| Goals | Approx. Time | Date: |
| :---: | :---: | :---: |
| Greeting <br> - Building Relationship with Family | 3 min | Greet family using the parent's and child's names |
| Warm up <br> - Connection to previous session <br> - Get parents involved <br> - Today's target skill(s): $\square$ Preposition(s) $\square$ Counting $\square$ Emergent Writing $\square$ Shapes $\square$ Scissors Skills | 5 min | Game/ <br> song/ NAME PUZZLE - Student puts name together and reads [or repeats] the letters. <br> activity INTRO ON/UNDER GAME - Use paper plate, blocks (or toy food), with ON/OVER <br> to review sentences in home language [encourage parents to participate]. Demonstrate: <br> or "This block is ON the plate. Now the block is UNDER the plate. Put this block ON <br> practice:the plate. Put this block UNDER the plate." Let student choose where to put the <br> block. Encourage child to say [repeat] words.  |
| Emergent Reading <br> - Today's target comprehension question(s): Points to nouns $\square$ Names nouns Points to action $\square$ Names action Retell-What did you think? Retell-What happened? | Intro: 3 min | Story: "Summer Picnics" (English) or "Picnics de verano" (Spanish) by A-Z Reading |
|  | Read and <br> Ask: <br> 5 min | Introduce Give book to student to look through. Ask questions-"What do you see in the <br> Story:  <br> story? What do you think it is about? Is it winter? No?" Point to and read title.  |
|  |  | 1st-Read to Enjoy 2 nd Read: ask student to find and/or name nouns and actions in the pictures. For $2^{\text {nd }}$-Read and ask example: Page 3 - "Where is the boy, girl?" [Point to hat] "What is this?" Page 7 - "Find the questions men eating." Page 9 - has good nouns to use. Page 10 - has a lot of action to ask about. At end, ask student, "What happened?" Go back to pages to help student tell. |
| Follow up Activity <br> - Connect to the story <br> - Include opportunity to make choices <br> - Today's target skill(s): Prepositions $\square$ Counting $\square$ Emergent Writing $\square$ Shapes Scissors Skills | 5-8 min | Materials: CONNECT TO STORY- MAKE PICNIC LUNCH - construction paper, paper plate, picnic food graphics, scissors, glue FINDING CIRCLES-Circle Viewfinder, Name Puzzle, My Circle Poster (in home language) |
|  |  | Activity: CONNECT TO STORY-MAKE PICNIC LUNCH - Student selects color paper, glues paper plate to paper. Student writes name on plate. Student selects food to cut out and glue ON to the plate. [Educator cut paper in thirds for student hold.] [ Make own plate to cut and glue graphics not used by student. Write name on plate.] FINDING CIRCLES- Introduce the Circle Viewfinder. It is round, a circle. Use it to find more things shaped like it. Demonstrate with FOOD (orange, bowl of rice) and give to student to find more (paper plate, apple, cookie). NAME PUZZLE - does student have letters with circles? If yes, find and write the circle letters and half-circle letters on paper. CIRCLE POSTER - Use to draw four circle-objects the student found. |
| Closing/Talk with parent before Closing <br> - Engage child in cleanup process <br> - Use parent/child names when saying good-bye | 5 min | (Parent Topic Share copy of Parent Tip in home language. Discuss: Talk, read, sing everyday. as needed) This one has an example for singing during routine, everyday activities. |
|  |  | Reminder for parent about the date and time of next session |

# NEW YORK STATE MIGRANT EDUCATION PROGRAM 

Supplies for Early Childhood Lesson: "Summer Picnics"

## PER EDUCATOR

- Paper plate and five blocks (or five toy foods) to use with student's ON/UNDER sentences.
o Substitute for paper plates: Draw a plate-sized circle.
- Story: A-Z Reader, Level aa: "Summer Picnics" (English); "Picnics de verano" (Spanish)


## PER STUDENT

- Name Puzzle - Reuse from the "Farm-Animal Sounds" lesson or make a new one:
o Type the student's name in the "fillable" box and print, or write the student's name on the copy, in BIG, TALL letters.
- For names with an accent, type the name in a word processor so can inserting the letter with the accent, then copy and paste name into the fillable box
o Color around the letters - different color per letter
o Cut into four pieces, leaving the letters whole
- Use curvy lines for a clue that the pieces are in the right order
o The puzzle will last longer if printed on cardstock
- Student ON/UNDER Sentences
o Consumable, use and leave with family
o Cut apart the ON sentence from the UNDER sentence
o Use the copy with the home language of the family (English, Burmese, Karen, or Spanish) to encourage parent participation
- Make Picnic Lunch
o Color-choices of construction paper for each student
o Paper Plate (2 plates if parent or Educator join in - good reason to write name on own plate)
o Picnic Food Graphics to cut out
- Note: It is hard for preschoolers to hold the whole piece of paper when cutting, so cut the paper in $1 / 2$ or $1 / 3$ for the student to cut the rest
- Preschoolers are not expected to cut precisely to the objects - just the rectangle around the object. Support students as needed by cutting second food choice while student cuts the first.
- Educator or parent can use the foods not selected by student
o Scissors, Glue, Crayons or markers
- Circle Viewfinder (pre-cut, or cut while student is gluing food)
o Leave with student
- My Circle Poster (in home language of family-English, Burmese, Karen, or Spanish)
o Leave with student


## PER FAMILY TO KEEP (when possible)

- Parent Tip - Read, Talk, Sing every day, with specific example about singing during every day, routine activities (English, Burmese, Karen, or Spanish)


## Finding the Story, "Summer Picnics"/"Picnics de verano"

- This is a Level aa book from the Reading A-Z website.
o The website has a 14-day free trial period, with limited access to the book titles.
o Otherwise, one needs to purchase a license to use for one year
0 If this story is unavailable, substitute with another story about a picnic or eating

