

THE OLD TRUCK

Listening and Understanding

Infant-Toddler

This book is about a truck growing old on a farm as the little girl who lives there grows up. The book lends itself to asking and answering questions that support children’s understanding of what’s happening in the story.

CORE SKILL OBJECTIVES

INTENTIONAL TEACHING PRACTICES

COMMUNICATE



Children will:

- ◆ Comprehend simple sentences

Teachers will:

- ◆ Ask and answer questions to support understanding

TEACHING TIP

Having daily exchanges with young children, and elaborating on what is said, helps guide listening and understanding skills. Asking relevant questions during exchanges or stories (even if you end up answering them yourself), helps children to make sense of the information presented to them. Young children will typically understand more words than they can say, so look for signs of understanding through facial expressions, vocal expressions, or gestures. As you read and elaborate on the story, pay close attention to children’s engagement level – adjust the details you point out or discuss to capture children’s attention and support listening and understanding during the story.

1. INTRODUCE

- ◆ “This book is about a girl and a truck (*point to pictures on the cover*). I wonder what will happen to them. Let’s find out during this story, called *The Old Truck*.”

2. READ THE BOOK

- ◆ Pause occasionally to ask children questions to bring their attention to what’s happening in the story.
- ◆ Answer and elaborate on your own questions to guide children’s thinking.

Ask and Answer Questions to Support Understanding

Read: “The old truck grew weary and tired.”

Ask: “What’s been happening on the farm? I wonder why the old truck so tired?”

Answer: “The farmers have been moving food and feeding chickens. The truck has carried a lot of things for them. That hard work must be tiring!”

Read: “And older still.”

Ask: “What’s happening to the little girl? Why is the truck covered by plants?”

Answer: “The little girl is growing up, so she looks taller now. The truck is not driving around anymore, so it was forgotten. Now it’s being hidden by plants that grew around it.”

Read: “On a small farm, an old truck worked hard.”

Ask: “What happened to the old truck? Who do you think this new character is (*point to the child sitting on the truck*)?”

Answer: “The new farmer fixed the old truck, and now it’s carrying things again! I think this character is the new farmer’s child.”

3. REVIEW

- ◆ “Some of our questions about this story were about what the farmers were doing and what happened after the truck got tired and old. We thought about our questions to understand what was happening in the story.”

4. KEEP IT GOING

- ◆ Ask children guiding questions to support understanding throughout the day. For example, if there’s a shift in your routine, clarify what’s happening through questions (e.g., “We’re working to put on raincoats. Why do we need raincoats today? Right, it’s raining outside!”). If a child shares a personal story, ask them to provide additional details and repeat what they say (e.g., “You said ‘grandpa!’ Is your grandpa visiting you today?”). Supporting exchanges that are relevant, personal, and engaging captures children’s attention and supports communication skills.