

The programming options are provided to support a range of implementation based upon library staffing and community needs. The materials and activities in the Play K curriculum are meant to support Pennsylvania's Learning Standards for Early Childhood and promote school readiness.

## Playscape 2: A Home for Me and a Home for You

This playscape explores the theme of house and home with preschoolers. The big idea for this theme is: Many different types of houses can be homes for people. Two essential questions guide the programming options: How can I describe my house? What are other types of houses that are homes for people? A variety of key learning areas are reinforced as the children and parents play together and participate in the activities.

Playscape Contents & Key Learning Areas Reinforced from Pennsylvania's Learning Standards for Early Childhood	Programming Option 1: Passive	Programming Options 2 & 3: Circle Time & Storytime	Programming Option 4: Virtual
<p><b><u>Playscape Materials</u></b></p> <p>Three Pigs Storytelling Puppet Set &amp; Flannel Board Set</p> <p>What's the Rhyme Sorting Houses</p> <p>Blocks &amp; Blueprints Center</p> <p><b><u>Books</u></b></p> <p><i>A House is a House for Me</i> by Mary Ann Hoberman</p> <p><i>Houses and Homes (Around the World series)</i> by Ann Morris</p> <p><i>The Three Little Pigs</i> by Paul Galdone</p> <p><b><u>Book-FLIX selections</u></b></p> <p>Fiction: <i>The Red Hen</i></p> <p>Nonfiction: <i>This is the Way We Help at Home</i></p>	<p><b><u>Playscape Set-Up</u></b></p> <p>Working with your available space, set out and arrange all or some of the materials and books to create an attractive "play corner" for parents and children. Also, display the following parent tips:</p> <p style="text-align: center;"><b>Tips for Parents &amp; Children</b></p> <p style="text-align: center;"><b>1,2,3, Play with Me!</b></p> <ol style="list-style-type: none"> <li>1. Follow your child's lead while exploring the different activities and use natural opportunities to extend language and concepts. For example, if your child chooses to start playing with the Blocks-Blueprint Learning Center, "Look, these cards are blueprints. Blueprints show you how to build something. This one looks interesting!"</li> <li>2. Let your child choose one of the books for you to read aloud. As you share the book,</li> </ol>	<p><b><u>Circle Time: Playing Kindergarten!</u></b></p> <p>Gather children in a circle to simulate a kindergarten experience. Tell children that storytime today will be a chance to "Play Kindergarten!"</p> <ol style="list-style-type: none"> <li>1. Praise children for how nicely they are sitting with their eyes on you and tell them that their kindergarten teacher will love to see this when they start school!</li> <li>2. Explain that in kindergarten there will be rules to follow during Circle Time. One rule we will practice today is to raise your hand and wait to be called on when you want to say something. Assure them that you will remind them if they forget, but that you are sure they will try their best!</li> <li>3. Go over the calendar with the children as they do in kindergarten, using the "My First Calendar" board. Talk about the day of the week,</li> </ol>	<p><b><u>Virtual – Play K at Home!</u></b></p> <p>Arrange your space for your virtual setting to resemble a kindergarten classroom. If possible, have a large chalkboard or whiteboard for sharing purposes. Have the book you will share and materials you will use at the ready and displayed as much as possible to look engaging onscreen.</p> <ol style="list-style-type: none"> <li>1. Welcome children and tell them that your program today will be a chance for them to "Play Kindergarten" at home! Tell them that even though you can't see them, you know that they are sitting up nicely with their eyes on you just like they will for their teacher in kindergarten!</li> <li>2. Show children the calendar board (Note: You may want to use a pocket chart calendar for a virtual program) and explain that you will have them help you</li> </ol>

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<p><b><u>Technology Connection</u></b></p> <p><a href="#">Toca Boca Apps</a></p> <p><b><a href="#">tocaboca.com/apps</a></b></p> <p>Toca House and Toca Kitchen</p> <p><b><u>Master Kit Materials (for Circle Time &amp; Storytime)</u></b></p> <p>My First Calendar Board</p> <p>White drawing paper</p> <p>Black crayons</p> <p>Markers</p> <p>Felt lap board</p> <p>Scissors</p> <p><b><u>Handouts</u></b></p> <p>Shapes handout for cutting practice</p> <p>Basic cutting practice handouts, if needed</p> <p>Take-Home Sheet for parents and caregivers</p>	<p>connect the story, characters, or concepts to the materials you have been playing with together. For example, "The little pig is going to build a house. I wonder if he had a blueprint to help him. Let’s see if it shows how he builds the house with his materials." Your child may also enjoy using the toys in this playscape to make up a story that takes place in a house.</p> <p>3. Build scissor skills with the house shapes and other cutting practice activities we have provided. Help your child and “share the scissors” as needed to keep it fun!</p> <p><b><u>Optional Technology Extensions</u></b></p> <p>Load the theme-related TOCA BOCA Apps on a tablet for children and parents to explore together. TOCA BOCA is an award-winning game development studio that makes popular child-friendly applications for tablets and smartphones (both Apple and Android). Go to</p>	<p>the date, the month, the season and the weather for the day and allow children to take turns placing each on the board, if appropriate for the group.</p> <ol style="list-style-type: none"> <li>1. Pose these questions to the children to introduce what they will be learning about today: “If you were telling a friend about your house, how would you describe it? Would you say it is big or small? Is it an apartment or a house all by itself? How many rooms are in your house?” Explain that today they will learn about many different types of houses that people call home.</li> <li>4. Share the What’s the Rhyme Sorting Houses. Involve the children in helping you name the picture on each house. Explain that this game is actually a rhyming game! Define rhyming words as words that sound the same at the end, like <i>cat and hat</i> and <i>mouse and house</i>. Model how to play the game with a couple of the rhyming houses</li> </ol>	<p>with this just as if they were here. Talk about the day of the week, the date, the month, the season, and the weather for the day as if the children were helping you select each one.</p> <ol style="list-style-type: none"> <li>3. Pose these questions to the children to introduce what they will be learning about today: “If you were telling a friend about your <b>house</b>, how would you describe it? Would you say it is big or small? Is it an apartment or a <b>house</b> all by itself? How many rooms are in your house?” Proceed to give answers to the questions as if the children were telling you about their <b>houses</b>. Explain that today they will learn about many different types of <b>houses</b> that people call <b>homes</b>. Some may be like theirs and some may be very different, but all the <b>houses</b> are <b>homes</b> for the people who live there!</li> <li>4. Introduce the book, <i>Houses</i></li> </ol>

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<p><b><u>Key Learning Areas Reinforced</u></b></p> <p><b><u>Passive Program</u></b></p> <p>Approaches to Learning Through Play - Constructing, Organizing and Applying Knowledge</p> <p>Language and Literacy - English Language Arts</p> <p>Mathematical Thinking and Expression - Exploring, Processing and Problem-Solving</p> <p>Social Studies Thinking – Connecting to Communities</p> <p>Scientific Thinking and Technology - Exploring Scientific Inquiry and Discovery</p> <p>Creative Thinking and Expression – Communicating Through the Arts</p> <p>Partnerships for Learning – Families, Early Care and Education Programs, and Communities</p>	<p>tocaboca.com/apps and look for Toca House and Toca Kitchen.</p> <p>Make the parents aware of the Book-Flix selections that support this theme.</p>	<p>and tell children and parents that this game will be available for everyone to play with after Circle Time.</p> <ol style="list-style-type: none"> <li>5. Share the nonfiction book, <i>Houses and Homes</i> from the Around the World Series. You might choose to only read aloud a portion of the book, depending upon your group. Talk about how many of the houses are different from theirs, but that each one is a home for the people who live there!</li> <li>6. Briefly introduce the Blocks &amp; Blueprints Learning Center by modeling with the blocks and one of the cards. State that this will be available to play with after Circle Time, also!</li> <li>7. Close circle time with a song, praise the children for trying their best to remember to raise their hand today, and announce the next Play K.</li> </ol>	<p><i>and Homes</i> by Ann Morris. Explain that this is a nonfiction or informational book, meaning that the author wrote it to help you learn about real things. In this book, they will learn about many different types of <b>houses</b>.</p> <ol style="list-style-type: none"> <li>5. As you read, point out that many of the <b>houses</b> look very different from theirs, but the same in that each one is a <b>home</b> for the people who live there, just like their <b>house</b> is a <b>home</b> for their family!</li> <li>6. Share the index in the back of the book and explain that an index helps you find information in a nonfiction book like this one. Point out that these different <b>houses</b> were from all around the world!</li> <li>7. Close with a song, and praise children for learning so much about <b>houses</b> and <b>homes</b> around the world today. Tell them their kindergarten teacher is</li> </ol>

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<p><b><u>Circle Time &amp; Storytime</u></b></p> <p><b>All of the above, <i>plus</i></b></p> <p>Health, Wellness, and Physical Development – Learning About My Body</p> <p>Social and Emotional Development - Student Interpersonal Skills</p>		<p style="text-align: center;"><b><u>Storytime Option</u></b></p> <p><b>TALK:</b></p> <p>After discussing different types of houses, share with the children which house you would most like to visit and explain why that would be interesting to you. Ask children to "turn and talk" to the child next to them about which one they would like to visit. Model how to do this with a parent volunteer.</p> <p><b>SING:</b></p> <p><b><i>Where People Live</i></b> (Tune, "The Old Grey Mare")</p> <p>Some people live in apartments Live in apartments, live in apartments Some people live in apartments That's where some people live.</p> <p>Some people live in mobile homes Live in mobile homes, live in mobile homes Some people live in mobile homes That's where some people live.</p> <p>Some people live in big houses Live in big houses, live in big houses Some people live in big houses</p>	<p>going to be so happy about how well they listen and learn! Invite them to tell someone in their <b>home</b> about some of the different types of <b>houses</b> they learned about today.</p> <p><b>Note:</b> Have the Take-Home Sheet for this playscape available as a downloadable link after the virtual program. You may want to consider providing a take-home craft that families can pick up at the library, as well.</p>

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		<p>That's where some people live.</p> <p>Some people live in little houses Live in little houses, live in little houses Some people live in little houses That's where some people live.</p> <p><b>READ:</b></p> <p><b>Additional books to expand the playscape theme~</b></p> <p><a href="#">Books About Homes and Houses</a></p> <p><a href="http://www.familyreading.org/i-HomeBooks.htm">http://www.familyreading.org/i-HomeBooks.htm</a></p> <p><b>WRITE:</b></p> <p><b>On My Street</b> Materials needed: white paper, black crayons, markers to draw houses. Have the children draw two long, solid black lines and then a dotted line in-between them to form a street (good for pre-writing skill development). They can then draw houses on the sides of the street. If time allows, children can “write” about their street scene with their parents.</p>	

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		<p><b>PLAY:</b></p> <p>Read or tell the familiar story, <i>The Three Little Pigs</i>, and use the puppets and flannel board pieces to have fun play-acting the story. Involve the children in the retelling as much as possible to model how to develop language and narrative skills through dramatic play. Then mention that these materials are also in the playscape for families to use.</p>	