

Speaking and Listening



Interactive Read-Aloud

First Reading: *My Preschool* Read the title, and tell the child the name of the author and illustrator, Anne Rockwell. Remind her that the author is the person who wrote the story. Allow the child to handle both the print and braille books. Remind her that although the books look and feel different, they contain the same story.

Ask the child to find the front cover of the braille book and turn it right side up (with the spine on the left). Discuss the following:

- the front cover, with braille dots that tell the title and author of the book
- the back cover, with no braille
- the spine or binding of the book, where the pages are fastened together, on the left
- the length of the book

Tell the child *My Preschool* is about what it's like to go to preschool. In the story, a little boy talks about many of the activities that he and the other children do including circle time, painting, and music time.

Provide the child with the objects that relate to the story (backpack, blocks, paper cups, painting materials) and discuss what they are. Ask the child how she thinks the objects might go with the story. During the reading, pause to give her objects that relate to each page.

Read the book to the child. As you read, pause to make comments, think aloud about the text content (e.g., "I wonder how, what, or why ..."), and ask questions. During the reading, also insert definitions for the selected vocabulary listed below and other words as needed. (For more information about interactive reading, see the Reference Volume.)



Speaking & Listening

- Interactive Read-Aloud—First Reading: *My Preschool*; Vocabulary: cubby, water table, circle time, yoga, smock; Listening Comprehension

Reading

- Braille Awareness—Alphabet

Writing

- Practice Exercises—Warm-ups, Review Writing

Making Books Tactually Distinct

While physical features (size, shape, cover type) vary among the print books in this curriculum, the braille transcriptions all have the same dimensions and cover design. With the child, mark *My Preschool* and *Dr. Seuss's ABC* so she can tell them apart. For example, put Feel 'n Peel stickers that say "a b c" on *Dr. Seuss's ABC* and a smiley-face sticker (representing a child) on (continued on next page)

Vocabulary

cubby: a small space for each child to keep a coat and backpack in

water table: a table with a tub of water where children can play

circle time: the time when children gather to sing songs, look at the calendar, or read a story

yoga: exercise with a variety of relaxing stretches and movement

smock: a large, loose shirt worn over regular clothes to protect them, like an apron

Encourage the child to examine the braille book while you read. At this stage, children will typically hold and touch the book but should not be expected to track or follow along as you read.

Listening Comprehension After reading the book, discuss the book with the child and ask questions relating to the content.

- What is the boy’s favorite place away from home? (preschool) What is your favorite place away from home?
- What happened when Will knocked down the boy’s blocks? (he had a private talk with Miss Andrews and then said he was sorry)
- What was the boy’s favorite yoga pose? (the cat)

Ask the child open-ended questions that require thinking beyond basic recall. This will encourage her to make connections and inferences about the information. After the child responds to a question, follow up with another question that encourages her to think about her answer and to expand upon it.

- What story does the boy tell at circle time? (how a raccoon tipped over his garbage can) What story would you tell at circle time?
- What are some of the activities at preschool? (water table, circle time, sand table, music, yoga time, snack, art, story time) Which one do you think you’d like best? Why?



**Making Books
Tactually Distinct
(cont.)**

My Preschool. Give books in the remaining lessons unique tactile marks, and shelve them together so the child can choose favorites independently. You can make simple tactile marks with small objects, hole punches, staples, and tape.