

STORYLAND: A TRIP THROUGH CHILDHOOD FAVORITES CURRICULUM GUIDE | PRE-KINDERGARTEN | 2ND GRADE

Texas Language Arts TEKS Correlations

Kindergarten -

1B, 1F, 2B, 2C, 2D, 2G, 2H, 2I, 3A, 3B, 3C, 4A, 4B, 6A, 6B, 6C, 7, 8A, 8B, 9, 10 A, 10B, 10C, 10D, 13B, 14A,

1st

1D, 2D, 3C, 4A, 4B, 4C, 5, 9A, 9B, 18A, 18B, 27A

2nd

3A, 3B, 3C, 4, 6A, 6B, 7, 8, 9A, 9B, 10, 11, 12, 18A, 18B

3rd

2A, 2B, 2C, 3, 5A, 5B, 6, 7, 8A, 8B, 8C, 9, 10, 11, 18A, 18B

4th

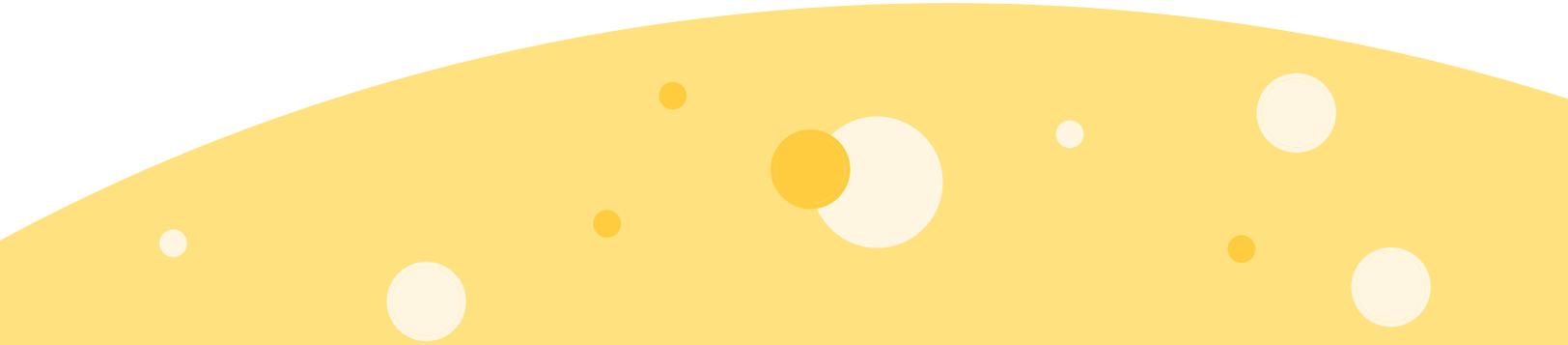
3A, 3B, 4, 5, 6A, 6B, 6C, 7, 8, 9, 10, 16A, 16B, 18C

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STORYLAND: A TRIP THROUGH CHILDHOOD FAVORITES™
CURRICULUM GUIDE • PRE-KINDERGARTEN - 2ND GRADE

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Our new exhibit, ***Storyland: A Trip Through Childhood Favorites™***, transforms illustrations from many favorite and famous picture books into three-dimensional play and learning environments. This exhibit highlights six pre-reading skills as defined by the American Library Association and Association for Library Service to Children, a division of the American Library Association. Throughout this Curriculum Guide you will find each of these skills in bold, and in parentheses, a simplified interpretation of each skill. These interpretations are meant to increase the ease of use when discussing these skills with parents, community members, and the students themselves.

In addition, activities provided in this Curriculum Guide will provide experiences that support the Minnesota Early Childhood Indicators of Progress, as well as Minnesota Academic Standards.

American Library Association Six Pre-Reading Skills:

- 1.** Print Motivation – Enjoy and take interest in books and reading (Love Books)
- 2.** Print Awareness – Notice print and symbols in the world (Read Everything)
- 3.** Letter Knowledge – Identify letters by shape, name and sound (Know Letters)
- 4.** Narrative Skills – Understand, tell and re-tell stories (Tell Stories)
- 5.** Vocabulary – Recognize, understand and use words to describe objects and feelings (Learn Words)
- 6.** Phonological Awareness – Listen to and play with the smaller sounds and rhythms in words and sentences (Hear Sounds)

ACADEMIC STANDARDS:

Minnesota Early Childhood Indicators of Progress (ECIP): *Domain III: Language and Literacy Development*

Children show progress in LISTENING when they:

- Understand non-verbal and verbal cues
- Listen to and recognize different sounds in rhymes and familiar words

Children show progress in SPEAKING when they:

- Communicate needs, wants, or thoughts through non-verbal gestures, actions, expressions, and/or words
- Communicate information using home language and/or English
- Speak clearly enough to be understood in home language and/or English
- Use increasingly complex and varied vocabulary and language
- Initiate, ask questions, and respond in conversation with others

Children show progress in EMERGENT READING when they:

- Initiate stories and respond to stories told or read aloud
- Represent stories told or read aloud through various media or during play
- Guess what will happen next in a story using pictures as a guide
- Retell information from a story
- Show beginning understanding of concepts about print
- Recognize and name some letters of the alphabet, especially those in own name
- Begin to associate sounds with words or letters

Children show progress in EMERGENT WRITING when they:

- Understand that writing is a way of communicating
- Use scribbles, shapes, pictures or dictation to represent thoughts or ideas
- Engage in writing using letter-like symbols to make letters or words
- Begin to copy or write own name

Minnesota Academic Standards: English Language Arts K-2

Reading Benchmarks: Literature

- With prompting and support, ask and answer questions about key details in a text (K)
- With prompting and support, retell familiar stories including key details (K)
- With prompting and support, identify characters, settings and major events in a story (K)
- Ask and answer questions about unknown words in a text (K)
- Recognize common types of texts (K)
- Ask and answer questions about key details in a text (Grade 1)
- Retell stories, including key details, and demonstrate understanding of their central message or lesson (Grade 1)
- Describe characters, settings, and major events in a story, using key details (Grade 1)
- Identify words and phrases in stories that suggest feelings or appeal to the senses (Grade 1)
- Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text (Grade 2)
- Describe how characters in a story respond to major events and challenges (Grade 2)
- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story (Grade 2)
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud (Grade 2)
- Use information gained from the illustrations and words in a print text to demonstrate understanding of its characters, setting or plot (Grade 2)

Reading Benchmarks: Foundational Skills

Print Concepts: Demonstrate understanding of the organization and basic features of print

- Follow words from left to right, top to bottom and page by page (K)
- Recognize and name all upper- and lower-case letters of the alphabet (K)
- Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation) (Grade 1)

Phonological Awareness: Demonstrate understanding of spoken words, syllables and sounds (K)

- Recognize and produce rhyming words (K)
- Count, pronounce, blend and segment syllables in spoken words (K)
- Orally produce single-syllable words by blending sounds (Grade 1)

Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words

- Demonstrate basic knowledge of one-to-one letter correspondences by producing the primary or many of the most frequent sounds for each consonant (K)
- Read common high-frequency words by sight (K)
- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word

Fluency: Read emergent-reader texts with purpose and understanding (K)

- Read grade-level text with purpose and understanding to promote oral and silent reading fluency (Grades 1 & 2)
- Read grade-level text orally with accuracy, appropriate rate and expression on successive readings (Grades 1 & 2)

Writing Benchmarks

- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred and provide a reaction to what happened (K)
- Write narratives and other creative texts in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order and provide some sense of closure (Grade 1)
- Write narratives and other creative texts in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order and provide a sense of closure (Grade 2)

Speaking, Viewing, Listening and Media Literacy Benchmarks

- Confirm understanding of a text read aloud by asking and answering questions about key details and requesting clarification if something is not understood (K)
- Ask and answer questions about key details in a text read aloud (Grade 1)
- Recount or describe key ideas or details from a text read aloud (Grade 2)

BEFORE YOUR VISIT:

Try some of the activities below to prepare the children for what they will experience when they visit *Storyland*. Adjust the activities accordingly based on children's development and your desired outcomes.

1. Familiarize the children with each of the books included in *Storyland: Where's Spot?, The Snowy Day, The Tale of Peter Rabbit, Chicka Chicka Boom Boom, Abuela, If You Give a Mouse a Cookie* and *Tuesday*. Create unique experiences based on the books:
 - a. **Peter Rabbit:** Bring in vegetables like the ones in Mr. McGregor's garden. Let children try each one and chart their favorites.
 - b. **The Snowy Day:** Talk about the way the snowball melts in Peter's pocket. Make ice cubes, and include liquid watercolor paint in the bottom of the tray. The ice cubes can then be used to paint on paper as they melt.
 - c. **Where's Spot?:** Hide a stuffed animal each day, and challenge the children to find "Spot."
 - d. **Chicka Chicka Boom Boom:** For a snack, spread peanut butter (or sunflower butter, if children are allergic) on a celery stalk that still has leaves. Place Alphabits cereal pieces on the stalk and scatter other pieces around the plate.
 - e. **Abuela:** Brainstorm with the children what you would see if you could fly over your city or town, like the characters in *Abuela*. Discuss how it would look different than the way we see when we are on the ground, then have the children draw a picture of what it might look like.
 - f. **If You Give a Mouse a Cookie:** Brainstorm and list with the children other items they could give Mouse, or what else Mouse might request.
 - g. **Tuesday:** Place hula hoops on the ground around the room with a number in the center of each (try using masking tape, which can easily be removed). As in the game Musical Chairs, play music and ask the children to hop around the room like frogs until the music stops. When the music stops, the children must find a "lily pad" (hula hoop) to stand inside. The number in the center of each indicates how many children can stand on the lily pad.
2. When you visit *Storyland*, the children will be exposed to rhyming and poetry in the *The Snowy Day* portion of the exhibit. Play this game for more rhyming fun!

Rhyming Cake Walk

Materials:

- Pictures and the name of various objects on large construction paper (consider word families), enough for one for every child playing
- Container of words not represented in pictures, but that rhyme with them
- Music

Place all the pictures on the floor in a large circle. Have children walk around the pictures slowly and carefully as music plays. When the music stops, everyone stops on a picture. Pull a word from the word container. Ask the children to look at their picture and word and decide if it rhymes with the word you announced. Have children whose word rhymes share their word one at a time. Continue the game with the next set of rhyming words.

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3. While exploring the world of *Peter Rabbit* in the exhibit, children will investigate activities that support **letter knowledge (know letters)**. Use painter's tape to create a letter on a plain piece of paper. Encourage the children to paint the paper until there is no white showing. When the paint is dry, help the children remove the tape to reveal the white letter.
 4. *Where's Spot?* will highlight **phonological awareness (hear sounds)**, and you can too before your visit. Children will play with smaller sounds in words when they play "We're Going on a Trip." Tell the children that you're going on a trip and everyone has to pack something that begins with the letter "B" (or any given letter). Give an example and see what other items children come up with.
 5. *Chicka Chicka Boom Boom* encourages children to point out shapes, names and sounds of letters. By implementing this simple activity before your visit you can further their **letter knowledge (know letters)**.

Going Fishing

Materials:

- String
- Magnet
- Stick
- Magnetic letters
- Bucket

Create a magnetic fishing pole for the children by attaching a small magnet to the end of a piece of string and tying the string to a stick. Next, place several magnetic letters in a bucket. Children then go "fishing" for letters in the bucket. When they pull one out, ask them to discuss the letter. Does it have straight lines? Curved lines? Or, for older children, ask them to say the sound the letter makes.

6. Building **narrative skills (tell stories)** advances children's literacy skills and creativity. While in the *If You Give a Mouse a Cookie* portion of the exhibit, children will have an opportunity to read a book to Mouse. Promoting these skills can be as simple as having a designated class mascot or stuffed animal to which children can read aloud.

7. *Tuesday* provides a basis for **phonological awareness (hear sounds)** by making children aware of the sounds around them. They will hear sounds such as applause, laughing, a radio, and of course, frogs! Try this activity before you arrive to help children notice the sounds around them.

Sounds Around Us

Materials:

- Paper
- Zipper
- Jar with screw lid
- Bell
- Book
- Flyswatter
- A clicking pen
- Glass with ice cubes
- Any other simple items that make a sound when used a certain way
- Blindfold (optional)

Instruct children to close their eyes while you create the sound using one of the items you've gathered. Have them identify what the sound is. Repeat with the other items. What other simple sounds do we hear everyday (airplanes, people walking, etc.)? This activity is a great way to familiarize children with "listening" as well as identifying.

8. **Vocabulary (learn words)** is learned all day, every day. Children are constantly hearing new words and learning how and when they are used. While exploring the *Abuela* portion of the exhibit, children will learn new words as they enter the world of Rosalba and Abuela.

Sounds Around Us

Materials:

- Chart Paper
- Marker

For this large group activity, ask the children to share with you all the items, actions or words they can think of around a particular subject. Consider brainstorming around a subject that is familiar to many children, such as the farm, pizza or family. Structure activities around this subject and return to the list, adding all of the new words the children learned.

This is a simple way to build vocabulary as well as build classification skills. Children will see the written word in text as you write out each word they tell you. In preparing for *Abuela* in Storyland you might choose to brainstorm about New York. Do this activity again once you return from Storyland and see if your list grows (this can also be done in web form).

AFTER YOUR VISIT:

After you visit *Storyland*, try the following activities to reinforce and review what your students experienced.

Continue to encourage **letter knowledge (know letters)** as children sift through containers of letters, by offering sorting sheets for them to separate the letters according to categories. Some ideas for sorting sheets include; upper case letters/lower case letters, letters in my name/letters not in my name, straight lines/curved lines/both (one for upper- and one for lower-case), and upper- and lower-case that look the same/upper- and lower-case that look different.

Connect to the adults in your students' lives and foster **print motivation (love books)**. Ask students to interview their parents about their favorite books from childhood. Find out if you can get copies of some of their favorites and read them aloud to the class.

Expand on **narrative skills (tell stories)** by taking a favorite classroom book that you have duplicates of (or one that is falling apart and needs repair) and cutting out a few of the pictures from the beginning to the end of the book. Mount on paper, laminate and then affix a clothespin to the edge of the picture. The children then look at the pictures and put them in order (from top to bottom or left to right) on a yard stick. They may be recalling the story, or making up their own. Regardless, consider doing this activity with books that do show a sequence of events in order to practice narrative skills.

Ask children to draw or write about a memory from their visit to Storyland in order to promote **narrative skills (tell stories)**. Discuss with the children what they've drawn and written and inquire about other memories they have.

Create a word bank to promote **vocabulary expansion (learn words)**. Use a rolodex and on each card include a vocabulary word with a corresponding sticker or picture. Begin by including the children's names and other simple words. As the children learn more vocabulary or express interest in adding words to the word bank, add them! Watch the word bank grow and help the children realize all the words they know, use, and are learning to write and read. Keep blank rolodex cards nearby when reading new books and add words to your word bank as you go along.

Encourage children to notice environmental print in the world around them. Stores, signs, food packaging, and symbols are places where children see and recognize words day after day. Point them out to the children, bringing in materials that include words, colors, shapes and symbols to build on that recognition. This supports **print awareness (read everything)** in young children.