

The Early Years Count Literacy Connection



Being Home

Written by Traci Sorell
Illustrated by Michaela
Goade

Preschool edition

Overview of Book

The city is too loud and busy for the girl and her family. They move back to where they feel the rhythm of their lives the best. Isn't that what home is all about?

Genre: Picture

Vocabulary

Books are a rich source of words new to children. Here are some words from *Being Home* to introduce in your classroom:

rhythm	tempo
ancestors	explore
relatives	faraway

Each time you read the book, choose 2 or 3 words to highlight.

Use age-appropriate definitions and/or the illustrations to help children gain an understanding of each word's meaning.

Use these new words throughout the day, reminding the children, "That's a word from our story!"

Connecting with the HighScope Curriculum

COR Advantage

Approaches to Learning
Item A (*Initiative and
planning*)

Social and Emotional
Development
Item F (*Building relationships
with other children*)

Science & Technology
Item DD
(*Natural and physical world*)

Social Studies Item FF
(*Knowledge of self and
others*)

Reading Tips

Tell the children that the story is about a family who moves to be closer to their relatives and family. Ask questions like, "Do you know about your family? Do you see cousins and aunts and uncles?" Allow time for children to share. Talk about the terms "rhythm" and "tempo" and how they relate to the story. "The girl and her family don't want a quick tempo; they want a slower tempo so they can slow down and enjoy time with their family and follow the rhythm of the creek. They don't want to be going too fast. What do you like better? To be fast or to go slow?"

Three readings are recommended to familiarize children with the story. Each reading provides an opportunity to introduce new vocabulary words, pose open-ended questions, and engage children in activities that make the story "come alive."

Throughout the Routine

Refer to the book throughout the day and use new vocabulary words in meaningful ways. Active engagement with the story helps the content come alive.

Have children look through selected magazine pages and cut out city pictures and not city pictures for **Small Group Time** to compare and talk about what is the same and different about them.

Use a classroom map and car for **Planning and Recall**. Show the children the map the girl in the book draws and compare the “areas” on her map with the areas in the classroom.

Around the Room

Highlight the book’s content and build on the children’s excitement in a variety of locations.

Add suitcases and extra clothes in the **House Area**. Encourage children to pack and move at Work Time.

Add books to the **Book Area** that highlight different people and places. Encourage discussion about the various ways and places people live in the USA and around the world.

Add soil, pebbles and cut grass to the **Sand and Water Area**. Encourage the children to create different places.

Open-ended Questions

Enhance active engagement and early critical thinking skills by asking open-ended questions. These questions encourage children to explain why or how things happen, make predictions, or brainstorm possibilities rather than give one “right” answer.

Here are some questions you might ask for *Being Home*:

What would you pack in your suitcase if you were moving somewhere new?

Where is your favorite place to explore? Why?

What games do you play with your friends?

For more information on how to use books and stories with children to enhance your curriculum, contact
The Family Connection:

website—
www.famconn.org

Facebook—
@famconnsjc

phone—
574-237-9740

@ Home

Since many of the children in our county will have this book at home, use it as a way to further the home-school connection. In your daily contact—in person or by text, email or other notes home—encourage families to share *Being Home* with their child. Here’s a sample message you can send:

As you read this book with your child, compare where the child lives in the beginning of the story with the end after they move. Ask, “What is so different?” Flip from the first page of the city and the double page spread of the children climbing the tree outside. Ask questions like, “What do you like in this picture? Why?” A person can really like both types of places for many reasons. Share about “ancestors” in your family, relatives who lived before your child’s grandparents. Share stories about where you used to explore- maybe it was an abandon lot, maybe it was a creek or maybe it was your aunt and uncle’s backyard. Ask your child where they might want to explore and try to do that.