

<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</b> <b>2<sup>nd</sup>-Read and ask questions</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: *“Busy at School”*

### PER EDUCATOR

- **Story:** A-Z Reader, Level C: “Busy at School” (English); “*Ocupados en la escuela*” (Spanish)
- **Parent Handout:** Parent Tip: “Talk and Play to Learn”
  - Available in English, Spanish-English, Burmese-English, Karen-English
- **Parent Handout:** Information about Shapes
  - Check off sections to share with parents how you used shapes today.
  - Available in English, Spanish-English, Burmese-English, Karen-English

### PER STUDENT

More than a supply list, this offers 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.

- **Student Handout: Sorting Squares**
  - Scissors to cut cards apart
  - **For students who are beginners with shapes:** use the simplest shapes and photos
  - **Students more experienced with shapes:** Add the photos with combinations of shapes
- **Student Handout: My Square 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
      - Discuss that a square is a special kind of rectangle. A square has four straight sides, like a rectangle. However, in a square, all four sides are the same length.
  - **Students with more experience with shapes:** use one or two of the pictures for the poster, then look around room for examples to draw

- Label with word the student uses to name the picture
  - Discussion about squares being special rectangles. Squares have four straight lines like a rectangle, but to be a square, need all for lines to be the same size.
- Glue, pencil or marker
- **Story Connection- Pretend to Play School – starting with “paint a picture” on page 5**
  - Paper to paint or draw on
  - If you have water colors to paint and clean-up supplies, this might take all of your time, but it is worth it!
  - Markers are almost as cool as paint, but crayons will work as well, to make a picture.
- **Writing Name – connect to page 11 in story**
  - Have routine for student to write their name on the front of the craft.
  - Paper and Jumbo Pencil or Pencil with a grip to write with
    - Write student’s name
      - Give student choice as to what he/she wants to do **first**, depending on student’s experience at writing his/her name:
        - Write letters with straight lines or round lines first;
        - Write whole name, or the first (5) letters to practice first;
        - Write first name or last name first.
- **Student Choice to select a page from the story to pretend:**
  - You can bring some props for the student to “try” another school activity from the story. If you do not have the props, you can talk with the student and **pretend** to build with blocks, to eat a snack, or to play with a ball.
  - Possible props include
    - Blocks for student to count or play with
    - Pick a song to sing
    - Make an “indoor” ball with the student to roll or toss underhand
      - Crumple paper/newspaper and tape with masking tape

## **PER FAMILY TO KEEP (when possible)**

- **Information for Parents-Shapes**
  - Fill out for today’s shape activities
  - Select language(s) needed for your families. (Available in English, Burmese, Karen, or Spanish)
- **Parent Handout: Parent Tip – Talk and Play to Learn**
  - Select language(s) needed for your families (Available in English, Burmese, Karen, or Spanish)

## **Finding the Story, “Busy at School” (Spanish Title: “Ocupados en la escuela”)**

- 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.
  - For 2019-20, each METS Director has a license for the Reading A-Z Website.
  - If this story is unavailable, substitute with another story about doctors or community helpers.

## **EMERGENT WRITING - TIPS ABOUT TEACHING PRESCHOOLERS TO WRITE LETTERS**

- Start with the shapes of the letters (straight, curved, circles)
  - Use a mini sandbox or paper, with student copying straight lines, circles and curves needed in the letter
    - Use direction words: up, down, across, around, start, stop
- Then move to student’s name.
  - Identify letters with straight lines, curves, and/or circles
  - Pick letters from the student’s name to copy.
    - Using direction words: up, down, across, around, start, stop
    - 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 student to write his/her name on their projects.
  - Use this as a guide to plan what letters to teach or practice.
  - Turn the paper over, to separate practice, rather than correcting on the student’s craft or picture.

## **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 is not 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 (You will need to fill out request form, then the website lets you download. You will receive occasional emails advertising other products from the website.)

## 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>Guidance</b>	<b>Intended for this lesson</b>
<ul style="list-style-type: none"> <li>• Representative of diverse students</li> </ul>	<ul style="list-style-type: none"> <li>✓ Students in photos represent diverse students in the MEP</li> </ul>
<ul style="list-style-type: none"> <li>• Nurture students’ diverse identities</li> </ul>	
<ul style="list-style-type: none"> <li>• Include figures from various countries, backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>✓ Students in photos represent diverse backgrounds</li> </ul>
<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>	<ul style="list-style-type: none"> <li>✓ Story available in English and Spanish</li> <li>✓ Student and Parent handouts available in English, Spanish, Burmese, and Karen</li> </ul>
<b>Inclusive and integrated Curriculum Instruction</b>	
<b>Guidance</b>	<b>Intended for this lesson</b>
<ul style="list-style-type: none"> <li>• Inquiry-based</li> </ul>	<ul style="list-style-type: none"> <li>✓ Use of questions; many have more than right answer or the student’s response is the “right” answer.</li> </ul>
<ul style="list-style-type: none"> <li>• Cooperative and collaborative</li> </ul>	<ul style="list-style-type: none"> <li>✓ The “lesson support” section has suggestions on how to collaborate with student for cutting and labeling pictures/shapes.</li> </ul>
<ul style="list-style-type: none"> <li>• Incorporates students’ interests and life experiences</li> </ul>	<ul style="list-style-type: none"> <li>✓ A preschooler might have siblings who go to school or might have parents who talk to them about going to school.</li> <li>✓ For those who do not, tried to connect the school activities to ones students might have</li> </ul>

	done at home, such as making a picture, eating, playing with a ball, and singing.
<ul style="list-style-type: none"> <li>Honors and promotes voice and develops agency</li> </ul>	<ul style="list-style-type: none"> <li>✓ Using student’s words (without edits) to label pictures, drawing. Potential student choice, depending on the tutor’s supplies, to select a “school” activity to pretend.</li> </ul>
<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>	

### 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. At another lesson, include a copy of this story with the new story and give the student a choice for which story to read first.

### Extension Ideas:

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

#### Emergent Writing – Going Beyond How to Write Letters

We can help a student connect their ideas to writing, when we use their words to label a picture they create or use. This takes the student beyond the physical aspect of writing letters.

- **With preschoolers, we are in a “draft” writing mode.** The child’s ideas are more important than editing.
  - Use the student’s word(s) and grammar.
    - This honors the student’s ideas, and makes it easier for the student to remember and “read.”
    - For example, if the student uses the word, “box,” when you want the word, “square.” Since “box” is not a wrong description, write the child’s word for the label.
  - Preschoolers often want you to know, without them telling you, what the picture is that they drew. Think of creative ways to ask. For example,
    - What would you like me to write about this picture?
    - Tell me about this picture.
    - What is your word for this picture?
  - Read what is written.
  - Read it again and again, pausing to let the student fill in some of the words.