



## 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:** Forever  
Worried



## Materials Needed

*Mama, Do You Love Me?*  
by Barbara M. Joesse  
Chart paper  
Marker



## Also Promotes

Social-Emotional

*Mama, Do You Love Me?*

by Barbara M. Joesse

**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 *Mama, Do You Love Me?* Two novel words will be introduced today: forever (page 26) and worried (page 18). 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?"]

Our book is about a little girl and her Mama who live in a place called the Arctic. The Arctic is also called the North Pole. It is very cold in the Arctic.

**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 *Mama, Do You Love Me?*

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

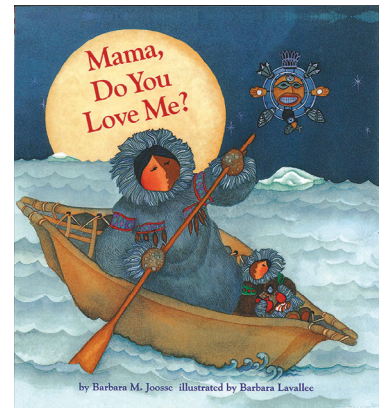
**EXPLAIN:** Today let's talk about two words that are in our book. One word is forever. The word **forever** means for a very long time; for all time. Another word in our book is worried. The word **worried** means feeling or showing fear or concern because you think something bad has or could happen.

**ACT:** I will write these two 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 introduced earlier in the session.]*

- What is our book about? (a child who asks her mother how much she loves her)
- Who were the main characters in our book? (the little girl and her mom)
- What happened first? (the little girl asks her mom how much she loves her)
- What happened next? (the little girl thinks about the different things that she could do wrong and asks her mom if she would still love her)

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

- What does “forever” mean? (for a very long time; for all time)
- What does the word “worried” mean? (feeling or showing fear or concern because you think something bad has or could happen)

*[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 forever. Remember, forever means for a very long time; for all time. ‘I will love you, forever and for always, because you are my Dear One.” Point to and describe pictures on pages 18 and 26 that are directly related to the novel words.]*

**RECAP:** Today we read a book about a little girl who wants to know how much her mother loves her. We talked about the words “forever” and “worried.”

### Scaffolding Tips

**Extra support** ■ If you read *Mama, Do You Love Me?* after Week 32, remind children that we learned about what it is like to live in the Arctic (Science Week 32). Also, see the end of the book for information on Inuit peoples. ■ In the discussion of the word worried, talk about a time that you were worried and what happened. Example: “Last Thursday I was worried that we would run out of snack before everyone had a chance to have some. Then our cook went into the kitchen and brought out a little more snack to make sure everyone had some. I was concerned that some children would not get snack.”

**Enrichment** ■ Encourage children to describe a time when they were worried at school or at home. Invite children to share their ideas. Examples: “Eva was worried when she spilled the juice out of her cup, but she cleaned it up before it made a big mess.”



### Center Activity

Provide puppets of people or animals and the book used in today's reading. Encourage children to create their own version of the story using people or animal puppets.



### Family Child Care

Today's book contains many different arctic animals. Encourage school-age children to learn more about these animals by looking for books about walruses, puffins, wolves, or polar bears during a trip to the library. Children may also be interested in looking at some online videos about these animals.

*[Note: please review videos first before children view them. Check for appropriate length and content. The "Amazing Facts about..." Series by Wildlife Facts includes walruses and polar bears.]*



## 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:** Raven  
Treasure  
Spout  
Careful  
Cave  
Scared

**Review:** Forever  
Worried



## Materials Needed

*Mama, Do You Love Me?*  
by Barbara M. Joesse  
Words We Understand  
chart from Day 1  
Marker



## Also Promotes

Social-Emotional

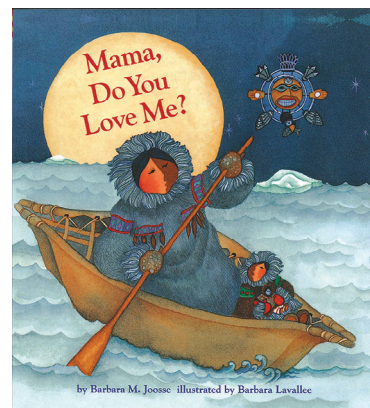
*Mama, Do You Love Me?*

by Barbara M. Joesse

**Be Prepared:** This is the second of three repeated readings of *Mama, Do You Love Me?* 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 *Mama, Do You Love Me?* Let's talk about what we remember about the book.



- ASK:**
- What is our book about? (a child who asks her mother how much she loves her)
  - Who were the main characters in our book? (the little girl and her mom)
  - What happened first? (the little girl asks her mom how much she loves her)
  - What happened next? (the little girl thinks about the different things that she could do wrong and asks her mom if she would still love her)

**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 'raven.' Did everyone hear it? 'I love you more than the raven loves his treasure.' A raven is a bird with shiny black feathers that is bigger than a crow. The mother was letting her little girl know that she loves her more than the bird loves taking treasure."*

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

- **Raven** (page 8): A bird with shiny black feathers that is bigger than a crow
- **Treasure** (page 8): Something that is valuable and kept in a safe place
- **Spout** (page 9): A sudden strong stream of liquid
- **Careful** (page 12): Thinking about what you are doing because you want to do it right
- **Cave** (page 19): A large hole in the side of a cliff or hill
- **Scared** (page 21): To be afraid of something]

**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.

*[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 the word spout means. A spout is a sudden strong stream of liquid. What do we see in this picture (page 9) that tells us there is a strong stream of liquid coming from the whale?" (water is coming out of the hole at the top of the whale)*
- *Define a word without naming it and ask children to identify the word. Example: "What word do we use for a hole in the side of a cliff or hill?" (cave)*
- *Encourage children to think about a novel word in another context. Example: "In our book, the mama says she would be scared if her daughter turned into a walrus or a polar bear. Are there other animals that might make the mother scared? Are there other things that might make someone afraid? What would those things be?"]*

**ASK:** Our book was about a little girl and her mother. The little girl wants to know that her mother will still love her even if she is not careful doing things or runs away. The mama tells her daughter that she will always love her forever no matter what she does. Are there people we know that we will love forever?

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

- *"In our book, using words, the mother tells the little girl she will always love her. The mother also shows her how much she loves her. Let's take a look at pages 6*

and 7. What is the mother doing in the picture that shows she loves her daughter? What are some ways you can show people you love them?"

- "In our book today, the little girl was carrying eggs and was trying to be careful, but she fell and the eggs broke. She wanted to know if her mother still loved her even if she was not careful. Was there a time where you had to be careful with something? What was it? Were you careful? Did anything happen to it?"
- "Today we learned about the word treasure. Treasure is something that is valuable and kept in a safe place. In our book today, the raven liked valuable things and took something from the little girl. There are things each of us might have that we think of as treasure." Give a personal example of something you have that is valuable. Example: "I have some ornaments for my Christmas tree that I think are valuable and I keep them in a special box. What is something that you might have that is a treasure? Do you have a special toy that you keep in a safe place? Where do you keep it?"

**RECAP:** We learned more words today when we read *Mama, Do You Love Me?* 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** ■ If children have difficulty remembering what scared means and you are presenting this book after Week 9, refer back to the Our Feelings poster (Social-Emotional, Week 9, Day 2, and Week 20, Day 2 where the feeling of scared is introduced). Use the same questions to help children understand the word 'scared.' Display poster and invite children to point to the picture of the child who looks scared. Encourage children to show you their scared facial expression.

**Enrichment** ■ Promote children's comprehension of the story by inviting them to describe one or more of the following pictures: page 8, the large bird is taking something from the little girl; page 12, the little girl falls and spills the eggs she is carrying; pages 22 and 23, the little girl pretends to turn into a polar bear and frightens the mother. Ask children "What part of our book about the little girl is shown in this picture?"



### Center Activity

Provide items in the block area, such as cardboard, plastic animals, small pieces of fabric, and pictures of caves which can encourage children to build their own block caves.



 Family Child Care

Provide blankets and other items that older children can use to create caves outdoors. Invite children to think about the animals that lived in the cave in the book *Mama, Do You Love Me?* and pretend to be those animals.

*[Note: Be sure that children are within line-of-site supervision while in the cave.]*



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:** Howl  
Surprised

**Review:** Raven  
Treasure  
Spout  
Careful  
Worried  
Cave  
Scared  
Forever



Materials Needed

*Mama, Do You Love Me?*  
by Barbara M. Joesse  
Words We Understand  
chart from Days 1 and 3  
Marker



Also Promotes

Social-Emotional

*Mama, Do You Love Me?*

by Barbara M. Joesse

**Be Prepared:** This is the third of three repeated readings of *Mama, Do You Love Me?* 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 *Mama, Do You Love Me?* Let's talk about what we remember about the book.

- ASK:**
- What is our book about? (a child who asks her mother how much she loves her)
  - Who were the main characters in our book? (the little girl and her mom)
  - What happened first? (the little girl asks her mom how much she loves her)
  - What happened next? (the little girl thinks about the different things that she could do wrong and asks her mom if she would still love her)

**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.*]

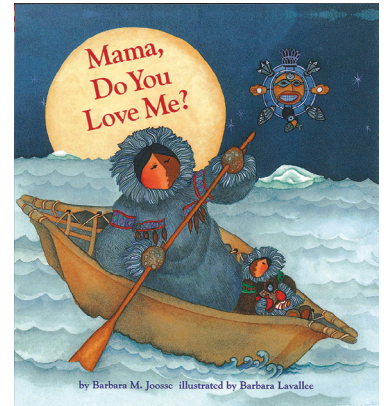
**ACT:** The author of our book is Barbara M. Joesse. The illustrator of our book is Barbara Lavallee.

[*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 two 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 'surprised.' Did everyone hear it? 'Then I would be surprised.' The word 'surprised' means the feeling you have when something unexpected or unusual happens. The mama would be surprised if her daughter would turn into a musk-ox."*

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

- **Howl** (page 11): A long, loud cry that sounds sad
- **Surprised** (page 20): What we may feel when something unexpected or unusual happens]

**EXPLAIN:** We learned two 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 puffin looking at the moon (page 11) and the wolves (page 19). What do we see in this picture that tells us the animals are howling?" (the animals' mouths are open and they are pointed at the moon)
- Define a word without naming it and ask children to identify the word. Example: "In our book, the puffin made a long, loud cry at the moon. What do we call a long, loud cry that sounds sad?" (howl)
- Encourage children to think about a novel word in another context. Example: "In our book, the mother said she would be surprised if her little girl turned into a musk-ox or a walrus. Would you be surprised if one of your friends turned into an animal? What is something else that would surprise you?"]

**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:*

- *“In our book today, the little girl talked about many things she could do that were not very nice. Remember, she talked about putting fish in her mom’s coat and dropping the eggs. Why do you think she said these things?”*
- *“The little girl says many things that could make her mom feel sorry or angry or worried or sad or surprised or scared. But the mom will always love her little girl. Do you think there is anything the little girl could say or do that would make her mom stop loving her? Why?”*
- *“At the end of our book, the mom is holding the little girl in her lap (page 27). What might the little girl be feeling? Why?”*
- *“The mom and little girl live where the weather is very cold. How would the clothes and shoes worn by the mom and little girl help them keep warm?”*]

**RECAP:** We learned more about our books today by talking about why some things happened in our book. We also learned more words today when we read *Mama, Do You Love Me?* Let’s look at our chart to remember all of the words we are learning to understand. Each of these words helps us understand our story.

[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** ■ If children seem unclear about the sound of a howl, invite a child to make a howl sound. Then encourage other children to make the sound of a howl. ■ 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 mom tells the little girl how she would feel if her little girl turned into a walrus or a polar bear.

**Enrichment** ■ Incorporate into book discussions some factual information about animals mentioned in the book that seem to be of interest to children. See the background information at the end of the book. ■ The mother mentions feelings that may be helpful to discuss briefly with children. ELM offers focused attention on several of the feelings mentioned by the mother: sad (Week 11), angry (Week 12), and scared (Week 20). Feeling loved is explored in Week 17.



### Center Activity

Provide drawing tools, scissors, glue, and writing tools and invite children to create pictures that show how they love someone in their family.

THIRD  
READING

# Understanding Words *continued*



DAY  
**5**

## Family Child Care

Encourage children to “read” *Mama, Do You Love Me?*, using the book’s pictures as a guide.