

Early Literacy in Action

The Language-Focused Curriculum for Preschool

by

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WEEKLY PLANNING GUIDE

| | Dramatic Play | Art | Group | Story | Song |
|---|--|---|--|---|---------------------------------------|
| <p>Monday</p> <p><i>Suggested Props and Materials</i></p> | <p>Spring Cleaning</p> <p><i>Spring cleaning scenario in housekeeping area, dishes, pretend food, dolls, mops, brooms, vacuum cleaners, spray bottles and rags, windows, lawnmowers</i></p> | <p>Texture Rubbings</p> <p><i>Paper (newsprint if possible), crayons with paper removed, textured cutouts, textured wallpaper (optional)</i></p> | <p>How to Write a 9</p> <p><i>Card with 9 on it, chalkboard and chalk, paper and pencils</i></p> | <p><i>The Berenstain Bears and the Messy Room</i></p> | <p>“The Itsy, Bitsy Spider”</p> |
| <p>Tuesday</p> <p><i>Suggested Props and Materials</i></p> | <p>Gardening</p> <p><i>Gardening scenario, sand, sandbox, pretend vegetables, pretend flowers, pretend seeds, tractors, rakes, hoes, trowels, stove, dishes</i></p> | <p>Crushed Tissue Paper Flowers</p> <p><i>Flower outline, small pieces of colored tissue paper, pencils, glue</i></p> | <p>Identifying G, H, and I</p> <p><i>Letter cards G, H, and I; alphabet chart; individual chalkboard and chalk (optional)</i></p> | <p><i>The Garden in Our Yard</i></p> | <p>“Raindrops and Lemondrops”</p> |
| <p>Wednesday</p> <p><i>Suggested Props and Materials</i></p> | <p>Baseball</p> <p><i>Baseball scenario, baseball tee, plastic baseball bat, plastic (or Nerf) balls, bases, concession area, cups, pretend drink dispenser, pretend food, spectator area, (chairs placed on a folded gym mat to form risers)</i></p> | <p>Watercolor Paintings</p> <p><i>Watercolor paints, paintbrushes, cups, water, smocks</i></p> | <p>Flannel Board Story Retelling</p> <p><i>Flannel board story, flannel board</i></p> | <p><i>Just My Friend and Me</i></p> | <p>“Take Me out to the Ballgame”</p> |
| <p>Thursday</p> <p><i>Suggested Props and Materials</i></p> | <p>Building a House</p> <p><i>House building scenario, playhouse, clothespin pegs, plastic tools, (e.g., hammer, saws, wrench), paintbrushes, pretend paint cans</i></p> | <p>Wallpaper Collage</p> <p><i>Wallpaper samples, glue, paper, scissors, markers or crayons</i></p> | <p>Act out a Story (The Three Little Pigs)</p> <p><i>Books, props for story, costumes (optional)</i></p> | <p><i>The Three Little Pigs</i></p> | <p>“Johnny Works with One Hammer”</p> |

NEWSLETTER

Vol. 1, No. 30

Date: _____

Spring**Monday**

Today in dramatic play, the children will do some spring cleaning in the house area. They will vacuum, wash windows, wash clothes, and mow the yard. In art, they will do some crayon texture rubbings. *The Berenstain Bears and the Messy Room* is today's story. During group time, the children will learn how to write a 9. Music time will include "The Itsy Bitsy Spider."

Tuesday

Tuesday's dramatic play will be all about gardening. The children will plant seeds in the garden, hoe, and rake. They will make crushed tissue paper flower pictures in art. Our story today is *The Garden in Our Yard*. The children will practice identifying *G*, *H*, and *I* during group time. Our song for the day is "Raindrops and Lemondrops."

Wednesday

Today we will focus on baseball in dramatic play. Children can be the players, the spectators, or the vendors. At the art table, they will make watercolor paintings. We will read the book *Just My Friend and Me*. During group time, we will retell stories using the flannel board. We will sing "Take Me out to the Ballgame" during music.

Thursday

The children will spend their day working at a construction site. In dramatic play, they will use hammers, saws, and other tools to build a house. The art activity will be making wallpaper collages. *The Three Little Pigs* is the story today. During group time, we will act out the story *The Three Little Pigs*. "Johnny Works with One Hammer" will be our song.

Monday

| Dramatic Play | Art | Group | Story | Song |
|-----------------|------------------|------------------|--|--------------------------|
| Spring Cleaning | Texture Rubbings | How to Write a 9 | <i>The Berenstain Bears and the Messy Room</i> | "The Itsy, Bitsy Spider" |

DAILY PLANNING GUIDE

Language and Literacy Skills Facilitated

Vocabulary: seasons, spring, rain, flowers, kites, sorting, chameleon, clean, fix-up, rainbow, rain cloud

Verb phrase structures: *cleans, is/are/was/were cleaning, cleaned the house, will/would/can/could scrub the floor, fixes, fixed, he does it, she has it*

Adjective/object descriptions: *pretty flowers, beautiful rainbow, big kites, little kites, dirty/clean*

Question structures: *what, how, where, when, who, what if, why, how many, which one*

Pronouns: *I, you, he, she, we, they, my, your, him, her, his, our, their, me, us, them*

Prepositions: *in, on, under, over, near, beneath, next to, beside, around, inside, outside*

Sounds: /k/ *can, book, clean*; /sh/ *sheet, dishes, wish*; /r/ *rub, run, narrow, mar*; /l/ *look, yellow, fall, clean*

Noting print has meaning: names on chairs and on cubbies, signs in dramatic play, words in books and on chalkboard

Noting sound-symbol associations: What sound does ____ start with?

Writing: letters, names, words

Social Skills Facilitated

Initiating interaction with peers and adults; responding to questions and requests from peers and adults

Negotiating with peers for toys and materials

Group cooperation: waiting for a turn in a group, taking a turn at the appropriate time

Cognitive Skills Facilitated

Problem-solving skills: what to clean, how to fix ____

Classification skills: item groupings that make nine

Sequencing skills: songs, stories

Narrative/story structure: adventure

Motor Skills Facilitated

Large motor: outdoor play activities—jumping, running, hopping, pedaling, climbing

Small motor: writing, drawing, gluing, cutting

DRAMATIC PLAY **Spring Cleaning**

Type of Activity: Related

Objectives

1. Learn new, and employ familiar, vocabulary
2. Learn new, and employ a variety of, syntactic constructions
3. Interact with peers
4. Sequence familiar routines
5. Expand conceptual knowledge of the world

- Settings**
- House(s) with removable screens and roof (playhouse or a handmade construction from cardboard boxes)
 - Household cupboards
 - Play refrigerator
 - Play stove and sink
 - Extra room additions (cardboard added to extend house)

- Props**
- Window “screens” (strips of cardstock crossed to make a frame, with plastic netting to form the screen)
 - Cleaning supplies (e.g., mop, broom, dustpan, rags, vacuum cleaner)
 - Shelves
 - Pretend tools

- Roles**
- Mother
 - Father
 - Children
 - Cleaning crew
 - Roofer

General Description of Activity

Children act out spring cleaning, taking down or putting up window screens, washing windows, and fixing roofs. They might also straighten shelves and cupboards, fix walls, and put things back neatly.

Verbal Productions

Level of linguistic complexity varies with the role or competency of the child playing the role.

- “Could I please use that mop when you’re finished?” or “Mop, please”
- “These windows need to be washed” or “Window dirty”
- “We fixed the roof with new shingles” or “Fix roof”

Adult Facilitative Role

The adult is to facilitate role play and help expand language and literacy skills. Typical actions or strategies to use include

Playing a role: “I have a mop. I am cleaning the floor.”

Contrasting two prepositions: “The plate is on the table. The napkin is under the table.”

Expanding a child’s utterance: “Wash window” to “Yes, you are washing the windows.”

Using a cloze procedure: “This window is open, and this window is ____ (closed).”

Modeling the reading of a sign: “This sign says soap.”

ART Texture Rubbings

- Objectives**
1. Express creativity
 2. Develop small motor skills (e.g., drawing, painting, cutting, pasting)
 3. Practice turn-taking skills
 4. Converse with peers and adults

- Materials**
- Newsprint or tracing paper
 - Variety of cardboard cutouts (e.g., squares, triangles, houses, trees, flowers)
 - Crayons with paper removed
 - Container to hold crayons
 - Textured wallpaper samples (optional)

General Description of Activity

Have the children place one or more cardboard cutouts under a piece of paper. Holding a crayon (with the paper covering removed) or a piece of chalk on one side, they rub over the paper back and forth until the shape of the object appears on their paper. Children can use several colors and different arrangements of objects under the paper to make a variety of pictures.

Variation

Place textured wallpaper pieces under the newsprint or tracing paper to make the rubbings.

GROUP How to Write a 9

Objectives

1. Improve listening skills
2. Increase conceptual knowledge
3. Learn appropriate group-interaction skills
4. Practice turn-taking skills
5. Practice recognition and writing of numbers

Materials

- Number cards
- Chalkboards and chalk
- Paper and pencils (optional)
- Whiteboard and markers (optional)

General Description of Activity

Hold up a card with the number 9 written on it. Trace the number with your finger and invite several children to come to the front of the group to trace the number, too. As the children trace, recite the jingle for the target number (9):

- 1: Start at the top, go down and you're done, that's the way to make a 1.
- 2: Around and back on the railroad track, 2, 2, 2.
- 3: Around the tree, around the tree, that's the way to make a 3.
- 4: Down and over and down once more, that's the way to make a 4.
- 5: Down around, make a hat on it, and look what you've found. (5)
- 6: Down around until it sticks, that's the way to make a 6.
- 7: Over and down and it's not heaven, over and down makes a 7.
- 8: Make an S and go back straight, that's the way to make an 8.
- 9: A balloon and a line make 9.
- 10: Draw a line and a circle with your pen, that's the way to make a 10.

Group Participation

Distribute individual chalkboards and chalk (or paper and pencils) to the children and have them practice writing the target number.

Variation 1

Whiteboards and markers may be easier for some children to use.

Variation 2

To introduce the number, use a number line and have the children count up to the target number on the line. One child could place the target number on the number line.

Summary/Transition Activity

Ask children to hold up their chalkboards and show the group their numbers.

Tuesday

| Dramatic Play | Art | Group | Story | Song |
|---------------|------------------------------|-------------------------|-------------------------------|----------------------------|
| Gardening | Crushed Tissue Paper Flowers | Identifying G, H, and I | <i>The Garden in Our Yard</i> | "Raindrops and Lemondrops" |

DAILY PLANNING GUIDE

Language and Literacy Skills Facilitated

Vocabulary: *garden, grow, flowers, digging, planting, watering, working, bugs, insects, hoe, weeds, seeds, shovel*

Verb phrase structures: *is/are planting, planted, will plant, plants, digs, dug, grows, grew, waters, watered, is working, worked*

Adjective/object descriptions: *little seed, big hole, yellow flower, dirty shovel, hard work*

Question structures: *what, how, where, when, who, what if, why, how many, which one*

Pronouns: *I, you, he, she, we, they, my, your, him, her, his, our, their, me, us, them*

Prepositions: *in, on, under, over, near, beneath, next to, beside, around, inside, outside*

Sounds: /k/ *come, work*; /l/ *like, yellow, fall*; /s/ *seed, miss*

Noting print has meaning: names on chairs and on cubbies, signs in dramatic play, words in books and on chalkboard

Noting sound-symbol associations: What sound does _____ start with?

Writing: letters, names, words

Social Skills Facilitated

Initiating interaction with peers and adults; responding to questions and requests from peers and adults

Negotiating with peers for toys and materials

Group cooperation: waiting for a turn in a group, taking a turn at the appropriate time

Cognitive Skills Facilitated

Problem-solving skills: how to crush the tissue paper to make three-dimensional pictures

Classification skills: things in a garden

Sequencing skills: songs, stories

Narrative/story structure: labeling story

Motor Skills Facilitated

Large motor: outdoor play activities—jumping, running, hopping, pedaling, climbing

Small motor: writing, drawing, gluing

DRAMATIC PLAY **Gardening**

Type of Activity: Central

- Objectives**
1. Learn new, and employ familiar, vocabulary
 2. Learn new, and employ a variety of, syntactic constructions
 3. Interact with peers
 4. Sequence familiar routines
 5. Expand conceptual knowledge of the world

Settings

- Two or three garden areas
- Seed and gardening store (optional)
- Market (optional)

Props

- Two or three large boxes cut about 4"–6" deep
- Sand or soil
- Child-sized garden tools
- Gardening clothes (e.g., hats, gloves)
- Seeds or other small objects (e.g., lima beans, LEGOs)
- Plants (e.g., pretend flowers, vegetables)
- Pails
- Watering can
- Counter (optional)
- Pretend cash register (optional)
- Pretend money (optional)

Roles

- Gardeners
- Store clerks (optional)
- Garden produce sellers (optional)
- Customers (optional)

General Description of Activity

Children work in a pretend garden, digging, planting seeds, and growing flowers or vegetables. Two or three large boxes (e.g., a refrigerator box) cut about 4"–6" deep and filled with sand or soil make a good garden. The children can use child-sized gardening tools to prepare the sand or soil. Lima beans or other small objects (e.g., LEGOs) make good "seeds." A seed and gardening store or a market for selling garden produce can be added to the play activity. (Be aware that the activity will need to be restarted after the plants have "grown" and have been "harvested.")

Verbal Productions

Level of linguistic complexity varies with the role or competency of the child playing the role.

- "Do you have any flower seeds?" or "Seeds, please"
- "Do you have any shovels or pails?" or "Diggers?"
- "He is digging a big hole" or "Dig hole"
- "I want a large, round, orange pumpkin" or "Big pumpkin, please"

Adult Facilitative Role

The adult is to facilitate role play and help expand language and literacy skills. Typical actions or strategies to use include

Playing a role: "I like to plant flowers in my garden."

Providing a contrast between error and correct sound: "You said the word *power*, but you meant the word *flower*."

Expanding a child's utterance: "She plant blue flower" to "She planted a blue flower."

Redirecting a child to a peer: "Ask Lizzie for a turn with the rake. Say, 'May I have a turn, please?'"

Providing a literacy model: "The package says *sunflowers* on it."

ART **Crushed Tissue Paper Flowers**

Objectives

1. Express creativity
2. Develop small motor skills (e.g., drawing, painting, cutting, pasting)
3. To practice turn-taking skills
4. To converse with peers and adults

- Materials**
- Precut construction paper forms (e.g., flowers, fish)
 - Glue or paste
 - 1" tissue paper squares in pastel colors
 - Pencils or crayons

General Description of Activity

Children crush the 1" pieces of tissue paper and paste them onto a precut construction paper form. One way to crush the paper is to wrap it around the eraser end of a pencil (or one end of a crayon) and push it off onto glue or paste that is already on the form. Or, children can just crumple the squares and then paste them on the paper. When the form is completely covered, the result is a three-dimensional picture, or a picture with texture.

GROUP Identifying *G*, *H*, and *I*

- Objectives**
1. Improve listening skills
 2. Increase knowledge of the alphabet and sounds
 3. Learn appropriate group-interaction skills
 4. Practice turn-taking skills

- Materials**
- Target alphabet letters on cards or all on one card strip
 - Alphabet chart
 - Individual chalkboards and chalk or paper and pencils or markers (optional)

General Description of Activity

Lay the letters *G*, *H*, and *I* in front of the children. Have the children, in chorus, say the letters as you point to each one. Have one child come to the front and point to a specific letter.

Group Participation

Ask different children to point to specific letters, helping them as necessary. Vary the difficulty by having children identify letters in order or out of order, or by having some match a letter card to the letters on the floor instead of pointing to a designated letter. You can also ask them to match lower-case letters to uppercase letters. Children can also point to a letter and have the class label it.

Summary/Transition Activity

Say the whole alphabet with the children as you point to an alphabet chart. Then have everyone say the target alphabet letters (*G*, *H*, *I*) as you point to each letter in turn. An alternative activity is to have the children practice writing the three target letters.

Wednesday

| Dramatic Play | Art | Group | Story | Song |
|---------------|----------------------|-------------------------------|------------------------------|-------------------------------|
| Baseball | Watercolor Paintings | Flannel Board Story Retelling | <i>Just My Friend and Me</i> | "Take Me out to the Ballgame" |

DAILY PLANNING GUIDE

Language and Literacy Skills Facilitated

Vocabulary: *baseball, ball, bat, bases, diamond, glove, concession stand, popcorn, peanuts, cotton candy, scores, runs, hit, pitcher, batter, home run*

Verb phrase structures: *hit the ball, swing the bat, run the bases, pitch the ball*

Adjective/object descriptions: *long bat, white bases, fast ball, first base, glove, foul ball*

Question structures: *what, how, where, when, who, what if, why, how many, which one*

Pronouns: *I, you, he, she, we, they, my, your, him, her, his, our, their, me, us, them*

Prepositions: *in, on, under, over, near, beneath, next to, beside, around, inside, outside*

Sounds: /f/ *fun, off*; /s/ *sit, talks*; /l/ *little, ball*

Noting print has meaning: names on chairs and on cubbies, signs in dramatic play, words in books and on chalkboard

Noting sound-symbol associations: What sound does _____ start with?

Writing: letters, names, words

Social Skills Facilitated

Initiating interaction with peers and adults; responding to questions and requests from peers and adults

Negotiating with peers for toys and materials

Group cooperation: waiting for a turn in a group, taking a turn at the appropriate time

Cognitive Skills Facilitated

Problem-solving skills: how to hit a ball, how to retell a story

Classification skills: things in baseball

Sequencing skills: story, songs

Narrative/story structure: adventure

Motor Skills Facilitated

Large motor: outdoor play activities—jumping, running, hopping, swinging, catching, climbing

Small motor: writing, drawing, gluing

DRAMATIC PLAY **Baseball**

Type of Activity: Central

Objectives

1. Learn new, and employ familiar, vocabulary
2. Learn new, and employ a variety of, syntactic constructions
3. Interact with peers
4. Sequence familiar routines
5. Expand conceptual knowledge of the world

- Settings**
- Taped-off diamond area with taped squares to indicate bases
 - Bleacher area made of folded tumbling mat to form a riser with chairs, but on two levels (or two rows of chairs without the mat)
 - Concession area
 - Ticket sales area or area for announcers (optional)

- Props**
- Plastic bats
 - Plastic Wiffle balls (balls with holes in them) or other indoor-use baseballs (some are soft and sponge-like)
 - Baseball tee (to hold the baseball while children swing at it)
 - Chairs and tumbling mat to make spectator area
 - Concessions—pretend food (such as soda pop, popcorn, cotton candy, peanuts, and hot dogs)
 - Cash registers

- Roles**
- Batter
 - Fielder
 - Concession worker
 - Spectators
 - Ticket agents or announcers (optional)

General Description of Activity

Children act out a baseball game: Some are players on the field, some are spectators watching from the stands, and some work at the concession area where people can buy drinks and popcorn and other food items. The scenario can be expanded by including ticket sellers or announcers, who give the play-by-play action of the players on the field. A diamond area can be taped off with little taped squares to indicate bases. The players swing plastic bats at a Wiffle ball on a baseball tee (if a baseball tee is not available, pitch the plastic Wiffle ball or other indoor use ball to the batter). Other children can play the outfield positions to field the balls. A tumbling mat can be folded over to form a riser so that chairs can be placed on two levels to form the spectator area. A small concession area can be set up using bookshelves to form a counter area as well as a space to put the concessions items (place the two bookcases in an L shape, with one part being the counter with the cash register and the other storing the food items).

Verbal Productions

Level of linguistic complexity can vary with the role or competence of the child playing the role.

- “I want a turn to bat” or “My turn”
- “I can hit a home run” or “Hit ball”
- “I want some popcorn and some pop” or “Popcorn”

Adult Facilitative Role

The adult is to facilitate role play and help expand language and literacy skills. Typical actions or strategies to use include

Playing a role: “I want to watch the game, so I am going to sit here. Do you want to join me?”

Recasting present progressive and past tense: “He is hitting the ball” to “He hit the ball hard.”

Event casting of an adult’s actions: “I am going to hit the ball with the foam bat. Oops, I missed the ball.”

Modeling the /s/ sound: “Sally sits by the little girl Sue.”

Expanding a child’s utterance: “Jim popcorn” to “Yes, Jim has a box of pretend popcorn.”

ART Watercolor Paintings

- Objectives**
1. Express creativity
 2. Develop small motor skills (e.g., drawing, painting, cutting, pasting)
 3. Practice turn-taking skills
 4. Converse with peers and adults

- Materials**
- Watercolor paints
 - Brushes
 - Water in tubs
 - White construction paper
 - Smocks

General Description of Activity

Lay out white construction paper, watercolor paint boxes, and brushes on the art table. Place tubs of water to clean the brushes above the paper. The children put on smocks and sit down in front of the paper, paint box, and water tub. Each child selects a brush, wets it, and chooses the paint color. The children paint on the paper, rinsing the brush before selecting a new color. Children can paint a collage of colors, animals, people, scenery, and so on. You may want to be close by so children can talk about their paintings.

GROUP Flannel Board Story Retelling

- Objectives**
1. Improve listening skills
 2. Increase conceptual knowledge
 3. Learn appropriate group-interaction skills
 4. Practice turn-taking skills

- Materials**
- Flannel board
 - Flannel board story pieces

General Description of Activity

Set up the flannel board and lay out the felt pieces for the story. Tell the story, placing the appropriate pieces on the board as the story develops.

Group Participation

After telling the story, give the felt pieces to several children and have one child come up to retell the story. As the storyteller tells the story, the child with the appropriate felt piece places it on the flannel board.

Variation

Have children act out the story after they tell it using the flannel board.

Summary/Transition Activity

Review the story by having some of the children take down the felt pieces as the story is told once again.

Thursday

| Dramatic Play | Art | Group | Story | Song |
|------------------|-------------------|---|------------------------------|--------------------------------|
| Building a House | Wallpaper Collage | Act out a Story (<i>The Three Little Pigs</i>) | <i>The Three Little Pigs</i> | "Johnny Works with One Hammer" |

DAILY PLANNING GUIDE

Language and Literacy Skills Facilitated

Vocabulary: *construction, build, building, hammer, nail, fix, make, work, hardhat, safety, paint, wrench, saw*

Verb phrase structures: *is building, constructed, built, hammered, Who is building? I am, makes, carries*

Adjective/object descriptions: *large/small ____, heavy/light ____, hard/soft material*

Question structures: *what, how, where, when, who, what if, why, how many, which one*

Pronouns: *I, you, he, she, we, they, my, your, him, her, his, our, their, me, us, them*

Prepositions: *in, on, under, over, near, beneath, next to, beside, around, inside, outside*

Sounds: /f/ *fix, fun, off*; /s/ *size, walks*; /k/ *construct, can, make*

Noting print has meaning: names on chairs and on cubbies, signs in dramatic play, words in books and on chalkboard

Noting sound–symbol associations: What sound does ____ start with?

Writing: letters, names, words

Social Skills Facilitated

Initiating interaction with peers and adults; responding to questions and requests from peers and adults

Negotiating with peers for toys and materials

Group cooperation: waiting for a turn in a group, taking a turn at the appropriate time

Cognitive Skills Facilitated

Problem-solving skills: how to make a building

Classification skills: tools we use to construct things

Sequencing Skills: songs, steps in building, stories

Narrative/story structure: classic adventure

Motor Skills Facilitated

Large motor: outdoor play activities—jumping, running, hopping, pedaling, climbing

Small motor: writing, drawing, gluing, pounding

DRAMATIC PLAY: Building a House

Type of Activity: Related

- Objectives**
1. Learn new, and employ familiar, vocabulary
 2. Learn new, and employ a variety of, syntactic constructions
 3. Interact with peers
 4. Sequence familiar routines
 5. Expand conceptual knowledge of the world

Settings

- Street (floor area marked with masking tape) lined with houses made from a variety of materials (e.g., blocks, cardboard)

Props

- Playhouse
- Cardboard box additions that can be taped to the playhouse
- LEGOs
- Blocks
- Play bricks
- Paper strips of various colors for roof or siding
- Glue
- Tools (e.g., plastic hammers, wrenches, saws, screwdrivers, screws)
- Tool belts
- Pegs for pounding (wooden clothespins that can be pounded into cardboard)
- Play hardhats
- Masking tape
- Telephones

Roles

- Carpenters
- Architects
- Homeowners
- Other construction workers

General Description of Activity

Children participate in a construction/repair dramatic play involving putting together different materials to make buildings. A variety of materials can be used. One area can be set up for constructing buildings with LEGOs or other blocks. Another area can be designated for a new addition to the playhouse (using big boxes). A third area can utilize play bricks and boxes to make another house. The children can problem-solve how to construct houses or apartments by rearranging the boxes, bricks, and blocks. (Some of the houses could be doll-size; others could be big enough for the children to play in).

Houses may also need to be repaired. Children can replace a roof by making “shingles” out of paper bag strips. The strips could be laid on top of cardboard. (You might suggest that children start at the outer edge and overlay the shingles so “rain” will roll off the roof and not under the shingles.) The children can put new siding on a house by using strips of colored paper and glue, and they could even put up wallpaper on the inside of a house.

Verbal Productions

Level of linguistic complexity varies with the role or competency of the child playing the role.

- “I’m building a big house” or “Me build house”
- “We need to make that side higher. Call the carpenter” or “Higher”
- “Look, I pounded the nail into the wall” or “Look”

Adult Facilitative Role

The adult is to facilitate role play and help expand language and literacy skills. Typical actions or strategies to use include

Playing a role: “I am pounding a nail in the wall.”

Using a cloze procedure: “This wall is high, and this wall is ____ (low).”

Recasting a child’s utterance: “We pound the nail” to “Yes, we pounded the nail all the way in.”

Providing a literacy model: “The sign on the paint can says *white*.”

Redirecting a child to a peer: “Ask Billy for a turn with the screwdriver. Say, ‘May I have a turn, please?’”

ART Wallpaper Collage

Objectives

1. Express creativity
2. Develop small motor skills (e.g., drawing, painting, cutting, pasting)
3. Practice turn-taking skills
4. Converse with peers and adults

- Materials**
- Construction paper
 - Scissors
 - Wallpaper sample books
 - Glue

General Description of Activity

Have children cut out shapes from different kinds of wallpaper and glue them on construction paper. The children can describe their pictures, and the teacher can write down their descriptions.

GROUP Act out a Story (*The Three Little Pigs*)

- Objectives**
1. Improve listening skills
 2. Increase sequencing ability
 3. Increase knowledge of storytelling
 4. Practice turn-taking skills

- Materials**
- Book(s)
 - Props for the story, including cut-up yellow paper for straw or a straw mat
 - Sticks
 - Bricks (made of cardboard)
 - Pink tee shirts for costumes (optional)

General Description of Activity

The children are reminded of the story *The Three Little Pigs* as a staff member reads it or quickly summarizes it. The children act out the story of *The Three Little Pigs*.

Group Participation

Children are assigned roles from the story. There is the mama pig, the three little pigs, and the big bad wolf. The children not chosen for roles the first time are assured that everyone will have a turn and that they have the very important job of being a good listening audience. The teacher can narrate the story as the children act it out. They should say as many of the lines as they can, with prompts given as needed. The story is repeated with new actors until all the children have had turns.

Summary/Transition Activity

After everyone has had a turn, the children can talk about other stories that they would like to act out another day. The teacher should compliment the children's acting.

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