



# THE GIANT, THE BEANSTALK, AND JACK

## Learning Extensions

**Age: 3 through Pre-K**

### **Domain: LANGUAGE AND LITERACY DEVELOPMENT**

Content Standards: LD1, LD2, LD3, LD4, LD5, LD6

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 or books (LD3)
- develop and expand expressive language skills (speaking) (LD4)
- begin to develop age appropriate strategies that will assist in reading (LD5)
- begin to develop age appropriate writing skills (LD6)

### **Activity: FEE! FIE! FOH! FUM!**

There are so many activities to be done with Jack in this domain. Just by watching the show and listening to the story, preschoolers are developing skills in listening for the purpose of comprehension. The prerequisite to reading is known as 'phonological awareness,' and alliteration (beginning sounds of words) is our focus in this activity. Have the children sit where they can see you holding up letter cards, or view the alphabet on the wall as you point. Make sure you use consonants only! Have the children all say, "Fee! Fie! Foh! Fum!" like the Giant. Have them identify the letter 'f' and make the 'f' sound. Then go to another letter, say 'b'. The children say, "Bee! Bie! Boh! Bum!." They will identify the letter 'b' and make the 'b' sound. Continue until you run out of letters! Another great activity to expand expressive language skills (speaking) is to use chart paper and write a story starter, like, "If I were a Giant, I would \_\_\_\_\_," and have each child dictate the ending. Writing down their responses develops age appropriate writing skills (understands writing has a purpose), and dictating phrases to an adult recording on paper. It also helps with using left to right patterns! Bonus—you could make a class book with the title "If I Were A Giant..." write their dictation on individual sheets of paper and have them color. Class made books are usually the favorite in every preschool library.

## **Domain: MATHEMATICAL DEVELOPMENT**

Content Standards: MD1, MD2, MD4

The children will:

- begin to develop an understanding of numbers (MD1)
- create and duplicate simple patterns (MD2)
- develop a sense of space and an understanding of basic geometric shapes (MD4)

### **Activity: Sequencing the Story**

Either download and print the story online

(<http://www.puppetguy.com/downloads/JBStoryboard.pdf>), or check out a version of Jack and the Beanstalk at the library. Copy these reproducible Jack and the Beanstalk sequencing cards. Print in color (or color in later) on card stock. Laminating will make them last longer. As you cut out the sequencing cards, make sure to include the number printed beside the picture. (This is best as your small group activity and will fulfill the 'small group literacy activity' lesson planning requirement, as well.) As you read the story, put the appropriate card on the table for the children to see (felt and magnetic boards work, too). When you are done, divide up all the cards within your small group. Re-read the story and have the children place the cards in order. They can help each other, or may need teacher help the first couple of times. After your activity, leave these cards in the math center or book area so that children can retell the story on their own. The printed numbers on the cards help the children to recognize and identify ordinal numbers. Use lots of mathematical language such as "First, second, before, after, and last." Since the numbers are on the cards, you could also use these to have children count out that number of beans and place on the card. Beginning counters should use 1-5, then 1-10 and pre-k children can work all the way up to 15.

## **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: Grow a Beanstalk**

With the understanding that almost every preschool teacher has planted bean sprouts with their students, it's still one of the best science activities. Beans sprout very quickly with a minimum of care, and this activity covers more than just life science. We'll tell you how. After the show, give each child a 6-8 ounce cup (labeled with their name), a plastic spoon, a bowl of soil and a few beans. Children fill the cup about  $\frac{3}{4}$  full (make a mark on the cup), drop in the beans and finish adding soil until it reaches the top. SUPERVISE the watering of these plants so that they are not overwatered or give each child just a little water in a cup to add. Put them all in the sunlight. Talk about what plants need to survive. Begin individual science logs or a wall chart to record the growth of the

beanstalks. A good time to plant these is on Friday, because by Monday, they will have sprouted and may even be a couple of inches tall! Make sure to keep the soil moist, but do not overwater. Using a non-standard form of measurement, like uni-fix cubes, children can measure and document the growth daily, write how many cubes it took to reach the top, and draw their observations (content standard-using simple tools for investigation). Keep the children talking about what they see and answer any questions they may have (content standard-using language to describe observation). Have them identify the tallest sprout each day (component-makes comparisons. A fun extension that we found (that has absolutely nothing to do with science) is to reproduce a picture of each child on about a one inch scale. Carefully attach the picture to the beanstalk and now they are Jack climbing the beanstalk!

### **Domain: SOCIAL STUDIES DEVELOPMENT**

Content Standards: SS2, SS3

The children will:

- develop a respect for differences in people (SS2)
- express beginning geographic thinking (SS3)

#### **Activity: Child Sort!!**

Young children are beginning to notice and identify similarities and differences among themselves and their peers in the classroom. As teachers, we want them to notice that people are not all the same and the world would be a boring place if we were! Respecting the differences of people around the globe begins within the walls of your classroom. We recommend a game called “Child Sort” that not only helps children develop age-appropriate skills in social studies, but is fun to play! The children will observe two groups of children to identify a difference. Begin by calling up three children to stand on your left that all have, say, Velcro shoes, and another three that all have shoelaces. Ask, “What’s the difference?” and the children identify the difference in the two groups. For beginning ‘sorters,’ use more obvious differences, like all “They are all boys, and they are all girls.” By the end of Pre-K, children will be able to identify more subtle differences, such as “They can speak Spanish, and they can’t!” Often, the children will come up with a difference that the teacher didn’t even notice. Be careful about choosing differences and aware of sensitivities. Young children may be uncomfortable about being noticed as “taller, darker, heavier” and so on. It’s best if you stick to the differences in clothing (short/pants), hair (curly, straight), and so on. This is also a great ‘time filler’ game to play when you are searching for something to do. If all the children are sitting and waiting but your scheduled visitor has not shown up yet, CHILD SORT!

### **Domain: THE ARTS/CREATIVE DEVELOPMENT**

Content Standards: CD1, CD2, CD3

The children will:

- explore and use a variety of materials to develop artistic expression (CD1)
- participate in music and movement activities (CD2)

- participate in music and movement activities (CD3)

**Activity: Become ‘The Giant’**

As a preschool teacher, you know that The Arts encompasses so much more than media work like painting and play dough. Children at this age are also learning about the Arts through pretend play, drama, music and movement. Before the show, choose a preschool-friendly version of Jack and the Beanstalk to read to the class to become familiar with the characters. There are many taped versions available online or through the library if you prefer. Three and four year olds are naturally attracted to silliness, exaggeration, music, and cause and effect relationships (like puppets!). The unique cabaret style used by That Puppet Guy doesn’t hide the man who makes the Giant come to life. During the show, glance around at your class. They are developing an appreciation of the arts and responding to an artistic event. After the show, That Puppet Guy will demonstrate how he manipulated the marionettes, rod, hand and shadow puppets to make the characters so believable. It is almost certain that your class will want to reenact this story. Make a prop box with a scarf for the mother, headband with ears for the cow, a few beans, gold spray painted plastic eggs and poker chips, a plastic fan of leaves, a hat for the Giant an apron for his wife. Make it as simple or elaborate as you want. Children can then become the characters and audience of their own show. Use exaggerated movements and voices—**STOMP** hard for the Giant while shouting, “**FEE FI FO FUM**” and a deep voice. All of the children should be able to play a role, so you may have to carry this activity over to your small groups, or over a span of a few days with large groups. (BONUS—Your large group and/or small group literacy activity requirement is met!) Extend the story through listening and moving to musical tracks of Jack you find at the library or online, or jot down the Giant’s wife rap and practice those phonological skills of rhyming.

**Domain: SOCIAL & EMOTIONAL (PERSONAL & SOCIAL) DEVELOPMENT**

Content Standards: SE1, SE2, SE3, SE4

The children will:

- develop confidence and positive self-awareness (SE1)
- develop curiosity, initiative, self-direction and persistence (SE2)
- increase the capacity for self-control (SE3)
- develop interpersonal and social skills for relating with other members of the learning community (SE4)

**Activity: When I Grow Up**

In the show, Jack sings and wonders about growing up and what he will be. Jack also sings about being happy with who he is right now. Preschool children are developing self-confidence and positive self-awareness, learning that they are unique in what they know, how they feel, and have personal preferences. “When I Grow Up...” is the perfect class book. Ask each child what they would like to be when they grow up. Get them started by asking what they like to do now. If they like blocks, they may want to build houses; if they like to investigate in science center, they may want to be a scientist. Make one book page per student,

with their name, what they like to do (or are good at) and what they want to be. Leave room for their illustrations. If possible, attach a small picture of the student on their page so that non-readers will enjoy looking at the book on their own. Laminate each page for a book that will last all year. Punch holes and use ribbon to bind. Parents and children both will enjoy looking through this class book. Do a follow-up at the end of the year to see how the children have changed their minds about their careers.

## **Domain: PHYSICAL DEVELOPMENT AND HEALTH**

Content Standards: HPD1, HPD2, HPD3

The children will:

- participate in a variety of gross-motor activities to develop control, balance, strength and coordination (HPD1)
- participate in activities that foster fine motor development (HPD2)
- understand health and safe living practices (HPD3)

### **Large Motor Development**

#### **Activity: Jack, Jack, GIANT**

The ever versatile “Duck, Duck, Goose” can be played the same way, by replacing the words with ‘Jack, Jack, Giant.’ If you are playing outside, you can add to this game by placing the ‘golden egg’ about 10 yards away, and when the Giant is called, both children take off for the golden egg, and whoever gets it and returns it first to the circle is the winner!

### **Fine Motor Development**

#### **Activity: You Don’t Get There With Giant Steps.....**

Before a child can write, they have to hold a pencil. To hold a pencil correctly, those fine motor skills need developed. Although parents want to see their child writing their full name the first week of Pre-K, teachers know that it takes certain steps to get there. One of the best ways to practice these skills is by using tweezers to pick up small items. Put out bowls of beans at the table. Give each child a card with a number from 1 to 10. The child will use tweezers to transfer the appropriate number of beans onto the card. If wanted, you can leave out the number cards and just transfer beans bowl to bowl, but this gives you the option of adding a math content standard to your lesson plans!

### **Health Development**

#### **Activity: Fishing for Food Groups**

Preschool children have heard their parents say that some foods will ‘make you grow to be big,’ and are ‘healthy for you,’ but don’t quite yet understand why. In their mind, if sugar tastes so good, it must be good for you. Help them learn the difference of foods that are healthy and those that should be limited. Obtain a free poster of the new food pyramid from your local health department or online. Have frequent group discussions about what and why certain foods are healthier, what the food groups are, and what foods fit into those groups. And what about beans? Are they a fruit, vegetable or meat? Bring in some old magazines and have the children cut out pictures of all kinds of foods, including junk food.

BONUS—practicing fine motor skills! After cutting out a variety of pictures, attach a paperclip to each one. Mix them up and place them on large blue sheet of paper on the carpet area. Attach string to sticks (rhythm sticks will work) and put a magnet at the end of the string (you can use a ready made one if you prefer). Prepare baskets or different colored paper and label with each food group. The student stands at the edge of the ‘water,’ lowers his fishing line, and catches a picture. See if s/he can tell you which group that food belongs. After deciding, place that picture into the basket with the appropriate label. If a picture of any junk food, soda, or candy is caught and doesn’t belong in any food group, throw it back into the pond...it’s not a ‘keeper.’ Teachers will need to help children identify the foods and groups in the beginning, and later can leave out all the materials in the science area for optional center play, or for use in small groups. Laminate the food pictures to make the pieces last longer. Tip: Make sure, before you begin play, that the magnet is strong enough to pick up the laminated picture.