



3-5 YEARS

Large Group



Skill and Goal

Oral language

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud.



Key Concepts

New: Magician
Disappear
Giant



Materials Needed

Abiyoyo by Pete Seeger
Chart paper
Marker

Abiyoyo

by Pete Seeger

Be Prepared: This is the first of three repeated readings of a book with children. Today's reading focuses on children's understanding of basic information presented in *Abiyoyo*. Three novel words will be introduced today: magician (page 7), giant (page 17), and disappear (page 7). Write the following at the top of the chart paper: Words We Understand.

BEGIN: Let's all get ready to listen to a book.

[Display cover of book.]

This is the cover of our book. What do we think our book might be about?

[Follow-up prompt, if needed: "What do we see on the cover of the book?"]

EXPLAIN: We know that reading a book is a good way to learn new words. Books use some words we may not know. We will talk about some words each time we read our book this week.

ACT: Let's look at a chart that will help us as we learn new words.

[Display chart.]

The title of our chart is: Words We Understand. I will write the words we learn on our chart.

[Point to each word as you say it.]

The title of our book is *Abiyoyo*.

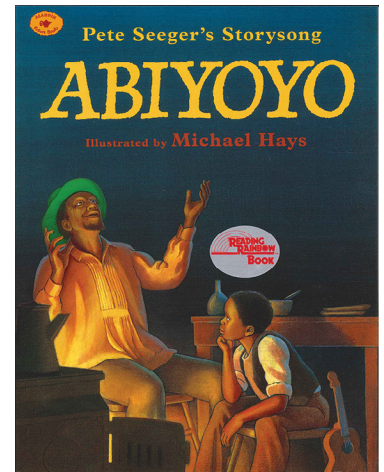
[Point to and say the names of the author and illustrator.]

EXPLAIN: Today let's talk about three words that are in our book. One word is magician. A **magician** is a performer who does tricks that seem impossible. Another word in our book is giant. The word **giant** means something that is very large; much larger and more powerful than normal. Our book uses the word disappear. **Disappear** means you cannot see it any longer.

ACT: I will write these three words on our chart.

[Point to and say each word as you write it.]

Now we will read our book. We will begin reading right here.



[Point to first text word.]

Read the book without inviting talk until you have finished reading. Elaborate on words, events, or characters that seem confusing to children. Point to and describe illustrations directly related to the text.]

ASK: *[Focus discussion of the book on recall and words in the book introduced earlier in the session.]*

- What is our book about? (a father and son who make a giant disappear)
- Who were the main characters in our book? (the father, the son, and the giant)
- What happened first? (the father got in trouble for making things disappear)
- What happened next? (the members of the town make the father and son leave the town)

[Point to and read each word on your chart.]

- What is a “magician?” (a performer who does tricks that seem impossible)
- What does the word “giant” mean? (something that is very large; much larger and more powerful than normal)
- What does “disappear” mean? (you cannot see it any longer)

[Promote children’s understanding of novel words introduced today by elaborating on children’s comments about a word’s meaning or again defining the word. Reread the book’s sentence with the novel word. Example: “We learned about the word ‘magician.’ Remember, a magician is a performer who does tricks that seem impossible. The boy’s father was a magician.” Point to and describe pictures on pages 7, 9, 17, and 31 that are directly related to the novel words.]

RECAP: Today we read a book about a father who was a magician and made a giant disappear to save the town. We talked about the words “magician,” “giant,” and “disappear.”



Scaffolding Tips

Extra support ■ In the discussion of the word giant, display something in the room or on the playground that might be considered giant, or provide a picture of something that is larger than normal, such as a “the world’s largest” pumpkin, watermelon, or onion. Encourage children to talk about the size of the item in the picture as compared to the human in the picture.

Enrichment ■ Encourage children to describe something that might disappear. Examples: blowing bubbles and they pop and disappear, or on a cold morning their breath shows and then disappears.



Center Activity

Provide the book used in today's reading, plus paper and drawing tools. Encourage children to create drawings of things that might be giant. Encourage children to draw something small next to their "giant" item to help the viewer know that the item is giant. Talk with children about how someone would know something was giant.



Family Child Care

Encourage the school-age children to "read" *Abiyoyo* to younger children in your setting by retelling the story, using the book's pictures as a guide.



3-5 YEARS

Large Group



Skill and Goal

Oral language

Children will strengthen their comprehension of information presented in a book read aloud and increase the number of novel words they understand.



Key Concepts

New: Ukelele
Wand
Possessions
Whips
Foolish
Staggered

Review: Magician
Disappear
Giant



Materials Needed

Abiyoyo by Pete Seeger
Words We Understand
chart from Day 1
Marker

Abiyoyo

by Pete Seeger

Be Prepared: This is the second of three repeated readings of *Abiyoyo*. Today's session focuses on children's comprehension of information presented in the book. The session also helps children understand more novel words.

BEGIN: [*Display book cover.*]

This is the book we read on Day 1. The title of our book is *Abiyoyo*. Let's talk about what we remember about the book.

- ASK:**
- What is our book about? (a father and son who make a giant disappear)
 - Who were the main characters in our book? (the father, the son, and the giant)
 - What happened first? (the father got in trouble for making things disappear)
 - What happened next? (the members of the town make the father and son leave the town)

EXPLAIN: We are going to read our book again. We will stop to talk about what some of the words mean. We know that reading a book is a good way to learn new words. On Day 1 we talked about some words in our book. The words are written on our chart. Remember, the title of our chart is Words We Understand.

[*Point to chart and to each of the novel words defined on Day 1.*]

ASK: What do we remember about the words we talked about on Day 1?

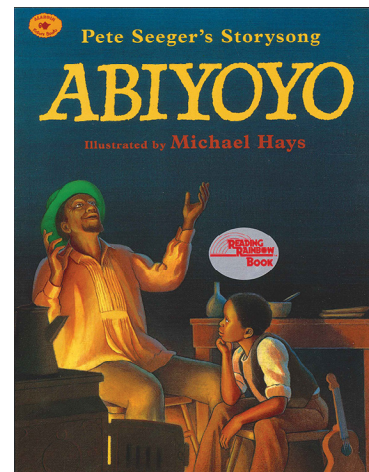
[*Help children recall the meaning of each novel word defined on Day 1.*]

ACT: [*Point to where to begin to read on the first text page of the book.*]

We are going to begin reading here. This is the first word inside our book.

[*Pause during reading to briefly define words identified for today's session using the following approach:*

- *Read the sentence with the novel word. Identify the novel word.*
- *Repeat the sentence in which the word is used.*
- *Then define the novel word and connect the definition to the book.*



Example: "We just heard the word 'whips.' Did everyone hear it? 'Just then, the boy whips out his ukelele.' Whips means to move something from a place quickly and forcefully. The boy took out his ukelele very quickly when the giant was in front of him."

Below are the novel words and their definitions for this session:

- **Ukelele** (page 6): A musical instrument that is like a small guitar with four strings
- **Wand** (page 7): A long thin stick used by a magician or during magic tricks
- **Possessions** (page 23): Something that is owned by someone
- **Whips** (page 30): To move something from a place quickly and forcefully
- **Foolish** (page 32): Another word for silly; playful or funny
- **Staggered** (page 39): To move unsteadily from side to side]

EXPLAIN: We learned six new words while reading our book today. I am going to write each word on our chart. Let's talk about what we understand, or know, about each word. When we understand something, we know what it means or how it works.

[Promote understanding of each word by engaging children in one or more of the following ways as you write novel words on the chart:

- *Ask children to describe a picture related to the word. Example: "We are learning what a wand is. A wand is a long stick that is used by magicians during magic tricks. What do we see in these pictures (page 7, 9, or 11) that tells us the wand is being used in magic tricks?" (see sparks out of the wand, things are disappearing)*
- *Define a word without naming it and ask children to identify the word. Example: "What word do we use for a musical instrument that is like a small guitar with four strings?" (ukelele)*
- *Encourage children to think about a novel word in another context. Example: "In our book, when the giant heard the song sung about him, he had a foolish grin on his face. It was a silly smile. What are some things that you have done that were silly or foolish?"*

ASK: Our book was about a father who was a magician and could make things disappear. The giant named Abiyoyo came to the town, scared the people, and started to take other peoples' possessions. The boy and his father helped to save the town from the giant by making the giant disappear. Are there other things you know about helping others?

[Facilitate a discussion of book connections to children's experiences. Examples:

- *"Our book today was about a father playing tricks on the people in the town and making things disappear. The people in the town did not like having tricks played on them and asked the father and son to leave the town. Have you ever asked someone to leave you alone when they did something you didn't like? What happened?"*

- *“In our book today the father and son came back to the town to help get rid of the giant. After the giant disappeared, the townspeople were very happy and grateful to the father and the son. Has there been a time where someone helped you with something important? How did you feel after they helped you?”*
- *“Today we learned about the word staggered. Staggered means to move unsteadily from side to side. In our book, the giant staggered after he had been dancing and ran out of breath. Have you ever danced so long that you staggered? What other kinds of activities do you do for a long time that could make you stagger? Playing soccer? Running?”*

RECAP: We learned more words today when we read *Abiyoyo*. Let’s look at our chart to remember the words we are learning to understand.

[Say and point to each word on the chart. Invite children to say one thing they know about the word.]



Scaffolding Tips

Extra support ■ In the discussion of the word “possessions,” point to things in the room that belong to children. Point out that their possessions are things like their coat, backpack, or blanket and stuffed animal for nap time. These items are things that are owned by them. Encourage children to identify any other possessions they have in the room or think about some of their possessions at home.

Enrichment ■ Promote children’s comprehension of the story by inviting them to describe one or more of the following pictures: page 15, the boy and his father have to leave the town; pages 22 and 23, *Abiyoyo* was coming to the town and people were scared; pages 29, 30, and 31, the boy and his father were going to help get rid of the giant. Ask children, “What part of our story about *Abiyoyo* is shown in this picture?”



Center Activity

Provide additional books in the library center that feature giants. Examples include *Jack and the Beanstalk*, *Rude Giants* by Audrey Wood, *Jim and the Beanstalk* by Raymond Briggs, or *How do You Feed a Hungry Giant?* by Caitlin Friedman.



Family Child Care

Provide children ukelele music to listen and dance to while reading the book. Ask children about the sounds they hear and how they can move to the music. Encourage school-age children to dance like the giant.



3-5 YEARS

Large Group



Skill and Goal

Oral language

Children will interpret information presented in a book read aloud and will increase the number of novel words they understand.



Key Concepts

New: Tricks
Shadow
Grin

Review: Ukelele
Magician
Disappear
Wand
Giant
Possessions
Whips
Foolish
Staggered



Materials Needed

Abiyoyo by Pete Seeger
Words We Understand
chart from Days 1 and 3
Marker

Abiyoyo

by Pete Seeger

Be Prepared: This is the third of three repeated readings of *Abiyoyo*. Today's session focuses on children's interpretation (explanations, reasoning) of information presented in the book. The session also will help children understand more novel words.

BEGIN: [*Display book cover.*]

We have read our book two times this week. Each time we read the book, we learn something new. The title of our book is *Abiyoyo*. Let's talk about what we remember about the book.

- ASK:**
- What is our book about? (a father and son who make a giant disappear)
 - Who were the main characters in our book? (the father, the son, and the giant)
 - What happened first? (the father got in trouble for making things disappear)
 - What happened next? (the members of the town make the father and son leave the town)

EXPLAIN: We are going to read our book again. We will stop during our reading to talk about what some of the words mean. Our chart reminds us of the words we are learning to understand.

[*Point to chart.*]

ACT: The author of our book is Pete Seeger. The illustrator of our book is Michael Hays.

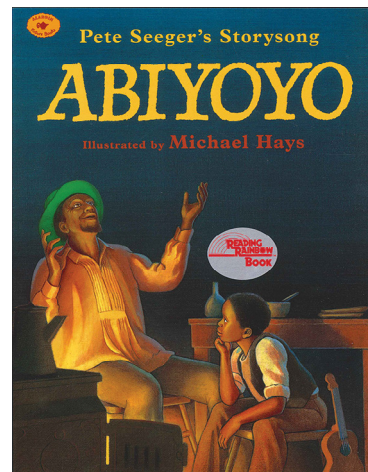
[*Point to each name as you identify the author and the illustrator.*

Point to where to begin to read on the first text page of the book.]

We are going to begin reading here. This is the first word inside our book.

[*Read the book from the beginning. Pause on pages that include a word defined in the prior two readings of the book. Ask or remind children what the word means.*

Pause to briefly define the three words identified for today's session using the following approach:



- Read the sentence with the novel word. Identify the novel word.
- Repeat the sentence in which the word is used.
- Then define the novel word and connect the definition to the book.

Example: "I just read the word 'grin.' Did everyone hear it? 'A foolish grin spread over his face.' The word 'grin' is another word for smile. The giant had a foolish smile on his face when he heard his name in the song."

Below are the novel words and their definitions for this session:

- **Tricks** (page 8): Clever actions someone does to entertain or amuse people
- **Shadow** (page 19): An area of darkness when someone or something blocks the light
- **Grin** (page 32): Another word for smile]

EXPLAIN: We learned three new words while reading our book today. I am going to write each word on our chart. Let's talk about what we understand, or know, about each word.

[Promote understanding of each word by engaging children in one or more of the following ways as you write novel words on the chart:

- Ask children to describe a picture related to the word. Example: "Please look at this picture of the giant (page 32). What do we see in this picture that would tell us the giant has a foolish grin on his face?" (a very big smile and you can see his teeth)
- Define a word without naming it and ask children to identify the word. Example: "In our book, the father tried to entertain and amuse people by making things disappear. What do we call an action that someone does to entertain or amuse someone?" (trick)
- Encourage children to think about a novel word in another context. Example: "In our book, the people in the town knew Abiyoyo was coming because they saw his shadow in front of the sun. Are there any shadows in our room right now? Do you think we would see any shadows if we went outside? What might we see?"]

ASK: Different types of things happened in our book. Let's talk about why some things may have happened.

[Facilitate a discussion of children's interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. Display pertinent pictures in the book to help children focus on questions you ask. Sometimes it is helpful to introduce topics by first describing (or asking) what happened and then asking "why" questions about what happened. Examples:

- The boy in the book played his ukelele and sang a song for the giant. The boy sang the giant's name as part of the song (Abiyoyo). The giant had never heard a song about himself before. He grinned and danced. What do you think the giant felt

or thought when he heard the boy sing a song about him? How would you feel if someone sang a song about you? Why did the boy sing a song to the giant?

- *People could feel the whole ground shake when the giant came to town. What made the ground shake? What might we think or feel if the ground we are standing on started to shake?*
- *People yelled “Run for your lives” when the giant came to town. What do people mean when they say “Run for your lives?” What might happen to someone who does not run?]*

RECAP: We learned more about our book today by talking about why some things happened in our book. We also learned more words today when we read *Abiyoyo*. Let’s look at our chart to remember all of the words we are learning to understand. Each of these words helps us understand the information in our book.

[Say and point to each word on the chart. Invite children to recall how the word was used in the book. Provide a brief description of the word’s use in the book if children cannot recall.]



Scaffolding Tips

Extra support ■ On the page that describes a person doing hard work cutting logs, explain that “ztt, ztt, ztt” is the sound of a saw cutting through a log. ■ If children have a difficult time understanding the word shadow, point out something in the room that is making a shadow. ■ If children find it difficult to respond to an interpretation question, reread or describe the situation directly related to your question. Example: Reread or tell about how the townspeople know the giant is coming. If necessary, reread pages 19, 20, and 21. Ask children what they would think if they felt the ground shake and saw a big shadow in front of the sun.

Enrichment ■ Invite children to identify some of the tricks the father played in the book. Ask children if they have ever seen a magician do any magic tricks or make something disappear. Encourage children to share their experiences watching a magician.



Center Activity

Provide drawing and writing tools. Invite children to create their own giant story.



Family Child Care

Encourage school-age children in your setting to act out *Abiyoyo* for younger children.