Kendra Santos

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CSAD 112, 10:30 section

Children’s Book Assignment

Book #1: “Cloudy with a Chance of Meatballs”

Vocabulary word: **Meatball**

This book describes a town where breakfast, lunch, and dinner rain down from the clouds every day. For this activity, the child will craft a faux plate of spaghetti and meatballs out of a paper plate, red paint for sauce, yarn for pasta, and circles of brown craft paper for the meatballs. As the child is making this project, we will talk about what meatballs taste like, and different ways that meatballs can be eaten (e.g., spaghetti and meatballs, a meatball sandwich, meatballs as a pizza topping etc.).

Morphology: **Plural –s suffix**

Throughout the book, many different types of food are mentioned, and the majority of them end with the plural –s suffix. For this project, I will bring pieces of pretend felt food that correspond with the foods mentioned in the book. I will also bring a small bucket that has a picture of a cloud taped onto it. The child will pick up each piece of food, and I will ask them, “What was falling from the sky?”, and then the child will respond with the plural –s suffix version of the name of that food. For example, if the child picks up a pretend doughnut, I would say, “What was falling from the sky?”, and the child would say, “Doughnuts!” Every time they respond appropriately, the child will get to put that piece of food in the “cloud bucket.” At the end of the activity, the child can throw all of the pieces of felt food up into the air to simulate the food raining down on them like it does in the book.

Book #2: “Diary of a Worm”

Vocabulary word: **Diary**

This book is written in the form of simple diary entries, written by a school- aged worm that lives a human-like life. The child and I will discuss what a diary is, what it means to keep a diary, and I will ask the child what they would like to write in their diary if they had one. After we talk about this, the child will decorate the cover of a diary (that they will get to keep) with puff balls, glitter, gems, etc. I will bring a “color-your-own” plain journal from the craft store for them to decorate.

Morphology: **–ed suffix**

For this activity, I will bring a wind-up worm toy that crawls. As we read the book, we will point out the words together that have an –ed suffix and write them down. After we finish the book, the child will say each of the words we wrote down. After each word they speak, the child will get to wind up the worm toy one crank. After they finish the list of words, the child will get to let the worm go and watch it crawl across the floor.

Book #3: “Dancing Dinos”

Vocabulary word: **Dinosaur**

In this book, a group of dinosaurs dance off the page of a book that a boy is reading, and they create a ruckus in his house. After reading the book, the child and I will discuss what a dinosaur is, and I will explain that “dino” is a shortened version of the word dinosaur. I will bring an easy puzzle that features a picture with many types of dinosaurs. As the child is piecing together the puzzle, we will talk about each type of dinosaur shown in the puzzle, and its unique characteristics.

Morphology: **Present progressive –ing verbs**

This book has a different present progressive –ing verb on almost every page that describes what the dinosaurs are doing. We will read the book again, and this time, whenever we get to a word with a present progressive –ing, we will stop. The child will say the word, and then I will encourage the child to engage in that action. For example, we will stop after the sentence “Dinos hopping over pails.” The child will repeat the word “hopping” verbally, and then hop around the room.