



EDUCATOR'S GUIDE

The world is an awesome place, and young children are curious about all of it. How can they express that curiosity? With words! There's a word for everything children see and experience. Words are here, there, and everywhere!

This unique guide, created by Sesame Workshop in partnership with PNC Grow Up Great®, offers tips and activities for developing science, the arts, and math vocabulary by adding to what you are already doing. These activities can happen throughout the day, in every learning area. You know your children best—choose ideas that will work in your classroom or program.

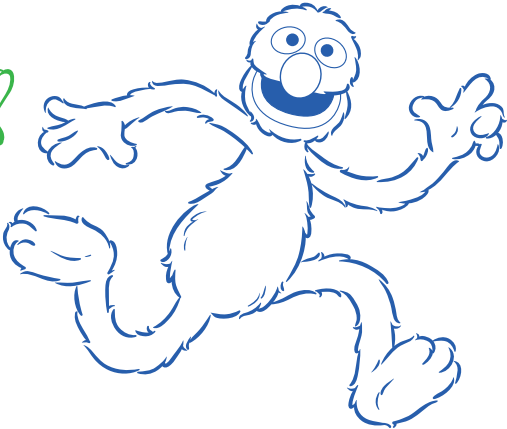
On the following pages you will find:

+ a *Big Book of Words* activity that serves as a framework for the activities in this guide and builds children's excitement for language by encouraging reading, talking, and asking questions;

+ easy-to-use, fun activity ideas that will fit in with your existing learning areas and routines; and

+ ways to establish a connection with children's families so that children continue to develop vocabulary at home.





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*Each area has activities built around science, the arts, and math.

FOR MORE WORD FUN

Find additional materials at sesamestreet.org/words and pncgrowupgreat.com.

- + **Videos** about exploring words, including a Muppet story with Elmo, Abby, and their friend Buzz Word
- + **Online game** where children collect words with Abby and Buzz Word
- + **Activity cards** with fun words to learn and simple activities to reinforce their meanings
- + **A family guide** including tips and strategies for building children's vocabulary during everyday routines and activities
- + **A word tree activity** with leaves to fill in



BIG BOOK OF WORDS

It's amazing the way a simple, familiar word leads to more and more related words. Use this concept in your daily interactions with children by making a **BIG BOOK OF WORDS**. This useful tool is a framework for incorporating the activities and strategies included in this guide. As children record new words they learn, they will have opportunities to talk about them, ask questions, and use the words in different contexts, both at school and at home.

1. Get started! Print out templates of the book's cover and inside pages on pages 17 and 18.

2. Try some of the fun activities in this guide. These experiences will help children discover new words. Then add them to your *Big Book of Words*. Write each word and its meaning on a new page. Children can dictate sentences for the words and draw pictures to illustrate them.

3. Review the new words in your book. The more you use words in context, the easier they'll be for kids to remember. Children learn best when they hear vocabulary used naturally over time and in different situations.

4. Connect with families. Send each child home with pages to create a word book, along with the family newsletter on page 15 with ideas for building vocabulary throughout the day. Encourage families to have fun with words and add them to their word book. As they talk, new words may lead to other words—seeing a *butterfly* may lead to *flutter* or *caterpillar*.



SECTION 1:

LEARNING AND PLAY AREAS

Science, the arts, and math learning can happen in every area of your classroom or child care setting, so creative ways to discover and collect new words for your **BIG BOOK OF WORDS** are endless. See where these ideas lead you!



Block Area Activities

Blocks are “block-full” of possibilities for exploration. Help children build their vocabulary as naturally as they build their blocks.

→ SCIENCE

How Does It Balance? Encourage children to build unusual *structures*. For example: “I wonder what will happen if we put the *smallest* blocks on the *bottom*? Do you think the building will be more *stable*—or *steady*—or will it be *shakier*?” “Do you think this block will *balance* on the rounded *arc* (or rainbow) block?”

→ THE ARTS

3D and 2D: Encourage children to build using only *cube*-shaped blocks, and then draw and color their creation on a piece of paper. Explain that the drawing is *two-dimensional* or *2D* (flat). The blocks are *three-dimensional*, or *3D*, meaning you see and experience them from many sides. Ask children to compare the *2D squares* they have drawn with the actual 3D cube-shaped blocks. Invite them to count the sides of a cube. (Putting a small sticker on each side as it’s counted makes it easier to keep track.)

→ MATH

Does It Measure Up? Have a measuring day! Use a ruler and other objects to *measure* the *length* (how long), *width* (how wide), and *height* (how tall) of the block *structures* children have built. Which is the *tallest* tower? How many tubes *high* is it? Which is the *longest* bridge? How many lunch boxes *wide* is it?

SECTION 1:

LEARNING AND PLAY AREAS

Reading Area Activities

What's better than books to show how much fun words can be? But books don't have to be about science, the arts, or math to teach science, art, or math vocabulary. Let other books inspire you to add to your **Big Book of Words**.

→ SCIENCE

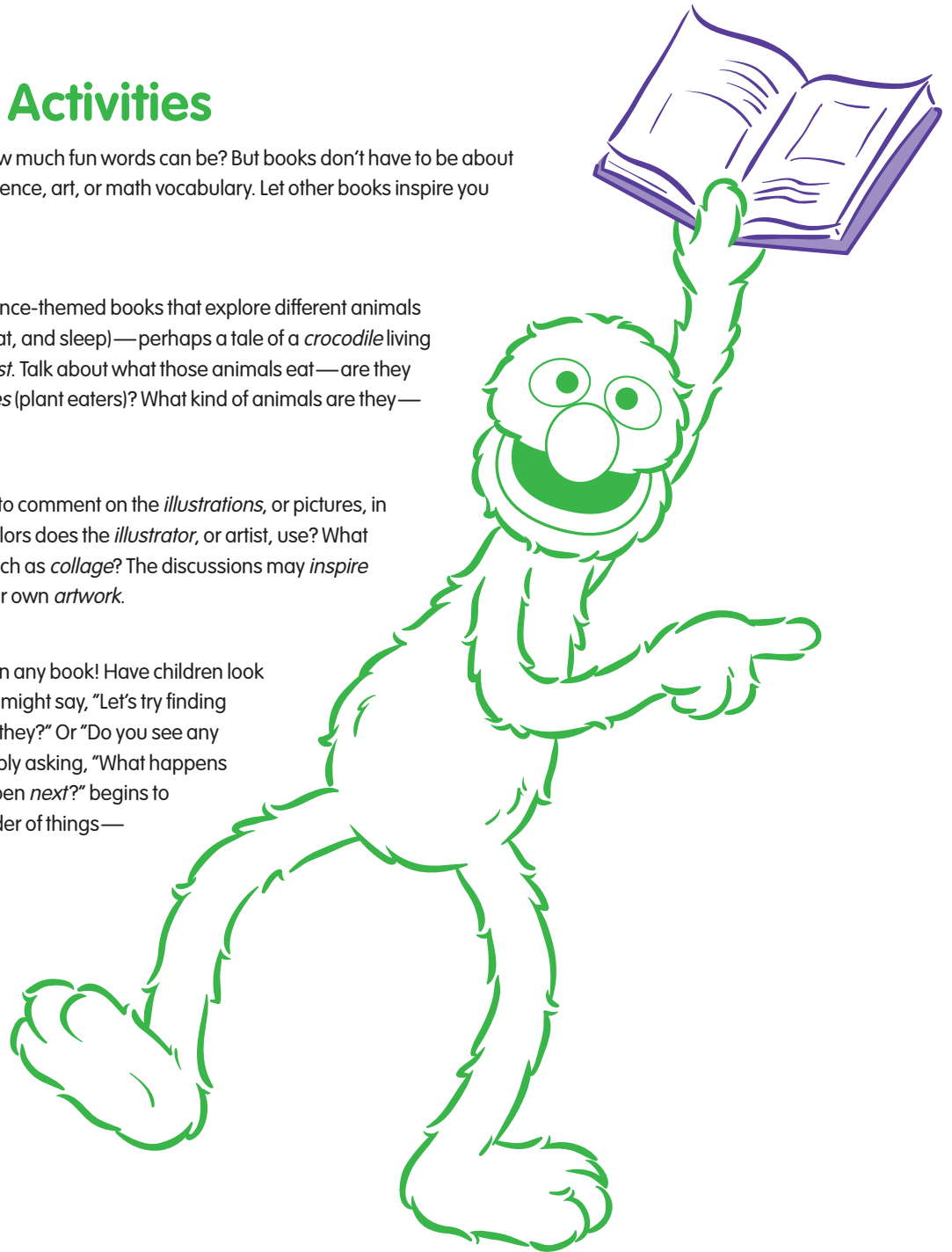
Animals Everywhere: Check out science-themed books that explore different animals and their *habitats* (places they live, eat, and sleep)—perhaps a tale of a *crocodile* living in a *swamp* or a *jaguar* in a *rain forest*. Talk about what those animals eat—are they *carnivores* (meat eaters) or *herbivores* (plant eaters)? What kind of animals are they—*birds*, *fish*, *reptiles*?

→ THE ARTS

Illustration Inspiration: Ask children to comment on the *illustrations*, or pictures, in the books they're looking at. What colors does the *illustrator*, or artist, use? What *materials* or *techniques* are used, such as *collage*? The discussions may *inspire* kids to try using new *materials* in their own *artwork*.

→ MATH

Look for Shapes: You can find math in any book! Have children look for and identify different *shapes*. You might say, "Let's try finding wheels in this book. What shape are they?" Or "Do you see any *rectangular* doors or windows?" Simply asking, "What happens *first*?" or "What do you think will happen *next*?" begins to teach kids about *sequence*—the order of things—an important math concept.



SECTION 1:

LEARNING AND PLAY AREAS

Music and Movement Area Activities

Music and words make a perfect pair. Start by playing the song from the *Words Are Here, There, and Everywhere* video at sesamestreet.org/words. Everybody dance!

→ SCIENCE

Moving Machines: *Machines* and *tools* help people do certain tasks faster and more easily.

Encourage children to explore how machines and tools work by moving like them—for example, using their arms to *scoop* like a *bulldozer*; *crisscrossing* their arms like a pair of *scissors*; *spinning* and *shaking* like a *washing machine*.

→ THE ARTS

What Does It Sound Like? Challenge children to use their bodies, voices, or simple *props* to create *sound effects*. *Drumming* their fingers on a table can represent a *galloping* horse; *shaking* a box of rice can sound like *pouring* rain. How can they make a sound like a fire engine or a strong wind?

What other sounds can they make?

→ MATH

Simon the Mathematician Says: Direct children to move their bodies to music, using math words. Simon may say, “stretch up *high*,” “bounce down *low*,” “circle *around* the edges of the rug or *in between* two chairs.” Kids can *count* the *beats* aloud or clap two times *fast* and two times *slowly*.



SECTION 1:

LEARNING AND PLAY AREAS

Exploration and Discovery Area Activities

Exploration leads to *discovery*, just as one word leads to another. Follow your children's lead and see what sparks them—then model how they can think aloud about the words they want to explore. See where the word adventure leads!

→ SCIENCE

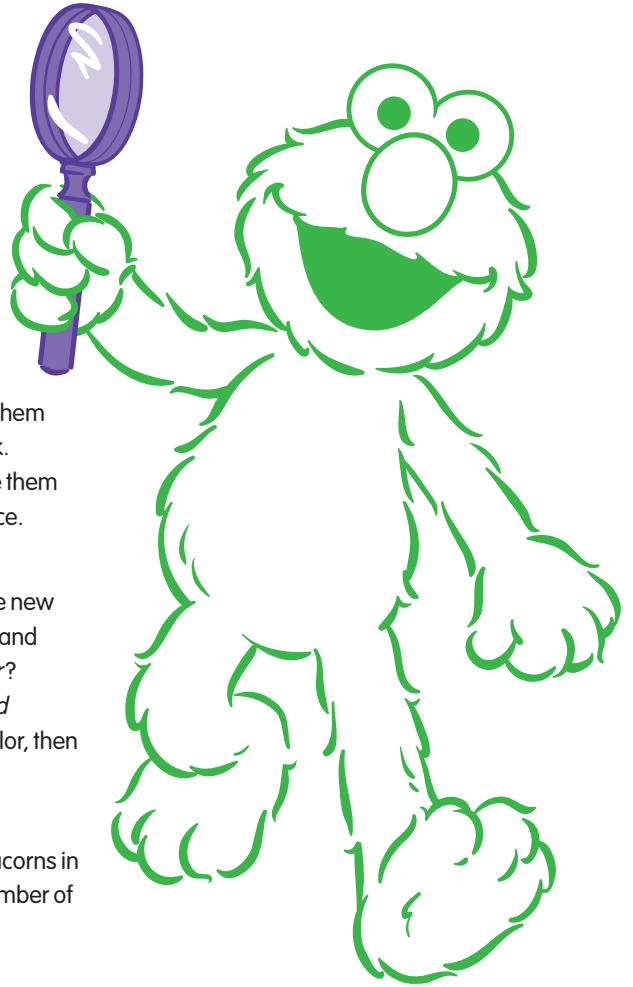
Now You See It, Now You Don't: Explain that *camouflage* keeps animals safe by letting them *blend* into the background—like a green bug on a leaf. Play camouflage hide-and-seek. Encourage children to cut out shapes from different-colored construction paper and hide them in plain sight but where they will be hard to see—a blue square on a blue rug, for instance.

→ THE ARTS

Create a Color: Let children *experiment* with *blending*, or mixing colors together, to make new *shades*. First, ask them to make a *hypothesis* about what color they think will be created and record their *observations*. Will adding white or black make another color *darker* or *lighter*? Challenge them to create more *complex* colors, such as greenish-blue (*turquoise*) or *vivid* pinkish-purple (*fuchsia*). They can *record* their findings on a chart: first each individual color, then the new shade. This is science and art, blended together!

→ MATH

Guess How Many: Sort natural objects into two piles—for example, leaves in one pile, acorns in another. Ask children to *estimate*, or guess without counting, which pile has the *most* number of objects in it. Which pile has the *fewest*?



TECHNOLOGY AREA:

If there's a computer or tablet available, load the Words Game on it and let children play along with Abby and Buzz Word. The game challenges them to search for and collect all sorts of words, such as *octagon*, *amphibian*, and *instrument*—many of the science, the arts, and math words you're already using.

SECTION 1:

LEARNING AND PLAY AREAS

Art Area Activities

Is a picture really worth a thousand words? There are certainly plenty of words to introduce in the art area of your classroom or child care setting. Don't forget to add them to your **Big Book of Words!**

→ SCIENCE

Some Body! Have children lie down on large sheets of paper, then trace around their bodies. Help them label their different body parts, beginning with *head*, *arms*, and *legs*—before labeling details—*knees*, *knuckles*, *wrists*, and *neck*. While adding labels, ask, “What does each body part do?”

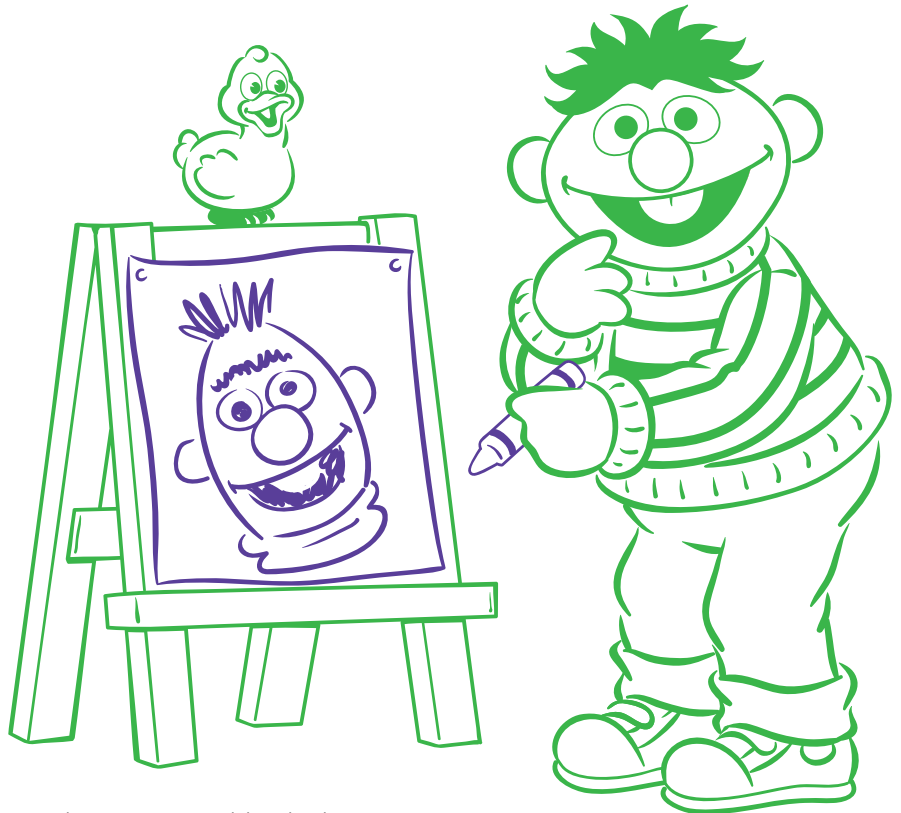
→ THE ARTS

Make a Museum: Discuss *museums*, places people go to see *collections* of art. Introduce the words *display* (to show something), *gallery* (a room for displaying art), and *exhibit* (a display of art). Take a virtual tour of an online museum. Then make a class museum to display children's art. Make a *plaque* for each creation, including the artist's name and the title of the piece. Invite parents to the *exhibition*.

→ MATH

Mirror Image: Explain that *symmetry* is when both sides of an object are the same. Children can try this symmetry activity to *observe* how each side is a mirror image of the other. (Note: Watercolors may not transfer to the other side of the paper).

- Fold a piece of paper in half, making a strong crease.
- Open the paper and paint a design on the left half.
- Then fold the paper and pat it gently.
- Open the paper, and ta da! The picture is the same on both sides—it's *symmetrical*.



SECTION 1:

LEARNING AND PLAY AREAS

Dramatic Play Area Activities

There's no limit to what kids can do and be in their imaginations. Use the activities below to introduce the words they need to express themselves creatively.

→ SCIENCE

Get Cookin'! A play kitchen gives kids tools to become *chefs*—from *whisks*, *spatulas*, and *measuring cups* to other kitchen words. Kids can pretend to *boil* water and *pour* the *liquid* carefully or add *frozen* ice cubes to a drink. Can they *knead* bread dough before watching it *rise*? Give children *recipes* to follow that will provide vocabulary for their “cooking.” Or write and draw the *ingredients* for recipes your kids come up with!

→ THE ARTS

Put On a Show! Challenge children to act out a story—something familiar or one they make up. What *characters*, or people, are in the story? What *costumes* or *props* can they find to help them tell it (such as a sheet for a cape or a *mallet* for a wand)? What do they *imagine* the characters will say and do? After the show, have the *performers* take a bow!

→ MATH

Show Me the Money: Let children pay for items with play money—tickets for a bus ride, for example. Introduce the concept of one-to-one correspondence: “How many people are getting on the bus? Then how many tickets are needed?” Older children can start to learn the names and *values* of *coins*: *quarter*, *dime*, *nickel*, and *penny*.



SECTION 1:

LEARNING AND PLAY AREAS



Sensory Area Activities

It's easy, fun, and completely natural for kids to pick up new words while they're satisfying their curiosity with hands-on learning.

→ SCIENCE

What Floats? What Sinks? Collect *objects* to test in water. Invite children to *hypothesize* about which ones will *float* and which will *sink*. Does the object's *height*, *weight*, or *shape* help determine the answer? You can even use shaving cream and observe it floating on the water before it *dissolves*, or melts away.

→ THE ARTS

How Does It Feel? Provide vocabulary to describe the *textures* children will experience when working with different materials: *dry*, *damp*, *wet*, *gooey*, *squishy*, *sticky*, *smooth*, *rough*, and so on. Describing things is a big part of thinking like an *artist* and a *scientist*.

→ MATH

How Much Is There? At the water table, children can *experiment* with *volume*—the amount of space something occupies. Using a *measuring cup*, invite them to *pour* one cup of water into a *wide*, *shallow* container and another cup into a *tall*, *thin* container. *Observe* how the same amount looks different in different containers.

SECTION 1:

LEARNING AND PLAY AREAS

Outdoor Play Area Activities

Let nature be the teacher; children will explore, discover, and acquire new words to use and add to your **Big Book of Words**—*nature-ally!*

→ SCIENCE

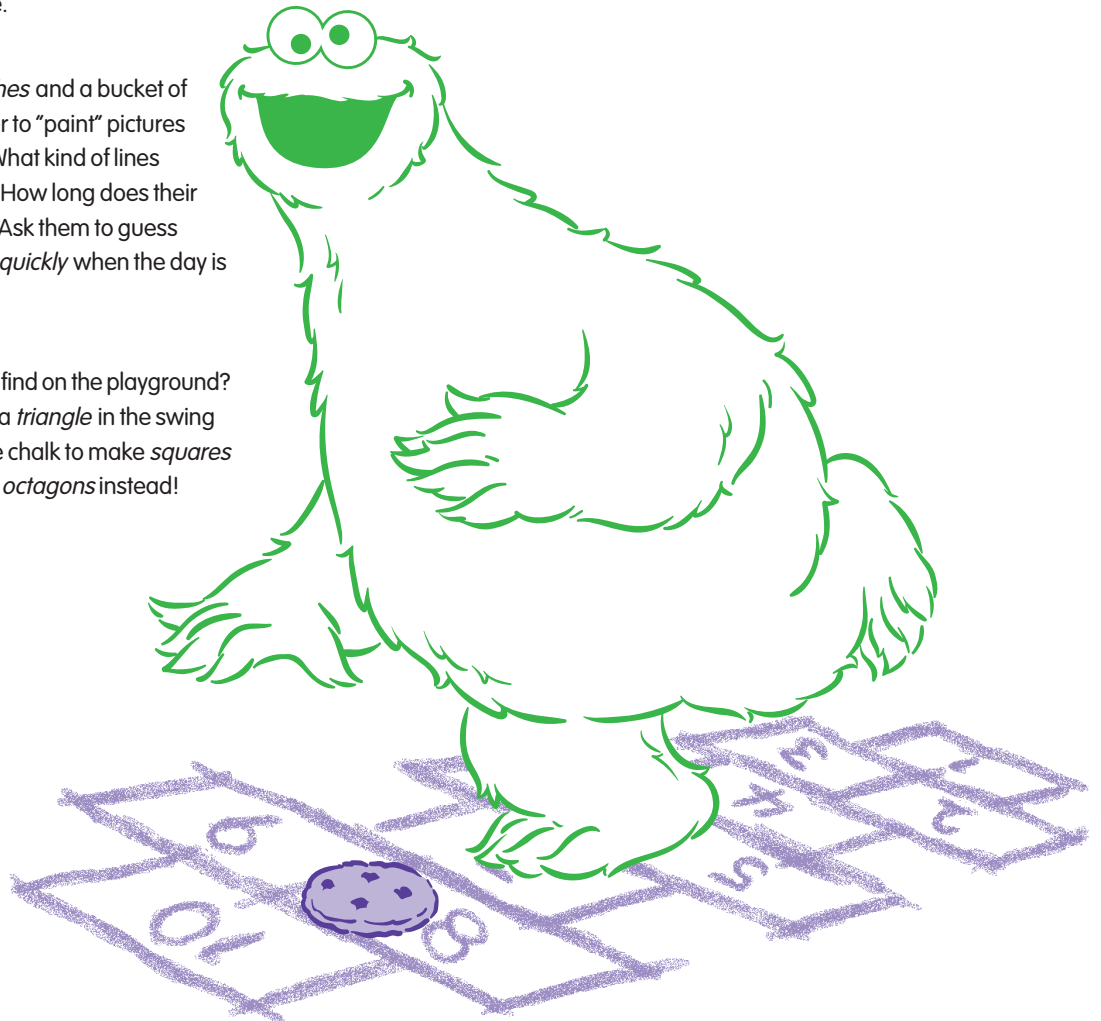
Shadow Sleuths: Have children *observe* their *shadows* in the morning, at midday, and in the late afternoon. How are the shadows different? If it's *rainy* or *cloudy*, make your *observations* inside using a lamp to create shadows. Help children move the lamp *closer* or *farther*, or *tilt* it, to *investigate* how their *shadows* change.

→ THE ARTS

Disappearing Painting: Bring *paintbrushes* and a bucket of water outside. Children can use the water to “paint” pictures on the playground or any hard surface. What kind of lines can they use—*straight*, *curved*, *dotted*? How long does their picture take to *evaporate*, or disappear? Ask them to guess whether it will evaporate *slower* or more *quickly* when the day is warm. *Test* their *theory*!

→ MATH

Shape Hunt: How many *shapes* can kids find on the playground? Look for a *rectangle* in the monkey bars, a *triangle* in the swing set, or a *pentagon* in the jungle gym. Use chalk to make *squares* for a hopscotch game—or use *circles* or *octagons* instead!



SECTION 2:

ROUTINES

Opportunities to learn science, the arts, and math vocabulary happen throughout the day, during every daily routine.



Group Time

When everyone is together, discovering new words is easy—and fun!

→ SCIENCE

Word-Wonderful Weather: Introduce new words as you use the *weather* chart. Start with familiar terms—*warm*, *cold*, *rainy*, and *snowy*. Move on to more complex words—*chilly*, *breezy*, *drizzling*, and *freezing*. Choose a child to be the *meteorologist*, and encourage him to use his *senses* to find clues to the weather: “Do you see dark *clouds*? Are the leaves *blowing*? Do you feel goose bumps?”

→ THE ARTS

What Is It? Bring in an object that fits inside a mystery box, such as a seashell or pine cone. Give some clues about it, then have children take turns reaching inside the box, collecting information about the object’s *texture* and sharing it with the class. Ask them for guesses and then reveal the object. Afterward, children can add further descriptive words; for example, a piece of sandpaper may be *thin*, *light*, and *scratchy*.

→ MATH

It’s Time! Go over the daily schedule, and ask children to point out when different activities are planned. “Which one will be *first*, *second*, *third*, or *last*?” “What comes *before* snack time or *after* nap time?” “What happened *yesterday*?” “What’s going to happen *tomorrow*?”

SECTION 2:

ROUTINES

Snack Time

Snack time is full of words that describe color, taste, and texture, as well as words about preparing foods and describing where they come from.

→ SCIENCE

Where Does It Come From? Talk about where snacks come from and how they're made. "Which animal provides the *ingredient* for cheese? How does that ingredient (milk) *transform*, or change, from a *liquid* into a *solid* (cheese)?" Talk about other foods that come from that ingredient, such as yogurt and ice cream. To learn more, go to sesamestreet.org and search for "Cheese Factory."

→ THE ARTS

The Colors You Eat: Ask children to *observe* and describe foods' *colors*. Use their color choices to enrich their vocabulary. For example, if they say the apple is red, you can say, "Yes, it's a *deep* red, or *crimson*." Ask them to compare a light green grape to a *rich emerald* green avocado; or an *indigo* blueberry to a gray-blue corn chip.

→ MATH

Measure and Munch: Children can help *measure*, *mix*, *pour*, and *mash ingredients* to make a healthy snack. Follow the *recipe* below to make a dip for veggies or whole-grain chips. Save the avocado pits for the class to plant later.

Goey Guacamole

You need:

- 2 avocados, peeled and pitted (a grown-up should prepare)
- 1 ½ tsp. freshly squeezed lemon juice
- salt and pepper

1. Mash the avocados with a fork until somewhat smooth.
2. Mix in the remaining ingredients.
3. Adjust the seasoning, to taste.

Kids can describe the guacamole's *taste* (*sweet*, *sour*, *spicy*) and *texture* (*smooth*, *goeey*).

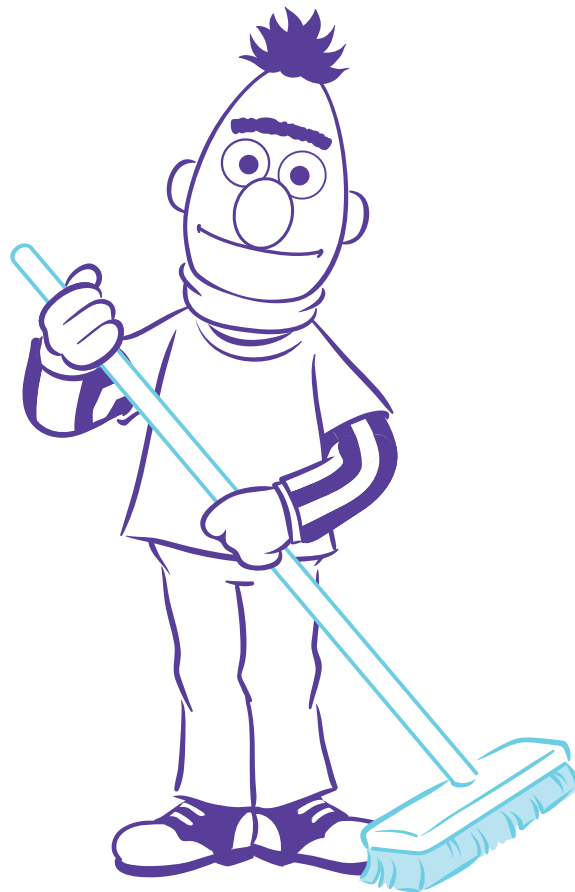


SECTION 2:

ROUTINES

Clean Up and Transitions

Transitions can be so much more than chores to get through—they're full of word-building possibilities!



→ SCIENCE

Shake Out the Sillies, Animal Style: Movement games are great for transitions! Invite one child at a time to think of an animal, move the way that animal might, and describe its *movement* and *sound*. For example, a child might *imagine* being a *snake*, *hissing* and *slithering*; or a *roaring lion*, shaking its *mane* and *stalking*. The other kids can try to guess the animal.

→ THE ARTS

Turn On the Music: Add some lively *sound* to clean-up and line-up times—a *melody* (tune) with a good *beat*. Encourage kids to *clap*, *snap*, *tap*, and clean up to the *rhythm*. If the *tempo* (speed) is *fast*, clean up can be *speedy*; if the *tempo* is *slow*, clean up in *slow motion*.

→ MATH

Where Does It Belong? Clean-up time is a great opportunity to learn about *sorting*. Ask children to identify *shapes* and *colors* as they tidy up; for example, the blue and green toys go in the *round* bucket, the red and orange toys go in the *square* bin, and the *vehicles* go in the *tall, thin* box.

HELLO, FAMILIES!

Your child learns new words every day. This learning happens in school and at home—here, there, and everywhere! Words help your child thrive and express his curiosity about the world.

Together with your child, make a word book! Download and print book templates at sesamestreet.org/words and pncgrowupgreat.com, or simply use blank pieces of paper to collect new words together. Help your child write the word and encourage her to illustrate it. Let one word lead you to another as you continue to add new vocabulary to your book.

Here are some simple ways to build your child's vocabulary:

- + Talk about what you're doing as you go through your day.** For example, talk about a meal you are making. "First we'll *wash* the lettuce so it's clean. Then we'll *chop* and *add* it to the bowl. Then we will *measure* the oil and vinegar and *mix* them together to make the dressing. Later we'll have a delicious salad to eat with dinner!" Add the new words—*wash, chop, add, measure, mix*—to your book!
- + Ask questions and encourage your child to ask you questions.** Ask questions that lead to further discussion, rather than *yes* or *no*. Instead of, "Did you have music today?" you can ask, "What *instruments* did you play?" Add the new words to your book—*instrument, recorder, or violin*. If you don't know an answer, you can say, "That's a good question. What do you think?" or "Let's find out together at the library or online."
- + Read, read, read!** Words are everywhere: on magazines, signs, cereal boxes, and even in photos on cell phones—which you can "read" by talking about the image. Read your word book. You'll have fun remembering how and when the words were collected.

Explore new words through videos, games, activity cards, a family guide, a word tree poster, and more! Find these additional resources at sesamestreet.org/words and pncgrowupgreat.com.

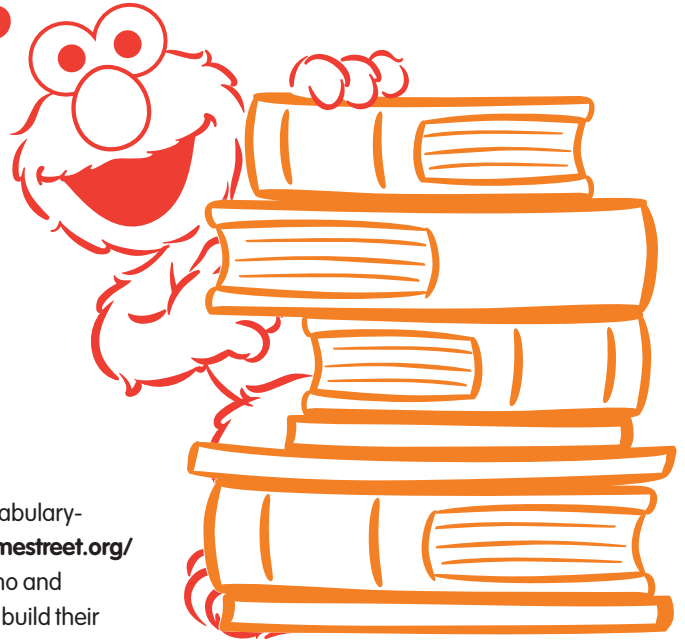


FAMILY WORKSHOP: BIG BOOK OF WORDS

GOAL: To help families create a *Big Book of Words* to build children's growing vocabulary

TIME: About 30 minutes

MATERIALS: Copies of the word book cover; inside pages; crayons and markers



THE BIG BOOK OF WORDS

To introduce the activity, invite everyone along on Elmo, Abby, and Buzz Word's vocabulary-building adventure. Play the *Words Are Here, There, and Everywhere* video at sesamestreet.org/words, or use the story on page 19 of the Educator's Guide. Just as Buzz helped Elmo and Abby start a "twinklelastic" word collection, families will make a word book to help build their kids' vocabulary.

1. Provide each family with a *Big Book of Words* cover template and two inside pages. Explain that the *Big Book of Words* keeps kids excited about learning new words and allows them to see how much their vocabulary has grown. Invite them to decorate and personalize the cover.
2. Ask families to think about words all around them. Then invite them to use words from their daily routines to start their own *Big Book of Words*. Look around the room to begin finding words for their books: the *pyramid* (or triangular) shape of a block, the *fuchsia* in a child's painting, the *liquid* in their cups. Encourage them to use each word they collect in context—"That pyramid has a triangle on each side"—and then add the word to their book.
3. If you have some time to prepare, have a scavenger hunt! Position some items around the room and come up with clues. For example, "It's a small fruit that's red and has its seeds on the outside" (*strawberry*), or "It's a shape with eight sides and eight angles" (*octagon*).
4. Send home the Family Newsletter on page 15, and encourage families to continue adding new words and pages to the book. Remind them to follow one word to see where it leads—*music* may lead to *tempo*, then *maracas*, and so on.

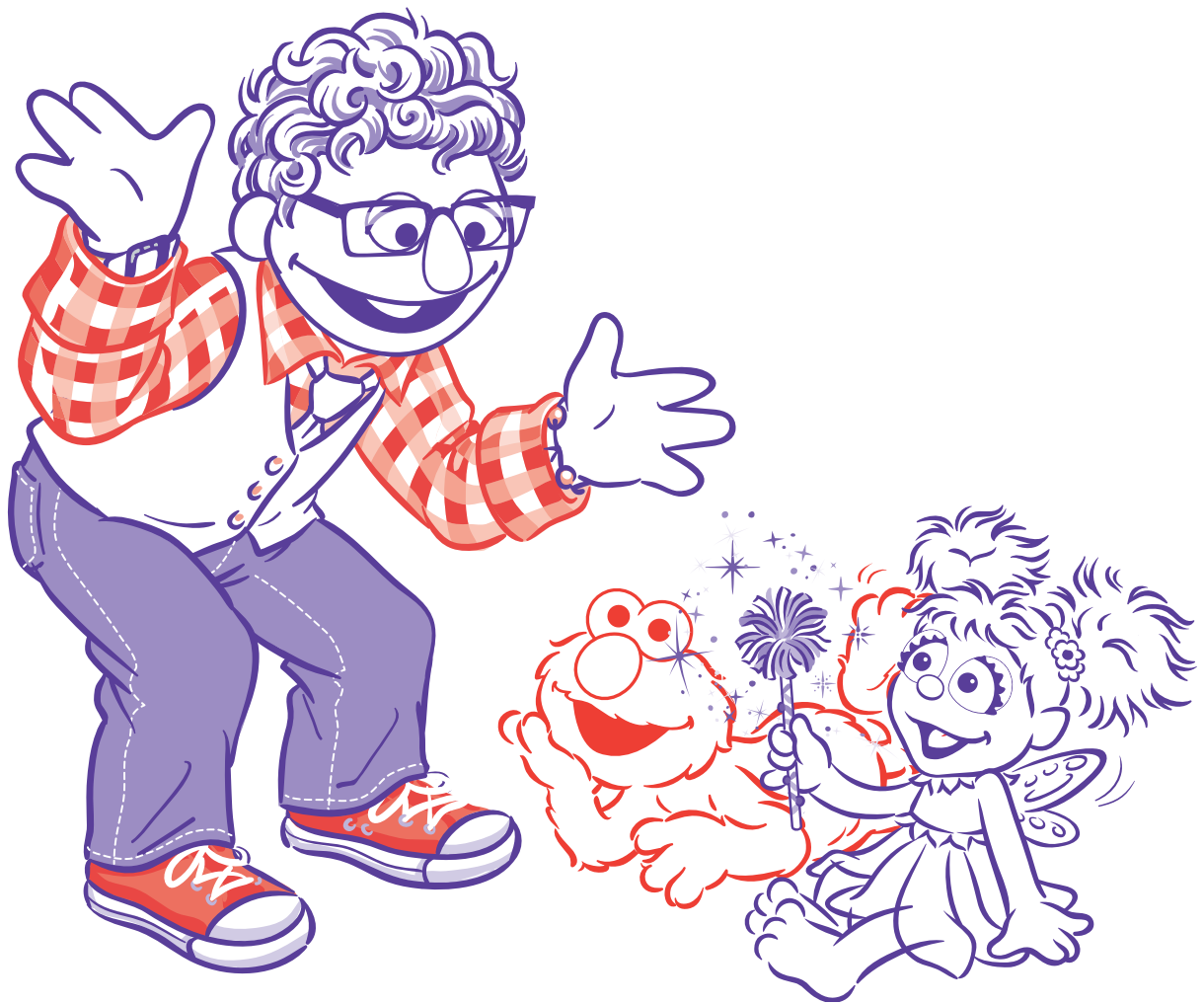
COMMUNICATE WITH FAMILIES

After the workshop, continue connecting with families by encouraging them to build their child's vocabulary with these messages:

- ➔ This week we added _____ to our word book. Ask your child about it!
- ➔ The Word of the Week was _____. Use it at home!
- ➔ Continue the learning! Look for _____ at home.
- ➔ Fill in the Word Tree sheet and send it back to school. We'll add your child's words to our group word tree!
- ➔ You're invited! Post some of the fun new words you and your child have discovered together at home.

Remember to thank your families and their children for joining you on this wonderful word adventure!

_____ 'S
BIG BOOK
OF WORDS



Look for words during your everyday moments, and let one word lead you to another!

MY NEW
WORD IS: _____

TRY THIS

Look for words during your daily routines, letting one word lead to another. During bath time, talk about how the tub is filled with water, or *liquid*, and how some toys *float*. As your child bathes, point out his *ankles* or *elbows*. In the market, ask, "What do you think we will find in the [*dairy*] aisle? Can you think of other [*fruits*] the size of [*apples*]?" Ask your child questions to discover what she is curious about, and then follow her lead. See what new words your exploring uncovers!

ELMO AND ABBY'S WORD ADVENTURE

Use the pictures to help you read the story!

The  sun was shining on Sesame Street.  Elmo,  Abby, and  Buzz Word decided to explore outside to find new words to add to their  word book, where they collect the new words they learn.

At the park, they saw a  tree.  Abby pointed to a green  frog on a green  leaf. She said the  frog looked smooth and slimy.  Buzz Word said that the way something feels is called its texture.  Abby noticed how the  frog's green color makes it hard to see on the  leaf.  Buzz Word explained that's called camouflage. It's a good way for the  frog to hide!

Then  Elmo pointed to a  birdhouse in the  tree.  Buzz Word said the front of the  birdhouse was a  pentagon, meaning a shape that has five sides and five angles. They added texture, camouflage, and pentagon to their  word book.

 Abby and  Elmo were amazed at all the words they had collected.

One word led them to another! Now it's your turn to go on a great word adventure!

Draw a picture of yourself. What color hair do you have? Is it straight or curly? What color are your eyes? What are you wearing? Now write some of your new words, or pictures of them, on the page.

YOU are word-wonderful!

A large dashed-line rectangular box intended for drawing and writing.



Buzz Word says, "Words, wonderful words!"

