put on your refrigerator to give (child's name) opportunities to see and touch letters. It is a good idea to begin with a few letters that have a special meaning to (child's name) such as the letters in his/her name or the first letter of each family member's name to place on the refrigerator to give (child's name) opportunities to see and touch letters.*
- ◆ Sing BINGO substituting words and letters that are meaningful to the child.
*The Martin family has a girl
And Bella is her name-o.
B-E-L-L-A, B-E-L-L-A, B-E-L-L-A
And Bella is her name-o.*

Directions for ABC Magnets

1. Place letter stencils on craft foam sheets and trace.
2. Cut out the letters.
3. Cut pieces of magnet strip and adhere to the back of the letters.
4. Put the letters on the refrigerator.

Early Childhood Education-Preschool and School Age Levels

Coconut Tree Letter Game

PLS-4 Skills

Auditory

Comprehension

57. Identifies initial sounds.

Expressive

Communication

49. Names categories.

Before the Visit

Gather Needed Materials

- ♦ 1 sheet poster board
- ♦ Brown and green construction paper
- ♦ Scissors
- ♦ Alphabet stickers or cut out letters – about the size of a penny
- ♦ Glue
- ♦ 26 pennies
- ♦ 5 nickels

Prepare Lesson Props

- ♦ Follow the directions on the right, above and make a model coconut tree

During the Visit

- ♦ With the parent and child sitting together, read *Chicka Chicka ABC*. If the parent is a reader, ask him/her to read the book to the child. While reading the book, encourage the child to name the letters that he/she knows. Ask leading questions such as: *Can you point to the letter P? What letter does your name start with? What is the first (last) letter of the alphabet?*
- ♦ Say: *Today we are going to make a coconut tree letter game.* Place your model and the materials on the workspace. If the parent and child are readers, ask them to read the directions for making the game board.

Directions for Coconut Tree Letter Game Board

1. From the brown construction paper, cut out a tree trunk and glue it onto the poster board.
2. With fingers spread wide, trace hands on green construction paper and cut out. Glue to the top of the trunk. These are the tree's leaves.
3. Stick alphabet stickers or cut out alphabet letters on and around tree in random order.

Game Rules

- ♦ Say: *You may enjoy the games suggested below or you may want to make up your own letter and word games. Change the rules to fit the literacy levels of the players.*

Letter Match

- ♦ Stick a second set of letter stickers on pennies.
- ♦ Place the pennies in a small plastic container.
- ♦ Taking turns, select a penny and place it on the matching letter on the game board.

Penny Pitch

- ♦ Give each player a penny.
- ♦ Take turns pitching the pennies onto the game board.
- ♦ Name the letter nearest to the penny.

Coconut Scrabble

- ♦ Cover the consonants with pennies and the vowels with nickels.
- ♦ Decide on a number of letters that each player may select – for example, 2 consonants and a vowel, 4 consonants and 2 vowels, etc.
- ♦ Take turns uncovering the agreed upon number of letters.
- ♦ Create as many words as possible from the letters.
- ♦ Give 1 point for each letter used.
- ♦ Play with partners when players of different literacy levels are involved in the game.

Parenting Education Activity

Teaching the Alphabet

Learning letter names and letter sounds is a beginning step in learning to read and write. Helping children focus on letters is one way that parents assist children with this important basic literacy skill. Begin with consonants such as the first letter of the child's name, and think of ways to highlight the letter in familiar activities. For example, if the child's name is *Bella* you can *bounce a ball*, *build with blocks*, paint with *blue*, stack *boxes*, *blow bubbles*, and eat *bananas*. School age children may be ready to tackle beginning digraphs such as *sh*, *ch*, and *th*. For the digraph *sh*, look for *shadows*, *shade* your eyes, watch Dad *shave*, put your finger to your lips and say *shhhhh*, and make a *shaker*. Children need a lot of practice to learn letter names and letter sounds, so think of little ways to reinforce this skill each day.

Say: We often think of teaching children things like dressing and feeding themselves, and behaving in proper ways as part of our responsibilities as parents. Helping children learn the basics of reading and writing is an equally important responsibility for families who live in a literate society, and one that needs to be worked on each day. This doesn't mean setting up a school in our homes, but rather thinking of playful ways to focus children's attention on letters and words. Magic Letter Wands and Letter Lists are two fun ways to focus on letters.

Magic Letter Wands

Say: Magic Letter Wands help preschool and kindergarten children focus on specific letter sounds. To begin, think of a letter that (child's name) hears often, such as the first letter of his/her name. Then, follow the directions below to make a Magic Letter Wand.

- ♦ Cut out a magazine picture of something that begins with the letter you plan to focus on such as a *ball* for the letter *B*.
- ♦ Glue the picture onto lightweight cardboard to give it stability and tape it to the top of a tongue depressor.
- ♦ Print the letter, in this example the letter *B*, on the tongue depressor just below the picture.
- ♦ Give the wand a little "magic" by adding ribbons or glitter.
- ♦ Touch the Magic Letter Wand to things in the home that begin with the letter *B* each time saying the objects' names.

Say: Before playing, create a list of objects with names that begin with the selected letter. Use the list as a guide when you help (child's name) look for things to touch. For example, B-objects found in many homes include: bottle, bracelet, bead, book, backpack, bag, bandage, boat, bathrobe, basket, bed, belt, bib, bike, blanket, bolt, boot, bowl, box, buckle, bug, brush, button. Let's list some things that begin with the letter you selected.

Letter Lists

Say: Letter Lists are playful ways to help school age children focus on letters and words. Just as you selected a letter for the Magic Letter Wand, begin by choosing a letter for the Letter List. School age children can help with the selection.

- ♦ Tape a large piece of paper to the refrigerator.
- ♦ Print the selected letter at the top of the paper. Make it big.
- ♦ Throughout the day or the week, challenge children to write words that begin with the selected letter.
- ♦ Suggest places to find words such as in books, magazines and flyers, on food and product labels, and in dictionaries.
- ♦ Have each child use a different color pencil to write his/her words and give rewards such as a sticker or favorite treat.

Interactive Literacy Between Parents and Their Children

Alphabet Themes

- Include experiences with letters and words throughout your week and in many different ways.
- Following are some suggestions.

Star Your Child in an Alphabet Book

- Punch holes along the left side of 14 sheets of paper and fasten them together to make a book.
- Write a title on the front of the first page. Print the letter A at the top of the backside of the first page. Following the alphabet, print a letter at the top of the front and back of the remaining pages.
- From photographs of the family and friends, select a picture to represent each letter. You can be creative! A picture of your child eating an apple might represent the letter A. Blowing out candles on a birthday cake could stand for the letter B. The same picture could stand for the letter C if you emphasize the cake and candles.
- Glue the photographs under the letters they represent. Then write a sentence that explains the photograph. For example, you might write, "This is (child's name) with his/her dog" for the letter D. Underline the letter d in dog to make it stand out.

Eat Your Way Through Letters

Continue the theme of learning about letters at mealtime. Many companies feature ABCs in their food products and you can make letters as you cook other foods.

- Serve alphabet soup or make your own soup from alphabet pasta. Name the letters as you eat them.
- Eat alphabet cereal for breakfast.
- Serve a snack of cheese puffs and pretzels made in alphabet shapes.
- Pour pancake batter into the shape of a letter.
- Use alphabet cookie cutters to cut sandwiches in the shape of letters.
- With colored frosting, print letters on the top of cupcakes.
- Mold crispy rice bars into letter shapes.
Melt ¼ pound of butter and 1 bag of marshmallows in a saucepan.
When melted, fold in 6 cups of crispy rice cereal.
When mixture is cool enough to touch, mold into letter shapes.

Host a Letter Party

On No-Special-Day and for No-Special-Reason, host a letter party. Invite just your family or a few friends from the neighborhood. Choose a letter for the party and plan activities around the letter. For a letter M party, for example, you could:

- Wear something that begins with the letter M – mittens or a maroon or mauve shirt.
- Serve snacks that begin with the letter M – milkshakes, molasses cookies, mousse, muffins, or macaroni salad.
- Tape words beginning with the letter M on guests' backs and have them guess the word.
- Play a game that begins with M – musical chairs.
- Read stories that use the letter M prominently in them like Mama Mama, Is Your Mama a Llama?, and Mike Milligan's Steam Shovel.
- Place items that begin with the letter M in a box and ask party guests to guess their identity – magnifying glass, mirror, magnet, marble, marker, measuring tape, mug.
- Sing The Bear Went Over the Mountain and Five Little Monkeys Jumping on the Bed.
- Make a group collage from items that begin with the letter M – macaroni, junk mail, map, maple leaf, mesh, play money, Mars candy wrapper, mask, mathematic symbols, maze, magazine pictures of M objects like a mouse, man, mountain, motorcycle, M words like meow, merry, moo and march written with a marker.
- Move in ways that begin with an M – march like Munchkins, meander like mild mannered men.
- Have a marvelous time mapping out party plans for another letter!

Adult Literacy - ABE Level

Listening For Letter Sounds

The ability to hear letter sounds in words spoken orally is an initial step in learning to read and write. Use the following exercises to help beginning readers strengthen their knowledge of single consonants and of digraphs.

Preparation

- ◆ Develop a list of 100 words that are familiar to the student. Include several words that begin and end with each of the letters of the alphabet, and some that begin and end with digraphs (see the next column). Avoid words that (1) begin with vowels (2) end with silent letters such as grape and comb, (3) end with letters that may not be present in the word's utterance such as window, or (4) end with the letter y when the y is pronounced like an e such as baby.
- ◆ Prepare an alphabet strip with letters that are about 1 inch high: **A B C D E F G . .**
- ◆ Prepare a strip with the following digraphs: **sh, ch, th, ph.**

Initial Consonant Sounds

- ◆ Place the alphabet strip on the workspace.
- ◆ Using only words that begin with single consonant sounds, say: *I'm going to read some words. As I read each word, point to its beginning letter on the alphabet strip.*
- ◆ As the learner gains skill in this activity, say: *Now, as I read each word, say its beginning letter.*
- ◆ As the learner gains skill in the activity, give the learner paper and pencil. Say: *Now, as I read each word, write its beginning letter.*

Ending Consonant Sounds

- ◆ Following the procedure above, ask the learner to first point to, than say, and then write the ending letter for each word.

Digraphs Sounds

- ◆ Place the digraph strip on the workspace. Say: *Some words begin or end with a combination of letters that are pronounced together and make a particular sound. Point to the digraph strip and say: These are letter combinations that we hear often in English words. They are called digraphs. Give an example of a word that begins with each digraph: ship, change, throw, phone. Point to the corresponding digraph as you say each word.*
- ◆ Say: *I'm going to read some words that begin with digraphs. Listen carefully. As I say each word, point to its beginning sound.*
- ◆ As the learner gains skill, ask him/her to say and then write the digraph sound he/she hears.
- ◆ Say: *Some words end with digraph sounds. Listen to these examples. As you say the following words, point to the corresponding ending digraph: fish, much, teeth, graph.*
- ◆ Say: *I'm going to read some words that end with digraphs. Listen carefully. As I say each word, point to its ending sound.*
- ◆ As the learner gains skill, ask him/her to say and then write the digraph sound he/she hears.

Writing the Beginning and Ending of Words

- ◆ Say: *Listen carefully. For each word I read, write the beginning and ending sound. Draw a line between the two parts to stand for letters that belong in the middle.*
Demonstrate:
bush: b ___ sh. Use the alphabet and digraph strips as guides.
- ◆ Note: For this exercise, avoid using words that start or end with the consonant *f* or the digraph *ph* as these two sounds cannot be distinguished aurally.

Adult Literacy - GED Level

Dictionary Skills

Materials

Needed

- ♦ a dictionary

The dictionary is a valuable tool for readers and writers. Organized in alphabetical order, it is a resource for spelling, word meanings, parts of speech and pronunciation. Following are exercises designed to strengthen dictionary skills.

Guide Words

- ♦ Two words appear at the top of each dictionary page. These are guide words. The guide word on the left is the same as the first word on the page and the guide word on the right is the same as the last word on the page. All other entries on the page fall alphabetically between these two words. Efficient use of guide words requires the ability to alphabetize words up to the first three (and sometimes four) letters. Practice your alphabetizing skills on the following words. Write your alphabetized list in the first column of the chart below.

crust cone curve comb catnip
 confuse cover crayon chicken count

Alphabetized Words	First Guide word	Second Guide word	Parts of Speech	Number of Word Meanings
<i>catnip</i>				
<i>cover</i>			<i>verb, noun</i>	

- ♦ Look up each of the above words in the dictionary. In columns two and three above, write the guide words on the pages where the words are found.
- ♦ Under "Explanatory Notes" in the front of the dictionary, find the symbols used to indicate the part of speech for words. Write the part or parts of speech (some words can be used in more than one way) for each word in this exercise in the fourth column from the left.
- ♦ Review the word meanings for the word *comb*. Write one meaning that is unfamiliar to you.

Make Your Own Dictionary

1. Using a three-ring binder, insert 26 sheets of paper.
2. Beginning with the letter A, print one at the top of each page.
3. When you come across a word you do not know, write it in your dictionary.
4. Use a standard dictionary to check the word's spelling and meaning. Write the meaning or meanings in your personal dictionary.
5. Write a sentence containing the word under the definition of the word.
6. An example of a dictionary page follows:
 B *bargain (bargin)-a good deal or a good buy (noun), to haggle (verb)
My new shirt was a bargain!

Adult Literacy - ELL Level

Listening for Initial Letter Sounds

Use a combination of pictures and oral pronunciations to practice listening to English language sounds.

Vocabulary

Use the vocabulary words below or make a list of other English words that the learner hears in the course of his/her workday.

Fertilizer
Field
Hamper
Pesticide
Paycheck
Truck
Tractor

Preparation

- ◆ Make picture cards for each vocabulary word by gluing a picture of the object or a photocopy of the object itself onto a piece of cardboard.

Introduce Vocabulary

- ◆ Show the first picture card to the learner and say: *This is fertilizer. What is this?* Motion for the learner to repeat: *fertilizer*. Use the same procedure to introduce the remaining vocabulary words.

Practice

- ◆ Place the picture cards on the workspace picture-side-up. Say: *Give me the fertilizer*. Assist the learner by pointing to the appropriate card as necessary. Repeat procedures for remaining picture cards.
- ◆ Again, place the picture cards on the workspace picture-side-up. Motion to the learner to request a particular picture card using the phrase: *Give me the...*
- ◆ Again, place the picture cards on the workspace picture-side-up. Pick up one card. Ask: *Is this the fertilizer?* No, *this is not the fertilizer*. (Or: *Yes, this is the fertilizer*.) Ask again: *Is this the fertilizer?* Motion to the learner to repeat: *No, this is not the fertilizer*. (Or: *Yes, this is the fertilizer*.) Repeat procedure for other vocabulary words.

Extension

- ◆ Place the picture cards on the workspace, picture-side-up. Say a sentence that ends with the word on one of the picture cards. For example, say: *My friend drives a truck*. Motion to the student to point to the correct picture card. Repeat the sentence as needed. Say a sentence that includes the word in a different position. For example, say: *The black truck belongs to my friend*. Motion to the student to point to the correct picture card. Identifying the vocabulary word in the middle of a sentence is a more difficult listening task for the learner.
- ◆ Repeat the activity saying sentences that include other picture card words.