Rollins Center for Language & Literacy

# TIPS PLANNING FORM FOR INFANTS AND TODDLERS

*Tune In, Introduce the Book, Promote Language, Summarize the Book*

**Book Title: *The Fire Engine Book*** **Author: Tibor Gergely**

## T: Tune In

- Engage the child/children in a playful and loving interaction
- Capture the child's/children's interest in the book you have chosen

***What will you do to tune in and engage the child/children with this book?***

I would tune in by signing a song about firetrucks! Here is an example: (*You can find this song on YouTube)
"Hurry Hurry Drive The Firetruck"
Hurry Hurry Drive the Firetruck,
Hurry Hurry Drive the Firetruck,
Hurry Hurry Drive the Firetruck,
Ding! Ding! Ding! Ding! Ding!

(Other verses: Turn the Corner, Squirt the Water, Climb the Ladder, Back to the station)

## I: Introduce the Book

- Draw the child/children's attention to the illustration on the book's cover.
- Name the title of the book, briefly tell what it is about, and set the purpose for reading: *"The name of this book is _____"* (*It looks like… See this …This book is about …*).
  "Let's read the book and find out (state purpose).

***What will you say to introduce this book?***

The name of this book is *The Fire Engine Book*! Look at all the firemen in their firetruck! I wonder if the firemen are going to stop a fire? Let's read and find out!

## P: Promote Language

**Engage in Responsive Interactions throughout the read:**

- Use child directed speech, touch, and a joyful nurturing voice.
- Stay tuned in to children's interests throughout the read – "read the child".
- Model book handling skills without interrupting the flow of the story. *"Let's turn the page and see what happens next."*
- Connect to children's life experiences while reading

Read Right from the Start

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| | **P.A.T. the Vocabulary:** ***Which words will you select to Point, Act, Tell?*** | | | **Talk around the Book: Use Think Alouds** ***What comments will you make to explain character's actions and feelings, and connect events?*** |
|---|---|---|---|---|
| **Page #** | **Point** | **Act** | **Tell** | **Your Think Aloud Comment** |
| 1, 2 | Firemen, Pole | Ding, Ding, Ding! Down | | The alarm is going off to tell the firemen that there is a fire! Look! They are hurrying out the door! |
| 3, 4 | | Clang, Clang, Clang! | Chief- he is the boss! | |
| 5, 6 | Hose car | Make way (move arms like you are clearing the way..) | | Look at all the firemen in the truck! The fire must be really big, they need a lot of firemen to put out the fire! |
| 7, 8 | Hook-and-Ladder Truck | Jump | | They are hurrying to the fire. They are moving really fast! |



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| | | | | |
|---|---|---|---|---|
| 9, 10 | People<br>Hook-and Ladder truck | See<br>Running | | I bet you have seen a firetruck on the road before! They have a big ladder, and hose on top of the truck! |
| 11, 12 | Chief | | | The chief, the boss, is probably saying “You go get the hose!” and “You pull down the ladder!” |
| 13, 14 | Hoses<br>Water | S-s-s-s-s! | Connect- put the hose to the fire hydrant, that is where water comes from. | The firemen use water to put out the fire. Look at how they are using the hose to spray the water! |
| 15, 16 | Ladders<br>Firemen<br>Hoses | Up (Climb up a ladder) | | Wow the firemen are working really |



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| | | | | |
|---|---|---|---|---|
| | | | | hard to stop the fire! |
| 17, 18 | Axes | Chop!<br>Crash! | | Look at the fire! Look at the smoke! It's a big fire, but they are working so hard to stop it! |
| 19, 20 | Ladders<br>Firemen<br>Net | Down<br>Jump | | The fireman saved the puppy dog! The puppy is safe from the fire! |
| 21, 22 | Firemen | Sput! | | The firemen did it! They stopped the fire! They are so tired now. |
| 23 | Firemen | Hurray! | Brave- They were not scared! | |

**S: Summarize the Book**

- Restate the purpose of the read *"We just read about _____."*
  *"Let's look back at (show previous illustrations and pair with target vocabulary)*
  *_____"*
  *"We just read about the firemen stopping a fire. Let's look back and see what they did to stop the fire!"*
- Encourage children to point to pictures that show meaning of key words or, if they are talking, to use key vocabulary to name pictures.
- Ask simple questions about events, characters' actions or feelings:
  *What questions will you ask children about the events and characters in this book?*



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*-What was on the Firetruck?*

*-Tell me what the Firemen saved from the fire? Remember it was a little puppy dog?!*

*- Remember on this page (21, 22), the firemen were so _____. That's right! They were tired!*

- **For older toddlers**: what open-ended questions can you ask to promote critical thinking? _
- Not for Older Toddlers.
- **For older toddlers**: what other Tier 2 words (outside the book) can you introduce and reinforce? Not for Older Toddlers.
- Respond to the child's answers by promoting language:
  - Acknowledge answer or give the answer for infants and young toddlers
  - Provide supports as the child responds
  - Model vocabulary and well-formed sentences

Note: *Keep in mind it's most important to model turn-taking in conversation and to model the vocabulary and language you want the child to use eventually. It is not so important to ask the child to recall specific details.*

*How will you support children's language in their answers?*

*Extend the child's response. For example, "Water." "That is right Jenny, the firemen used water to stop the fire!"*

*Scaffolding your questions to the child. For example, using fill in the blank questions and either/or questions!*

## Extend the Book

- Implement extension activities during other times of the day (e.g., indoor or outdoor play, center time, small group) and explain how they connect to the book you read.

*What will you plan to extend the book to other times of the day to reinforce the vocabulary of the book?*

| Activity | Materials Needed | Focus Vocabulary |
|---|---|---|
| Add firemen dress-up clothes to dramatic play | Dress-up clothes | Firetrucks, Firemen, Brave |
| Pretend to be firefighters by climbing the ladder outside on the playground or in classroom | Ladder | Climb, Brave, Firemen, Firefighters |
| Add toy firetrucks and firemen to classroom environment and have children play with the ladder and hose! | Firetrucks, Ladder, Hose | Firetruck, Brave, Hose, Ladder, Climb |

## Find the Perfect Pair

*What informational/storybook might go well with this book, to support children's knowledge and understanding?*

DK *Touch and Feel Fire Engine*



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## Adaptations for DLLs

What adaptations will you make to increase the understanding and participation of the dual language learners in your classroom?

- *What languages are represented in your classroom?*

  _____

- *Is this book available in these languages?*

  _____

- *Does the book avoid cultural stereotypes?* _____
- *If you don't speak the home language(s), who can read the book with DLLs in their home language(s)? A family member? A community volunteer? Another teacher?* _____
- *What other language/cultural resources are available to you?*

  _____

- *Identify a few target words, including some Tier 1 words, and phrases in the book to learn in the home language:*

| **Vocabulary in English** | **Words in Child(ren)'s home language(s)** | |
|---|---|---|
| | ***Home Language 1*** | ***Home Language 2*** |
| *Firemen* | | |
| *Firetruck* | | |
| *Brave* | | |

- *Do you need any props or materials?* _____

- *How do you plan to support the conversation with dual language learners? What will you need to keep in mind?*

  _____

  _____

- *What other books on this topic can you read that reflect the cultures and languages of the children you teach?*

  _____

  _____

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