

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



# NEW YORK STATE MIGRANT EDUCATION PROGRAM

## Supplies and Supporting Ideas for Early Childhood Lesson:

### *"I Am a Community Worker"*

#### PER EDUCATOR

- **Story:** A-Z Reader, Level B: "I Am a Community Worker" (English); "*Soy trabajador comunitario*" (Spanish)
- **Parent Handout:** Three Little Monkeys Jumping on the Bed
  - Say and act out the counting rhyme with student
- **Parent Handout:** Clean up Song
  - Sing with the tune from the Barney Show
  - Learning the tune will help ELL students recognize it in school

#### 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 Rectangles**
  - 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 Rectangle 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

### **Follow up Activity**

- ***Bed craft- Connection to the Monkeys Jumping on the Bed counting poem and there was a doctor story***
  - 9-inch by 12-inch construction paper for the base of the craft.
  - Construction paper (4-inch by 9-inches strips) in assorted colors, to make bed and blankets
    - Students can fold and cut one color for bed, then different colors for blankets
      - **Beginners with scissors** may need you to hold the paper.
      - If short on time, you can ask all students what color you can cut.
  - (2) 1-inch strips construction paper in assorted colors, to cut and glue design onto one "blanket"
    - **Beginners with scissors** may need you to hold the paper.
  - Crayons, scissors, glue stick
- ***Student Handout: Three Little Monkey graphics***
  - Scissors to cut out monkeys – cut on/around the rectangle
    - Encourage **students who have experience with scissors** to cut on or close to the lines of the rectangle.
      - If short on time, ask student which monkey you (or parent) can cut.
    - **With students who are beginners with scissors**, ask student which monkey you can cut first. Describe what you are doing (holding paper in one hand, cutting on the lines on the rectangle that is around the monkey.)
      - Ask student to pick monkey to he/she wants to cut out.
        - Educator cuts away from the large piece of paper, and then holds the paper for student to cut on the rectangle around the monkey.
      - Ask student which monkey you should cut next, keeping student involved with the process.
- ***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 straight lines – up, down, across
    - Write student's first name on paper

- Have student find any letters in their name made with straight lines (for example: M, m, T, t, D, d, i, l, L, b, B, h, H, n, N, r, R )
  - **Beginning Handwriters:** Educator writes and says the letter(s) identified, one at a time, for student to trace.
  - **Medium Handwriters:** Educator writes and says the letter(s) identified, one at a time, for student to repeat letter name, and to copy the letter.
  - **Experienced Handwriters:** Student selects letter(s) in name to practice writing and works on writing name.
    - Review letter names with student.
    - This student might be ready to learn a new letter that is not in their name, especially if it is a letter in their middle or last name. Show student a sample and ask student to select which letter(s) they want to try. Start with tracing and/or copying.

### PER FAMILY TO KEEP (when possible)

- **Information for Parents-Shapes:** Has choices for the Educator to check what the shape emphasis is for the lesson. (available in four home languages -English, Burmese, Karen or Spanish)
- **Parent Handout:** Three Monkeys Jumping on a Bed and information about repeating word patterns in stories. (available in four home languages -English, Burmese, Karen or Spanish)
  - Give copy to parents when introducing song during the Follow up Activity, then take time to discuss page two at the end of the lesson.

### Finding the Story, "I am a Community Worker" (Spanish Title: "Soy trabajador comunitario")

- This is a Level B 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 about doctors or community helpers.

### 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).

<b>Inclusive and Integrated Curriculum Resources</b>	
<b><i>Guidance</i></b>	<b><i>Intended for this lesson</i></b>
<ul style="list-style-type: none"> <li>• Representative of diverse students</li> </ul>	The jobs do not represent migrant or farm workers, ✓ However, do represent jobs of some family members, and of jobs parents held in their home countries.
<ul style="list-style-type: none"> <li>• Nurture students' diverse identities</li> </ul>	✓ Models in pictures represent diverse identities.
<ul style="list-style-type: none"> <li>• Include figures from various countries, backgrounds, and</li> </ul>	✓ Models imply various backgrounds ✓ Important to community
<ul style="list-style-type: none"> <li>• Include identities from various countries and backgrounds who have made important contributions to math, science, history, literature, arts...</li> </ul>	
<ul style="list-style-type: none"> <li>• Include multiple cultural perspectives and viewpoints</li> </ul>	
<ul style="list-style-type: none"> <li>• Resources available in students' languages</li> </ul>	✓ Rectangle poster and parent handouts in four languages: English, Spanish, Burmese, and Karen.
<b>Inclusive and integrated Curriculum Instruction</b>	
<b><i>Guidance</i></b>	<b><i>Intended for this lesson</i></b>
<ul style="list-style-type: none"> <li>• Inquiry-based</li> </ul>	✓ The emergent reading is designed to ask questions and seek answers. ✓ After practicing straight lines, lesson asks student to find letter with straight lines to practice.
<ul style="list-style-type: none"> <li>• Cooperative and collaborative</li> </ul>	✓ Supplies and Supporting Ideas document outlines collaborative way to support students in coloring and cutting by asking permission to help, instead of taking over.
<ul style="list-style-type: none"> <li>• Incorporates students' interests and life experiences</li> </ul>	✓ Interests-most young children like animals  Some students might have experience with doctors and nurses.
<ul style="list-style-type: none"> <li>• Honors and promotes voice and develops agency</li> </ul>	✓ Rectangle poster – student selects the pictures to use; Craft – student selects colors

	for paper and chooses how many monkeys to put
<ul style="list-style-type: none"><li>• Students learn to use tools to promote their own ideas and engage with others (draw pictures, write, Skype with relatives)</li></ul>	

## ESTABLISH 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 the Story again.** It is good practice to repeat stories with young children.

- Add a story to today's lesson that you have read with the student before. Give the student the choice to pick which story to read first.
- At another lesson, take this story to use for the second story to read.

**Read a Story with a related theme.** "*My Neighborhood*," is an example of a story about places in a neighborhood community. "*My Neighborhood*," is a Level D reader available in English and Spanish on the Reading A-Z website.

### Immersion in the Story:

- Pick a page and invite the student to join you in pretending.
- For example, on page 10: Here is a teacher. Let's pretend that we are at school. Do you want to be the teacher? Do you want me to be a student? Here is the teacher bag. What should we do first? [prompt if student gets stuck: write name, count, sing, draw picture]

## 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.