

CHLD 105: Early Childhood Curriculum Development

Finger Play - Effective Group Activity

Learning Outcomes	5. Identify strategies supportive of reading, writing, and oral communication development for every child, including those who are culturally, linguistically and ability diverse. 10. Identify, describe and implement teaching strategies that support positive peer relationships and interactions, child motivation and engagement.
DEC Recommended Practices	C13 Practices target meaningful outcomes for the child that build upon the child's current skills and behavior and promote membership with others. PP7 Students receive preparation in the content and practice of their field.
NAEYC Standards	4b: Knowing and understanding effective strategies and tools for early education. 4d: Reflecting on their own practice to promote positive outcomes for each child. 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

Experienced teachers of young children usually have a large repertoire of finger plays memorized for their bag of tricks. They are used frequently and for multiple purposes, including:

- A child-friendly way to provide guidance and manage behavior.
- Transition gimmicks that get all the children focused and paying attention to the teacher.
- Extensions of teaching time by allowing a participatory, multisensory break during whole group instruction.
- Providing an enjoyable way for children to be actively engaged in the emergent literacy skills of rhyming, learning vocabulary and developing phonemic awareness.

This field experience will utilize the Participatory Adult Learning Strategy (PALS) recommended by the Center for Early Literacy Learning (CELL)

Planning

1. **Introduction** (by faculty member)
2. **Illustration** (CDL teachers modeling the technique on video)

Application

3. **Practice** (by implementing with small group of toddlers or twos)
4. **Evaluation** (is the consequence or outcome of the application for the children)

Deep Understanding

5. **Reflection** (self-assessment of the experience and if it met the predicted outcomes)

6. **Mastery** (repetition of the activity and comparison with your prior performance and the outcome for the children)

To prepare for this activity, the following steps should be completed:

1. Watch the video Fingerplays
Heartland Equity and Inclusion Project (HEIP). (2012). *Fingerplays Video*. Available from <http://youtu.be/PbZxUN4hD2Q>
2. Review the articles from the Center for Early Literacy Learning (CELL)
 - a. “Fingerplays and rhymes with a punch” available from: http://www.earlyliteracylearning.org/cellpract_pract/toddler/PGPrac_T_FingRhymPunch_WM.pdf
 - b. “Action Rhymes” available from: http://www.earlyliteracylearning.org/cellpract_pract/toddler/PGPrac_T_ActRhym_WM.pdf
3. Find at least two fingerplays for young children that you enjoy and feel the children would be interested in. There are numerous resources for fingerplays in the Child Development Lab Library and online. Some use finger puppets that make it even more fun.
4. Practice the fingerplays until you have them memorized.
5. Create a note card to refer to if you should happen to get nervous with an audience.
6. Contact the Child Development Lab or some other accredited center with culturally, linguistically and ability diverse children to make arrangements to conduct this assignment. Schedule a time to observe in a toddler or 2-year old classroom during their free play or small group time. Communicate that your assignment is to conduct some **fingerplays with a group** of children. The “**Partner Site Information Handout**” lists additional sites that will also welcome you.
7. Print a copy of the “**Field Experience Verification Form.**”

PALS Step 3 -When you arrive to present your activity:

- Discuss with the teacher which fingerplays you have prepared and let her determine when you will use them.
- Participate in their class activities and let the children get to know you.
- Share your fingerplay when cued by the teacher.
- Be prepared to repeat it several times if requested by the children or teacher.
- Ask the teacher to complete the “**Field Experience Verification Form.**”

After you leave, complete the next two steps.

PALS Step 4 –Write your evaluation. (Consequences or outcomes for the children)

- Were all of the children able to participate in the activity?
- Were the children in the classroom engaged in the fingerplays?
- Did you notice any variations in engagement? What factors contributed to this variation?
- What did you feel were the strengths of your implementation? What did you feel could be improved upon?

PALS Step 5 - Write your reflections and self-assess if you met your expected outcomes and include the following items:

- Appropriateness of your choice/s
- Your verbal and nonverbal skills (volume, clarity, effectiveness)
- What could you do better to gain full participation from all of the children?
- How you will use fingerplays to help guide children in Early Childhood classrooms?

PALS Step 6 – Repeating the performance for mastery may be completed later in the semester.

Submit the Evaluations, Reflections and “Field Experience Verification Form” to your instructor.