

# **BILINGUAL LANGUAGE ARTS IN ACTION ACTIVITY KITS**

## **“NUMBERS”**

### **Children’s Literature Sources:**

1. “Click, Clack, Splish, Splash” by Doreen Cronin (illustrated by Betsy Lewin)
2. “One Ted Falls Out of Bed” by Julia Donaldson (illustrated by Anna Currey)
3. “Fish Eyes” by Lois Ehlert
4. “The Very Hungry Caterpillar” by Eric Carle
5. “10 Little Rubber Ducks” by Eric Carle

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## ACTIVITY KITS

### GENERAL TEACHING PRINCIPLES:

- The basic principle behind these activities is to use **children's literature** to teach the grammatical structures of written language (English).
- Children learn best when they **discover** the rule themselves, rather than being told the rule and then practicing it in meaningless drills.
- Our role as teachers is to make sure children have lots of **exposure** to the target structure in different contexts, and to **direct** their attention to how it is used.
- We also need to make sure students have lots of opportunities to try to **use the structure** in their own writing – this means **accepting approximations** and gradually **shaping** them into correct productions.
- **Repetition** is important for learning – reading and writing must be done over and over – but it is also important to keep it **fun** and **interesting**.
- It is not enough to simply read the books in this activity kit to children during story time – the books must be the focus of **extended and repeated study** and this difference should be emphasized and made clear to both teachers and students right from the outset.

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## **ACTIVITY KITS**

### **TEACHING “NUMBERS”**

- 1.** The most important concept to emphasize with numbers is “sequence” – putting things in the right order.
- 2.** Activities with numbers require lots of repetition to keep reinforcing the rote learning of the number sequence.
- 3.** Links should be made between the number handshapes, written numerals, and written words, e.g., “2 Handshape/Sign”, “2”, and “two”.
- 4.** Predicting can easily be incorporated into number activities because the sequence of numbers is consistent and predictable and therefore, children will learn what should come next.
- 5.** At this beginning level, number sequences are limited to numbers from 1 to 10.

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## **SUGGESTED ACTIVITIES FOR: “CLICK, CLACK, SPLISH, SPLASH” (CRONIN & LEWIN)**

**Vocabulary:** creeping, standing by, lead the way, go to the shore, fishy surprise

1. You can adjust the focus from the words/sentences within this story to simply emphasizing the numerical symbols depending on the language level of students.
2. Develop prediction skills by having students guess what the next animal will be (help them begin to make connections between the numbers and the animals).
3. Point out the subtle clues in the pictures and text to help children understand the story (aquarium full of fish in first picture, sneaky nature of animals).

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## **SUGGESTED ACTIVITIES FOR: “ONE TED FALLS OUT OF BED” (DONALDSON & CURREY)**

**Vocabulary:** bedclothes, makes a fuss, roar around, gaze, sip some tea, trolls, playing tunes, running riot, scamper

1. This story includes both increasing and decreasing numbers (1 to 10; 10 to 1). Illustrate this sequence with a number line and show how you can move in both directions.
2. Prediction can be developed by having children guess and begin to associate numbers with the toys/activities in the story.
3. Use the puzzle that is included with this book to further emphasize numbers by counting the pieces – before, during, and after puzzle completion.

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## **ACTIVITY KITS**

### **SUGGESTED ACTIVITIES FOR:**

#### **“FISH EYES”**

**(EHLERT)**

**Vocabulary:** suit of scales, fins, tails, striped, spotted, fantailed, skinny, flashy, darting

1. This story can inspire a wonderful art project. Have the children create their own fish using bright colours and patterns and make holes for the eyes.
2. Many elements of the fish in the story and the fish created by the children can be counted – eyes, fins, stripes, dots, circles, and so on.
3. This book can easily be incorporated into mathematics activities for practicing addition skills (this is part of the subtext on each page).
4. Help students make the connection between adding and counting (e.g., adding one determines the next number in the sequence).

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## **SUGGESTED ACTIVITIES FOR: “THE VERY HUNGRY CATERPILLAR” (CARLE)**

**Vocabulary:** caterpillar, cocoon, nibbled

1. This book makes the connection between two common sequence patterns - the days of the week and numbers.
2. Children can participate in an art activity – cutting out shapes of food and either painting them or gluing them with colourful paper. Don't forget to make holes where the caterpillar eats through them!
3. Use these art pieces to demonstrate the story – make sure each child has a turn to take on a different role.
4. As children share the story prompt for prediction, counting, and vocabulary.

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## **SUGGESTED ACTIVITIES FOR: “10 LITTLE RUBBER DUCKS” (CARLE)**

**Vocabulary:** cargo ship, captain, churns, overboard, drift, dolphin, flamingo, pelican, chatters, octopus, screeches, bobbing

1. This book includes a lot of “sound” words that may need to be explained and the noisemaker on the final page may not be relevant to deaf children.
2. You can play a variety of games with a box of 10 rubber ducks. This can include counting them as you put them in and take them out, and taking turns deciding where each duck is going.
3. Use this book to combine with lessons re: directions/prepositions (east, west, north, south, up, down, left, right, etc.).



4. Use this book to combine with lessons re: different sea animals (and where in the world they live).
5. Emphasize importance of friendship – needing to belong and not being alone.