

# *Read ~ A ~ Book*

## *Distance Learning Book Report Materials*

*Revised 4-2015*



*Child Care Aware of Virginia*



## Program Overview

This distance learning self-study program allows early childhood professionals to earn clock hours of training credit by reading children's literature and books on early childhood education and child development. The Virginia Department of Social Services (VDSS), Division of Child Care and Early Childhood Development collaborated with the Library of Virginia to place sets of books in each of the 350 public libraries across Virginia.

This initial phase of the Read-A-Book Program focuses on the importance of incorporating children's literature across the curriculum, reading to and with young children daily, understanding early brain development, fostering language and literacy development, and communicating successfully with young children.

This program currently offers two **Book Report** options for obtaining clock hours of training credit:

- Option 1: Reading a Minimum of Two Children's Literature Books with Children; and
- Option 2: Reading Professional Books.

The number of clock hours of credit earned depends on the option and book selected, as well as the quality and accuracy of the completed book report(s). Participants **may** be eligible to earn **0-10 clock hours of training credit** and are encouraged to complete multiple options over time. Book reports may be submitted for different books, earning additional clock hours of training credit for each option/book report.

Child Care Aware of Virginia administers this program for the Virginia Department of Social Services. All materials must be submitted to Child Care Aware of Virginia for grading with a \$20.00 processing fee (made **payable to Child Care Aware of Virginia**, and sent to **Child Care Aware of Virginia, Read A Book Program, 302 Turner Road, Suite D, Richmond, VA 23225**).

### Summary

- All Read-A-Book Program books are available at Virginia's public libraries.
- Two Options for Written Reports: Read and conduct activities with children for 2 children's literature books (any); OR Read 1 professional book from the list.
- Participants must use the provided reporting templates/formats.
- Read-A-Book Program materials are free from the Child Care Aware of Virginia website at [www.va.childcareaware.org](http://www.va.childcareaware.org)
- Participants will be charged a \$20.00 processing fee when report materials are submitted for grading.
- The option/book and number of points earned will determine the clock hours of training credit (0-26 hours)

## Option 1: Reading Children's Literature Books with Children

*Option One* asks you to read and implement corresponding activities with children for two children's literature books. Thorough book reports of how you used the books in your early care and education program to support the story or theme of the books must be submitted. You may choose from the infant and toddler story books (see page 7) placed in each public library in Virginia, or you may choose to use two of your own favorite children's books.

### Children's Literature Book Report

To obtain **up to 8 clock hours of training credit** by using children's books, you are required to describe how you used the books in your classroom or home. You must submit **TWO complete Children's Literature Book Reports** at the same time to be eligible to receive training credit.

Each **Children's Literature Book Report** must include the following:

- A **Personal Information Sheet** (page 17)
  - A **written lesson plan worksheet** (pages 18-19) ,
  - A **written topic web worksheet** (page 20), and
  - A **written prop box OR shadow box worksheet and photograph(s)** (pages 21 and 22).
- 
- To assist you in developing and completing your own worksheets for the Children's Literature Book Reports, information and details describing lesson plans and topic webs, as well as *sample* worksheets for the lesson plan, topic web, prop box and shadow box are included in this booklet on pages 11-15. Electronic versions of these forms are available online at [www.va.childcareaware.org](http://www.va.childcareaware.org) .
  - Email questions to [JodiR@va.childcareaware.org](mailto:JodiR@va.childcareaware.org) or call (804) 285-0846.

## Option 2: Reading Professional Books

For *Option 2*, you may choose to read **ONE** of the professional books listed below and then complete the **Professional Book Reading Assessment Book Report** developed for each book. Each Virginia public library has at least one copy of each of these books.

- Please visit your local public library and choose one of the professional books listed below to read.
- After selecting the book you wish to read (from the list below), you may download the **Professional Book Reading Assessment Book Report** materials for the professional book you selected by going to [www.va.childcareaware.org](http://www.va.childcareaware.org).
- Email questions to [JodiR@va.childcareaware.org](mailto:JodiR@va.childcareaware.org) or call (804)285-0846.

### Professional Book Reading Assessment Book Report

After reading the selected book, complete the *Professional Book Reading Assessment Book Report* for that book. Each professional book reading assessment includes:

- 10 True/False questions
- 10 Multiple Choice Questions, and
- Five Essay Questions
- Clock hours for reading the professional books and completing a *Professional Book Reading Assessment* are listed below and are based on the length and difficulty of the book you chose to read.
- Clock hours will be awarded based on the following grading scale:
  - 80 – 100 Full credit
  - 60 – 79 Half credit
  - 59 and below No credit

### Professional Development Book List

Title	Author	Credit Hours
A Child's Work: The Importance of Fantasy Play	Vivian Gussin Paley	6 clock hours
A Good Start in Life: Understanding Your Child's Brain and Behavior	N. Herschkowitz, M.D., and E. Herschkowitz (2002)	10 clock hours
Beyond Baby Talk: From Sounds to Sentences	Kenn Apel, Ph.D., and Julie J. Masterson, Ph.D. (2001)	10 clock hours
How To Talk So Kids Can Learn: At Home and In School	Adele Faber and Elaine Mazlish (1995)	6 clock hours
Positive Discipline	Jane Nelsen, Ed.D	10 clock hours
Reading Magic: Why Reading Aloud to Our Children Will Change Their Lives Forever	Mem Fox (2001)	6 clock hours
Starting Out Right: A Guide to Promoting Children's Reading Success	The National Research Council (1999)	6 clock hours
Start Smart: Building the Brain Power in the Early Years Revised Edition	Pam Schiller	6 clock hours
Tumbling Over The Edge	Bev Bos & Jenny Chapman	6 clock hours

# *Read ~ A ~ Book*

## *Option 1*

### *Children's Literature*

### *Book Report Materials*



# Option 1

## Children's Literature Book Report

### Children's Literature Book Report Instructions

- CHOOSE **TWO** children's literature books from the infant and toddler story books listed on the next page, or choose **TWO** of your own favorite children's books.
- Using the enclosed **Children's Literature Book Report** worksheets (pages 18-22) - DESCRIBE the activities and projects you are planning to support the story or theme of the book.
- Complete and submit the following worksheets for **TWO Children's Literature Book Reports**:
  - 1) *Lesson plan worksheet*,
  - 2) *Topic web worksheet*,  
and your choice of *either* a
  - 3) **Prop box OR shadow box worksheet** and **photograph(s)**.

### **GRADING Scale:**

- You **MUST** submit and satisfactorily complete **TWO Children's Literature Book Reports** at the same time to be eligible to receive clock hours of training credit.
- Be sure to use complete sentences, correct grammar, and proper spelling in your written responses. Your work must be individual and reported in your own words.
- The highest score possible for each **Children's Literature Book Report** is 100 points.
- **Training clock hours will be based on the combined total score for BOTH Children's Literature Book Reports** submitted to Child Care Aware of Virginia for grading.

Credit will be awarded as follows:

160 – 200 points	=	8 hours
120 – 159 points	=	4 hours
119 points and below	=	No credit

- **Incomplete materials will be returned to you to be completed and will delay your earning training clock hours. Double check your materials before sending them in for grading.**



To receive up to 8 clock hours of training credit:

- Make yourself a copy of your **Children's Literature Book Report Worksheets** BEFORE mailing to Child Care Aware of Virginia.
- Include a **\$20.00** check or money order, payable to **CHILD CARE AWARE OF VIRGINIA**, with your completed **Children's Literature Book Report** worksheets for processing.
- Don't forget to include the **PERSONAL INFORMATION SHEET** (page 17 in the reference section) with your completed **Children's Literature Book Report** worksheets for grading.
- Mail completed materials to:

Child Care Aware of Virginia  
Read-A-Book Program  
302 Turner Road, Suite D  
Richmond, VA 23225

**Option 1 ~ Children's Literature Book List (or use one of your favorites)**

*Baby Dance*, by Ann Taylor  
*Big Fat Hen*, by Keith Baker  
*Brown Bear Brown Bear, What Do You See?* by Bill Martin \*  
*Clap Hands*, by Helen Oxenbury  
*Come Along Daisy*, by Jane Simmons  
*Dinosaur's Binkit*, by Sandra Boynton  
*Freight Train*, by Donald Crews \*  
*Froggy Gets Dressed*, by Jonathan London  
*Goodnight Moon*, by Margaret Wise Brown \*  
*Growing Vegetable Soup*, by Lois Ehlert \*  
*I Went Walking*, by Sue Williams  
*If You Give a Mouse a Cookie*, by Laura Joffe Numeroff  
*Maisy Makes Lemonade*, by Lucy Cousins  
*Mama Zooms*, by Jane Cowen-Fletcher  
*Max's Breakfast*, by Ann Wells  
*Mouse Paint*, by Ellen Stall Walsh \*  
*Mr. Brown Can Moo! Can You?*, by Dr. Seuss  
*Mr. Gumpy's Outing*, by John Burningham  
*My Car*, by Bryon Barton  
*On Mother's Lap*, by Ann Herbert Scott  
*Pots and Pans*, by Patricia Hubbell  
*Pretend You're a Cat*, by Jean Marzollo  
*Read-Aloud Rhymes for the Very Young*, by Jack Prelutsky and Marc Brown  
*Ten Nine Eight*, by Molly Bang  
*The Baby BeeBee Bird*, by Diane Redfield Massie  
*The Little Mouse, The Red Ripe Strawberry, and The Big Hungry Bear*, by Don and Audrey Wood \*  
*The Snowy Day*, by Ezra Jack Keats \*  
*Where is Baby's Bellybutton?*, by Karen Katz  
*Where's Spot?*, by Eric Hill

**\*These items are cataloged as a kit that includes the book and companion early literacy curriculum module for infants and toddlers. A *Guide for Using the 1-2-3 READ! Curriculum Modules* is also available for check-out.**

## What is a Lesson Plan? (From Wikipedia, the free encyclopedia)

A **lesson plan** is a detailed description of an individual lesson. While there is no one way to construct a correct lesson plan, most lesson plans contain some or all of these elements, typically in this order:

- the **Title** of the lesson
- the amount of **Time** required to complete the lesson
- a list of required **Materials**
- a list of **Objectives**. These may be stated as *behavioral objectives* (what the student is expected to be able to *do* upon completion of the lesson) or as *knowledge objectives* (what the student is expected to *know* upon completion of the lesson).
- **Introductory Questions and Activity - the set or lead-in to the lesson**. This is designed to focus students on the skill or concept about to be instructed. Common set up or lead-in activities include showing pictures or models, asking leading questions, or reviewing previously taught lessons.
- **Lesson Description**. This describes the sequence of events which will take place as the lesson is delivered. It includes the instructional input—what the teacher plans to do and say, and guided practice—an opportunity for students to try new skills or express new ideas with the modeling and guidance of the teacher.
- **Conclusion Activity**. This is an opportunity for the teacher to summarize the new concepts, wrap-up the discussion and for the students to pose unanswered questions.
- **Analysis**. Often not part of a lesson plan, this component allows the teacher to reflect on the lesson and answer questions such as what went well, what needs improving, and how students reacted to the lesson.

### **What is a Topic Web?**

There are many processes for planning lessons and **topic webs** are just one way to outline ideas to be used in your classroom or home. Topic webs are wonderful tools for expanding on lesson plans and projects. They are useful for recording work as the lesson or project evolves and may be used to expand the theme as the children ask new questions, and have new ideas. A topic web is typically used to help the teacher plan how the theme can be extended into other subjects, such as math, science, social skills, physical fitness, geography, history, art, music, etc. The process is to work from a theme (or children's book), think about how the theme can be included in each subject, then document possible activities for each subject area. The topic web may be revised as children indicate their level of interest in each theme-related subject.

The Topic Webbing Worksheet included here is just one way to organize ideas for a theme to be expanded across the curriculum. Topic webs may also be drawn with circles containing the theme or idea, linked by spider web lines. How you web your theme is up to you...be creative! When you have finished your topic web, you should have the concepts, topics and categories to be covered in your lesson.



## ***What Is a Prop Box***

A **prop box** is a collection of items designed around a central theme that enables children to role play the world around them, imitate adult roles, act out their feelings, and develop social, emotional, physical, cognitive, and language skills in a non-threatening manner. Prop boxes stimulate dramatic play and pretend play, contributing greatly to a young child's normal, healthy development and should be available to children on a daily basis. Prop boxes can be viewed as opportunities to build upon skills and expose children to new concepts. They include such items as books, pictures, and concrete items related to the theme. Some examples of prop boxes are listed below.

The concrete objects are selected to reinforce known words and introduce new vocabulary centered around the theme. Teachers use prop boxes as tools to further language and literacy development in their children, and may use them during circle time, structured center time, or planned learning and exploration activities with theme-related books.

Parent donations, thrift stores, and dollar stores are great resources for prop box items. Items to be included in prop boxes should always be considered for safety and determined age-appropriate based on the interest levels and abilities of the children.

The size and quantity of items included in each prop box will determine the best containers for your collections. A computer paper box or a plastic tub with a lid make great containers for your prop box.

Using prop boxes with 'real world' items during each age and stage of development will increase a child's motivation to learn, assist in the development of positive social and emotional responses, and help them gain a better understanding of their world.

### **Examples of Prop Boxes:**

**Space/Astronauts:** picture books about astronauts and space, pictures of space and the constellations, silver emergency blanket, moon rocks, maps of the solar system, space helmet, astronaut costume, space boots, toy space ships/shuttles, the American flag, pictures of astronauts, space food (dried food in small packages), models of the planets and stars, small telescope, globe of earth, etc.

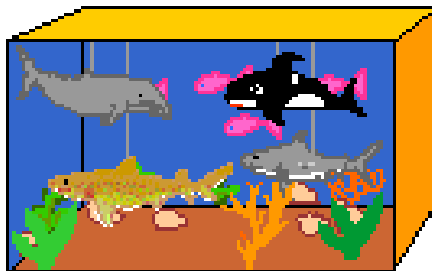
**Family Roles/Mother and Father Roles/Baby/Healthy Families:** books about different types of families, different types of dolls/action figures to represent family members, doll house, baby dolls, doll clothes and diapers, crib, doll toys, toy food, toy kitchen utensils/dishes/pans, pictures of nurturing families and different types of family units, story books about feelings/stress management/being kind to family members, briefcase or computer case, purse, hats and aprons, table and chairs, "mom" and "dad" dress-up clothes, etc.

**Architecture/Carpentry/Construction Workers:** picture books of great buildings/building plans/workers, hard hats, painter's caps, measuring tapes, PVC pipe, plastic tools with toolbox, blue prints/AutoCAD prints of the inside floors of buildings, wood blocks or Legos to build things, empty paint cans, plastic nails to hammer into toy work bench, pictures of people building things or drawing plans, models of buildings, carpentry apron, step stool, paper and blue pencils, etc.

## What is a Shadow Box or Diorama

Scenes from children's books can be depicted in a shadow box or diorama using a cardboard box (such as a shoe box or hat box). A shadow box or diorama is a three-dimensional miniature scene in which figures or other objects are arranged in a naturalistic setting against a painted background or colored background. The materials and procedure for this project will vary somewhat, depending upon the type of shadow box or diorama to be made.

For example: you can create make-believe aquariums by painting a cardboard box, and suspending fish from the top of the box with a string, glue shells and plastic water plants to the bottom, and use colored cellophane over the face of the box to give the illusion of water.



**TIP: Teachers may want to add something new to the shadow box/diorama or make a change in the shadow box/diorama each day to encourage close observation and memory skills, while stimulating a new discussion about the theme to introduce new concepts.**

*SAMPLE Forms*

*Option 1*

*Children's Literature Book*

*Report Materials*

# Sample Lesson Plan Worksheet

Targeted Age Group: 4 year olds

Book Title: The Very Quiet Cricket

Book Author: Eric Carle Book Illustrator: Eric Carle

## Learning Objectives:

Upon completion of the lesson, the children will be able to...

- respond to questions about the book.
- use writing and drawing skills to convey meaning and information.
- cooperate with classmates to create a mural about bugs.

## Materials:

- *The Very Quiet Cricket* by Eric Carle
- Chalk (various colors)
- Markers (various colors)
- Crayons (various colors)
- Paint brushes
- Smocks
- Large mural paper
- Paint (various colors)
- Newspaper

## Introductory Questions:

Ask the children: Have you ever seen an insect? What kinds? Is a cricket an insect? What kinds of noises do the different insects make? Why do they make these noises?

## Introductory Activity:

Insect movements – Have the children demonstrate how insects fly, slither, hop, and crawl.

## Description of Lesson:

1. Introduce the book, naming the title and author. Explain the different parts of the book: front cover, back cover, spine, and the title page.
2. Read the story to the children. After the story is over, ask them some questions: What happened in the story? Who were the characters in the story? Did the book mention any insects that we have talked about? Were there any that were different? What kinds of sounds did they make? Why do the insects make these sounds? Explain the common characteristics of insects.
3. Explain that we will be making a mural, or big picture, about our story. Ask the students what we need to put on our mural. Tell the children that we will read the story again, and this time they need to pick out an insect that they would like to draw on the mural. Remind them to pay close attention to where the insect lives and what it looks like.
4. Reread the story. After the story, explain that we will be making a mural on large mural paper. Emphasize that this is a mural, not individual pictures. Therefore, the students must work together to complete their mural, each creating a different part of the story. Discuss and let each child decide what she/he would like to draw. Talk about where each child will put his/her picture. Children can pick out what they would like to use to make their insect or part of the story – chalk, crayons, markers, or paint.

## Conclusion Activity:

After the mural is complete, write the title/author at the top of the mural. Have each child tell you what insect he/she drew, and label. Review the insects drawn, their body parts, habitats, and any fun new insect facts learned.

Targeted Age Group: 4 yr olds

## **SAMPLE Topic Web**

### **Science**

Insect habitats. Show an ant farm. Pictures of cricket habitat. Talk about how insects are part of the food chain.

### **Math**

Provide various pictures of insects for children to sort according to how they move; fly, slither, hop, or crawl

### **Social Studies**

Discuss with children different insects around the world.

### **Art**

Insect models – Have children make insects using clay or play dough, wood pieces, pipe cleaners, and beads.

### **Book Title**

## **The Very Quiet Cricket**

Author: Eric Carle

Illustrator: Eric Carle

### **Cooking**

Make crickets on a log using celery, peanut butter, and raisins, potato sticks for legs

### **Movement, Music, Dance, and Drama**

Move like an insect – Fly, slither, crawl, hop

### **Social/Emotional**

Children talk about their favorite insects and why. Ask children how they think the insects feel being small, having 3 pairs of legs, wings, etc.

# SAMPLE Prop Box Activity

- Prop boxes contain a collection of real items that are in some way related to the story you are reading. A plastic tub or cardboard box may be used for this purpose. Using real items in the prop box will stimulate children's imagination.
- Please be sure to choose ONLY developmentally-appropriate, **safe** "REAL" items for young children.

Answer the following questions and attach a photograph(s) of your completed prop box. Be sure to list and photograph all of the items you used. Please attach photograph(s) to a separate piece of paper.

## Science Area Prop Box

Book Title: **The Very Quiet Cricket**

Author Eric Carle      Illustrator Eric Carle

### 1. List all items in your prop box.

Plastic bugs, worms, butterflies  
Bug containers - plastic and wood/mesh  
Butterfly net  
Butterfly Garden  
Magnifying glass (varying sizes)

Photographs of bugs and habitat  
Books, books, and more books with pictures of real bugs, story books about bugs and habitats, etc.  
Cricket clickers (sounds)  
Shovels, trowels, buckets

### 2. Why did you select these items to help the children relate to the story selected?

Many children are afraid of bugs, worms, etc. and others are fascinated by them. This will give children an opportunity to pretend play with plastic bugs, and to also explore their outdoor environment looking for 'live' bugs. Bug safety will be discussed formally and informally during exploration!

### 3. How do you plan to use the prop box to stimulate learning with your children?

Materials will be introduced during morning greeting circle time. Then set out in the "science learning center area." Children will be able to explore the items independently during center time and with guidance from staff, (e.g. helping children identify insect parts, discussing where bugs live and what they eat). Interested children will also be able to explore the outdoors with the items during outdoor time.

**SAMPLE**  
**Shadow Box Activity**

**Choose a scene from the story to create your shadow box. Answer the following questions and photograph your completed shadow box. Please attach photograph(s) to a separate sheet of paper.**

Cricket Shadow Box

Book Title: **The Very Quiet Cricket**

Author Eric Carle      Illustrator Eric Carle

**1. List materials used to make your shadow box.**

Large Square hat box  
Paper, stones, shells, leaves for collage to decorate outside and inside of box  
Plastic cricket figures (other bugs as desired)  
Leaves, stones, dirt, grass, etc.

**2. Describe the scene you have chosen to illustrate and why.**

Crickets in their outdoor environment because children are naturally curious about nature. This scene will be used as a starting place to enhance their learning about crickets—where they live, what they eat, camouflage ability, natural predators, the cricket life cycle and stages, identifying similar insects, identifying unique skills and body parts of crickets, etc.

**3. How do you plan to use the shadow box to stimulate learning with your children?**

The shadow box will be available to children during center time and free-play. It will be created and assembled by interested children with me during center time. Children will be able to pretend play with the items, re-arrange the set-up, etc. for exploration. At the beginning of each day something will change in the shadow box (e.g., add a predator, add cricket food, hide the cricket), and I will ask the children at the beginning of the day to observe the shadowbox and describe what is different from the day before. I will use the observation to spark a discussion about new cricket facts/concepts.

# *Resource Section*

*Includes:*

*Personal Information Sheet*

*Lesson Plan Worksheet*

*Topic Web Worksheet*

*Prop Box Worksheet*

*Shadow Box Worksheet*





# Read ~ A ~ Book

## Distance Learning Book Report Form

First Name	Middle Initial	Last Name	
Home Address	City	State	Zip Code
Day Time Phone Number		Evening Phone Number	
		Email	
Facility Name			
Facility Address (Street or Post Office Box)			

### **Facility Type (Please check one)**

- |  |  |
|--|--|
| <input type="checkbox"/> Licensed Child Day Center                       | <input type="checkbox"/> Licensed Family Day Home                            |
| <input type="checkbox"/> Religious Exempt Child Day Center               | <input type="checkbox"/> Voluntarily Registered Family Day Home              |
| <input type="checkbox"/> Family Day Home Approved by a Family Day System | <input type="checkbox"/> Unregulated Child Care Provider (paid by local DSS) |
| <input type="checkbox"/> Head Start Program                              | <input type="checkbox"/> Certified Preschool                                 |
| <input type="checkbox"/> Public School Preschool Program                 | <input type="checkbox"/> Other (specify) _____                               |

### **IMPORTANT REMINDERS:**

- You **MUST** submit **TWO** complete **Children's Literature Book Reports** to be eligible to receive training hours.
- Each **Children's Literature Book Report** **MUST** have the following worksheets to be considered complete: Lesson Plan Worksheet, Topic Web Worksheet, and Prop Box or Shadow Box and photograph. Incomplete materials will be returned to you.
- Make yourself a copy of the Children's Literature Book Report Worksheets BEFORE mailing to Child Care Aware of Virginia Network (**CHILD CARE AWARE OF VIRGINIA**).
- Mail Completed Read-A-Book Report materials along with \$20.00 check or money order, payable to Child Care Aware of Virginia to:

Child Care Aware of Virginia  
 Read a Book Program  
 302 Turner Road, Suite D  
 Richmond, VA 23225

\_\_\_\_\_   
Print your name here

## **Option 1: Lesson Plan Worksheet**

**Targeted Age Group:** \_\_\_\_\_

**Book Title:** \_\_\_\_\_

**Book Author:** \_\_\_\_\_ **Book Illustrator:** \_\_\_\_\_

**Title of Lesson:** \_\_\_\_\_

**Length of Lesson:** \_\_\_\_\_

### **Learning Objectives:**

(These may be stated as what the child will do during the lesson or what the child is expected to know upon completion of the lesson.)

### **Materials Needed:**

### **Introductory Questions and Activity: (the set or lead-in to the lesson)**

(This is designed to focus on the activity, skill, or concept about to be presented. Common set or lead-ins include showing pictures or models, asking leading questions, or reviewing previously presented ideas.)

**Option 1: Lesson Plan Worksheet (continued)**

\_\_\_\_\_  
Print your name here

**Description of Lesson:**

(Describe what you will do or say with the children and the sequence of events which will take place as the lesson is presented.)

**Conclusion Activity:**

**Analysis:** (Reflect on the lesson and answer questions: what went well, what needs improving, and how did students react to the lesson?)

**Enrichment or Follow-up Activity:** (short description of topic web, prop box or shadow box)

Targeted Age Group: \_\_\_\_\_

# Option 1: Topic Web Worksheet

\_\_\_\_\_  
Print your name here

Subject/Book Title: \_\_\_\_\_

**Science**

**Math**

**Social Studies**

**Book Title**

Author:

Illustrator:

**Art**

**Cooking**

**Movement, Music, Dance,  
and Drama**

**Social/Emotional**

# Prop Boxes

\_\_\_\_\_  
Print your name here

- **Option 1 must include a Prop Box activity OR a Shadow Box activity.**
- Prop boxes contain a collection of real items that are in some way related to the story you are reading. A plastic tub or cardboard box may be used for this purpose. Using real items in the prop box will stimulate children's imagination.
- Please be sure to choose ONLY developmentally-appropriately **safe** "REAL" items for young children.

***Answer the following questions and attach a photograph(s) of your completed prop box.*** Be sure to list and photograph all of the items you used. Please attach photograph(s) to a separate piece of paper.

## ***Option 1 Project: Prop Box***

Book Title \_\_\_\_\_

Author \_\_\_\_\_ Illustrator \_\_\_\_\_

**1. List all items in your prop box.**

**2. Why did you select these items to help the children relate to the story selected?**

**3. How do you plan to use the prop box to stimulate learning with your children?**

# Shadow Boxes

Print your name here \_\_\_\_\_

*Option 1 must include a Prop Box activity OR a Shadow Box activity.*

- 1) Choose a scene from the story to create your shadow box.
- 2) Answer the following questions and
- 3) Photograph your completed shadow box.
- 4) Please attach photograph(s) to a separate sheet of paper.

## **Option 1 Project: Shadow Box**

Book Title \_\_\_\_\_

Author \_\_\_\_\_ Illustrator \_\_\_\_\_

- 1. List materials used to make your shadow box.**
  
  
  
  
  
  
  
  
  
- 2. Describe the scene you have chosen to illustrate and why.**
  
  
  
  
  
  
  
  
  
- 3. How do you plan to use the shadow box to stimulate learning with your children?**