

Dear Families,

In our new curriculum unit, we will explore “Fairy Tales and Nursery Rhymes.” Your child will hear stories about the Three Billy Goats Gruff, Little Red Riding Hood, Jack and the Beanstalk, and Abiyoyo, and will learn a variety of nursery rhymes. This theme provides many learning opportunities, especially related to language development.

Fairy tales are a classic literary form, which children will encounter again and again in later schooling. By reading fairy tales, children learn about important components of books, such as characters and plot. They will build language and cognitive skills as we compare the similarities and differences among these stories and discuss ideas from these books (for example, in *Jack and the Beanstalk*, is it okay for Jack to steal from the giant?).

By reciting nursery rhymes, children are developing phonological awareness – an important early literacy skill. During this unit, our class will begin to create a “repertoire” of favorite rhymes, which we will continue to build throughout the year.

Does your child already know and enjoy any nursery rhymes? If so, please let us know, so that we can include them in this unit. We would also love to learn rhymes in different languages and from different cultures!

Also, we encourage you to share fairy tales with your child at home! If you don't have the book, but are familiar with the story, try telling it out loud! Don't worry about getting the details “right” – these stories have many different versions. If you know different stories from your childhood or culture, please share those too. We are always interested in having family members visit our classroom to read or tell a story to the children; please tell us if you would like to do this!

Sincerely,

Queridas familias,

En nuestra nueva unidad de currículo, exploraremos “Cuentos de hadas y canciones infantiles.” Su niño leerá cuentos como Las tres cabras macho Gruff, Caperucita roja, Juan y los frijoles mágicos, y Abiyoyo, y aprenderá una variedad de canciones infantiles. Este tema ofrece muchas oportunidades de aprender, sobre todo las relacionadas con el desarrollo del lenguaje.

Los cuentos de hadas son una forma literaria clásica, que los niños encontrarán muchas veces en la escuela primaria. Cuando leen cuentos de hadas, los niños aprenden elementos importantes de libros, tal como los personajes y el argumento. Los niños desarrollarán habilidades cognitivas y del lenguaje mientras comparamos las similitudes y diferencias entre las historias y hablamos sobre la trama de estos libros (por ejemplo, en *Juan y los frijoles mágicos*, ¿es aceptable que Juan le robe al gigante?).

Al recitar canciones infantiles, los niños desarrollan un conocimiento fonológico (los sonidos del lenguaje oral), destreza muy importante en la edad temprana. Durante esta unidad, la clase comenzará a crear un “repertorio” de nanas favoritas, que continuaremos armando durante el año.

¿Su niño ya sabe y le gustan algunas canciones infantiles? Si es así, por favor, díganoslo, para que las incluyamos en esta unidad. ¡También nos gustaría aprender canciones de cuna en diferentes idiomas y de diferentes culturas!

Le invitamos a leer un cuento de hadas en la casa, por ejemplo: Los tres osos, Juan y los frijoles mágicos, Caperucita roja, Cenicienta u otros. Si usted no tiene el libro, pero conoce la historia, ¡le sugerimos que usted la cuente en voz alta! No se preocupe si no conoce cada detalle “correctamente” – estos cuentos tienen muchas versiones diferentes. Si conoce cuentos de hadas diferentes, de su infancia o su cultura, por favor compártalos también. Siempre nos interesa mucho que los familiares visiten nuestra clase para leerles a los niños o para contarles un cuento. ¡Por favor díganos si le gustaría hacerlo!

Atentamente,

(A) Integrating Nursery Rhymes into Your Classroom

During this theme, you will begin to build your class's "repertoire" of nursery rhymes – a process that will continue throughout the year.

Which ones? How many?

- See "Recommended Nursery Rhymes & Curriculum Ideas," below, and choose a few that you will focus on during this unit (*a total of 2-3 per week*).
- Introduce only one rhyme at a time; focus on that rhyme for 1-2 days before introducing another.
- Plan to include at least one nursery rhyme in children's home language. See "Spanish Nursery Rhymes," below, or ask families for ideas.

Introducing a new nursery rhyme:

Initially, introduce the nursery rhyme during circle time / morning meeting.

1. Create a "rhyme chart" with the title, the words, and ideally an illustration.
2. Read the rhyme at least two times; the second time, pause to encourage children to fill in rhyming words.
3. After these initial readings, you can pause to clarify or discuss what the rhyme means, as needed. *For example, in Jack and Jill, you would explain that the word "crown" here means the top of his head (rather than the crown a king wears).*
4. Invite children to read/recite along with you one more time.
5. After children are familiar with the words, you can begin to add gestures if desired.

Nursery rhymes throughout the day:

1. **Transitions** are a great time to use nursery rhymes – reciting them when children are waiting. Because most nursery rhymes are fairly brief, children will learn them quickly and be able to recite along with you.
2. Once children know a rhyme well, you can start to **adapt** it to a variety of contexts. For example, you could adapt "Jack Be Nimble" ...
 - For a jumping activity during outdoors time, with children's names inserted:
Syrita be nimble, Syrita be quick, Syrita jump over the candlestick!
 - During handwashing, with the words altered as well as names inserted:
Paulo be great, Paulo be grand, Paulo it's your turn to wash your hands...

In this way, you are modeling for children how to **play with language** – and ideally, they will eventually begin to do the same. This ability to manipulate language is related to phonological awareness, and thus is an important early literacy skill for children to develop. Plus, it's fun for adults as well as kids!

3. **Extend** the nursery rhyme into your classroom curriculum, e.g., through additional discussions or by adding related materials to interest areas. See "Recommended Nursery Rhymes & Curriculum Ideas," below, for suggestions; you can also find many resources online, such as http://www.mothergooseclub.com/rhyme_list.php

(B) Recommended Nursery Rhymes & Curriculum Ideas

The following list includes many of the more well-known, “classic” nursery rhymes. By exposing children to these rhymes, you are connecting them to the larger culture of literacy (which we want them to be part of for their entire lives!). Of course, you can also incorporate additional nursery rhymes not on this list—such as a rhyme that was your own childhood favorite, or one that you think will be meaningful to your students.

NURSERY RHYME	SUGGESTIONS & EXTENSIONS
Hey Diddle Diddle Hey diddle diddle, The cat and the fiddle, The cow jumped over the moon; The little dog laughed To see such fun And the dish ran away with the spoon.	<i>Discussion: See if children can make the connection to <u>Good Night Moon</u> (Theme 1), which shows a picture of the cow jumping over the moon.</i>
To Market, To Market To market, to market, to buy a fat pig. Home again, home again, jiggety-jig. To market, to market, to buy a fat hog. Home again, home again, jiggety-jog. To market, to market, to buy a plum bun, Home again, home again, market is done.	<i>A version of this rhyme appears in a read-aloud in Theme 4 – Farms, Markets & Food.</i>
Humpty Dumpty Humpty Dumpty sat on a wall; Humpty Dumpty had a great fall. All the king's horses and all the king's men Couldn't put Humpty together again.	<i>Block Area: Encourage children to build walls; add a Humpty Dumpty figure (can add face to a ball, if needed) so that children can act out the rhyme.</i> <i>Circle Time: Demonstrate using a real egg. Discuss whether it would be possible to put this egg back together again? Repeat with a hard-boiled egg and discuss why this one did not break in the same way.</i>
Jack and Jill Jack and Jill Went up the hill To fetch a pail of water; Jack fell down And broke his crown, And Jill came tumbling after.	<i>Vocabulary: Clarify that the word “crown” here refers to the top of Jack’s head.</i> <i>Outside Time: Adapt this rhyme using children’s names as they slide down the slide.</i> <i>Toys & Games Area: Introduce the board game Chutes & Ladders; make connections to going about going up vs. falling (sliding) down. Note: younger children may not yet be able to play a game by the rules; they can also use the game board and pieces in a more open-ended way.</i> <i>Discussion: Compare and contrast the Jack in this and other nursery rhymes with <u>Jack and the Beanstalk</u>.</i>

NURSERY RHYME	SUGGESTIONS & EXTENSIONS
Jack Be Nimble	Jack be nimble, Jack be quick, Jack jump over The candlestick. <i>Outdoor Time / Movement – set up a “candlestick” for children to jump over, and adapt the rhyme with their names.</i> <i>Discussion: Compare and contrast the Jack in this and other nursery rhymes with <u>Jack and the Beanstalk</u>.</i>
Little Jack Horner	Little Jack Horner sat in the corner, Eating a Christmas pie. He put in his thumb, And pulled out a plum, And said, “What a good boy am I!” <i>Discussion: Compare and contrast the Jack in this and other nursery rhymes with <u>Jack and the Beanstalk</u>.</i>
Old Mother Hubbard	Old Mother Hubbard Went to the cupboard To give her poor dog a bone. But when she got there The cupboard was bare, And so the poor dog had none. <i>Vocabulary: clarify what “cupboard” and “bare” mean (using examples in the classroom if possible).</i> <i>Discussion: There is no food in Mother Hubbard’s house; how do you think she feels? How about her dog? Make the connection to <u>Jack & the Beanstalk</u> (in which Jack and his mother didn’t have enough food to eat).</i>
Pat-a-Cake	Pat-a-cake, pat-a-cake, baker’s man, Bake me a cake, as fast as you can; Roll it, and pat it, and mark it with a B, And put it in the oven for Baby and me. <i>Add hand motions or involve children in creating them. For older children, adapt to use the first initial of their names.</i>
Baa, Baa, Black Sheep	Baa, baa, black sheep. Have you any wool? Yes, sir, yes, sir, Three bags full: One for the master, And one for the dame, And one for the little boy Who lives down the lane. <i>Vocabulary: “Wool” is what grows on a sheep’s body, which we shear off (like giving the sheep a haircut) and make yarn out of it. Some people wear wool clothing (show example if possible). “Master” is the man who owns the sheep; “dame” is an old-fashioned word for a woman; “lane” is like a street.</i> <i>Toys & Games Area: Have children fill three bags full of different objects, and adapt the rhyme with them accordingly. (See “Three Bags Full” at http://www.mothergooseclub.com/parents.php).</i>
Little Bo Peep	Little Bo Peep Has lost her sheep, And doesn’t know where to find them. Leave them alone, And they’ll come home, Wagging their tails behind them. <i>Discussion: Explain to children how sheep (in this rhyme and Baa Baa Black Sheep) are similar to goats (in <u>The Three Billy Goats Gruff</u>).</i>

NURSERY RHYME		SUGGESTIONS & EXTENSIONS
Hickory, Dickory, Dock	Hickory, dickory, dock, The mouse ran up the clock. The clock struck one, The mouse ran down, Hickory, dickory, dock.	<i>Vocabulary: Show a picture of a grandfather clock and explain how it is a type of clock that people used to have in their houses a long time ago. Make connections to the clock in the classroom (if applicable)</i>
Little Miss Muffet	Little Miss Muffet Sat on a tuffet, Eating her curds and whey. Along came a spider, Who sat down beside her And frightened Miss Muffet away.	<i>Note: This rhyme is also included in Theme 10, “Insects and Spiders.”</i> <i>Vocabulary: A “tuffet” is a small piece of furniture like a footstool. Curds and whey are the bumps and liquids in cottage cheese.</i> <i>Circle Time: Invite children to take turns pretending to be Miss Muffet and showing their best “frightened” face (when another child dangles a toy spider).</i>
One, Two, Buckle My Shoe	One, two, buckle my shoe. Three, four, open the door. Five, six, pick up sticks. Seven, eight, lay them straight. Nine, ten, do it again! One, two, buckle my shoe. Three, four, open the door. Five, six, pick up sticks. Seven, eight, lay them straight. Nine, ten, a big fat hen!	<i>Add hand motions or involve children in creating them.</i> <i>Extension: Work with children to come up with alternative rhymes for 2, 4, 6, 8 and 10 – for example:</i> <i>One, two, I love you.</i> <i>Three, four, sit on the floor. (etc.)</i> <i>Again, have them identify actions that go with these new phrases; repeat the revised rhyme several times.</i>
Little Boy Blue	Little boy blue, Come blow your horn. The sheep's in the meadow. The cow's in the corn. Where is the boy Who looks after the sheep? He's under the haystack, Fast asleep.	<i>You might wait to introduce this nursery rhyme during Theme 4 (Farms, Markets & Food) – or revisit it then – to make a connection with the farm animals children will talk about then.</i>

(C) Spanish Nursery Rhymes

The following are just a few traditional Spanish nursery rhymes (known as *canciones infantiles*, *nanas*, or *canciones de cuna*). If you have families in your classroom from other countries, or whose home language is not English, encourage them to suggest additional rhymes in other languages. Although English versions are included below for your reference, note that these are not all direct translations. (Also, it is not necessary to always teach the English and Spanish versions; it's fine to do the rhyme in Spanish only.)

For more ideas, as well as English translations, see the following resources:

- o ¡Pío Peep! *Traditional Spanish Nursery Rhymes*, selected by Alma Flor Ada & F. Isabel Campoy.
- o ¡Muu, Moo! *Rimas de animales (Animal Nursery Rhymes)*, selected by Alma Flor Ada & F. Isabel Campoy.

Pito, pito, colorito
(Peep Peep, Colorful Bird)

Pito, pito, colorito
¿Dónde vas tú, tan bonito?
Voy al campo de la era.
A la escuela verdadera.

Cinco pollitos
(Five Little Chicks)

Cinco pollitos
Tiene mi tía:
Uno le canta,
Otro le pía,
Y tres le tocan la chirimía.

Aserrín, aserrán
(See-saw, See-saw)

Aserrín, aserrán,
Los maderos de San Juan
Piden pan, no les dan.
Piden queso, les dan hueso.

Aserrín, aserrán,
Piden tortas, sí les dan
Se las comen
Y se van.

Debajo de un botón
(Under a Button)

Debajo de un botón, ton ton,
Que encontró Martín, tin, tin
Había un ratón, ton, ton,
¡ay, que chiquitín, tin, tin!

¡Ay, que chiquitín, tin, tin!
Era el ratón, ton, ton,
Que encontró Martín, tin, tin,
Debajo de un botón, ton, ton!

Los pollitos dicen
(The Chicks Say)

Los pollitos dicen
“pío, pío, pío”,
Cuando tienen hambre,
Cuando tienen frío.

La gallina busca
El maíz y el trigo,
Les da la comida
Y les presta abrigo.

Bajo sus dos alas
Acurrucaditos
Hasta el otro día
Duermen los pollitos.

El burro

A mi burro, a mi burro
Le duele la cabeza,
El médico le ha puesto
Una corbata negra.

A mi burro, a mi burro
Le duele la garganta,
El médico le ha puesto
Una corbata blanca.

A mi burro, a mi burro
Le duelen las orejas,
El médico le ha puesto
Una gorrita negra.

A mi burro, a mi burro
Le duele la corazón,
El médico le ha dado
Jarabe de limón.

A mi burro, a mi burro
Ya no le duele nada,
El médico le ha dado
Jarabe de manzana.

Acelero Learning Curriculum Plan

Planned Read-Aloud

Book: **The Three Billy Goats Gruff** by Paul Galdone, Carol Ottolenghi, or other version

NOTES: If you have a copy of the Spanish version (Los Tres Chivitos), consider having a bilingual staff member do a re-reading in Spanish. Remember, however, that it's important to read a book in only one language at a time (i.e., read it all the way through in Spanish or English, rather than switching back and forth).

Props (to illustrate concepts or word meanings, during or after reading):

Flannel or paper cut-outs of the 3 goats (also needed for small-group activity, Retelling the Billy Goats Gruff).

Activate Prior Knowledge (when introducing book):

- Hold up the props and ask if anyone knows what animal this is, or has ever seen one? Explain that goats can live on farms or in the mountains, and they are good climbers. Ask children for their ideas about what goats might like to eat.
- Ask children to notice differences between the three cut-out goats (i.e., the different sizes).
- Explain that in this story, the three goats want to eat some delicious grass...but it is on the other side of a river. How can they get across the water to eat the grass? "That's right, they'll go over a bridge... but we'll see who's *under* the bridge!"

Questions/Comments (to engage children during reading, re-reading or picture walk):

- Use your voice to distinguish the characters: e.g., a small/high voice for the small goat, a medium voice for the medium goat, and a loud/deep voice for the large goat and troll.
- Ask children for their predictions. Do they think the troll will stop the next goat? What do they think will happen next? Were they right?
- During re-readings, have children chime in on repetitive language throughout the story. They can also help make the "trip-trop" sound as the goats cross the bridge. Ask children to think about how they can make that sound louder for the bigger billy goats?

Vocabulary (to highlight during reading or in follow-up discussions):

Small, medium, large, billy goat, bridge

Discussion (after reading or during child retelling or extension activities):

Ask children how they think the goats felt after they all crossed the bridge.

What could the troll have done differently? Was he nice to the goats? Then again, was it nice for the biggest goat to knock the troll off the bridge? What else could he have done? How do we solve our problems with our friends?

"We read another book recently with three animals in it ... who remembers? That's right, the Three Bears. Was there anything the same about The Three Bears and this book?"

Extensions (building on concepts from this book through other classroom experiences):

Place flannel pieces in the Library Area or Block Area, to encourage story retelling. See *Small-Group Activity, "Retelling the Billy Goats Gruff."*

Point out when students seriate (put things in size order). Provide materials that come in size gradations for children to work with and manipulate. You can make connections back to the story ("You have three size blocks; that reminds me of the Three Billy Goats!") Use comparative language such as big, bigger, biggest; quiet, louder, loudest; etc. See *Small-Group Activity, "Seriation with the Billy Goats Gruff."*

Reminders: Read books aloud in small groups whenever possible.

Always read the book's title and author, but only review the concepts of author, illustrator, etc. ("what does the author do?") occasionally and until it's evident that children understand them.

Acelero Learning Curriculum Plan

Planned Read-Aloud

Book: **The Three Bears** by Paul Galdone (or other version)

Ricitos de oro y los tres osos

NOTES: This book was previously introduced in Theme 1, “All About Us.” If you have a bilingual staff member, consider doing a re-reading in Spanish. *Remember, books should be read in only one language at a time (rather than switching back and forth between English and Spanish).*

Props (to illustrate concepts or word meanings, during or after reading):

Pictures/figurines/flannel-board pieces of 3 bears (one small, one medium, one large) and a blonde girl.

Activate Prior Knowledge (when introducing book):

- Show book cover and ask children what they remember about this book. Repeat and affirm their ideas (or if time permits, write on a chart with corresponding images). “Wow, you remembered a lot of things! Now let’s read and see if we can find all these things in the story.”
- “Do you remember what kind of story this is? It’s called a fairy tale. That means it is a pretend story told by grown-ups to children, which has been told for many years. We are going to read lots of fairy tales this week and next week ... I wonder what your favorite will be?”

Questions/Comments (to engage children during reading, re-reading or picture walk):

- Encourage children to notice the pattern of repeated sizes – big chair, medium chair, tiny chair. “Why do you think there are three different sized chairs?”
- Point out when something occurs in the story that children recalled earlier.
- “How do you think the bears will feel when they see that Goldilocks _____?” [ate the porridge, broke the chair, etc.]
- “Why do you think Goldilocks ran away when the bears came home?”

Vocabulary (to highlight during reading or in follow-up discussions):

Small, medium, large, family, forest, blonde, fairy tale

Discussion (after reading or during child retelling or extension activities):

How do you think the bears felt when they came home?

Do you think what Goldilocks did was a good idea?
What could Goldilocks have done differently to make sure the bears did not get upset?

Encourage students to recognize that there are three bears of different sizes in this book, and three goats of different sizes in the Billy Goats Gruff. Are there any other similarities or differences?

Extensions (building on concepts from this book through other classroom experiences):

After second reading, place props in the library for students to reenact. See “Retelling The Three Bears” small-group activity.

Have students sort items by size.

Transitions: Ask children to stand in order from shortest to tallest or tallest to shortest.

Reminders: Read books aloud in small groups whenever possible.

Review this guide in advance, but don’t refer to it during the read-aloud. If you need a reminder about which comments/questions you will use in which part of the book, use sticky notes.

Acelero Learning Curriculum Plan

Planned Read-Aloud

Book: **Jack and the Beanstalk** by Paul Galdone (or other version)
Juan y los frijoles mágicos

NOTES: If you have a bilingual staff member, consider doing a re-reading in Spanish. *Remember, books should be read in only one language at a time (rather than switching back and forth between English and Spanish).*

Props (to illustrate concepts or word meanings, during or after reading):

A few real beans, if possible. Flannel-board pieces or picture-cards showing the main elements of the story (beans, beanstalk, gold coins, golden hen, harp) and/or the main characters (Jack, his mother, giant, his wife).

Activate Prior Knowledge (when introducing book):

- “We’ve been talking a lot about fairy tales. Can anyone remember a fairy tale we’ve read recently?”
- Explain to children that in fairy tales, there is often something imaginary or magic that happens – something that might never happen in real life.
- Show the beans: “When you plant these in the ground, they grow into a plant called a beanstalk. Usually beanstalks grow about *this* high. [Gesture] But in this book, there is going to be a very unusual beanstalk...”

Questions/Comments (to engage children during reading, re-reading or picture walk):

- Do you think five beans for a cow is a fair trade? Should Jack have done that trade? Why not?
- What is special about this beanstalk? (It grew very fast, it is much bigger than normal, there’s a castle at the top!)
- Gold is a kind of money. The giant has a lot of gold coins, so he is very rich. Jack wants some of that money to buy food for him and mother.
- What might happen if the giant sees Jack?
- (After first or second visit): Will Jack go back to see the giant? Should he? Why or why not?

Vocabulary (to highlight during reading or in follow-up discussions):

Traded, magic, beanstalk, castle, giant, gold(en), harp

Discussion (after reading or during child retelling or extension activities):

Fairy tales can be a good opportunity to talk about moral questions: “Was it okay for Jack to steal from the giant? Why or why not?” Rather than reduce the story to simple good-vs.-bad, help children think and talk about the various aspects of this question. (For example, stealing isn’t a nice thing to do, but the giant did originally take that gold from Jack’s family, and Jack and his mother needed money... etc.)

Point out that the story ends “happily ever after.” Explain to children that this is how fairy tales often end. Show other fairy tales that end this way (if available).

Extensions (building on concepts from this book through other classroom experiences):

Movement – have children “climb the beanstalk” like Jack.

Toys & Games – add play coins or yellow circle pieces so that children can “count their gold” like the giant.

Lunch – if beans are on the menu, point them out and discuss similarities or differences to Jack’s beans.

See also Small-Group Activity, “Beanstalk Building.” You can extend this SGA into the Blocks or Art area, encouraging children to use multiple materials to create beanstalks, as they also make connections to the story (and perhaps reenact it).

Reminders: Read books aloud in small groups whenever possible.

Review this guide in advance, but don’t refer to it during the read-aloud. If you need a reminder about which comments/questions you will use in which part of the book, use sticky notes.

Acelero Learning Curriculum Plan

Small-Group Activity

ACTIVITY: Retelling *The Three Bears*

OVERVIEW: Children will prepare to re-enact *The Three Bears* by creating the necessary props. This builds children's skills in story retelling while focusing on a very concrete aspect of the story (which should be easier for younger children).

OBJECTIVES:	• <i>School Readiness Goal</i> (4) Dramatic Play • <i>School Readiness Goal</i> (8) Books/Stories	• ELS 6 (sociodramatic play) • ELS 7 (story retelling)
	• GOLD 14b (sociodramatic play) • GOLD 17a (appreciates books) • GOLD 18c (retells stories)	• WSS II.C.1 (appreciation for books) • WSS II.C.3/4 (comprehends/responds) • WSS II.D.1 (represents ideas/stories through play)

MATERIALS:

- Copy of *The Three Bears*
- Chart (on large paper or dry-erase board) with two columns – Characters and Props.
- Materials to make props (e.g. *bear masks, Goldilocks hair, bowls of porridge or whatever children choose*): large and small construction-paper circles in brown tones; strips of yellow and brown paper; cotton balls; markers, scissors, glue, etc.

PROCEDURE: Beginning:

1. Show children the book *The Three Bears*. “We have read this book several times ... I bet you remember a lot about it!” Invite a few responses (which will show you what children remember most about the story, and will help you know where scaffolding might be needed later).
2. Explain to children that you thought it would be fun to act out this story. Teachers or children can pretend to be the characters, and we can do the same things that happen in the book! But first, they need to help you remember the most important parts of the story.

Middle:

3. Show children the chart. “These are two things I’m trying to remember. *Characters* are who is in the story. *Props* are the things we need to act it out.” Solicit children’s ideas for what to write in each column, e.g.:
 - o Characters – Goldilocks, Mama Bear, Papa Bear, Baby Bear.
 - o Props – bowls of porridge; chairs; beds. *If children have difficulty with this idea, use prompts such as “What was in the bears’ house? What did Goldilocks find there?” Use the book illustrations if needed.*
4. Next, invite children to use the art materials to make the props. Give hints and use guiding questions to help them figure out possibilities: Would you need anything special to pretend to be a bear? How about Goldilocks? Refer back to the list you just made and/or to the book illustrations to help children decide what to make and how to make it. *TIP: Don’t worry if their choices are not exactly “right” – e.g., if everyone wants to make a bowl of porridge but no one wants to make a bear mask. The process here is more important than the outcome!* Children might also want to look for props around the classroom, e.g. different-sized chairs.

Differentiation for returning children:

- Encourage children to work independently in pairs. They could start with a “turn and talk” – each sharing what they’d like to make – and then figure out how to work together to make it.
- Invite children to recall what they did to reenact this story last year.
- Assign older children to help younger ones – e.g. as a “cutting expert” (to help them use the

Small Group Activity (cont'd)

tools and materials) or “chair finder” (to look around the classroom for other props).

End:

5. Give children a 3-minute warning before clean-up time.
6. Review what children have done: “Wow, we are really ready to act out *The Three Bears*. Now you and your friends can use these props to pretend to be the characters!”
7. Put props in Dramatic Play area and encourage children to retell/act out the story during choice time. You can also put the materials in Art area for children to continue to create props.

You Might Document:

Do children remember the main points of the *Three Bears* story? Do children seem to understand the concepts of “acting out” a story and using props (key elements of sociodramatic play)?

Acelero Learning Curriculum Plan

Small-Group Activity

ACTIVITY: Seriation with “The Three Bears”

OVERVIEW: Children will have the opportunity to revisit *The Three Bears* story while also exploring classification (putting similar objects together) and seriation (putting objects in order by size).

OBJECTIVES:	• <i>School Readiness Goal</i> (3) Engagement • <i>School Readiness Goal</i> (15) Classification • <i>School Readiness Goal</i> (16) Measurement	• GOLD 11d (curiosity & motivation) • GOLD 13 (classification) • GOLD 22 (compares/measures)
	• WSS I.C.3 (purpose, flexibility, inventiveness) • WSS III.E.1 (orders/compares) • WSS III.E.2 (measuring)	• ELS 2 (classification) • ELS 3 (measurement) • ELS 6 (engagement & exploration)

MATERIALS:

- Bear counters in 3 or more sizes
- Paper strips in 3 colors of different lengths. (Ex. short=yellow, medium=red, long=blue)
- Baskets for each child containing a set of the above materials

PROCEDURE:

Beginning:

1. Take out one set of materials – 3 bears of different sizes and a set of paper strips – and use props to tell a story as follows:
“Once upon a time there were 3 bears. One day they made oatmeal for breakfast, but it was too hot. They decided to go for a walk while it cooled off. The mommy bear (take out the medium-sized bear) decided to go on a really long walk because she wanted to get some exercise. (Place the mommy bear on the longest paper strip.) The baby bear decided to go on a medium-sized walk because his legs were shorter than his mommy’s. (Place baby bear on medium paper strip.) The daddy bear went on a short walk because he was tired. (Place largest bear on shortest path.) Then they came home to eat their oatmeal. First the daddy bear got home from his short walk. Next, the baby bear from his medium walk. Last, the mommy bear from her long walk. (Turn the paper strips into a house for the bears – i.e., a rectangle base with a triangle roof.)”

Middle:

2. Give each child their own set of materials. Tell children, “You can use these materials to tell your own story about the three bears.”
3. Support and encourage children to use the materials in a variety of ways. Comment on any classification that you see (e.g., children putting all the big bears or red strips together) or any seriation (e.g., children lining up the bears and paper strips by size).
4. Ask questions, such as: “What did your bears do first? Next? Last?” Notice and encourage any connections children are making to *The Three Little Bears* story.

End:

5. Give children a 5-minute warning for clean-up; then ask them to “bring the bears home.”
6. Have children put away materials by size. “Let’s put all the large bears away first. Now let’s put away the longest paper strips.”

YOU MIGHT Notice how children use the materials: do they remain engaged, manipulating them in a variety

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Small-Group Activity

DOCUMENT: of ways? Do children use comparative language such as big, bigger, smaller, etc.?

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Small-Group Activity

ACTIVITY: Retelling *The Three Billy Goats Gruff*

OVERVIEW: Children will retell this familiar story by using pictures, recalling events, and repeating lines of text. Retelling stories is an important literacy experience, allowing children to develop both language and cognitive skills. *The Three Billy Goats Gruff* is a particularly good book to retell, given its repetitive structure.

OBJECTIVES:	• School Readiness Goal (7) English • School Readiness Goal (8) Books/stories	• GOLD 17a (appreciates books) • GOLD 18c (retells stories) • GOLD 37, 38 (understands/speaks English)
	• WSS II.C.1 (appreciation for books) • WSS II.C.3/4 (comprehends/responds)	• ELS 7 (story retelling)

MATERIALS:

- Copy of *The Three Billy Goats Gruff*
- Flannel board and flannel pieces of 3 goats (of different sizes), troll, bridge, etc. *If you do not have a flannel board, create paper cut-outs, laminate if possible, and attach to a whiteboard with magnets or tape.*
- Optional – more appropriate for older/returning children: Word cards/sentence strips with key phrases on them, e.g., *Trip-trap, trip-trap* or *Who's that trip-trapping over my bridge?* (Use the same wording as in the version of the book you read.)

PROCEDURE: Beginning:

1. Show children the book *The Three Billy Goats Gruff*, and ask what they remember about it. (Don't show the flannel pictures just yet.) Repeat and extend what children say, connecting children's comments to one other: "Goat – yes, Paula, there are goats in this story. Benjy remembered that there was a big goat. Does anyone remember any other goats?"
2. Explain to children that this time we aren't going to *read* the story – we're going to *tell* the story, using our own memories instead of the words in the book! Children will be able to move the flannel pieces and say the things that happened in the book. "But I don't remember everything that happens in this book ... I need you to help me!"

Middle:

3. Start by talking about the characters—"who is in the story." As children recall and name each character (the little, medium and big Billy Goat Gruff; the troll), take out the flannel or paper version and place it where all children can see.
 - Individualization—For DLLs, emphasize the visual cues to support comprehension. If a DLL student is having trouble saying her ideas in English, allow her to contribute in her home language (even if you don't necessarily understand!).
4. Now guide children through the sequence of the story. Start by asking them to remember what happens at the *beginning* of the story. Where were the Billy Goats Gruff? Where did they want to go? Where should we put the troll? Allow children to place pieces on the flannel/white board in appropriate starting positions. Expand on children's ideas as appropriate: "That's right, the Billy Goats Gruff are on this side of the bridge, but they've eaten all the grass, so they're going to want to go somewhere else..."
5. "What happens first?" Elicit the first sequence of events from children (e.g., the first billy goat crosses the bridge, the troll says something, the billy goat responds...)—asking guiding questions and giving hints as needed. Children may not remember all the language, so you can fill in some

Small Group Activity (cont'd)

yourself.

6. "What happens next?" Continue to have children tell you the order of events. As the second and third goats cross the bridge, encourage children to join in the repetitive text: *"And the troll said ... who's that trip trapping over my bridge?!"*

Individualization:

- For returning or older children, post or hold up the written phrases, and use them as a signal for children to join in.
 - If children remember the story with clear sequence and detail, you can go even deeper by asking additional open-ended questions: e.g., "How do you think the Little Billy Goat feels when he sees the troll?"
 - For DLLs or children with less developed oral language, provide more scaffolding for them to participate, including simple questions and using the pictures as cues. E.g., "Who's going to cross the bridge next? Who's next?" [hold up big goat] "Paula, who is this? It's the big goat. Can you make the big goat cross the bridge?" [gesture to illustrate].
 - Give children time to say their part, then repeat what they say and affirm it with nonverbal positive feedback (eye contact, smiling).
7. Once you have gotten to the end of the story, sum up: "You remembered the whole story! First, the smallest billy goat crossed the bridge, but the troll didn't eat him up... Next, the medium billy goat..." Briefly reiterate the basic events of the story, using sequential language and parallel phrasing to emphasize the repetitive plot.
 8. Time permitting, tell the story jointly one more time. This time you might manipulate the pieces yourself, encouraging children to chime in on the repetitive language.

End:

9. Congratulate children for remembering what happened to the Billy Goats Gruff and telling the story by themselves. "Maybe when you get home, you can tell this story to your parents or your little brother!"
10. Put flannel board pieces in library area and encourage children to retell the story on their own.

You Might Document:

Document how children engage in retelling the story. Do they remember the beginning/middle/end or basic sequence of events? Are they using any phrases from the book or any similar phrases? For Dual Language Learners, note whether they use their home language or are incorporating some English vocabulary.

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Small-Group Activity

ACTIVITY: **Magnetic Letters**

OVERVIEW: Children will manipulate magnetic letters and will be encouraged to recognize letters and to form words where appropriate.

OBJECTIVES:	• <i>School Readiness Goal</i> (10) Letters	• GOLD 16a (identifies letters)
	• WSS II.C.3 (knowledge about letters)	• GOLD 16b (letter-sound knowledge)
		• ELS 9 (alphabetic awareness)

MATERIALS:

- Multiple sets of magnetic letters (1 per child if possible)
- Cookie sheet (for each child if possible)
- Paper and writing utensils
- Children's name cards with photos of children

PROCEDURE: Beginning:

1. Tell children that today you have a lot of magnetic letters for them to use. Tell them that some are red, some are blue, etc... Some letters are big, uppercase letters, some are small, lowercase letters. Some letters have lots of lines (show them an *m* or *w*) and some are very curvy (show them an *s*). Tell the children that you wonder what they will do with their special magnetic letters.

Middle:

2. Allow children opportunity to manipulate the letters as they choose. While some children might attempt to make their name, others might sort them by color or shape, line them up or count them. Make specific comments to describe and validate what each child is doing; you can also give children different ideas by pointing out what other children are doing with the letters.
3. Encourage children to find letters that look the same. Talk about the shape of the letters – “This one has lots of lines, this one has a big curve...” (etc.) Encourage children to find the first letter of their name or any other familiar letters. Bring out the name cards and encourage children to match the magnetic letters to the letters on the name card. “You are *spelling* your name!”

Differentiation for returning children:

- For children who are ready to move beyond letter recognition, encourage them to make the sounds of different letters and to help you spell simple words like mom, dad, cat, pop, etc.
- Provide paper and pencil so that children can write down the words they have made.

End:

4. Give children a 5-minute warning to clean up.
5. When it's time to stop, spell out the word *stop* with the magnetic letters and run your finger along it as you say, “Stop!” Encourage children to make the sounds of some of the letters as they put them away; alternatively, they could put away all the red letters first, etc.

YOU MIGHT DOCUMENT: This is an opportunity to see if new children recognize any letters, or if older children are starting to build letter-sound knowledge (are any of them able to create words?). Note any information that will help you individualize to support each child's current developmental level.