

STEAM

ABC  
Language  
& LiteracyPhysical  
DevelopmentInteractive  
Reading

Cognitive

TOPIC	ACTIVITY NAME
Getting to Know Our Classroom and Our Friends/Our Classroom Routines	"Grumpy Gloria," by Anna Dewdney

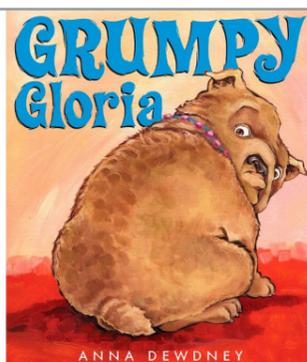


## OBJECTIVE

Children will, with verbal prompting and encouragement, show understanding for words used in a story by providing a synonym for the words. PRE-K 4/LEL/A/2/a/Q1.3

## MATERIALS &amp; SET UP

- Book: "Grumpy Gloria," by Anna Dewdney
- Put the book near the carpet area.



## PROCEDURES &amp; TEACHER TALK

1. Invite children to come to the carpet for story time.
2. Sit down and introduce the story by showing the front cover of the book. Say, "This book is by Anna Dewdney, the same author and illustrator of Llama, Llama, Misses Mama and Roly Poly Pangolin. This story is titled, 'Grumpy Gloria'"
3. Say, "What do you think the word grumpy might mean?" Look at Gloria's face. What would be another word for the look on her face?
4. Acknowledge all answers and then say, "Let's read to see more about what happens in the story."
5. After reading the first page, say, "It's the girl's birthday and she got a doll. The words say that Gloria is sad. I heard from some of you that another word for grumpy is sad. Let's read on to see how this works out."
6. After reading the following page, point to Gloria, and then the girl playing with the doll. Say, "Here, Gloria has her back turned to the little girl playing with the doll. On the page before, the words say that Gloria was feeling left out. I wonder if the doll has anything to do with it?"
7. As you go through the story, you will encounter words to ask children, "What do you think another word for \_\_\_\_\_ would be?" The words are below:
8. Foul
9. Crabby
10. Be sure to point out the look on Gloria's face as you ask.
11. Keep reading and pause for questions, or statements that children will make about the story.
12. At the end, say, "Look at Gloria's face. What is happening that made Gloria's feelings change?"
13. After you close the book ask, "What makes you feel grumpy?"
14. "What do you do when you feel grumpy? Does that help you?"
15. "How can we help a friend if they feel grumpy, like Gloria?"

LEARNING SUPPORT

SOCIAL-EMOTIONAL DEVELOPMENT

- Invite children who have difficulty attending and/or maintaining body boundaries with others to sit near you. Notice children that struggle with this skill in the whole group and plan to work with them in a small group or one on one.
- For the child that is shy or unsure of talking in front of the group, encourage them to stand next to you or stand in front of you so they know you are nearby for support. If the child speaks quietly, repeat their response for the rest of the children to hear. As they build their confidence, encourage them to speak up. Praise him or her for sharing. Continue to encourage him or her to speak in front of their peers reminding them they are in a safe place.
- Support a young child's vocabulary development by expanding what the child says. Expand short phrases to complete sentences, adding new vocabulary to your response, and summarize their thoughts at the conclusion of the conversation.
- Support children that had a difficult time participating in answering the questions during the whole group reading by reading the story with them again in a smaller group or one on one setting. Ask them the same questions described above in the teacher talk section. Allow children to explore the book on their own during other times of the day.

In this activity, children will describe and explain appropriate expressions of emotions. The questions asked throughout this interactive book reading provide children the opportunity to recognize and label their emotions as well as their peers.

@Home Connections

Teacher Reflections