

| TOPIC | ACTIVITY NAME |
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| Nature and the Great Outdoors | Reading about Moons |



OBJECTIVE

Children will hold a book and turn the pages while pretending to read. OT/LEL/C/3/Q1.1/Q1.2/Q1.3

MATERIALS & SET UP

- Book: "I Love You to the Moon and Back" by Amelia Hepworth
- 3-6 board books with moon pictures. For example, 1-2 of the book listed above and any of the following:
- Book: "Goodnight Moon" by Margaret Wise Brown
- Book: "Papa Please Get the Moon for Me" by Eric Carle
- Book: "I Took the Moon for a Walk" by Carolyn Curtis
- 2 sturdy baskets- for holding books
- *Gather 3-6 board books that have pictures of the moon throughout the book and place them in the 2 baskets. Use duplicate books when possible (i.e. 2 copies of each book). Substitute regular books for board books if needed.
- *Perform online search for and practice how to use American Sign Language to say "moon." For example, go to the homepage of Signing Time by Rachel Coleman and then click on the "dictionary" link. Input "moon" into the search field.



PROCEDURES & TEACHER TALK

1. Invite 2-3 children to the area, sit close so they can reach the book, and show them the cover of the book, "I Love You to the Moon and Back." Say, "Look at this picture. It is nighttime in this picture. I know it is nighttime when I see stars and the moon. Tell me about a time when you saw the sky at night." Pause to allow children time to think and verbally or nonverbally respond. Then, elaborate on their response and invite them to touch the stars and moon on the cover. "De'Lano said their auntie held him 'up high' and pointed to the 'big moon.' Touch the moon on this page, De'Lano. That's it!"
2. Read the book, pausing periodically to ask children open-ended questions and encourage related conversation regarding searching for objects in the nighttime sky (e.g. stars, the moon, clouds). Take note of which children are looking closely at the pictures as you read. In addition, encourage each child to touch at least one of the nighttime sky objects in the book's pictures. "The big bear is holding the little bear up high. Tell me what you think the little bear is doing in this picture (tap the little bear)?" Pause for response. "Yes. Maybe the little bear will try to touch a star way up high in the sky. Ja'Vorie, I see you looking at the picture. Show me how you touch a star in this picture, Ja'Vorie."
3. After reading the book, place the baskets in a place that is accessible to the children and explain that children can choose a book from the basket and look for a picture of the moon as they "read." "Open your book. Read each page and look for a picture of the moon. Moon, where are you?"
4. Provide a few moments for each child to begin "reading" their book and then describe the actions of the children that are pretending to read. Encourage children to face the cover towards themselves, hold the book upright, and turn the pages one at a time. Provide verbal reinforcement for desired behaviors and physical redirection when needed.
5. "I see Bailey turning the pages of her book like this (model how to turn pages one at a time)." Some children may need further prompting and redirection to overcome setbacks related to "reading" the book. "De'Lano, your book is upside down. That's why it won't open that way. I see you trying to open it. Let's turn it so the moon faces up. There we go! I see De'Lano opening the book. Wow! You can turn the pages one-at-a-time, De'Lano! Yes! There's a moon (tap the moon with your finger)."

6. Continue to support the children in pretending to read (e.g. holding a book upright, facing the cover towards themselves, and turning pages one-at-a-time) as long as they are interested. Then, transition them to another experience.
7. Extension- Prompt children to point to objects they would see in the nighttime sky throughout the day as opportunities present themselves. "Point to the round moon on this puzzle."

| LEARNING SUPPORT | SOCIAL-EMOTIONAL DEVELOPMENT |
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| <ul style="list-style-type: none"> • Continue to support all levels of communication exchange by using picture support along with sign language so children can use signs they know or refer to pictures that support their autonomy as they discuss objects in the nighttime sky. For example, teach children the sign language for "moon." • If joint attention or extended attention to the task is difficult, seat the child in your lap or in front of you and provide them with their own copy of the book making sure to verbally and physically prompt their attention to the book by pointing to where you want their attention directed and saying "Look at the ____." or "Look here." | <p>Older toddlers will develop an enhanced sense of self as they demonstrate their growing knowledge and abilities by "reading" a book. Joyful experiences shared with trusted caregivers strengthen the bond older toddlers have with them. Strong bonds with familiar adults foster a sense of security and lead to more confident exploration.</p> |

@Home Connections

Teacher Reflections