



Pinocchio!

Learning Extensions

Age: 3 through Pre-K

Domain: LANGUAGE AND LITERACY DEVELOPMENT

Content Standards: LD1, LD2, LD3, LD4, LD5

The children will:

- develop skills in listening for the purpose of comprehension (LD1)
- learn to discriminate the sounds of language (phonological awareness) (LD2)
- develop an understanding of new vocabulary introduced in conversations, activities, stories and books (LD3)
- develop and expand expressive language skills (speaking) (LD4)
- begin to develop age-appropriate strategies that will assist in reading (LD5)

Activity: What Makes Your Nose Grow?

After the show, read an illustrated simple version of Pinocchio. The story does not have to cover all the adventures from the show, just the main feature: Pinocchio's nose grows when he doesn't tell the truth. Stop to point out new vocabulary words, have children make predictions, and ask questions. If it is a rhyming book, have the children point out the rhyming words. After reading, write "What Makes Your Nose Grow?" across the top of chart paper. Discuss the difference in the truth and a fib (or make believe). Start off with your own example, such as, "Yesterday, I went to the zoo and rode upside down on the elephants." Each child then comes up with a statement that is not true (and can be very silly) to be recorded on the chart paper. Read all of the statements aloud when you have finished. Show your students the spaces between words and have them count the words in the longest sentence. Add a simple drawn picture next to each answer and post on the wall. Children can then identify their own answer later, either by name recognition or using the picture to identify.

Domain: MATHEMATICAL DEVELOPMENT

Content Standards: MD1, MD3, MD4, MD5

The children will:

- begin to develop an understanding of numbers (MD1)
- sort and classify objects (MD3)
- develop a sense of space and an understanding of basic geometric shapes (MD4)
- learn how to use a variety of non-standard and standard means of measurement (MD5)

Activity: Growing Noses

Give each child a cut out of Pinocchio's nose by just rounding off two edges of a piece of construction paper. Their mission is to find as many things in the room as they can that are shorter than Pinocchio's nose. Let the children work together in small groups to collect five or more objects shorter than Pinocchio's nose to bring back to the large group. Discuss their findings using mathematical language, like 'longer' or 'shorter.' Save all the collected items from large group to use later in small groups. There are endless math activities you do with a handful of the collected objects in a small group. . The children can sort the items from smallest to largest (seriation), by shape, or color, using one or more characteristic. Each child can take one object and follow your directions that indicate placement (i.e. "Hold it above your head," "Put it inside your pocket," etc.). Have each group count their total number of objects (total should be no more than 20).

Domain: SCIENTIFIC DEVELOPMENT

Content Standards: SD1, SD2, SD4

The children will:

- use processes of science to actively explore and increase understanding of the environment (SD1)
- acquire scientific knowledge related to life science (SD2)
- acquire scientific knowledge related to earth science (SD4)

Activity: Water Animals

Talk about the types of creatures that live in the water. Discuss the differences in water life and land animals. Ask questions like, "How do they breath?" and "How do they move around?" Use a simple representation of water like a blue carpet square or a sheet like in the show. Put all of your plastic animals together and the children take turns choosing one that lives in water, and placing it in your 'ocean.' You can extend this activity by then sorting all of the animals by where they would most likely live: jungle, farm, arctic, etc. Discuss the basic requirements for all life, such as food. You may want to jot down some of the questions the children ask that you are unable to answer, so that you can research for accurate answers later. Throughout the week, discuss the answers you found to their questions. You will be amazed at the facts that preschool children can remember. Too many questions and not enough time? Get parents involved with

a 'parent challenge' by sending home a question about water life with each child and the family can find the answer together. Help develop personal and social development by having each child stand in front of the large group and talk about their findings.

Domain: SOCIAL STUDIES

Content Standards: SS1, SS2, SS3

The children will:

- develop an appreciation of his/her role as a member of the family, the classroom, and the community (SS1)
- develop a respect for differences in people (SS2)
- express beginning geographical thinking (SS3)

Activity: My Unique Family

Gappetto finally got a real live son to call his own. But is that possible to have a family without the mother or other siblings? At this age, children are beginning to notice some differences between their own family and other classmate's families. Talk about the different types of families, from family members to culture. Stress the importance of respecting the differences among the students. Ask if anyone would like to talk about who is in their family, or something they do as a family that is unique. Children may say that they "speak Spanish at home," or "live with Grandma." Don't choose children to talk, but let them volunteer, as some children may be sensitive about their family situation. The goal of this activity is to assure the children that even though all families are different, they all live with people who love and take care of them, even if they make the wrong choices like Pinocchio. Each child can draw a picture of their family on a paper plate to hang with ribbon in the classroom, making their first 'family crest.' Make sure to label everyone in the picture, even pets!

Domain: THE ARTS/CREATIVE DEVELOPMENT

Content Standards: CD1, CD2, CD3

The children will:

- explore and use a variety of materials to develop artistic expressions (CD1)
- participate in music and movement activities (CD2)
- use drama to express individuality (CD3)

Activity: My Own Pinocchio

All of the puppets in That Puppet Guy's adaptation of Pinocchio are made from recycled materials. Ask the parents to send in a variety of items that can be recycled and odds and ends they don't use, like old baskets and hats, material, string, wood pieces, wooden spoons, etc. Have each child choose a few items to create their own Pinocchio (or another character from the show), and store in their cubby (or in a labeled bag). Set up a 'hot glue station' that is supervised at all times by a teacher or parent volunteer. The glue gun and glue are very hot and must be handled with care by an adult, keeping it out of reach when not in use. Children are called one at a time throughout the day (or week) to visit the glue station to make their puppet 'come to life.' Set up two chairs, one for the adult,

one for the child. ONLY the adult uses the glue gun, and the child will describe how to put their collection of pieces together. At your next large group, each child can show their puppet and describe how they made it. Ask questions to get them talking. Does it have special features like a stick nose that can be made longer or shorter? What did that character do in the story? How is your puppet different than the one you saw in the show? Extend this activity by creating backdrops for your own puppet show. Children can recreate the story with their own unique puppet. Play plenty of Italian music so that the children and puppets can dance!!

Domain: PERSONAL AND SOCIAL DEVELOPMENT

Content Standards: SE1, SE3, SE4

The children will:

- develop confidence and positive self-awareness (SE1)
- increase the capacity for self control (SE3)
- develop interpersonal and social skills for relating with other members of the learning community (SE4)

Activity: No Schools! No Rules! No Parents!

Preschoolers are learning that they can make many choices on their own, and there are consequences for those choices. Talk about how Pinocchio made the wrong choice by going to Toy Land instead of doing what Geppetto asked. The rules for your classroom should be posted with small pictures to help remind the children. Review the rules and ask the children if they know why you have each one. Safety is going to be the primary reason. As you redirect a pre-k student, you will often hear, “But S/HE did it!” Discuss why they should make good choices even if other children are not. Talk about the rules that adults have, like not speeding when driving, and the consequences they have for breaking the rule (getting a ticket, or getting in a wreck). Ask if the children think it’s OK for an adult to steal something from a store if s/he saw someone else do it. Lead a discussion in what life would be like if children didn’t have schools, rules or parents. They may first think of all the fun things they could do, but eventually will see that there are also problems with that idea. Throughout the day notice and comment on good choices you see and limit the added attention you give to inappropriate ones. This is harder than it sounds for a teacher, but here’s a way to remind yourself to notice and to reward all those good choices. Set up a ‘Good Choice’ jar and give children a marble to put in it when you see him/her following rules. When the jar is full, have a special day!

Domain: HEALTH AND PHYSICAL DEVELOPMENT

Content Standards: HPD1 (also CD2 under The Arts)

The children will

- participate in a variety of gross-motor activities to develop control, balance, strength and coordination (HPD1)

Activity: Tony Chestnut Knows I Love You

Though no one knows the actual writer, there are many versions of “Tony Chestnut.” Many preschools have “The Learning Station” version and this CD offers 12 additional active participation songs. After the show, talk about how That Puppet Guy made puns by playing with words that have two meanings, such as, “Do I see the sea?” Think of other words that have two meanings, like ‘blue’ and ‘blew.’ Tell the children you would like to introduce them to someone, but they will have to guess his name. First point to your toe, then point to your knee. Tony! Play the song and have them follow along to your movements. The entire song is full of polysemy and homonyms. If you don’t know all the movements, you can see several groups in action at <http://www.youtube.com/watch?v=dm7WBriDSD4>. The song starts off slowly in words and actions, and gets increasingly faster as repeated, until the whole class will be frantically pointing and laughing trying to keep up. If you cannot access the song on CD, just sing it and follow with these movements, repeating and increasing speed as you go:

Tony Chestnut
Knows I love you,
Tony knows, Tony knows,
Tony Chestnut
Knows I love you,
That's what Tony knows.

While singing, point to different parts of your body, like this:

Toe knee chest nut (head)
Nose eye
Love (heart)
You (point to others)
Toe knee nose
Toe knee nose
Toe knee chest nut (head)
Nose eye
Love (heart)
You (point to others)
That's what toe knee nose.