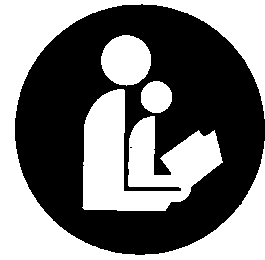


# Picture It, Dads!



## Facilitator Activities For On The Move



## Picture It Dads! On The Move



### Goals for Dads:

1. To practice read-aloud techniques with non-fiction.
2. To learn non-fiction features.
3. To learn strategies for expanding vocabulary.

### Goals for Children:

1. To enjoy non-fiction books.
2. To make connections between their schema and the text.
3. To learn new vocabulary.

### Schedule of Activities

#### A. Welcome

Introductions; nametags

#### B. Whole Group

- a. Action Chant: **The Wheels On The Bus**
- b. *On The Move*

#### C. Parent Session

- a. See: Parent Session Plan

#### D. Children's Session

- a. See: Children's Session Plan: Making a road play mat
- b. Snack\*

#### E. Dads and Children Activity

- a. See: Combined Parents/Children Session: Book-Making Activity
- b. Assemble book (Computer Lab)

#### F. Hand out Workshop Bag

\*Snack can move depending on time.

## Whole Group Session: Parents and Children

In advance: Print the chant on chart paper.

Gather children together on floor or in chairs close to the chart. (The chart helps the leaders remember what comes next and helps parents participate!)



### The Wheels On The Bus

*(Perform actions and sounds suggested by the words.)*

The wheels on the bus go round and round,  
Round and round, round and round  
The wheels on the bus go round and round  
All through the town.

The driver on the bus says "Move on back!" "Move on back!" "Move on back!"  
The driver on the bus says "Move on back!"  
All through the town.

The people on the bus go up and down, up and down, up and down.  
The people on the bus go up and down all through the town.

#### ***Some more verses:***

The horn on the bus goes beep, beep, beep.  
The wipers on the bus go swish, swish, swish.  
The doors on the bus go open and shut.  
The breaks on the bus go squeak, squeak, squeak.

You can also use a child's name as in "Mark on the bus says, "Let Me Off!" etc. or make up other verses of your own.

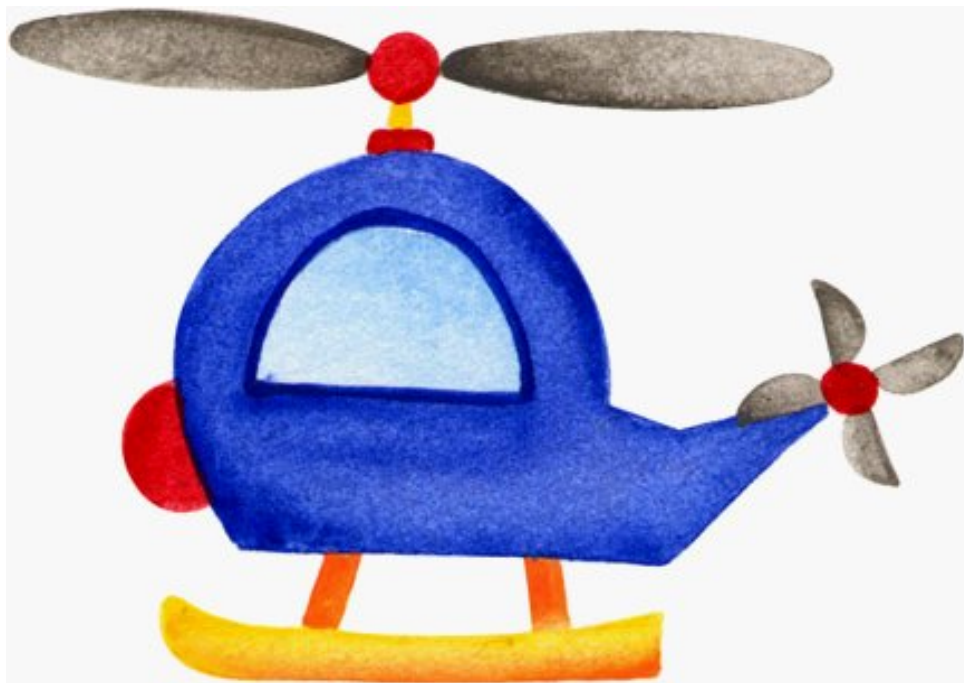
### Story: Read *On The Move*

Have the children talk about what they see in the picture on the cover and what they think this book is going to be about. Explain that this book is about real things. It is not a story. It is about travelling. Show the cover. Ask if anyone has been on a train. Talk about other ways people or things travel and ask the children for suggestions (i.e.

cars, trucks, planes, etc.) As they give suggestions ask what kind of sounds or noises the vehicles might make. (i.e. Can you make the sound a truck might make - *Vroom*) Say: "Let's see if there are other ways to travel in this book. While I read listen for any sound you might hear that the vehicles make." Read the book stopping to talk about the pictures and to point out the sounds and add sounds.

After the reading, tell the children they will have a copy of the book for their very own to take home with them to keep. Tell them they are going to have help to make their very own **Road Play Mat**. Encourage them to go with \_\_\_\_\_ (the Early Childhood teacher). Tell them you are going to talk with their dads and that you will join them soon.

**See: Parent Session Directions**



## Children's Session: Road Play Mat

### Materials:

Large fun foam or ticket board sheets - 11.5x17 (1/child)

Road and sign pieces

Assorted fun foam shapes (self-sticking works best)

Glue

Markers

Small vehicles (1/child)



### In Advance:

Cut an assortment of road from fun foam or ticket board (see attached template).

Make road signs or use store bought stickers.

Lay out the materials for small groups to work.

### The Activity:

Show the children how the pieces can be glued onto the mat to create a road. Tell them that they can also use the shapes to make houses (a square and triangle, etc.) Give them a selection of road signs that they can also add to their mat. Talk about what the signs say and what they mean.

**Clean-up:** Have children help tidy up.

### Group share:

If time permits, allow the children to spend time 'driving' their car on their road. Have the children show their mats to each other.

## Parent Session

### *On The Move Debriefing:*

**Team Talk:** Talk about the read-aloud. This should be an interactive session with lots of opportunity for the Dads to share their own experiences and to ask questions.

What did you notice about how the leader read the book?

How did they use their voice?

What about their body, facial expression, eye contact?

What did you notice about how the children responded?

Did they participate? How?

What did they say? When?

Did they lose interest at any point?

How did the leader try to get their interest back?



Talk about your own experiences reading non-fiction to your child or someone else's. Give examples of how you involved the child in the reading: what you talk about, the importance of the pictures. Explain that parents should start with their child's interests to find non-fiction books to read. Give other tips from your own experience.

### **Focus this session on non-fiction picture books.**

Show some other examples from the library or your own collection.

### **Information to share with parents about the importance of reading non-fiction**

Non-fiction books for young children cover a wide range of topics. Some help children deal with a common problem—a new baby in the house, the first day of school, the death of a pet, etc. Others provide basic information about science, sports and other topics.

Exposing children to an assortment of non-fiction books is important because children need knowledge and understanding of their own world in order to make sense of what they read. In addition, children need to be exposed to content in science, history, and geography from an early age to give them a context for understanding what they read. A good non-fiction book takes a child on an exciting journey of discovery.

### **Take-Home Bags**

Show the materials in the bag. Briefly go over the contents and activities. Explain there is more information on non-fiction in the Parent Home Activity booklet.

**Note:**

Briefly describe what the children have been doing (making **Road Play Mats**) and explain they can help their child practice talking about their animals by asking their child how they made it (How did you make the body?)

**Explain final book-making activity**

The book they will make with their child will be about the same theme found in *On the Move* - travel. We have a template prepared that they will fill in for their child.

We will all be in the computer room and there will be lots of help.

**Book-Making Directions**

Today's book is based on the content of *On the Move* and will use a template already on the computer. Each page uses a 'vehicle' from the picture bank at the end.

Here are the steps:

- a. Working at a computer, choose you and your child from the picture bank and put it on the title page. Fill in your child's name in the title.
- b. On page 2, put a picture of a vehicle (from the picture bank) and complete the line "Would they go by ..."
- c. Page 3 already has a picture of your child and the word "no". Finish the quote by telling why that vehicle won't work for your trip. (for example, "No, a plane is too big.")
- d. Insert another vehicle on page 4 and complete the line.
- e. For page 5, copy the picture of your child from page 3 and paste it here, then complete the line, "No, a ..."
- f. Repeat for as many pages as you want!
- g. The second last page will be a list of the vehicles you have used, for example:

(child) and her dad will NOT go by car  
or by boat  
or by plane etc

You will complete each line to match the vehicles you used throughout the book.

- h. The last page says: (child) and her dad WILL go by .... Fill in the name of the vehicle and paste its picture at the bottom of the page.
- i. Print out your book - use cover stock for the first page - cut apart the pages and bind!