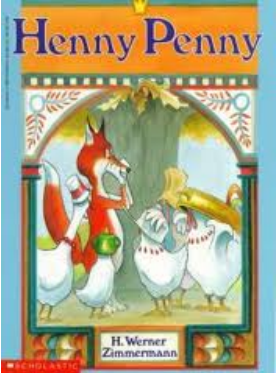


Retelling *Henny Penny*- Oral Language/Vocabulary

For this activity, eight vocabulary words will be chosen from the book *Henny Penny* by H. Werner Zimmerman and introduced to the children before reading the story. The cards will have a picture of the animal or object on it and the vocabulary word written largely underneath it. These words are **hen, acorn, rooster, duck, goose, turkey, fox, and king**. After, the students will have the option of being read the book by a parent, or by a cd that will be provided with my voice reading the story aloud. A portable CD player will be provided. After the story is read to the student, he or she will be asked to retell the story with four of the vocabulary cards which are the **acorn, fox, and king**. If the student can complete this, the student will be asked to retell the story again with all eight of the vocabulary cards.

Materials Needed:

- Eight flashcards
- *Henny Penny* by H. Werner Zimmerman
- CD and portable CD player



Environmental Print- Print Awareness

For this activity, there will be eight pictures of environmental print that children have most likely seen outside of school. Four of the pictures will be fast food logos of **McDonald’s, Taco Bell, Burger King, and Wendy’s**. The other four pictures will be street signs such as a **stop sign, pedestrian sign, speed limit sign, and a one-way sign**. There will be a sheet with two columns drawn, the first column will have “**Street Signs**” written on top, and the second column will have “**Fast Food**” written on top. Students will be asked to put the cards under whichever category they belong.

Materials Needed:

- Four fast food logo cards
- Four street sign cards
- Column sheet titled “Street Signs” and “Fast Food”
- Answer key

Dear Parent/ Guardian,

Answer key



We have been working very hard in the classroom reading and discussing the book *Henny Penny* by H. Werner Zimmerman this past week! We have some new vocabulary words that we have learned in this book and need some practice recognizing them! We have also been working on print awareness concepts and being able to recognize the environmental print that is around us everyday! If you could please practice with your child the two activities below, this will help him or her to learn these concepts better for class. The directions for both activities are provided below.

Retelling *Henny Penny*

1. Take out the eight different vocabulary cards and read them aloud to your child while pointing to the pictures of each.
2. Take out the book *Henny Penny*.
3. You and your child can decide whether you want to read the story to him or her, or if you would both rather listen to the story. A CD of me reading the story aloud is provided along with a CD player from the school library.
4. After you have read the book, give your child the **hen, acorn, fox, and king** flashcards.
5. Ask your child if he or she can retell the story to you, using these four picture flashcards. For example: An **acorn** fell on the **hen's** head, and she thought the sky was falling and wanted to tell the **king**. The **fox** ate her before she could tell the **king**.
6. If your child is able to complete this, you can add the rest of the flashcards to the pile, and ask them to retell the story including all of the flashcards.

Environmental Print

1. Take out the eight environmental print cards and mix them around.
2. Take out the sheet with the two columns that has “**Street Signs**” and “**Fast Food**” written on top.
3. Help your child to put the eight print cards under the category that each of them belongs in. For example: McDonald's goes under the “Fast Food” column.
4. After each column is filled, go through the columns with your child making sure the cards are placed under the correct heading.
5. You can check your answers with the **attached answer key**.

By completing both of these activities at home with your child, he or she will be able to practice these concepts and become better readers in the classroom. If you have any questions, feel free to contact me with my information below. Hope you enjoy! Thank you!

Sincerely,
Ms. Tomaro

(440) 665-7555
Tomaroar@miamioh.edu

Estimado padre / tutor,

Hemos estado trabajando muy duro en el aula la lectura y discusión del libro *Pollita Chiquita* la semana pasada! Tenemos algunas palabras nuevas que hemos aprendido en este libro y necesita un poco de práctica reconocerlos! También hemos estado trabajando en los conceptos de conciencia y de impresión ser capaz de reconocer la huella ambiental que está a nuestro alrededor todos los días! Si usted pudiera por favor practique con su hijo las dos actividades siguientes, esto le ayudará a él o ella para aprender estos conceptos mejor para la clase. Las instrucciones para ambas actividades se ofrecen a continuación.

Recuento *Pollita Chiquita*

1. Extraiga las tarjetas de ocho diferentes vocabulario y leer en voz alta a su hijo, señalando al mismo tiempo las imágenes de cada uno.
2. Saque el libro. *Pollita Chiquita*.
3. Usted y su niño puede decidir si desea leer la historia para él o ella, o si más bien escuchar tanto a la historia. Un CD de mí leer el cuento en voz alta se proporciona junto con un reproductor de CD de la biblioteca escolar .
4. Después de haber leído el libro, dé a su hijo la gallina, bellota, zorros y flashcards rey.
5. Pregunte a su hijo si él o ella puede volver a contar la historia a usted, utilizando estas tarjetas cuatro imágenes. Por ejemplo: Una bellota cayó sobre la cabeza de la gallina, y ella pensó que el cielo se estaba cayendo y quería decirle al rey El zorro se la comió antes de que pudiera decirle al rey.
6. Si su hijo es capaz de completar esto, se puede agregar el resto de las tarjetas a la pila, y pedirle que vuelva a contar la historia incluyendo todas las tarjetas.

Imprimir Ambiental

1. Extraiga las tarjetas de ocho ambientales de impresión y mezclar a su alrededor.
2. Saque la hoja con las dos columnas que tiene "Street Signs" y "comida rápida", escrita en la parte superior.
3. Ayude a su hijo a poner las cartas impresas ocho en la categoría que cada uno de ellos pertenece pulg Por ejemplo: McDonald pasa por debajo de la "comida rápida" de la columna.
4. Después de cada columna se llena, pasar por las columnas con su hijo asegurándose de que las tarjetas se colocan bajo el título correcto.
5. Usted puede revisar sus respuestas con la clave de respuestas adjunta.

Completando estas dos actividades en casa con su hijo, él o ella será capaz de practicar estos conceptos y se convierten en mejores lectores en el aula. Si usted tiene alguna pregunta, no dude en ponerse en contacto conmigo con mi información a continuación. Espero que les guste!
¡Gracias!

Atentamente,
Sra. Tomaro

(440) 665-7555

Tomaroar@miamioh.edu

Literacy Assessment Project Part III: Professional Rational

Instructional Goal/ Objective

In the activity that I designed called “Retelling of *Henny Penny*”, students will listen to the story *Henny Penny* by H. Werner Zimmerman and then be able to retell the story using eight vocabulary picture cards. These eight vocabulary picture cards that will be used are of a **hen, acorn, rooster, duck, goose, turkey, fox, and king**.

In the activity that I designed called “Environmental Print”, students will be able to match the correct street signs of a **stop sign, pedestrian sign, speed limit sign, and a one-way sign** into the correct column named “Street Signs”, and fast food signs of **McDonald’s, Taco Bell, Burger King, and Wendy’s** into the correct column named “Fast Food.”

Basic Explanation/ Directions

In the “Retelling of *Henny Penny*” activity, the student will have eight vocabulary words from the book *Henny Penny* by H. Werner Zimmerman that will be introduced to him or her with picture cards before reading the story. The student will then read the book *Henny Penny* with a parent, or listen to an audio version of it. After listening, the student will use the picture vocabulary cards to retell the story, first with four cards, and then with all eight cards.

In the “Environmental Print” activity, the student will be given eight cards; four with fast food logos on them and four with street signs on them. The student will have to separate these cards into columns based on whether the picture is “Fast Food” or “Street Signs.”

ELL Modification

For my ELL modification of oral language and vocabulary, a Spanish version of the book is available that is called *Pollita Chiquita*. The student will be able to take this version home, or take the English version home based on his or her choice. The eight vocabulary picture cards of the words **hen, acorn, rooster, duck, goose, turkey, fox, and king** will have the same pictures, but will be written in both Spanish and English on the card. The child will be able to retell the story using the Spanish vocabulary cards, in either English or Spanish depending on the child’s preference and abilities. In the book *Literacy in the Early Grades*, the author explains that ELL learners “hear English spoken in meaningful contexts and associated with physical actions, artifacts, and pictures” (Tompkins, 38). The author explains, “young children learn a second language best in a classroom where talk is encouraged and where the teacher and classmates serve as English language models” (Tompkins, 38). This activity allows the student to hear English spoken in context through the book as well as to see physical pictures of the vocabulary words. The ELL learner is encouraged to use his or her native language as well as English, which will make him/her feel respected and want to participate in the activity.

Alignment with needs

Based on the assessment data for oral language and vocabulary, this student was able to communicate ideas very well. The student was able to create representations or experiences of stories, speak audibly and express thoughts and feelings, as well as ask and answer questions about the meaning of new words and phrases that were introduced through books, activities, and play. Therefore, this activity was within this student’s zone of proximal development by allowing him to listen to a story and comprehend what was being told into his own experiences and ideas, and to practice new vocabulary words and be able to use them in context. This activity aligns with the literacy development instructional needs of this student by allowing the student to practice

what he knows about communicating and new vocabulary but also not overwhelming the student with too many new words, and allowing the student to freely retell the story expressing his own ideas and thoughts.

Based on the assessment data for print awareness, this student was able to recognize some concepts of print awareness by pointing to text, identifying letters in text, being able to point out similarities and differences of words, and knowing where to start reading and writing on a page. Therefore, this activity is within this student's zone of proximal development by allowing him to be able to recognize different street signs and logos and be able to look at the text as well as picture, and put the picture to a category. This activity aligns with the literacy development instructional needs of this student by allowing him to practice print awareness with some environmental print that he is surrounded with everyday, and be able to read it and recognize it as well as sort it into a category of similarities and differences. The student will not be overwhelmed by having too many print concepts, and by having fun and not realizing it, he or she will be learning many new print awareness concepts.

Research Basis

In the book *Literacy in the Early Grades*, the author explains, "through story retelling, children expand their oral language, enhance their use of comprehension strategies, and deepen their knowledge of story structure" (Tompkins, 367). In my activity "Retelling *Henny Penny*", the children are able to retell the story in their own matter incorporating their own comprehension strategies and being able to expand their oral language by talking about the story. The children are able to express their own ideas and thoughts, which allows them to practice their oral language as well as learn the story structure and how a story is organized. "When children participate regularly in retelling activities, their comprehension improves as they learn to focus on the big ideas in the story, and their oral language abilities are enhanced as they incorporate sentence patterns, vocabulary, and phrases from stories into their own talk" (Tompkins, 367). In this activity, the students are able to enhance their vocabulary by being able to comprehend it within the story context, and use it in sentences and phrases of their own.

In the book *Literacy in the Early Grades*, the author explains "young children begin reading by recognizing logos on fast food restaurants, department stores, grocery stores, and commonly used household items within familiar contexts" (Tompkins, 41). In my activity, "Environmental Print", the children are able to recognize these different logos and environmental print, which will help them in their beginning reading stages. "At first, they depend on context to read familiar words and memorized texts, but slowly, children develop relationships linking form and meaning as they gain more reading and writing experience" (Tompkins, 42). In the activity, the children are able to make relationships with the logos and street signs that they are given by understanding what category they belong in and what they have in common as well as what they do not. The children are able to gain more reading experience and put these environmental prints into concept, which may even help them be more aware of literacy that surrounds them everyday in these types of ways.

Works Cited

- Tompkins, Gail E. *Literacy in the Early Grades: A Successful Start for PreK-4 Readers and Writers*. Boston, MA: Allyn and Bacon, 2011. Print.
- Zimmermann, H. Werner. *Henny Penny*. New York: Scholastic, 1989. Print.