

The
Early Years Count
Literacy
Connection



Pretend

Written and illustrated by
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Preschool edition
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Overview of Book

Jimmy helps his dad pretend so they can share a wonderful adventure. Together they fend off sharks, go fishing, build a fort and gaze at the stars in the night sky from the top of their island.

Genre: Fiction

Vocabulary

Books are a rich source of words new to children. Here are some words from *Pretend* to introduce in your classroom:

pretend	survive
search	binoculars
island	secure
squint	flopped

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

Use age-appropriate definitions and/or the illustrations to help children gain an understanding of each word's meaning.

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

Connecting with the HighScope Curriculum

COR Advantage 1.5

Approaches to Learning
Item B
(Problem solving with materials)

Creative Arts
Item AA
(Pretend play)

Science & Technology
Item DD
(Natural and physical world)
Item EE
(Tools and technology)

Reading Tips

Ask children how they feel about Dad's reactions to Jimmy and his pretend scenario. "How do you think Dad feels about this?" or, "Why is Dad worried about Jimmy standing on the sofa?"

As the story ends ask, "Now how do you think dad feels about pretending? Why did it take awhile for Jimmy's dad to pretend?"

Have the children observe the dog's reactions throughout the story. "Does Jimmy's dog have any problem pretending? How can you tell?"

Three readings are recommended to familiarize children with the story. Each reading provides an opportunity to 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.

During **transitions**, have children move by paddling their boats.

Use small boats and a classroom map for children to plan at **Planning Time**.

While the children are in **Work Time**, follow Jimmy's dad's example of partnering in play.

At **Large Group Time**, place pictures or other props on the rug for pretend stepping-stones. Whoever misses the step falls in the ocean where the sharks are (of course!).

Around the Room

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

Have materials in the **Art Area** for children who may want to make binoculars.

Use maps and atlases in the **Book Area** for children to look for and locate islands in the oceans.

Place camping or other outdoor adventure props (such as canteens, mess-kits, blankets, compasses, and maps) in the **House Area** to encourage active pretend play.

Add boats and fish to your **water table**.

Open-ended Questions

Enhance active engagement and early critical thinking skills by asking open-ended questions. These questions encourage children to explain why or how things happen, make predictions, or brainstorm possibilities rather than give one "right" answer.

Here are some questions you might ask for *Pretend*:

Where do you pretend to go when you have adventures?

What kinds of wild beasts do you think roamed the island?

How do you think Jimmy started the fire?

Which part of Jimmy's adventure did you like best? Why?

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

website—
www.famconn.org

Facebook—
@famconnsjc

phone—
574-237-9740

@ Home

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

Jimmy and his Dad go on a big adventure in the book *Pretend*. We do a lot of pretend play here at school too. Pretend play opens children's imagination, helps them "try out" different roles in life, and offers lots of problem solving and language opportunities.

What kind of pretend adventures could you and your child go on at home? After reading the book together, you and your child might have a good time pretending this story or creating your own adventure together. Give your child the leading role in the adventure! Allow yourself a little time to get your "pretend mind" going for a fun adventure.