

TEACH & TRAIN CAREER PATHWAY –  
EARLY CHILDHOOD EDUCATION FOR HIGH SCHOOL

Volume 46 /  
High School

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**National FCS Standards for  
Education and Early Childhood**

- 4.1** Analyze career paths within early childhood, education, and related services.
  - 4.1.1** Explain the roles and functions of individuals engaged in early childhood, education, and services.
  - 4.1.2** Analyze opportunities for employment and entrepreneurial endeavors.
  - 4.1.3** Summarize education and training requirements and opportunities for career paths in early childhood, education, and services.
- 4.2** Analyze developmentally appropriate practices to plan for early childhood, education, and services.
  - 4.2.1** Analyze child development theories and their implications for educational and childcare practices.
  - 4.2.4** Analyze abilities and needs of children and their effects on children's growth and development.
  - 4.2.5** Analyze strategies that promote children's growth and development.

**National FCS Standards for Parenting**

- 15.2** Evaluate parenting practices that maximize human growth and development.
  - 15.2.1** Choose nurturing practices that support human growth and development.
  - 15.2.2** Apply communication strategies that promote positive self-esteem in family members.
  - 15.2.3** Assess common practices and emerging research about discipline on human growth and development.

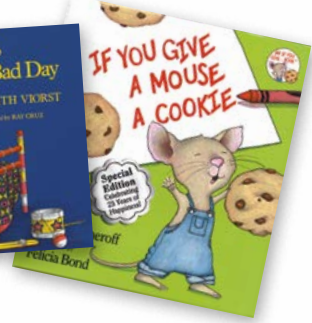
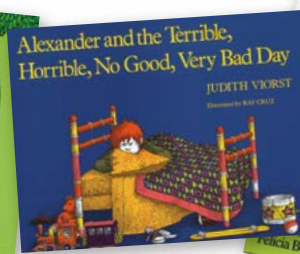
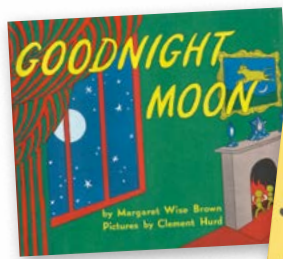
**Objectives:**

*Students will...*

- Select a children's storybook appropriate for selected age level
- Identify learning outcomes of selected storybook
- Identify potential props to use with selected children's storybook
- Utilize props during story telling
- Use reading strategies to nurture and support human growth and development
- Analyze whether teaching is a career choice

**Materials List:**

- Large Sheets of Paper
- Colored Pencils, Markers, or Crayons
- Children's Books
- Props/Puppets
- "Reading to Children" Worksheet



# Day 1

## Introduction:

Tell your students: "Today we will learn about the importance of reading to a child and the strategies for reading to an infant, toddler, or preschool child. Tomorrow we will practice reading children's books to a partner with the opportunity to read in the elementary classroom."

## Think, Pair, Share Activity (10 minutes to discuss and draw; 5-10 minutes to share on tour):

1. Appoint students in groups of two or three and have each student turn to a partner and give the name of their favorite children's story and describe what they enjoyed about the story the most.
2. Match two sets of students together and have them share again among themselves.
3. Using large sheets of paper for each of the merged groups, have the groups draw pictures depicting each of the favorite titles and reasons for enjoying them.
4. Have students do a walking tour of each set of illustrations allowing each set of students to explain their drawings.
5. Once all groups have shared their work with the class, lead a discussion on similarities and differences in the student responses.

## Teacher Led Discussion (5-10 minutes):

Key questions may include...

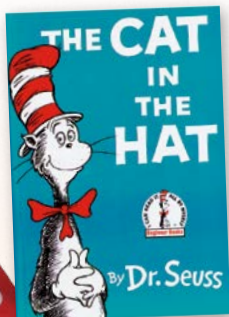
- What did you notice that was similar in the titles that were identified as favorites?
- What are the differences you noticed between the titles mentioned?
- What makes a young child enjoy having stories read to them?
- What feelings did you experience while being read to as a child?
- What actions by the reader made you feel positive about being read to as a child?
- What do you think are the benefits of reading to children?

## Reading Activity/Internet Resource (10-15 minutes):

Students will use the "Reading to Children" worksheet to explore strategies in reading with children and create a list of tips for reading to elementary school children.

## Possible Homework Assignment:

If possible, have each student bring in their favorite children's book and any props that would enhance the story for class the next day (Day 2). NOTE TO TEACHER: Be prepared with several children's books that students can use in case they did not bring a book from home. Another option would be to go to your elementary LMC to check out children's books. If feasible, you may wish to connect with elementary classroom teachers to have your students read to their classes after completing the second lesson.



# Day 2

## Introduction:

Tell your students: "Today we will review that we learned about reading to children." Students should share the Tips for Reading to Elementary Children they generated on the "Reading to Children" worksheet. Post responses on the board and have students bring out the children's storybooks brought from home and, with a partner, talk about why they have enjoyed the story.

## Partner Reading Activity (10-15 minutes):

Appoint students in groups for three or four and have each student read their favorite children's story practicing the tips shared in class.

## Teacher Led Discussion (5-10 minutes):

Key questions may include...

- What did you notice readers did well in your group?
- What opportunities exist for improving the reading?
- How would props make the lesson more inspiring?

## Team Activity (10 minutes):

Students return to their reading groups and brainstorm props to use with each book read. Search through teacher supplies of toys from early childhood resources or purchase puppets, etc., from NascoEducation.com to supplement activity.

## Large Group Closure Activity (5 minutes):

Students share the props they intend to bring and any requests from classmates to bring in props for their stories.

## Homework Assignment:

Bring props for reading with elementary students. NOTE TO TEACHER: Have several props/puppets to use with storybooks.

## Optional Assignment:

Students might go online and complete some career assessments to determine what type of career may be a good choice for them. One suggested assessment: <http://www.colorwize.com>. Follow up with students to discuss results.

## Enrichment:

Students could elect to participate in the Wisconsin FCCLA STAR Event, Children's Literature. See the event description and evaluation criteria at <https://dpi.wi.gov/fccla/star>. While this is a competition for students up through grade 9, the rubric is an excellent resource for grading student readings to the elementary classrooms.

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The more that you read, the more things you will know.  
The more that you learn, the more places you'll go.  
— Dr. Seuss —

**Directions:** Go to the following website: <http://www.raisesmartkid.com/all-ages/1-articles/52-reading-to-children-how-tos-and-tips> and respond to the following questions on the reading.

#### How to Read to Your Baby

1. Read \_\_\_\_\_, use a \_\_\_\_\_ singsong voice and exaggerated emphasis on important elements on the book, such as a key \_\_\_\_\_ (“Look at the cat climbing up the tree!”) or a character (“That’s a cat, it says “meow”.)
2. Use different \_\_\_\_\_, body movements, and sound \_\_\_\_\_. This is important because:
3. When choosing books to read to your baby, make sure that the texts are \_\_\_\_\_, and the sentences not too \_\_\_\_\_. \_\_\_\_\_ work best since at this stage, you are reading for \_\_\_\_\_ appeal, rather than comprehension. Rhymes are a type of sound that the young brain craves. \_\_\_\_\_ per page books are good too, since these books help in starting to build your baby’s spoken vocabulary.
4. A great idea for a book-reading activity is to choose books that stimulate games like \_\_\_\_\_, touch-and-feel, moving pop-up elements through tabs, and revealing surprises within hidden little flaps. These books teach additional concepts like textures, object permanence, and cause and effect.
5. Encourage baby participation, like making the baby \_\_\_\_\_ to the objects on the book, or making the baby \_\_\_\_\_ the sound you make. You can also suggest to your baby to turn the page by themselves.
6. Choose books that have big, bright, realistic but simple pictures of familiar subjects such as \_\_\_\_\_, familiar house objects, \_\_\_\_\_, and people.
7. When giving your baby books to play with, choose those that are \_\_\_\_\_. They are those that are laminated cardboard pages with \_\_\_\_\_ edges, or soft cloth books that can lie flat.
8. Make reading a regular activity, doing it a few minutes at least \_\_\_\_\_ a day, when the baby is quiet but alert, and already been fed. This way it becomes a \_\_\_\_\_, and part of your baby’s \_\_\_\_\_.
9. Finally, let your baby see you read. Your baby is more affected by seeing what you do than what you say. This will give your baby an early impression that reading is an \_\_\_\_\_ part of life. When nursing or giving your baby a bottle, show your baby that you are reading, or you may even read a few pages out loud.

#### How to Read to Your Toddler

1. Let your child help you \_\_\_\_\_ a book you would like to read together.
2. Find a \_\_\_\_\_ place for you to read and sit together.

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3. Do things that will make reading a book more \_\_\_\_\_ to your child — and to you. You can use different tones of voice for different situations, choose different \_\_\_\_\_ for characters, and so on. It's not just what you are reading that matters, but also how you read it.
4. You may tell the story in your \_\_\_\_\_ if the words on the book are too complex for your child, and you don't want them to lose \_\_\_\_\_.
5. Give your child time to \_\_\_\_\_ out of every page of the book. Encourage them to look at the pictures, point out \_\_\_\_\_, repeat words, and talk about the story.
6. Ask questions like "Who did that?," "What is she doing?," "What is that \_\_\_\_\_?" Also, to keep your child involved in the story, do not read \_\_\_\_\_. Ask questions like "Why do you think that happened?" and "What do you think will happen next?"
7. After reading a book, take time to ask your child questions about what they liked or didn't like about the story. Discussing \_\_\_\_\_ and \_\_\_\_\_ in the book helps your child understand.
8. To build your child's \_\_\_\_\_, ask them about where an object is in the book. \_\_\_\_\_ them every time they \_\_\_\_\_ or names an object.
9. Choose books that tell a story with a lot of \_\_\_\_\_ and have the same words appearing over and over.
10. Spend \_\_\_\_\_ talking about illustrations in the book. Reading pictures is how children begin to read text.
11. If you have more than one child, read to each child \_\_\_\_\_, especially if they're more than \_\_\_\_\_ years apart. Reading to children with different ages together is also a good practice.
12. Remember to take your child to the \_\_\_\_\_ regularly.

### How to Read to Your Preschooler

1. See tips on reading to your toddler above, plus...
2. Let your child \_\_\_\_\_ in their interest when reading books. Visit a \_\_\_\_\_ or local library and let your child choose the book they like. Remember, you want to teach your child that reading is \_\_\_\_\_!
3. To further encourage reading, read aloud \_\_\_\_\_ with you \_\_\_\_\_ at the words. If your child makes a \_\_\_\_\_, say the \_\_\_\_\_ word and move on.

### Synthesis of Reading:

Using what you learned from this reading, create a list of at least 5 tips for reading to students in elementary school. You need to consider the fact that you will have SEVERAL students listening to your story! 15 pts.

- 1.
- 2.
- 3.
- 4.
- 5.

