

The
Early Years Count
Literacy
Connection



Green Tractor

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Infant/Toddler edition

Overview of Book

So much to do on the farm before the children arrive for their school field trip! Who will help the farmer and the rest? Green Tractor! Go, Green Tractor, Go!

Genre: Picture book

Vocabulary

Books are a rich source of words new to children. Here are some words from *Green Tractor* to introduce in your room:

traction	scoop
hay	scrape
steady	wider
harvest	hitch

Each time you read the book, highlight 2 or 3 words.

Use age-appropriate definitions and/or refer to the illustrations to help children understand each word's meaning.

Use the new words throughout the day, reminding children, "That's a word from our story!"

Connecting with HighScope Curriculum

COR Advantage 1.5

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

Social and Emotional Development
Item G (*Community*)

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

Reading Tips

Show the children the cover. "This book is called Green Tractor. Where is this story going to be? - where does Green Tractor work?" If children are not sure (no one suggests "farm") say, "I see ducks, fences, a hay-bale and this person, she's a farmer. Lets read more about this." Read slowly but with excitement. Ask about the big tires. "Why does Green Tractor need such big tires?" Plan time to allow children to express themselves throughout the story.

Three readings are recommended to familiarize children with the story. During each reading the adult can 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.

Pretend to be Green Tractor during **transitions**.

Use balls as pretend pumpkins at **Outside Time**. Race them by rolling the balls across the play area.

Use popsicle sticks and glue at **Small Group**. Pretend you are making fences for a farm.

Move like the farm animals at **Large Group Time**.

Around the Room

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

Add an array of farm props to the **Block Area**. Pretend the square blocks are hay bales to stack.

Place hay or straw, small pumpkins and garden rakes in the **Sand and Water Area**.

Add other Imagination Library titles to the **Book Area** that are about farms. Titles include "Good Morning Farm Friends" by Annie Bach and "Otis" by Loren Long.

Open-ended Questions

Enhance active engagement and early critical thinking skills by asking open-ended questions. These "wondering aloud" questions support children's developing focus and attention as they encourage young children's capacity to make connections and see possibilities.

Here are some questions you might ask for *Green Tractor*:

What farm jobs from the story would you want to help with?

What does the dog do on the farm?

Why do you think Green Tractor has such big tires?

*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 children in our county will have this book at home, use it to further the home-school connection. In your daily contact—in person or by text, email or other notes home—encourage families to share *Green Tractor* with their children. Here's a sample message you can send:

While enjoying *Green Tractor* with your child, stop often to reflect on what is happening on the pages. Wonder out loud, "I wonder why the farmer and the kids are doing so many chores?" Have fun on the pages with the sound effects. Imitate the tractor sounds, "Cling! Clang! Sprong!" Make tractor sounds together whenever Green Tractor is working. Talk about chores and jobs the family does around the house to keep everything going smoothly and compare to the chores and jobs on the farm needed to get ready for the children's visit. While doing regular routines with your child (like getting ready for bed), notice how many different parts of the routine it takes to be done.