

# VIEWS2 Valuable Initiatives in Early Learning that Work Successfully

## TIP Focus

**Comprehension/Understanding Words, Stories, Directions, Ideas, etc.**

## Book

Lunch

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## Example or Sample Activity

- Mouse eats lots of different foods. Ask kids what food item is coming on the next page
  - e.g. “shiny red....” kids fill in “apples”
- Ask, “Do you eat apples? What sounds so you make when you eat an apple? Can you chomp your apple quickly with me?”
  - Model & give kids time to answer, make chomping sounds and pretend to eat quickly.

## TIPS to share with Parents

- Stop reading to point to pictures & ask kids where they have seen that food before. Ask what sounds characters make eating. Ask what sounds a character would make if they were eating fast, or slow, or with friends.

## Example came from:

Greta Berquist

## Related Indicators:

| Age Range | Educator/Adult                                                                                                                                                                                                                                                                                                           | Children                                                                                                                                                 |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| B-18      | Asks children simple questions that can be answered with gestures towards a particular person (e.g., “Where is mommy?”) or object; (e.g., “Where is your blanket?”)                                                                                                                                                      | Points to a familiar person/s when requested<br><br>Points to objects when named (e.g., “Where is your blanket?”)                                        |
| 18-36     | Prompts children to identify people, objects or actions by name (e.g., who is this? what is this a picture of? What is this person doing?)                                                                                                                                                                               | Identifies some people, objects, and actions by name                                                                                                     |
| 36-60     | Asks questions that may elicit short verbal answers <i>or</i> gestures that demonstrate that children are following the story/activity/ conversation<br><br>Uses strategies to assist children in having a conversation by extending/expanding thoughts or ideas expressed by others in regards to a story, book or song | Extends/expands the thought or idea expressed by another<br><br>Engages in conversation that develops a thought or idea (e.g., tells about a past event) |