

This book tells the story of a little penguin who finds a pinecone and returns it to the forest. This storyline provides many opportunities for you to prompt children to talk about their various activities.

### CORE SKILL OBJECTIVES

### INTENTIONAL TEACHING PRACTICES

#### COMMUNICATE



#### Children will:

- ◆ Attend to, understand, and respond to communication

#### Teachers will:

- ◆ Repeat and elaborate what children say

### TEACHING TIP

Sometimes adults worry that encouraging child talk or active involvement in shared reading will get the group off track from the book. However, many of the strategies that support children’s talk and involvement actually *support* their engagement and attention to the book. And remember, if toddlers actively engage in the beginning of the book but then do not finish the book, that’s okay! Engaging them deeply in the parts of the book that they find interesting has important benefits to language (and literacy) development. You can always finish the book or read it again at a different time.

### 1. INTRODUCE

- ◆ “This book is called *Penguin and Pinecone*. Let’s talk about what the penguin does with the pinecone.”

### 2. READ THE BOOK

- ◆ Pause 2-3 times to make a comment to encourage child talk.
- ◆ Repeat what children say.
- ◆ Elaborate what children say by making it a complete sentence, clarifying, or adding details.

### Repeat and Elaborate What Children Say

**Read:** “Penguin got busy.”

**Comment:** “Tell me about what you see...” (*pause and look at children expectantly, even pointing at various parts of the page or holding the book close to children to touch*).

**Repeat:** “Penguin – yes!”

**Elaborate:** “Penguin is holding and moving the pinecone around. Penguin is making a scarf for the pinecone.”

**Read:** “The day grew hotter and hotter.”

**Comment:** “Tell me about what you see...” (*pause and look at children expectantly, even pointing at various parts of the page or holding the book close to children to touch*).

**Repeat:** “Pinecone – yes!”

**Elaborate:** “Penguin took the pinecone to the forest. Penguin is putting the pinecone on the ground. The sun is in the sky, and it is hot.”

**Read:** “Penguin and Pinecone played and played.”

**Comment:** “Tell me about what you see...” (*pause and look at children expectantly, even pointing at various parts of the page or holding the book close to children to touch*).

**Repeat:** “Tree – yes!”

**Elaborate:** “The pinecone grew into a huge pine tree. The penguin slides down the pine tree’s branches.”

### 3. REVIEW

- ◆ “You told me so many things about the penguin and the pinecone! Penguin held the pinecone and made it a scarf. Penguin took the pinecone to the forest and put it on the ground. The pinecone grew into a pine tree. Penguin played with the pine tree and then went back home.”

### 4. KEEP IT GOING

- ◆ Follow children’s lead throughout the day and repeat and elaborate on what they say. Repeating (and expanding) children’s phrases back to them not only models complex vocabulary and sentence structure, but also shows children that what they say is important. This encourages ongoing communication and confidence! Join in during play and show genuine interest in their thoughts or ideas. Expand upon their ideas as you repeat. For example, during play a child says, “no, doggie!” and you repeat and elaborate, “No, doggie, don’t run away! We’ll miss you!”