

# **Early Learning Matters**

Funshop for 3 year olds

**Theme:**  
**Preschoolers, Books, Words, and Fun**



## **Essential Questions:**

- How can you give your child a language rich environment?

## **Objectives:**

- Parents will become actively engaged in their children's learning
- Parents will read and talk to their children using rich and diverse language

## **Outcomes:**

- Parents will feel comfortable with the using diverse language with their child
- Parents will increase the vocabulary they use with their children to include directional/ positional words, colors, shapes and body parts

## **Materials Needed:**

### **Section 1 – Time with parents**

- 10 Things Every Child Needs DVD, Chapter #10, Reading

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

#### *Activity 1 – Self-portrait*

- Paper
- Crayons

#### *Activity 2 – Sheep in a Jeep*

- Book "Sheep in a Jeep"
- Laundry baskets or boxes large enough for a child to sit in

#### *Activity 3 – Fingerprint with Shaving Cream*

- Shaving cream
- Small Magna doodle

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

- Evaluation Sheet

## Take Home

- “Sheep in a Jeep”
- Watercolor paint set
- Small Magna doodle

<b>Words to extend child’s vocabulary</b>		
<b>Activity 1</b> <ul style="list-style-type: none"><li>• Paint</li><li>• Color words</li><li>• Clean up</li><li>• Name of body parts</li></ul>	<b>Activity 2</b> <ul style="list-style-type: none"><li>• Sheep</li><li>• Jeep</li><li>• Pretend</li><li>• Act</li></ul>	<b>Activity 3</b> <ul style="list-style-type: none"><li>• Finger paint</li><li>• Shaving cream</li><li>• Minty (or other smell)</li><li>• Slippery</li><li>• Foam</li><li>• Shape names</li><li>• numbers</li></ul>



## Funshops Steps & Procedure:

### Section 1 – Time with parents (children in child care room)

- Do People Bingo Icebreaker with parents
- Show 10 Things Every Child Needs DVD, #10, Reading
- 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)



## Section 2 – Guided Practice with Parents and Children

### Activity 1 – Self-Portrait

#### **MT Guidelines**

- Creative Arts Guideline 3
  - Art Elements- Children use different art media and materials in a variety of ways for creative expression, exploration, and sensory experience.
- Communication and Language Development
  - Guideline: Social Communication- 1
    - Infants and toddlers interact and communicate with others in appropriate ways for themselves, their families, and the communities.
  - Guideline: Listening and Understanding (Receptive Language)- 2
    - Infants and toddlers use listening and observation skills to make sense and respond to language and other forms of communication.
  - Guideline: Speaking and Communication (Expressive Language)- 3
    - Infants and toddlers use sounds, facial expressions, gestures, and eventually signs or words to communicate wants, needs and feelings.
- Language and Literacy Guideline5
  - Print Development- Children acquire the ability to write through a sequence of stages, although individual children will become writers at different rates. These stages are : writing using scribble-like markings; writing using individual letter-like marks or mock letters; writing using recognizable, random letter strings; writing using semi-phonetic spelling.

#### **Milestones**

- Recognizes increased detail in objects and pictures
- Draws sunshine people
- Seeks affirmation, takes pride in accomplishments

#### **Procedure**

Parents and children will be given paints, paper and paintbrushes to paint a picture of themselves. Talk about body parts, what do you need on your face—eyes, nose, ears, mouth. What do you need for a body—arms, legs, tummy, feet, hands, toes, fingers etc. Be very specific.

#### **Literacy Connection**

*Harold and the Purple Crayon*

## **Activity 2 – “Sheep in a Jeep”**

### **MT Guidelines**

- Mathematics and Numeracy Guideline 4
  - Geometric Shapes and Directional Words- Children build the foundation for recognizing and describing shapes by manipulating, playing with , tracing, and making common shapes using real objects in a variety of activities. Children learn spatial reasoning and directional words as they become aware of their bodies and personal space within their physical environment.
- Physical Development and Health Guideline 2
  - Movement Concepts- Young Children observe, practice, demonstrate, and compare fundamental movements while learning to control their bodies in relation to other individuals and independent objects in their environment.
- Physical Development and Health Guideline 3
- Communication and Language Development
  - Guideline: Social Communication- 1
    - Infants and toddlers interact and communicate with others in appropriate ways for themselves, their families, and the communities.
  - Guideline: Listening and Understanding (Receptive Language)- 2
    - Infants and toddlers use listening and observation skills to make sense and respond to language and other forms of communication.
  - Guideline: Speaking and Communication (Expressive Language)- 3
    - Infants and toddlers use sounds, facial expressions, gestures, and eventually signs or words to communicate wants, needs and feelings.

### **Milestones**

- Uses descriptive words
- Follows simple two step directions
- Play with age peers
- Focuses on a task for at least five minutes

### **Procedure**

Each child will be given a box (that they could fit into) or a laundry basket to be a “jeep”. Read the story “Sheep in a Jeep” and have the children act out the story as you read. The box is the jeep that they need to “push, pull, be in, out etc.” After reading the story have the children continue with the activity, they can be far or near with their jeeps, under them, on them etc... Use lots of directional/ positional words.

### **Literacy Connection**

“Sheep in a Jeep”

“Sheep on a Ship”

Nursery Rhymes and songs about sheep & lambs.

### **Activity 3 – Painting with Shaving Cream**

#### **MT Guidelines**

- Creative Arts Guideline 3
  - Art Elements- Children use different art media and materials in a variety of ways for creative expression, exploration, and sensory experience.
- Language and Literacy Guideline 5
  - Print Development- Children acquire the ability to write through a sequence of stages, although individual children will become writers at different rates. These stages are : writing using scribble-like markings; writing using individual letter-like marks or mock letters; writing using recognizable, random letter strings; writing using semi-phonetic spelling.
- Communication and Language Development
  - Guideline: Social Communication- 1
    - Infants and toddlers interact and communicate with others in appropriate ways for themselves, their families, and the communities.
  - Guideline: Listening and Understanding (Receptive Language)- 2
    - Infants and toddlers use listening and observation skills to make sense and respond to language and other forms of communication.
  - Guideline: Speaking and Communication (Expressive Language)- 3
    - Infants and toddlers use sounds, facial expressions, gestures, and eventually signs or words to communicate wants, needs and feelings.
- Language and Literacy Guideline 3
  - Phonological Awareness: Children become aware of the sounds of letters and combinations of letters that make up words. They begin to manipulate syllables and sounds of speech.

#### **Milestones**

- Writes name with model
- Sensory learning becomes integrated in all areas development for children of these ages

#### **Procedure**

Put a large handful of shaving cream onto a non-wood tabletop and let the children finger paint. Ask questions about how it feels, what does it smell like etc... Once the children have had a chance to explore the shaving cream ask them to write their name in the shaving, draw shapes, write numbers, draw a person etc...

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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**

- Sheep Dine out
- Sheep in a Ship
- Harold's Purple Crayon
- Books from Library