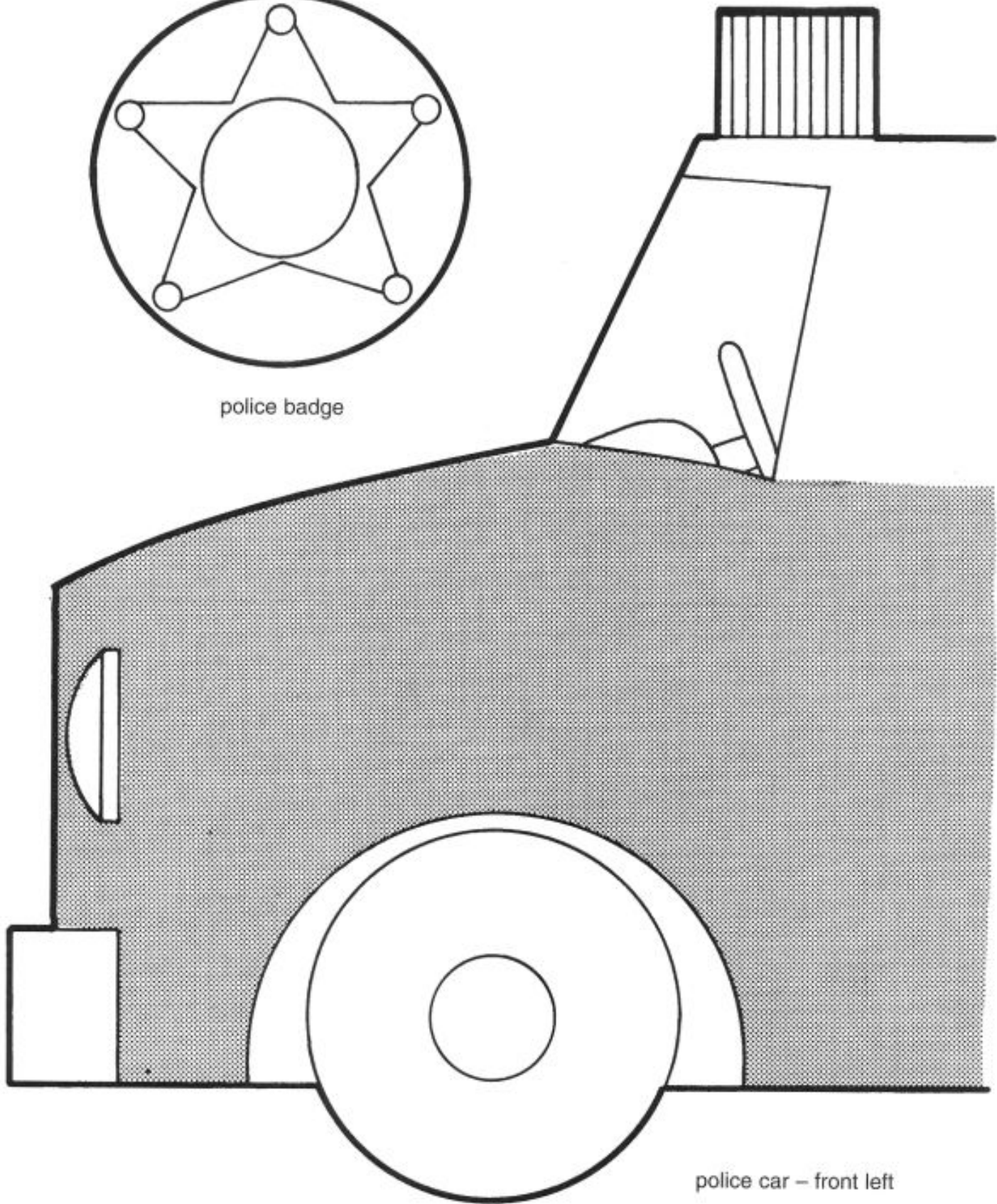
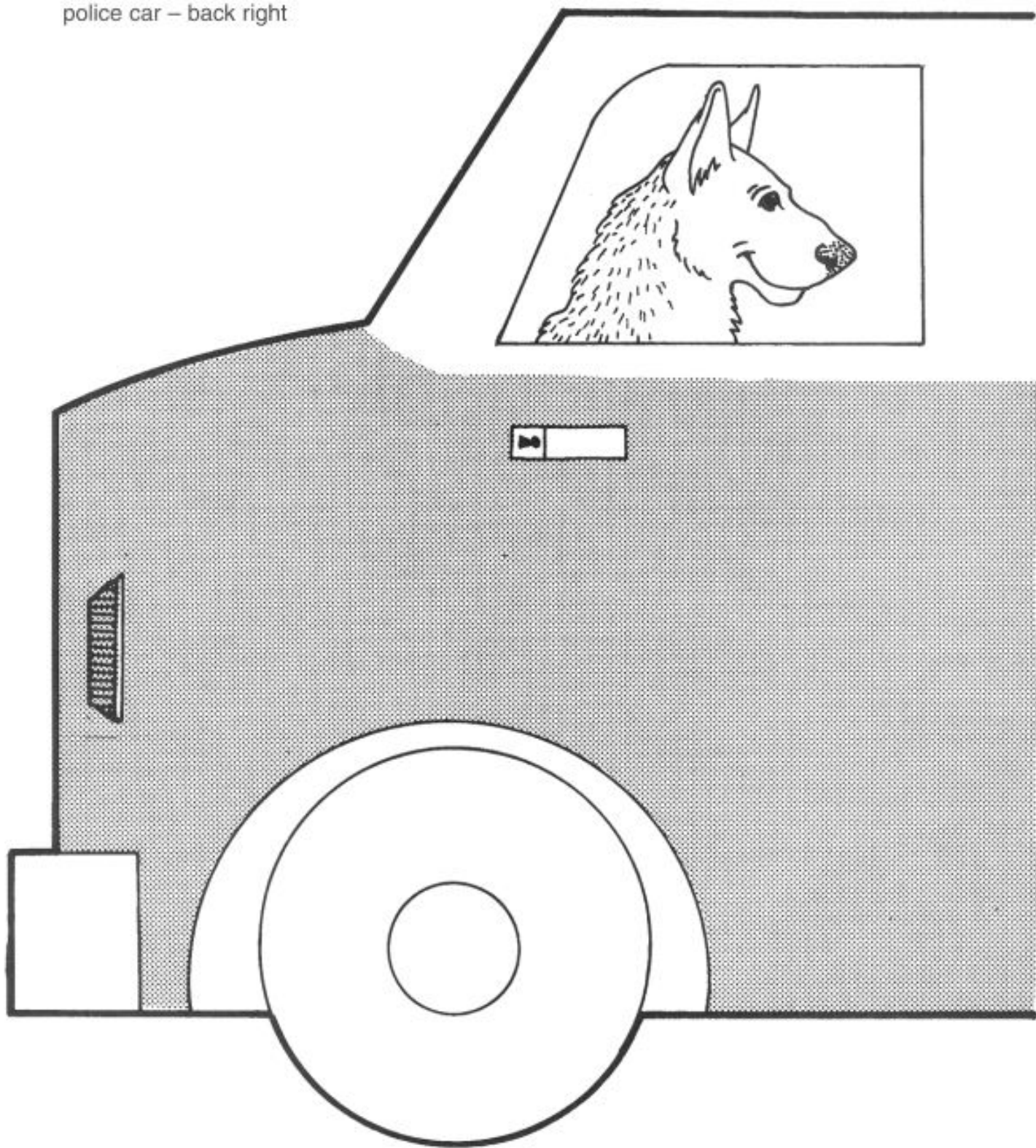


police badge

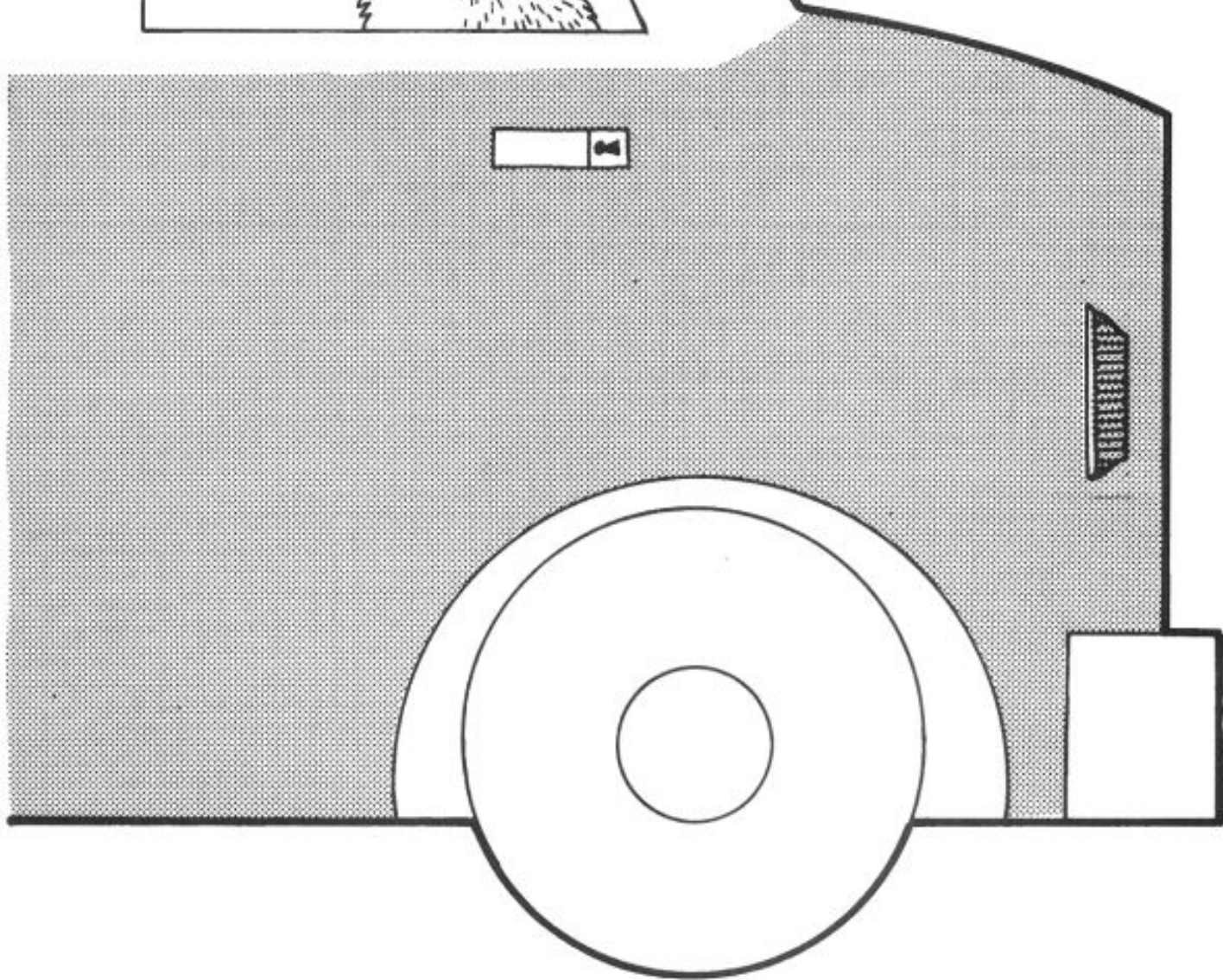
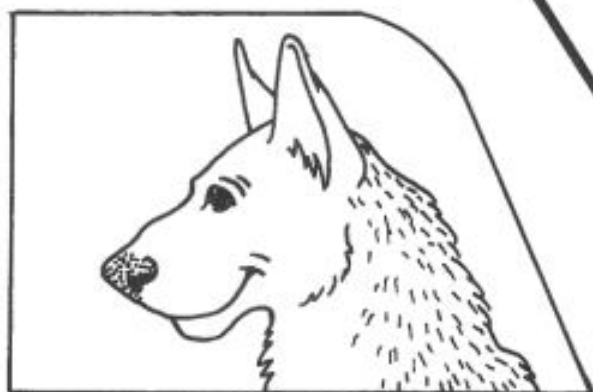


police car – front left

police car – back right



police car – back left

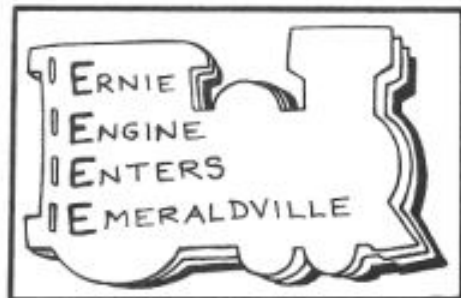
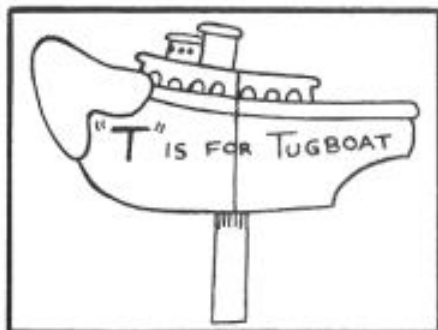


Objectives

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.

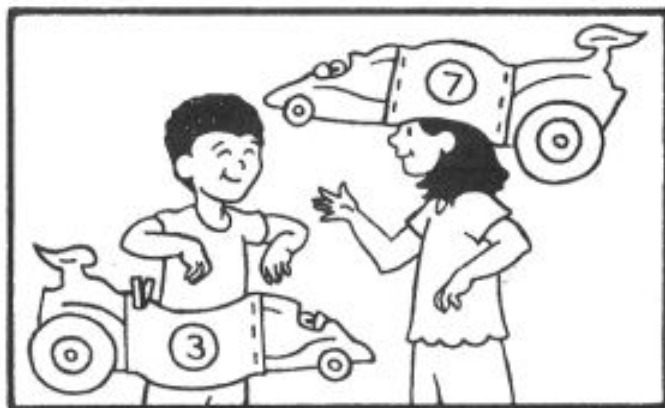


Basic Construction

Materials:

reproduce one for each child:

- front right and left of chosen vehicle
 - back right and left of chosen vehicle
 - 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:

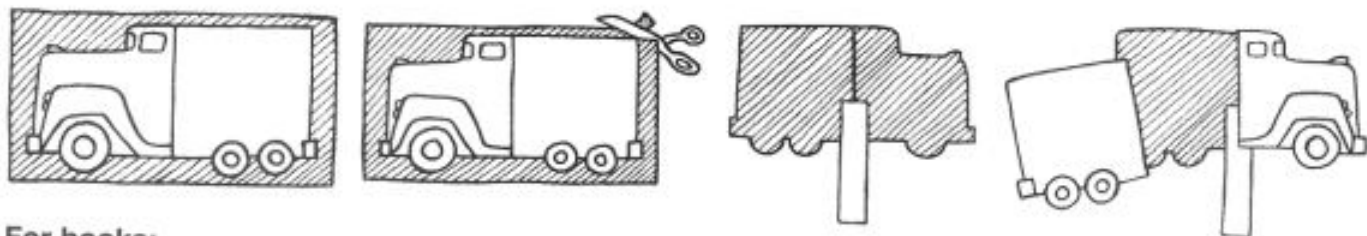
1. Color and cut out all pieces required for the vehicle.
2. Glue the two front pieces together, back to back.
3. Cut the construction paper in half LENGTHWISE. Staple the front of the vehicle between the two lengths of construction paper, as shown.
4. Staple the right-back of the vehicle to the right side of the construction paper and the left-back of the vehicle to the left side 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 vehicles 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:

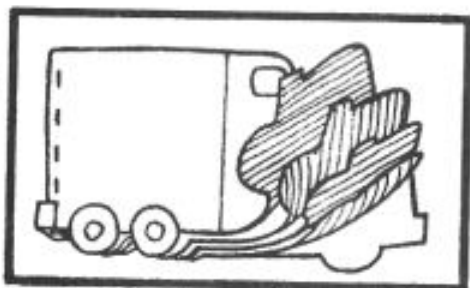
*Requires one paint stir-stick (available where paint is sold) to make one puppet.

1. Cut out and color the right front and back of the vehicle. Glue them to the construction paper as close to each other as possible. Trim off excess construction paper.
2. Glue the top part of the paint stir-stick to the center of the construction paper, leaving the bottom part of the stick for the handle.
3. Cut out and color the left front and back of the vehicle and glue them to the construction paper as close to each other as possible, covering the top part of the paint stir-stick.



For books:

1. Cut out and color ONLY the RIGHT front and back of the vehicle. Glue them to the construction paper as close to each other as possible. Trim off excess construction paper. 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 vehicles 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 vehicle. Why did the child choose this vehicle? What does the vehicle do - how is it used? Who drives the vehicle? Does the vehicle travel on land, in the air or on the sea? Read aloud any storybooks or sing songs about the particular vehicle.

Step 2: Encourage the child to tell a story about his/her vehicle. 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:

Tommy Tractor had always lived on a farm. One day he decided to visit the city.

Susie had always wanted to be a bus driver. She would meet so many interesting people.

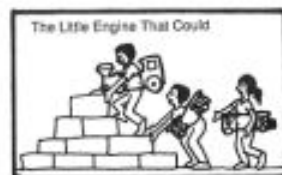
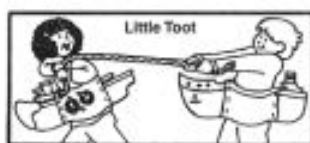
Zoomy was an airplane that hated to fly.

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.

Using the waistbands for active learning:

Act out favorite childhood classics or the stories the children have written in the classroom.



Explore concepts.

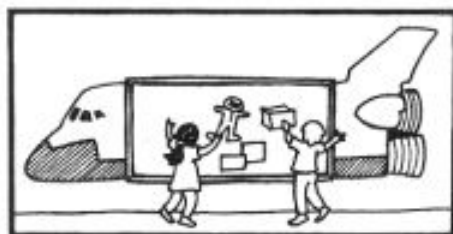
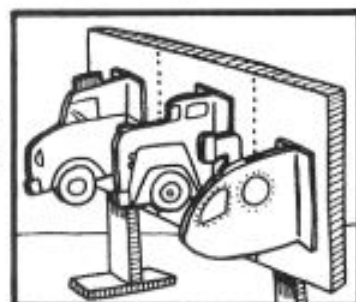


Encourage large motor development by acting out the action of the vehicle or having relay races.



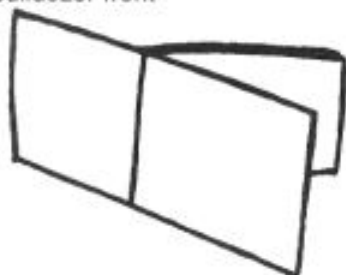
Using the vehicles on a bulletin board:

1. Color and cut out right and left FRONT only. Glue together back to back, LEAVING A 1 INCH MARGIN along the straight edge. Fold back the margins, away from each other, and staple to the bulletin board as shown. The board can acknowledge achievement (use the race car for "A Race To Finish First In Math) or inspire stories (The Day A Submarine Came Through The Wall).
2. Use an overhead projector to create a vehicle front and a vehicle back as big as the edge of the bulletin board. The board can display work or it can be covered with butcher paper and a group of students can create the interior/cut-away view of the vehicle.

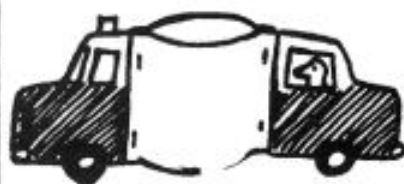
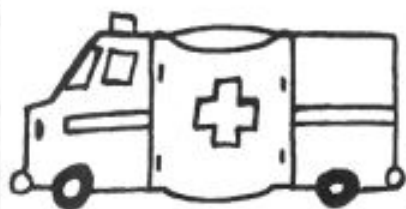
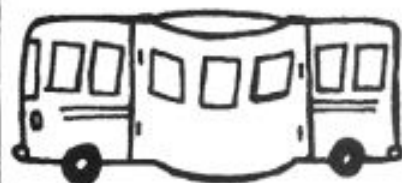


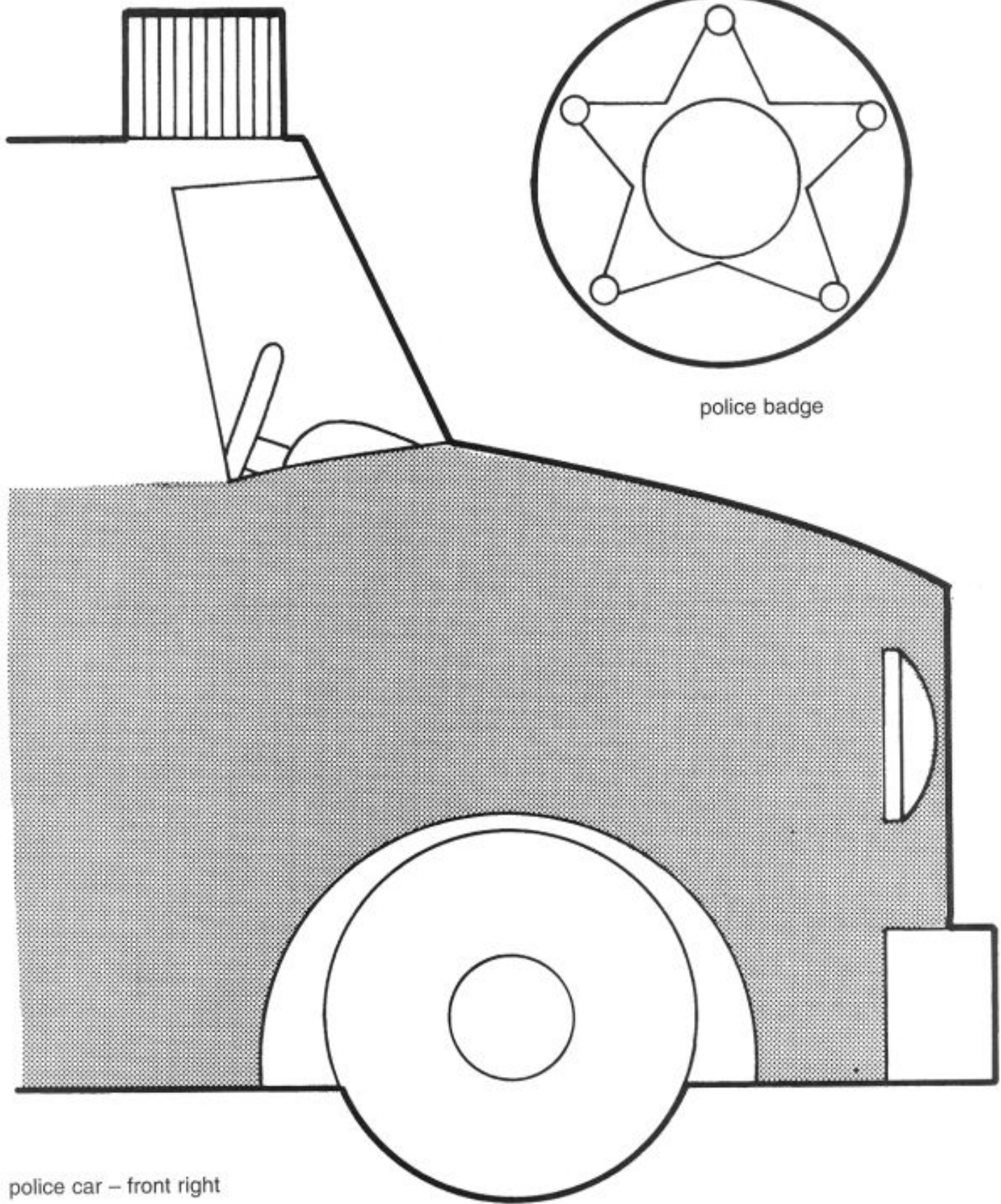
Construction guide: The pictures below are a general guide to positioning wings, ladders windows, etc.

Use a folded index card for the bulldozer front



Use a wooden cooking spoon as a paddle





police badge

police car – front right