

The  
Early Years Count  
**Literacy**  
Connection



**Chimpanzees for  
Tea**

Written and illustrated by Jo  
Empson

*Preschool edition*  
September 2018

**Overview of Book**

Vincent's mom sends him on an errand. She's asked him to go to the store for five items. He is supposed to hurry so he can be back home in time for tea. In his rush, will Vincent be able to remember the items with all the distractions he encounters? Oh, no! He lost the list! What now?

Genre: Fiction

**Vocabulary**

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

tea	cupboard
shops	rush
trapeze	

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*

Approaches To Learning  
Item B (*Problem solving with materials*)

Language, Literacy and  
Communication  
Item M (*Listening and comprehension*)  
Item R (*Writing*)

Creative Arts  
Item AA (*Pretend play*)

Science and Technology  
Item EE (*Tools and technology*)

**Reading Tips**

Take cues from the text elements as you read this story. As the type gets big, read louder. As the text floats or winds across the page, read those pages in a way that truly reflects the pictures.

Ask prediction questions throughout. As Vincent hurries and bumps into animals, circus performers, etc...ask, "What will happen next?"

As Vincent recites the list in a progressively inaccurate way, see if the children can remember what he was supposed to get.

Notice all the different places Vincent rides through to get to the shops. He goes through meadows, fields, town... Where are the shops? What time of year is it? What are some clues?

Looking closely may reveal that the list was never actually "lost."

### **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.

Set up **Snack Time** like a fancy “tea.”

At **Small Group Time**, play “telephone.” Have the children at one table make a list for the other table to pass from ear to ear. See how it turns out, then reveal the actual lists.

On another day, do splatter paintings like Monsieur Braggs.

Children can pretend to be animals or other characters from the story as they **transition** from one activity to the next.

### **Around the Room**

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

Provide tea sets in the **House Area** to add to pretend play or enable the children to act out the story.

Have long paper pads in the **Writing Area**. Encourage children to make lists.

Provide tools and open-ended building materials for children to explore in the **Block and/or Woodworking Area**.

Provide materials for children to take apart and put back together in various interest areas. Examples include nuts and bolts, puzzles and gears.

### **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 *Chimpanzees for Tea*:

Where did these animals come from?

How else could Vincent have gotten to the shops?

Why did Vincent stop riding his car and begin pulling it instead?

What do people do at the circus?

Why didn’t Vincent’s mom go to the shops instead?

*For more information on how to use books and stories with children to enhance your curriculum, contact **The Family Connection:***

website—  
[www.famconn.org](http://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 *Chimpanzees for Tea* with their children. Here’s a sample message you can send:

The children have been enjoying the silly story and playful pictures in *Chimpanzees for Tea*. We’ve been talking about some of the vocabulary words from the book, like “trapeze,” “cupboard,” “tea,” and “rush.” At home, consider making a short grocery list into a memory game with your child. Put the list to a tune or a chant to help your child remember the items. Ask your child to color pictures or decorate large pieces of paper that can be used as placemats for a fancy snack and call it “tea.”