



# Activity Plan

## 1. Activity name

Learning how to be “actors”

## 2. Materials

Pictures of animals, markers, dry erase board or big paper, dice with slots for pictures and words

## 3. Environmental arrangement

Activity completed at a reading center. One adult is assigned to facilitate the activity and assist children in completing activity.

## 4. Sequence of steps

### Beginning

Have children come to small or large group.  
Introduce the activity by telling children that they are going to learn how to be actors.  
Ask children if they know what an actor is.  
Have the children think of some animals that they would like to act like.

### Middle

Have children provide ideas for animals that they would like to act like.  
Write animal names on large piece of paper or dry erase board.  
Have children give the first letter of each animal.  
Have children come up in pairs of two or four to act out animals.  
Have children roll dice with animals pictures or words.  
Have children roll dice to see what animal they are going to act like.  
Have children act like animal.  
Children acting like animal ask “What animal am I?”  
Children observing ask, “Are you a \_\_\_\_\_?”  
Children acting reply, “yes or no, I am or am not a \_\_\_\_\_.”

### End

Interventionist asks children what they would like to act like.  
Call on individual children and have them tell the class what they would like to act like.  
Children return to seats to work on reading journal.  
Have children write in journal and draw a picture of what they would like to act like.

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## **5. Embedded learning opportunities**

Asks “wh” questions  
Alternates between speaker/listener role  
Ask yes/no questions  
Follow two or more non routine directions  
Recalls and shares two events without contextual cues

## **6. Planned variations**

Add various animals, sings songs that require animal movements (e.g. Itsy Bitsy Spider).  
Have children practice spelling the words prior to the activity.

## **7. Vocabulary (Signs and approximations)**

Animals (dog, cat, bird, spider, cow, horse, snake, pig, goat)  
Peers’ names  
Yes/no

## **8. Peer interaction opportunities**

Two or more children can complete activity together.  
One child rolls dice and the other acts like the animal.  
Children ask peers the question, “What am I?” Peers respond, “Are you a \_\_\_\_\_?”  
Children model animal for their friends.

## **9. Caregiver involvement**

Caregiver can take children to visit a farm or zoo.  
Parents bring animals in for a pet day.  
Children bring a picture of their favorite animal so that they can act like their favorite animal.