

Goals	Approx. Time	Date:
Greeting <ul style="list-style-type: none"> Building Relationship with Family 	3 min	Greet family using the parent's and child's names
Warm up <ul style="list-style-type: none"> Connection to previous session Get parents involved Today's target skill(s): <ul style="list-style-type: none"> <input type="checkbox"/> Preposition(s) <input type="checkbox"/> Counting <input type="checkbox"/> Emergent Writing <input type="checkbox"/> Shapes <input type="checkbox"/> Scissors Skills 	5 min	Game/song/activity to review or practice:
Emergent Reading <ul style="list-style-type: none"> Today's target comprehension question(s): <ul style="list-style-type: none"> <input type="checkbox"/> Points to nouns <input type="checkbox"/> Names nouns <input type="checkbox"/> Points to action <input type="checkbox"/> Names action <input type="checkbox"/> Retell-What did you think? <input type="checkbox"/> Retell-What happened? 	Intro: 3 min	Story:
	Read and Ask: 5 min	Introduce Story:
		1st-Read to Enjoy 2nd-Read and ask questions for comprehension
Follow up Activity <ul style="list-style-type: none"> Connect to the story Include opportunity to make choices Today's target skill(s): <ul style="list-style-type: none"> <input type="checkbox"/> Prepositions <input type="checkbox"/> Counting <input type="checkbox"/> Emergent Writing <input type="checkbox"/> Shapes <input type="checkbox"/> Scissors Skills 	5-8 min	Materials:
		Activity:
Closing/Talk with parent before Closing <ul style="list-style-type: none"> Engage child in cleanup process Use parent/child names when saying good-bye 	5 min	(Parent Topic as needed)
		Reminder for parent about the date and time of next session



NEW YORK STATE MIGRANT EDUCATION PROGRAM

Supplies and Supporting Ideas for Early Childhood Lesson: *"Picking Apples"*

PER EDUCATOR

- Story: A-Z Reader, Level aa: "Picking Apples" (English) "Recolectamos manzanas" (Spanish)
- Three Little Apples-Counting Rhyme
 - Say and act out the counting rhyme with student

PER STUDENT

Supply list plus suggestions on ways to differentiate, or modify the activity for different students, depending on a student's experience with individual skills, such as shapes, scissors, and handwriting.

Warm Up

- **Student Handout: Sorting Circles**
 - Scissors to cut cards apart (or pre-cut)
 - **For beginners with shapes:** use the simplest shapes and photos
 - **For students more experienced with shapes:** Add the letters and the photos with combinations of shapes
- **Student Handout: My Circle Poster**
 - Select the language(s) for your families (available in English, Burmese, Karen, and Spanish)
 - **With students who are beginners with shapes:**
 - Beginners may need 2-3 weeks of sorting the shape before being ready to make the poster
 - let student select four (4) shapes/pictures from his/her "rectangle" group to glue to the poster
 - Label with word the student uses to name the pictures
 - 4 Straight sides; sometimes same size, sometimes one side is bigger
 - **With students who have more experience with shapes:** use one or two of the pictures, then look around room for examples to draw
 - Label with word the student uses to name the picture
 - Discussion about squares being special rectangles
 - Glue, pencil or marker

Reading

- **Apple to eat, if possible**
 - Wipes to clean hands after eating
 - Substitute with picture of apple from book (page 10), if real apples are not available

Follow up Activity

- **Student Handout: Apples in Basket**
 - Choice of construction paper
 - Crayons, scissors, glue stick
 - Tree: (2) 1-inch strips of green paper to make leaves in tree
 - **With students who are beginners with scissors:** hold strip for student, while student cuts; students often start holding the scissors with two hands. As student gains experience, help them shift to holding the scissors in one hand.
 - **When students have experience with scissors:** transition student to holding the strips in one hand and cutting with the other.
 - Apples and basket: ask student to select crayons and color basket, apples
 - Ask student to select a crayon for you to color an apple or basket
 - Cutting apples and baskets
 - **Beginners with scissors:** as they finish coloring, ask which apple you can cut out first, second, third...
 - **Experienced with scissors:** when they start cutting, ask if student wants you to cut some.
- **Paper to practice writing letters/name**
 - New piece of paper or can write on the back of the craft
 - Jumbo pencil or pencil with a grip or a crayon
 - Have student draw circles and curves
 - Write student's first name on paper
 - Students finds any letters in their name made with a circle or curve (for example: o, c, e, b, P, g, Q, d)
 - **Beginning Handwriters:** Educator writes letter(s) identified, one at a time, for student to trace.
 - **Medium Handwriters:** Educator writes letter(s) identified, one at a time, for student to copy.
 - **Experienced Handwriters:** Student selects letter(s) in name to practice writing and works on writing name.
 - This student might be ready to learn a new letter that is not in their name, from the group of circle/curvy letters. Especially if it is a letter in their middle or last name. Show student a sample and ask them to select which ones they want to try. Use letter names and share any connection to the student's full name.

PER FAMILY TO KEEP (when possible)

- Information for Parents-Shapes (handout in home language of family-English, Burmese, Karen or Spanish)
- Parent Handout: Three Little Apples Counting Rhyme and Information about Rhyming
- **NOTE:** You will want to give the handouts to parents as you are working with the student about the shapes and rhymes. Then talk with the parent at the end if there is more to share.

Finding the Story, “Picking Apples” (Spanish Title, “Recolectamos manzanas”)

- This is a Level “aa” book from the Reading A-Z website.
 - The website has a 14-day free trial period, with limited access to the book titles.
 - Otherwise, one needs to purchase a license to use for one year
 - If this story is unavailable, substitute with another story with apples and adjust questions about the story to fit.

WORKING WITH ENGLISH LANGUAGE LEARNERS AND MULTILINGUAL LEARNERS

Excerpt from the New York State Next Generation English Language Standards (page 11):

- “ELLS/MLLs can receive home language supports and be provided opportunities to demonstrate skills in their home or primary languages to indicate mastery of the linguistic concepts and skills embedded in the ELA standards.”

The chart below identifies guidance for instructional and resource choices taken from the ***Culturally Responsive School Walkthrough Tool*** developed by the Hudson Valley RBERN (December 2017).

Inclusive and Integrated Curriculum Resources	
<i>Guidance</i>	<i>Intended for this lesson</i>
<ul style="list-style-type: none"> • Representative of diverse students 	<ul style="list-style-type: none"> ✓ People in pictures represents some students in MEP, but not all.
<ul style="list-style-type: none"> • Nurture students’ diverse identities 	
<ul style="list-style-type: none"> • Include figures from various countries, backgrounds 	<ul style="list-style-type: none"> ✓ pages include photos of people from various backgrounds
<ul style="list-style-type: none"> • Include identities from various countries and backgrounds who have made important contributions to math, science, history, literature, arts... 	
<ul style="list-style-type: none"> • Include multiple cultural perspectives and viewpoints 	

<ul style="list-style-type: none"> Resources available in students’ languages 	<ul style="list-style-type: none"> ✓ Story – English and Spanish ✓ Circle Poster – English, Spanish, Burmese and Karen <ul style="list-style-type: none"> Counting Poem – English; translated in Spanish, Burmese, and Karen, but it doesn’t rhyme in the translation ✓ Parents encouraged to think about poems from childhood, in home language.
Inclusive and integrated Curriculum Instruction	
<i>Guidance</i>	<i>Intended for this lesson</i>
<ul style="list-style-type: none"> Inquiry-based 	<ul style="list-style-type: none"> ✓ asking questions rather than assuming child already has experience (for example, eating an apple)
<ul style="list-style-type: none"> Cooperative and collaborative 	<ul style="list-style-type: none"> ✓ Asking student if/how you can help color, cut.
<ul style="list-style-type: none"> Incorporates students’ interests and life experiences 	<ul style="list-style-type: none"> ✓ some students have experience with parents picking apples
<ul style="list-style-type: none"> Honors and promotes voice and develops agency 	<ul style="list-style-type: none"> ✓ asking student to make choices ✓ asking student questions so student can decide how you can assist with coloring and/or cutting ✓ separating writing own name on a project from practicing the letters
<ul style="list-style-type: none"> Students learn to use tools to promote their own ideas and engage with others (draw pictures, write, Skype with relatives) 	<ul style="list-style-type: none"> ✓ Suggestion on parent letter with “Three Little Apples Counting Rhyme” about using the phone and/or face-time with family to teach children songs, counting rhymes in home language.

ESTABLISHING AN ORGANIZED LEARNING SPACE IN THE HOME

[Click here for a link](#) to a Montessori blog about the structure of a Montessori classroom. Scroll down to the heading, “Need for Order (Starting at approximately 6 months),” to read how an organized space and routine can help both the student and educator.

While migrant educators have minimal control of the workspace in a family’s home, we can organize the routine of the lesson. The routine provides students and parents with the security and predictability of an organized learning time. Within the security of the routine, students still like surprises, such as learning an action poem or song to practice counting.

EXPANSION SUGGESTIONS:

If you have more than thirty minutes with a student, or would like to continue the theme into the following session, here are some suggestions on ways to expand this theme with a student.

Read a Story at more than one lesson: It is good practice to repeat stories with young children.

- Add a story you have read before. During Emergent Reading and give the student a choice for which story to read first.

Immersion in the Story:

- Pick a page and invite the student to join you in pretending.
- For example on Page 4: Look at the man driving the tractor. Let’s pretend to drive a tractor. Are you driving a big tractor or small one? Show me how to climb up. Let’s sit down. Show me what it looks like to hold that big steering wheel. Now let’s ride. Driving through the field, do you think that will be a bumpy ride or smooth? What would that look like? What color is your tractor?

Extension Ideas:

Suggestions for extending lessons beyond the scope of the skills on the Early Childhood Academic Tool.

Zoo Phonics:

Zoo Phonics is a commercial curriculum that connects animals to alphabet letters and sounds, as well as how to form/write the letters.

- [Click here to go to a YouTube video](#) and watch a short demonstration of the Zoo Phonics letter names and sounds.
- [Click here to find free images](#) of the Zoo Phonics alphabet and animal letters on the internet, as well as Zoo Phonics items for purchase.

The [New York State Prekindergarten Learning Standards: A Resource for School Success \(NYSED 2019\)](#) provides the following indicators for prekindergarten (P4) students in the Standard area of Phonological Awareness and Phonics and Word Recognition.

- Student demonstrates an emerging understanding of spoken words, syllables, and sounds (phonemes)
 - Student begins to recognize and match spoken words that rhyme
 - Student begins to recognize individual syllables within spoken words
 - Student isolates and pronounces the initial sounds (phonemes) in spoken, one-syllable words
- Student demonstrates emergent phonics and word analysis skills
 - Student demonstrates one-to-one letter-sound correspondence by producing the primary sound of some consonants
- Emergent Multilingual Learners can demonstrate this Standard when they recognize that letters have similar and different sounds in English and their home language.