

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: *Farm – “Animal Sounds”*

PER EDUCATOR

- Counting Game: Cut on the solid lines, keeping the numeral and the matching number of circles connected. Use numbers 1-5. If a student is solid for one-to-one counting with numbers 1-5, mix in larger numbers.
- (2) Shape Puzzles
 - Reuse from the Farm-“In a Chicken Coop” lesson or remake:
 - Use one copy as the base for students to match. Cut the second copy into four pieces, using the whole paper, not just the shapes.
 - Make some curves and dips as a clue for which pieces belong next to each other
 - The puzzle will last longer if printed on cardstock
- Story: “Animal Sounds” (A-Z Reader)
- Farm-Picture-Word-Cards (cut apart) (see Prekinders.com website link below)
- Translation Bookmark for the Farm-Picture-Word cards per home language(s) needed: *Burmese, Karen or Spanish*

PER STUDENT

- Name Puzzle
 - You can type the student’s name in the “fillable” box, or you can print and write the student’s name with the child, in BIG letters.
 - For names with an accent, type the name in a word processor, inserting the letter with the accent
 - Copy and paste this into the fillable box
 - The puzzle will last longer if printed on cardstock
- Color-choices of construction paper for each student
 - One side for “Student Says” activity
 - Backside to practice writing letters in name
- Crayons or markers, pencil

PER FAMILY TO KEEP (when possible)

- Farm-Picture-Word Cards (English)

- Translation Bookmark for Farm-Picture-Word cards per home language needed:
Burmese, Karen or Spanish

Finding the Farm-Picture-Word Cards

[Click here](#) to download the Farm-Picture-Word Cards from the Prekinders.com website.

Finding the Story, “Animal Sounds”

- This lesson uses the English-Wordless version of this 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 farm story and add the animal sounds

Tips about teaching preschoolers to write letters in name

- Teach the letters in the child’s name
 - Start with student copying straight lines, circles and curves needed in the letter
 - Use direction words: up, down, across, start, stop
 - Then move to student copying a letter using the same directions for the straight lines, circles or curves
 - Start with the first letter in child’s name, but don’t wait for proficiency before introducing the next letter(s)
 - Practice letters introduced, then add a new letter
 - Start with the capitals and lower case letters in the child’s name
 - If a four-year-old is holding the crayon or pencil in with a fist, using a pencil grip can help to re-direct the student’s attention to using thumb and finger to hold the pencil grip.
- Always ask the child to write their name on their projects.
 - Use this as a guide to plan what letters to teach, and plan a separate lesson to practice.

Resource Chart for Teaching Handwriting:

The BEST resource for a handwriting chart or guide is a Kindergarten teacher in the child’s school district.

If this isn’t available, the Handwriting Without Tears program has free charts for parents.

- [Click here](#) to access Handwriting Without Tears: Charts for Parents in Spanish
- [Click here](#) to submit a request for a free copy of the Handwriting without Tears: Charts for Parents in English (Now need to fill out request form to receive the free PDF.)