

Early Learning Matters

Funshop for Age 4

Theme:

Preschoolers, Books, Words, and Fun



Essential Questions:

- How can you help your child learn new vocabulary
- How can you help your child love to read
- How can you help your child engage their imagination

Objectives:

- Parents will become actively engaged in their children's learning
- Parents will read to their child

Outcomes:

- Parents will feel comfortable being silly with their child
- Parents will feel comfortable using ordinary objects to talk with their child about letters and words
- Parents will read a nursery rhyme and let their children "help" read it by stopping and letting the child say part of the story.

Materials Needed:

Section 1 – Time with parents

- Ice Breaker – People Bingo Sheets - played with other parents
- DVD The First Years Last Forever, Chapter # 3, Parent Self-Awareness

Section 2 – Guided Practice with Parents and Children

Activity 1 – Finger play Puppets

- Inexpensive knit gloves
- Velcro
- Craft glue
- Pom poms (big and small)
- Googly eyes
- Book of fingerplays – Wiggles Tickles and Rhymes, finger play section

Activity 2 – Mask and Story Telling

- Paper plates
- Construction paper
- Assorted art supplies (yarn, sequins, buttons, lace, fabric, ribbon etc..)
- Hole punch
- Scissors
- Glue
- Tape

Activity 3 – Bread Dough Activity

- Alphabet cards
- Pre-made bread dough – if frozen, be sure it's thawed
- Salt

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

- Feedback Sheet

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

- Created finger puppet
- Finger puppet handout
- Picture book that features a repetitive story line (Ex: Three Little Pigs)

Words to extend child's vocabulary		
Activity 1 <ul style="list-style-type: none">• Puppet• Acting• Rhyme	Activity 2 <ul style="list-style-type: none">• Mask• Acting• Fairy Tale• Fiction	Activity 3 <ul style="list-style-type: none">• alphabet• consonant• vowel• dough• letters• numbers



Funshops Steps & Procedure:

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

- Play People Bingo with all parents.
 - Show DVD The First Years Last Forever, # 3, Parent Self-Awareness
 - 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
 - ✦ Make predictions about the story
 - ✦ Let the children “read” the story to parents
 - 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)
 - ✦ Ask parents if they have any questions before the children come in
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Section 2 – Guided Practice with Parents and Children

Activity 1 – Finger Puppets

MT Guidelines

- Language and Literacy Guideline 1:
Receptive Language: Children enter into the exchange of information around what is seen, heard and experienced. they begin to acquire the concepts and language that contribute to learning to communicate and eventually to read.

- Language and Literacy Guideline 2:
Expressive Language: Children learn when they talk out loud. Children use words to help adults and others to understand their needs, ask questions, express feelings and solve problems.

- 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.

- Creative Arts Guideline 4:
Music Appreciation: Children show enjoyment of music through facial expressions, vocalizations, and various movements.

- **Social Emotional Developmental Guideline 1:**
Children begin to identify who they are as a person (such as likes, dislikes, interests, strengths) and develop competence and confidence in their own unique abilities. They grow into themselves, differentiating from their parents and others, developing and beginning to recognize their areas of strength and skill, and applying their emerging esteem alone and in groups.
- **Social-Emotional Developmental Guideline 2:**
Self- Regulation: Children learn to identify and express their feelings in non-hurtful ways, recognize the impact their behavior has on others and practice self-control.
- **Social-Emotional Developmental Guideline 3:**
A Caring Community: Children learn to feel secure as they develop relationships of trust with adults and other children in their expanding world beyond family. They begin to recognize social cues and become sensitive to others' feelings.

Milestones

Emotional Development:	Demonstrates cooperation and teamwork Focuses on task for at least 10-15 minutes
Communication and Language:	Recites 5-10 rhymes
Thinking Skills:	Follows multi-step directions

Procedure

Parents and child will make a finger play puppet together using gloves, glue googly eyes and pompoms. Parent and child will act out a finger play with parent reading and child using finger puppet

Activity 2 – Mask and Story Telling

MT Guidelines

- **Language and Literacy Guideline 1:**
Receptive Language: Children enter into the exchange of information around what is seen, heard and experienced. they begin to acquire the concepts and language that contribute to learning to communicate and eventually to read.
- **Language and Literacy Guideline 2:**
Expressive Language: Children learn when they talk out loud. Children use words to help adults and others to understand their needs, ask questions, express feelings and solve problems.
- **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.

- Creative Arts Guideline 7:

Drama Appreciation: Children show appreciation and awareness of drama through the observation and imitation, and by participating in simple dramatic plots, assuming roles related to their life experiences. Young children enjoy telling stories through action, dialogue or both.

- Creative Arts Guideline 9:

Drama Elements: Children role play stories in books, poems and simple imaginary themes using elements of drama including character, place, theme, or idea.

- 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.

- Social Emotional Developmental Guideline 1:

Children begin to identify who they are as a person (such as likes, dislikes, interests, strengths) and develop competence and confidence in their own unique abilities. They grow into themselves, differentiating from their parents and others, developing and beginning to recognize their areas of strength and skill, and applying their emerging esteem alone and in groups.

- Social-Emotional Developmental Guideline 2:

Self- Regulation: Children learn to identify and express their feelings in non-hurtful ways, recognize the impact their behavior has on others and practice self-control.

- Social-Emotional Developmental Guideline 3:

A Caring Community: Children learn to feel secure as they develop relationships of trust with adults and other children in their expanding world beyond family. They begin to recognize social cues and become sensitive to others' feelings.

Milestones

Emotional Development:	Demonstrates cooperation and teamwork Focuses on task for at least 10-15 minutes
Communication and Language:	Tells a story including beginning, middle and end
Thinking Skills:	Follows multi-step directions

Procedure

Parents and child will read a story that has a repetitive story line (Ex: Three Little Pigs) and then create a mask using the paper plate, construction paper, etc and then act out a familiar story using masks that they have created.

Activity 3 – Bread Dough Activity

MT Guidelines

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Expressive Language: Children learn when they talk out loud. Children use words to help adults and others to understand their needs, ask questions, express feelings and solve problems.
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Milestones

- Small Muscle: Draws their own name and familiar words
- Sense of self-social identity: Focuses on a task for at least five minutes
- Persists through problems and distractions
- Listening, understanding & communicating: Uses mostly correct grammar
Answers who, what, where and when questions
- Early Literacy: Sings ABC song

Procedure

Children will listen to an alphabet book. They will then sing the ABC song together with their parents and teacher/coach. The children will be asked what letter their name starts with. They will then “make” the first letter of their name with the dough. The letter will bake in the oven and the children can eat it for a snack.



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*
- *Have drawing for prize.*

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Other Resources

- Books from library