

Early Learning Matters

Funshop for age 2

Theme: Toddlers, Books, Words, and Fun



Essential Questions:

- How can you help your child develop early literacy skills?

Objectives:

- Parents will become actively engaged in their children's learning
- Parents will read and talk with their children during activities.

Outcomes:

- Students will recognize colors.
- Students will increase their vocabulary from conversations and interaction with their caregivers.

Materials Needed:

Section 1 – Time with parents

- People Bingo cards (for icebreaker activity)
- SOAR DVD – Reading to Your Toddler

Section 2 – Guided Practice with Parents and Children

Activity 1 – Name Recognition Fingerpainting

- large fingerpainting paper
- permanent markers
- fingerpaint

Activity 2 – Jump on the Color

- Laminated shape mats (various colored circles, squares, rectangles, ovals, and triangles)
- Tape

Activity 3 – Playdough letters

- laminated letter cards
- scissors
- playdough

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

- Evaluation Sheet

Take Home: (ex: book, products from activities, activity sheets)

- Completed Fingerprint Name
- Color Shape mats
- Letter cards and small playdough

Words to extend child's vocabulary		
Activity 1 <ul style="list-style-type: none">• capital letter• letter names• small/lowercase letter	Activity 2 <ul style="list-style-type: none">• color words• gallop• hop• jump• stomp• tiptoe	Activity 3 <ul style="list-style-type: none">• letter names• color words

Funshops Steps & Procedure:

Section 1 – Time with parents

- Play People Bingo with whole group
- Show SOAR DVD – Reading to your Toddler
- Talk about the importance of reading to / with children
- 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)
 - ✦ See if parents have questions before the children come in.

Section 2 – Guided Practice with Parents and Children

Activity 1 – Name Recognition Fingerpainting

MT Guidelines

- Sensory Learning
 - Infants and toddlers use their senses to explore their environment through sight, smell, sound, taste, and touch.
 - Express preferences to taste, texture, and scents
 - Express wonder in the world through all five senses
- Small Muscle (Fine Motor)
 - Infants and toddlers demonstrate small muscle strength, coordination, and skills for intricate exploration and interaction with objects in the environment
 - Scribble with a crayon or marker and use a paintbrush
- Temperament
 - Infants and toddlers demonstrate unique personality traits that are identifiable and consistent across time.
 - Persist in a task for longer periods of time before becoming frustrated.
- Sense of Self
 - Infants and toddlers show awareness and appreciation of self as a unique and capable individual.
 - Uses the word “mine”, value own property
- Adult Interaction
 - Infants and toddlers interact comfortably with familiar adults and seek assistance when needed.
 - Ask for help verbally or with gestures when needed
 - Maintain interaction with a familiar adult using conversations and play strategies.
- Social Communication
 - Infants and toddlers interact and communicate with others in appropriate ways for themselves, their families and the communities.
 - Demonstrate turntaking in conversations
 - Follow simple verbal and nonverbal directions
 - Laugh or giggle at something they find funny
 - Sign or talk to other children as they play by them.
- Listening and Understanding (Receptive Language)
 - Infants and toddlers listening and observations skills to make sense and respond to language and other forms of communication.
 - Answer simple questions using three or four word sentences.

- Speaking and Communicating (Expressive Language)
 - Infants and toddlers use sounds, facial expressions, gestures, and eventually, signs or words to communicate wants, needs, and feelings
 - Imitate and use new words or signs in context

Milestones

- Listening & Understanding
 - Follows simple directions
- Physical Development: Small muscle
 - Traces a shape

- Thinking Skills & Cognitive Development
 - Follows 1 step directions
 - 10-15 minute attention span

Procedure

Parents will write their child’s name across the sheet of fingerpainting paper. Then child will trace over the letters with fingerpaint. Parents will talk with children about what letter his/her child’s name starts with and the sound that letter makes. Name the other letters in their name. IN addition, parents could count the number of letters with their child and discuss the color the child is using to paint. Additional talk could center around how the paint feels.

Literacy Connection (ex: Book, nursery rhymes, songs, finger plays)
Hickety Tickety Bumblebee, Will You Say Your Name for Me?
Willaby Wallaby

Activity 2 – Jump on the Color

MT Guidelines

- Physical Development
 - Small Muscle (fine Motor)
 - Scribble with a crayon or marker and use a paintbrush
- Sensory Learning
 - Express preferences to taste, texture and scents
 - Express wonder in the world through all five senses
- Emotional Development
 - Self regulation
 - Recognize own needs and take steps to fulfill them
 - Test limits and strive for independence
 - Temperament
 - Have a standard method of approaching new situations and unfamiliar adults
 - Recognize and express feelings
 - Persist in a task for longer periods of time before becoming frustrated
- Social Development
 - Peer interaction

- Participate in turn taking
- Adult interaction
 - Ask questions to initiate interaction with a familiar adult
 - Respond to requests made by familiar adults
 - Maintain interaction with a familiar adult using conversation and play strategies
- Communication and Language Development
 - Social Communication
 - follow simple verbal and non-verbal directions
 - follow two step direction
 - ask others to label unfamiliar objects
- Thinking Skills and Cognitive Development
 - Identify and name familiar objects, people and object
 - Classify colors, shapes, ad other properties when sorting toys and other objects
 - Complete simply projects or tasks
 - Notice and describe how items are the same or different

Milestones

- Physical Development: Sensory
 - Recognizes basic colors, shapes and body parts
- Physical Development: Health and Physical Well-Being
 - Displays some recognition of rules & pays attention to safety instructions
- Physical Development: Large Muscle
 - Jumps with both feet off the ground at once
- Thinking Skills & Cognitive Development
 - Follows 1 step directions
 - 10-15 minute attention span

Procedure

Lay a variety of colored, laminated paper or shapes around an open area on the floor (a large room, outside, or a gym works well). If the floor is slippery, you may want to tape down the paper to prevent slipping. Parent gives directions for a child to go to a particular color. To add interest, parents may vary the way that the child moves. For example, hop to the purple circle, run to the green rectangle, or fly like a bird to the blue triangle. Parents may want to add additional interaction by hugging or chasing a child once the child gets to the correct spot.

Literacy Connection (ex: Book, nursery rhymes, songs, finger plays)

Brown Bear, Brown Bear What Do You See? By Eric Carle

Baby Bear, Baby Bear What Do You See? By Eric Carle

My First Book of Colors by Eric Carle

Activity 3 – Playdough letters

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Procedure

Cut apart letter cards. For younger children, you may want to start with a couple letters such as the first letter of his/her name and the first letters of things that are important to the child, such as mom, dad, and family member names. Practice rolling playdough into a snake and then put it over the top of the letter. Be creative—make the letter with balls of playdough or make a sculpture of something different that starts with that letter.

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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*

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Other Resources

- *Books from library*