



Ready for School!

An Early Childhood Curriculum for
Limited/Non-English Speaking Parents and
Children Ages 3-4

(Early Literacy Project for Refugee Children)

Developed in Partnership with
Literacy ConneXus and
Cooperative Baptist Fellowship

Compiled by

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Introduction

The idea for this curriculum grew out of the recognition of the growing number of newly resettled refugee children who were entering Pre-Kindergarten or Kindergarten without the necessary skills to succeed. Many of their parents' home countries do not have children's literature in their first language and culturally there is no history of parents reading to their children. Some of the refugee parents have limited English language skills and very few homes have children's books in English.

This resource provides 20 weeks of curriculum. The goal of the curriculum is to prepare the children and their families for early childhood (Pre-K and Kindergarten) classes in American schools. The program is designed to be used with a group of 8-10 children ages 3-4 who are not enrolled in school and their parents.

The curriculum includes 5 target areas each week:

1. Reading, language and reasoning skills
2. Math skills
3. Motor skills
4. Social skills
5. Parenting skills

The children will practice these skills with their parent in class and then review them at home together with their families. Although this is designed to help the parent and child learn basic English such as counting, colors, shapes, etc., it is not an ESL class. We feel having someone available to translate the teaching of the social and parenting skills is necessary in order for the parent to understand and practice these skills at home. We also stress to parents that even if they do not read English, they will be able to use the books and tell the story in their own language, while re-enforcing the concept that words/books have meaning.

Recognizing that social and parenting skills vary from culture to culture, the teaching of the social and parenting skills is not intended to devalue the cultural norms of the families but to prepare the children for what is expected of them in the U. S. school system.

The curriculum is designed for each family to be provided a book bag with supplies such as a box of 8 large color crayons, pencils with grips, box of 8 large markers, scissors, a glue stick, paper, etc. which they take home. They will receive weekly a copy of the children's book the lesson is based upon as well as skill sheets or other supplies for the families to take home and practice. Everything should be free of charge but parent and child must attend the class in order to receive the book and material for that day. The families should bring the bag with the

books and supplies to class each week as books are reviewed and used in different lessons.

We began each class with the children playing with Playdough, building with blocks, putting together puzzles working to sort or count manipulatives. This was a good ice-breaker and a way to keep the children engaged while waiting for everyone to arrive. We then started with the large group singing familiar action songs before concepts were introduced. We found it best to alternate between large and small group activities.

At our last class we had a mini-Family Reading Fair where each child received a bookcase which he/she decorated with foam stickers. The children were then invited to select donated books to take home with them. (Please see www.literacyconnexus.org/b4tb-resources under the Books for the Border and Beyond section for a complete description of a Family Reading Fair.)

Practical lessons learned from the pilot project of the curriculum:

- Time of the program works best during the day when siblings are in school and there are limited distractions.
- Transportation is an issue. Consider providing transportation, if possible, or have the class on site in an apartment complex where refugee families live.
- Regular attendance and effectiveness might be increased by pairing families with volunteers who can work one-on-one with them in class and follow up during the week.
- Consider having on hand a classroom set of supplies for those who forget their bags.
- Listening and working in another language can be very tiring, so a 45-50 minute time frame worked best. Activities and location of activities should change frequently to keep children engaged.
- Remember when learning a second language, passive learning (listening) comes before active (speaking). Children may be silent at first but they are sponges absorbing everything. By the end of our program they were repeating everything we said.
- This may be the first time some of the children have been asked to sit, listen and follow instructions. These are new skills they are learning.
- As the target group contains low to limited English speakers, repetition and review are essential.
- Use of name tags was very helpful.

The Ready for School curriculum was designed to be a guide or framework to build your own preschool readiness program. Please feel free to adapt or modify as needed for your situation. You are welcome to share any feedback at the email address provided.

Our prayer is that God would use this curriculum to bless and prepare refugee and immigrant children as they prepare to enter school. As you teach the children and parents, may they experience God's love and care for them.

For additional information, questions, or feedback please contact
info@literacyconnexus.org



www.literacyconnexus.org

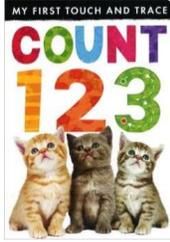
For more information of work with refugees and immigrants:



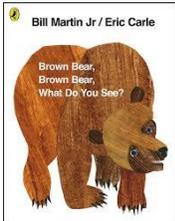
www.cbf.net

www.cbfinternationals.org

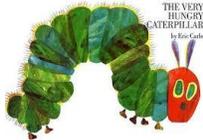
Suggested Literature



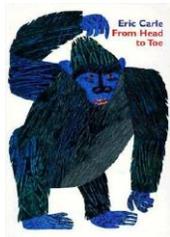
Count 123 (My First Touch and Trace) by *Scholastic Books*



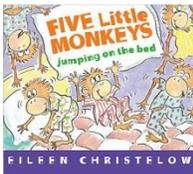
Brown Bear, Brown Bear, What Do You See?
by *Bill Martin Jr./Eric Carle*



The Very Hungry Caterpillar by *Eric Carle*



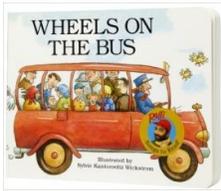
From Head to Toe by *Eric Carle*



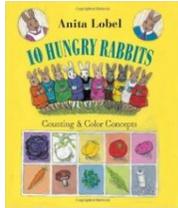
Five Little Monkeys by *Eileen Christelow*



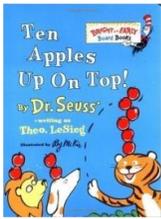
The Big Fat Hen by *Keith Baker*



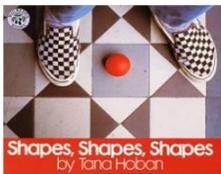
Wheels on the Bus by Raffi



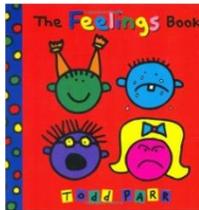
Ten Hungry Rabbits by Anita Lobel



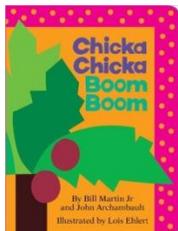
Ten Apples Up On Top by Dr. Seuss



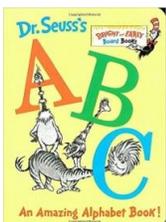
Shapes, Shapes, Shapes by Tana Hoban



The Feelings Book by Todd Parr



Chicka Chicka Boom Boom by Bill Martin, Jr. and John Archibald



Dr. Seuss's ABC by Dr. Seuss

Suggested Music Resources

Music is an international language, especially for young children. Action songs are a wonderful way to break the ice with second language learners. Most children are willing to participate in singing songs with actions. The more animated and involved the teachers and adults are, the more likely the children will participate. Utilizing familiar songs such as "If You're Happy and You Know It" and "Put Your Finger in the Air" are very helpful especially using an instrument such as a guitar or ukulele. Repetition is a key in helping children become more successful and comfortable in learning the songs.

The following music recommendations allow for movement and fun for the children. Each CD has songs which can provide action and fun, as well as opportunities for learning. Some of the websites and iTunes provide individual song downloads, which can be helpful and cost effective, allowing the opportunity to choose favorites from several albums and artists. YouTube and Vimeo can be valuable audio visual tools to help children learn the songs (and teachers too)!

www.drjean.org

Dr. Jean is a highly respected early childhood specialist. She has great free resources online with many ideas available to work with young children.

YouTube has some of Dr. Jean's songs.

Dr. Jean CD recommendations:

Is Everybody Happy (a top pick)

Dr. Jean Sings Silly Songs

www.melodyhousemusic.com

Stephen Fite is a well-loved children's musician known for his music and concerts. Melody House Music has several other artists and resources available on the website.

Stephen Fite CD recommendations:

Giddy Up and Learn

Wiggles, Jiggles and

Giggles

www.learningstationmusic.com

The Learning Station is a music trio providing healthy music for a child's heart, body and mind. There is a YouTube link on the website which is a beneficial resource.

Learning Station CD recommendations:

Preschool Learning Fun (type in search box)

Loopty Loo

Get Funky

www.gregandsteve.com

Greg and Steve are long-time children's musicians with many CDs from which to choose.

Greg and Steve CD recommendations:

Fun and Games

Playing Favorites (Brown Bear song)

www.jackhartmann.com

Jack Hartmann is in tune with learning through music and movement.

YouTube and Vimeo have many of Jack Hartmann songs.

Jack Hartmann CD recommendations:

I've Got Music in Me

Getting Better at Getting Along

Suggested Media Resources

Brown Bear Printables—matching, counting, shapes, bingo.

http://www.1plus1plus1equals1.com/Brown_Bear_edited_2012.pdf

Brown Bear video sung with music using original text and illustrations .

<https://www.youtube.com/watch?v=ek7j3huAApc>

Bill Martin reads **Brown Bear, Brown Bear, What Do You See?**

<https://www.youtube.com/watch?v=pdHCYgO9zh8>

Brown Bear Coloring Sheet

http://www.eslprintables.com/reading_worksheets/tales_and_stories/brown_bear/Brown_Bear_what_do_you_see_449270/

The Very Hungry Caterpillar video

<https://www.youtube.com/watch?v=4HI7q38VmQ>

From Head to Toe song

<https://www.youtube.com/watch?v=aDOBp9C2Fml>

From Head to Toe chant

https://www.youtube.com/watch?v=5rrgR6Bf_zM

Busy Beavers Count to Ten (long and very repetitive possibly best used for review at home)

https://www.youtube.com/watch?v=glkQwKA5_PU

Websites for Free Downloadable Printables

www.ActivityVillage.co.uk

www.kidzone.ws/prek

www.atozteacherstuff.com

www.PreschoolMom.com

www.abcteach.com

www.pinterest.com

www.eslprintables.com

www.1plus1plus1equals1.com

Sources for Books

Most books are available online or at major discount stores such as WalMart. Another source is First Books, www.firstbook.org, a non-profit established to provide books to children in need. Scholastic Books, www.scholastic.com, has a limited selection available as well.

Ready for School!

Early Literacy Project for Refugee Children

20 week outline

Key

RLR – Reading, Language and Reasoning Skills

Soc – Social Skills

Motor – Motor Skills

Math – Math Skills

Parent – Parent Skills

Week 1

Count 1,2,3 by Scholastic Books

RLR - Knows that reading progresses left to right, recognize first name in print

Soc - Identifies self by first and last name

Motor - Moves to a beat. Holds and uses crayons, markers, pens and pencils correctly

Math - Correctly rote counts to ten

Parent - Eye contact

Week 2

Brown Bear, Brown Bear by Bill Martin, Jr/Eric Carle

RLR - Recognizes and names colors

Soc - Follows a simple direction

Motor - Hops on one foot

Math - Correctly counts objects to 5

Parent - Child follows direction to verbal command

Week 3

The Very Hungry Caterpillar by Eric Carle

RLR - Pretends reading books by reading the pictures

Soc - Uses words like please, thank you and excuse me

Motor -Walk a straight line

Math - Identifies and draws a square, circle, triangle and rectangle

Parent - Use polite words such as please, thank you, you're (you are) welcome

Week 4

The Very Hungry Caterpillar by Eric Carle

RLR - Looks at books and pictures on their own

Soc - Works cooperatively (listens to others, shares and takes turns)

Motor - Crawling

Math - Identifies and draws a square, circle, triangle and rectangle

Parent - Take turns

Week 5

Brown Bear, Brown Bear by Bill Martin, Jr and Eric Carle

RLR - Tells or retells stories and/or everyday experiences

Soc - Asks for help such as "Please help me"

Motor - Enjoys activities such as running, jumping, climbing

Math - Sort colors and shapes

Parent - Ask for help

Week 6

From Head to Toe by Eric Carle

RLR - Sing a song about body parts and answer questions about the book

Soc - Participates in clean-up activities

Motor - Bounces, kicks, throws and catches a ball

Math - Recognizes numbers 0-5

Parent - Safety skill-follow directions

Week 7

From Head to Toe by Eric Carle

RLR - Sing a song about body parts and answer questions about the book

Soc - Uses good hygiene habits and table manners

Motor - Skips, using alternate feet

Math - Recognizes numbers 0-5

Parent - Safety skill – follows directions

Week 8

Make a book to read

RLR - Make a book with a theme using pictures from a magazine - clothing, food, nature, logos

Soc - Dress self

Motor - Build using blocks

Math - Arranges objects in size order (big to small or small to big)

Parent - First-then statements

Week 9

Five Little Monkeys Jumping on the Bed by Eileen Christelow

RLR - Understand basic commands (book of the week as a model)

Soc - Adheres to a routine and schedule for personal hygiene, eating meals and going to bed

Motor - Cuts a straight line with scissors

Math - Compares the size of groups of objects using “more,” “less” and “same as”

Parent - Structured schedule

Week 10

The Big Fat Hen by Keith Baker

RLR - Recognize numbers in print, Recognize directionality of print – left-right

Soc - Recognize and respond to name in print

Motor - Count using gross motor activities – Clap, Stomp, Hop, cross-midline

Math - Sort by color, count and determine more/ less or the same

Parenting - Follow directions using verbal commands with gross motor activity words, i.e. Clap your hands 3 times, hop on both feet 2 times, etc.

Week 11

The Wheels on the Bus by Raffi

RLR - Retell the story by singing the song with book

Soc - Follow verbal commands

Motor - Use pincher tools for fine motor development

Math - Practice tracing numbers 1 to 5

Parenting - Teach the pincher skill and transfer that to using utensils at home such as a fork or spoon

Week 12

Ten Hungry Rabbits by Anita Lobel

RLR - Retell the story identifying number, color and name of vegetable

Soc - Take turns retelling the story with props - each child given card with a vegetable on it to put in the pot

Motor - Practice Bouncing and Catching a Ball

Math - Review and Recall Numbers in the story

Parenting - Use/reinforce polite words, “Please, Thank you, You’re welcome, May I...”

Week 13

Ten Apples on Top by Dr. Seuss

RLR - Retell story

Soc - Practice Hopping – 2 feet, 1 foot Introduce skipping

Motor - Practice fine motor skills using stickers to make a sticker book

Math - Use one to one correspondence/association; Make sets corresponding to the correct number

Parenting - Practice asking for help (Please help me....)

Week 14

Shapes, Shapes, Shapes by Tana Hoban

RLR - Introduce geometric environmental shapes

Soc - Practice take turns while waiting in line

Motor - Use fine motor skills to thread cereal to make a necklace

Math - Use geometric shapes to make an environmental picture such as a house or flower

Parenting -Use first/then statements using a schedule... "First brush your teeth, then go to bed."

Week 15

Head to Toe by Eric Carle

RLR - Name the body parts through story and song

Soc - Practice asking for help

Motor - Use scissors and glue sticks

Math - Use geometric shapes to make a person

Parenting - Practice hand over hand for teaching a fine motor skills – cutting, drawing, and coloring

Week 16

The Feelings Book by Todd Parr

RLR – Respond to feelings – happy, sad, angry, silly

Soc – Share various materials, take turns, incorporate feeling words

Motor – Practice fine motor skills using colors and markers

Math – Match feeling faces

Parenting – Use/reinforce polite words, "Please, Thank you, May I..."

Week 17

The Way I Feel by Janan Cain (Enrichment)

RLR – Respond to Feeling- afraid, excited, surprised, worried

Soc - Take turns listening to and sharing their feeling faces

Motor – Practice fine motor skills by drawing feeling faces

Math – Make patterns with feeling faces

Parenting – Use feeling words for communication – What makes you happy? Why are you sad? Why are you crying?

Week 18

Chicka Chicka Boom Boom by Bill Martin and John Archibald

RLR – Introduce the alphabet order

Soc – Take turns ordering the alphabet A-Z in groups of 3 letters

Motor – Practice gross motor skills - over and under using a ball

Math – Play memory game with any 6 letters

Parenting – Practice identifying the order of the alphabet.

Week 19

Dr.Suess's ABC by Dr. Suess

RLR – Introduce the concept of uppercase and lowercase letters

Soc - Take turns matching uppercase and lowercase letters; begin with similar looking letters

Motor – Participate in ABC songs with actions eg. - ABC Disco song by Jim Hartmann

Math – Play dominoes matching the number of dots

Parenting - Practice identifying the beginning letter of everyday objects eg. - Book begins w/B

Week 20

Family Reading Fair – each child receives a bookcase and donated books

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Week # 1

Book of the Week: Count 1,2,3 by Scholastic

Materials Needed:

- Book of the week, Count 1,2,3
 - Sentence strips cut into 8" strips or 4"x6" cards for writing color names
 - Music by which to march
 - Variety of writing tools such as crayons and markers
 - Sheets of unlined paper on which to draw
-

Parenting Skill: Eye contact. Teach your child to look at you when his/her name is called.
(Teach parent with child)

Teaching Procedures:

- Call the child's name and notice if the child looks at you.
 - Ask the child to look at you when talking to him/her.
 - Spend at least a few minutes a day talking with your child and encourage eye contact.
-

Reading Objectives: Children will recognize that print progresses from left to right. Children will recognize their first name in print.

Social Skills Objective: Children will identify themselves by their first and last name.

Teaching Procedures:

- On sentence strips, cut into 8" strips or 4"x6" cards, **print** the child's first name. Use a capital then lowercase letters such as John vs. JOHN. Make another set to send home with the family.
- Show each name to the group, reading the names by sweeping a finger from left to right. Show names again without saying the names to allow the child to begin to recognize his/her first name in print. Help the children focus by using the sweeping motion to emphasize the left to right movement in their name. Keep the name cards for future weeks in order to bring the children to a large group. Show names rather than verbally calling their names. Say the name a few times until the child can see and recognize their name.

- In the large group, read the book Count 1,2,3. Show the front cover and ask children what they see (kittens, numbers). If language is a problem, say it for them. Read the title moving a finger from left to right. Begin reading the book as a group. Use the flip pages to ask questions about the numbers. Point to each word.
- Reread the book with the parent and child. Have the parents touch and trace each number.

Math Objective: Children will correctly rote count to 10.

Motor Skills Objective: Children will move to a beat. Children will practice using crayons and markers correctly.

Teaching Procedures:

- After reading the book Count 1,2,3, practice counting to 10 together. Repeat several times. At this point, the goal is to rote count to 10 with accuracy. Recognizing the number and quantity will come later.
- Use music to march in place. As the group marches, count to 10. Change the activity and clap/slap knees to the music counting to 10.
- Use writing tools, practice holding crayons and markers correctly to draw/write. At this time there is no specific goal for a product, just explore the correct way to hold the tools.

Closure:

- Practice reading every day.
- Remind parents to encourage their child to look at them when the child's name is called.
- Use the name card at home to read the name sweeping left to right.
- Practice counting to 10. Clap/stomp 10 times using a steady beat and say the number for each clap/stomp.
- Use crayons and markers at home on unlined paper.

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Week # 2

Book of the Week: Brown Bear, Brown Bear by Bill Martin, Jr., Eric Carle

Materials Needed:

- Book of the week, Brown Bear, Brown Bear
 - Sentence strips cut into 8" strips or 4"x6" cards for writing color names
 - Music by which to hop
 - Variety of objects to count such as cotton balls, beans, etc.
 - Boxes of 8 count classic color markers
 - Sheets of unlined paper on which to draw
-

Parenting Skill: Follows directions. Teach your child to follow directions to verbal commands. (Teach with parent and child)

- Give one step commands at first such as stand up, sit down, raise your hand.
 - Your child should look at you while you give a command.
 - Practice a few minutes each day at home by giving various verbal commands to your child to follow directions.
-

Reading Objectives: Children will recognize and name colors from the Brown Bear story.

Social Skills Objective: Children will follow a simple direction.

Teaching Procedures:

- Bring the children to a large group by showing the name cards from the previous meeting rather than calling names.
- Introduce the book Brown Bear, Brown Bear. Look at the pictures on the front cover and read the title using a left to right motion. Look at the inside cover with all the colors. Name all the colors from top to bottom.
- Take a picture walk through the Brown Bear book. Look at each page. Name the animal and the color for each.
- Read the book using a left to right sweeping motion while reading.
- Reread the book pausing before the next page to allow the children to name the next color and animal.

- Review the book by asking questions such as “What color was the cat?” “Which animal was black?” If language is an issue, use the pictures in the book for language support.
- Use handouts to review the colors and the characters in the story by taking turns and giving simple directions such as “Find the green frog,” “Point to the blue animal,” etc.

Math Objective: Children will correctly count objects 1-5.

Motor Skills Objective: Children will hop on one foot.

Teaching Procedures:

- Use various objects to count to five. The children will point, pick up or move each object and say the number. Ask the question, “How many did you count?” Use different numbers from 1-5 for the children to count.
- Use music to hop on one foot. As the group hops, count to 5. Switch feet and hop counting to 5. Change the number of times to hop using numbers 1-5.
- Use writing tools - begin to hold crayons, markers, pencils and pens correctly to draw/write. At this time there is no specific goal for a product, just explore the correct way to hold the tools.

Closure:

- Remind parents to encourage their child to look at them when the parent gives a simple command such as, “Bring me a pencil,” “Put your socks in the drawer,” etc.
- Use a box of 8 classic color markers at home to name the colors. Practice each day.
- Practice counting to 5. Count various groups of 5 objects at home such as beans, cotton balls, etc.
- Practice hopping on one foot. Change feet and hop again. Call out a number between 1-5 and hop that many times such as, “Hop 3 times.”

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Week # 3

Book of the Week: The Very Hungry Caterpillar by Eric Carle

Materials Needed:

- Book of the week, The Very Hungry Caterpillar
 - Variety of simple books for picture reading
 - Masking or painter's tape to put on floor
 - Cards with simple shapes (triangle, circle, square, rectangle)
 - Handout of shapes to trace
 - Pencils, crayons
-

Parenting Skill: Use polite words. Teach your child to use polite words such as: please, thank you, you're (you are) welcome. (Teach with parent and child)

Teaching Procedure:

- Ask your child for something like a cup by saying, "Please bring me a cup."
 - Say "Thank you" when the child brings it and the child responds with "You are (You're) welcome."
 - The child asks the parent for something such as, "May I have a marker please?"
 - The parent gives the marker, the child says "Thank you" and the parent says "You're welcome."
 - Encourage your child to look at you while making a request.
-

Reading Objectives: Children will pretend to read books by reading the pictures.

Social Skills Objective: Children will use polite words such as: please, thank you, you're welcome, excuse me.

Teaching Procedures:

- Bring the children to the group using the name cards.
- Use the book, The Very Hungry Caterpillar, to do a picture walk.
- Introduce the book, The Very Hungry Caterpillar. Look at the pictures on the front cover and read the title using left to right motion.

- Take a picture walk through the book. Look at each page. Tell about each picture. Use proper technique in handling the book and turning pages to take care of the book.
- Read the book using a left to right sweeping motion while reading.
- Allow each child to look through a book. Attempt to practice the polite words, “May I have a book, please?” When the child receives the book, they say, “Thank you” and the adult will respond “You’re welcome.”
- Give each child some time to look through a book or two taking time to look at each page. The adults can help build any language by asking a few questions such as, “What/Who do see on this page?” “What do you think might happen?” etc.

Math Objective: Children will identify and draw a circle, square, triangle and rectangle.

Motor Skills Objective: Children will walk a straight line.

Teaching Procedures:

- Identify each of the basic shapes with shape cards.
- Find any shapes in the room such as the door is a rectangle, the clock is a circle, the window is a square, etc.
- Look back through the book, The Very Hungry Caterpillar, to find some of the shapes.
- Put a line of masking tape on the floor for the children to walk a straight line (about 5 ft or so). Encourage them to walk heel to toe. Let each child have several turns. If there is no tape, use a tile floor or any other option.
- An extension of the activity could be made by making masking tape shapes on the floor (at least the square, rectangle, triangle). Walk the lines.
- Use pencils to trace shapes on a handout.

Closure:

- Remind parents to use polite words when making a request such as please and thank you.
- Review The Very Hungry Caterpillar book. Keep for the next week.
- Review the basic shapes. Send a set home to review each day. Look for shapes in the home.
- Practice looking at picture books at home and taking care of books.
- Practice walking a straight line at home. Walk heel to toe.

http://www.kidzone.ws/prek_wrksht/shapes/shapes-mixed5.gif

Ready For School!

Week # 4

Book of the Week: The Very Hungry Caterpillar by Eric Carle

Materials Needed:

- Book of the week, The Very Hungry Caterpillar
 - Variety of other simple books for the children to look at pictures and practice “reading” on their own
 - Cut out shape cards (circle, square, triangle, rectangle)
 - Paper to practice drawing shapes
 - Yard stick or some type of stick in to crawl under or tube through which to crawl
-

Parenting Skill: Take turns. Teach your child to take turns such as playing a game, standing in line, waiting for a snack, etc. (Teach with parent and child.)

Teaching Procedure:

- Play a modified game with several family members such as rolling dice or playing a card game where the child has to wait for a turn.
 - In a circle or around a table, one person starts the game and each person receives a turn to roll the dice or play a card.
 - Go around the circle several times, taking turns with each person.
 - In another situation, serve snacks to several people and have the child wait for a turn.
 - When the snack is served, encourage the child to say thank you.
 - Waiting for a turn in line is a very important skill at school such as waiting in line in the cafeteria or at the water fountain. This can be practiced with the family at the grocery store to check out or other situations where the family needs to wait in line.
-

Reading Objectives: Children will look at books and pictures on their own.

Social Skills Objective: Children will work cooperatively (listens to others, shares and takes turns).

Teaching Procedures:

- Bring the children to the group using the name cards.
- Reread the book, The Very Hungry Caterpillar. Look at the pictures on the front cover and reread the title using left to right motion.
- Pause before each page to ask what happens next.

- Allow each child to look through books. Encourage using the polite words, “May I have a book, please?” When the child receives the book, the child says, “Thank you” and the adult responds, “You’re welcome.”
- Give each child some time to look through books taking time to look at each page and the pictures on the page. The adults can continue to help build any language by asking a few questions such as, “What/Who do see on this page?” “What do you think might happen?” etc. *If language is limited, then add the language by stating what you see such as, “The caterpillar ate through four red apples,” etc.* Then allow the children to look at books by themselves. Take turns with a variety of books for about a 10 minute period. Even though the children are not “reading,” they are practicing pre-reading (literacy) skills which will lay the foundation for reading skills.

Math Objective: Children will identify and draw a circle, square, triangle and rectangle.

Motor Skills Objective: Children will crawl.

Teaching Procedures:

- Identify each of the basic shapes with shape cards. Practice making each shape in the air like “sky writing . . . pointer finger of dominate hand. *As the adult (or teacher) it is best for you to use your left hand while facing the children because the children will mirror you with the right hand unless you turn around to encourage using the right hand.*
- Revisit any shapes in room such as the door is a rectangle, the clock is a circle, the window is a square, etc.
- Attempt to use pencils to draw each shape on their own. The adults can name a shape and ask the child to try to draw it.
- Use a yard stick (or any type of stick about that length) for children to crawl under (or a tube to crawl through). Have the children practice taking turns while waiting in line to crawl under the stick or through the tube. A little music could make the activity more fun. You can encourage vocabulary by having the child crawl slow, fast, etc. Practice going to the end of the line to wait a turn to crawl.

Closure:

- Remind parents to encourage children to take turns or wait for a turn at home or in public places such as the grocery store.
- Review The Very Hungry Caterpillar book. Send book home this week.
- Review the basic shapes. Use a set of shape cards to review shapes each day. Look for shapes at home.
- Practice looking at and taking care of books at home. Look at each page and “pretend” to read the book.
- Practice crawling at home.

Ready For School!

Week # 5

Book of the Week: Brown Bear, Brown Bear by Eric Carle

Materials Needed:

- Book of the week, Brown Bear, Brown Bear
 - Simple puzzles, sequence cards or simple blocks to complete a task
 - Color squares to review colors in the Brown Bear story
 - Various shapes of different colors to sort by shape and color
 - Access to outdoor equipment or children songs to develop skills such as running, jumping, climbing, etc.
-

Parenting Skill: Ask for help. Teach your child to ask for help when needed. (Teach with parent and child.)

Teaching Procedure:

- Encourage your child to ask for help when needed such as: getting/zipping a jacket, putting on shoes, getting a drink of water.
 - If the child needs help with anything, encourage using words to ask for help such as, "Please help put on my socks/shoes" or "I need a drink of water, please."
 - Have the child practice saying thank you after the child gets help.
-

Reading Objectives: Children will tell or retell stories or everyday experiences.

Social Skills Objective: Children will stay with an activity until completion.

Teaching Procedures:

- Bring the children to the group using the name cards.
- Reread the book Brown Bear, Brown Bear. Look at the pictures again on the front cover and reread the title using left to right motion.
- Pause before each page to ask what happens next.
- Sing the Brown Bear story to the tune of "Twinkle, Twinkle Little Star."
- Review the colors in the story

- Allow each child to review the story with picture sequence cards from the Brown Bear story. Encourage the child to complete a task by putting all the cards in order until the story is finished.

Math Objective: Children will sort cards by shape and color.

Motor Skills Objective: Children will enjoy outdoor activities such as running, jumping, skipping.

Teaching Procedures:

- Review each of the basic shapes with shape cards.
- Review the colors in the Brown Bear story.
- Allow the children to sort various cards by shape, then by color.
- Allow the children to play outside for a brief period of time using outdoor skills such as running, jumping, climbing. If outdoor access is not available, have the children practice running in place, jumping, pretend climbing, etc. Using music can help the activity be more fun. Also, the music will reinforce the steady beat skill such as running in place, etc.

Closure:

- Remind parents to encourage children to ask for help using words when needed.
- Review Brown Bear, Brown Bear book. Send book home this week.
- Practice retelling the Brown Bear story or other stories. Also, tell about what was done during the day such as . . . First, I woke up. Then, I ate breakfast. Next, I went to play outside.
- Review the basic shapes and colors. Practice sorting at home by shapes and colors.
- Practice outdoor activities at a nearby park or playground. Remember to use parent supervision.

<http://mattbgomez.com/wp-content/uploads/2013/01/Brown-Bear-Sequence.pdf>

Ready For School!

Week # 6

Book of the Week: From Head to Toe by Eric Carle

Materials Needed:

- book of the week
- 10"-12" diameter rubber balls
- body part cards
- body parts coloring sheet
- number cards for 0 – 5

Parenting Skill: Safety skills- following directions: Teach your child to come to you when you call their name. (Teach with the parent and child.)

Teaching Procedures:

- Say your child's name
 - The child should come to you the first time you say their name
 - Give your child a hug
 - Practice this several times a day until the child automatically comes to you when you say their name.
-

Reading Objectives: Children will answer knowledge and comprehension questions about the book, From Head to Toe. Children will sing a song about body parts by echoing the teacher.

Social Skills Objective: Children will participate in clean-up activities.

Teaching Procedures:

- Read the book, From Head to Toe. Read the title and talk about the book cover. Read each page and have children do the action when you read the words, "I can do it." For example, when you read, "I am a penguin and I turn my head. Can you do it?" the children will turn their head when you read, "I can do it."
- After reading the book the first time. Show each page of the book and ask questions about which animal is on the page, the color of the animal, and the body part mentioned on the page. Ask questions until the children lose interest or become restless. This activity can be completed with the children standing.

- Sing a song to the tune of, “Here We Go ‘Round the Mulberry Bush.”
This is the way *I turn my head*, turn my head, turn my head.
This is the way *I turn my head*, early in the morning.
Other phrases to use: *I bend my neck, I raise my shoulders, I wave my arms, I clap my hands, I thump my chest, I arch my back, I wriggle my hips, I bend my knees, I kick my legs, I stomp my foot, I wiggle my toes.*
- Make cards with picture of body parts—head, neck, shoulders, arms, hands, chest, back, hips, knees, legs, foot. Review the cards with the children by having them repeat the word and point to the body part for each card. Give each child a card and ask for the card saying, “Please give me the hands,” “Please give me the knees,” until you have all the cards. If the children are more advanced, they can tell you which card they have in a complete sentence saying, “I have the _____.”
- Give each child a coloring sheet and have them color the body part following verbal directions: Color the arms brown, color the knees blue, etc. Worksheet attached.
- Ask children to clean up the area/table by putting the colors in the container and giving their picture to you or their parent.

Math Objective: Children will count and recognize the numbers 0 – 5.

Motor Skills Objective: Children will throw, kick, bounce, and catch a ball.

Teaching Procedures:

- Review the dots and numbers from the book, Count 1, 2, 3. Show children the numbers 0 – 5 on number cards. Count the dots on the cards each time. Worksheet attached.
- Count your fingers on each hand several times. Then show two fingers and count, “one, two,” and have the children do the same.
- Demonstrate throwing, kicking, bouncing, and catching a ball. Have children bounce a ball, count to five as they repeat the action. Utilize all the activities: throwing, kicking bouncing, and catching.
- Have children clean-up the area by putting the balls in a box or bag.

Closure:

- Remind parents to practice having their child come to them when they say/call their name.
- Practice pointing to and saying the body parts. Give each parent a set of body part cards.
- Practice counting to 5. Give each parent a set of number cards.
- Remind parents to use the book, Count 1, 2, 3, to reinforce numbers.

<http://www.123child.com/lessonplans/bookbased/fromheadtotoe.php>

Ready For School!

Week # 7

Book of the Week: From Head to Toe by Eric Carle

Materials Needed:

- book of the week
 - 10''-12'' diameter rubber balls
 - wet wipes
 - plastic spoons
 - yogurt or pudding cups
 - body parts cards
 - 0 – 5 number cards
-

Parenting Skill: Safety skills- following directions: Teach your child to hold your hand when you walk outside. (Teach with the parent and child.)

Teaching Procedures:

- Hold your child's hand every time you leave your house. Take your child's hand before you walk out the door.
 - Do not let the child run from you, always hold their hand. If you are holding another child, have the child that is walking hold-on to your skirt, dress, or pants. (Demonstrate how a child holds-on to a parent's clothing.)
-

Reading Objectives: Children will answer knowledge and comprehension questions about the book, From Head to Toe. Children will sing a song about body parts by echoing the teacher.

Social Skills Objective: Children will practice good hygiene habits and table manners.

Teaching Procedures:

- Read the book, From Head to Toe. Read the title and talk about the book cover. This is a re-read for the book. Read each page, have children do the action and echo when you read the words, "I can do it." For example, when you read, "I am a penguin and I turn my head. Can you do it?" the children will turn their head when you read, "I can do it" and echo, "I can do it." Review simple comprehension questions with the children, "What color is the gorilla?" "Which animals are brown?" etc.

- Play a game using body parts and motions:
 Leader: I can turn my head. Can you do it?
 Children turn their head and say, "I can turn my head."
 Continue the pattern with: bend my neck, raise my shoulders, wave my arms, clap my hands, thump my chest, arch my back, wriggle my hips, bend my knees, kick my legs, stomp my foot, wiggle my toes.
- Review the song to the tune of, "Here We Go 'Round the Mulberry Bush."
 This is the way *I turn my head*, turn my head, turn my head.
 This is the way *I turn my head*, early in the morning.
 Other phrases to use: *I bend my neck, I raise my shoulders, I wave my arms, I clap my hands, I thump my chest, I arch my back, I wriggle my hips, I bend my knees, I kick my legs, I stomp my foot, I wiggle my toes.* New phrases: *touch my nose, wave my hands, touch my toes, touch my elbows, and wiggle my fingers.*
- Using the body parts cards, review the cards with the children by having them repeat the word and point to the body part for each card.
- Teach children to wash their hands. Use a sink with running water or wet wipes if running water isn't available. Have children sit at a table, give each child a small cup of yogurt or pudding, a plastic spoon, and a napkin. Teach the children to use the spoon to eat and a napkin to wipe their mouth. Do not let the children get up from the table until you tell them to get up. (This is a very important skill for success in school!)

Math Objective: Children will put objects in order from small to large and large to small.

Motor Skills Objective: Children will build using blocks.

Teaching Procedures:

- Show children three objects of three sizes: small, medium, and large. Put the objects in order several times, say the size each time and have the children repeat. You can use blocks, pencils, bowls, balls, any objects of three sizes. Then give three students each an object and let them put the items in order from small to large, then large to small.
- Open a container of blocks (wooden or homemade) and show the children how to build an object using the blocks. Then let them build, practicing the skills of sharing and taking turns. Demonstrate phrases for the parents, such as: "I like the way you made the house." "I like the way you are sharing with_____." "I like the way you are taking turns with_____." "You are building a nice_____."

Closure:

- Remind parents to hold their child's hand any time they leave their house.
- Practice counting to 5 – give each parent a set of number cards. Tell parents to practice counting food before a child eats the food. Ex: Five pieces of apple, 5 pieces of cereal, 5 cubes of cheese, etc.
- Practice hand washing. Have children wash their hands before they eat and have them use a spoon for mushy, wet foods. Remind parents to have their child stay at the table or remain seated on the floor until they finish eating or until the parent gives permission for the child to get up.

Ready For School!

Week # 8

Book of the Week: Make a book of pictures cut from magazines.

Materials Needed:

- pictures cut from magazines
 - white paper
 - glue sticks
 - markers
 - shirts, shorts, socks
 - blocks
 - various sized objects for math which can be categorized: large, medium, small
-

Parenting Skill: Teach parents how to use a, “First-Then,” statement. (Teach with parent and child.)

Teaching Procedures:

- First eat your food, then you can play.
 - First pick up your toys, then you can watch television.
 - First _____, then you can _____.
-

Reading Objectives: Children will make a book using pictures from a magazine. Books will have a theme such as: clothing, food, nature, logos, places, etc.

Social Skills Objective: Children will dress themselves by practicing putting on a shirt, shorts, and socks.

Teaching Procedures:

- Read a pre-made theme book made from pictures cut from a magazine.
- Have the parent and child pick a theme: clothing, food, etc. Then they will take 3 pieces of white paper and fold horizontally (hamburger fold). Staple the fold of the paper like a book. Be sure the book is held with the fold on the left. Write a title on the cover page such as: Child’s name Book of Food. Show the child and parent how to glue 1 or 2 pictures on each blank page. If possible, help the parent label the

picture in English and/or home language. Have the parent and child read the book together several times.

- Teach children to dress themselves using a song to the tune of, “Mary Had a Little Lamb.” Using clothing you have brought, have children put a shirt, shorts, and socks over their clothing. Sing the song as they dress.

*I can put on my shirt, on my shirt, on my
shirt. I can put on my shirt. I can dress
myself!*

Other verses: I can put on my shorts, I can put on my socks.

Math Objective: Children will put objects in order from small to large and large to small.

Motor Skills Objective: Children will build using blocks.

Teaching Procedures:

- Show children three objects of three sizes: small, medium, and large. Put the objects in order several times, say the size each time and have the children repeat. You can use blocks, pencils, bowls, balls, any objects of three sizes. Then give three students each an object and let them put the items in order from small to large, then large to small.
- Open a container of blocks (wooden or homemade) and show the children how to build an object using the blocks. Then let them build, practicing the skills of sharing and taking turns. Demonstrate phrases for the parents, such as: “I like the way you made the house.” “I like the way you are sharing with.” “I like the way you are taking turns with_____.” “You are building a nice_____.”

Closure:

- Remind parents to let their child put on their clothes with minimal assistance.
- Ask parents to read the book they made at least one time daily with their child.
- Show parents how to make blocks out of food boxes so their child can build with blocks. Using an empty food box: cereal, macaroni, pudding, cake mix, etc. Tape closed the open end and cover with colored paper, if desired. Boxes can be painted with tempera paint or covered with wide, colored tape.

Ready For School!

Week # 9

Book of the Week: Five Little Monkeys Jumping on the Bed by Eileen Christelow

Materials Needed:

- book of the week
 - Fruit Loops cereal
 - Dixie cups
 - Picture cues for toileting
 - Colored construction paper
-

Parenting Skill: Structured Schedule (Teach with parent and child.)

Teaching Procedures:

- Give parents the template for a structured schedule for their child.
- Talk about the importance of a schedule, especially when the child starts school.
- Teach the parents and children about a daily schedule—Going to School, by role playing the following story. Read/tell the story and do the actions.

Going to School

When I go to school, first I will get out of bed,
then I will go to the bathroom, wash my hands and face, comb my hair, and
put on my clothes. Next, I will eat breakfast, then brush my teeth. I will get
my backpack and walk to school with my mother.

After school I will do my homework, play inside, and eat dinner. After I eat
dinner, I will take a bath, brush my teeth, and go to bed. Tomorrow is another
school day!

- Have the parents complete the schedule in pencil, modify the schedule during the week and bring the schedule back to the next class.
-

Reading Objectives: Children will understand basic commands using the book of the week as a model.

Social Skills Objective: Children will understand the basic hygiene rules for toileting: sit/stand, flush, wash, go (leave the restroom).

Teaching Procedures:

- Take a picture walk through the book, Five Little Monkeys Jumping on the Bed, and talk through the pictures and actions. Read the book again and have the children do the motions/actions. Sing through book using the songs/fingerplay.
- Play a game by giving students simple commands and have them do the actions: sit down, stand up, put your hands over the table-under the table, stand on one foot, touch your knees, etc.
- Have students role play going to the restroom: sit/stand, flush, wash, go. Put the boys in one group and the girls in another for the role playing. Everyone pretend to sit/stand, flush, wash, go (leave). Use the picture cues provided.

Math Objective: Children will compare the size of groups of objects using: more, less, and same as.

Motor Skills Objective: Children will use scissors to cut a straight line.

Teaching Procedures:

- Show children two groups of Fruit Loops cereal or any other manipulative. Keep the groups small using 1 – 5 objects. Talk about the groups: Which group has more? Which group has less? How can we make the groups the same?
- Give each child a small cup of cereal (Dixie cup); ask them to make a group of two and a group of three, one and four, three and five, etc. Ask questions about the groups: Which group has more/less? How many red/blue/yellow?
- Children can eat the cereal after the activity.
- Show children a pair of scissors and show them how to cut paper. Give children a piece of paper with straight lines and have them practice cutting on the lines. Talk about scissor safety: cut only paper with permission, never run with scissors, always walk with the points toward the floor.

Closure:

- Remind parents to use a structured schedule with their child. The child needs to be up by 9:00 a.m. on non-school days and 7:00 a.m. on school days. Children need to be in bed by 8:00 p.m.
- Parents need to practice using the words: more, less, same. This can be done in normal conversation when the child is playing, eating, or helping in the kitchen.
- Continue to use numbers 0 – 5. Jump 5 times, hop on one foot 2 times, clap your hands 3 times, etc.
- Watch the YouTube video, Five Little Monkeys Jumping on the Bed https://www.youtube.com/watch?v=PRWH9sw_98E

Ready For School!

Week # 10

Book of the Week: The Big Fat Hen by Keith Baker

Materials Needed:

- The Big Fat Hen
 - Empty Egg Cartons and Plastic Eggs or other objects to sort and count
 - Coloring sheet of hen and her eggs
-

Parenting Skill: Follow directions using verbal commands with gross motor activity words, i.e. Clap your hands 3 times, hop on both feet 2 times, etc

Teaching Procedures:

- Demonstrate with the child using verbal command to follow directions.
 - Encourage the parents to practice with their children at home.
-

Reading Objective: Recognize numbers in print, Recognize directionality of print – left to right

Social Skills Objective: Recognize and respond to name in print.

Teaching Procedures:

- Emphasize left to write directionality while reading the story by tracking the print with your finger or hand.
- Have children respond to the story with actions in the story ex. Buckle my shoe
- Encourage the children to repeat the number sequence, “One, Two, buckle my shoe,” three, four.....”
- In large group display a child’s name and have them stand up and sit down.

Math Objective: Sort objects by color, count and determine more/ less or the same.

Motor Skills Objective: Count using gross motor activities – Clap, Stomp, Hop, cross-midline with arms, feet

Teaching Procedures:

- After reading the book, The Big Fat Hen, practice counting the eggs in the story using one to one correspondence. Touch the eggs when counting.

- Using plastic eggs, sort by color and count the number of eggs for each color. Using the egg carton, place one color in the top row and another color in the bottom row to compare more/less or the same. Practice this in large group and then give each child/parent a carton of eggs to practice sorting, counting and comparing.
- With music, practice using gross motor skills to clap and/or hop to the beat at designated number of times. Ex. Clap four times, hop two times

Closure:

- Review the rhyme in The Big Fat Hen.
- Remind parents to use verbal commands to help children follow instructions.
- Encourage parents to practice counting objects in their homes.

Ready For School!

Week # 11

Book of the Week: The Wheels on the Bus by Raffi

Materials Needed:

- The Wheels on the Bus by Raffi
 - Pincer tools and small objects to pick up
 - Variety of objects/manipulatives to count
 - Lined number sheet with outlined numbers 1-5 to trace
 - Numbers 1-5 written on sandpaper
-

Parenting Skill: Teach the pincer skill and transfer that to using utensils at home such as fork or spoon.

Teaching Procedures:

- Use various tools such as tweezers, clothes pins, chip bag clips to teach the pincer grip (the thumb and first two fingers). Practice picking up small objects such as cotton balls, beans, cereal, macaroni, etc.
 - Use the thumb and first two fingers to pick up small objects and move from left to right and place in a cup.
-

Reading Objective: Retells the story by singing the song with the book

Social Skills Objective: Practice standing in line and waiting a turn

Teaching Procedure:

- Read the book The Wheels on the Bus. Do a picture walk through the book and discuss each action in the order presented in the book.
- Sing the song according to the text with actions.
- Pretend to drive the bus around the room, have children stand in line and wait their turn to “board the bus”. Once all the children are on board, drive the bus around the room singing the song and using the actions.

Math Objective: Practice tracing numbers 1-5

Motor Skills Objective: Use pincer grip to hold a writing utensil and practice writing numbers.

Teaching Procedures:

- Practice counting a variety of objects and manipulatives up to 5.
- Begin by having children trace with their finger over the numbers 1-5 written on sandpaper.
- Use the pincer grip to hold a writing utensil to trace over the numbers 1-5 on a reproducible sheet. The goals are for the children to begin learning to hold the writing utensil correctly and to develop the concept of number formation.

Closure:

- Review the Wheels on the Bus and actions in the book.
- Encourage the parents to have the children count and use the pincer grip to move small everyday objects at home.
- Wheels on the Bus by Raffi <https://www.youtube.com/watch?v=8d8Vo72Kbrk>

Ready For School!

Week # 12

Book of the Week: 10 Hungry Rabbits by Anita Lobel

Materials Needed:

- Book of the week, 10 Hungry Rabbits
 - Flash cards of vegetables from book, a pot and wooden spoon for retelling story
 - Medium size balls
 - Reproducible coloring sheet of vegetables
 - Crayons or Markers
-

Parenting Skill: Use/reinforce polite words, “Please, Thank you, May I...”

Teaching Procedures:

- Model using the polite words during class time such “please, may I have a _____ (marker, pencil, book)” and saying “thank you” when someone gives the item. There may not be enough language to use “please, may I...” but most children can respond with “thank you” when receiving something such as a book at the end of class.
 - Encourage parents to use polite words at home.
-

Reading Objective: Children will retell the story identifying number, color and name of the vegetable.

Social Skills Objective: Children will take turns retelling the story with props.

Teaching Procedures:

- Bring the children to the group using the name cards.
- Read the book 10 Hungry Rabbits.
- Give each child a card with a vegetable on it. Help each child express one characteristic of their card such as the number, color or name of the vegetable.
- Take turns placing the vegetable in the pot as the story is retold.
- Pretend to eat the vegetable soup as illustrated in the story.
- Reinforce names of colors of vegetables used in the story by having the children color a vegetable coloring sheet. Talk about the colors and vegetables.
- Sing the clean-up song as the children put away their colors.

Math Objective: Children will identify numbers in the story such as 10 rabbits, 7 mushrooms, etc.

Motor Skills Objective: Children will practice bouncing and catching the ball.

Teaching Procedures:

- Review the numbers in the story using the vegetable flashcards.
- Ask questions such as, “How many potatoes were in the story?”
- Count and hand out the balls.
- Instruct children to bounce the ball a specified number of times using the numbers one to ten.
- Have children clean up the area by putting the balls in a box or bag.

Closure:

- Remind the parents to practice using feeling words for communication with their child.
- Review either the numbers or colors in the 10 Hungry Rabbits book. Send the book home.
- Encourage the parents to practice with their child naming colors and numbers of objects in the home.

Ready For School!

Week # 13

Book of the Week: Ten Apples on Top by Dr. Suess

Materials Needed:

- Ten Apples on Top by Dr. Suess
 - Reproducible Counting tree book
 - Apple or dot Stickers or ink pad to make fingerprint apples
 - Apples or representative objects for counting and retelling story
-

Parenting Skill: Practice asking for help (Please help me....)

Teaching Procedures:

- Model asking for help when needed such as tying a shoe, zipping a jacket or buttoning a shirt. “Please help me tie my shoe, please help me zip my jacket.....”
 - Encourage the parents to pause before helping to encourage the child to ask for help.
-

Reading Objective: Retell the story

Social Skills Objective: Take turns adding apples one at a time into a basket.

Teaching Procedures:

- Before reading, talk about the front cover – characters, count apples, etc.
- Read the book, Ten Apples on Top.
- Talk about the numbers in the book – Emphasize the adding of each apple by counting top to bottom.
- Recreate the story having each child add an apple(ball or another representative object) to a basket.

Math Objective: Use one to one correspondence/association; Make sets corresponding to the correct number.

Motor Skills Objective: Practice fine motor skills using stickers. Each child will make a sticker book.

Teaching Procedures:

- Explain the procedure for making individual ten apples on top booklet.
- The children should place the number of apples on the tree to correspond with the numeral at the base of the tree. This could be apple stickers, dots or fingerprints.
- Have the children read their booklets by counting the apples on each page.

Closure:

- Review the book and emphasize the number order of the apples on top.
- Encourage counting ten various objects at home.
- Practice asking, "Please may I have a book?" After giving the child, Ten Apples on Top encourage, the child say thank you.

Ready For School!

Week # 14

Book of the Week: Shapes, Shapes, Shapes by Tana Hoban

Materials Needed:

- Shapes, Shapes, Shapes by Tana Hoban
 - Wall chart of shapes or large shape cutouts
 - Pre-cut shapes circle, rectangle, square, and triangle to be used to make a picture
 - Construction paper and glue sticks
 - Scissors and lined paper to practice cutting
-

Parenting Skill: Use first/then statements while using a schedule. “First brush your teeth, then go to bed.”

Teaching Procedures:

- Talk about the schedule you follow in class. First we did a puzzle, then we cleaned up. First we sing songs then we read stories. First we clean our hands, then we eat our snack.
 - Encourage parents to use first/then statements with the children in everyday activities such as, first we eat breakfast, then we brush our teeth. First we put on our socks, then we put on our shoes. First we put on our coat, then we go outside.
-

Reading Objective: Introduce environmental geometric shapes.

Social Skills Objective: Take turns finding environmental geometric shapes in the room.

Teaching Procedures:

- Introduce shapes with a wall chart or cut out shapes, identifying the shapes to look for in the book.
- Do a picture walk through the book, Shapes, Shapes, Shapes.
- Identify objects on each page and discuss the various shapes in each picture, ex. This is a sailboat, it has two triangles. This is a firetruck. We see squares, rectangles, and circles. The ladder has triangles. You are teaching the child to see geometric shapes within the environmental picture.
- Transfer the concept in the book to shapes in the classroom. This is a window. The window is a rectangle. Other shapes might include door, clock, clothing items, etc.
- Take turns asking each child to find a shape in the classroom.

Math Objective: Use shapes to make an environmental picture such as a house or flower.

Motor Skills Objective: Use fine motor skills to glue shapes and to cut strips of paper. Practice walking a straight line.

Teaching Procedures:

- Demonstrate making a flower or house with pre-cut shapes.
- Begin by putting the glue on a pre-cut shape and placing it on a 9x12 sheet of construction paper. Continue adding shapes to finish the picture.
- Have the children follow the example and create their own picture using shapes.
- After they complete their picture, use scissors to practice cutting on lined paper.
- Use masking tape to create large shapes on the floor...rectangle, triangle, square. Say the name of the shape and how many sides the shape has as the children walk the lines of the shape.

Closure:

- Review the names of the shapes using a chart or cut-out shapes.
- Encourage children and parents to look for shapes outside and in their homes.
- Review first/then statements First we will give you a book and then you will go home.

Ready For School!

Week # 15

Book of the Week: Head to Toe by Eric Carle

Materials Needed:

- Head to Toe by Eric Carle
 - Wall chart of geometric shapes or large geometric shape cutouts
 - Pre-cut Rectangles, Squares, Triangles and Circles out of construction paper
 - Blank Paper, Glue Stick and Scissors
-

Parenting Skill: Practice hand over hand for teaching a fine motor skills – cutting, drawing & coloring.

Teaching Procedures:

- Demonstrate using parent’s hand over child’s hand to trace over a page of shapes.
 - Demonstrate using parent’s hand over child’s hand to cut strips of paper.
 - Encourage parents to help guide the child’s hand rather than doing the work for him/her.
-

Reading Objectives: Name the body parts through story and song .

Social Skills Objective: Responds to request when called by name, Can you do it?

Teaching Procedures:

- Reread the book From Head to Toe.
- Name the body parts with corresponding action in the story.
- Call each child by name and ask them to respond to the action question, “Can you do it?”

The child can respond, “I can do it!” and/ the appropriate action.

- Sing to the tune of “Here we go around the Mulberry Bush” as in week 6. This is the way I turn my Head...

Math Objective: Use shapes to make a person.

Motor Skills Objective: Use scissors and glue sticks.

Teaching Procedures:

- Demonstrate making a person with pre-cut shapes from Head to Toe, top to bottom.
- Begin by putting the glue on a pre-cut shape and placing it on a 9x12 sheet of construction paper. Continue adding shapes to finish the picture.
- Have the children follow the example and create their own person using shapes.
- Draw a face and hair on their person.
- After they complete their picture, use scissors to practice cutting on lined paper.

Closure:

- Review body parts.
- Sing with actions head, shoulders, knees and toes.
- Encourage parents to practice hand over hand activities with their children.

Ready For School!

Week # 16

Book of the Week: The Feelings Book by Todd Parr

Materials Needed:

- The Feelings Book by Todd Parr
 - Feelings reproducible cards with faces – happy, sad, angry, and silly; take home set for each child
 - Set of cards with 2 matching faces of each feeling to play memory games
 - The Way I Feel reproducible page
 - Crayons or Markers
-

Parenting Skill: Use feeling words for communication

Teaching Procedures:

- Encourage your child to use feeling words to express themselves, “I am happy when I have a snack.” “I’m sad when I hurt myself outside.”
 - Use words rather than negative reactions to solve problems or physically responding, “I am mad when my friend takes my snack.”
-

Reading Objective: Respond to feelings – happy, sad, angry, silly

Social Skills Objective: Take turns

Teaching Procedures:

- Read the book, The Feelings Book.
- Have the children take turns and mimic the feelings shown in the book with facial expressions.
- Introduce the feeling cards – happy, sad, angry silly.
- Sing using the feeling cards, “If you are _____ (happy, sad , angry, silly) and you know it make a _____ face” Repeat the chorus using the various feelings.

Math Objective: Match feeling face cards.

Motor Skills Objective: Practice hopping on 2 feet, 1 foot, introduce skipping

Teaching Procedures:

- Play a memory game with the feelings cards. Pair children in groups of two.
- Take 2 sets of the 4 feeling cards introduced earlier, mix and lay them face down on the table. Turn over one card and name the feeling. Look for the matching card. Turn over a second card and name the feeling. If the cards match, remove the matching cards. If not, turn the cards back over and it is the next child's turn. Continue playing until all 4 matching feelings have been found. Repeat game as time allows.
- With the large group, demonstrate how to complete the face on The Way I Feel Reproducible. Select a feeling to draw on the face.
- Each child can select a feeling to draw on their face. Using marker or colors, have the child draw the face to complete the picture. Write the name of the child and the name of the feeling on the sheet.
- Have the children hop on two feet like a rabbit or a frog. Practice hopping in place, then forward. Have them try to hop on one foot. If the children are hopping proficiently, using music, introduce skipping. Have the children skip in a circle around the room.

Closure:

- Review feelings by showing a feelings card and having the children name the feeling.
- Have a child select a feeling card and then sing, "If you are _____ and you know it, make a _____ face." Make an appropriate face for the feeling.
- Encourage parents to help the children learn to name the feelings on the cards. This will help them express their feelings with words.

Ready For School!

Week # 17

Book of the Week: The Feelings Book by Todd Parr

The Way I Feel by Janan Cain For enrichment only

Materials Needed:

- The Feelings Book by Todd Parr
- The Way I Feel by Janan Cain
- Paper Plates for making feeling faces
- 8 Classic color Markers
- Feelings reproducible cards with faces - afraid, excited, surprised, worried, take home set for each child

Parenting Skill: Emphasize to the parent that she/he needs to hold the hand of the child in public places such as a store, crossing the street, or in a parking lot.

Teaching Procedures:

- When moving from table time to large group time, the child waits and comes together with the parent.
- When preparing to leave class, practice holding the parent's hand and waiting to go outside.

Reading Objectives: Respond to feelings- afraid, excited, surprised, worried. Children will understand basic feeling words and will be able to express their feelings using facial cues.

Social Skills Objective: Children will be able to express their feelings using a simple sentence: I'm happy. I'm sad. I'm angry.

Teaching Procedures:

Reread The Feelings Book and review last week's feelings.

- Read the book, The Way I Feel. Read through the book the first time and talk about each page. Read again and have the children mimic the facial cues of the feelings. Have the children say the feeling word when mimicking the facial cue.
- Play a game by giving each child a "feeling card." Have the child make the facial cue when saying the sentence, "I feel _____." Use the question, "How do you feel?" when playing the game.

Math Objective: Make patterns with feeling faces

Motor Skills Objective: Practice fine motor skills by drawing feeling faces.

Teaching Procedures:

- Layout this week's feeling cards. Take a second set of cards and have them name and match the feeling faces.
- Demonstrate how to make a paper plate feelings face. Give a paper plate to each child and have each child make a feelings face.

Closure:

- Review all of the feelings cards and have children make the appropriate face.
- Take turns showing and sharing each child's feeling face.
- Remind children to stay with their parents and remind parents to hold their children's hand as they leave.
- Make parents aware of the YouTube video of The Way I Feel.
<https://www.youtube.com/watch?v=Ks3lNr6moM>

Ready For School!

Week #18

Book of the Week: Chicka Chicka Boom Boom by Bill Martin and John Archibald

Materials Needed:

- Chicka Chicka Boom Boom by Bill Martin and John Archibald
 - Alphabet Chart and an additional chart cut into strips with 3 letters each or sentence strips
 - Balls for practicing gross motor skills
 - 2 sets of Alphabet cards to be used in memory game
-

Parenting Skill: Practice identifying the order of the alphabet.

Teaching Procedures:

- During class, use the alphabet chart to identify the order of the letters of the alphabet.
 - Encourage parents to use the alphabet chart on the front pages of the Chicka Chicka Boom Boom book to state the alphabet order. At home, sing the traditional Alphabet Song for the order of the letters.
-

Reading Objective: Introduce the Alphabet order

Social Skills Objective: Take turns ordering the alphabet A-Z in groups of 3 letters

Teaching Procedures:

- Use alphabet chart to introduce the letters of the alphabet. "Read" the chart using a pointer for each letter moving left to right and top to bottom.
- Read the book, Chicka Chicka Boom Boom, to reinforce the order of the letters in the book. View the letter order in the book on the inside front cover. Point and read all the letters again, moving left to right and top to bottom.
- Use sentence strips to make groups of letters in the alphabet such as a b c; d e f; g h i; etc or cut an alphabet chart to make strips to put in order.
- Cut the strips apart in order to take turns putting the groups of letters in alphabet order. Using a small pocket chart is helpful in displaying the groups in order.

Math Objective: Play memory game with any 6 letters.

Motor Skill Objective: Practice gross motor skills...over and under using a ball.

Teaching Procedures:

- Using two sets of any 6 letters of the alphabet, make a memory game to match the letters. With a partner, the children will play the memory game by turning over two cards at a time to find a match. Play several times, mixing the cards up for a new game each time.
- Make a line. Practice the concept of over and under, by passing a ball down the line stating over and under as the ball is passed from one child to the next.

Closure:

- Reread the book Chicka Chicka Boom Boom.
- Emphasize the order of the alphabet in the book Chicka Chicka Boom Boom. Encourage parent and child to read the book together many times or at least name the letters in the book as best they can.
- Sing the traditional ABC song, pointing to the letters on the alphabet chart to emphasize the order of the letters.
- Encourage the parents to sing the Alphabet Song with the children several times during the week.

Ready For School!

Week #19

Book of the Week: Dr. Suess's ABC by Dr. Suess

Materials Needed:

- Dr. Suess's ABC by Dr. Suess
 - Alphabet Chart
 - Large cards with letters that look similar in the upper and lower case ex. C c P p U u
 - Several sets of dominoes
-

Parenting Skill: Practice identifying the beginning letter of everyday objects ex. – Book begins with the letter B, Apple begins with the letter A

Teaching Procedures:

- During class, demonstrate identifying the first letter of the name of objects used in the classroom such as markers begin with M, crayons begin with C, etc.
 - Encourage parents to find everyday objects used in the home to identify the first letter. See some examples above. Include other examples such as rice begins with the letter R, fish-F, dog-D, girl-G, pencil-P.
-

Reading Objective: Introduce the concept of uppercase (big) letters and lowercase (little) letters

Social Skills Objective: Take turns matching uppercase and lowercase letters, beginning with similar looking letters U u V v Z z S s, etc.

Teaching Procedures:

- Review the order of the alphabet with an alphabet chart.
- Using the alphabet chart, introduce the concept of uppercase and lowercase letters.
- Read the book, Dr. Suess's ABC. The book uses the words big and little to describe the capital and lowercase for each of the letters. Identify the picture that matches the letter as stated in the book.
- Using a small pocket chart, take turns matching capital and lowercase letters that look similar such as C c, V v, S s, U u, Z z, etc.

Math Objective: Play dominoes matching the number of dots

Motor Skills Objective: Participate in the ABC songs with actions ex. – ABC Disco Song by Jim Hartmann

Teaching Procedures:

- Sing an Alphabet Song using motions such “ABC Disco” by Jack Hartmann,” Lettercise” by Dr. Jean or the traditional “Alphabet Song”, touching head, shoulder, knees and toes for each letter while singing.
- In pairs, play dominoes matching the same number of dots on each domino. Using regular sets of dominoes, count and match the dots.

Closure:

- Read the alphabet chart again using a pointer. State uppercase or lowercase for each letter as well as the object that begins with the letter such as uppercase A, lowercase a, apple, etc.
- Sing an alphabet song again and point to the letters on the chart again.
- Encourage parents read the book Dr. Seuss’s ABC. If the parent has a difficult time reading the text, at least have the parent and child say each letter in the book.
- Count to 10 together. Use numeral cards to count to a specific number. Ex: show and say the number 6 and count to six.

Ready For School!

Week #20

Family Reading Fair –

This will celebrate the end of the Ready for School program and the joy of reading. One can be as creative as one likes on this day.

The basis of the family reading fair is that each child receives a small bookcase that they can decorate with foam stickers that are numbers, letters, and shapes. Personalizing the bookcase assures that the family will take pride in it, keep it in their home, and use it for books. Each child will have the opportunity to select donated, gently used, age-appropriate books, which he/she can take home and put on the bookcase.

There is no set teaching planned for this day but one could review favorite books and songs from the Ready for School Program or have other books read aloud.

We think it is significant to present each child with a certificate of participation in the Ready for School Program and thank the parents for working with the children.

This is an excellent opportunity to get churches, schools, and/or other organizations involved in donating the books and constructing the bookcases.

One might invite an outside group to host the event with snacks and decorations. Volunteers can sit with the children and read the newly selected books. Youth might enjoy dressing up as characters from a book and interacting with the children. One could also have special games or activities based upon some of the books.

More ideas for the family reading fair as well as the pattern to make the small bookcases can be found at <http://www.literacyconnexus.org/get-involved/books-for-the-border/>