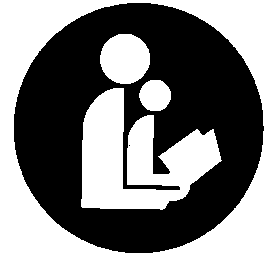


Picture It, Dads!



Facilitator Activities For *The Gruffalo*



Picture It Dads! The Gruffalo



Goals for Dads:

1. To understand and practice read-aloud techniques used by storytellers to engage a child's attention.
2. To use prediction as an interaction tool when reading aloud.
3. To stimulate children's imagination through imaginative play.

Goals for Children:

1. To enjoy imaginative stories.
2. To practice making predictions while listening to a story.
3. To extend the story through imaginative play.

Schedule of Activities

A. Welcome

Introductions; nametags

B. Whole Group

- a. Action Echo Chant: *Going on a Bear Hunt*
- b. *The Gruffalo*

C. Parent Session

- a. See: Parent Session Plan

D. Children's Session

- a. See: Children's Session Plan: Making a Gruffalo mask
- b. Snack*

E. Dads and Children Activity

- a. See: Combined Parents/Children Session: First 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

Action Echo Chant: Going on a Bear Hunt

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!)



Going on a Bear Hunt

Leader: We're going on a bear hunt. (*Slap hands together.*)

Echo: We're going on a bear hunt.

Leader: Are you ready?

Echo: Are you ready?

Leader: Let's go! (Forward motion with arm and finger to point direction.)

Response: Let's go!

(Begin to tap thighs with hands in a walking beat and maintain this throughout, unless otherwise directed.)

Leader: (Cup hand over eyes in searching motion.) I see some tall grass.

Echo: I see some tall grass.

Leader: Can't go over it. (Make over motion)

Echo: Can't go over it.

Leader: Can't go under it. (Make under motion)

Echo: Can't go under it.

Leader: We'll have to go through it. (*Brush palms together to make swishing noise.*)

Echo: We'll have to go through it.

Resume walking sound.

Leader: I see a bridge.

Echo: I see a bridge.

Leader: Can't go under it.

Echo: Can't go under it.

Leader: Can't go around it.

Echo: Can't go around it.

Leader: We'll have to go over it. (*Thump chest.*)

Echo: We'll have to go over it.

Resume walking sound.

Leader: I see a river. (Hug arms as if chilly)

Echo: I see a river.

Leader: Can't go over it.

Echo: Can't go over it.

Leader: Can't go under it.

Echo: Can't go under it.

Leader: We'll have to swim across it. (*Make swimming motions with arms.*)

Echo: We'll have to swim across it.

Resume walking sound.

Leader: I see a lot of mud.

Echo: I see a lot of mud.

Leader: Can't go under it.

Echo: Can't go under it.

Leader: Can't go around it.

Echo: Can't go around it.

Leader: We'll have to go through it. (*Make squishing sounds with your voice and palms of hands*)

Resume walking sound.

Leader: I see a t-a-a-a-ll tree. (Look way up with had cupped over brow)

Echo: I see a t-a-a-a-ll tree.

Leader: Can't go over it.

Echo: Can't go over it.

Leader: Can't go under it.

Echo: Can't go under it.

Leader: We'll have to climb up it. (*Climb up with arms making grunting noises.*)

Echo: We'll have to climb up it.

Leader: No bears. (Look around then climb done)

Echo: No bears.

Resume walking sound.

Leader: I see a da-a-ark cave. (Lowered voice)

Echo: I see a da-a-ark cave.

Leader: Can't go over it.

Echo: Can't go over it.

Leader: Can't go under it.

Echo: Can't go under it.

Leader: We'll have to g-go in. (*Scared voice; slowly slap knees.*)

Echo: We'll have to g-go in.

Leader: What's that? (Whispering)

Echo: What's that?

Leader: I see two eyes. (*Point to eyes.*)

Echo: I see two eyes.

Leader: I see two ears. (*Point to ears.*)

Echo: I see two ears.

Leader: I see a black nose. (*Point to nose.*)

Echo: I see a black nose.

Leader: I see a BIG mouth. (*Make a big mouth with hands.*)

Echo: I see a BIG mouth.

Leader: It's a...

Echo: It's a...

Leader: BEAR!!!

Echo: BEAR!!!

Leader: Let's get out of here. (*Quickly run backward through all the actions to "return home". Remember to do the running sound by tapping thighs with hands quickly.*)

Leader: Whew! We made it!

(Baskwill, J. & Whitman, P. 1986)

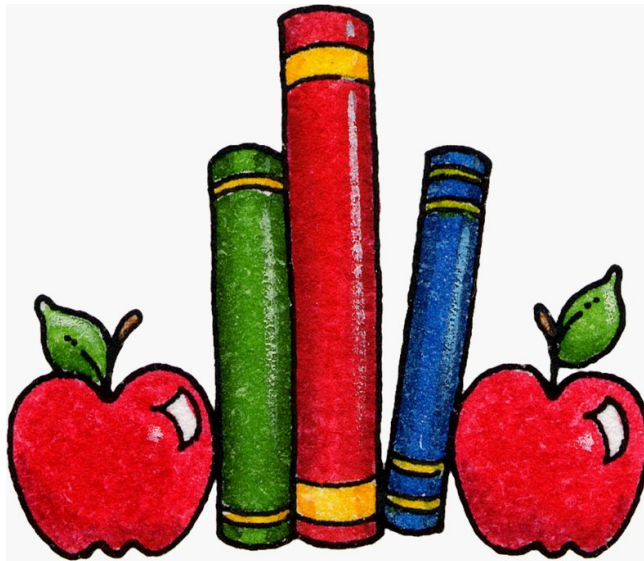


Story: Read *The Gruffalo*

Place the Big Book on the easel so children can see the pictures. Say, "The title of this story is *The Gruffalo*." Ask if any of the children knows what a Gruffalo is. Ask if they have ever seen a Gruffalo. After a brief discussion of the cover and what they think this story might be about, read the story inviting as much participation and conversation as possible.

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 Gruffalo Masks. 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: Gruffalo Paper Plate Masks



Materials:

large paper plates

coloured paper cut into four squares (this gives a more manageable size for children to work with)

feathers, glitter, stick on fun-foam shapes, pom-poms (small) (try not to overdo but have enough to keep the activity interesting)

cloth/newspaper strips (pre-cut, 1/2-1 inch wide and 6-12 inches long)

yarn/ribbon (pre-cut, 6-12 inches long)

clothespins

white glue

Activity Time: 30 minutes with a group of 12-15

In Advance:

Prepare plates, one for each child. Cut out 2 quarter size eyes. Put a dab of glue on the bottom of the paper plate and clip the clothespin on. This will be what they hold their plate up with when it all dries. (Or use a wide craft stick or tongue depressor.) 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).

The Activity:

Start this activity by explaining: "We are going to use our imaginations to make our very own Gruffalo mask."

Next show the children how they might use the materials to decorate their plate by asking what they think your Gruffalo needs. If a child says "hair", show how to use the ribbon, yarn, newspaper strips, etc. to make hair. Show several different possibilities. Do the same for other features.

Keep your demonstration short (5-6 minutes) so there will be enough time for the children to make theirs.

(20 minutes) Have the children glue decorations on to the paper plate. Yarn, cloth and ribbon can be attached for hair by using a hole punch and punching holes around the edge of the plate. Strands of yarn can be threaded through a hole and be tied to the plate. (This can be done by the child if they know how to tie their laces or by a helper.)

The children can also use crayons or markers to color the paper plate. As the children design their Gruffalo you may need to prompt by asking "Are you going to give him a mouth?" "Maybe he needs some ears." "How about adding some hair?" If you see a child is struggling with materials ask first before helping. "Would you like some help with that? Or "Would you like me to show you how to _____?" This leaves the activity in the control of the child yet allows him/her to take advantage of any help offered.

Clean-up: Have children help tidy up.

Group share:

If time permits, have children sit in a circle and ask for volunteers to share their masks. Encourage each child to describe the features they put on their Gruffalo ("I used newspaper for hair, etc."). You may have to help by prompting (i.e. what did you use for the ears?).



Parent Session

Gruffalo 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 when reading aloud to your child or someone else's. Give examples of how you involved the child in the reading: turning pages, lifting flaps, making noises. Explain that if a child really isn't interested to try changing the book. Give other tips from your own experience.

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 Gruffalo masks) and explain they can help their child practice talking about their masks by asking their child what they used to make each of the features on their mask (i.e. "What did you use for the ears?").

Explain final book-making activity

The book they will make with their child has a repetitive pattern. We have a template prepared that they will fill in for their child.

Page 1: Is this a Gruffalo? (Picture and response: "No!")

Page 2: Is this a Gruffalo? (Picture and response: "No!")

Page 3: Is this a Gruffalo? (Picture and response: "No! It's my ____!")

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

(See: Combined Session instructions)

Combined Session: First Picture It, Dads! Book
Based on *The Gruffalo*

- 1) A book template has been prepared for us today. A book template is simply a book with spaces that you can fill in as you go along. This template is based on *The Gruffalo*. Since it is our first time, we have kept things as simple as possible. As we go through the weeks, we hope to be able to do some more complicated things.
- 2) We have some pictures that can be used in your books, but we also want to include one of each child and dad to go in the individual books. Each of the books will be a bit different since the books will be starring different characters - you! We'll quickly take a picture of each adult and, when they come back, one of each child as well.
- 3) For those of you unfamiliar with digital cameras, we will transfer the pictures from the camera to the computer so we can put the pictures in your books.
- 4) One by one we'll ask you to come to the computer, pick out some pictures and put your own names in the book to make it your special book. Helpers will guide you through this process.
- 5) As you put in the pictures, you can also change the text as needed to make it match your own book.
- 6) The final step is to print the book and put it together.

