

Ireland is home to over 25,000 castles. One of the most famous castles, Blarney Castle, is famous for its Blarney Stone. People from all over the world travel to Ireland to kiss the Blarney Stone.

Materials Needed: **Appendix 3.1**

Remind children that we are visiting Ireland this month and that there are lots of castles in Ireland. Say, "Today we are going to talk about one very special castle in Ireland, called the Blarney Castle." Tell children that the reason the Blarney Castle is so special is because of a legend that people tell about it.

The legend says that the owner of the castle had a very hard time speaking clearly. No one could understand him. One day he saw a woman in danger and he saved her. To say thank you, she gave him a magic stone. She said that if he kissed the stone, he would be able to speak with eloquence and persuasiveness. Today, people travel from all over to kiss the magical Blarney Stone and receive the ability to speak clearly and beautifully!

Ask the children if they have ever had a hard time speaking clearly or being understood. How did it make them feel? Would they want to kiss the Blarney Stone? If so, invite them to blow a kiss to the picture of the Blarney Stone in **Appendix 3.1**.

Now that the class has kissed the Blarney Stone, practice saying some big words clearly and beautifully. Clap the syllables to each word and talk about its meaning:

- Eloquence (e - lo - quence): the ability to use your words very well
- Persuasiveness (per - sua - sive - ness): the ability to get someone to do something
- Patience (pa - tience): accepting waiting for something without getting upset. Ask children if they know the meaning of the word patience. It is our mindfulness word for this month.
- Responsibility (re - spon - si - bi - li - ty): the things you are supposed to do and take care of. Ask children if they know what that word means. How do you know that word? Where have you heard it? Responsibility was our mindfulness word in February. This is a 5 syllable word. Wow!

* A typically developing three and four year old has the capability to learn ten new words a day.

Ask children what other big words they know. Make a list of big words to practice all week long.

Extension:

Encourage children to use big words in sentences during transition times (while waiting for lunch, bathroom, etc.). For younger children, provide sentences with big words and help them to tap, stomp, stretch for each word (segmenting the sentences). For example, ask children to repeat: "When (stomp) I (stomp) wait (stomp) for (stomp) lunch (stomp), I (stomp) am (stomp) patient (stomp)."

Domains / Skills and Concepts

PTLA Alignment

Physical: clapping

Language and Communication: Blarney Stone, Ireland, castle, eloquence, persuasiveness, respect, responsibility, listening to a story making pictures in their brain; Pre-literacy- clapping syllables

Cognitive: Math- one to one correspondence; Cultural/Social Studies- castles in Ireland, legend of the Blarney Stone

Social/Emotional: self-regulation, positive interactions with peers and adults

Approaches to Learning: imagination, focused attention, creativity, willingness

3K: 3-PD.5;

3-LLD.9,15;

3-CD.8,10,17;

3-SED.6,9,10;

3-AL.9

4K: 4-PD.5;

4-LLD.8,10;

4-CD.7,13,19;

4-SED.6,7,8,12;

4-AL.14,15

The longest place name in Ireland is Muckanaghederdauhaulia. The name translates to something like, “pig shaped hill between two seas.”

Materials Needed: sentence strips with each child’s name neatly written on it - leave about a half inch space between each letter (one sentence strip for each name), the name Muckanaghederdauhaulia on one sentence strip, and small manipulatives like: buttons, square Legos, counting bears, etc. Remember to use an uppercase letter for the first letter of name and lower case for the other letters.

Remind children of the legend of the Blarney Stone. Ask children if they would like to kiss the Blarney Stone and receive the gift of speaking clearly and easily. Explain that there are some words that are challenging for even the most eloquent speakers in the world. Show children the sentence strip with Muckanaghederdauhaulia written on it and tell them that the name is hard for most people to pronounce clearly. Explain that this is the name of a small Irish town. Ask children if they notice anything special about the name. It is very long. It has a lot of letters. Help them to count the number of letters in that name. It has 22 letters. This name has more letters than any other name in Ireland. Ask them if they think their name is longer or shorter (has more or less letters) than Mucjanaghederdauhaulia. Demonstrate how to place one manipulative on each letter in the name Muckanaghederdauhaulia. Count the manipulatives. The number of letters in the name should be the same as the number of manipulatives.

Show the sentence strips with the children's names and ask children to whom each one belongs. After every child has their name sentence strip, then ask them to count the letters in their name. Next, ask them to place one manipulative on each letter of their name. Check for an understanding of one to one correspondence by comparing the number of letters to the number of manipulatives. After children complete the process for their name, invite them to exchange sentence strips with a friend and do it again.

Younger children: Say the letters in their name as you point to them. Help them to understand the concept of one to one correspondence, one manipulative for each letter.

Older children: You can invite children to write their own name on the sentence strips. If children are very familiar with their first name then place their last name on the sentence strips and do the same process. Encourage them to write the numeral for the number of letters in their name on a piece of paper. Which child has the longest name? Which has the shortest name? Do any children have the same (equal) number of letters in their name?

Domains / Skills and Concepts

PTLA Alignment

Physical: manipulating small objects

Language and Communication: listening and understanding, measurement terms; Pre-literacy- interest in print, letter recognition, name recognition

Cognitive: Math- one to one correspondence, counting, comparing quantities; Culture/Social Studies- longest name in Ireland, our names, first names and last name

Social/Emotional: sense of self, sense of self with others, positive interactions, turn taking, confidence

Approaches to Learning: curiosity, eagerness, effort, persistence, flexibility, time on task

3K: 3-PD.5;
3-LLD.2,9,11,16;
3-CD.8,9,10,17;
3-SED.1,8,10; 3-AL.3,13
4K: 4-PD.5;
4-LLD.2,8,9,14;
4-CD.8,9,13,19;
4-SED.1,5,7,8;
4-AL.2,10,15