

“Chicka Chicka Boom Boom” Bean Bag Toss

Age Level: Preschool

Subject(s) Area: Language and Literacy

Materials Needed: “Chicka Chicka Boom Boom” book, letter bean bags, tree labeled or shaped basket (big enough for the bean bags to all fit in).

Standards:

LL.2.3: Know that letters have names and their upper and lower case forms.

Objectives:

Students will identify one to two letters and recognize when their letter is called.

Learning Activities:

Technology: *no technology is required for this activity*

Required Vocabulary

Alphabet: The family all of our letters belong to, there are 26 of them and they all make different sounds.

Coconut Tree: A tree found in warm tropical places that grows a fruit called a coconut.

Top: The highest place something can be, also where we start our letters.

Toss: a light throw that will not go very far and we start it by our leg.

Opening Element:

After the children are sitting at circle time, I will introduce the book, we will talk about the coconut tree and the letters. I will then set up the basket “tree” in the middle of the circle and explain that we will fill our tree just like the letters in the book!

Instructional Methods:

Students will each be given one or two letter bean bags, (until all the letters are gone). Next we will go around the circle and identify the letters each student has. I will then tell them that they must be listening and looking for their letter to be called. When their letter is called they can stand up and toss it into the basket.

I will ask them if they are ready, sing “criss-cross apple sauce” and start reading. I will read slow and show the pictures so the students are able to catch their letter being called. I will also encourage the students to help their friends if needed.

Reflective Questions:

Does your letter look like any of these letters?

Does your letter sound like any of these?

Can you toss your letter into the tree?

Did all the letters make it to the tree?

Differentiation:

For the children who do not know the names of the letters yet we can encourage them to say the sounds. The children will also be encouraged to help their friends if they do not know when their letter is being said. If students need help tossing they can also walk over and put their letter in the basket.

Wrap-Up:

When all the letters have made it to the tree and the book is finished we will then pull them out and say them together backwards. This will be a little bit of a challenge but still good for letter recognition.

Assessment:

Formative- As I call the different letters I will be checking to see if the children recognize and can say their letter.

Summative: When we go through the letters at the end together we will see if the students can say the letters together even though they are out of order.

Reflection:

This was a perfect activity for this age group and level. The students recognized all the letters and were very interested in the story. They all got very excited when their letter was called to toss it into the "tree". The students were very encouraging to their friends and were helpful in a gentle way if their friend's letter was called and they were not aware. If I were to teach this lesson again I would do it in a larger space so the children had more room for gross motor development. There was not enough time or interest to do it backwards but this is an activity that can be done in a number of ways and I would repeat it throughout the year.