**Name:** Andrea MacMurray **Grade:** Older Preschool

**Subject Area:** Literacy Development **Specific Topic:** Literacy/Story Table

**Length of Time:** 15 minutes **Date Taught**: 4/21/11- . . . .

**Purpose**: For the children to use blocks to retell the story or their version of the story.

**Curriculumn Standards:**

NH Early Learning Guidelines

Literacy Development

Written expression: children’s ability to make use of symbols- including pictures, letters, and words-to communicate.

**Objectives**:

1. The children will be flipping through the pages of the story book.
2. The children will either be recreating ideas from the story book or their own ideas with blocks.

**Background Knowledge Needed:** What was the last literacy table set up as? Are the children finished exploring the previous table? Are they ready for a new one? What kind of stories have the children been exposed to? Have they talked about and listened to different kinds? Have they ever done a picture book?

**Materials Needed:**

1. Changes, Changes – Pat Hutchins
2. Blocks

**Student Grouping**: Open during choice time. 3 > at a time.

**Preparation for Experience:**

1. Lay and tape new felt onto the table
2. Retrieve blocks from the closet
3. Locate story

**Outline of Experience:**

**Introduction**: Today I have a story for you. It is called Changes, Changes by Pat Hutchins. What is happening on the cover? Hmm let’s turn to the first page to find out what happens. Does anyone notice anything different about this book than most? (It’s a picture book) At each page I will ask what they think is going on and what they predict will happen next. I will then show the children the blocks. I will ask why they think that I have blocks out now. I will then pass them out and ask them what they notice about the blocks (color, shape, size, texture). I will then explain to the children that this will all be at the story table where you can build and create your story or this story. I will talk about how I might think they are building one thing and you might think they are building another. I will emphasis that each idea is great!

**Body of the Lesson:** The children working at the story table, creating their work.

**Conclusion**: N/A

**Assessment Plan**: I will take anecdotal records of the children while they are creating their work. I will also take photograph documentation of them working on their creations.

**Child Guidance/Classroom Management Plan**: I will manage this activity by limiting the amount of children. Less than three will give each child room around the table to explore.

**Adaptions and Modifications**: There are no specific modifications. Each child is going to take this activity to where they want to go. Some are going to spend a long time here looking at the book and creating, others are going to just build with blocks, and others may choose not to come at all, but will have benefited fitted from book circle where the book was introduced.

**Extension Plan**: The children could extend this activity into any book they listen to. They could create their own extensions of their favorite stories in journal pages. If they loved Froggy books they could create a Froggy scene using various materials.

**References**:

Hutchins, P. (1971). *Changes, changes.* New York, NY: Scholastic Inc.