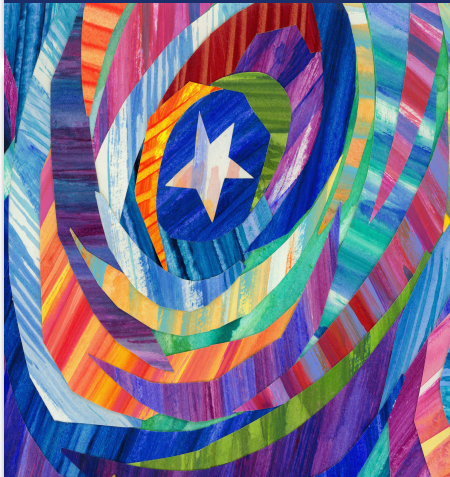


The Early Years Count **Literacy** Connection



Old Rock (is not boring)

Written and illustrated by
Deb Pilutti

Preschool edition

Overview of Book

Old Rock explains to the tall pine tree, the spotted beetle and the hummingbird why he doesn't think he is boring. His friends are amazed at all he has seen and done over a very, very, very long time—and you will be, too!

Genre: Informational/picture

Vocabulary

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

exotic flutter glacier
perched lumbered erupted
different geologic terms

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 1.5

Physical Development
and Health
Item I (Gross- motor skills)

Language, Literacy and
Communication
Item Q (*Book enjoyment
and knowledge*)

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

Social Studies
Item HH (*History*)

Reading Tips

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."

Before the first read, ask the group what they know about rocks. As you read, stop to ask the children their thoughts about what they heard. Wonder out loud with inquiries like, "I wonder what else Old Rock has seen." Ask the group what they think of rocks after the read aloud. Have fun with the back page with Earth history and fun geologic vocabulary.

At the end of each reading, display the book in the book area so children can read it on their own.

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.

For **transitions**, have the children choose from the many ways Old Rock and the animals moved (lumber, flutter, dance, roam, fly, do somersaults...).

Have the children find a rock outside and use it for a **Small Group Time** "rock study." Children can draw, name, and write a story about their rock.

Use different height balance beams at **Large Group Time** to "teeter" or "perch."

Around the Room

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

Make ice cube "glaciers" with small stones frozen inside for the **Sand and Water Area**.

Have a collection of rocks, stones and pebbles with magnifiers and sorting cups in the **Toy Area**.

Add other relevant books to the **Book Area**. Titles could include *Sylvester and the Magic Pebble* by William Steig and *If You Find A Rock* by Peggy Christian.

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 *Old Rock (is not boring)*:

What else could Old Rock have seen?

What would you ask Old Rock if he were here?

If you were with Old Rock on his journey, what would you talk about?

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 *Old Rock (is not boring)* with their child. Here's a sample message you can send:

After reading and talking about *Old Rock (is not boring)* with your child, head out for a search. There are probably rocks, stones or pebbles right outside your door. Suggest kicking a rock down the sidewalk, then invite your child to tell you about the little rock's journey. Ask other questions like, "Why is this rock smooth? What happened to it to get it smooth?" Listen to your child explain their thinking. Refer to the story as often as possible to try and see the relationships between the trees, animals and rocks right outside. Pick out a found rock to lay near a tree, saying, "What do you think your rock has seen and is telling tree?" Will a rock ever just be a rock ever again?