

The Early Years Count Literacy Connection



Play With Me

Written and illustrated by
Marie Hall Ets

Infant/Toddler edition

Overview of Book

A little girl tries to play with each of the meadow inhabitants she encounters, starting with a grasshopper, who just hops away. No one, it seems, wants to play with her. Not the frog, the chipmunk, the turtle, the bluejay, the rabbit, or even the snake. But in the end, she's very happy. What happened?

Genre: Picture book

Vocabulary

Books are a rich source of words new to children. Here are some words from *Play With Me* to introduce in your room:

zigzagged	dew
leaped	bough
plopped	shelling
slowpoke	scolded
jabbered	sliding
animal names in the story	

Each time you read the book, highlight 2 or 3 words.

Use age-appropriate definitions and/or refer to the illustrations to help children understand each word's meaning.

Use the new words throughout the day, reminding children, "That's a word from our story!"

Connecting with HighScope Curriculum

COR Advantage 1.5

Approaches to
Learning

Item A (*Initiative and
planning*)

Social and Emotional
Development
Item D (*Emotions*)

Language, Literacy
and Communication
Item M (*Listening and
comprehension*)

Science and
Technology
Item DD (*Natural and
physical world*)

Reading Tips

As you begin, ask, "Where is this little girl?" Children may say "a park," "her yard," or simply "outside." Add, "I wonder who she may find there? Let's see." As the animals hide from the girl, have this reflected in your tone. After the third animal leaves her ask, "What can she do so the next animal might play with her?" As the story resolves, whisper the last few pages to mirror the child being still and quiet. Ask, "How would you feel if this happened to you? What would you do next?"

Three readings are recommended to familiarize children with the story. During each reading the adult can introduce new vocabulary words, pose open-ended questions, and engage children in activities that make the story "come alive."

Throughout the Routine

Refer to the book throughout the day and use new vocabulary words in meaningful ways. Active engagement with the story helps the content come alive.

Encourage children to move like the animals in the story during **Large Group** or **Transition Time**.

Read the story at **Outside Time**. After, walk quietly around the play space in search of the animal characters in the story.

Use animal figures and real pictures of the animals for children to match, animate and talk about at **Small Group Time**.

Around the Room

Highlight the book's content and build on the children's excitement in a variety of locations.

Display real photos of the animals in the story around the room for children to examine.

Place similar stories in the **Book Area** to compare. Examples include *Daniel Finds a Poem* by Micha Archer and *Please Take Me For a Walk* by Susan Gal.

Add animal figures and puppets to the **House Area** to encourage acting out the story.

Open-ended Questions

Enhance active engagement and early critical thinking skills by asking open-ended questions. These "wondering aloud" questions support children's developing focus and attention as they encourage young children's capacity to make connections and see possibilities.

Here are some questions you might ask for *Play With Me*:

What would you do if you someone asked you to play?

How might a frog play with you?

What do you do to be still and quiet like the girl in the story?

*For more information on how to use books and stories with children to enhance your curriculum, contact **The Family Connection:***

website—
www.famconn.org

Facebook—
[@famconnsjc](https://www.facebook.com/famconnsjc)

phone—
574-237-9740

@ Home

Since many children in our county will have this book at home, use it to further the home-school connection. In your daily contact—in person or by text, email or other notes home—encourage families to share *Play With Me* with their children. Here's a sample message you can send:

While reading *Play With Me* with your child, talk about what a "meadow" might be—a back or side yard, front stoop, or nearby park may be a meadow to a small child. It's a place where wild flowers and small critters call home. While reading, ask, "Why do the animals run from her?" Later when she sits still and is quiet the animals approach her. Ask, "What is she doing differently now?" Then, "why do the animals like her to be quiet and still?" Take the story outside and notice South Bend critters like squirrels, blue jays, sparrows and butterflies. Together, be quiet and still and watch the animals be themselves. Invite your child to tell you about his/her observations.