

The Early Years Count Literacy Connection



How We Say I Love You

Written by Nicole Chen
Illustrated by Lenny Wen

Preschool edition

Overview of Book

In Hana's family, love is expressed by actions and deeds. How her mom says good morning, how her grandpa walks her to school or what her grandma cooks her for lunch. Hana says in her family, "Our love lives in all the things we do for one another."

Genre: Picture

Vocabulary

Books are a rich source of words new to children. Here are some words from *How We Say I Love You* to introduce in your classroom:

echo shuffle bravery
Mandarin and Taiwanese 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

Social and Emotional
Development
Item D
(*Emotions*)

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

Creative Arts Item AA
(*Pretend play*)

Social Studies Item FF
(*Knowledge of self and
others*)

Reading Tips

Before beginning, have a conversation with the children and ask, "How do you say I love you at your home? Do you use words, or something else?" Listen, accept and write down children's responses. Add, "In our book, a girl named Hana tells us how she and her family say I love you." Stop at various points to ask the children about what Hana and her family are doing. Ask children how they feel about what is happening.

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."

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.

At **Small Group Time**, provide each child with small people, vehicles, doll-house furniture, and food counters for them to act out parts of the story, or create other scenarios that are meaningful to them.

For part of **Large Group Time**, encourage children to move like the characters in the story. Ask how they might hop, shuffle, raise hands, run fast and “dash”.

Around the Room

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

Add other Imagination Library family books and books about how love can be expressed in your **Book Area**. Titles could include, “Excellent Ed” by Stacy McAnulty, “Peace is An Offering” by Annette le Box and “Ten Thank-you Letters” by Daniel Kirk.

Add additional story-related props to the **House Area** to support acting out parts of the story, and to encourage pretend play.

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 *How We Say I Love You*:

How do you show someone you love them?

What do people do for you that show how much they love you?

What part of the story did you like best? Why?

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 *How We Say I Love You* with their child. Here’s a sample message you can send:

As you and your child read this story, stop to talk about how Hana and her family express their love for one another. When applicable ask, “Do we do that too?” Talk about pages your child likes and ask, “What about this part do you like?” and, “How does this part make you feel?” Take the opportunity after and between additional readings to point out to your child during or after an action you do for your child to say, “When I do this with/for you, it means I love you!” When you child does something kind or to help the household like take their plate to the sink offer, “I love you, too!”