

Literacy Play Center- The Post Office

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Grade Level K Subject Language Arts Supervisor Dr. Seidenstricker

PRELIMINARY PLANNING

PA Standards:

Pre-K Standard 1.1: Learning to Read Independently: 1.1.1 Purpose for Reading: Use a variety of text during play. 1.1.2 Word Recognition: Identify familiar words and environmental print. 1.1.3 Vocabulary Development: Use new vocabulary when speaking.

Pre-K Standard 1.4 Types of Writing: 1.4.2 Information: Share Information through pictures and dictated words.

Pre-K Standard 1.5 Quality of Writing: 1.5.6 Conventions: Experiment with a variety of writing tools and surfaces.

Pre-K Standard 1.6 Speaking and Listening: 1.6.1: Listen and respond attentively to conversations. 1.6.2 Listening Skills; Share experience when asked. Speak in simple sentences. 1.6.3 Pose questions and listen to ideas of others. Communicate using details when relating personal experiences. 1.6.4 Presentation: Share information about an item of interest.

Pre-K Standard 1.8 Research: 1.8.3 Produce a simple project based on research with assistance.

Pre-assessment: On a field trip to the local post office, children explored the post office, discussing how to address a letter or package, how to send the package, the process of sending a package, and the different jobs in the post office.

Grouping: Heterogeneous groups by oral language development.

Objectives: Students will develop concepts about print by imitating how we use reading, writing, and speaking in a post office. Students will use vocabulary from our mail theme. Students will orally share ideas about their post office experience using details and simple sentences.

Individual Modifications:

Picture Board: Photos of the post office trip will be posted along with postcards to use when generating discussion about the post office. Photos will be used to support vocabulary building.

Grouping will pair children with strong oral language skills with children who need more support in the development of expressive vocabulary.

Materials:

Theme Center (Post Office): Post cards; papers; crayons and markers; magazines (source of pictures); table for front desk; bins for sorting area; blocks; cash register; mailboxes; clothing and name tag for front desk worker; envelopes; paper and pencils for letters; stamps/stickers. (At the end of the day, compile a list of additional materials needed to share with parents.)

LEARNING SEQUENCE

INTO

Following a trip to the local post office, students will collaborate to construct a “pretend” post office.

Day One: I will divide children into 2 groups- one to construct the front counter area and one to construct the sorting area for the mail. Art Center: Children will construct a post card or letter to send at the post office.

Day Two- Five: Children will role play activities observed in the post office.

THROUGH

Day One: What did you see in the post office? What did you see at the front desk? What will we need to build the front desk area? What materials or things do we need? What did you see in the sorting area? What will we need to the sorting area? What will we need to build the sorting area? What materials or things do we need?

Teacher Role: Director

I will guide the children to create the centers. I will assign children to different construction tasks.

Day Two: What did you see people doing at the post office? What workers will we need in our post office? What will those workers do? What will we do if we are sending mail?

Teacher Role: Participant

I will play with the children to establish possible roles for thematic play. I will encourage children to use post office vocabulary in our role playing such as letter, post card, mail, post office box, stamp, address, return address, zip code, mailman, postal clerk, postage, mailbox.

Day Three: How will you play “post office” today?

Teacher Role: Guide

I will assume the role of “encourager,” making suggestions for role play if needed. I will briefly participate and then remove myself to an onlooker role.

Days Four and Five: I will observe children, encouraging all to participate, allowing children to take over the process of negotiating roles. I will use checklists to assess vocabulary use and add to my list of post office vocabulary. I will make anecdotal notes, describing how the children use print during role play.

BEYOND

During share time, I will ask the children to talk about the roles they played in the post office centers.