

Picture It, Dads!



Facilitator Activities For *Alphabet Under Construction*



**Picture It Dads!
Alphabet Under Construction**



Goals for Dads:

1. To practice read-aloud techniques.
2. To learn the role of illustrations in helping children make connections to the text.
3. To recognize the importance of alphabet books.

Goals for Children:

1. To enjoy read-alouds.
2. To participate and interact during read-alouds.
3. To develop visual literacy.

Schedule of Activities

A. Welcome

B. Whole Group

- a. Action Tale: *Alpha-gator*
- b. Book: *Alphabet Under Construction*

C. Parent Session

- a. See: Parent Session Plan

D. Children's Session

- a. See: Children's Session Plan: Mouse Alphabet Banks
- b. Snack*

E. Dads and Children Activity

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

F. Hand out Workshop Bag

*Snack can move depending on time.

Whole Group Session: Parents and Children

It is much easier for young children to learn the names of alphabet letters when they are introduced through story and rhyme. This alphabet story is a lot of fun to act out as it is told.

In advance: Print the letters of the alphabet on chart paper. You might like to use props such as an alpha-gator puppet or alpha-gator hat and have letters for the alpha-gator to "eat".

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!)

Alphabet Tale: Alpha-Gator Story

Once there was an Alpha-Gator who absolutely adored the alphabet. He ate the letters and had sweet Alphabet dreams all night long. But then one week something went wrong.

On Monday, he ate the letters **ABCDEF**. Then he closed his eyes to get some sleep. But the pointy part of the **A** kept poking him in his tummy and he couldn't sleep a wink all night long!

On Tuesday, he ate the letters **GHIJK**. Then he closed his eyes to get some sleep. But **H** and **I** made a word and said it over and over- **HI, HI, HI!** And he couldn't sleep a wink all night long!

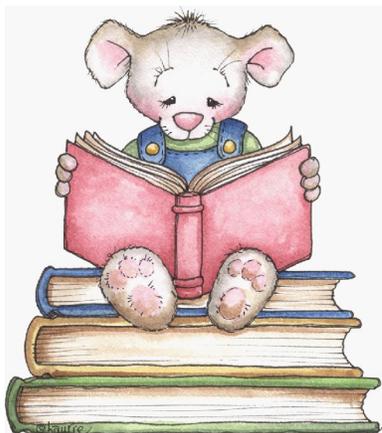
On Wednesday, he ate the letters **LMNOP**. Then he closed his eyes to get some sleep. But the **O** kept rolling back and forth in his tummy- and he couldn't sleep a wink all night long!

On Thursday, he ate the letters **QRSTUV**. Then he closed his eyes to get some sleep. But the **S** kept saying **SSSSS** and playing snake in his tummy and he couldn't sleep a wink all night long!

On Friday, he ate the letters **WXYZ**. Then he closed his eyes to get some sleep. And he dreamed sweet **Z's** all night long! See you later Alpha-Gator!



Story: Read the book *Alphabet Under Construction*



Hold the book so the children can see the pictures. Introduce the book by showing the cover and asking what the mouse is carrying (a box) and what they think he might be going to do. Say "The title of this story is *Alphabet Under Construction*." and talk about what the children think the word "construction" means. Have the children relate their own experiences by asking them if they have ever made anything using any of the things inside the box (hammer, needle and thread, glue, paint brush). Say: "Mouse is going to do something to each letter of the alphabet with all of his supplies." Read the book aloud. Before reading the page talk about the pictures and have the children figure out what Mouse is doing. Then read the page. This story may have a lot of vocabulary that is new to the children so be sure to talk about each page.

After reading the story, 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 Mouse alphabet banks to take home. 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: Mouse Alphabet Banks

Materials

Copies of Mouse pattern

Empty plastic or cardboard containers with hole and door cut
(See directions below.)

Markers

Assorted foam alphabet stickers for decorating (self-sticking is best)

Set of cardboard or plastic alphabet letters or small alphabet cards (for putting in the bank)



In Advance

Cover tables with newspaper or plastic garbage bags. Have materials divided into 4 or 5 groupings depending on the number of children and a set for you to use to demonstrate (see below).

Make a bank as an example.

To assemble:

1. Staple the mouse together at the tabs following the directions on the pattern. (This pattern is for a hat but it makes a great topper for the bank.)
2. Attach the mouse to the plastic container (empty milk jugs or cartons make a great base.)
3. Cut a hole in the front of the container so that the letters can be slipped through it (like coins in a bank).
4. At the back you can also cut a door so the letters can be taken out more easily. (This can also be done in advance.)
5. Decorate bank with foam letters or stickers.

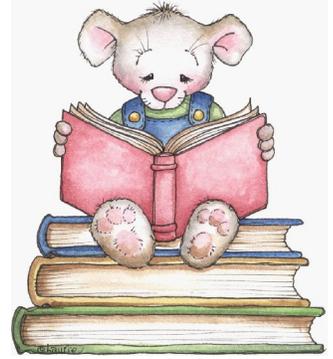
Clean-up: Have the children help tidy up.

Group share: If time permits, have children sit in a circle and play a version of Simon Says with the banks and the individual sets of letters. Say: Mouse says: "Put an **A** in his bank." You may have to help by holding up the letter you name so each child can find it.

Parent Session

Alphabet Under Construction 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 the leader use their voice?

What about their body, facial expression, eye contact?

What did you notice about how the children responded? How did the children respond to the alphabet format?

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 the importance of alphabet books. Share your own experiences when reading aloud to your child or someone else's. Give other tips from your own experience. Give Dads an opportunity to talk about what they did with the bag from the previous session and/or time to share some stories of their own. Share other alphabet books you have on hand.

Take-Home Bags

Show the materials in the bag. Briefly go over the contents and activities.

Note: Explain they are to keep the materials and to bring the bag back the next time they come so it can be filled with new materials.

Briefly describe what the children have been doing (making Mouse Alphabet Banks) and explain they can play Mouse Says (like Simon Says) with their children at home.

Explain final book-making activity

This book is again based on a template where you can add pictures to make the book more individual. This book will be built around your child's name. For example, if the child's name were Mark, it would be *Mark's Alphabet Book*. The first page of the book will feature the graphic of the letter 'M' and on this page you will write M is for ... and put in something that starts with an 'm'. Continue through 'A', 'R' and 'K' each time writing down something that starts with the featured letter.



At the end of the book write **M A R K spells Mark!** and insert the picture of your child.

1. Load the template into the computer.
2. Choose pictures from the end of the story to be in your own story (cut and paste)
3. Add the final picture of your child.
4. Print, cut apart and assemble.

