

Early Learning Matters

Funshop for Age 18 - 24 months

Theme: Toddlers, Books, Words, and Fun

***Early
Learning
Matters***



Essential Questions:

- How can you help your child recognize his or her own body parts?
- How can you help your child find and name objects of specific color?
- How can you interact with your child to explore positions such as up, down, across, over, and under?

Objectives:

- Caregivers will become actively engaged in their children's learning.
- Caregivers will understand that learning can take place through play.

Outcomes:

- Caregivers will interact with their child to recognize basic color recognition.
- Caregivers will engage in song to help their help recognize basic body parts.
- Caregivers will explore a simple story to help their child move an object according to the character in the story.

Materials Needed:

Section 1 – Time with parents

Bingo Icebreaker cards (for icebreaker with other parents)

DVD – 10 Things Every Child Needs, Chapter 10

Section 2 – Guided Practice with Parents and Children

Activity 1 – If You're Happy and You Know It (Touch your...)

- Copy of the song: "If You're Happy and You Know It"
- Laminated picture cards of basic body parts

Activity 2 – Found Object Sorting

- Pre-sorted materials of distinct colors for sorting of colored mats. At least 5 of each color. Ex: twist ties, socks, cups, beans, paper scraps, foam shapes, art materials, etc.
- Laminated colored construction paper mats: red, orange, yellow, brown, black, green, blue, purple, white. Color word written at the top.
- Brown Bear, Brown Bear What Do You See? by Bill Martin (2 to 3 copies if available)
- Toilet paper tube to make binoculars, enough for each child

Activity 3 – Flying the (Superhero or Fairy)

- Superhero figurines
- Fairy figurines
- Copies of both "The Superhero Saves the Day", and "How My Fairy Saved Spring"

**We found rubber fireman and bears with fairy wings available online at Oriental Trading Company (www.orientaltrading.com) Little People or figurines of people can be made into a superhero by adding a black mask drawn on with permanent marker and a small piece of fabric glued on for a cape. A superhero can also be a community member who is helpful. A fairy can also be made from a Little People or person figurine by adding wings or a butterfly glued to its back.*

Section 3 – Review with Parents, Evaluation with Parents, Closing

- Evaluation Sheet

Take Home:

- Copy of song: "If You're Happy and You Know It (Touch Your...)"
- Laminated picture and word cards of basic body parts
- Brown Bear, Brown Bear What Do You See? reproducible book
- Copies of both "The Superhero Saves the Day", and "How My Fairy Saved Spring"
- Head to Toe book

Words to extend child's vocabulary		
Activity 1 <ul style="list-style-type: none"> • hand • Head • Nose • Mouth • Ears • Eyes • Arm • Stomach • Back • Leg • Foot • Knee • bottom 	Activity 2 <ul style="list-style-type: none"> • binoculars • colors • sort • same • different • red • orange • yellow • brown • black • green • blue • purple • white 	Activity 3 <ul style="list-style-type: none"> • superhero • fairy • around • across • over • under • through • in • out • next to • on • off • spring

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## Funshops Steps & Procedure:

### Section 1 – Time with parents

- People Bingo Icebreaker with other parents
- Show DVD – 10 Things Every Child Needs, Chapter 10
- Talk about the importance of reading to / with children (talked about at each funshop)
- Talk to parents about different strategies for reading to young children:
  - ✦ Read text
  - ✦ Read only some of the text
  - ✦ Talk about pictures
  - ✦ Talk about story
- Talk to parents about the importance of using a varied vocabulary with their children.
- Activity introduction
  - ✦ Discussion
  - ✦ Model the three activities (see Section 2 for details)
  - ✦ Find out if parents have any questions before the children come.

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## **Section 2 – Guided Practice with Parents and Children**

### ***Activity 1 – – If You're Happy and You Know It (Touch your...)***

#### ***MT Guidelines***

- Toddlers will participate actively in simple movement games, dance, outdoor play, and other forms of exercise.
- Toddlers will use gestures, glances, or words to stay connected to familiar adult.
- Toddlers will persist in a task for longer periods of time before becoming frustrated.
- Toddlers will name different body parts.
- Toddlers will respond to action words by performing the action.
- Toddlers will associate pictures with actions.
- Toddlers will use symbols or pictures as representatives of oral language.
- Toddlers will repeat simple rhymes, songs, or parts of previously heard stories.
- Toddlers will express wonder in the world through all 5 senses.

#### ***Milestones***

- Knows familiar songs, rhymes, and finger plays
- Imitates adult and playmate activities
- Listens attentively to stories (song) and will imitate story reading
- Knows family members
- Follows simple directions

#### ***Procedure***

Each caregiver will be given laminated pictures of basic body parts: head, nose, mouth, ears, eyes, arm, stomach or tummy, toes. The caregiver will hold up a picture card of a body part while singing the song, *“If You’re Happy and You Know It (Touch Your...)”* as the child places a finger on that body part. Picture cards will also have the name of the body part written on the back side of the card. Typed on the song sheet is a list of other various body parts to use when children seem ready. As time permits, or as children’s understanding progresses, picture cards can be used to “quiz” children as they respond to not only the picture cue but also the word.

#### ***Literacy Connection***

Singing and listening to the song, *“If You’re Happy and You Know It (Touch Your...)”*

Viewing picture cards

Using word cues on picture cards

## **Activity 2 – Found Object Sorting**

### **MT Guidelines**

- Toddlers will squat to pick up an object.
- Toddlers will carry objects while walking.
- Toddlers will line objects side by side.
- Toddlers will select and explore chosen material.
- Toddlers will maintain interaction with a familiar adult using conversation and play strategies.
- Toddlers will make a related comment during a group time activity.
- Toddlers will follow two-step directions.
- Toddlers will attempt to find objects talked about by another.
- Toddlers will ask others to label unfamiliar objects.
- Toddlers will classify colors, shapes, and other properties when sorting toys and other objects.
- Toddlers will identify and name familiar objects.
- Toddlers will notice and describe how items are the same or different.

### **Milestones**

- Recognizes basic colors, shapes, and body parts
- Moving from fist to tripod grasp
- Loves to do things independently
- Follows simple directions
- Understands similarities

### **Procedure**

Caregiver will read aloud to his or her child the story, “*Brown Bear, Brown Bear What Do You See?*” Caregiver will help child find everyday objects based on color. Child and caregiver will go on a scavenger hunt for items that represent basic colors such as: red, orange, yellow, green, blue, purple. Items can include but are not limited to: twist ties, shoes, beans, cups, toys, blocks, socks, candles, ribbon, etc. Anything around the room will work. However, they must be items that can be picked up and placed on a sorting mat. As the caregiver and child find a new item they are to return to the color sorting mats and decide which color is best represented by that object. For example, the child finds a lemon in the fruit basket and places it on the laminated yellow construction paper mat (also labeled with the color word: *yellow*). Play should continue until each mat has at least one item. It may be best for the caregiver to say to the child, “This mat is yellow, can you find something that is yellow?” If child is still struggling, offer “I found a yellow lemon (show them), can you find something else that is yellow?” If still at a loss, have the caregiver show the child two items, one that *is* yellow and the other that *isn’t* and ask “Which is yellow?”

**Literacy Connection**

*Brown Bear, Brown Bear What Do You See?* written by Bill Martin

Books about Colors

Books about categories (ex: trucks, cars, airplanes)

**Activity 3 – Flying the Superhero or Fairy**

**MT Guidelines**

- Toddlers will participate actively in simple movement games, dance, outdoor play, and other forms of exercise.
- Toddlers will carry objects while walking.
- Toddlers will use imitation or pretend play to make sense of relationships and his or her world.
- Toddlers will name different body parts.
- Toddlers will respond to requests made by familiar adults.
- Toddlers will maintain interaction with a familiar adult using conversation and play strategies.
- Toddlers will follow simple verbal and non-verbal directions.
- Toddlers will respond to action words by performing the action.
- Toddlers will experiment with how things move.

**Milestones**

- Moving from fist to tripod grasp.
- Listens attentively to story and will imitate story reading.
- Loves to be independent.
- Repeats words heard in conversations.
- Follows 1 step directions.
- Demonstrates prior understanding.
- Understands “just one.”

**Procedure**

Child will choose between a superhero or a fairy. Caregiver will be given a copy of the corresponding story to read slowly and methodically as child listens to directional comments and has his or her superhero (or fairy) fly in a similar pattern. For example: The superhero had to fly *around* (name)’s head and *over* (name)’s shoulders.

**Literacy Connection**

- The Superhero Saves the Day! or The Fairy Saves Spring!
- Books about super heros

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## **Section 3 – Review with Parents, Evaluation with Parents, Closing**

*Follow up group discussion*

- *What did your child enjoy*
- *What didn't your child enjoy*
- *What else could you do at home to help ....(address essential question)*
  - *Write down all ideas that parents share*
  - *If possible print the ideas and copy for each parent to take home when they leave*
- *Time for parents to fill out the Parent Questionnaire about the funshop*
- *Make sure parents take home items*
- *Let parents know date of next funshop*
- *Hold drawing for prize*

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## **Other Resources**

- Books From Library