**Children’s Book Assignment**

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CSAD 112: Language Science and Development

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Vocabulary word: **Share**

This book discusses what it means to share and how we can have fun with our friends. I will discuss what sharing means with the child and how sharing makes us feel. We will discuss different ideas about how we can work together with our friends to have fun. We will then play a game called pass the ice cream. We will make paper cones and take turns passing a ball between our cones. Just like Groovy Joe says, “It’s awesome to share!”

Morphology: **Past tense -ed suffix**

To build morphology skills of the past tense -ed suffix, we will begin by reading the book Groovy Joe: Ice Cream and Dinosaurs. We will then talk about what a suffix is and the meaning of the past tense -ed. We will go through the Groovy Joe book and identify all of the words with the past tense -ed suffix. As an activity, I will have pre-made ice cream scoops and ice cream cone shapes cut out of construction paper. The scoops will have the free morpheme and the cone will have the suffix -ed. The child will build a multiple scoop ice cream cone and will say the word, turning it into a past tense -ed word as they build it.



Start

Laugh

 

**-ed**

Book #2: Aqualicious

Vocabulary word: **Sand**

I will build the child’s world knowledge by bringing in a plastic storage container with sand. I will let the child play in the sand and have him/her describe it to me. We will then play a game called digging for nouns. I will explain what a noun is and I will have small plastic toys and other items that follow the beach theme from the story Aqualicious, that the child will have to find in the sand. For example, the child will have to find a crab, a mermaid, a seashell, a piece of driftwood, a boat, and a piece of sea glass.

Morphology: **-ly suffix**

I will utilize this book to help create a deeper understanding of adverbs. I will explain how using the suffix -ly provides a more detailed description of a verb. We will play a game called Act it Out. We will work together to agree on a verb (e.g., dancing) and we will have flashcards with adverbs from the story written on them. Some of these words will be *quietly, loudly, quickly, shyly,* and *excitedly*. The child will draw a card and act out what the card says. For example, if the child pulls a card that says *shyly*, he/she will have to dance shyly and I will have to correctly guess what is being acted out.

Book #3: Curious George at the Aquarium

Vocabulary word: **Monkey**

George is a monkey that is always curious and likes to learn about new things. I will discuss with the child what a monkey is. I will bring in pictures of real monkeys and ask the child to describe the animal to me. If the child participates in learning about monkeys, I will let him/her hold my Curious George stuffed animal while he/she is coloring a picture of a monkey as a reward.

Morphology: **present participle** **-ing**

I will use this book, Curious George at the Aquarium, to build the child’s knowledge of present progressive -ing verbs. Curious George at the Aquarium utilizes a lot of -ing verbs such as *diving, splashing, walking, swimming, visiting, pointing, touching, looking, flying, running*, and *falling*. After teaching the child about present progressive -ing verbs, we will read this book together and underline each -ing verb. As an activity, we will play Fishing for Verbs ending with -ing. I will have a wooden dowel with a string tied to it resembling a fishing rod but with a magnet instead of a hook. I will have paper fish cut out with -ing verbs with paperclips on their “mouths.” I will have the child “fish” and when the magnet picks up the fish, the child will then read me the -ing verb that has been printed on it. If the child gets 10 correct, he/she will earn a prize from the prize box.

