

# Wood Pieces with Music

Wood Piece Play starts with music because children learn so naturally and respond so positively to music. Music serves them emotionally and cognitively. When you sing to children, you know that they follow routines, co-operate, and engage more readily. Teach the Wood Pieces with music!

## Materials/Setup

- *Sing Along* CD
  - "Golden Slippers," track 20
  - "Wood Piece Pokey," track 25
  - "Tap, Tap, Tap," track 19
- *Rock, Rap, Tap & Learn* CD
  - "Hey, Hey! Big Line," track 4
  - "Big Line March," track 6
- Wood Pieces

## Grouping

Whole group; small group

## Support/ELL

For "Wood Piece Pokey," use the CD just for familiarity. Then sing without CD at the right tempo for your children.

## Video Lesson

View the video lesson, Tap, Tap, Tap Song: Body Awareness, at [getsetforschool.com/videos](http://getsetforschool.com/videos)

## Activity

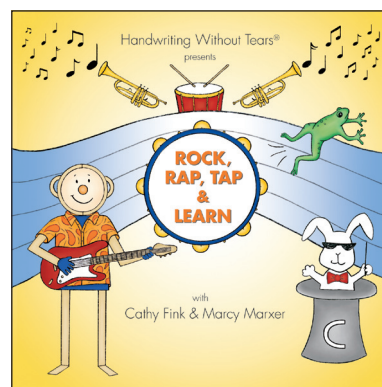
1. Introduce children to the names of the Wood Pieces.  
**This is a Big Line.** Hold it up in the air.  
**Can you show me a Big Line?** Children hold it up in the air.
2. Repeat for other shapes.  
**This is a Little Line. Can you show me a Little Line?**  
**This is a Big Curve. Can you show me a Big Curve?**  
**This is a Little Curve. Can you show me a Little Curve?**
3. Play songs from the CDs and have children participate as the music plays. Note: For "Golden Slippers," use two Big Lines. Children follow as you move the Big Lines in different ways.

## Check

Check handedness (which hand does the tapping?). Observe as children listen and follow directions.

## More To Learn

Make up your own verses to extend a song. For Wood Piece Pokey, the ideas are endless.



## Look What We're Learning

### Foundation Skills

- Imitate teacher's body movements
- Listen to oral directions to attend to a simple task
- Listen to and repeat songs

### Oral Language

- Learn words linked to content being taught

### Sensory Motor

- Use large muscle groups to maintain posture/position and mobility
- Use both sides of the body in activities
- Tolerate motion in activities
- Handle play materials without an avoidance response
- Notice and attach meaning to visual information

## Vocabulary

big  
little  
line  
curve

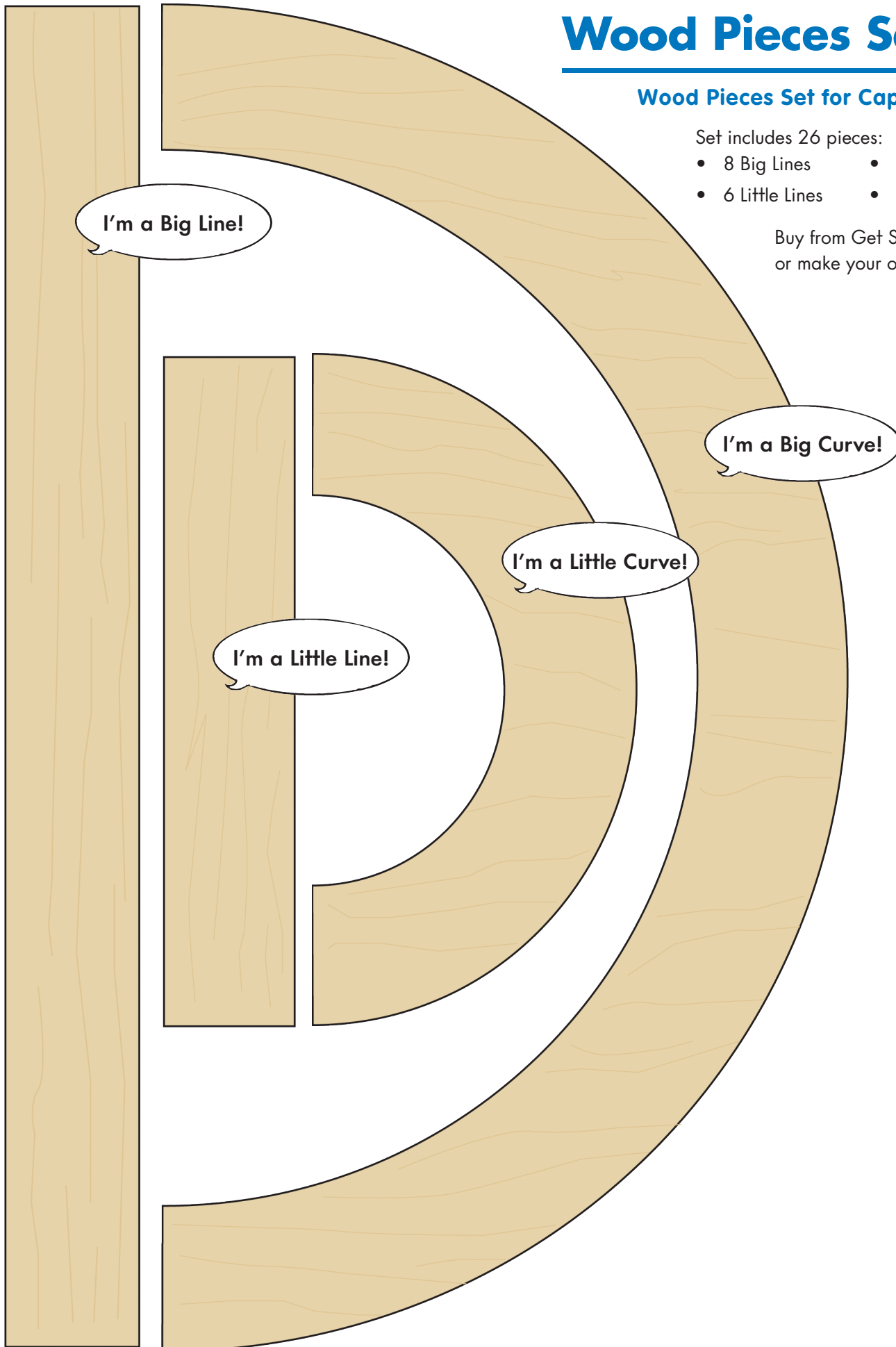
# Wood Pieces Set

## Wood Pieces Set for Capital Letters

Set includes 26 pieces:

- 8 Big Lines
- 6 Big Curves
- 6 Little Lines
- 6 Little Curves

Buy from Get Set for School®  
or make your own.



# Polish, Sort & Trade Wood Pieces

Children love to feel like they belong. Spread the Wood Pieces on the floor and have children sit around them as a group. Show them how.

## Materials/Setup

- Wood Pieces
- Old socks or paper towels

## Grouping

Whole class

## Support/ELL

Make up songs as children rub the pieces to reinforce the various concepts you are teaching. Try this one that goes to "Row, Row, Row Your Boat":

Rub, rub, rub Big Line  
Rub your Big Line  
Rub, rub, rub Big Line  
It looks just like mine

Rub, rub, rub Big Curve  
It is nice and round  
Rub, rub, rub Big Curve  
Now put it on the ground

## Activity

1. Show children how to polish, stack, and sort the Wood Pieces. This is a friendly, relaxed, and worthwhile activity that they love.
2. Talk about the pieces. Gradually, they will pick up the important words (Big Line, Little Line, Big Curve, Little Curve) along with the pieces. You can say:

**You have a Big Curve. I have a Big Curve. We picked the same pieces.  
You have a Big Line. I have a Big Curve. Do you want to trade?  
Let's polish lines. Do you want to polish a Big Line or a Little Line?  
It's time to collect the Wood Pieces. Who has a Big Line?**

## ✓ Check

- Observe children to see which hand they use to rub the Wood Pieces. Generally, it will be the dominant hand. Do children name the Wood Pieces correctly?

## More To Learn

- Collect and put away pieces by type and size. Finding the right pieces among others is a figure-ground activity. Stacking requires turning and positioning.



## Look What We're Learning

### Oral Language

- Learn words linked to content being taught
- Communicate thoughts with words
- Speak in sentences made up of three or more words

### Foundation Skills

- Imitate teacher's body movements
- Share with peers and adults

- Participate in school routines
- Listen to oral directions to attend to a simple task
- Observe and sort

### Sensory Motor

- Use same hand consistently to hold crayons
- Look at hands and use visual cues to guide reaching for, grasping, and moving objects

## Vocabulary

**big**  
**little**  
**curve**  
**line**

# Positions & Body Parts with Wood Pieces

It's so much fun to follow you, "Big line UP in the air, UNDER your chair, OVER your head, UNDER your arm." All can play, and as they do, they learn POSITION words and body parts. Children need words like top, middle, bottom for a future lesson. They need other position words to follow directions. And as they follow you, they learn to imitate, focus, and respond quickly.

## Materials/Setup

- Wood Pieces

## Grouping

Whole class; small group

## Support/ELL

Point to body parts with a Wood Piece. Slowly say the body part name. Have children repeat with you.

## Activity

1. Say the name of each position or body part as you demonstrate. Have children join in.
2. Teach other position words such as: BEHIND my back, BETWEEN my fingers, BESIDE me, THROUGH my arm (put hand on hip first), ON my lap, ON my shoulder.
3. When teaching TOP, BOTTOM, MIDDLE, use a big line. Hold the big line with just one hand at the BOTTOM, then changes hands and positions, naming the position each time. Children imitate.

## ✓ Check

Name positions and see if children can move their Wood Piece to that position.

## More To Learn

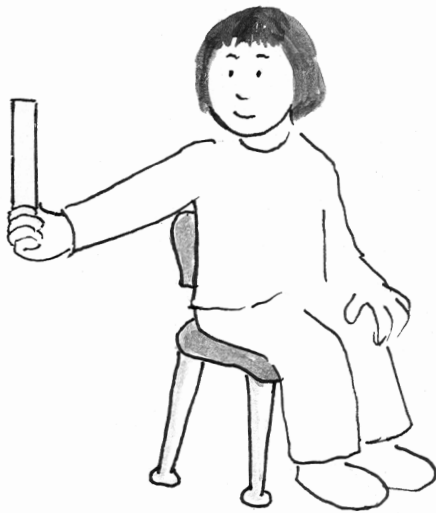
- Play "Teacher Says" (just like Simon Says) and move Wood Pieces in different positions.



Big Line. . .UP in the air  
UP and DOWN



Big Line. . .UNDER my chair  
UNDER my arm  
OVER my arm



Big Line. . .OUT to my side  
AROUND in circle



Big Line in FRONT of me  
BEHIND my back, BETWEEN my fingers  
Hold it at the BOTTOM, It's VERTICAL



Climb UP and DOWN  
Hold it at the TOP, MIDDLE,  
and BOTTOM



Big Line is HORIZONTAL  
Move it SIDE to SIDE

## Look What We're Learning

### Foundation Skills

- Name body parts
- Recognize and use common prepositions in speech
- Imitate teacher's body movements
- Listen to oral directions to attend to a simple task

### Comprehension

- Listen to perform a task

### Oral Language

- Repeat teacher's words
- Learn words linked to content being taught

### Sensory Motor

- Tolerate motion in activities
- Use both sides of the body in activities
- Move naturally and place body to perform tasks

## Vocabulary

top	under
middle	on
bottom	between
above	head
below	eyes
over	hands

# Curves & Circles

By imitating you, children prepare for capitals made with curves: **B C D G O P Q R S U**. Children learn that **O** can be letter O, number 0, or an O shape. When children rotate their arms to make circles, they prepare to write O and draw anything with a circular shape: snowmen, wheels, faces.

## Materials/Setup

- Wood Pieces:  
2 Big Curves or 2 Little Curves per child

## Grouping

Whole class; small group

## Support/ELL

One symbol O has three different names: circle, zero, letter O. Help children understand that all three names belong. Focus on each concept individually.

## Activity

1. Give each child two Big Curves or two Little Curves.
2. Say the name of each position as you demonstrate. Have children say it too.
3. Teach O as a letter, a number, and a shape.

## ✓ Check

Are the children able to distinguish circle, O, and zero?

## More To Learn

- With "Somewhere Over the Rainbow," children learn the rainbow shape and the concept OVER. Go on an O Hunt around the room.



**APART**  
Hold the Big Curves apart.



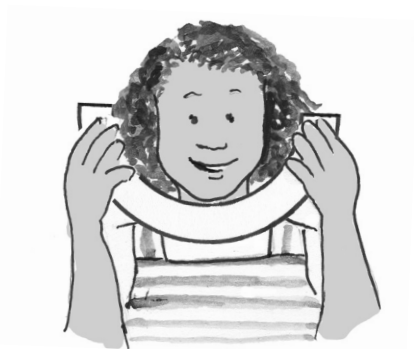
**TOGETHER**  
Bring them together.



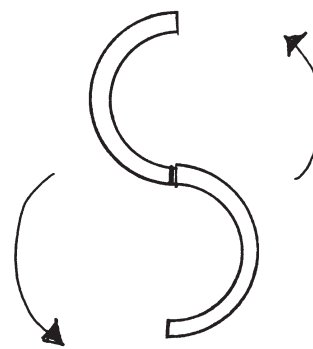
**O or ZERO**  
 Say "O" or "Zeeero."  
 Children hold two Big Curves up to their faces. Look at a friend's O.  
 Make circles in the air now.



**RAINBOW**  
 Hold UP a Big Curve.  
 Hold the Big Curve and then trace OVER the rainbow with the other hand.



**SMILE**  
 Hold Big Curve UP to make a happy face. Turn it DOWN to make a sad face.



**SQUIGGLE—WIGGLE**  
 Hold curves with just one end touching. Move them alternately UP or DOWN.

## Look What We're Learning

### Foundation Skills

- Imitate teacher's body movements

### Comprehension

- Listen to perform a task

### Oral Language

- Repeat teacher's words
- Learn words linked to content being taught

### Sensory Motor

- Tolerate motion in activities
- Use both sides of the body in activities
- Handle play materials without an avoidance response
- Notice and attach meaning to visual information

## Vocabulary

apart	letter
together	O
rainbow	number
smile	zero
squiggle	shape
wiggle	circle

# Vertical, Horizontal & Diagonal Positions

By imitating you, children learn the concepts of vertical, horizontal, and diagonal. They need to know how to place lines horizontally and vertically for letters **E F H I L T**. Diagonals prepare children for capitals **A K M N R V W X Y Z**.

## Materials/Setup

- Wood Pieces
  - 2 Big Lines per child
  - 1 Little Line per child

## Grouping

Whole class; small group

## Support/ELL

Encourage children to speak with you. The words vertical, horizontal, and diagonal are fun to say with the motions. Teach tactile and kinesthetic concepts one at a time.

## Activity

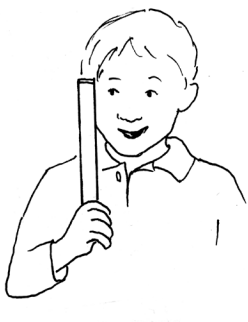
1. Give each child two Big Lines.
2. Use position words VERTICAL, HORIZONTAL, and DIAGONAL and have children say them as they imitate you.
3. Introduce the capitals **V T A X** as they make them with you.

## ✓ Check

Observe handedness as children play. Do most move their Wood Pieces with their dominant hand?

## More To Learn

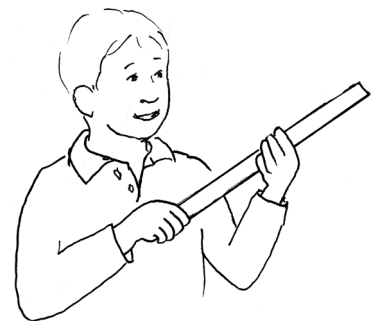
- Show two children holding **V** how to make them touch for **W**.



Hold two Big Lines TOGETHER in one hand.

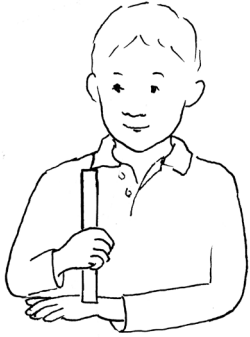


Open them! Hold them out. Say, Voilà! It's a **V**. Help children finger trace **V**.



Hold two Big Lines END to END diagonally. Move and say, DIAGONAL, DIAGONAL.

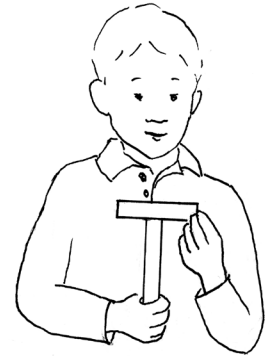




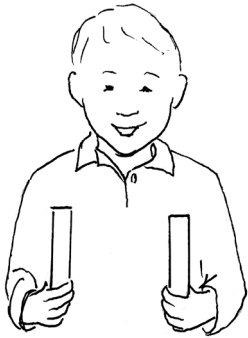
Make a Big Line stand up.  
It's **VERTICAL**. Make it walk  
on your arm.



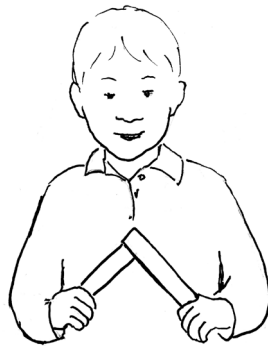
Now it's tired.  
Make it lie down.  
It's **HORIZONTAL**.



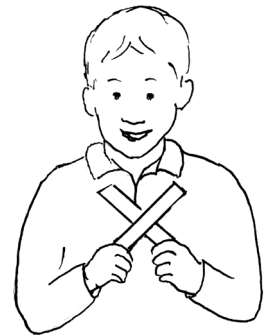
One Big Line is standing UP.  
One Little Line **ACROSS** the TOP.  
It's capital **T**.



Hold one big line in  
each hand.  
They are **VERTICAL**.



Put them **TOGETHER** at  
the TOP. Looks like a tee-  
pee or the start of **A**.



Together at the **MIDDLE**—  
It's **X**! **X** marks the spot!

## Look What We're Learning

### Foundation Skills

- Recognize and use common prepositions in speech
- Imitate teacher's body movements

### Comprehension

- Listen to perform a task

### Oral Language

- Repeat teacher's words

- Learn words linked to content being taught
- Use new words linked to content being taught

### Sensory Motor

- Tolerate motion in activities
- Use both sides of the body in activities
- Handle play materials without an avoidance response
- Notice and attach meaning to visual information

## Vocabulary

**verticle**

**horizontal**

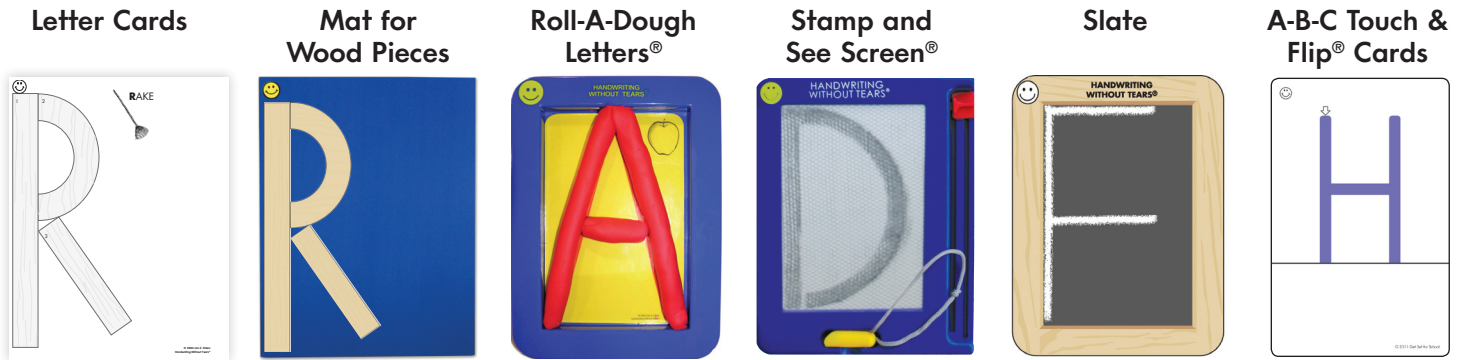
**diagonal**

**letter names: A T V W X**

# Hands-On Letter Play

Hands-On Letter Play is the child friendly way to teach four-year-olds to write. They can learn to write before they write. They can learn how to make letters right-side up and facing correctly. Hands-On Letter Play provides all the fun of multisensory play with the bonus of enabling you to teach correct writing habits from the start.

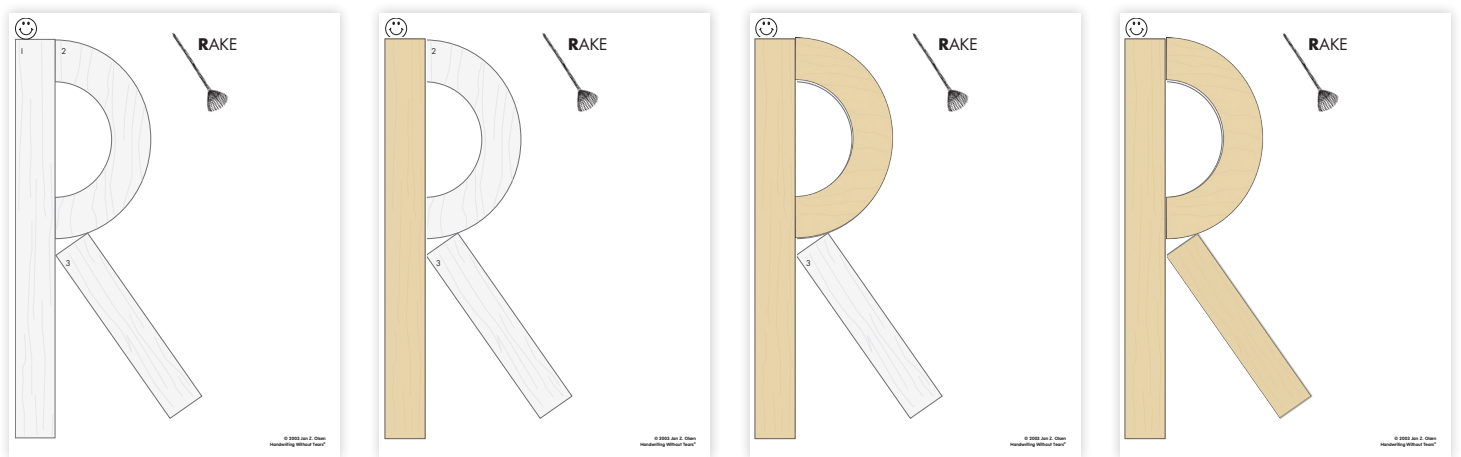
Here's Hands-On Letter Play! Children learn letters with....



Smile and teach good habits! The smiley face in the top left corner helps children orient letters to make letters right-side up and facing correctly. The teacher uses the smiley face as a cue to show where to start and how to build letters correctly.

## Capital Letter Cards for Wood Pieces

Each card shows a different letter made with Wood Pieces. Children use real Wood Pieces, to cover the letter, in the correct order, piece by piece. These cards are ideal for teaching the first letters in children's names. Each child has his/her own letter. The teacher helps each child choose the correct Wood Pieces and place them in order. The teacher and children always use the correct Wood Piece words. Letter R is made with a Big Line, then a Little Curve, then a Little Line.



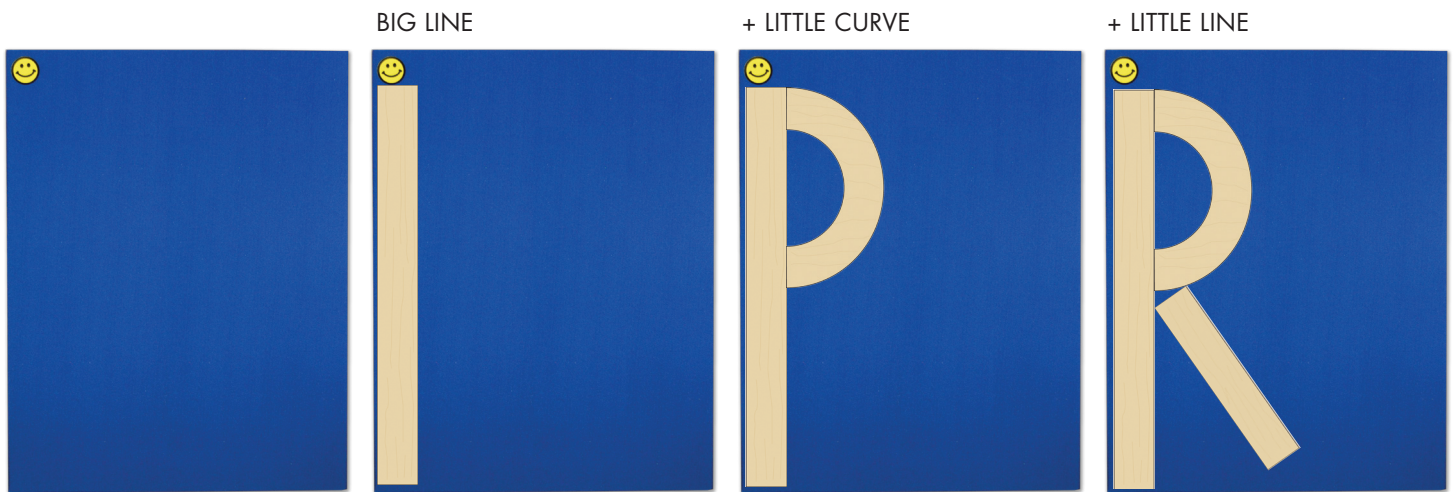
The set includes 26 double sided 8.5" x 11" cards. One side has a capital letter. The other side has related letter and picture matching activities.

## Capitals on the Mat for Wood Pieces

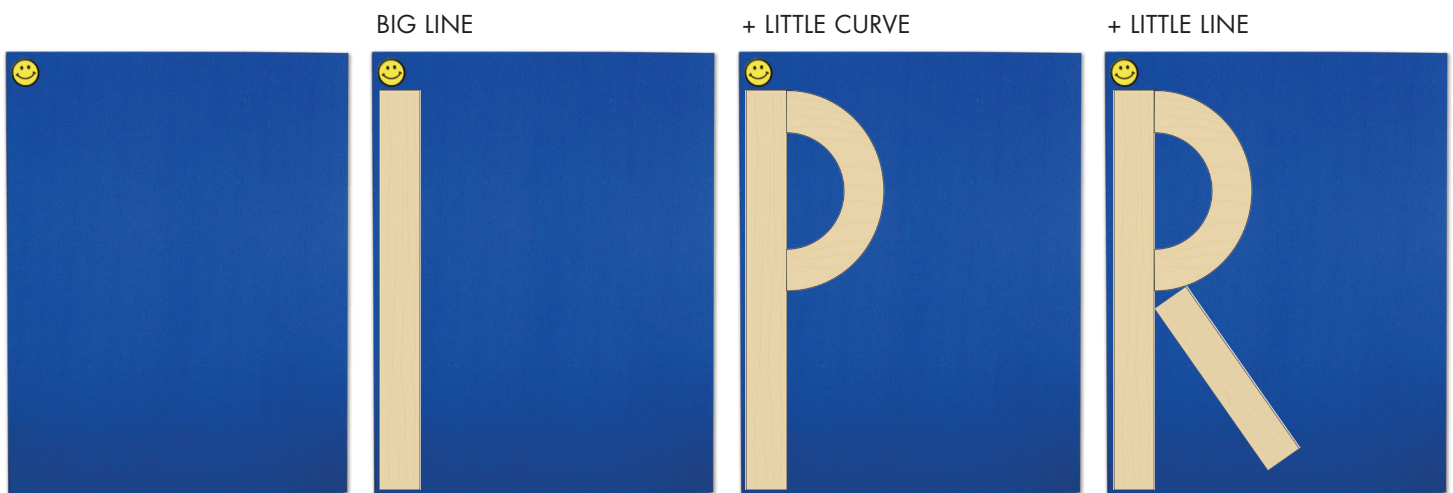
The Mat is a place to build Wood Piece letters. It has a smiley face in the top left corner. That is the cue children need to place the Wood Pieces and make letters correctly. You build each letter correctly step by step and children imitate.

Sometimes you may keep the name of the letter a secret. Children like a surprise. This is an easy way for four-year-olds to learn letter names and good habits for making letters and is a favorite Hands-On Letter Play activity. You'll see it on most letter pages in *My First School Book*.

### Teacher first:



### Child imitates each step.



The blue, fabric covered mat has a yellow smiley face in the top left corner. It measures 8" x 11".

The Wood Pieces Set for Capital Letters includes 26 pieces:

- 8 Big Lines
- 6 Big Curves
- 6 Little Lines
- 6 Little Curves