

The
Early Years Count
Literacy
Connection



**There's a Hole in
the Log on the
Bottom of the
Lake**

Written and illustrated by
Loren Long

Infant/Toddler edition

Overview of Book

First there's a log on the bottom of the lake. Then there's a hole in the log on the bottom of the lake. Then....

Genre: Picture book/fiction

Vocabulary

Books are a rich source of words new to children. Here are some words from *There's a Hole in the Log on the Bottom of the Lake* to introduce in your classroom:

log	lake
gnat	frog
turtle	snail
preposition terms (in, on, near, bottom)	

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

Language, Literacy
and Communication
Item M
(Listening &
comprehension)

Item N
(Phonological awareness)

Item Q
(Book enjoyment &
knowledge)

Mathematics Item V
(Patterns)

Science & Technology
Item DD
(Natural and physical
world)

Reading Tips

Let the children know they will be "helping you read" this story with its repetitive and predictable verses. Let them point out the whereabouts of the turtle and snail that make their appearance in every page. Ask, "Where will they be next?" Have the group help build on the sequence of the story. Ask, "Who remembers the order?" Have the group try to predict the surprise ending.

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 frogs and hop during **transitions**.

Act out the story at **Group Time**. Stomp and clap as the story/song is chanted and act like fish and frogs.

Look for holes and what is in them during **Outside Time** on the playground or on a walk. Encourage children to look for characters from the story (frog, fly, gnat).

Around the Room

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

Add nesting cup sets and sorting toys in the **Toy Area** for children to practice seriation skills.

Place other similar stories in the **Book Area**. Examples include, *The Cake That Mack Ate* by Rose Robart, *Ten Red Apples* by Pat Hutchins and any version of *I knew an Old Lady Who Swallowed a Fly*.

Have pictures from the story for exploration in the **Book Area**. Use to recall and retell the story.

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 *There's a Hole in the Log on the Bottom of the Lake*:

How did the log get to the bottom of the lake?

Why is the frog in the hole in the log?

What else might you find at the bottom of a lake?

*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 *There's a Hole in the Log on the Bottom of the Lake* with their children. Here's a sample message you can send:

As you read *There's a Hole...* with your child, notice together how the story builds on itself and how one thing leads to another. Point to the words in bold and encourage your child to read these along with you. This way, the story becomes a truly shared experience. Have conversations about how things in your home and family link together. For example, "We go to the store for groceries. We go to the store for groceries and come home and make yummy dinner. We go to the store for groceries and come home to make yummy dinner and enjoy it together." This can go on and on!