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CSAD 112—Section 7:30

Children’s Book Assignment

**Book #1: “Fancy Nancy and the Delectable Cupcakes” by Jane O’Connor**

**Vocabulary Skills Activity: Target word: Fancy.**

This book is perfect for targeting the expansion of a child’s vocabulary as it has “fancy” words and an explanation for what they mean. We will focus on those fancy words and have the child come up with synonyms and antonyms for each word. For example, we might focus on the word “delectable” and try to think of other words that are similar such as “yummy,” “delicious,” and “tasty.” We will then find words that are the opposite such as “gross,” “yucky,” and “bland.” I will then have the child think of two foods that they find delectable and describe what is in them. They will then find two foods they don’t like and talk about what they don’t like about them. We will then review the definition of the word “fancy.”

**Morphology Skills Activity:** The morphological skill I will be focusing on is the plural -s suffix. I will begin the activity by explaining that we are looking for nouns that describe more than one thing. I will have prepared in advance by printing two pictures of each word we are targeting such as “cupcakes,” “books,” and “eggs.” We will then read the book and have the child point out any words that are plural. The child will then write the singular noun on one picture and the -s suffix on the duplicate picture. We will then bring the two pictures together to show how adding the -s suffix to the noun you have now made it plural. This shows that there is more than one item.

cupcake

s

book

s



**Book #2: “Curious George Goes to a Chocolate Factory” by Margaret & H.A. Rey’s**

**Vocabulary Skills Activity: Target word: Curious**

I will have a “Four Square” worksheet prepared for the child. The worksheet will have a large square divided into four quarters and space for the vocabulary word in the center. We will first read the book and then discuss what it meant for George to be curious. I will then give the child the definition and have them write it in one of the squares. In the next square I will have the child use the word in a sentence. In the third square I will have the child list synonyms for the word. In the final square I will have the child draw a picture of what it means to be curious (e.g. a boy with a question mark).

**Morphology Skills Activity:** For the morphology skills activity we will be focusing on the past tense -ed suffix. I will prepare a “Bingo” card with all of the present tense versions of the words in the book that have the past tense -ed suffix. While reading the book, I will have the child look out for the words on the Bingo card. When they see a word that they think is on the Bingo card, I will have them explain why they think that and discuss how the -ed suffix changes a word from present tense to past tense. When they correctly identify the word in the book, they get to mark it on their Bingo card. When they reach a full line on the Bingo card, they will get to choose a prize out of the treasure chest box.

**Book #3: “Corduroy” by Don Freeman**

**Vocabulary Skills Activity:** In this book, the little bear in corduroy overalls goes on an adventure in the department store looking for his missing button; he encounters things that are foreign to him. For example, when he sees an escalator, he thinks it’s a mountain. This a good example of the bear having word knowledge but not world knowledge about an item. When the bear goes to a part of the department store with lots of chairs, lamps, and beds, he assumes it is a palace. After reading this part of the story with the child, I will work on the vocabulary word “palace”. We will discuss with the child what a palace is and look up pictures of different kinds of palaces; we will discuss whether the bear really was in a palace. I will also have building blocks for the child to build their own palace, and on each block, they will write different words that can be used to describe a palace.

**Morphology Skills Activity:** The morphological skill I will be working on with the child is understanding the present progressive -ing verbs. For this activity I will have blank flash cards and a teddy bear that has a sign that reads “ing.” After reading the book, we will write down the actions the bear did on flash cards in present tense form (e.g. dash, buy, search, etc). I will then have the child randomly choose a card and use the teddy bear to act out the action. They will do this while I hold the card next to the bear to show how adding the -ing suffix describes the action as it is in progress. I will then have the child write down the present progressive tense of the word on the back of the flashcard.

climb

dash

climb

climb

buy

search

Step 1

**ing**

sit

Step 2

climb

dashing

wating

crying

buying

searching

sitting

Step 3