

This book is about an owl's first experience with snow. As the owl talks about the weather with different creatures of the forest, the story provides opportunities to talk with children about previous and future events.

### CORE SKILL OBJECTIVES

### INTENTIONAL TEACHING PRACTICES

#### COMMUNICATE



#### Children will:

- ◆ Respond to increasingly complex statements and questions
- ◆ Share their own ideas when prompted

#### Teachers will:

- ◆ Engage in talk that goes beyond the here and now

### TEACHING TIP

Communicating and speaking skills relate to children's ability to express themselves. When children are able to use language effectively, they can use it to explore the world, connect with others, and engage their imagination. To support these skills, prompt (or encourage) children to share memories, stories, and express their opinions and judgments. We can be encouraging when children try communicating their thoughts by waiting patiently for them to form answers. By giving children the space, encouragement, and enthusiasm to share their thoughts, we are supporting children's budding expression and language skills.

### 1. INTRODUCE

- ◆ "Do you remember a time when you saw the weather change? We're going to read this story, *Little Owl's Snow*, and share our own memories and ideas about the weather and conversations in the story."

### 2. READ THE BOOK

- ◆ Pause occasionally to prompt children to engage in talk beyond the here and now related to the story.
- ◆ Ask children to share their own opinions, memories, or explanations.

### Engage in Talk that Goes Beyond the Here and Now

**Read:** "Green leaves turned orange, gold, and brown, and then began to fall."

**Prompt:** "Have you seen leaves that look like this (*point*)? When do leaves do that?"

**Ask:** "Have you ever played in a pile of leaves before? How can you gather up leaves that have fallen from a tree?"

**Read:** "And he wiggled into his warm winter home."

**Prompt:** "What else might animals do when winter comes?"

**Ask:** "What do you like to do when you feel cold? How do you like to get warm?"

**Read:** "Tracks began to appear. Not everyone was hidden away."

**Prompt:** "How do you think these animals stay warm? What will they do when the springtime comes?"

**Ask:** "What is your favorite kind of weather to play in? Why?"

### 3. REVIEW

- ◆ "Seeing the little owl explore the changing seasons helped us remember our own memories of being outside. When we read stories, they can give us a lot to talk about from our own lives."

### 4. KEEP IT GOING

- ◆ Use a story, child's interests, or current events to start conversations. If children have been focused on using blocks lately, prompt them to tell you what they've built recently or what they'd like to build next. If there was an exciting event, like someone's birthday, use it to start a conversation that encourages children to recall their own experiences with birthdays or talk about their plans for their own birthdays.