

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
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 for Early Childhood Lesson: *“City Shapes”*

PER EDUCATOR

- (10) Blocks to use with the Counting Game
- Counting Game – Reuse from “Animal Sounds” lesson or make:
 - Cut on the solid lines, keeping the numeral and the matching number of circles connected.
 - Use five cards (so activity is not tedious). Select numbers depending on the student’s skill with counting and/or reading numbers.
 - Educator wants the preschooler to be successful with majority, some challenge on one or two.
- Circle View Finder
 - Print on cardstock and laminate (if possible) to keep and reuse
- Story: A-Z Reader, Level C: “City Shapes” (English and wordless)

PER STUDENT

- Build a City Handout
 - Color-choices of construction paper for each student
 - Build a City handout
 - If some students are not ready to cut on the lines of these rectangles, add (3) green and brown 1-inch strips of paper for students to cut into a tree and leaves. [Educator cuts rectangles, so students can still build the city.]
 - Scissors, Glue, Crayons or markers
- Rectangle View Finder (pre-cut, or cut while student is gluing the city)
 - Leave this one with the student
- My Rectangle Poster (in home language of family-English, Burmese, Karen, or Spanish)

PER FAMILY TO KEEP (when possible)

- Information for Parents-Shapes (handout in home language of family-English, Burmese, Karen or Spanish)
- Story: A-Z Reader, Level C: “City Shapes” (English and wordless)

Finding the Story, “City Shapes”

- This is a Level C 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 a picnic or eating

Using Shapes with Preschoolers

- Preschoolers have four shapes to learn how to recognize and identify:
 - Circle, square, rectangle, and triangle.
- Preschoolers can certainly hear about and manipulate other shapes, such as the oval and hexagon in this story, without expecting them to recognize and identify them by name.
 - Individual students who readily identify the basic four, may be inquisitive and want to know more

Using Wordless Books

- Wordless books can open the door to multiple languages
- Wordless books can be uncomfortable for people who want the “right” words
- For “City Shapes,” pages 4 to 9:
 - The original repetitive phrase is, “Here you see a/an [shape].”
 - I am suggesting the repetitive phrase, “Look at the [draw the shape].”
 - You can decide what works best!
- 2nd Read:
 - It is powerful for students to see the words written as they are being said.
 - If you have enough copies for each family to keep the story, write in the words during the second read. Encourage parents to write their own words, if they have a home language other than English.
 - If you only have the one copy, use an index card to write the phrase for each student, then drawing each shape as you get to it.
 - Pause in your reading, while drawing each shape, to give students the opportunity to anticipate and identify the shape before you say it.