

## Objectives

These patterns can be used in many different ways to promote the integration of language experiences. They encourage oral expression, role playing, story telling and large motor dramatic play as well as the small motor skills required for writing and the organizational skills and teamwork required to execute a play. The flexibility of the patterns allows children's imaginations to bloom in many different learning modalities as they explore classroom curriculum and literature favorites.

## Integrating the patterns into a weekly phonics program:

The puppets, books and waistbands/headbands can provide tools for teaching beginning sounds. Together, all three of the Language In Action books provide most of the beginning sounds of the alphabet. For a program teaching a letter a week, the letter can be introduced with Cartoon Phonics (WBW 1915) on Monday, then emphasized with Alphabet Art (WBW 1902) on Tuesday. On Wednesday, make a project from Language In Action and begin a class story. Make a project from Paper Plate Phonics (WBW1912) and add more to the story on Thursday and on Friday write the story in a Language In Action book to take home.

## Basic Construction

Materials:

reproduce one for each child:

right facing head of chosen animal

left facing head of chosen animal

any extra parts required

one piece of large 12"x18" construction paper

crayons and markers

scissors, stapler, (clothes pins are optional)



## For waistbands and headbands:

1. Color and cut out all pieces required to make the animal.
2. Glue the two heads together, back to back.
3. Cut the construction paper in half LENGTHWISE. Staple the head between the two lengths of construction paper, as shown.
4. Staple any tails to the right rear of the construction paper.
5. Add any wings or other construction paper decoration.
6. Wrap the construction paper lengths around the child's head or waist, bringing them together in the back. Secure with staples or clothespins.\*

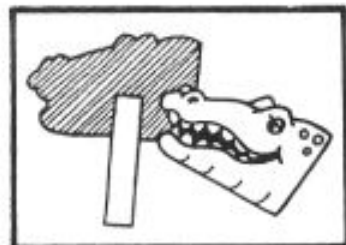


\*Note: For ease of putting on and taking off the animals in the classroom, clothes pins are the most flexible. For a final performance of a play or wearing home, staples are more secure. A set of these waistbands/headbands can be laminated for permanent use in the classroom.

## For puppets:

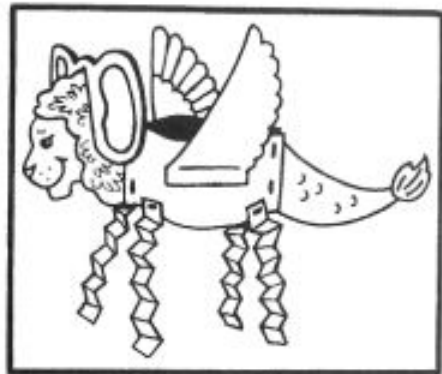
\*Requires one paint stir-stick (available where paint is sold) to make one puppet.

1. Cut out and color both heads.
2. Glue the top part of the paint stir-stick to the right facing head, leaving the bottom part of the stick for the handle.
3. Glue the left facing head to the right facing head, covering the top part of the paint stir-stick.



**Improvise:**

1. Use tissue paper, gift wrap paper, yarn, cotton balls, fabric, fake fur and feathers to embellish the animal.
2. Use accordion folded paper legs and assorted animal parts to create an original "critter."

**For books:**

1. Cut out and color ONLY the RIGHT facing head. This will be the cover of the book.
2. Trace around the cover on several pieces of lined storybook paper. Let the child write and illustrate his story, play, or report on the paper.
3. Gather and stack the pages in order and place the cover on top. Staple together along the left edge to make a book.

**Speak then write then read:**

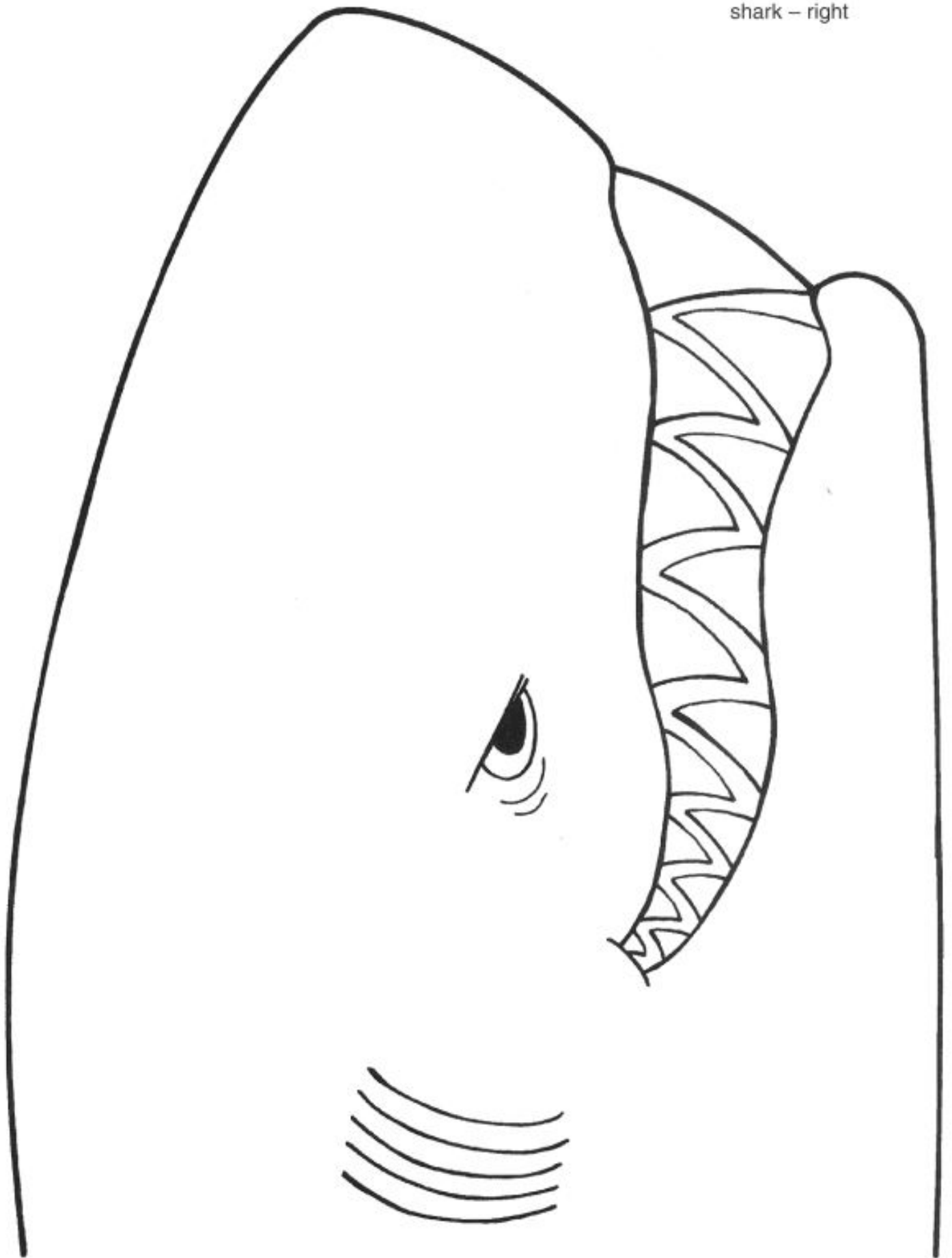
These animals provide lots of inspiration for the creative process, and a good opportunity for expanding oral language into the writing and reading process.

Step 1: Encourage the child to tell about his/her animal. Why did the child choose this animal? Where does it live? What does it eat? Who are its friends? Does the animal have a name? Read aloud any storybooks or sing songs about the particular animal.

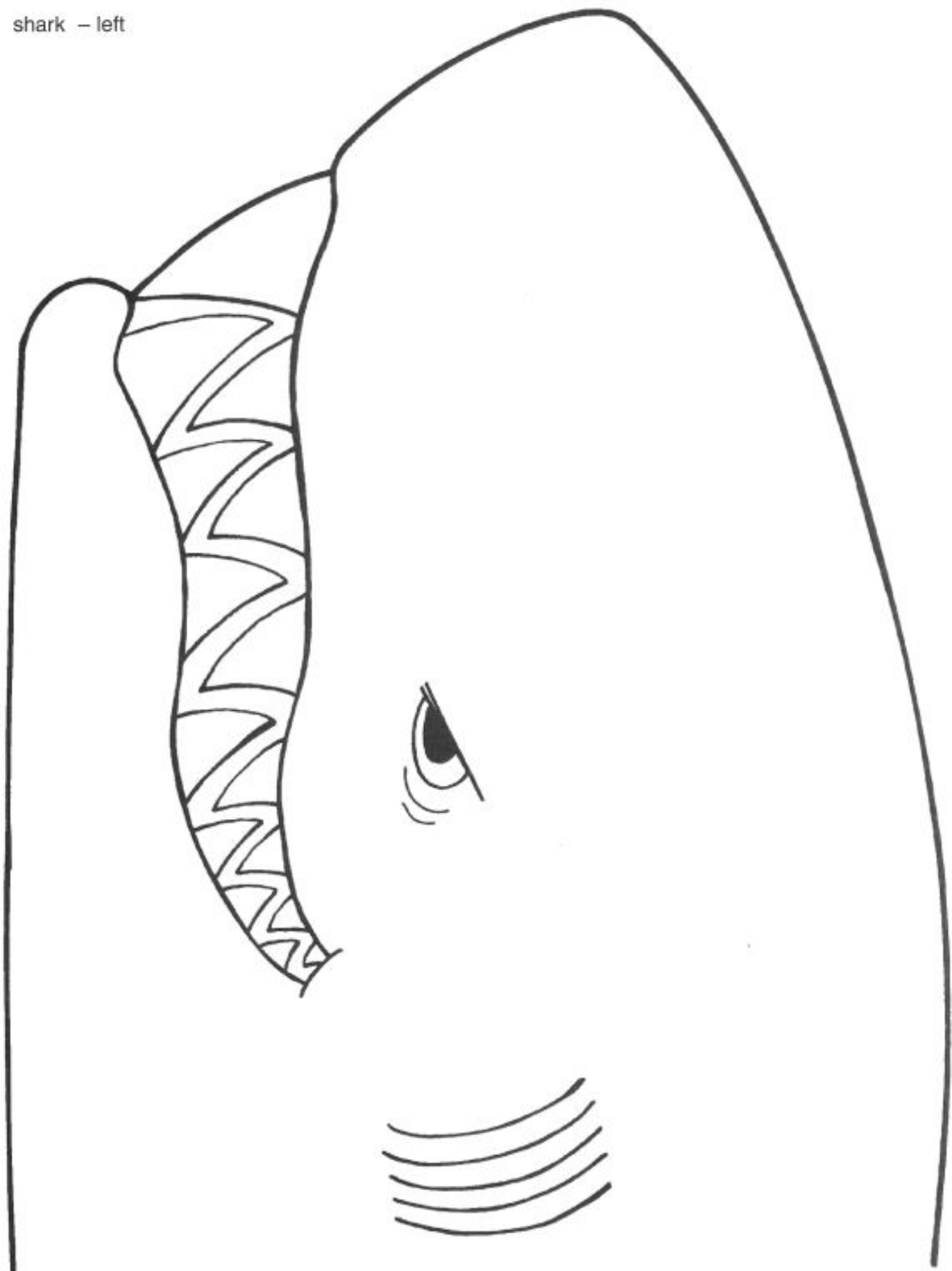
Step 2: Encourage the child to tell a story about his/her animal. Some children will tell something very simple; some children will tell long, convoluted stories. Stories can be derived from other stories the child has heard, personal experiences or a story starter offered by the teacher. For example:

Ellie elephant loved to eat peanuts but peanuts did not grow in the jungle...  
 On Mondays the monkeys all gathered to make a special kind of music...  
 Daphne dolphin had found a treasure in the coral reef. How could she help her friend find it?  
 The child may need to be encouraged with, "And then what happened?" or need help with a conclusion by asking, "How did \_\_\_\_\_ get out of the situation?"

Step 3: After a bit of refining by the child, ask if he/she is ready to have the story written down. Write what the child says **WORD FOR WORD - AS THE CHILD WATCHES**. When the child is finished, the story is read back. After any changes, a final copy is made following the shape book directions. Be sure to include a title page with the child's name as the author. The book can be read to the class then taken home to be shared with family members.



shark - left



shark tail

