

Brøderbund
Software for
Education

The Playroom™

Teacher's Guide

Brøderbund®

THE PLAYROOM™

Teacher's Guide

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Special thanks to
the children and teachers
who tested these ideas
and to
The Brøderbund Team

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Introduction

Dear Teacher,

We hope you and your students have hours of light-hearted fun using *The Playroom*. Because that's what *The Playroom* is all about. Having fun. But a special kind of fun.

As you will discover, *The Playroom* is also chock-full of learning experiences. Every teacher knows that young children are endlessly curious. They love to explore — that's how they learn new things. And they love to learn.

The Playroom is designed to encourage this natural curiosity and reward it with fascinating new discoveries. As your students play in *The Playroom*, they will automatically begin to learn about letters, numbers, and time. But you'll be teaching them more than basic math and reading concepts. You'll also be teaching them about computers and helping them exercise their thinking skills.

As far as we can tell, we seem to have developed a brand-new kind of software for early childhood education. The experts are enthusiastic about it (see pages 5-8). But just as important — to us at any rate — the dozens of children and teachers who have "played" with *The Playroom* love it.

Now, we're eager to see what you and your students think about it. We have tested the ideas in this Guide with a variety of children, and we will certainly welcome your comments, too.

Finally, if you come up with your own ways to use *The Playroom*, we hope you will write and tell us about them. If we reprint your ideas, we will gladly send you a software program of your choice.

Sincerely,

The Brøderbund Team



Introduction

Professionals Speak

USING THE PLAYROOM

*By Charles Hohmann, Ph.D.
and Warren Buckleitner, M.A.
High/Scope Education Research Foundation*

The Playroom is designed for fun and exploration and offers children a great many options. With younger children, start with limited choices and allow them to work with them. When those options are mastered, you can add additional ones.

If you have a computer and a copy of The Playroom for each child, load the software and you're ready to begin. However, if you have more children than computers, introduce the activity to your children in small groups.

Introducing The Playroom

Young children are most likely to be successful with computer programs when they're first given a brief, hands-on introduction. An effective way to prepare children for independent work is to present the program to a small group of children. Done correctly, this introduction can produce a nucleus of "experts" on the program who can in turn help other children get started. Here are some tips for small-group introductory activities to use with The Playroom.

1. Familiarize yourself. Get acquainted with all aspects of the program children are likely to encounter by first going through it yourself. Keep the computer on a low cart so it can easily be wheeled from the "computer area" to a small group table rather than moving the group of children to the computer.

2. Start out with concrete non-computer materials. The best way to begin is with non-computer materials that illustrate the concepts and activities in the program (see Section 2 of this guide.) These materials also keep

children occupied while others are taking their turns at the computer.

3. Gradually introduce the computer. When the children have been introduced to the non-computer materials, turn on the monitor. (Preload the program and have it ready to go but turn the monitor off; for built-in monitors such as that on the Macintosh, turn the brightness all the way down.) Invite a child sitting close to the computer to move the mouse or the joystick and to describe what happens on the screen.

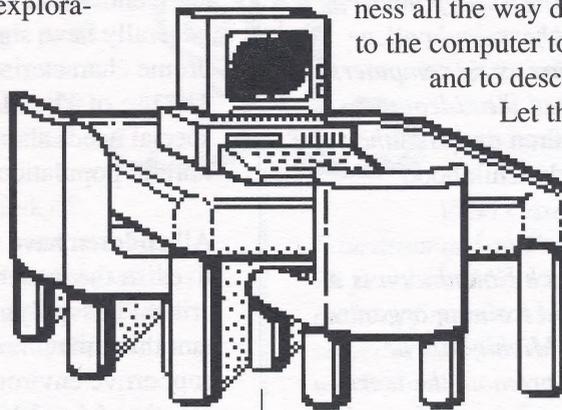
Let the child discover what happens when the mouse button is clicked or the arrow key is pressed. While a child plays with the computer, you can do the "play-by-play," verbalizing the activities on the screen and interjecting "what do you think would happen if ..." questions to guide the children to important features of the program.

Let the children's natural explorations guide you through the program. The small group introduction provides support as children explore and learn the program.

4. Let the children take turns. A mouse, joystick, or movable keyboard can be moved around the table so children don't have to get out of their seats for a turn. Let each child have a turn at the computer... if they want to. The choice is important. Some children, especially the younger ones, may prefer to work with the concrete materials.

At the end of the introductory activity, mention that the program will be available for children to use on their own. Computer activities along with a variety of interesting concrete early childhood materials such as books, art supplies, and blocks make for a rich and appropriate active learning environment. The activities in this guide complement the concepts learned in The Playroom.

Charles Hohman, Ph.D., High/Scope Educational and Computer Consultant, conducts training workshops on using computers in preschool classrooms. He is the



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coordinator of the Technology in Preschool Project sponsored by Apple Computer Corp., and is also heavily involved in High/Scope's K-3 curriculum development. He is currently writing a book on young children and computers.

Warren Buckleitner, M.A., has been an educational consultant and computer specialist at the High/Scope Foundation. A national speaker and workshop leader, Mr. Buckleitner trains parents, teachers, and college educators in successful techniques for using computers with young children. He has produced the videotape Computer Learning for Young Children and is author of High/Scope's annual Survey of Early Childhood Software.

The High/Scope Educational Research Foundation is a nonprofit research, development, and training organization with headquarters in Ypsilanti, Michigan. The Foundation's principal goals are to promote the learning and development of children from infancy through adolescence and to support parents and teachers as they help children learn and grow.

THE USE OF THE PLAYROOM WITH SPECIAL LEARNERS

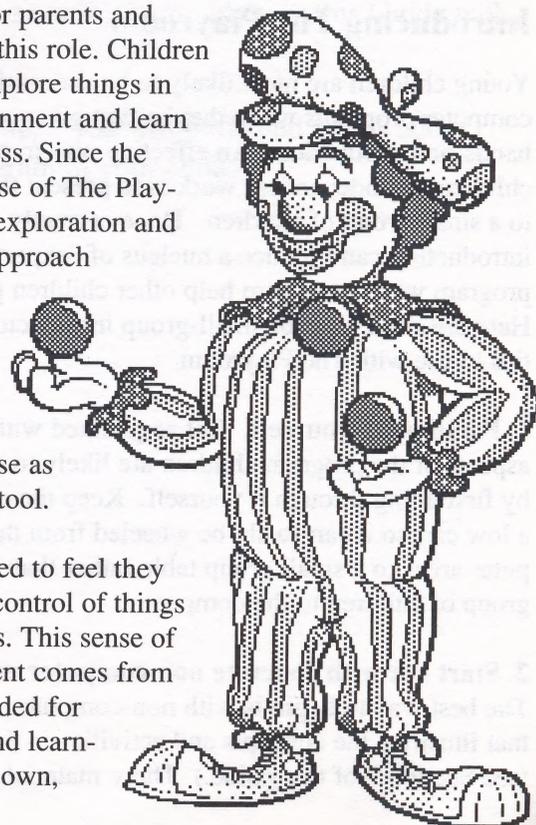
By Dr. Vicki R. Casella

Most special learners with mild impairments are not identified until they reach school age and begin having problems in an academic setting. Those children who are identified at birth or during the preschool years generally have significant impairments, specific syndrome characteristics, or severe sensory impairments. The use of The Playroom with preschool children with special needs should differ very little from its use with a normal population.

All children have special needs at various times in their lives; at the preschool age, the role of the parent is critical in supplying those needs. I feel the most important thing parents and teachers can do is to provide a supportive environment for each child's physical, emotional, social, and intellectual growth.

The Playroom can be a tremendous ally for parents and teachers in this role. Children naturally explore things in their environment and learn in the process. Since the basic premise of The Playroom is an exploration and discovery approach to learning, it is a natural for children and their parents to use as an exciting tool.

Children need to feel they have some control of things in their lives. This sense of empowerment comes from being rewarded for exploring and learning on their own,



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from finding they can manipulate things in their environment, and from realizing there are positive benefits that come from trying different approaches to problems. In a nonjudgemental environment there are no mistakes, just different ways to learn.

The computer-generated exploratory environment is an excellent place for children to experience this control. Children see their parents use computer equipment for their personal or professional productivity. Using the same equipment gives children a sense of strength and identity with the adults in their family. Also, parents encourage children to explore and experiment in this environment because the risk of harm or injury is eliminated. Using the computer lets children try the same thing over and over again until they become satisfied with themselves and/or with the discoveries they have made through the repetition.

Traditionally, once children are identified as having special learning problems, their education is structured on a deficit based model... "a deficit has been recognized and remediation is provided." In other words, frequently more attention is paid to their weaknesses than to their strengths. The Playroom imposes no such limits, because children can be in control of their own learning. Parents and teachers can act as mediators in the learning process rather than as directors.

Another tremendous advantage to The Playroom is that it allows adults to see how the child learns, what his or her interests are, and at what pace he or she moves from one activity to another. Off-computer activities can then be structured to take advantage of this information about the child's preferences and strengths.

One type of disability that is obvious from birth is a physical limitation. Access to computers is opening many doors for these children. Once children have been afforded access to the computer, The Playroom will allow them freedom to manipulate things in their environment...to discover on their own the consequences of an action...to make decisions based on their interests rather than on a predetermined plan...and to develop a sense of themselves as leaders and participants in their

learning rather than passive recipients of information. These children have a toy they can move, turn, put down, and even leave out of the toy box. These are tremendously important features for any child, but especially for those with physical limitations.



All children view learning as fun!!! Too often software programs make learning work. However, when programs recognize the value of fun in the process of learning, they can take advantage of a child's natural curiosity, they can involve the child in the decision-making process...they can let the *child* decide to learn!

Vicki Casella is a professor in the School of Education at San Francisco State University. With over 28 years teaching experience, she has also been the author of numerous textbooks and articles and a presenter at national and international conferences and workshops.

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COOPERATIVE LEARNING AND COMPUTERS

By Mary Anderson

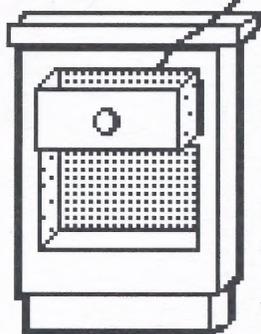
Preschool children will enjoy using this program in small groups. Start them off working with partners. As their social skills improve, children can work in groups of three and four. Working in a group, children can help and encourage others to share information and experience successful problem solving.

Remind your students to be polite while at the computer. This might include reminding them to:

- wait for a turn
- ask for help when you need it
- use quiet voices
- stay with your group
- praise helpful actions
- say "thank you"



You will need to introduce examples of what to say and do when the group is working. Practice and feedback on behavior helps children build social skills.



As you monitor each group, make notes on what skills have been mastered so you can encourage group actions that foster teamwork. Record skills that need attention in subsequent lessons.

When individual children have specific roles in a group, it helps them feel they have a part in the activity. One child may be a **Materials Monitor** and pass out and collect supplies. Another may be a **Recorder** and operate the mouse and keyboard.

At the end of the lesson with the children, review the group's behavior. This needs to be brief and related

directly to the social skills and group interaction of the lesson. Ideas for discussion are:

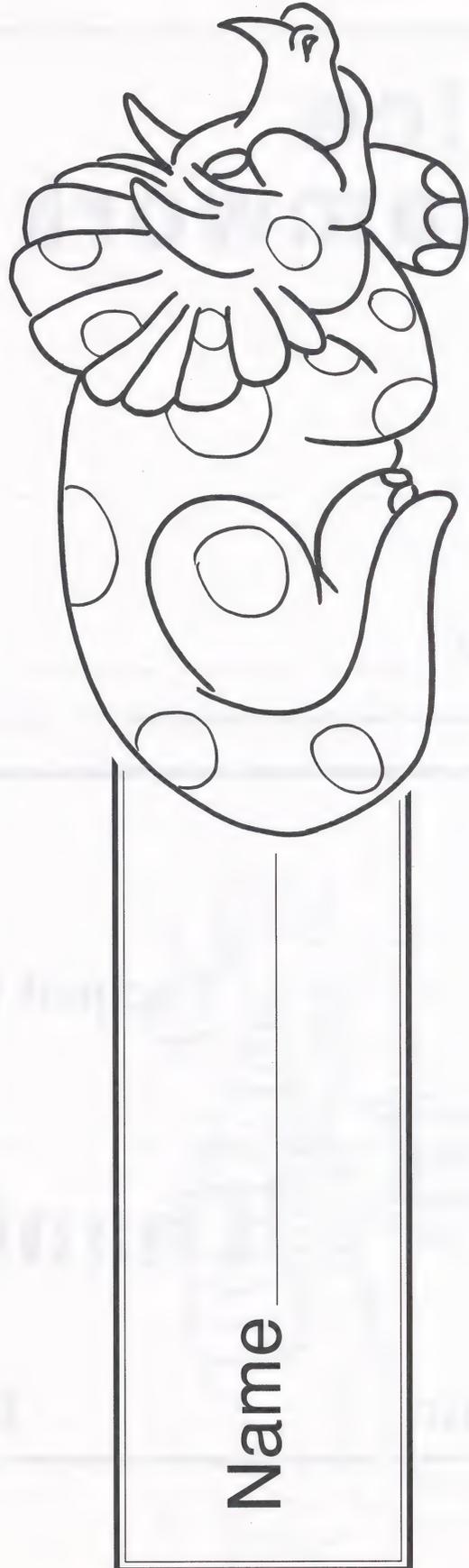
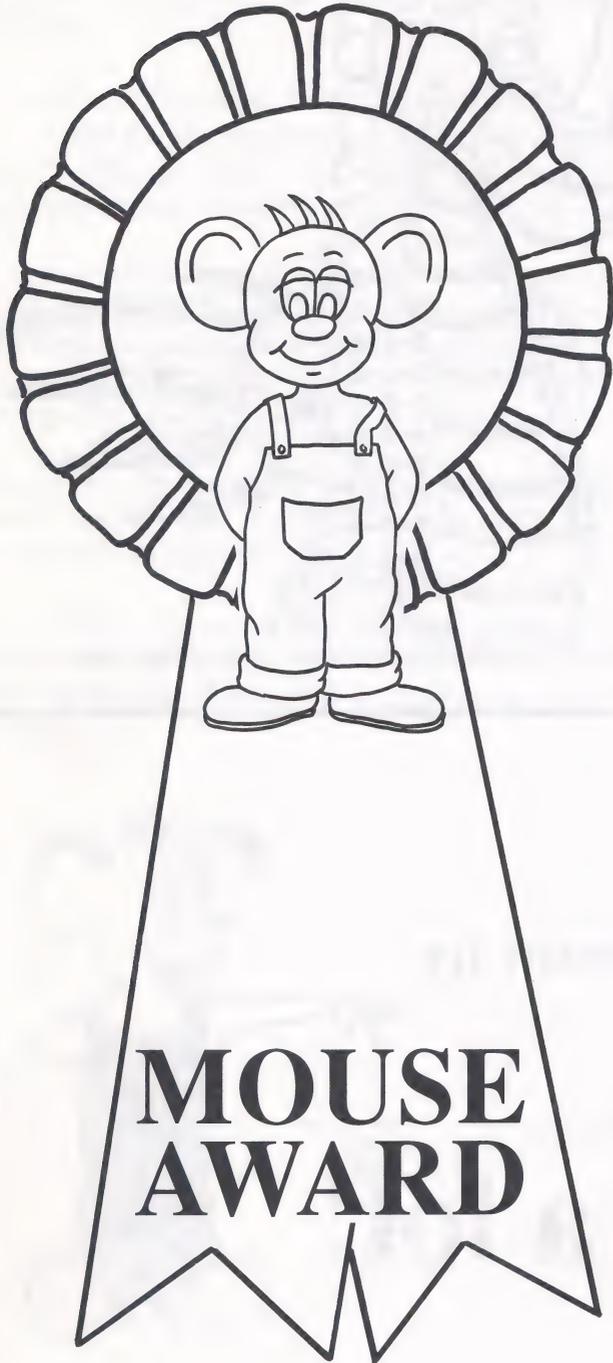
- Tell about one person who helped in your group.
- Tell one thing you shared with someone today.
- Say thank you to someone who helped you do the job.

Recognition should be given for good group work. A smile, a pat on the back, being the first in line for lunch, extra time with a special toy, or stickers and awards (see pages 9-10) can all be used for this.

Mary Anderson has a master's degree from San Francisco State University and specializes in computer education. In addition to classroom teaching in San Francisco and Hawaii, she is an instructor for the University of California, Berkeley Extension program Computers in Education. She has authored Partnerships: Developing Teamwork at the Computer and is coauthor of Cooperative Learning and Computers.

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Cooperative Learning Awards



Introduction

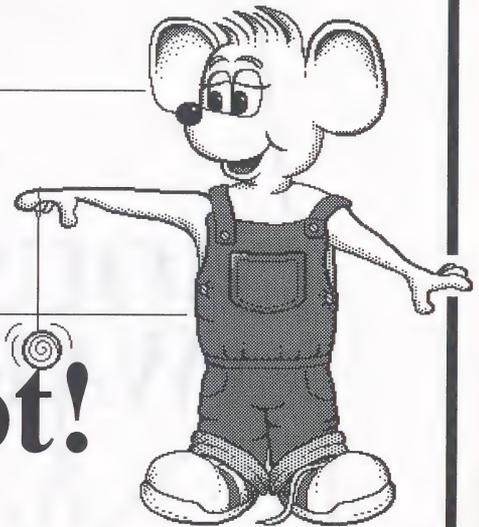
**Nice
teamwork!**



To: _____

For: _____

_____ helped the team by



_____ **Thanks a lot!**

Date _____ From _____

Getting Started

USING THIS TEACHER'S GUIDE

This guide will give you ideas for using The Playroom with children.

The first section, Teaching Techniques for Groups, gives detailed lesson plans for using the software with groups of children. Suggestions on working with groups are outlined for use in your classroom.

The second section offers activities to use alongside the computer software. These are arranged by subject area. These ideas are designed to stimulate interest in The Playroom and to reinforce and extend the concepts and skills presented by The Playroom.

Section three is a kit of ideas to use on a day when your theme is The Playroom. Pick and choose from these activities for a day centered on this software.

Activity masters are included with the lesson plans so you can prepare to teach the lesson without hours of work. Make copies of these activity masters for your students.



Getting Started

Curriculum Matrices

Subject Area Matrix

Lesson Plan	Language	Math	Art/Music	Strategy	Keyboard	Life Skills
The First Day with The Playroom	X				X	
Learning to Use The Playroom	X	X	X	X		
The ABC Book	X				X	
Mousehole Game		X		X		
Flannel Board Story	X					
Pepper Fingerplay	X					
Take Home Story	X					
Paper Bag Puppets	X		X			
Body Parts	X					X
Around the Bird	X					
Remember This	X			X		
Sorting Toys	X	X				
Toy Match Up	X	X				
Counting		X				
Sizes on the Flannel Board	X	X				
Make a Mouse	X	X	X			
Draw a Playroom			X			
Class Mural Playroom	X		X			
Playroom Songs			X			X
Pepper Cupcakes	X	X				X
Playroom Patterns	X	X	X			

Getting Started

Educational Skills in The Playroom

	Playroom Sign	The ABC Book	The Spinners Toy	The Computer Game	The Mixed-Up Toy	The Cuckoo Clock	The Mousehole Game
Math							
Counting to 12			X			X	X
Number-numeral correspondence			X			X	X
Telling time to the nearest hour						X	
Recognizing time in analog, digital & word format						X	
Simple addition and subtraction							X
Estimation							X
Reading							
Letter recognition	X	X		X			
Upper-lower case matching		X		X			
Beginning phonics		X		X			
Matching beginning letter to word		X		X			
Important (survival skill) sight words	X						
Beginning spelling	X	X		X			
More Skills							
Art & Creativity		X			X		
Strategy & Logic					X		X
Beginning Keyboarding				X			



Section 1: Teaching Techniques for Groups

THE FIRST TIME USING THE PLAYROOM

Subject Area

- Language
- Beginning keyboarding

Skills

- Vocabulary
- Fine motor

Objectives

- To share a part of self by presenting a toy from home
- To identify with The Playroom software
- To learn how to click the mouse, or use the joystick or arrow keys to activate toys
- To practice taking turns

Materials Needed

- The Playroom software for each computer
- Three chairs around each computer
- Worksheet on toys for each group of three children
- Pencil to complete each worksheet
- Program set up with Playroom screen showing
- Note to parents requesting their child bring a toy from home (send several days ahead of lesson)

Time Required

- 1 hour

Procedure

Ask children to share the toy they brought from home. Encourage them to describe what the toy is and an activity they enjoy doing with it.

Look at the computer playroom scene. Ask: "What can you see in the computer playroom that you have at your house?"

If they are using a mouse, show the children the mouse and move it back and forth. Tell them to watch the cursor move on the screen. Pick the mouse up and reposition it on the pad or flat area to show what to do if the cursor runs out of room while

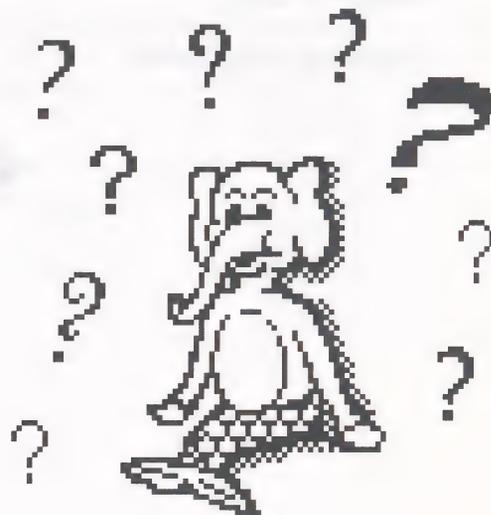
moving the mouse. Demonstrate how to click on a toy by positioning the cursor over the object. Then press and release the mouse button.

If you are using a joystick or arrow keys, demonstrate in a similar manner how to move about the screen and activate toys.

The class will be working in groups of three at the computer. Every child is to select the pictured toys on the worksheet. Each person is to select the first toy and listen to the sound. Demonstrate with three children by having them stand up and move to the chair in front of the computer for their turn. They are then to practice with the other toys until they hear the sounds from all six toys. When everyone knows how to make a toy work they can check the box beside the picture of the toy.

Gather the whole group together and ask:

- "Who brought a toy from home that was also in the computer playroom?"
- Make a sound that one of the toys makes. "Who can tell the name of the toy that makes this sound?"
- "Think of someone who let you have your turn and say, 'Thank you, (partner's name), for letting me have a turn.' "

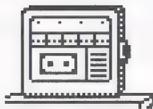
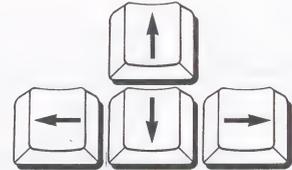
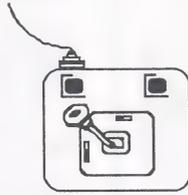
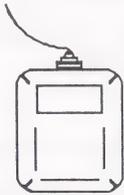


Teaching Techniques for Groups

The First Time Worksheet

Directions for the Worksheet

Fill in the names of three children at the bottom. This group is to check the box beside each toy when all three members can activate the toy on the computer. Beside each child's name, circle the sad face or the happy face to indicate if the child felt he or she had been given turns fairly. At the top of the worksheet, circle the mouse, joystick, or arrow keys that will be used to select toys.



We took turns

1. _____



2. _____



3. _____



Teaching Techniques for Groups

LEARNING TO USE THE PLAYROOM

Subject Areas

- Language
- Math
- Art
- Strategy

Skills

- See page 13: Educational Skills in The Playroom

Objectives

- To learn to use the program The Playroom
- To explain how to use the ABC Book, the Mousehole, and the Mixed Up Toy in The Playroom
- To work together in a small group

Materials

- A teacher or teacher assistant (an aide or older student), who is familiar with using The Playroom, to instruct small groups in specific parts of the program
- One computer for each group of three students
- The Playroom software for each computer
- Picture Cards; one per child (see page 17)

Time Required

- 1 hour

Procedure

The class will be working in groups of three. To form groups, the children each pick one of the cards at random; they then match pictures to find the other two children in their group. The groups of three sit together.

The teacher then calls all the children with Number 1's on their cards to the computer to show them how to use the ABC Book. Next, all the children with Number 2's gather at the computer to learn how to use the Mousehole. Finally, the children with Number 3's are taught how to use the Mixed Up Toy. In each session, the children are shown how to work the program and each one is given time to practice using it. (If three teachers or assistants are avail-

able, the sessions can all take place at the same time.)

Next, the students reform their groups of three, and the teacher discusses with the entire class how they learned their part of the program: first they had it explained to them, and then they practiced working with it.

At this point, the teacher explains that the children are now "experts" and will become teachers in their small groups. In each group, the person with Number 1 will teach the other two how to use the ABC Book; the person with Number 2 will teach about the Mousehole; and the child with Number 3 will explain how to use the Mixed Up Toy. The teacher will act as a roving monitor to be sure that each child has an opportunity to explain his or her "special" part of the program.

When computers have been assigned, the groups-of-three proceed to use The Playroom. Each "expert" shows his or her specialty to the other two members of the group, starting with Number 1. Allow enough time for each child to experiment with all three parts of The Playroom.

At the end of the lesson, the teacher gathers everyone together. At random, the children are asked about all three games. How does the ABC Book work? What does the Mousehole do? How does the Mixed Up Toy operate? And so forth. The children are reminded that they were able to learn so much about the program because "experts" helped them. The teacher invites them to think of one child in the room who made it easy for them to learn. Each student is then asked to give that child's name and describe how the person was helpful.

Extensions

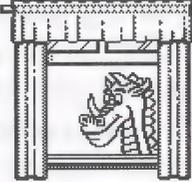
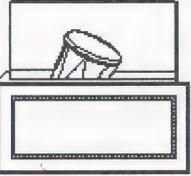
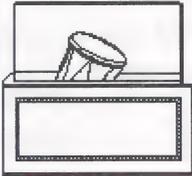
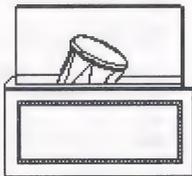
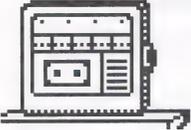
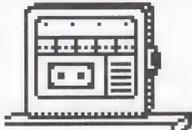
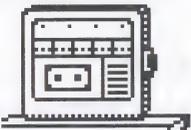
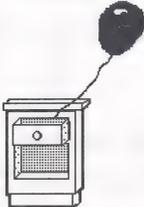
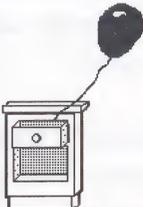
Use this same format to learn to use the Computer, the Clock, and the Spinner Toy games.

Teaching Techniques for Groups

Picture Cards

Directions for the Picture Cards

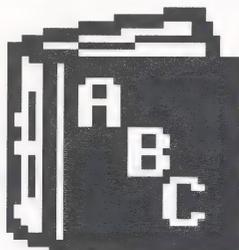
Duplicate cards on heavy paper and cut on dotted lines. These cards are used in two ways: Children pick a card and match pictures to join together in a group; numbers are used for expert groups.

 1	 2	 3	 1	 2	 3
 1	 2	 3	 1	 2	 3
 1	 2	 3	 1	 2	 3
 1	 2	 3	 1	 2	 3



Teaching Techniques for Groups

THE ABC BOOK



Subject Areas

- Language
- Beginning keyboarding

Skills

See page 13: Educational Skills in The Playroom

Objectives

- To place objects in their appropriate settings
- To learn beginning sounds of objects in the ABC Book
- To build vocabulary by recalling objects and beginning sounds of objects

- To create a picture on the screen and print it

Materials

- Hard (printed) copies of scenes from ABC Book
- ABC scenes from The Playroom loaded on computers
- Marble for each child
- Medium sized jar for marbles
- Printer for each computer (optional)

Time Required

- 1 hour

Procedure

Show two ABC Book scenes (Neighborhood and Fantasy) on the computer screens. Ask children where they would find an ice cream truck, a quarterback, a magic wand, etc. Demonstrate creating a picture by selecting a letter and moving an object into the picture. Show how to print the picture by selecting the printer icon.

Assign children to computers and have them create a picture and listen to the beginning sounds of the objects they put in the picture. Tell them to remember the parts of their picture. Have children print the picture.

Gather the whole class together. Give each child a marble. When a child names one of the objects and the correct beginning sound, the marble is put in the

jar. When the jar is filled, reward the class with a special snack.

Extension

Demonstrate moving objects to the trash can and the garbage truck. Choose the Game Case Control. Discuss how the upper and lower case letters change on the words. Show how to get from The Playroom screen into the ABC Book and back again.

Fantasy Scene

Neighborhood Scene

A	archer	ambulance
B	bat	bike
C	crystal ball	car
D	dragon	doctor
E	elf	exit
F	fairy	fire fighter
G	ghost	garbage collector
H	hourglass	helicopter
I	ibis	ice cream truck
J	juggler	jet
K	king	kite
L	lad	lamp
M	magic wand	mail carrier
N	nutcracker	newspaper
O	ogre	one way
P	princess	police officer
Q	queen	quarterback
R	raven	radio
S	scroll	stop
T	troll	traffic light
U	unicorn	unicycle
V	vat	van
W	wizard	wagon
X	xylophone	X-ing
Y	yeti	yield
Z	zither	zinnia

Teaching Techniques for Groups

THE MOUSEHOLE GAME

Subject Areas

- Math
- Strategy



Skills

See page 13: Educational Skills in The Playroom

Objectives

- To play The Mousehole Game using strategy to pick the die with the best move
- To anticipate the effect of the white and black circles on the gameboard

Materials

- The Mousehole Game loaded on the computer
- Large dice
- Gameboard (below) drawn with chalk on the floor
- Six paper hats for the children; three each of black and white, numbered from one to three

Time Required

- 40 minutes

Procedure

Draw a gameboard on the floor. Place hats on six

children and position them as indicated on the gameboard. Explain that the object of the game is to get to the end in as few turns as possible. Roll the

dice. A child



selects one of the dice and becomes

a game piece; he or she moves on the squares drawn on the floor. If the child lands on a square with a white-hatted child, the player goes ahead the number of squares indicated on the hat; if someone with a black hat is in the square, then the child goes back the number of squares indicated. Discuss the consequences of landing on white and black squares.

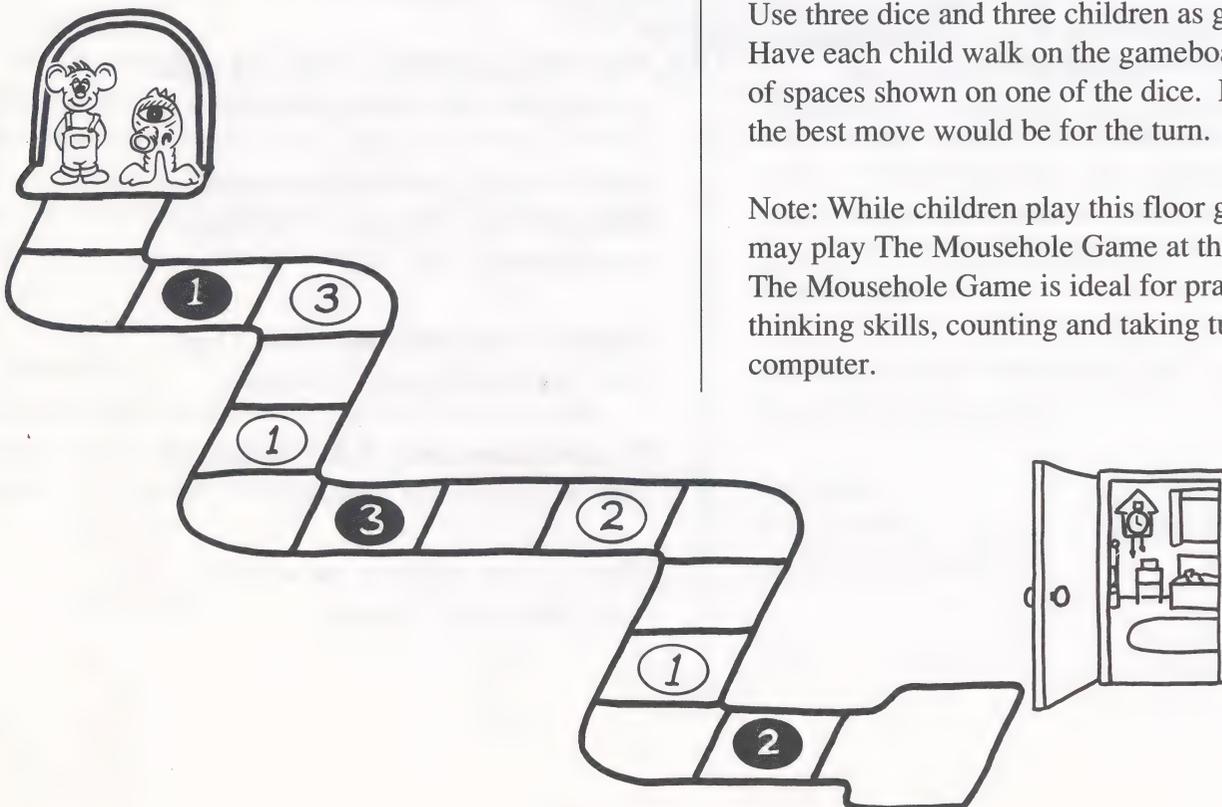
Play with the whole group working to develop an understanding of strategy and of making problem solving decisions.

Play the game on the computer with the whole group working together.

Extension

Use three dice and three children as game pieces. Have each child walk on the gameboard the number of spaces shown on one of the dice. Discuss what the best move would be for the turn.

Note: While children play this floor game, others may play The Mousehole Game at the computer. The Mousehole Game is ideal for practicing logic thinking skills, counting and taking turns at the computer.



Section 2: Activities to Use Alongside The Playroom

FLANNEL BOARD STORY

Subject Areas

- Language
- Art

Skills

- Listening
- Comprehension

Objective

- To encourage language development by story telling with flannel board pieces

Materials

- Pelon for flannel board pieces
- Playroom Patterns on pages 40-42

Time Required

- 10 minutes

Preparation

Use The Playroom patterns to create flannel board pieces out of Pelon. Color with bright colors.

Procedure

Have the children make up a story about The Playroom family of toys. Have them tell the name of a character who lives in The Playroom such as Pepper Mouse, Look-a-Lot the one-eyed creature, Goldy the Goldfish, etc. (Children will create names.) As children tell the story, put the pieces on the board.

PEPPER FINGERPLAY

Subject Area

- Language

Skills

- Vocabulary

Objective

- To encourage movement, rhythm with words, and vocabulary development using The Playroom fingerplay

Time Required

- 5 minutes

Procedure

Teacher leads fingerplay using a rhyme about Pepper mouse:

This little mouse is going to bed
(Place head to side and lean on hands)

Down on the pillow rests Pepper's head.

Covers up with blankets so tight,
(Pull up blanket to chin)

This is the way Pepper sleeps all night.
(Close eyes and rest head on hands)

In the morning, rises Pepper's head,
(Make sun sign with fingers spread by sides of face)

Puts on a smile and jumps out of bed.
(Smile and make jumping motion)

Pepper dresses, gets ready for the day,
(Button and pull on clothes)

Sings, dances and goes out to play.
(Clap and wiggle fingers)



Activities to Use Alongside The Playroom

TAKE HOME STORY

Subject Area

- Language

Skills

- Listening
- Comprehension
- Following directions

Objectives

- To associate words with pictures in a story
- To practice listening and reading comprehension skills

Materials

- Handout story about Pepper on page 22
- Crayons
- Scissors
- Staples
- Construction Paper

Time Required

- 30 minutes to create
- 10 minutes to share the story

Procedure

Children color the pictures in the story. Direct them to cut the pages apart on the lines and put the pages in order # 1 - 4. Staple the corner. Make a construction paper cover for the storybook. Read the book to the children and have them follow along by turning pages and following your verbal directions.

Extension

Children get together with partners and retell the story. Children take home their books and share the stories with their families.

PAPER BAG PUPPETS

Subject Areas

- Language

- Art

Skills

- Designing
- Story Telling

Objectives

- To practice fine motor coordination designing puppets
- To encourage language development using puppets

Materials

- Paper bags
- Crayons
- Scissors
- Glue

- Puppet outlines of Pepper, Dragon and Look-a-Lot

Time Required

- 25 minutes to create
- 10 minutes to tell story

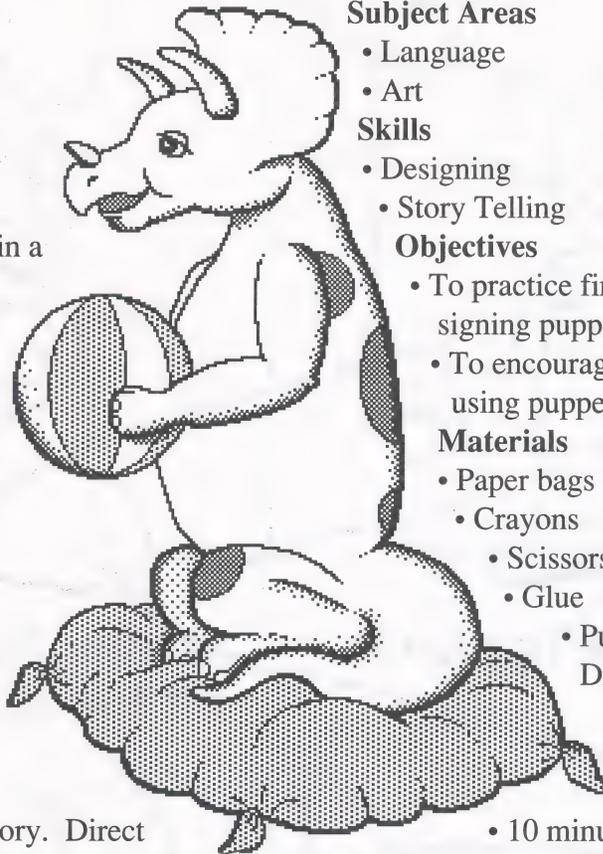
Procedure

Use the three paper bag puppet patterns on pages 23-25. Children outline and color the puppets. Glue the top of the head to bottom of a paper lunch bag. Lift the bottom up and glue the chin of the puppet to the bag.

Children put on a show using the characters Pepper, Dragon and Look-a-Lot.

Extension

Two children, each with a puppet, dramatize a puppet conversation.



Activities to Use Alongside The Playroom

Take Home Story



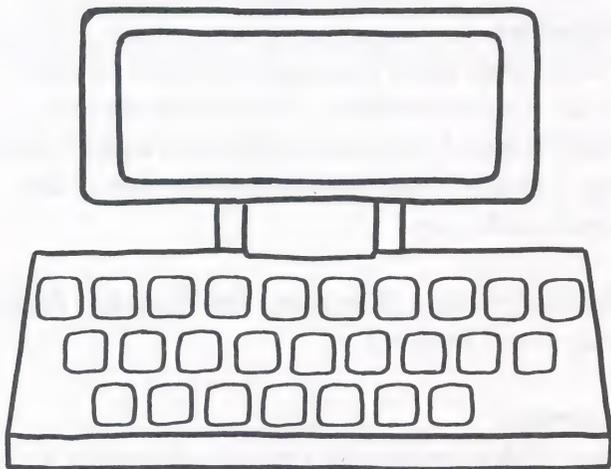
This is Pepper. He has fun in The Playroom.

1



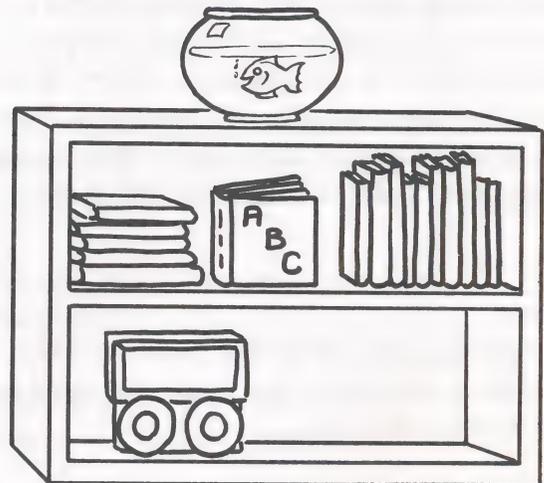
His best friend is Look-a-Lot. He has one eye.

2



Pepper and Look-a-Lot like to play games. They like the computer best.

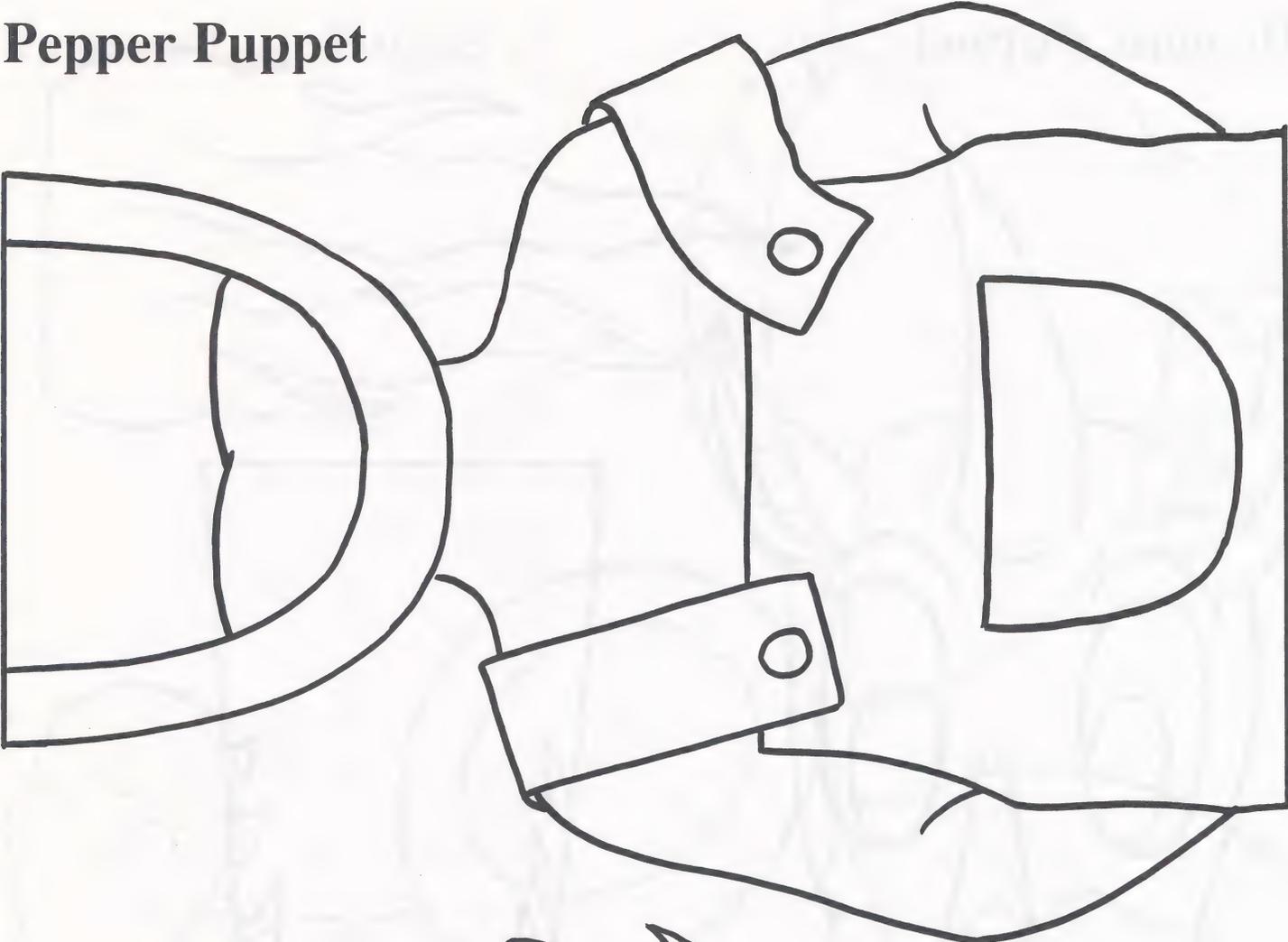
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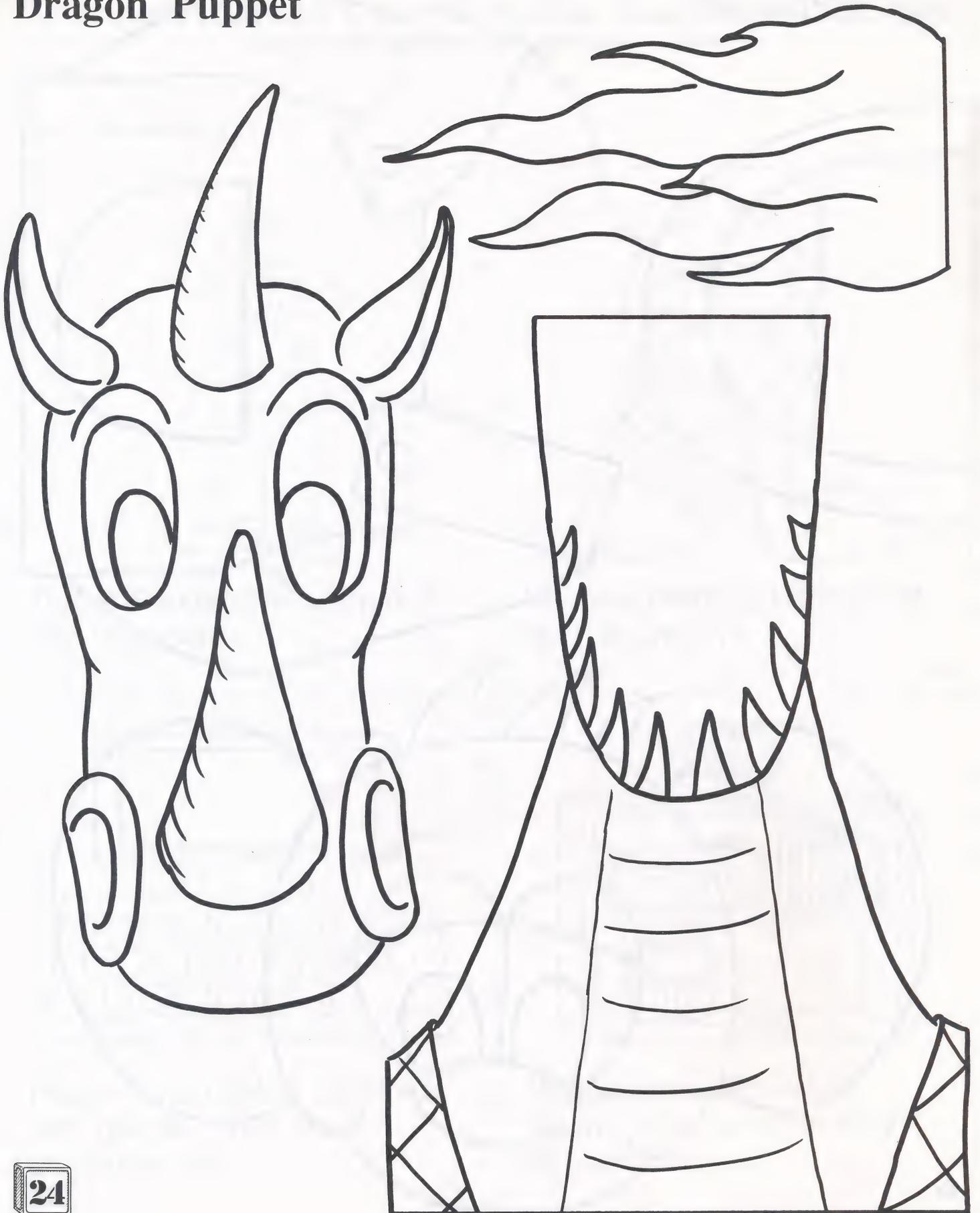
Pepper and Look-a-Lot always clean up after they play games.

4

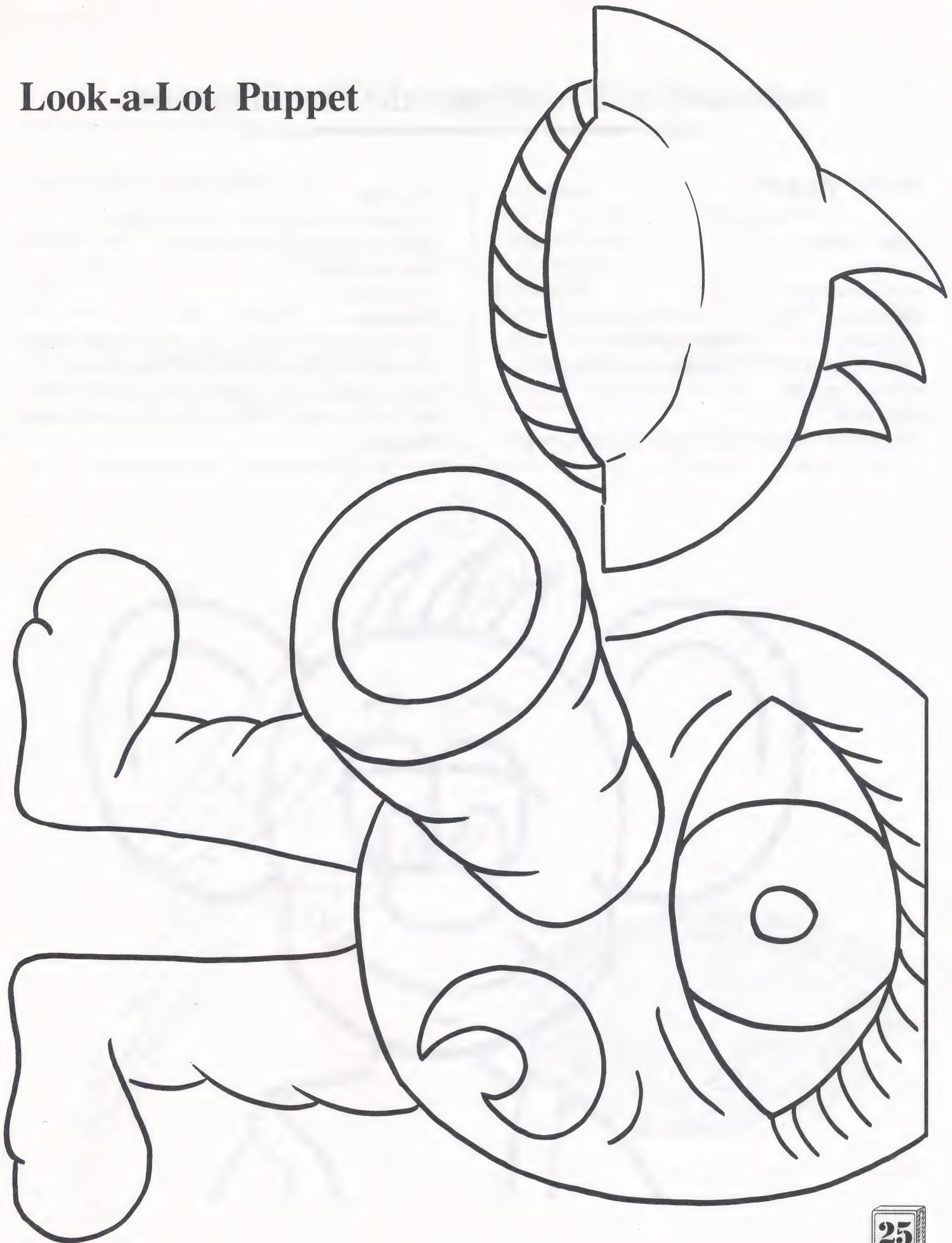
Pepper Puppet



Dragon Puppet



Look-a-Lot Puppet



Activities to Use Alongside The Playroom

BODY PARTS

Subject Areas

- Language
- Comprehension

Skills

- Listening
- Fine motor skills
- Comprehension
- Following directions
- Vocabulary development

Objectives

- To practice listening skills and recognize body parts

Materials

- Picture of Pepper Mouse for each child
- Button or marker for each child

Time Required

- 10 minutes

Procedure

Provide each child with a copy of the Pepper Mouse picture below. Have children put a marker or button on the ear, on the eye, on the mouth, on the nose, on the cheek, on the neck, and on the forehead of Pepper.



Activities to Use Alongside The Playroom

AROUND THE BIRD

Subject Area

- Language

Skills

- Vocabulary
- Comprehension

Objectives

- To encourage understanding of vocabulary words *under, above, beside, and on*

Materials

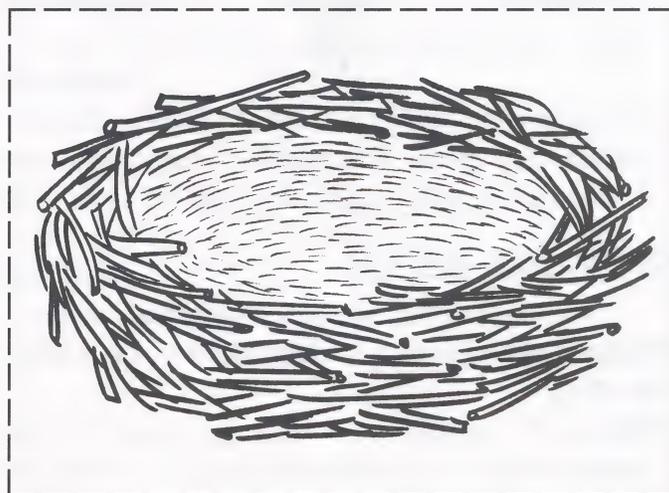
- Picture of bird and nest for each child

Time Required

- 10 minutes

Procedure

Use the large picture of the bird below. Cut out the square that has a picture of the bird's nest. Have children put the nest above the bird, under the bird, beside the bird, and on the bird.



Activities to Use Alongside The Playroom

REMEMBER THIS?

Subject Area

- Reading

Skills

- Visual memory

Objective

- To practice visual memory skills by playing a memory game

Materials

- Five real objects such as a book, clock, teddy bear, radio, fish bowl, or any other object that relates to The Playroom setting

Time Required

- 10 minutes

Procedure

Collect and line up five real objects similar to those pictured in The Playroom, such as a book, clock, teddy bear, small radio, and fish bowl. Two children may work together on this activity. Have one child cover an object with a towel. The partner is to look at the remaining four objects and tell which one is covered. Repeat covering other objects.



Objectives

- To encourage recognition of beginning letters of words, upper and lower case letters, beginning sounds of letters, and/or read sight words.

Materials

- Tagboard, white, yellow, red, and blue
- Paper cutter
- Spinner with fastener

Time Required

20 minutes

Preparation

Spinner: Create a spinner card on a 8" x 8" piece of white tagboard. Draw a circle and divide the circle into thirds. Color each third with red, yellow and blue markers. Attach spinner to the center of the circle.

Word cards: Create three sets of 2" x 3" word cards using red, yellow and blue tagboard. On each card, write a word from The ABC Book scenes, Neighborhood and Fantasy, or The Computer Game gift sets. Use some words that start with uppercase and some that start with lowercase letters.

Procedure

After children are familiar with The ABC and Computer Games in The Playroom, children can play this word game:

In the center of the table have the three sets of word cards face down. Pass the spinner dial to the first child.

The child spins the dial to select a color, then picks a card of that color. Depending on the child's skill level, the teacher will ask, "What is the beginning letter?" or, "What is the beginning sound?" or, "What is the word?" (the teacher may also have the child use the word correctly in a sentence). After the child answers correctly, he or she may keep the card. The children take turns and the one holding the most cards in the end wins.

SPIN AND READ

Subject Area

- Reading

Skills

- Vocabulary
- Reading comprehension

Activities to Use Alongside The Playroom

SORTING TOYS

Subject Areas

- Math
- Language

Skills

- Classifying

Objectives

- To classify toys that fit in different categories
- To foster language development by sharing toys

Materials

- Assortment of toys in a variety of categories (e.g. wheel toys, electronic toys, dolls, games)
- Yarn
- Picture signs of the categories
- Large box or toy box

Time Required

- 30 minutes

Preparation

Before this activity, collect toys from several different categories (see Materials, above) and put them in a large box. Create picture signs to identify the various categories.

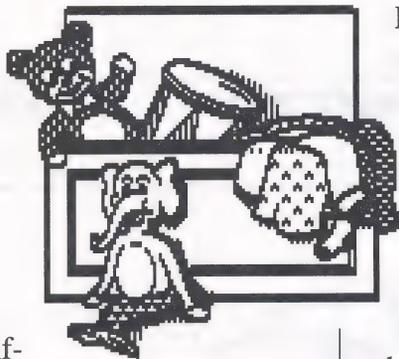
Procedure

Start by demonstrating how to sort toys from the environment. Gather the entire class, make three or four yarn circles, and place a picture sign inside each one. Discuss categories. Then select three children and ask them to sort several toys to match the pictures.

After the demonstration, put all the toys back in the box and have the children sort them together as a large group.

Extension

Sort toys children bring from home to share with the group on toy day. Include categories such as big and little, brown and red.



Put all toys together in a pile. The teacher takes out a few and children guess why those few were separated from the group. Use categories such as all teddy bears, or all space toys, etc.

Children create pictures of their favorite toys. Decide on categories for these picture toys. The teacher creates headings for the different categories. Display children's art work under the correct heading on a bulletin board for all to see.

TOY MATCH-UP GAME

Subject Areas

- Math
- Language

Skills

- Classifying

Objective

- To encourage classification of toys from pictures

Materials

- Toy catalog
- Glue
- Duplicate Worksheet with categories (page 30)

Time Required

- 30 minutes

Preparation

Cut out a variety of toy pictures from a toy catalog.

Procedure

Children select pictured toys from a collection of cut-out pictures. Children sort, group, and glue the toys under the proper heading on the worksheet.

Extension

Children share the worksheet with a small group and tell why a toy is under a particular category.

Make a class book of these worksheets. This book will be available for the children so they may read about toys.

Activities to Use Alongside The Playroom

Toy Match-Up Game

Riding Toys	Figurines/ Dolls	Transportation	Games	Electronic Toys

Activities to Use Alongside The Playroom

MY OWN CLOCK

Subject Areas

- Math
- Telling time
- Language
- Art

Skills

- Telling time (night or day)

Objectives

- To encourage children to distinguish between activities performed in the morning, afternoon or evening.
- To introduce the correlation between recurring events and the hour of the day they occur.

Materials

- Clock face (with the hour hand pointing to twelve) for each child
- Paper plates
- Spinner with brass fastener (for the minute hand) for each child
- Paste

Time Required

30 minutes

Preparation

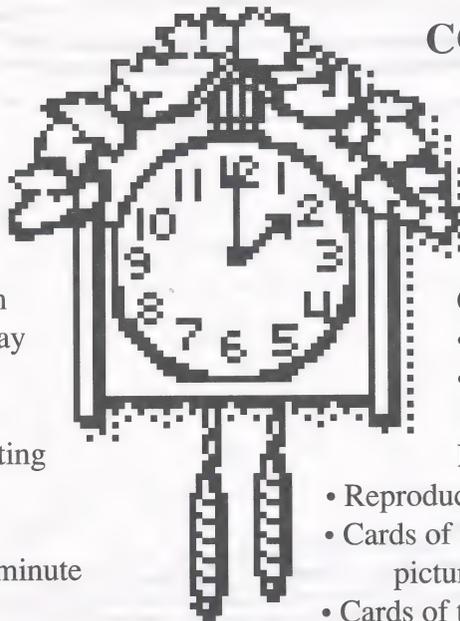
- Create a clock face (similar to the one in the Clock Game) with the hour hand pointing to twelve.
- Duplicate the clock face and have it available for children to paste onto their paper plates.

Procedure

After children are familiar with The Clock Game and what Pepper Mouse does at each hour of the day, have them create their own clocks. Children paste the clock faces onto their paper plates and fasten the spinners (minute hands). Have them spin the dials and practice telling the correct time (one o'clock, two o'clock, and so on). Discuss what each child does at different times of the day.

Extension

Have the children draw or use magazines to find pictures of activities they do at different times of the day. Have them discuss the activities in relationship to the time they are performed to help them distinguish the difference between night and day.



COUNTING GAME

Subject Area

- Math

Skills

- Counting
- One to one correspondence

Objectives

- To practice counting small objects
- To match the number of objects to the corresponding numeral

Materials

- Reproduce pages 32-35
- Cards of fish bowls and pictures of fish
- Cards of toy boxes and pictures of teddy bears

Time Required

- 30 minutes per session

Preparation

Duplicate and cut out large cards for each child. Cut out squares with the pictures of fish and teddy bears.

Procedure

Each child is to put the number of fish in the fish bowl that matches the number in the right hand corner of the card; or put the number of teddy bears in the toy box that matches the number in the right hand corner of the card.

Extension

Use with other cards and pictures. Students get together with a partner and tell the partner about the card and count the objects.

Activities to Use Alongside The Playroom

Counting Fish

Duplicate and cut out fishbowl cards for each child. Number the cards from 1 to 8 (repeating as necessary). The child is to put the number of fish in the bowl that matches the number on the card.



Activities to Use Alongside The Playroom

Counting Fish

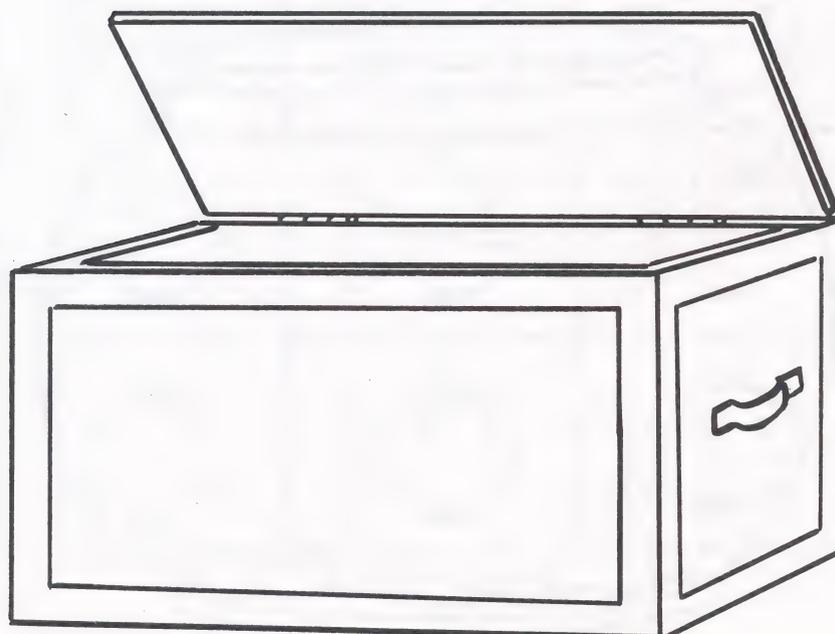
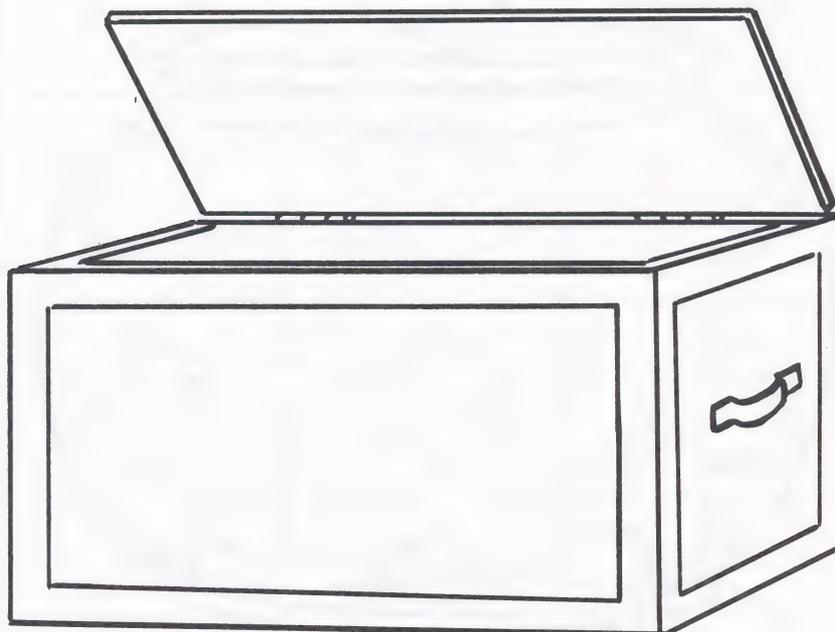
Cut out squares with fish. Two children may work together and take turns filling the fishbowl with the correct number of fish and counting them.



Activities to Use Alongside The Playroom

Counting Bears

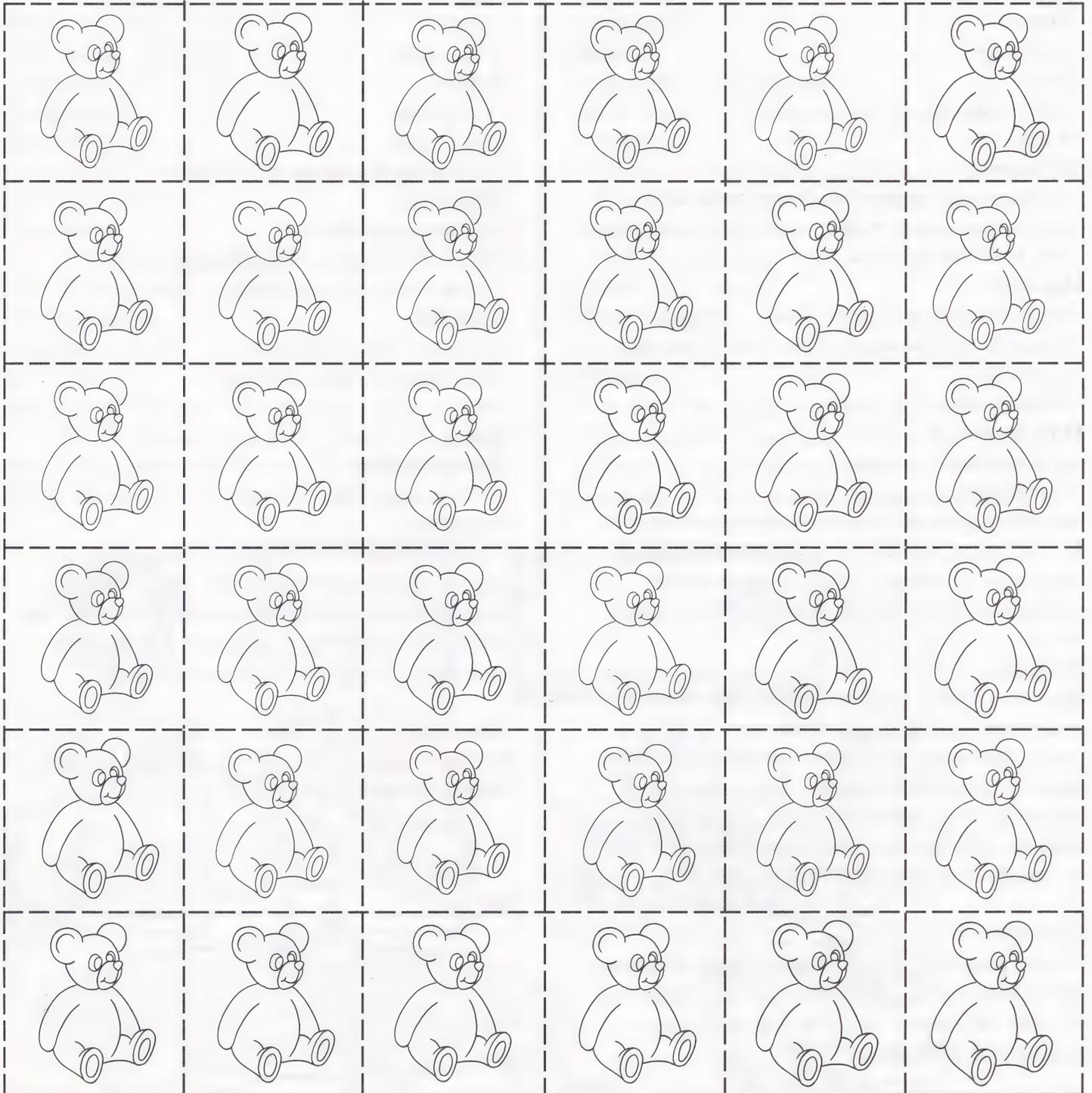
Duplicate and cut out toy box cards for each child. Number the cards from 1 to 8 (repeating as necessary). The child is to put the number of teddy bears in the toy box that matches the number on the card.



Activities to Use Alongside The Playroom

Counting Bears

Cut out squares with teddy bears. Two children may work together and take turns putting the number of teddy bears into the toy box that matches the number in the right-hand corner of the card.



Activities to Use Alongside The Playroom

SIZES ON THE FLANNEL BOARD

Subject Areas

- Math
- Language

Skills

- Comparing
- Vocabulary

Objectives

- To encourage cooperative group social skills
- To compare small, medium and large objects from The Playroom pictures

Materials

- Playroom patterns (pages 40-42)
- Flannel board cutouts of fish, clock, drum, bird, and book
- Flannel board

Time Required

- 20 minutes per session

Preparation

Reproduce three different sizes of the patterns for the fish, clock, drum, bird, and book. You should have a large, medium, and small copy of each pattern. Use these patterns to create flannel board cutouts.

Procedure

Have the children put the flannel board cutouts in order from small to large. With three children in a group, give each one a cutout and have them work together to put them in order. Supply them with one category of cutouts at a time. For example, when the fish cutouts have been put in order, supply the children with clock cutouts.

Extension

Use the patterns to create stencils. Copy the objects onto tagboard. Have children trace the objects and decorate the pictures using their favorite colors. Discuss size differences.

MAKE A MOUSE

Subject Areas

- Art
- Math
- Language

Skills

- Designing
- Fine motor
- Following directions

Objectives

- To recognize shapes
- To create a figure using different shapes
- To practice fine motor skills

Materials

- Various sizes of paper circles
- One piece of paper per child
- Yarn
- Glue

Time Required

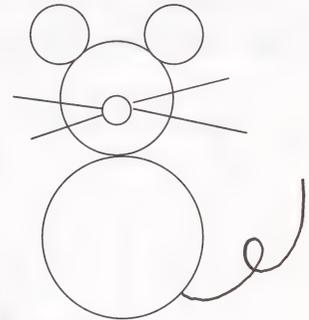
- 15 minutes

Procedure

Children create a mouse using various sizes of paper circles for the body parts. The mouse is assembled on paper using these shapes. Glue on yarn for the tail and whiskers. Children can draw their own mouse faces and creative expressions.

Extension

Use other shapes (triangle, square, etc.) to create other playroom characters.



Activities to Use Alongside The Playroom

DRAW A PLAYROOM

Subject Area

- Art

Skills

- Fine motor
- Planning
- Designing

Objectives

- To encourage cooperative group social skills
- To foster creativity

Materials

- 12" x 18" construction paper
- crayons or markers

Time Required

- 20 minutes

Procedure

Have the children draw their own playrooms on large 12" x 18" construction paper. Discuss what is in the room. They could then draw a "Dream Playroom" with all of their favorite toys and equipment.

CLASS MURAL PLAYROOM

Subject Areas

- Art
- Language

Skills

- Planning
- Designing
- Fine motor
- Accepting contributions of others

Objectives

- To create a class mural and foster group social skills
- To practice fine motor skills using art materials

Materials

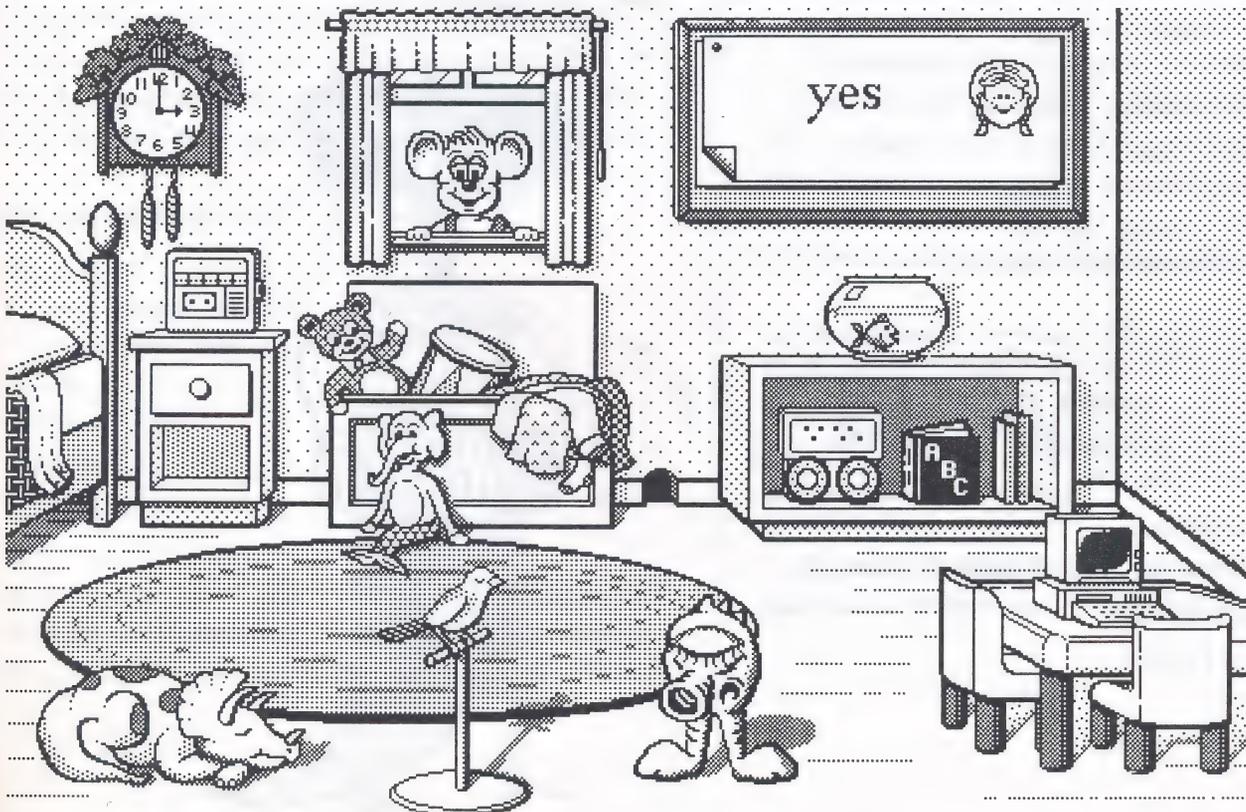
- Paper to cover large wall area of room
- Markers or crayons

Time Required

- 30 minutes

Procedure

Plan for a class mural including parts to be drawn by class members. Talk about the way drawings will be combined to become a class project. Discuss feelings about one's own work and the work of others.



Activities to Use Alongside The Playroom

PLAYROOM SONGS

Create Playroom Songs from familiar tunes.
For example:

1. Down in the Playroom

Sung to the tune of "Down by the Station":
Down in The Playroom
Early in the morning
You will see the Dragon
Ready to roar
Computer is turned on
You will see toys playing
Ooh ah ooh ah
This is fun

Replace *Dragon* and *roar* with: *Bird* and *chirp*;
Cuckoo and *sing*; *Bed* and *snore*; *Sign* and *talk*, etc.

2. Playroom Pals

Sung to the tune of "Old McDonald Had a Farm":
Let's all sing about Playroom Pals
e-i-e-i-o
In the Playroom lives a fish
e-i-e-i-o
With a splish, splash here
And a splish, splash there
Here a splish, there a splash,
Everywhere a splish, splash
Let's all sing about Playroom Pals
e-i-e-i-o

Add other verses by using the other characters in
The Playroom. For example: replace *fish* and
splish, *splash* with *Look-a-Lot* and *blink*, *blink*,
dinosaur and *wig*, *wag*, etc.

3. Ring Around Pepper

Sung to the tune of "Ring Around the Rosies":
Ring around Pepper,
Ring around Pepper
Hurry, Hurry
We all fall down!"

Children take turns holding the toy Pepper Mouse in
the center of the circle.

4. Where is My Sign?

Sung to the tune of "Where is Thumbkin?"

Teacher: Where is my walk sign?
Where is my walk sign?
(child holds up sign)

Children: Here I am.
Here I am.

Teacher: Tell me what you say, child.
Tell me what you say, child.

Children: I say walk.
I say walk.

Create signs using the traffic signs in The ABC
Book Game or the talking sign in The Playroom. A
child can hold up the sign while singing the song.

Substitute other words from The Playroom to make
more verses. For example: replace *walk* with *exit*,
don't walk, *yes*, *stop*, etc.



Activities to Use Alongside The Playroom

PEPPER'S CUPCAKES

Subject Areas

- Life skills
- Language
- Math

Skills

- Following directions
- Measuring
- Mixing and baking

Objectives

- To practice following directions, and measurement skills while preparing Pepper Cupcakes

Materials

- Ingredients
- Cupcake tins
- Toaster oven

Time Required

- 30 minutes

Procedure

Children make Pepper's favorite cupcakes. One group organizes ingredients, another group does the mixing, another group does the serving. Use your favorite muffin or fruit/nut bread recipe, or try this:

Recipe for Pepper's Cupcakes

Ingredients:

- 1 pkg. yellow cake mix
- 1 small pkg. lime jello mix
- 4 eggs
- 3/4 cup water
- 3/4 cup oil
- 1/4 cup poppy seeds

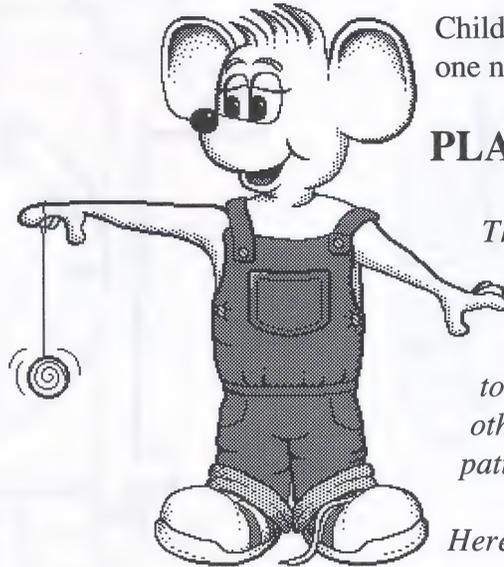
Directions:

Beat two minutes: cake mix, jello, eggs, and water. Add oil and poppy seeds and beat two more minutes. Bake as directed on mix for cupcakes. Use

the tiny cupcake tins and bake in a toaster oven.

Extension

Count number of cupcakes. Count number of children. Discuss how many cup cakes there will be for each child.



Children serve classmates. They pass out one napkin to each child, and one cupcake.

PLAYROOM PATTERNS

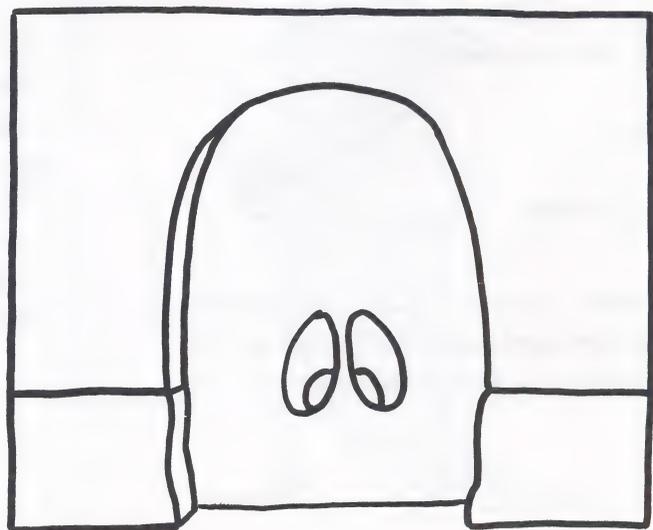
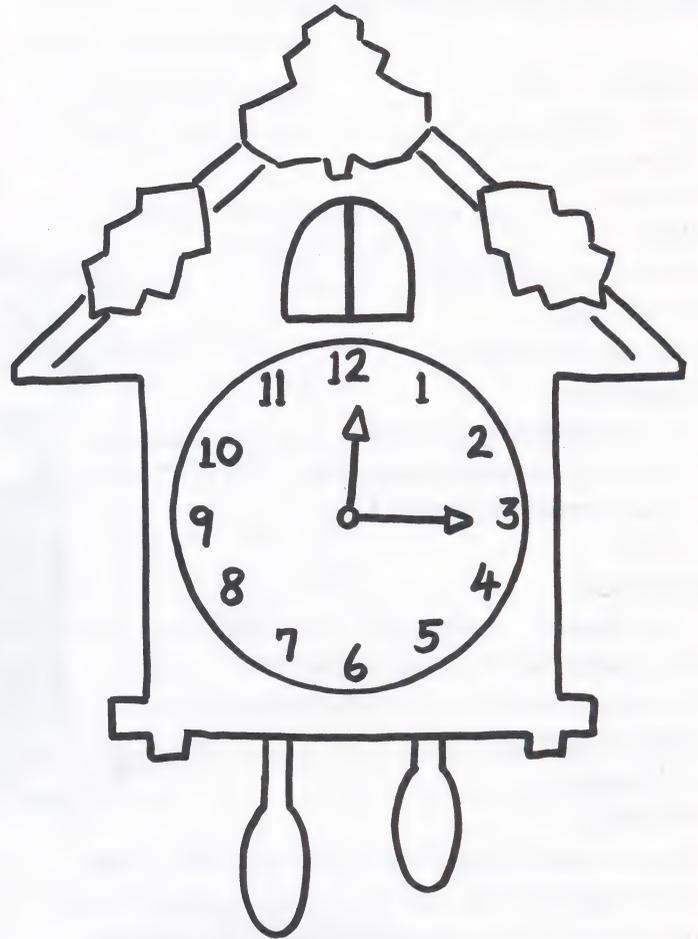
The patterns on pages 40-42 are included for your own creative use in your classroom. (Many of the activities in this Teacher's Guide refer to these patterns.) You may also use other illustrations from this guide as patterns.

Here are some suggestions teachers have tried with their students:

- 1. Create stencils** by copying the patterns provided onto tagboard or manila file folders. Cut them out. Have children trace their favorite characters and color them.
- 2. Create a Playroom hanging mobile.**
- 3. Use patterns to create felt or pelon pieces for flannelboard activities.** Create stories for the characters. Reproduce different sizes of the patterns and have children compare sizes and shapes. Use the patterns for counting.
- 4. If you have adaptive devices, use the patterns to create overlays** for the Unicorn Keyboard™.

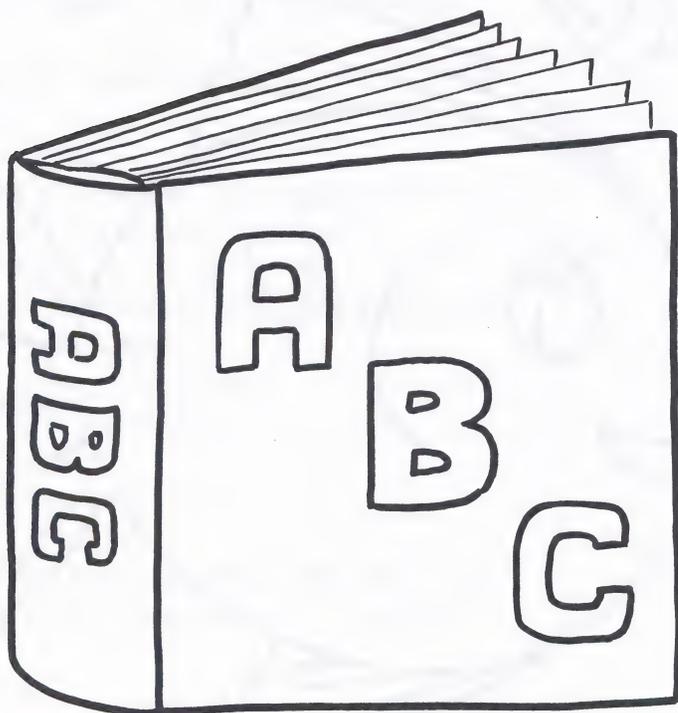
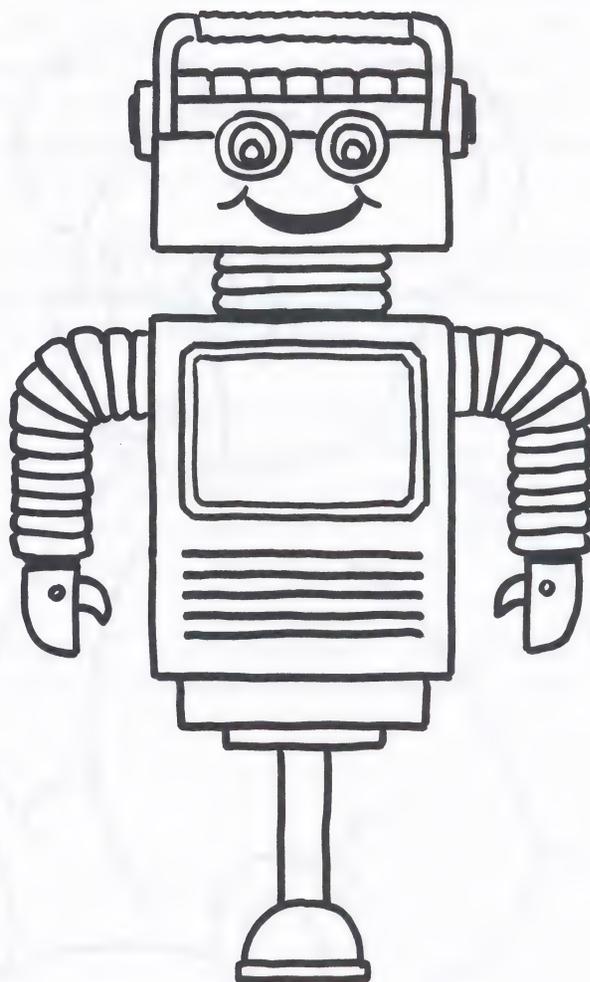
Activities to Use Alongside The Playroom

Playroom Patterns



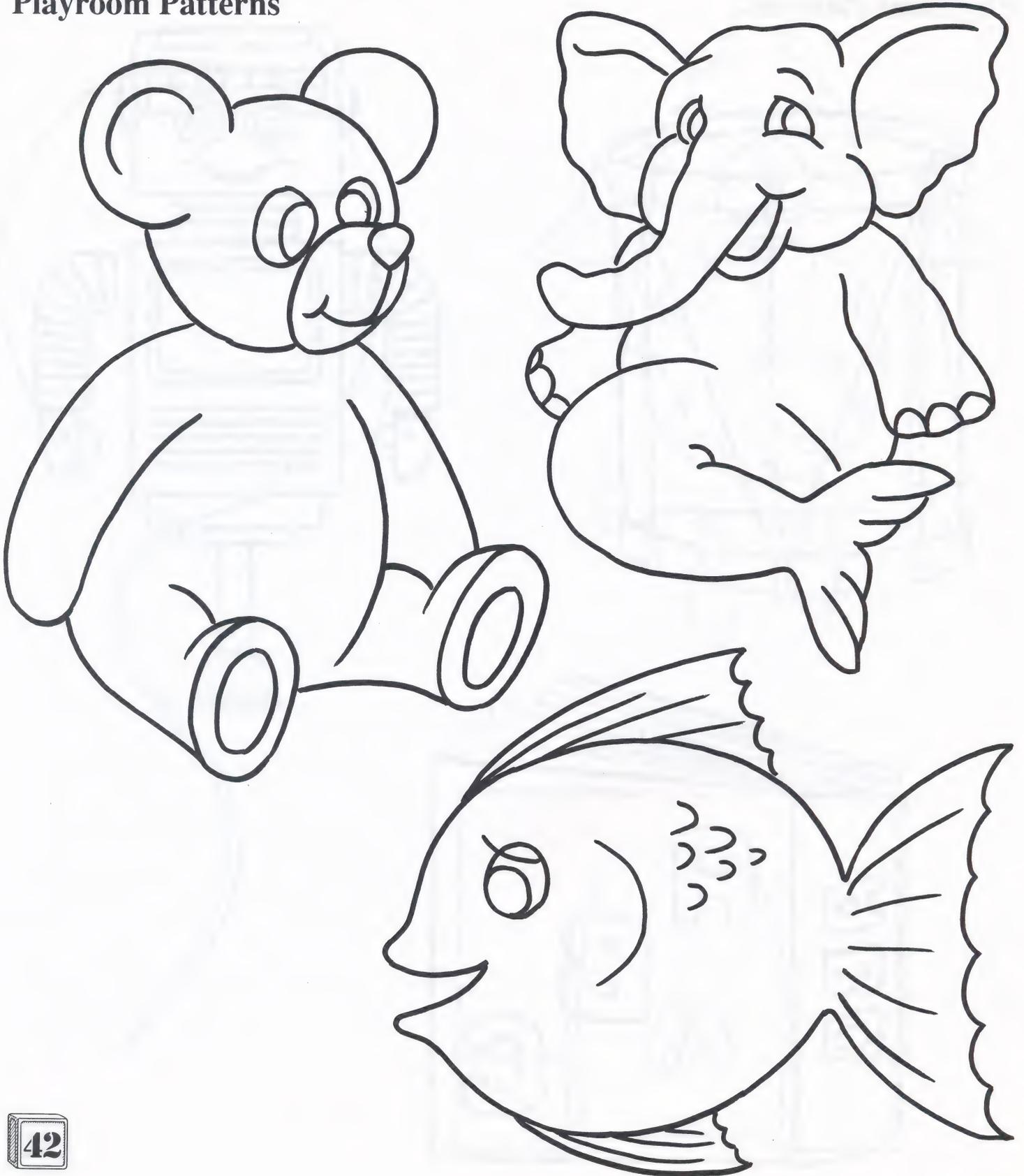
Activities to Use Alongside The Playroom

Playroom Patterns



Activities to Use Alongside The Playroom

Playroom Patterns



The Playroom Day

THE PLAYROOM DAY

Here are some events for The Playroom Day. Some of these events require advance preparation or are more easily done with extra supervision by adults or older children. All of these build motivation to use The Playroom, and all are designed to make the day special. Pick and choose from the ideas and have a great day!

Read poems about toys. Visit the library and read books, stories, and poems about toys.

Have children bring their teddy bears from home. With the whole group assembled, each child tells the name of the bear and how the teddy bear was obtained.

Make a toy parade. Children and toys march around the room listening to favorite songs about toys.

Choose any of the activities in Section 1 and Section 2 of this manual or in the Playbook section of The Playroom Program Guide for the day's work.

Include time for exploration on the computer with The Playroom.

Make Pepper's Cupcakes and serve them for a snack during the day (Lesson on page 39.)

Create a rhythmic beat using musical instruments.
Sing The Playroom Rap:

The Playroom is fun
Come on everyone
Don't delay
Come on let's play

Have each child pick a toy from the room. Make a video using a video camera as, one by one, the

children tell the names of the toys they picked and a favorite activity they like to do with the toy. Use *Fantavision*[™] software or *VCR Companion*[™] to add animation to the title screen of the video and display the name of the class. View the video later and recall The Playroom Day.

Take pictures of The Playroom Day and create a Playroom Bulletin Board. Display children's art work, puppets, etc. on the decorated board.

Use *The Print Shop*[®] to make stickers. Children choose the teddy bear, drum, or other toy graphic. Select "sign" and "tiled" format when these are choices. Print on continuous feeding mailing labels. Give the children a strip of toy stickers.

Fantavision[™], *VCR Companion*[™] and *The Print Shop*[®] are all available from Brøderbund Software.

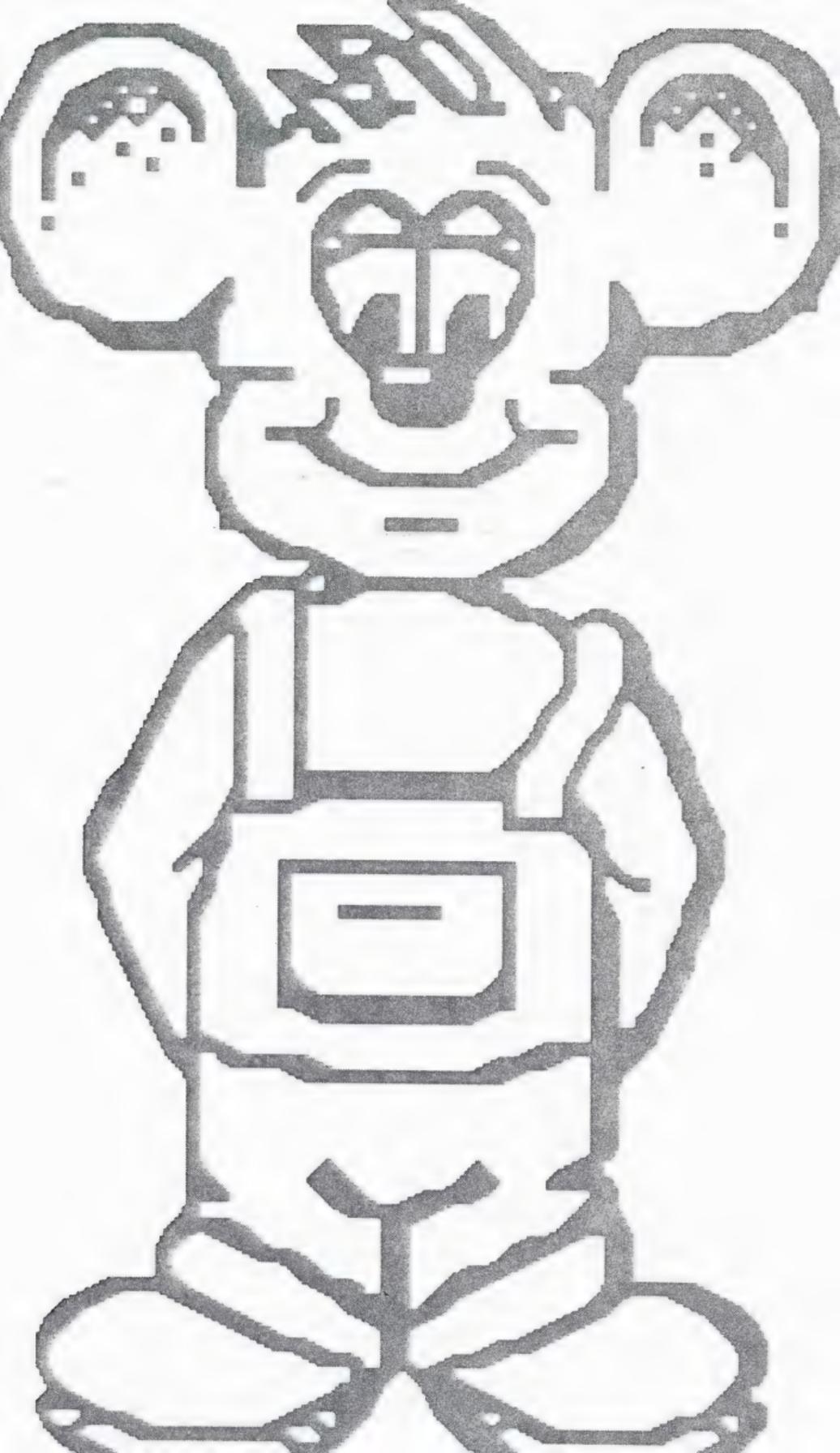


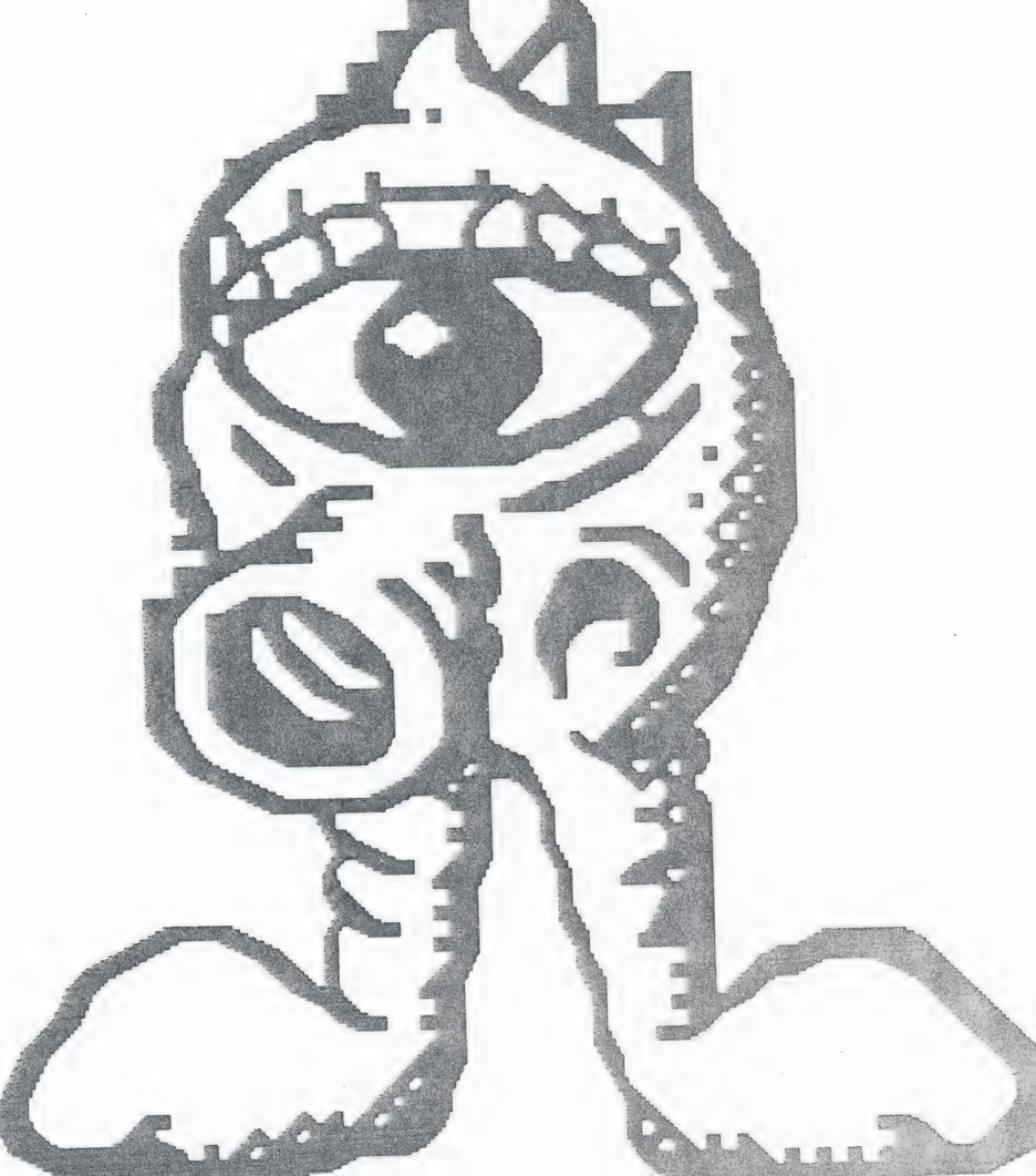
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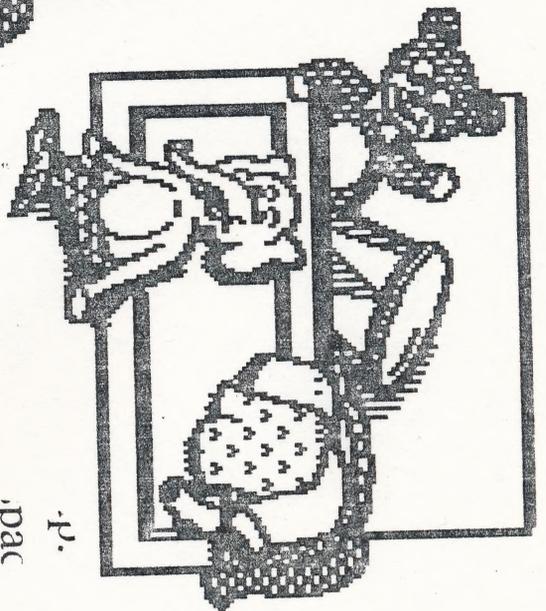
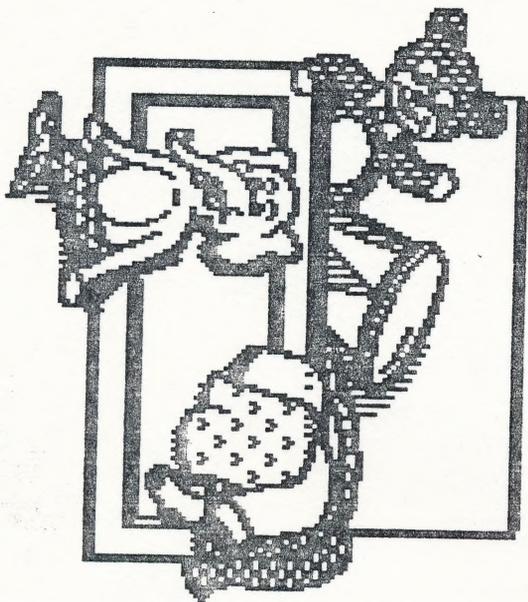
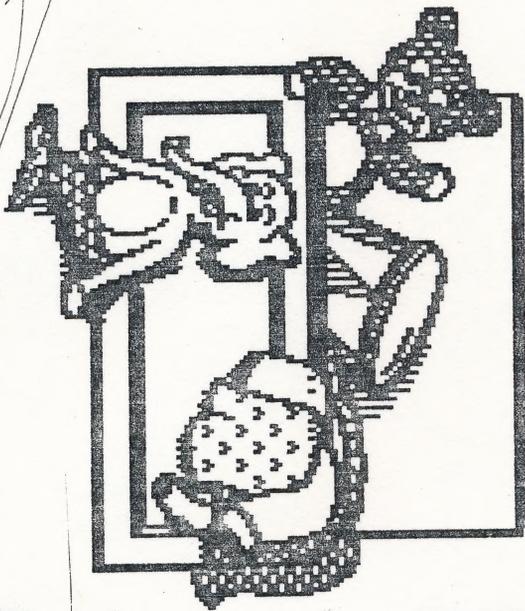
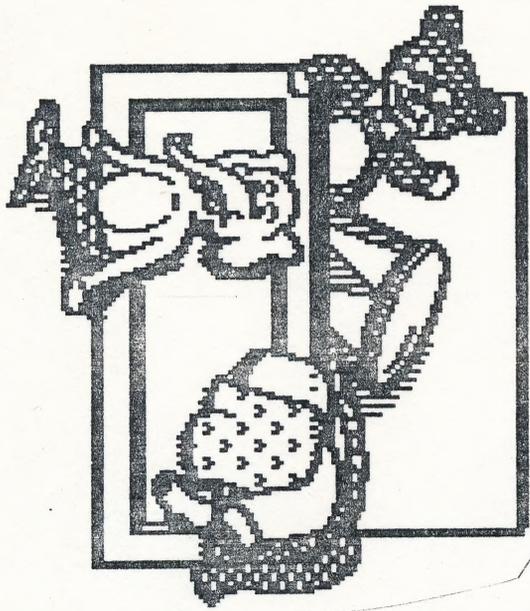
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Name _____

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