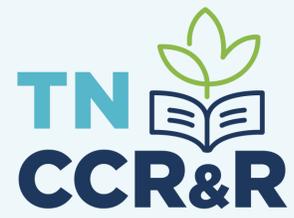
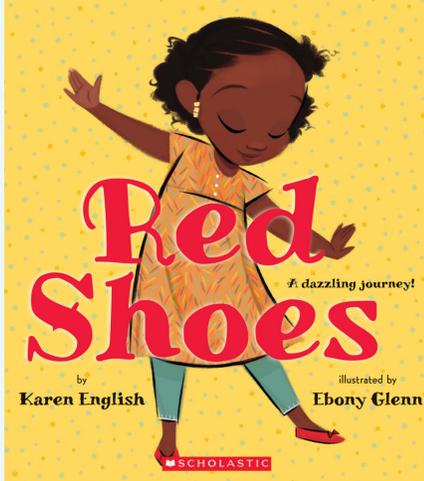


Early Literacy Activities for Educators



Setting the Stage for Your Read Aloud



Red Shoes

Written by Karen English Illustrated by Ebony Glenn

Malika is delighted when Nana surprises her with a beautiful new pair of red shoes! Malika wears her fabulous new shoes everywhere she goes. But one day, the shoes begin to pinch Malika's toes. Soon Malika and Nana are off to the Rare Finds Resale Shop, where the shoes can be resold -- so another little girl can enjoy them! Who will be the next to wear the red shoes? Malika wonders. Readers follow the shoes across the world to Africa.

For Preschool Ages

- Remember to set up your environment for your read-aloud.
- The focus of the initial read-aloud is for children to enjoy a good story.
- Use give and take interactions to promote language development.
- Have fun! Children enjoy books when you enjoy them.

Promoting Language and Early Literacy

Emphasize the following words or phrases by pointing to the word, acting out the word, and telling the children more about the word.

- Shoes
- Gift
- Galoshes
- Red
- Restaurant
- Beautiful

Suggested questions to ask the children during your read-aloud:

- How do you know that Malika is the little girl's name? Can you point to the capital letter?
- Who bought Malika the red shoes? Tell me about her.
- How do you know the red shoes are too small?
- What is something that you think is beautiful?

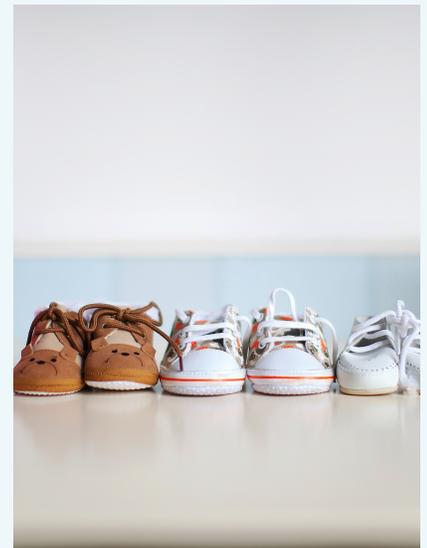
While children are answering questions, notice the following reading foundational skills:

37-48 months:

- With prompting and support, younger preschool children show awareness that print is read and conveys a message. Children begin to look at and comment about the print.

4-5 years:

- With prompting and support, older preschool children answer questions about the text read aloud. Children recognize that a name of a character begins with a capital letter.



Literacy Around The Room



Incorporate Red Shoes into other parts of your day!



Transition

Take a trip to Ghana as children transition throughout the day. Children can pretend to fly together to the destination. *It's time to fly our airplane. Get in your airplane position with your arms out. Let's fly!*

Geography

Use a map or globe to compare Ghana's location to the classroom location.

- Use directional words such as *up*, *down*, *in front*, and *behind* to discuss how to get to Ghana. *We would have to go up and over the ocean to Ghana.*
- Ask questions along the way to help children begin to use directional words.
- Discuss what a map represents and how to use it to get from place to place on roads, but sometimes over water.
- Show children the water that separates the United States of America and Africa.
- Discuss how Inna Ziya traveled from the United States of America to Africa on a plane to cross the ocean.

Providing modeling, guidance, and support, notice the following:

- Younger preschool children demonstrate increasing interest in unfamiliar people. Children point to and ask questions about people in books.
- Older preschool children identify what a map represents, how roads help people get around, and begin to use directional language such as *up*, *down*, *in front*, and *behind*.

Social Studies

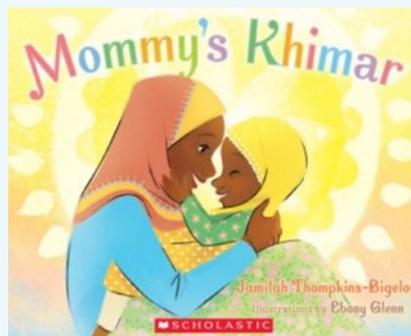
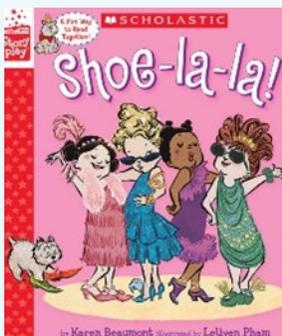
Cultural Awareness helps preschool children build positive self-identity and self-esteem.

- Have a teacher-directed discussion about how some cultures celebrate Ramadan, a holiday where families get together daily.
- Children get to unwrap a small gift each day and a more significant gift at the end of the month.
- Girls wear a scarf on their heads as part of their outfits each day.

Providing modeling, guidance, and support, notice the following:

- Younger preschool children begin to understand likenesses and differences in others.
- Older preschool children begin to recognize similarities and differences between family customs and cultures. When prompted by guiding questions, children may use language to describe similarities and differences.

Did your children enjoy this interactive read? Other books to check out!



"When a teacher reads aloud, it is a bonding between the teacher, the children, the books, and the act of reading."

-Lester L. Laminack