

Word Wonders Activity 17: Word Walking

CHILDREN ARE LEARNING TO...

- Identify objects in illustrations (18 to 48 months)
- Understand that print has meaning (24 to 48 months)
- Point to text on a page or sweep their finger along a line of text (24 to 48 months)
- Recognize familiar alphabet letters (36 to 48 months)

ACTIVITY SUMMARY:

In this activity, children will explore the idea that the print they see in books and the world around them has meaning and is used to communicate information. Younger children (18 to 24 months) will focus on making meaning from illustrations.

MATERIALS NEEDED:

Book: *Egg* by Kevin Henke

For Activity 1 (Engage):

- Optional: color copier, manila folders, glue/stapler (if you want to make images sturdier for reuse)

For Activity 2 (Expand):

Handout 1: Stop and Go

Handout 2: Additional Actions

- 3 Manila folders
- Tape or stapler

PREPARATION:

For Activity 1 (Engage):

- Make a photocopy (ideally color photocopies) of the following pages in the book *Egg* by Kevin Henke:
 - Egg
 - Crack
 - Surprise!
 - Good-bye
 - Waiting
 - Listen
 - Peck, Peck, Peck

- Alone, Sad
- Friends
- The end
- Cut each manila folder in half. Glue/staple each image to half of a manila folder to make the photocopies sturdier.
- Select a space in the classroom for this activity where all of the images can be placed in a line with about 12" of space between each one.
- If desired, use masking tape or painter's tape to tape the images to the carpet during the activity.

.For Activity 2 (Expand):

- Cut each manila folder in half.
- Print **Handout 1** (stop and go images) and glue/staple each to half of a manila folder.
- Print **Handout 2** (additional actions) and glue each to half of a manila folder.
- Select a space in the classroom for this activity where the "stoplight" can stand about 10 to 12 feet from the other children.

Activity Instructions

EXPLORE

Share the following book and extension activity with children as an opportunity to help them recognize meaning from illustrations and print.

Book: *Egg* by Kevin Henke

As You Read:

- **Introduce the book and its key ideas.** Show the cover of the book as you read the title. Open to the next page and show the eggs. Explain: *I see eggs here. Let's read the book, and you pay close attention to the pictures to see what comes out of the eggs!* There is usually just one word per illustration in this story. Feel free to tell the story in your own words to help children understand the plot. This also exposes them to richer vocabulary and enhances their comprehension.
- **Encourage prediction.** The word "waiting" is repeated *many* times. What do the children think we are waiting for? Have they ever had to wait? What did they wait for? Do they like waiting? Why or why not? On the "listen" page, what do children think the baby birds are listening for?
- **Prompt children to repeat key phrases and pause for children to fill-in-the-blank.** The same, simple word ("egg" or "crack" or "waiting") are clearly printed and repeated several times. Point at the text each time a word is printed on the page. Encourage children to join in and say the repeated word.
- **Use pictures and text to support observation and reasoning.** Help children notice that the fourth egg, the green one, has no crack. Ask children why they think that is? What animal do they think will come out of the green egg? What animal actually did come out of the green egg? Are the children surprised? Is this animal the same or different from the baby birds? At the end of the book, there is another egg. What do children think is inside that egg? What will happen next?

- **Identify and explore emotions** What is making the green animal alone, sad, lonely (*when you have nobody to be with*), miserable (*very sad and upset*)? Have the children ever felt alone, sad, or lonely? What happened? What makes the green animal happy again?
- **Make connections to children's lives.** On the "peck, peck, peck" page, the other baby birds are helping to peck the green egg open. Have the children ever helped out with a chore or job at home? What was it?

ENGAGE – ACTIVITY 1

Explain the activity: *We are going to use pictures from the book to re-tell the story together. It's called a book-walk. Let's look at the first picture in our book-walk and see...*

For children 18 to 30 months old:

Take out the images you have created and slowly place them in order, one by one, on the floor.

Point to the text and say the word as you put each image down.

1. Egg
2. Crack
3. Surprise!
4. Good-bye
5. Waiting
6. Listen
7. Peck, Peck, Peck
8. Alone, Sad
9. Friends
10. The end

Let children walk or crawl along the images on the floor.

Ask about the illustration: *Where is the egg? Do you see a crack?* And so on. Encourage children to point, show or respond verbally to your questions, based on their ability.

Point to the word in each image as you say it. Encourage the children to point and repeat the word if they are able.

Continue until you have re-told the story.

Do it again: This time, re-tell the story using simple language. Adding some additional detail to each image models longer sentences and a rich vocabulary.

For children 30 to 48 months old:

Explain: *For this game, we need to remember what happened in the story. We will look at the pictures and decide what happened first, next, and last.*

Begin by showing children two pictures (picture 1/egg and picture 3/surprise). *Let's look at these two pictures. Which picture happened first in the story? Was there an egg first, or was there a surprise first?*

Take children's ideas. If they choose "Egg," place it on the floor. (If they choose incorrectly, you could say: *I'm not sure the birds came out of the egg first in the story. What happened **first**?*)

MAKING MATH CONNECTIONS

In this activity, there are rich opportunities to use sequencing language. This is language we use to put things in order, like:

- First
- Next
- Then
- Last or Finally

Sequencing language helps children understand the idea that numbers, letters, and events happen in a particular order. Learning to use sequencing language is a foundational skill for mastering patterns.

For older children, you might give them several pictures from the story and ask them to put them in order and tell you the story. Prompt their use of sequencing language.

Point to the text and say the word on the page (listed above). **Invite** children to point and “read” the word too.

- *For extra challenge:* Point to the text and say “This word says...” -- then PAUSE. Wait for the children to fill in the blank. If they don’t, say the word on the page: “Egg.”

Continue until you have placed all of the images in the correct order (with children’s help) and “read” all the text.

Invite each child to choose a picture and sit by it. Beginning with Picture 1, ask the child to point at the text and say the word on the page to help you “read” the story. You can then expand on this one word and tell the story of that page using your own words: *There are so many eggs on this page. Egg, egg, egg, egg.*

- *For extra challenge:* If children are using more language, ask them to tell the story of what’s happening in “their” picture using their own words.

Continue until the children and you have re-told the story. If time allows, let children choose a different page/word and re-tell the story again.

Summarize: *Today’s story was all about waiting for different eggs to hatch and seeing what kind of animal was inside. We had some surprises, didn’t we? The words on each page told us what was happening in the story!*

EXPAND – ACTIVITY 2

This next activity gives children an opportunity to see how text has meaning as they play the “Stoplight” game.

Introduce: *In our next game, the words we see will tell us how we need to move our bodies. Can you move your bodies right now? Can you shake your middle? Can you wave your hands? Let’s play! This game is called Stoplight.*

Ask: *Does anyone know what a stoplight is? (Take children’s ideas.) A stoplight hangs on a road and shines a red light when cars have to STOP, and it shines a green light when cars can GO. In our game, someone will be the stoplight, and the rest of us will be the cars that stop and go!*

For children 18 to 30 months old:

Introduce the text:

- Show children the “STOP” sign.
- Ask: *Does anyone know what this sign says? (Take children’s ideas.)*
- It says STOP (point to text). *Let’s read it together (point to text): STOP. (Repeat 2x.)*
- Hold up the sign: *Stop means our body is still. We don’t move at all. Who can show me what it looks like to stop?*
- Show children the “GO” sign.
- Ask: *Does anyone know what this sign says? (Take children’s ideas.)*
- It says “GO” (point to text). *Let’s read it together (point to text): GO. (Repeat 2x.)*
- Hold up the sign: *Go means we can move our bodies again. It is the opposite of stop. Who wants to show me how they can make their bodies go?*

Play the game:

- **Explain the game:**
 - *I am going to stand all the way over here. (Choose a spot about 10-12 feet away.)*
 - *When I hold up this sign (hold up GO sign), what does this word say? That’s right, it says GO. When I hold up the GO sign, you can walk toward me.*

- *But when I hold up this sign (hold up the stop sign), what does it say? That's right, it says STOP, and you have to STOP.*
- *Are you ready?*
- **Play the game:** Begin by holding up the GO sign and pointing to the text. Then hold up the STOP sign. Continue switching back and forth until all the children have reached you.
- **Play another round** or two with children to help them practice the stop/go pattern.
- **Optional Expansion:** Play the game again, but this time ask children to do another movement—like wiggling, clapping, dancing, or waving. Hold up the **GO sign**. Let them move! Then hold up the **STOP sign**. Try **another movement** and continue with the STOP/GO pattern.
- *Note: Young children will need lots of practice learning this important self-regulatory skill.*

GAMES THAT NURTURE SELF-REGULATION

This activity is one that helps young children practice an emerging skill: self-regulation. Self-regulation is the ability to manage one's feelings, wants, and behaviors in appropriate ways.

Nobody wants to stop at the stop sign! But learning how to "stop," and manage your desire to "go," is an opportunity to practice this important skill!

For children 30 to 48 months old:

Explain:

- **Introduce and play a few rounds of the game** as outlined above, so that children learn the rules of the game.
- **For older children, let them take turns** being the stoplight and using the "stop" and "go" signs.
- **Then introduce the prepared signs from Handout 2** that read "Big Step" and "Dance" and "Jump." Point to and name the beginning letters in each word.
- **Show** children each image, **point** to the text, **read** the word, and have children **repeat**. For example: "This picture shows someone taking a big step. These words say BIG STEP. Now you say BIG STEP. Here is a B. And here is an S. That's how we write BIG STEP. Let's all take a BIG STEP forward."
- **Play the game a new way:** Choose a child to be the stoplight. Give them the "stop" sign and let them choose an action sign (big step, dance, or jump). They show peers the movement sign. Then their peers use that action to move forward. The stoplight can decide when to hold up the "stop" sign.
 - Play with the children and provide support (to either the stoplight or peers) along the way.
- **Let children play several rounds of the game**, with different children acting as "stoplights"—offering each the chance to choose an action word.

REFLECT

Return to a gathering area with the children. Be sure to take the "egg" image and the "stop" image with you. If you are working with younger children, take all of the photocopied illustrations with you as well.

Say: *Today, we learned that the words we see have meaning. We see words in books and in our community too. Words give us information about what is happening in a story, or they tell us something about the world.*

Share: *Here are two of the words we saw today. (Take out the image for EGG and the image for STOP.) Does anyone remember these words (point to the text on each image)? This word says EGG. Egg starts with the letter E. It was from our story about the eggs and what animals were inside. This word says STOP. Stop starts with the letter S. It was from our stoplight game.*

Ask children: *(For younger children:)* Here are some of the pictures and words from our story (show children the photocopied illustrations). *Show me which picture you like best from our story.* (As children show you, point to the text and say the word. If they are able, encourage them to repeat it.)

(For older children): We read so many words today. What were your favorite words from our story? What words from our game did you like the best?

SUMMARIZE: *Today, we learned that words give us important information. We used words and pictures to tell our story and play the Stoplight game together!*

INDIVIDUALIZING THE ACTIVITY

Make it more challenging:

- In Activity 1, during the book walk, you can prompt children to tell/re-tell the story themselves, using clues from the illustrations to guide them.
- In Activity 1, you can make one set of the book illustrations for every two children. Pair children up. Working together, they can sequence the images and re-tell the story.
- In Activity 2, you can add additional action words/images to the existing set (perhaps “slide” or “spin”). You can also ask children for suggestions of action words.

Make it less challenging:

- In Activity 1, rather than using ten illustrations from the book, start with five essential images that take children through the narrative (egg, crack, waiting, sad, friends).
- In Activity 1, re-tell the story using simple, short statements to help children build their vocabulary and combine words into sentences.
- In Activity 2, you can lead the activity, holding up the “stop” and “go” signs. Once children have learned the rules of the game and have some familiarity with it, you may want to experiment with making a child the leader. Play along, modeling how to stop and go in response to the signs.

MAKING CONNECTIONS ACROSS THE DAY:

- Make the “stop and go” game available as a free play/outdoor play option for children.
- Place the images from the *Egg* book and the book itself in the reading area to encourage children to sequence these illustrations as a play choice.
- Point out text in the world around you: read the names of foods, books, signs, or instructions you have posted in the classroom. Talk about the letters in the words.
- Notice text on signs while on walks with children in the community. Point to the text, read it, and talk about the information the text provides.
- Point to, and read out loud, children’s names on backpacks, name tags, labels, or attendance cards. One of the first examples of print that children are often able to “read” is their own name.
- Notice and point out text in stories. Choose books with simple refrains so that children can join in as you point to the words on the page. Some common favorites include *Brown Bear, Brown Bear What Do You See?* (Eric Carle), *Pete the Cat and His Four Groovy Buttons* (Eric Litwin) or *Dear Zoo* (Rod Campbell).

Song: *Everybody Move!*

This song is intended to help children build awareness of stop/go signs. If desired, use the images from the activity to reinforce these cues visually. Remind children to stay in their self-space and be safe while moving!

Hey little children, let's play a game.
We've got to know the signs
To move as I proclaim.

(Encourage clapping along or swaying to the beat)

We'll watch for "GO" and "STOP" signs
To know when to move.
And listen to the music to get into the groove!

(Show GO and STOP sign)

(Get ready to take big steps! Here we go!)
Everybody go BIG STEPS!
Everybody go BIG STEPS!
Everybody go BIG STEPS!
Everybody go BIG STEPS!
All the little children take big steps!
And STOP!

(Show GO sign;
model and encourage big steps)

(Show STOP sign; freeze movement)

(All right everybody - get ready to jump! Here we go!)
Everybody go JUMP!
Everybody go JUMP!
Everybody go JUMP!
Everybody go JUMP!
All the little children know how to jump!
And...STOP!

Show GO sign;
model and encourage jumping)

(Show STOP sign; freeze movement)

(All right everybody - get ready to dance! Here we go!)
Everybody go DANCE!
Everybody go DANCE!
Everybody go DANCE!
Everybody go DANCE!
All the little children know how to dance!
And...STOP!

Show GO sign;
model and encourage dancing)

(Show STOP sign; freeze movement)

Interlude
Everybody! Everybody!
Everybody! Everybody!
Everybody! Everybody!

(Encourage clapping along)

Now you choose!
FREE STYLE!

Everybody go MOVE!
Everybody go MOVE!
Everybody go MOVE!
Everybody go MOVE!
Everybody go MOVE!
Everybody go MOVE!
Everybody go MOVE!
And STOP!

(Show GO sign;
model and encourage free movement)

Handout 1: Stop and Go





Handout 2: Additional Actions



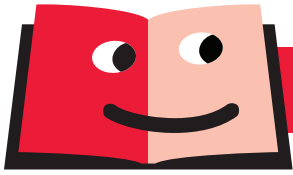
Big Step



Dance



Jump



Just for Families

Print Has Meaning!

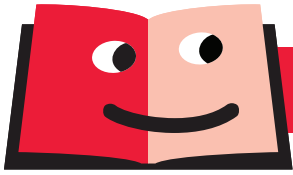
This week, children explored the letters and words they see in books. We learned that print has meaning and words are used to communicate information. Children observed print in books and played a stop-and-go game by “reading” the words themselves. This early understanding that written language has meaning is called *print awareness*.

Here’s how you can help children build print awareness skills at home:

Show your child print. Talk about what it means. For example, when you get a text message from, for example, a grandparent, show it to your child. Point to each word as you read it. Ask them how you should respond and enter their response into a return text. Together, point to the words in their response as you read it out loud.

Let your child see how you use print in everyday life. Show your child a grocery list or to-do list you might have. Talk through the different items. Give your child an item to put in the grocery cart or a task to help you with, and then together, cross that item off the list.





Solo para familias

¡Lo impreso tiene significado!

Esta semana, los niños exploraron las letras y las palabras que ven en los libros. Aprendimos que lo impreso tiene significado y que las palabras se utilizan para comunicar información. Los niños observaron lo impreso en los libros y jugaron a un juego de parar y seguir “leyendo” las palabras ellos mismos. Esta comprensión temprana de que el lenguaje escrito tiene significado se denomina *conciencia de lo impreso*.

A continuación le indicamos cómo puede ayudar a los niños a adquirir habilidades de conciencia de lo impreso en casa:

Muéstrele materiales impresos a su hijo. Hable sobre lo que significan. Cuando reciba un mensaje de texto, por ejemplo, de un abuelo, muéstreselo a su hijo. Señale cada palabra mientras la lee. Pregúntele cómo debería contestar y escriba su respuesta en un mensaje de texto de respuesta. Juntos, señalen las palabras de su respuesta mientras la leen en voz alta.

Deje que su hijo vea cómo usted utiliza los textos impresos en la vida diaria. Muéstrele la lista de la compra o la lista de tareas pendientes que tenga. Converse con él sobre los diferentes puntos. Dele a su hijo un producto para que lo ponga en el carrito de la compra o una tarea para que le ayude, y luego, juntos, tachen ese punto de la lista.

