

# STELLA says, "Communication is for Everyone!"



These communication activities are hands-on ways for children in various developmental stages to practice exploring different forms of communication. Each activity is aligned with Kentucky Early Childhood Standards and can be modified to meet your state's early childhood standards.

## Activity #1: "I Can Communicate in So Many Ways!"

### Large Group Activity

During this activity, children will have opportunities to manipulate and explore different modes of communication via American Sign Language (ASL), dinosaur communication picture cards, gestures, and communication devices (if available). Children can interact with teachers and peers by greeting one another, initiating conversation, and gaining access to items, as the opportunities are endless!

**Materials:** The *Stella* book, *Question Time with Stella*, *Stella Communication Picture Cards*, *Stella Communication Strip*, *ASL Dinosaur Alphabet Poster*, and communication devices (if available within the classroom). Other materials may be added upon discretion of the teacher.

**Directions:** During large group time, read *Stella* to the children. After reading the book, discuss how Stella communicated with her friends throughout the book, using *Question Time with Stella*. Next, have the group stand up, and sign "Hello," using *Stella Communication Picture Card* as a model. After each child has signed, "Hello," have them sit back down. While seated, using the *ASL Dinosaur Alphabet Poster* as a model, and have the children sign the "ABC's," while singing an ABC Song. Additionally, give the children an opportunity to use the *ASL Dinosaur Alphabet Poster*, as a model, to spell their name, or sign different letters of the alphabet. Lastly, have each child choose a center activity by placing the "I" and "Want" *Stella Communication Picture Cards* on the *Stella Communication Strip* while having the child verbally state where they would like to play. After the teacher is handed the *Stella Communication Strip*, he or she will acknowledge the child's choice, and the child will go to the desired play area. If the classroom has communication devices, such as an iPad, that could be substituted for the *Stella's Communication Picture Cards*.

**Standard:** Language and Early Literacy Standard 2: Demonstrates knowledge, skills, and strategies needed for expressive communication. (I can express myself verbally or with sign language, pictures, etc.)

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## Activity #2: "Let's Get Wiggly!" Small Group Activity

During this activity, children will have the opportunity to retell Stella using props they create during a small group activity. Children can interact with each other and retell the story while using decorated masks, feet, and tails.

**Materials:** The *Stella* book, *Stella's Smiling Mask*, *Stella's Dancing Feet*, and *Stella's Wiggly Tail* to decorate. Additionally, children can use various *Dinosaur Bird Buddies* to enhance play.

**Directions:** During small group time, read *Stella* to the children and discuss how Stella communicated with her face, feet, and tail. Next, provide each child with a *Stella's Smiling Mask*, *Stella's Dancing Feet*, and *Stella's Wiggly Tail* (teachers may already have these pre-cut or allow the children to cut them out) to decorate using materials found around the classroom such as sequins, beads, yarn, etc. After the props are decorated, assist the children with putting on *Stella's Smiling Mask*, *Stella's Dancing Feet*, and *Stella's Wiggly Tail*. Lastly, the teacher will re-read *Stella* and have the children wiggle, shake, and dance while pretending to be Stella.

**Standard:** Creative Arts Standard 1: Develops skills in and appreciation of a variety of visual art, dance, music, and drama experiences. (I can dance, I can pretend to play, and I can create.)

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## Activity #3: "Try and Find Me!" One-to-One Activity

During this activity, individual children will have the opportunity to practice preposition and color words. Each child will place color birds on various forest scenes from the book, such as in the nest, between the trees, etc.

**Materials:** The *Stella* book; *Dinosaur Bird Buddies*; *Dinosaur Preposition Word List*; *Stella's Forest*; *Dinosaur Bird Buddies, Position Word Poster*, rolling cubes (of your choice); velcro dots; and laminating paper and machine (if wanted).

**Directions:** During one-to-one instruction, read *Stella* to the child. After reading, discuss how Stella had many bird friends throughout the book. Talk to the child about the color of the birds and where they were in the forest, such as in a nest, or on top of a rock. Next, introduce how to use six different *Dinosaur Bird Buddies* and six *Dinosaur Preposition words*, while velcroing them to the foam cubes. Model for the child how to roll the cubes, identify the color of the *Dinosaur Bird Buddy* and *Dinosaur Preposition Word*, and how to velcro them into the forest scene, using the preposition word as a guide. For example, if the child rolled a blue bird, and the preposition word was, "between," the child would state, "blue," and then velcro the blue bird "between" two trees. If the child is unsure of the color or preposition word, verbally state the word and have him or her repeat the word.

**Standard:** Language and Literacy Standard 1: Demonstrates skills and strategies needed for receptive communication. (I can look and listen, I can follow simple directions, and I can listen and share what I learn).

**For accompanying enrichment activities, please visit [RainbowSparrowBooks.com](https://RainbowSparrowBooks.com).**



# QUESTION TIME WITH STELLA

Whether you are a parent, educator, or therapy provider, we know that conversations with our children are important. Questions develop critical and creative thinking, foster emotional growth, and encourage empathy.

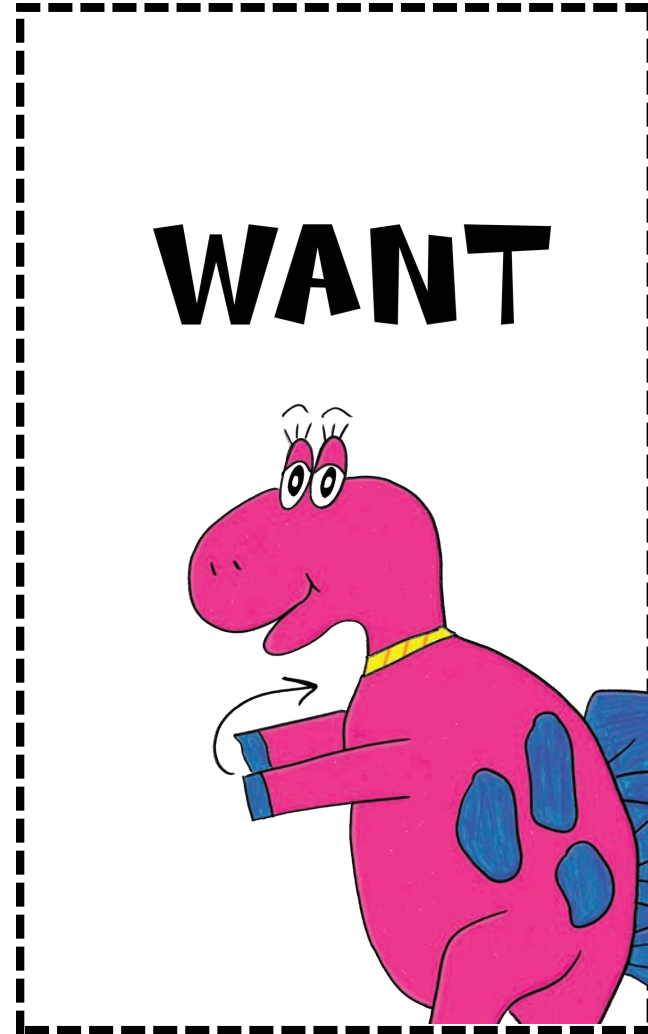
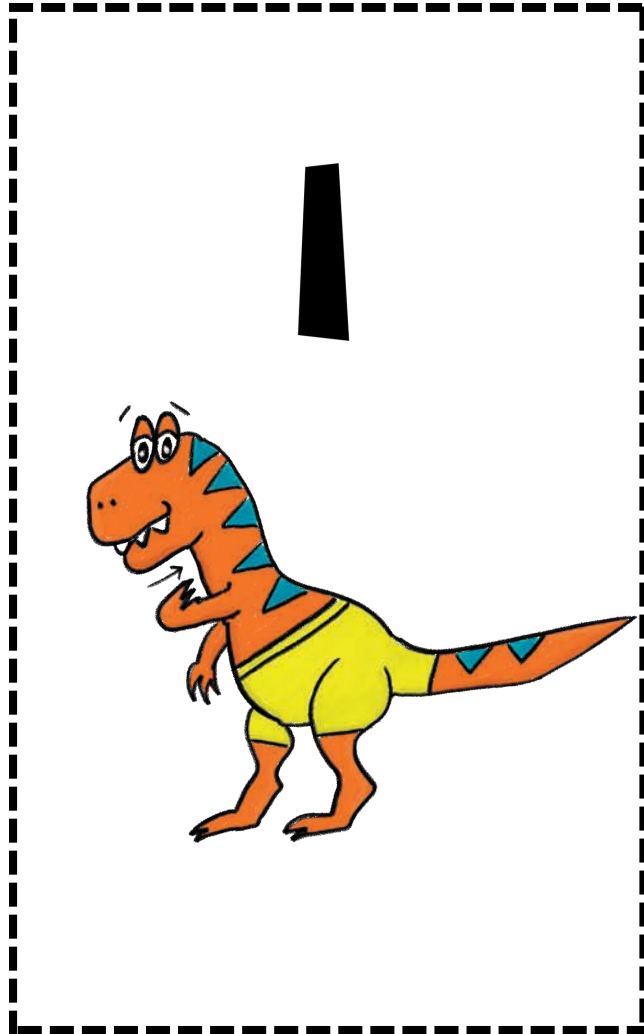
Let children know they are in a judgment-free zone, and there are no wrong answers! Pause when they are answering. Listen to what they have to say, and answer any questions they may have for you.

Maybe you discover your child has a fear you didn't know about or that they have a bias you need to address (later). This is a special moment to share anything, and let them know they can talk to you. Don't forget to have fun!

- Who is someone you believe might need a friend?
- What are several ways that you can communicate without speaking?
- Where could you make new friends?
- When have you felt left out?
- Why do you believe it's important to include others?
- How do you feel when you are playing with friends?



# Stella Communication Picture Cards

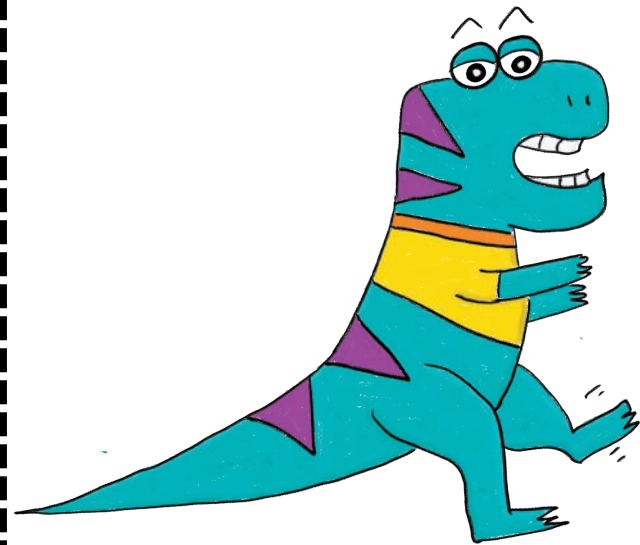


# Stella Communication Picture Cards

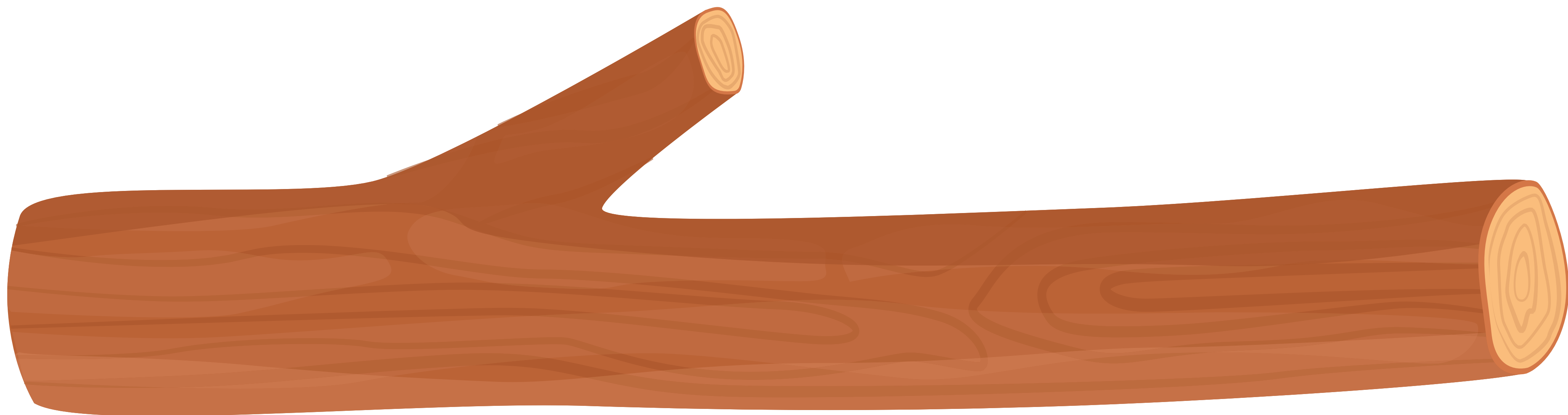
**HELLO**



**BREAK**


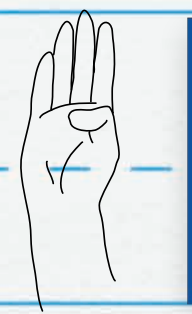




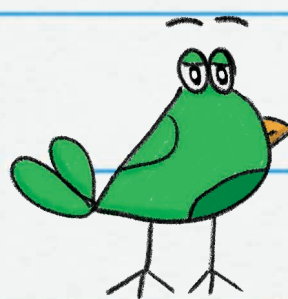


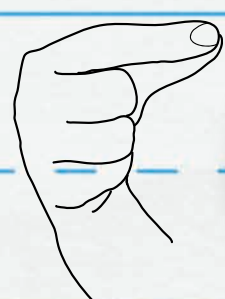
# Communication Strip

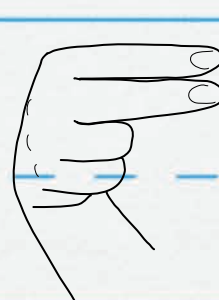


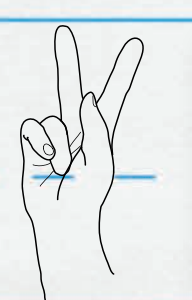








# ALPHABET


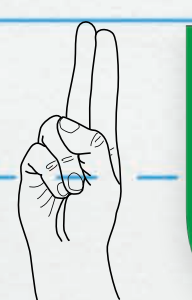

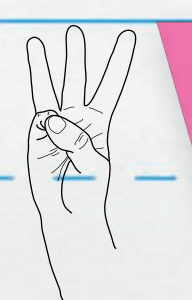
 **Aa**  **Bb**  **Cc**  **Dd**


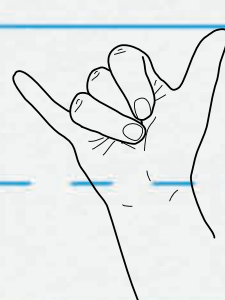
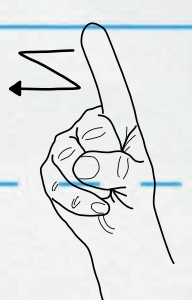
  **Ee**  **Ff**  **Gg**

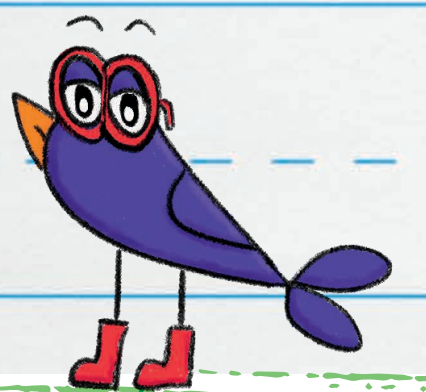
 **Hh**  **Ii**  **Jj**  **Kk**

 **Ll**  **Mm**  **Nn**  **Oo**

 **Pp**  **Qq**  **Rr**  **Ss**

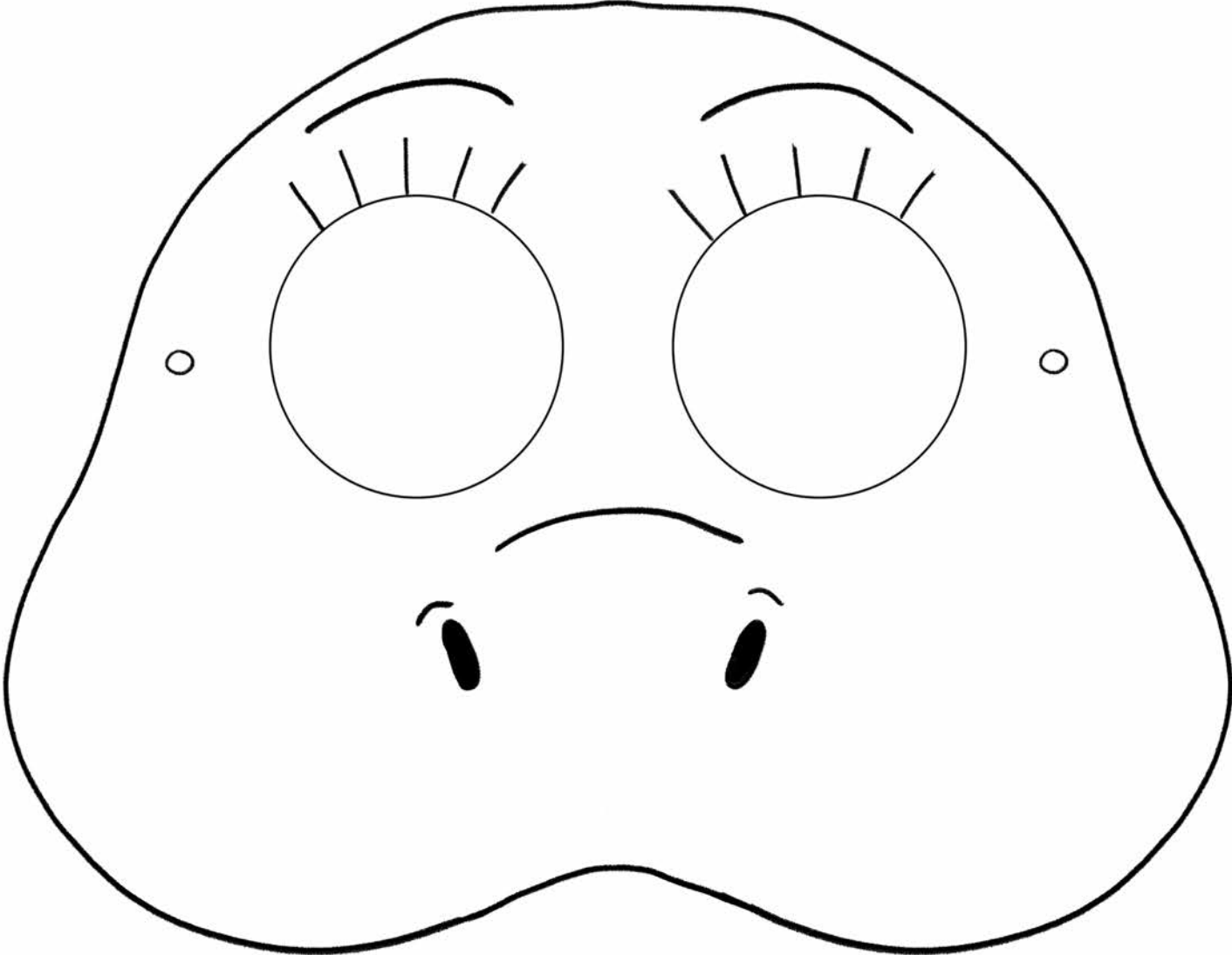
 **Tt**  **Uu**  **Vv**  **Ww**

 **Xx**  **Yy**  **Zz**

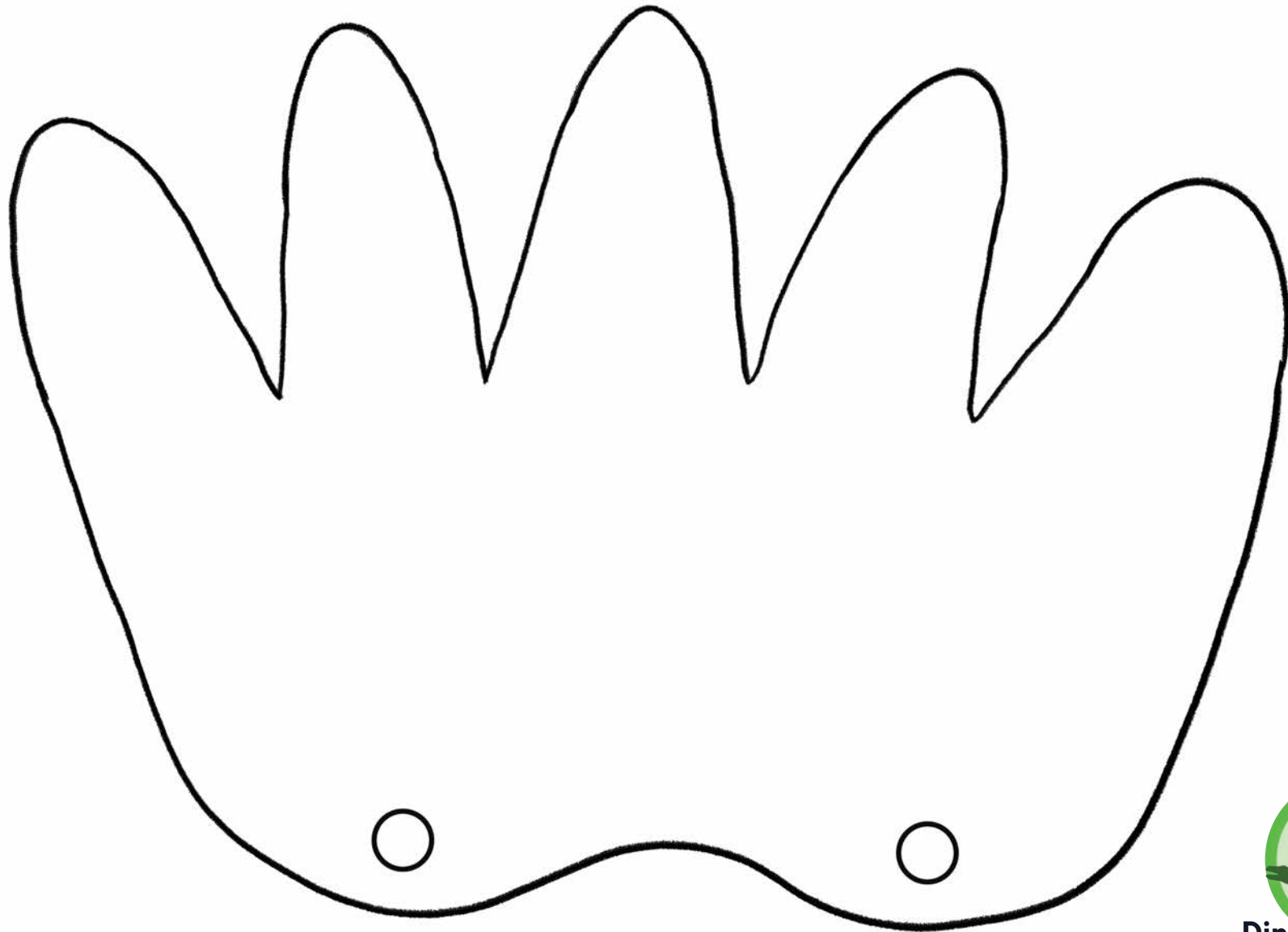




# Stella's Smiling Mask

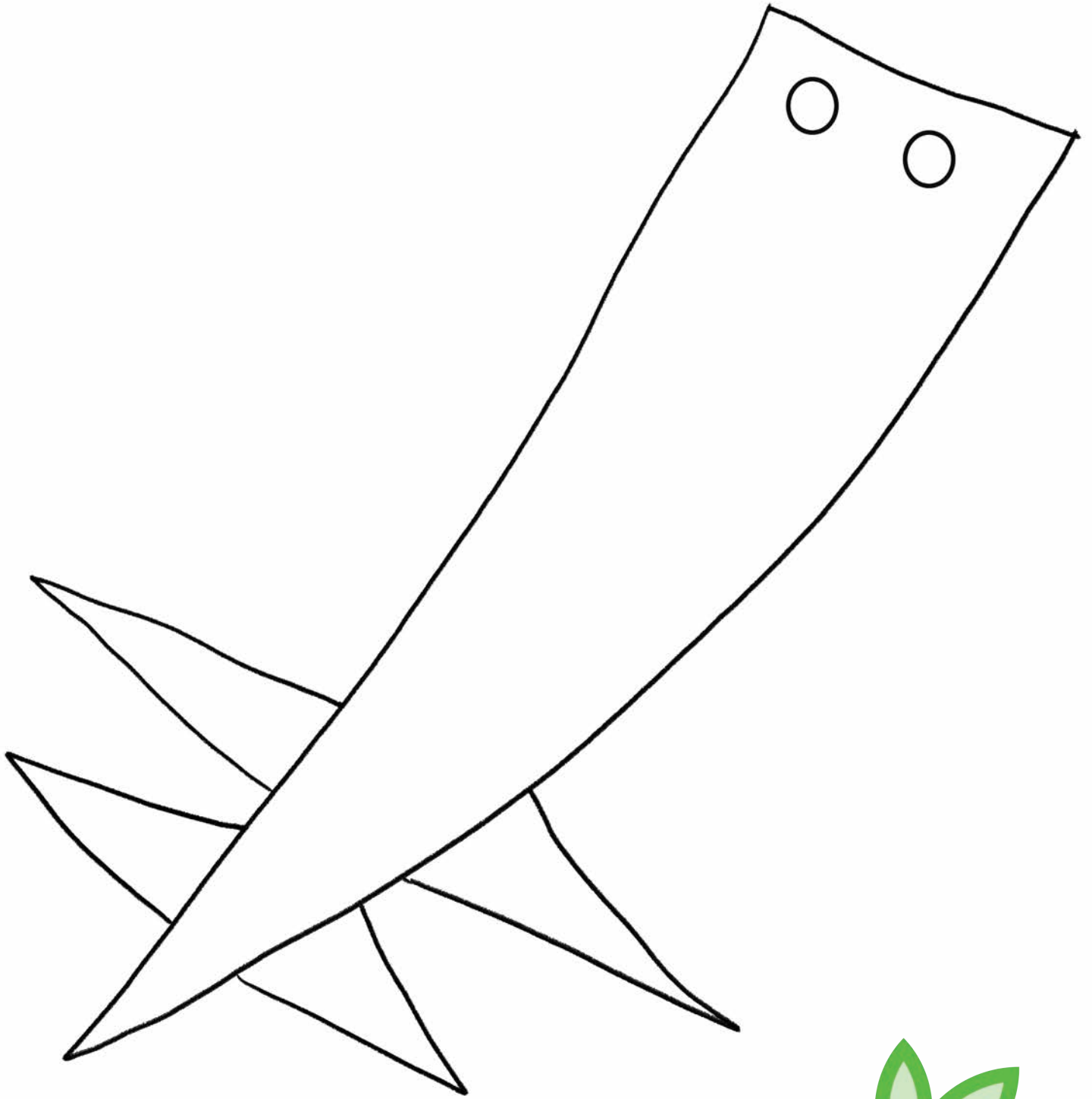


# Stella's Dancing Feet

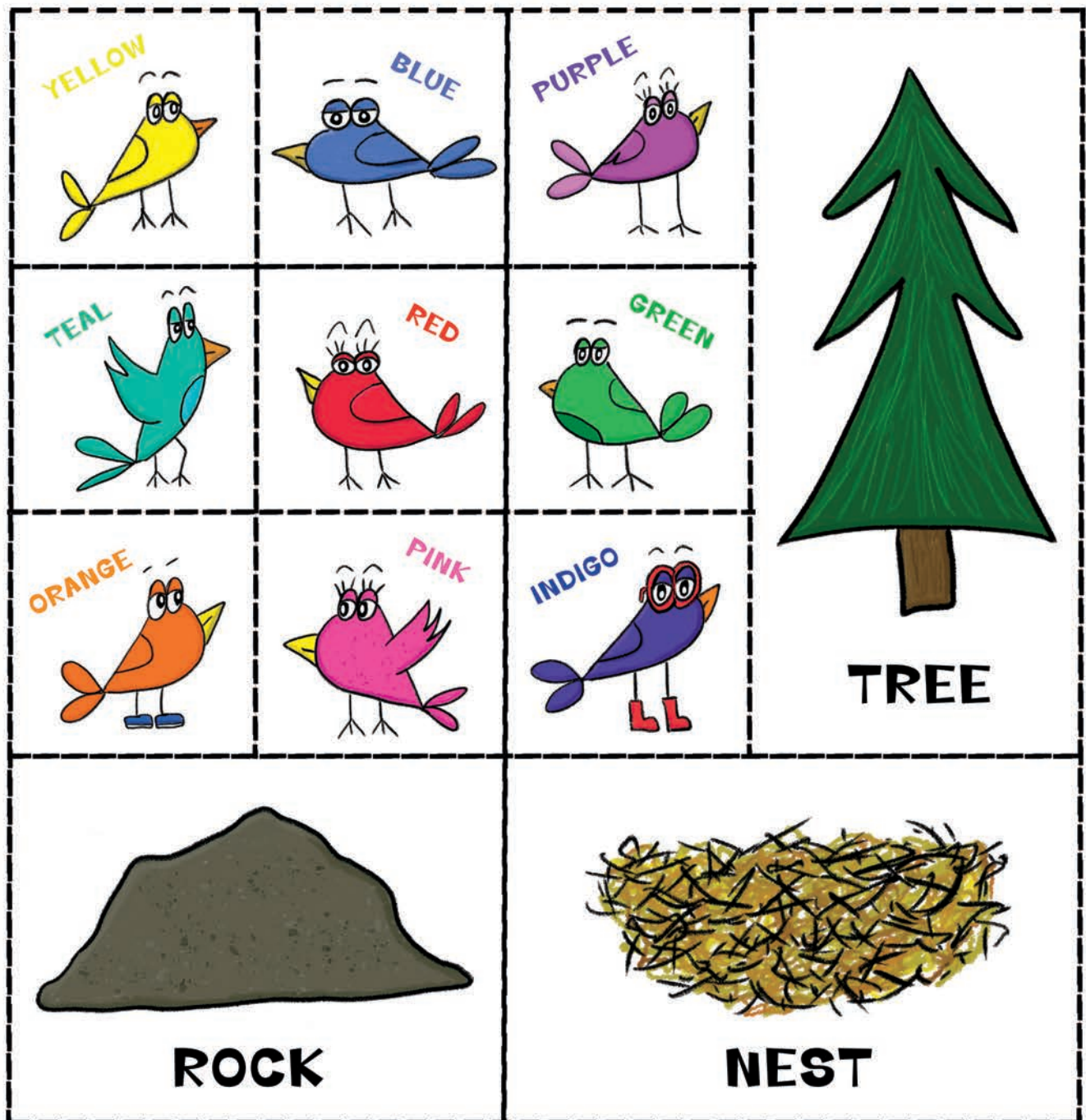




# Stella's Wiggly Tail

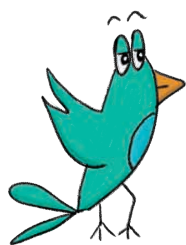


# Dinosaur Bird Buddies



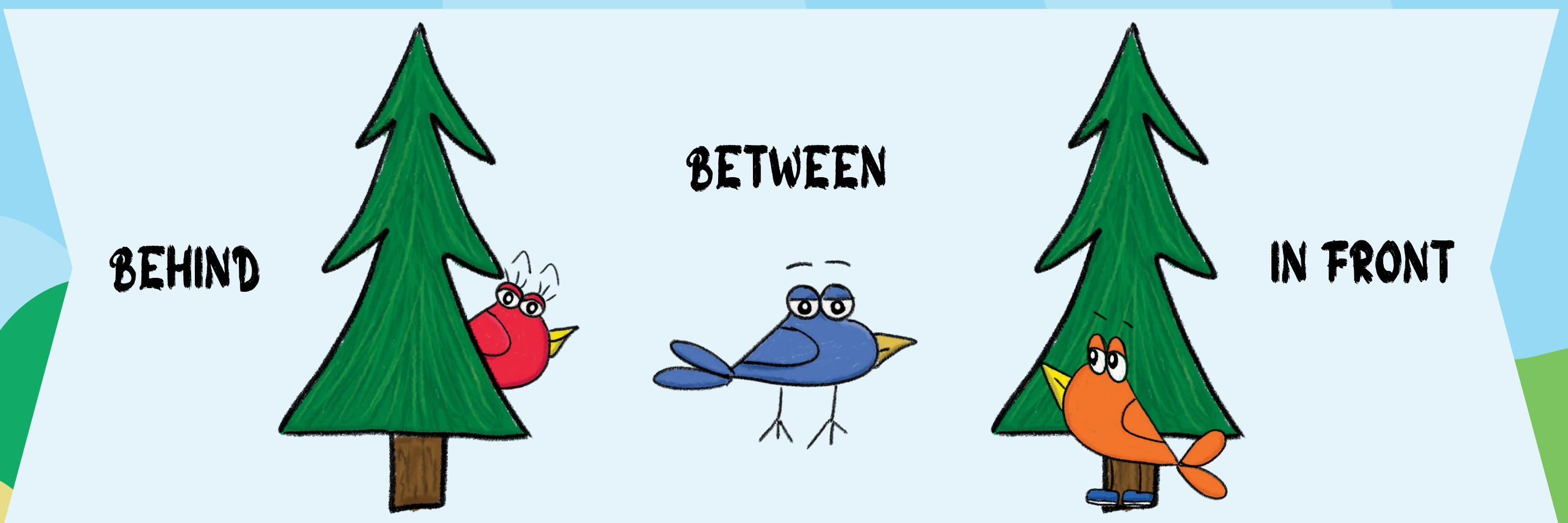
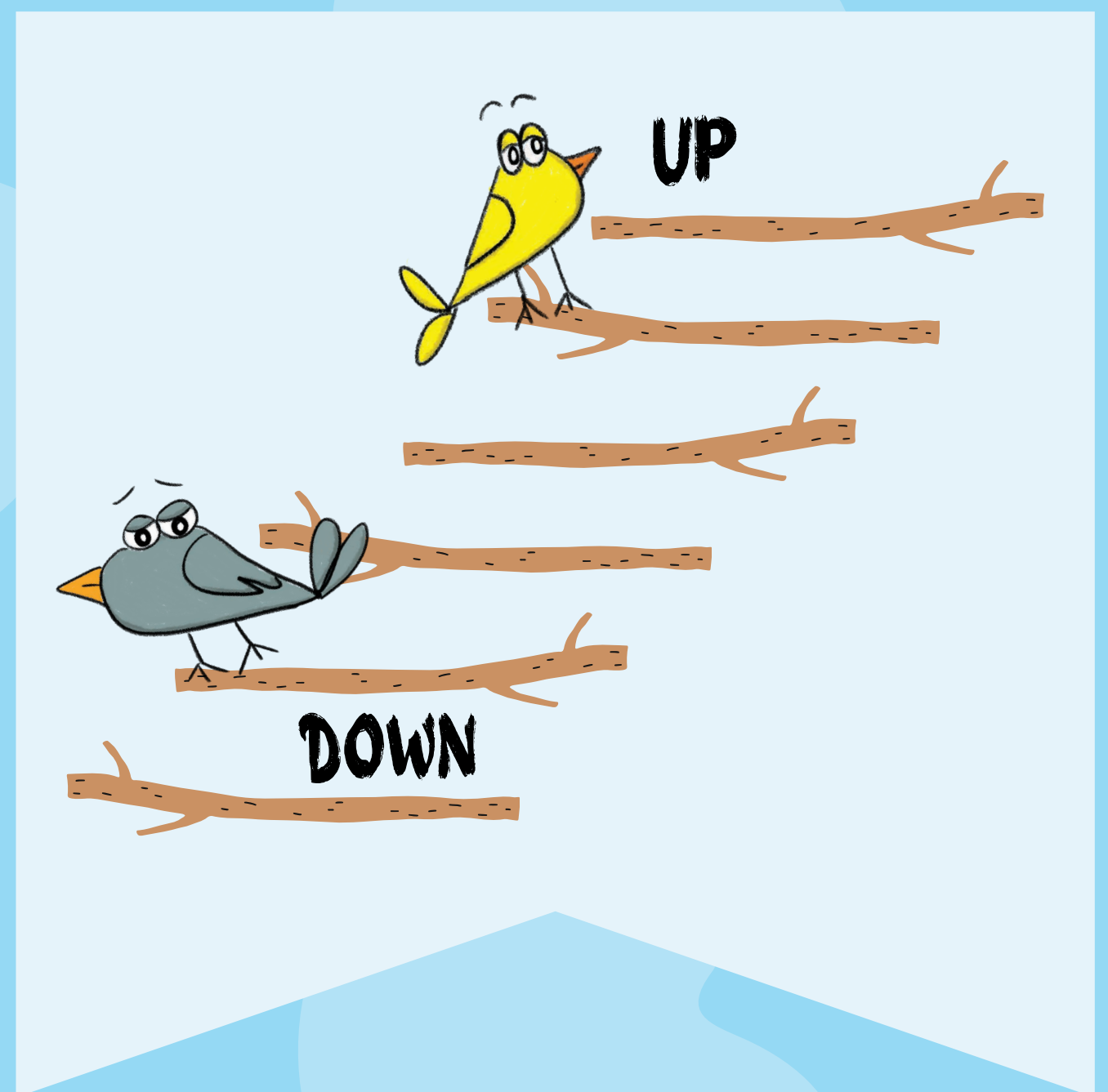
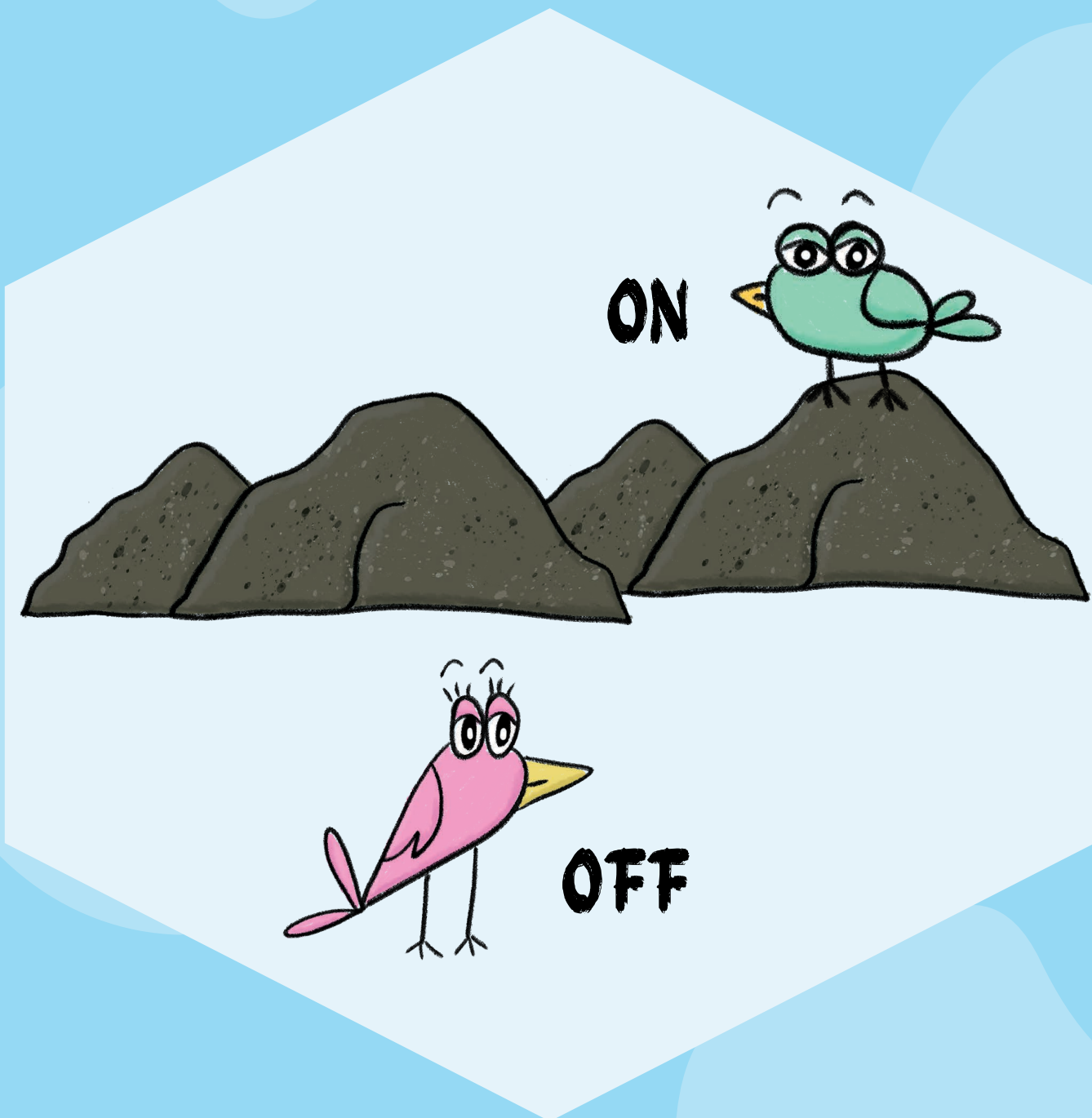
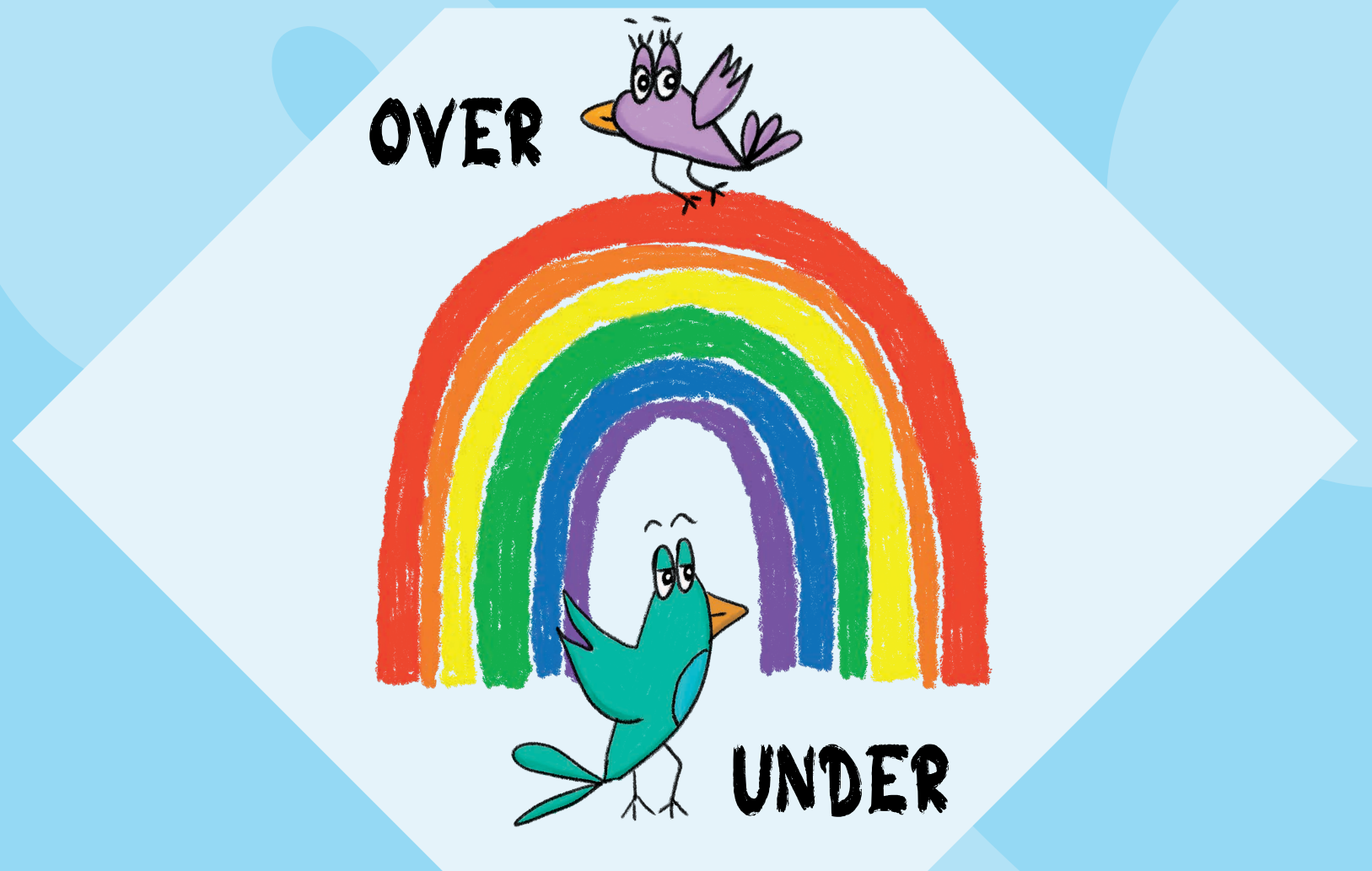
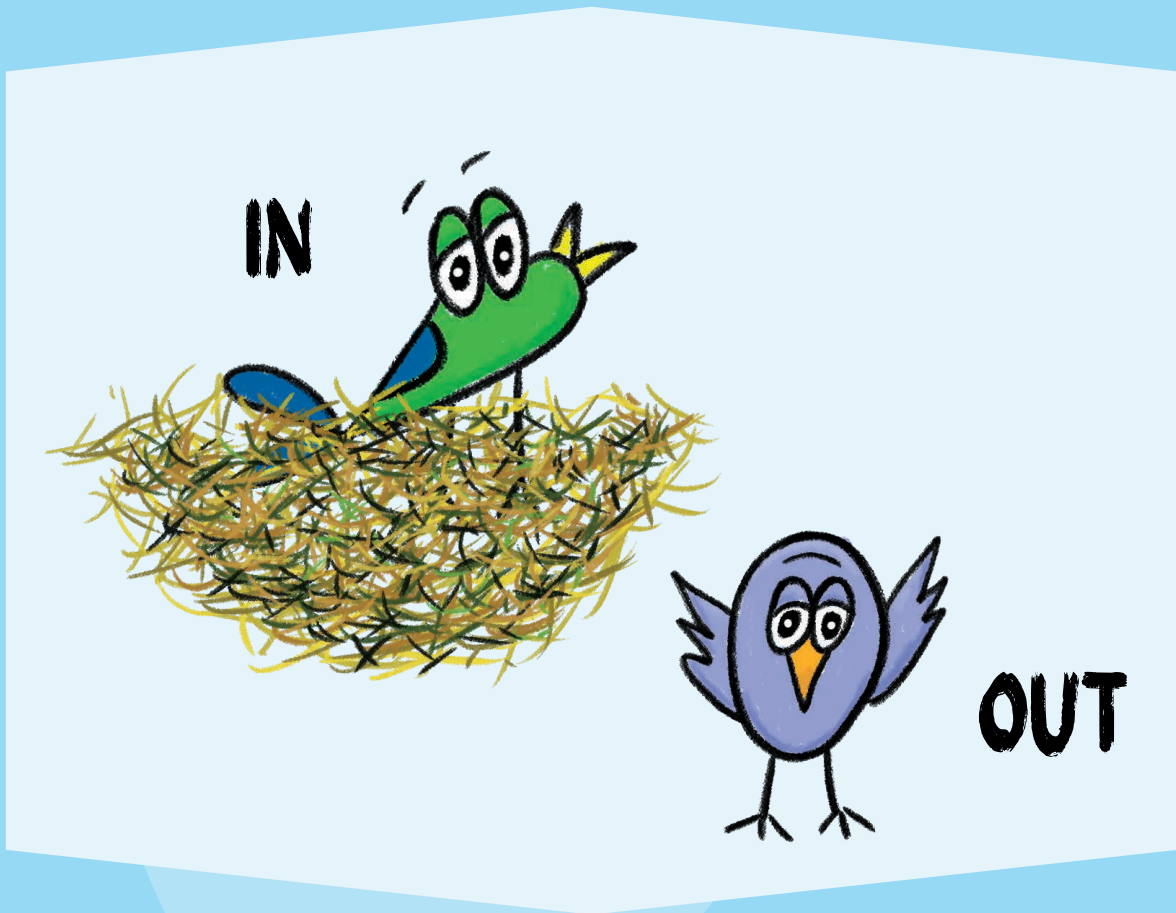
# Dinosaur Preposition Word List

<b>IN</b>	<b>OUT</b>	<b>OVER</b>	<b>UNDER</b>
<b>ON</b>	<b>OFF</b>	<b>UP</b>	<b>DOWN</b>
<b>BEHIND</b>	<b>BETWEEN</b>	<b>IN FRONT OF</b>	<b>BESIDE</b>
<b>ACROSS</b>	<b>WITH</b>	<b>ABOVE</b>	<b>BELOW</b>





# Position Words



# Stella: Activity Sequence Cards for Instruction

