

# VIEW S2 Valuable Initiatives in Early Learning that Work Successfully

<b>TIP Focus</b>		
<b>Language Use / <i>How to Use Words</i></b>		
<b>Book</b>		
<p>In the Small, Small Pond By: Denise Fleming</p>		
<b>Example or Sample Activity</b>		
<ul style="list-style-type: none"> <li>• After reading the book (and talking about the animals appearing in the book as you go), ask the children if they can remember the animals in the story. Do a finger play and/or action rhyme about one of those animals.             <ul style="list-style-type: none"> <li>◦ Repeat it a couple of times so children and parents can learn it.</li> </ul> </li> </ul>		
<b>TIPS to share with Parents</b>		
<ul style="list-style-type: none"> <li>• As you read the story to your child, note that the frog appears on every page. Make a game of finding that frog! Is the frog hiding? Where? What is it doing? Give your child a chance to respond.</li> </ul>		
<b>Example came from:</b>		
Jennifer King		
<b>Related Indicators:</b>		
Age Range	Educator/Adult	Children
B-18	Provides or recites oral stories (e.g. nursery rhymes) to children in order to prompt children to express simple thoughts or ideas	<p>Enjoys listening to oral stories</p> <p>Uses single words to express thoughts and ideas (e.g. when child sees the sun, he/she says "sun")</p>
18-36	<p>Provides opportunity for finger play (e.g., songs and games that use fingers)</p> <p>Prompts children to point to objects within the pages of a book or within given context</p>	<p>Enjoys finger plays (e.g., songs and games that use hands)</p> <p>Attempts to locate objects when they are discussed by others</p>
36-60	Asks questions about specific details and events in a story and provides positive feedback when children recall details	Responds to questions with appropriate answers