Open Your Eyes Wide-Shut
Special Area: Preschool
Presented by: Ann Yancey, Great Rivers Educational Cooperative, Helena, AR

I. ABSTRACT
Using the book, Good Night, Gorilla, the audience will be shown how a speech pathologist uses children’s literature during whole class time to teach articulation, receptive, expressive, and written language skills. These skills will be interwoven with Core Knowledge Preschool Sequence objectives in the areas of autonomy, and social skills, work habits, storybook reading, literacy, math, time, and art. This will be accomplished with our eyes wide open-shut!

II. OVERVIEW
A. Core Knowledge Preschool Sequence content
1. Attend and listen to picture books with a simple storyline during a 15-minute reading. (Level I, page 48)
2. Answer questions about the elements of a story: character(s), setting, plot and events. (Level I, page 48)
3. Use increasingly precise vocabulary by correctly labeling animals by name and using words indicating time, space, shapes, quantities, colors, as well as descriptive verbs, adjectives and adverbs. (Levels I & II, pages 35-37)
4. Ask or answer questions beginning with who, what, where, when or why. (Level I, page 38)
5. Retell a story that has been read aloud; include character(s), a beginning, the plot, and an ending (I), or character(s), setting, the plot, the sequential events and an ending (II). (page 49)
6. Create nonrepresentational and representational works, such as printing, painting, drawing, collage, and sculpture.
7. Perform activities requiring small muscle control. (Level I, page 58)
8. Follow a recipe depicted in words and pictures. (Level II, page 55)
9. Listen to pairs of words and indicate whether they are the same or different. (Levels I & II, page 90)
10. Blend two or three spoken syllables and say a whole word, such as “pic”–“nic” = “picnic.” (Level II, page 57)
11. Develop an understanding of the relationship between spoken and written language by associating written words with spoken words. (Level II, page 56)

III. BACKGROUND KNOWLEDGE
A. For Teachers:

IV. PREREQUISITE PRIOR KNOWLEDGE FOR STUDENTS
A. Listening Skills
B. Attending Skills
C. Words are made up of letters that symbolize sounds.

V. RESOURCES
B. Armstrong, Mary Beth, PhD., “Building Language and Thinking through Literacy,” presentation Arkansas Speech and Hearing Association, 10-29-96.

VI. LESSONS
Lesson One: Goodnight, Gorilla
A. Daily Objectives
1. Attend and listen to picture books with a simple storyline during a 15-minute reading.
2. Answer questions about the elements of a story: character(s), setting, plot and events.
3. Use increasingly precise vocabulary by correctly labeling animals by name and using words indicating time, space, shapes, quantities, colors, as well as descriptive verbs, adjectives and adverbs.
4. Ask or answer questions beginning with who, what, where, when or why.
5. Retell a story that has been read aloud; include character(s), a beginning, the plot and an ending (I), or character(s), setting, the plot, the sequential events and an ending (II).
6. Create nonrepresentational and representational works, such as printing, painting, drawing, collage, and sculpture.
7. Perform activities requiring small muscle control.
8. Follow a recipe depicted in words and pictures.
B. Grouping- whole class
C. Materials & Preparation
1. Goodnight, Gorilla
2. Stuffed zoo animals (varying sizes)
3. Plastic zoo animals (varying sizes)
4. Felt board with coordinating Goodnight, Gorilla animals, complete reproduction of bedroom, oval shaped “goodnights” of varying sizes
5. Bananas, strings (enough for each class member)
D. Language of Instruction

<table>
<thead>
<tr>
<th>zoo</th>
<th>keys</th>
<th>cage/cages</th>
<th>gate</th>
</tr>
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<tbody>
<tr>
<td>arch</td>
<td>gorilla</td>
<td>elephant</td>
<td>giraffe</td>
</tr>
<tr>
<td>hyena</td>
<td>mouse</td>
<td>lion</td>
<td>armadillo</td>
</tr>
<tr>
<td>zookeeper’s house</td>
<td>bars</td>
<td>straight lines</td>
<td>rectangle</td>
</tr>
<tr>
<td>picture frames</td>
<td>night stand</td>
<td>drawer</td>
<td>night cap</td>
</tr>
<tr>
<td>uniform</td>
<td>title</td>
<td>author</td>
<td>first</td>
</tr>
<tr>
<td>last</td>
<td>flashlight</td>
<td>lamp</td>
<td>evening</td>
</tr>
</tbody>
</table>
E. Procedures/Activities
1. Explain to children that we are going to read a book about zoo animals.
2. Show and distribute to the class the stuffed or plastic animals, have each child name his/her animal or repeat after you and remove all animals. Discuss both adjectives and adverbs that apply.
3. Read *Goodnight, Gorilla* and then ask questions.
4. Have a break
5. Return and revisit the pictures with the class, then recreate the story by allowing different children to place in order of release the animals on the felt board.
6. Then introduce the category of furniture (bedroom) have children name and place on felt board while looking at the book (teacher is holding book and helping. *Reposition furniture after child placement if necessary for this reenactment only because of matching of space orientation.)*
7. Introduce and have children follow directives using the words indicating space of placing the felt board animals by the correct piece of furniture.
8. Have the children express the correct position or repeat after you.
9. Leave the felt board and review the children after their nap and snack before they depart for the day.

Reading Center Extensions:
1. Dramatic Play Center- Have children place animals in the correct spatial orientation to match the book using the bedroom furniture within this center. *Also have the children reenact the story and pretend to be the varying animals or zookeeper or his wife.*
2. Block Center: have children build cages for each zoo animal-help with sliding doors for some and open/shut doors for others.
3. Art/writing Center:
   a. Make clay animals to take home.
   b. Make animal masks and line up in sequence to match the animals.
   c. Use children’s cereal boxes to make miniature cages and let them paint and draw vertical lines for bars (place plastic animal inside) and allow them to take it home.
4. Science Center: have padlocks and keys for the children to use; latches that move only up and down; latches that slide. Fine/Gross Motor:
5. Fine/Gross Motor Activities:
   - Gross – have children pour water out of a pitcher into a bowl to water each animal.
   - Fine Motor – have each child try to:
     a. Tie a string around a banana at snack time
     b. Let each child peel a banana
c. Pretend to feed the animals by picking up food pellets and dropping them in cans to feed each animal. Also play the game “Monkeys in the Barrel” for balance.

d. Give each child a plastic knife and have him slice a banana, introducing concepts of whole banana, half banana, slices of banana. Ask each child to save the last slice and allow each child to smush one piece in her hands to introduce mushy, gooey descriptors: they can then lick off the banana and proceed to wash their hands for home departure.


F. Go a Little Further: Zoo field trip

G. Assessment/ Evaluation:
1. Teacher will individually assess zoo vocabulary, spatial words by allowing the child to read the story to the teacher.
2. Teacher observation of children using spatial concepts correctly when following daily directives.

Lesson Two: Goodnight, Gorilla, by Peggy Rathman

A. Daily Objectives
1. Listen to pairs of words and indicate whether they are the same or different.
2. Blend two or three spoken syllables and say a whole word, such as “pie”–“nic” = “picnic.”
3. Develop an understanding of the relationship between spoken and written language by associating written words with spoken words.

B. Grouping – Whole class

C. Materials and Preparation
1. Goodnight, Gorilla, by Peggy Rathman
2. Two sets of pictures of all animals from Goodnight, Gorilla (laminated).
3. Names of all animals in print (laminated).
4. Laminated oval “goodnights” from the book in the varying sizes.
5. Two poster boards for a flip chart overlay.

D. Language of Instruction
1. Same
2. Different
3. Clap
4. Blend

E. Procedures/Activities
1. Quickly review the pictures from Goodnight, Gorilla with the children.
2. Present names of the animals with the same name. Example: giraffe/giraffe or different name: giraffe/lion. Have the children listen and choose – use pictures only if necessary.
3. Clap or tap out the syllables in the different animal names.
4. Stretch the syllables of the varying animals blending the sounds into a long drawn out word/ then say the word correctly. Use a large rubber band for each child for stretching the word and returning to normal size/ normal speed of word.
5. Use flip chart and have children place the “goodnight” ovals with the same sized animals.

F. Go a Little Further
Writing center: have children select an animal to draw and tell you a story about their animal.

G. Assessment Evaluation
1. Speech therapist will take data down as phonemes/sounds are produced either after modeling or child imitation.
2. Teacher will assess sound productions during child’s normal conversation and interactions during group times.
3. Teacher will assess emerging literacy by allowing children to individually read their stories.

VII. CULMINATING ACTIVITY
A. Read the book, *Goodnight, Gorilla.*
B. Place the word zoo over your classroom door and a paper arched frame.
C. Divide the children into groups of gorillas, elephants, lions, giraffes, hyenas, and armadillos according to the mask they made in lesson one.
D. Direct “all” elephants to go back to the zoo by walking through the door, all giraffes, etc.
E. Last “only” let the gorillas return back “under” the arch.
F. Complete the activity by asking the children outside the door /wh/ questions and the “gorilla” children /wh/ questions within the room.
G. Serve all children banana popsicles.

VIII. HANDOUTS
Appendix A: Black and white animal mask drawings.

IX. BIBLIOGRAPHY
Armstrong, Mary Beth, PhD., “Building Language and Thinking through Literacy,” presentation Arkansas Speech and Hearing Association, 10-29-96.


