Activity One – Vocabulary Introduction

Targeted Skill(s):
Vocabulary development

Instructions:
Prior to reading the story, pre-teach the vocabulary terms that are essential to comprehension of the story. Suggested vocabulary terms to be pre-taught are listed below. Write the vocabulary term on a large piece of paper, demonstrate the sign for the vocabulary term, and use the illustrations from the book to provide visual aids. Request that the children sign the vocabulary term with you.

Vocabulary Terms:

<table>
<thead>
<tr>
<th>principal</th>
<th>student</th>
<th>teacher</th>
<th>school</th>
<th>stroll</th>
</tr>
</thead>
<tbody>
<tr>
<td>proud</td>
<td>announce</td>
<td>learn</td>
<td>holiday</td>
<td>Roman</td>
</tr>
<tr>
<td>Egyptian</td>
<td>Greek</td>
<td>dinosaur</td>
<td>castle</td>
<td>worry</td>
</tr>
<tr>
<td>creek</td>
<td>swing</td>
<td>skip</td>
<td>enormous</td>
<td></td>
</tr>
</tbody>
</table>

Materials:
List of vocabulary terms
Large piece of paper
Marker
Photographs of each sign (attached)
Activity Two – Letter and Sound Book

Targeted Skill(s):
- Print concepts (alphabet knowledge)
- Phonological awareness (alphabetic principle)

Instructions:
Provide each child with a copy of a Letter and Sound Book. Small objects (i.e. cereal, buttons, scraps of paper) will be glued to create the initial letter (outlined) of the vocabulary word within the Letter and Sound Book. As each child completes his or her Letter and Sound Book, provide assistance in compiling, hole punching, stringing the pages together. Request that the children take turns presenting one word from their book. Each child should present a different word. The child should identify the name of the letter and sound. For added complexity, challenge more advanced children to identify the number of syllables within the word, think of a rhyming word or pseudo word, or to delete or manipulate the initial and final sounds within the word to create pseudo words.

Materials:
- Letter and Sound Book
- Hole Punch
- Yarn or string
- Small objects of choice
- Glue
Activity Three – Magazine Scavenger Hunt

Targeted Skill(s):
   Phonological awareness (phonemic awareness)

Instructions:
   Ask children to recall the days and times that Principal Keene mandated school attendance in addition to Monday through Friday. Provide each child with a copy of the Too Much School? Chart. Point out to the children that one word begins with a different letter than the other words found on the chart. Request that children identify the word that does not have the same letter at the beginning as the other three (i.e. Saturday, Sunday, holidays, and summer) as well as the sound of the three words that begin with the same letter and the sound of the one word that begins with a different letter. On a large sheet of paper, create a column entitled “Saturday, Sunday, and Summer” and a second column entitled “Holidays.” Encourage children to share their feelings toward attending school on Saturdays, Sundays, summer, and holidays. As children identify words that begin with either the “s” or “h” sound, address that the words begin with the same letter and/or sound. Attempt to elicit additional emotions that begin with either the “s” or “h” sound and record them under the appropriate column. Divide children into groups of three to four, provide each group with a variety of old magazines, and inform children that they will be participating in a magazine scavenger hunt. Instruct children to locate words and pictures that illustrate their feelings toward attending school on Saturdays, Sundays, holidays, and during the summer. Children will cut out and paste each word or picture in each section on their individual charts. It is not necessary that the words and pictures identified begin with the “s” or “h” sound. As children complete the magazine scavenger hunt, ask that they share their charts with the group. As they address the words and pictures used to describe their feelings, request that they identify the initial sound in the words.

Materials:
   Large Sheet of Paper
   Marker
   Too Much School? Chart
   Old magazines
   Glue
<table>
<thead>
<tr>
<th>Vocabulary Term</th>
<th>Definition</th>
<th>Description of the Sign</th>
</tr>
</thead>
</table>
| principal       | • an individual who controls a school | • create the “p” handshape  
• circle the wrist and make contact with the top of the opposite hand |
| student         | • an individual who learns | • lift the fingers of one hand from the palm of the opposite hand  
• as the hand elevates to the forehead, draw the tips of the fingers together  
• eliminate contact of the tips of the fingers  
• depress both hands in front of the body |
| teacher         | • an individual who teaches  
• an individual who provides others with knowledge | • place the tips of the fingers of both hands together  
• move the hands from the forehead outward  
• eliminate contact of the tips of the fingers  
• depress both hands in front of the body |
<table>
<thead>
<tr>
<th>Action</th>
<th>Description</th>
<th>Description</th>
</tr>
</thead>
</table>
| stroll    | • to walk                                                                     | • squeeze the fingers together  
|           | • place the hands in front of the body and alternatively move the wrists from right to left |                                                                               |
| proud     | • feeling happiness  
|           | • feeling of respect                                                        | • elevate the thumb and place on the lower torso  
|           |                                                                               | • remaining in contact with the torso, slowly raise the thumb up to the chest |
| announce  | • to inform others                                                           | • begin with the index fingers touching the sides of the mouth and the palms facing inward  
|           |                                                                               | • draw the fingers upward and outward from the mouth, turning the palms outward |
| **Learn** | • to gain knowledge | • lift the fingers of one hand from the palm of the opposite hand  
• as the hand elevates to the forehead, draw the tips of the fingers together |
| --- | --- | --- |
| **Holiday** | • a day that is recognized as “special” to a group of people | • begin with the fingers of both hands spread apart  
• place the tip of the thumbs just below the shoulder |
| **Roman** | • an individual who was born in Rome | • lay the middle finger over the index finger  
• touch the forehead then touch the chin  
• depress both hands in front of the body |
<table>
<thead>
<tr>
<th>Egyptian</th>
<th>an individual who was born in Egypt</th>
<th>bend the index finger forward halfway place the back of the hand on the forehead depress both hands in front of the body</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greek</td>
<td>an individual who was born in Greece</td>
<td>point the index finger and thumb outward (parallel to one another) depress the hand from the top of the forehead to the top of the mouth depress both hands in front of the body</td>
</tr>
</tbody>
</table>
1. principal

2. student

3. teacher
4. stroll

5. proud

6. announce
7. learn

8. holiday

9. Roman
10. Egyptian

11. Greek

12. dinosaur
13. castle

14. worry

15. creek
16. swing

17. skip

18. enormous
My Letter and Sound Book
principal
Student
teacher
School
troll
Proud
A
nnounce
earn
holiday
R

roman
Egyptian
Greek
Creek
Dinosaur
castle
Worry
swing
skip
enormous