

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 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).

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

	done at home, such as making a picture, eating, playing with a ball, and singing.
<ul style="list-style-type: none"> Honors and promotes voice and develops agency 	<ul style="list-style-type: none"> ✓ 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.
<ul style="list-style-type: none"> Students learn to use tools to promote their own ideas and engage with others (draw pictures, write, Skype with relatives) 	

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.

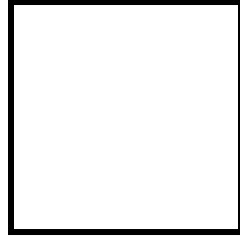
Extension Ideas:

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

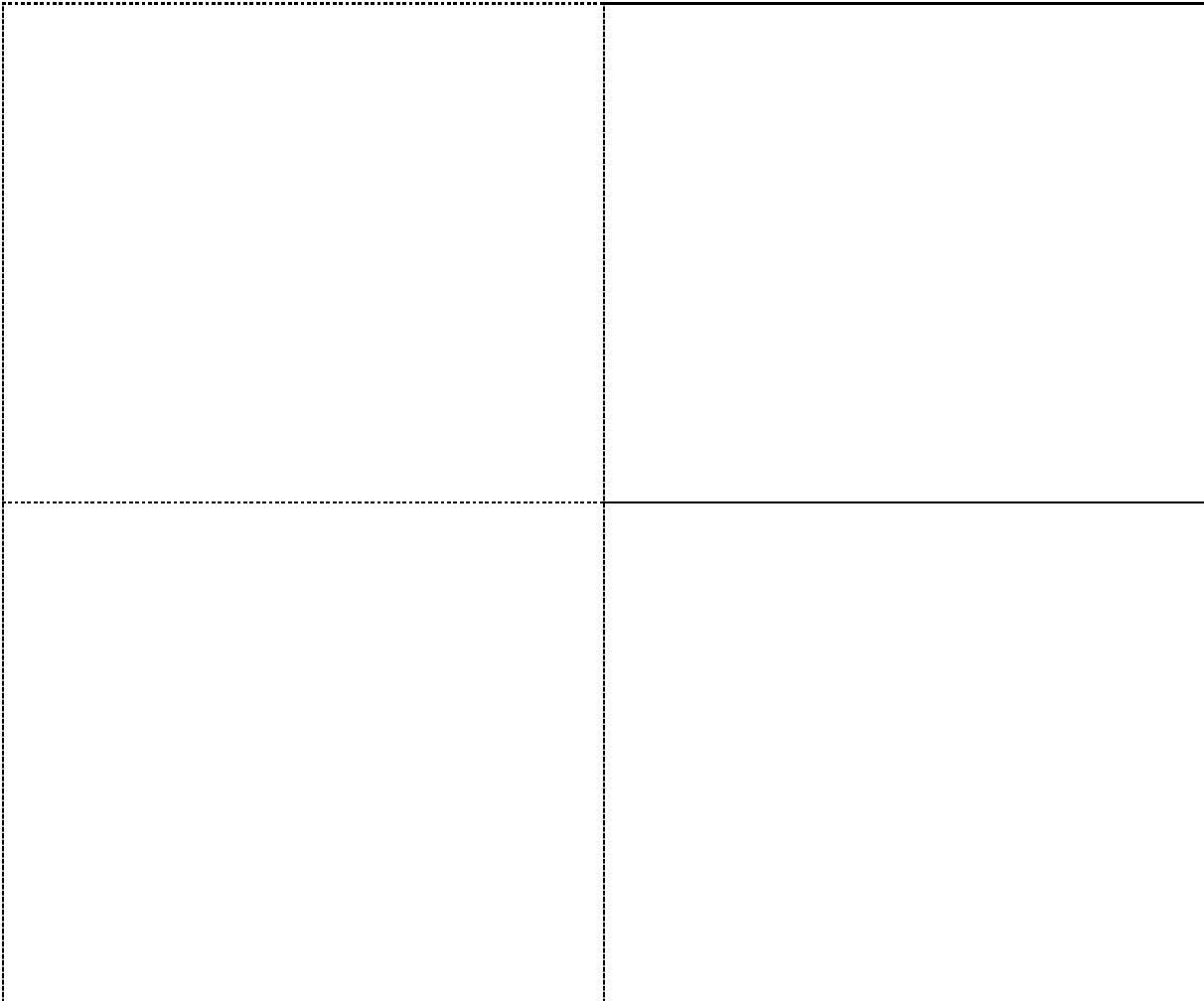
Emergent Writing – Going Beyond How to Write Letters

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.

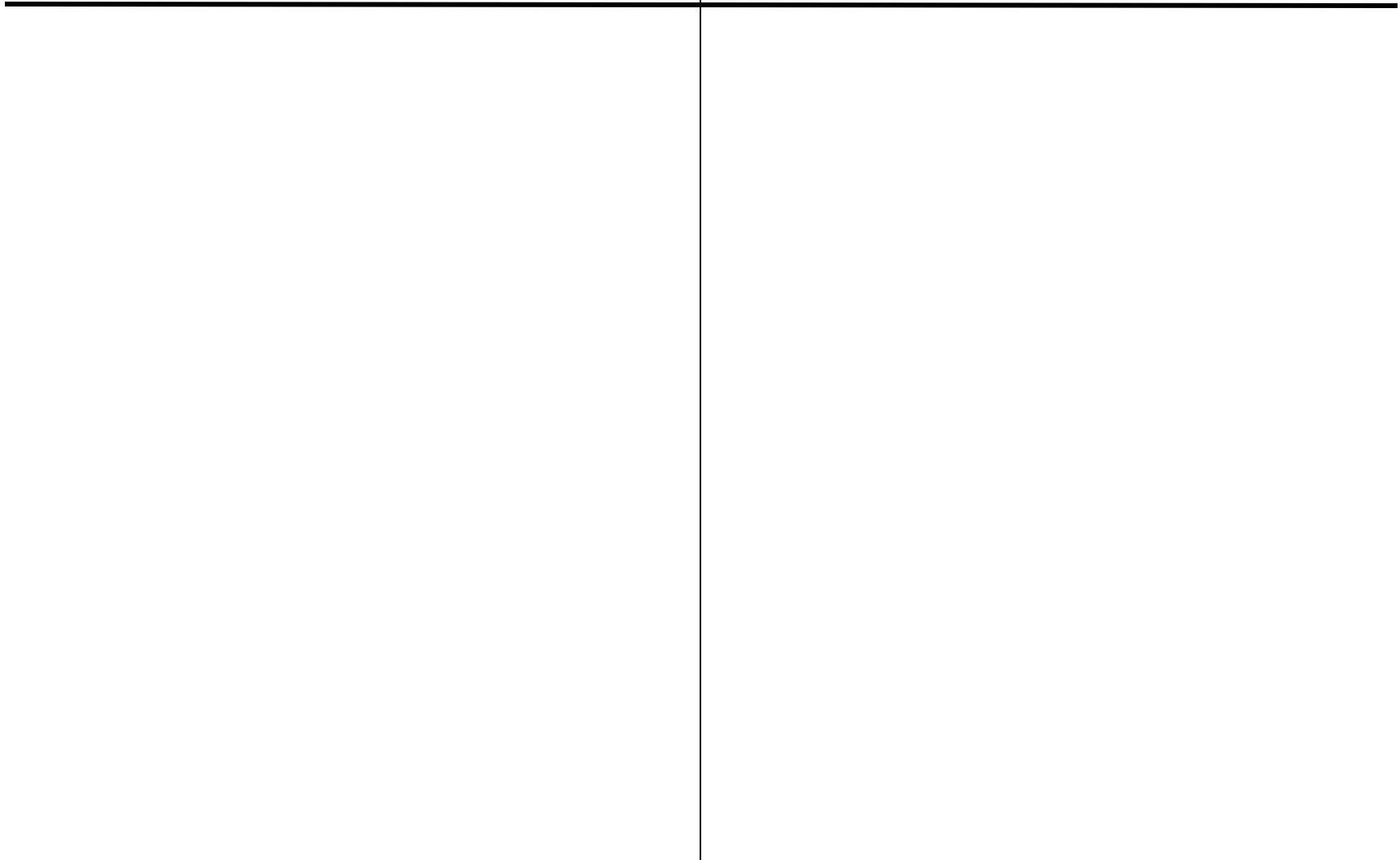
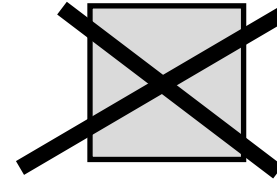
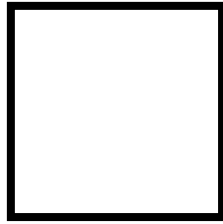
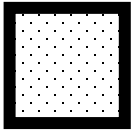
- **With preschoolers, we are in a “draft” writing mode.** The child’s ideas are more important than editing.
 - Use the student’s word(s) and grammar.
 - This honors the student’s ideas, and makes it easier for the student to remember and “read.”
 - For example, if the student uses the word, “box,” 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.



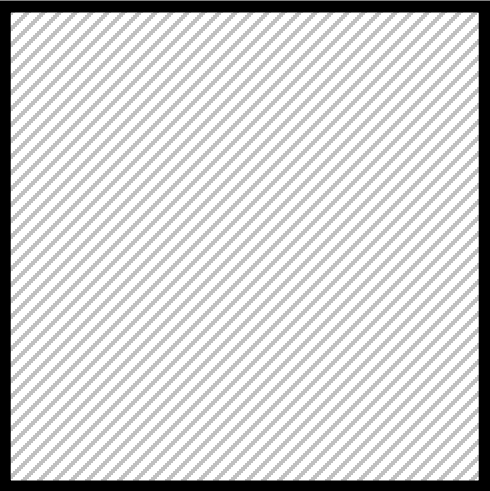
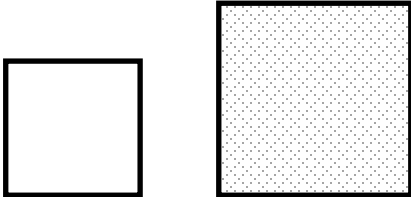
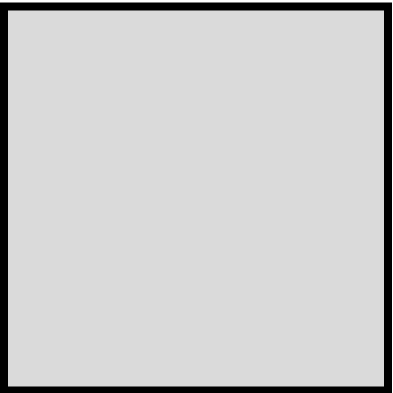
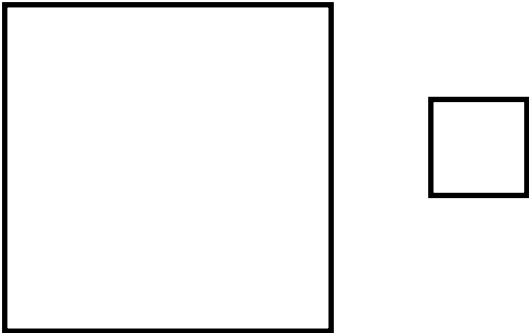
I can find square shapes.



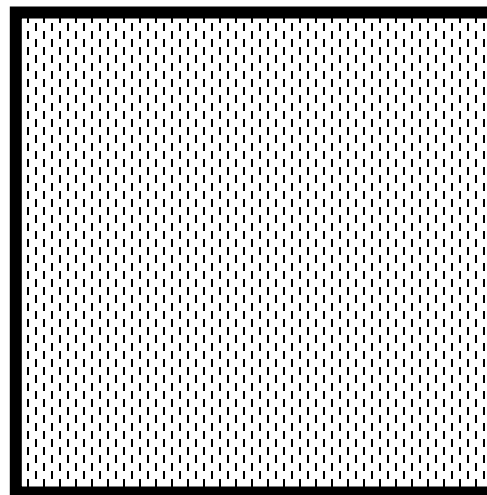
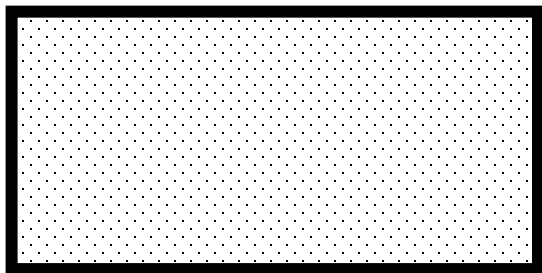
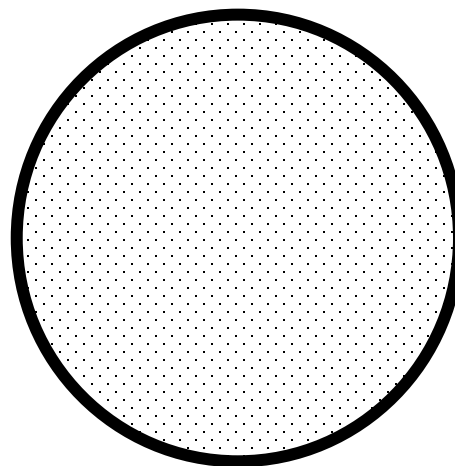
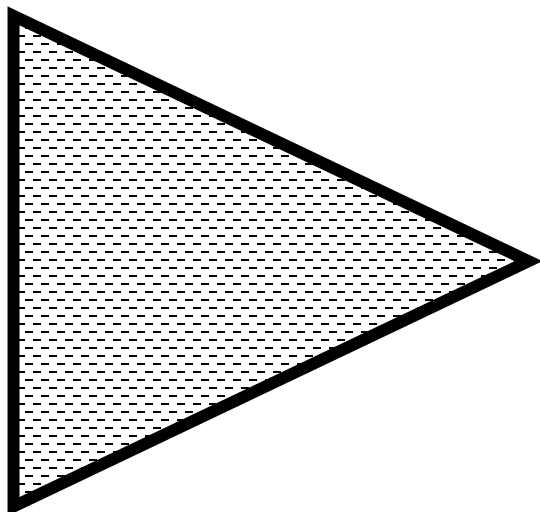
Sort the cards into groups that either have squares or do not have squares.



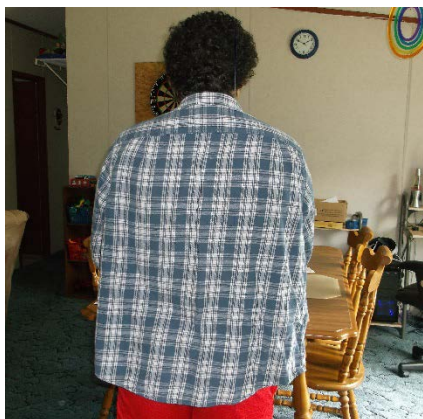
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Information for Parents - Shapes

Today, we are practicing with

- Circles  Squares 
- Rectangles  Triangles 

Today, we are

- Learning about this shape.
- On a Treasure Hunt. We can work together to look for things around the room that look like today's shape.
- Playing a game, called, "I Spy."
 - One person looks around the room and picks an object to give clue a about. "I spy something that looks like (today's shape)."
 - The other people guess until someone guesses the right object.
- Connecting the meaning of written words to objects.
 - Draw pictures of things in the room
 - Write the word that names the picture.

Adapted from “*Talk, Read and Sing Together Every Day! Tips for Families,*” U.S. Department of Education’s Early Learning Office website, November 2018, English

Dear Parents:

The more words and conversations you share with your child, the better prepared they will be to learn.

TALK

Young children learn best during playful, everyday activities. Have your child play a matching game to help put clothes away. Say something like, “This sock is red. Can you find another red sock like this?”

Talk, Read, and Sing Together Every Day!

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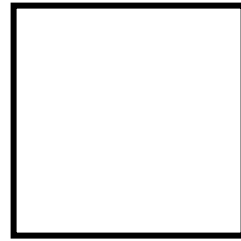
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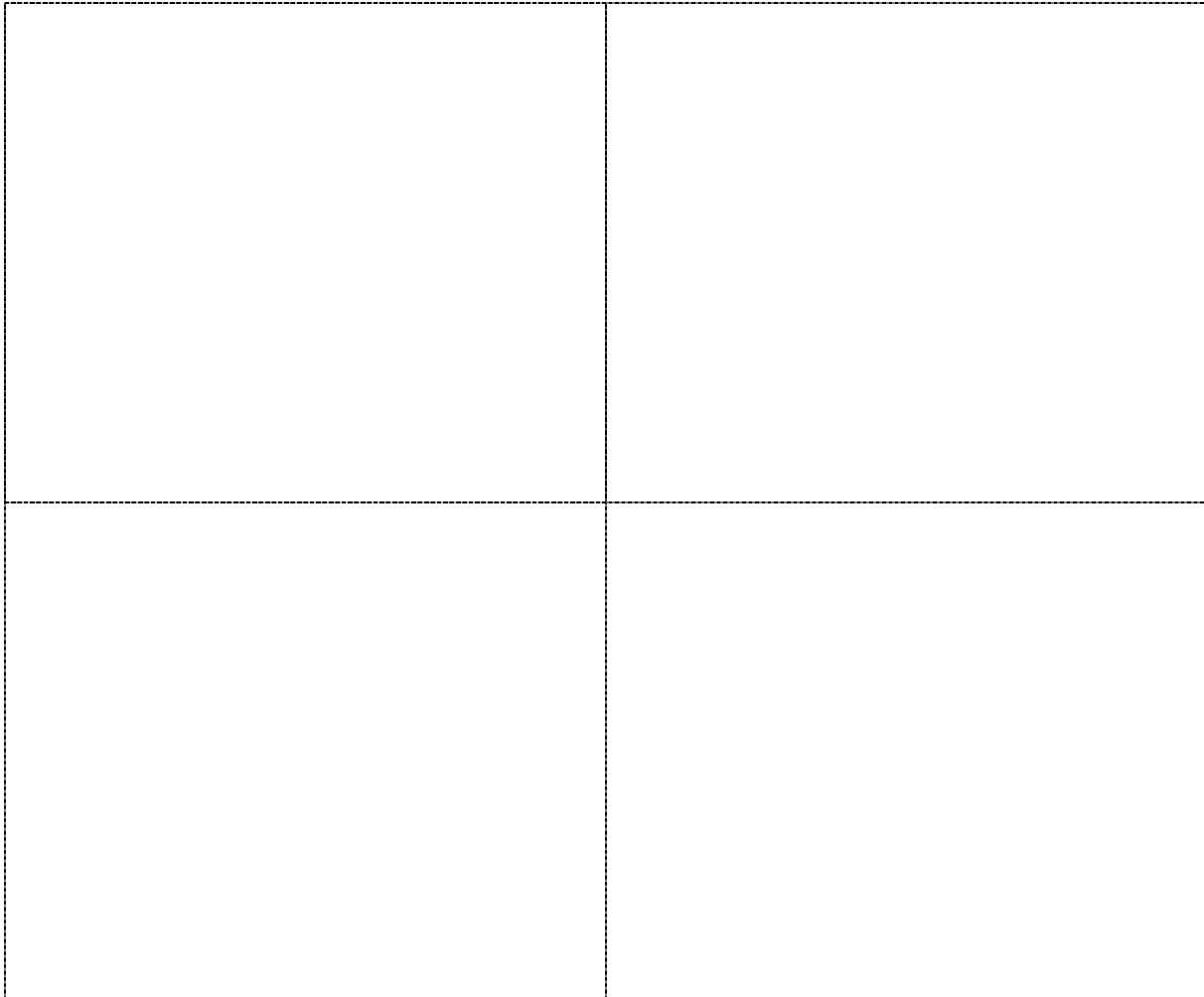
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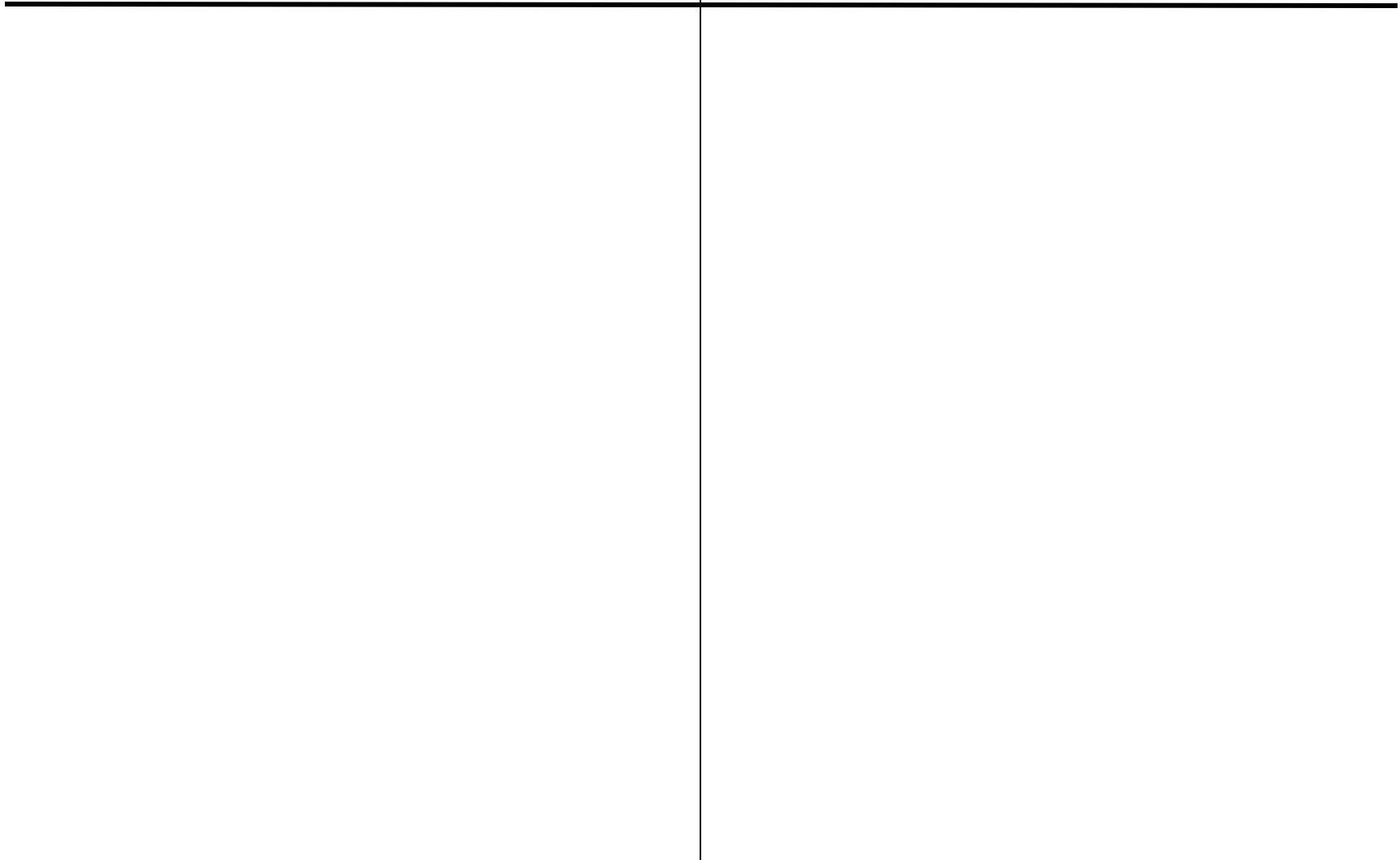
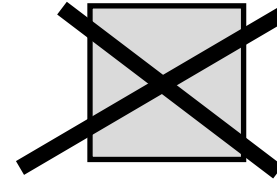
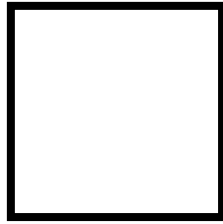
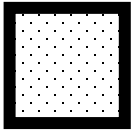
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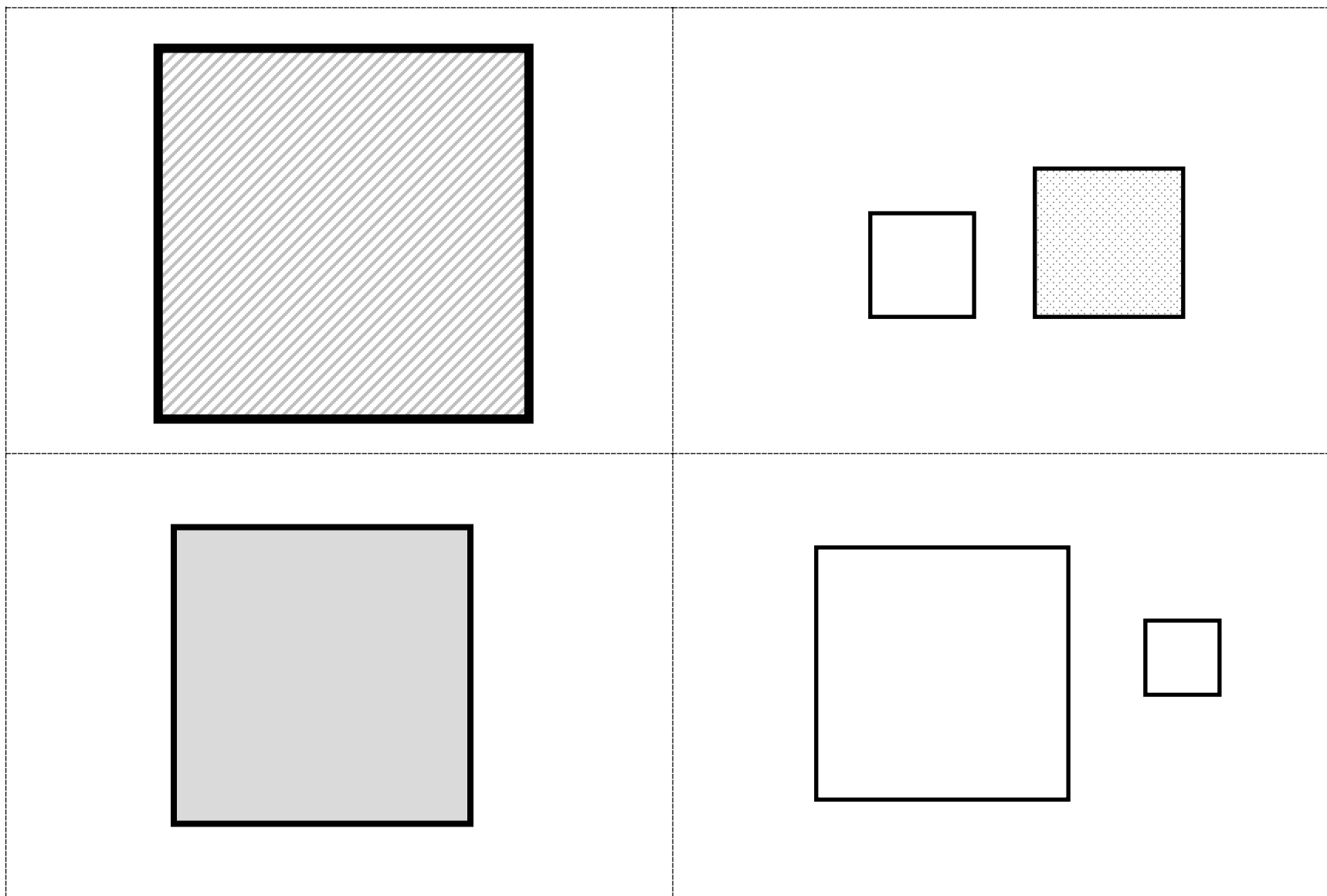
Puedo encontrar figuras cuadradas.



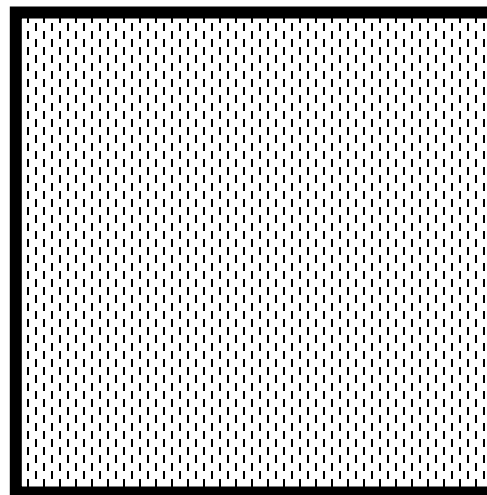
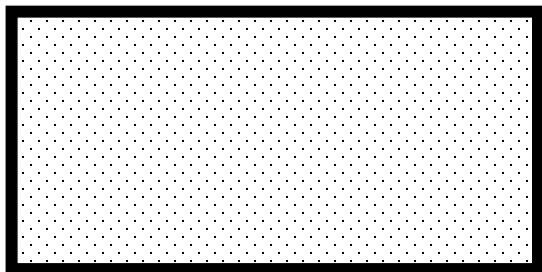
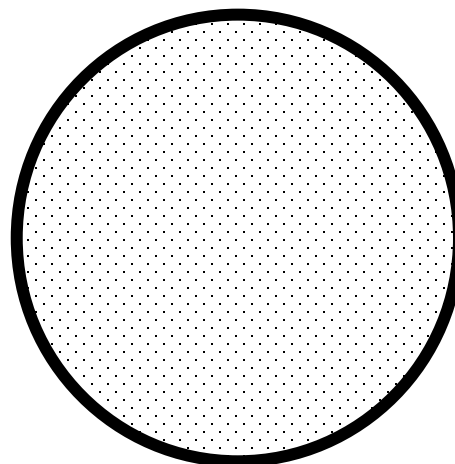
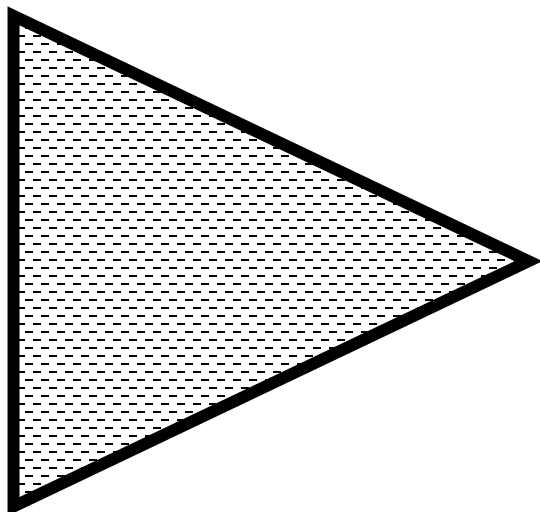
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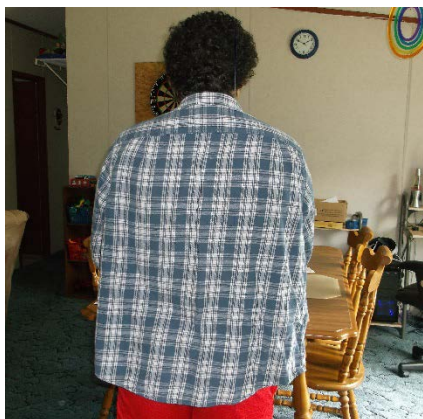
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Información para los Padres de Familia – Formas

Hoy, practicaremos con las siguientes figuras





- Círculos  Cuadrados 
- Rectángulos  Triángulos 

Hoy, nosotros estamos...

- Aprendiendo acerca de esta forma.
- Buscando un tesoro. Podemos trabajar juntos para buscar cosas en este salón que tengan una forma parecida a la figura de hoy.
- Jugando a, “Yo espío.”
 - Una persona mira alrededor del salón y escoge un objeto acerca del cual da una pista. “Yo espío algo que tiene forma de (la figura de hoy).”
 - Las demás personas tratan de adivinar el objeto hasta que alguien acierta.
- Uniendo el significado de las palabras con el objeto correcto.
 - Dibuje figuras de cosas que hay en el salón.
 - Escriba la palabra que va con la figura.

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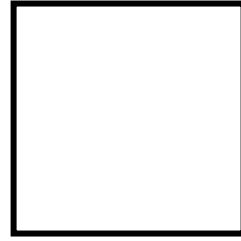
Estimados Padres:

Mientras más palabras y conversaciones compartan con su hijo, mejor preparado estará para aprender.

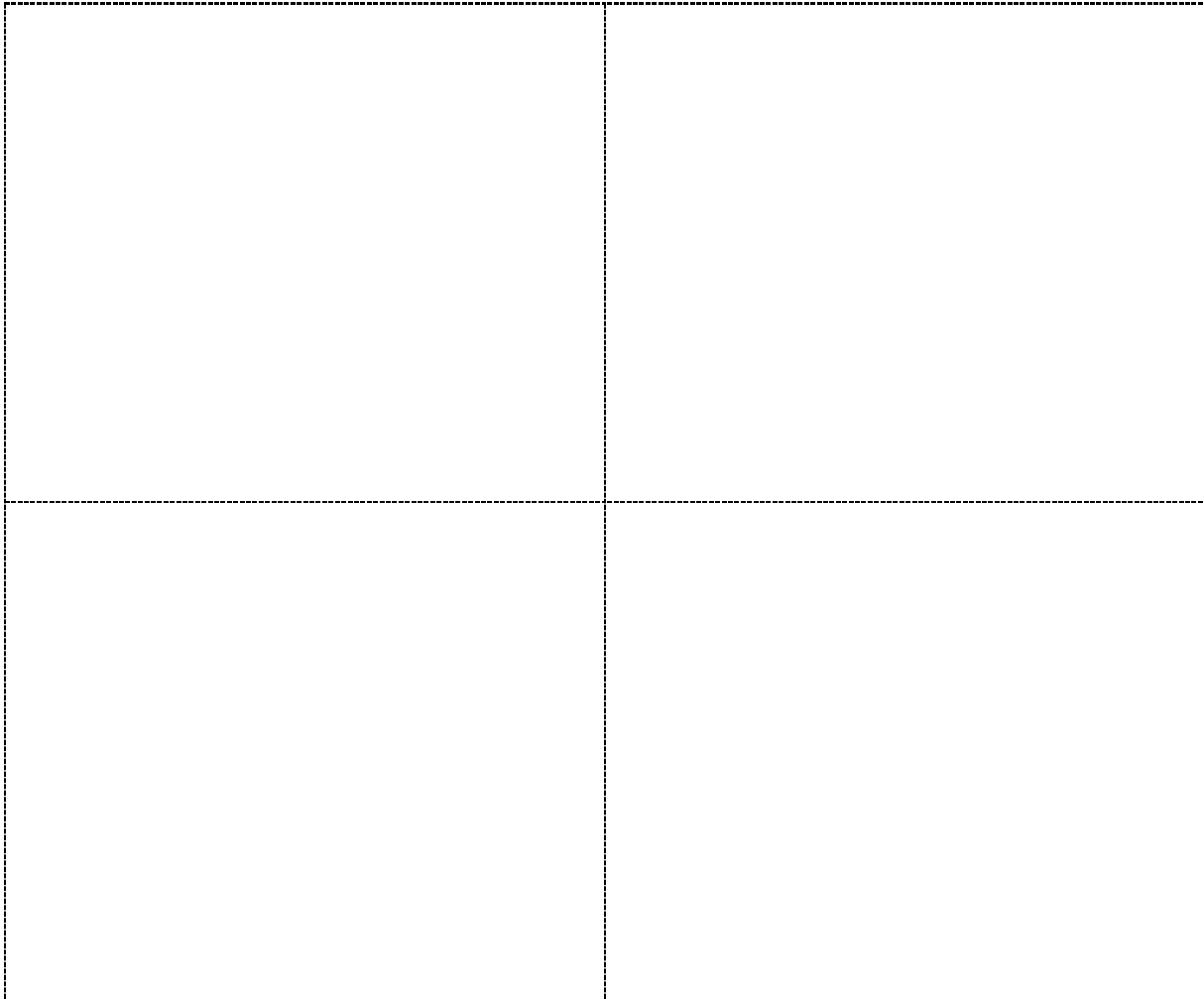
HABLE

Los niños pequeños aprenden mejor durante las actividades cotidianas de juego. Haga que su hijo juegue a juntar los pares para ayudar a guardar la ropa. Diga algo como: "Este calcetín es rojo. ¿Puedes encontrar otro calcetín rojo como éste?"

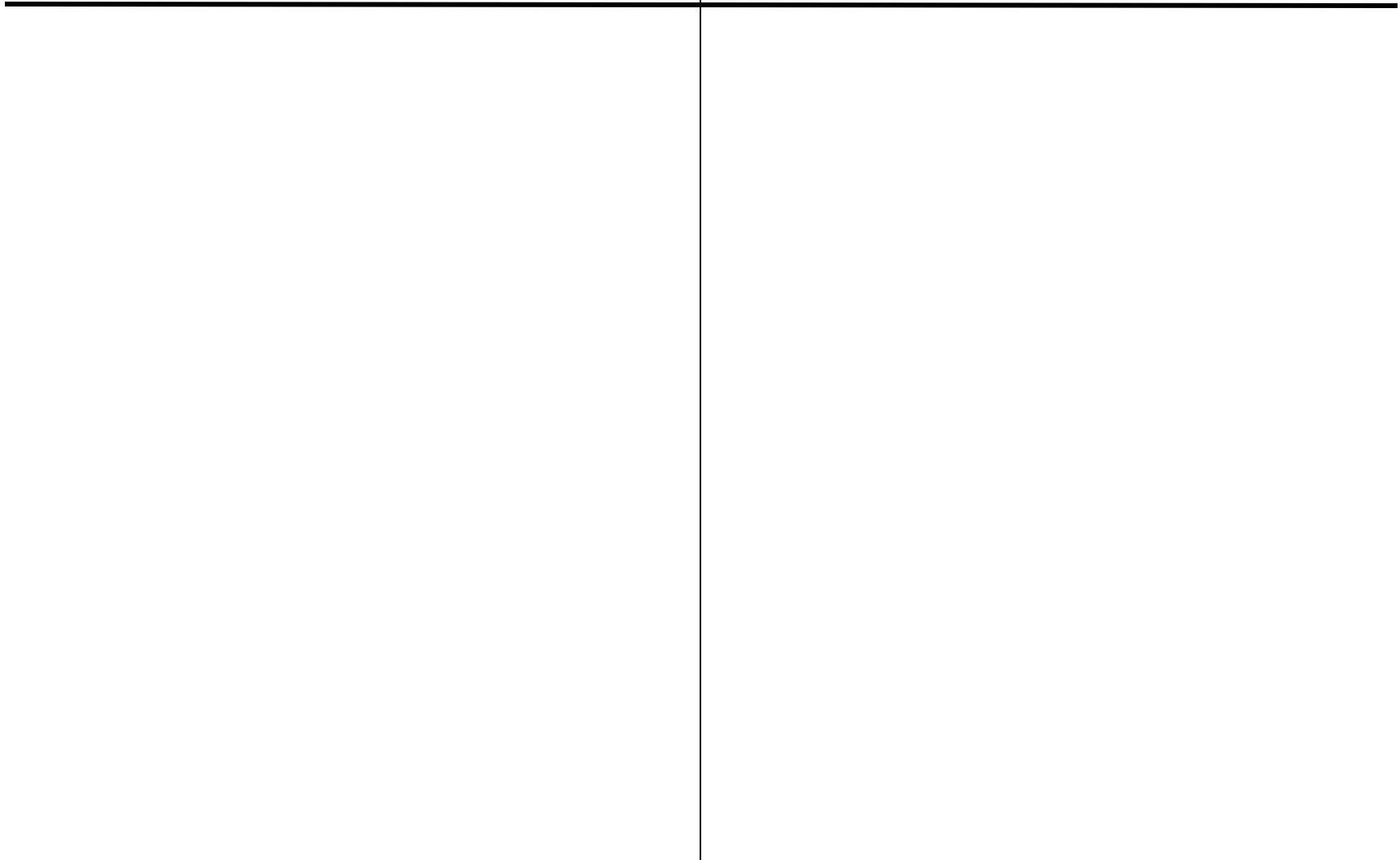
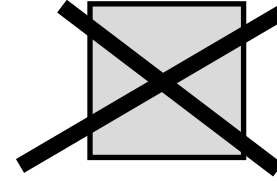
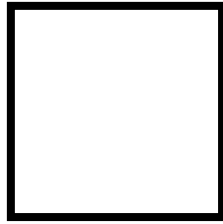
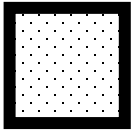
¡Hablen, lean y canten juntos todos los días!



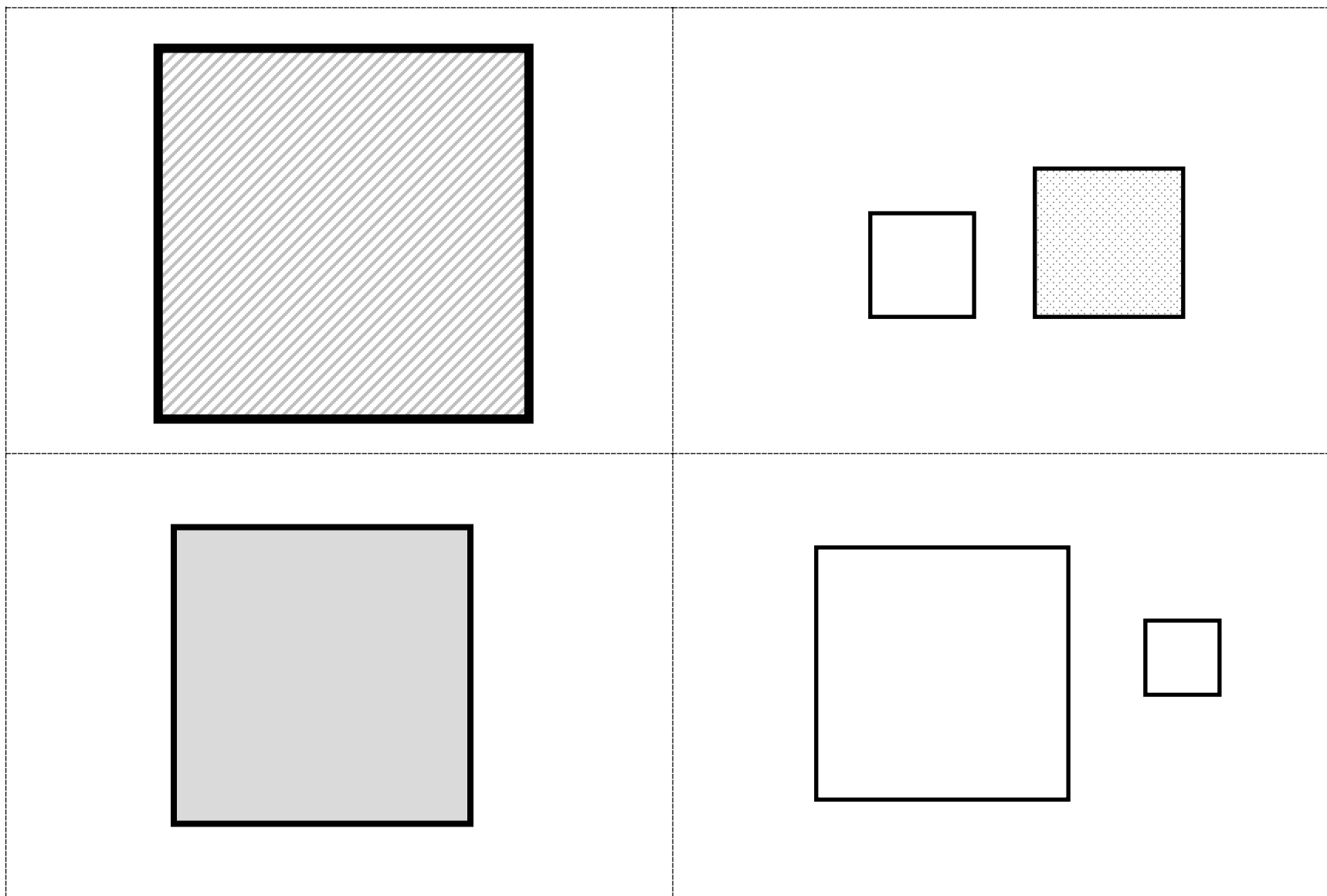
ကျွန်ုပ်သည် စတုရန်းပုံသဏ္ဍာန်များကို ရှာဖွေနိုင်သည်။



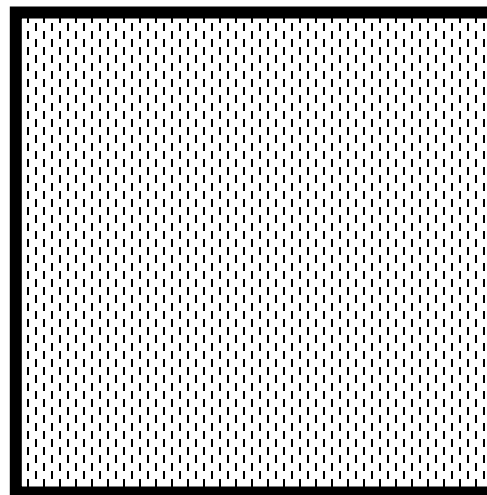
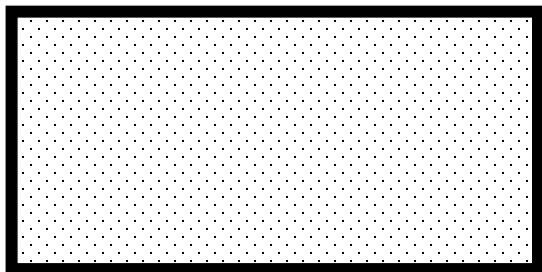
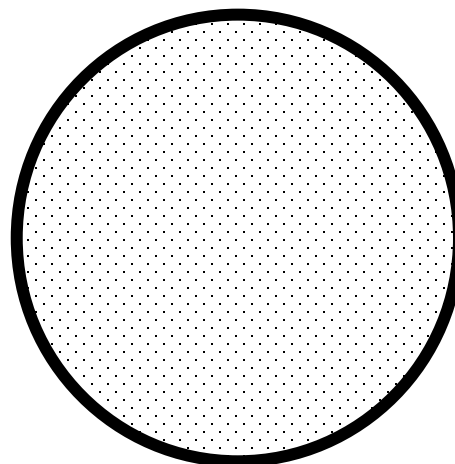
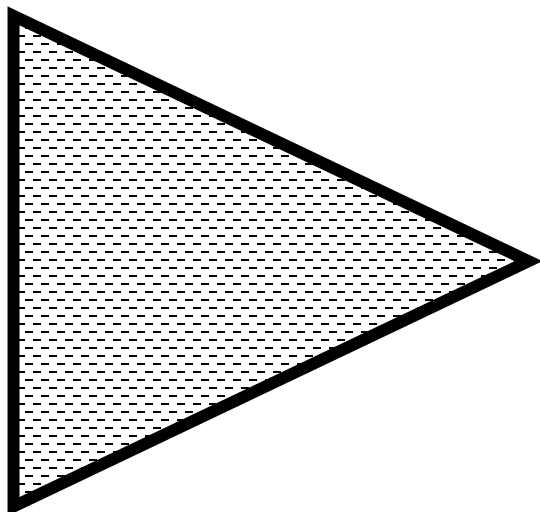
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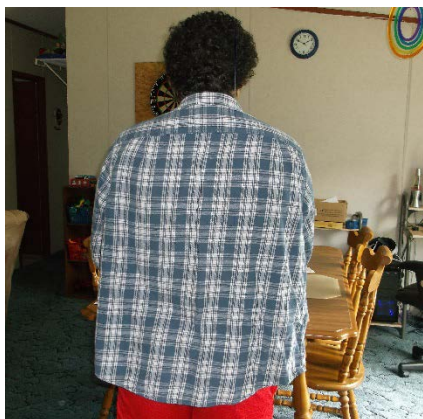
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 - Draw pictures of things in the room
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မိဘများအတွက်သတင်းအချက်အလက်များ- ပုံသဏ္ဍာန်များ

ယနေ့ ကျွန်ုပ်တို့လေ့ကျင့်ကြရမည်မှာ

- စက်ဝိုင်းများ 
- စတုရန်းများ 
- ထောင့်မှန်စတုဂံများ 
- တြိဂံများ 

ယနေ့ ကျွန်ုပ်တို့သည်

- ဤပုံသဏ္ဍာန်အကြောင်းကို သင်ယူခြင်း။
- ရတနာရှာဖွေခြင်းတစ်ခုအပေါ်။ ကျွန်ုပ်တို့သည် အခန်းပတ်ပတ်လည်တွင် ယနေ့၏ပုံသဏ္ဍာန်များနှင့် တူသော အရာဝတ္ထုများကို အတူတကွရှာဖွေကြရပါမည်။
- “ကျွန်ုပ်သူလို့” ဟုခေါ်သည့် ကစားနည်းတစ်ခု ကစားခြင်း။
 - လူတစ်ဦးက အခန်းပတ်ပတ်လည်ကို ကြည့်ပြီး အရာဝတ္ထုတစ်ခုကို ရွေးယူရ၍ ထိုအကြောင်းကို သဲလွန်စပေးရန်။
“ကျွန်ုပ်သည်(ယနေ့၏ပုံသဏ္ဍာန်)နှင့်တူသော တစ်စုံတစ်ခုကို ဝှက်ထားမည်။”
 - တစ်စုံတစ်ဦးမှ အရာဝတ္ထုအမှန်ကို ခန့်မှန်းနိုင်သည်အထိ အခြားလူများက မှန်းဆကြရမည်။
- စာရေးထားသောစာလုံးများ၏ အဓိပ္ပါယ်ကို အရာဝတ္ထုများနှင့် ဆက်စပ်ပေးခြင်း။
 - အခန်းထဲမှ အရာဝတ္ထုများ၏ ရုပ်ပုံများကိုရေးဆွဲပါ။
 - ရုပ်ပုံနာမည်များကို စာဖြင့်ရေးချပါ။

Dear Parents:

The more words and conversations you share with your child, the better prepared they will be to learn.

TALK

Young children learn best during playful, everyday activities. Have your child play a matching game to help put clothes away. Say something like, “This sock is red. Can you find another red sock like this?”

Talk, Read, and Sing Together Every Day!

ချစ်ခင်ရပါသောမိဘများ

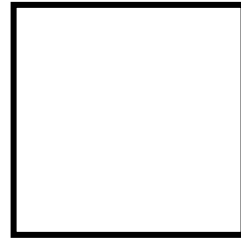
သင့်ကလေးနှင့်အတူ စကားလုံးများနှင့် စကားအပြန်အလှန်ပြောခြင်းများ ပိုမိုပြုလုပ်ပါက သူတို့သည် သင်ယူရန် ပိုပြီး ပြင်ဆင်ပေးပါသည်။

စကားပြောခြင်း

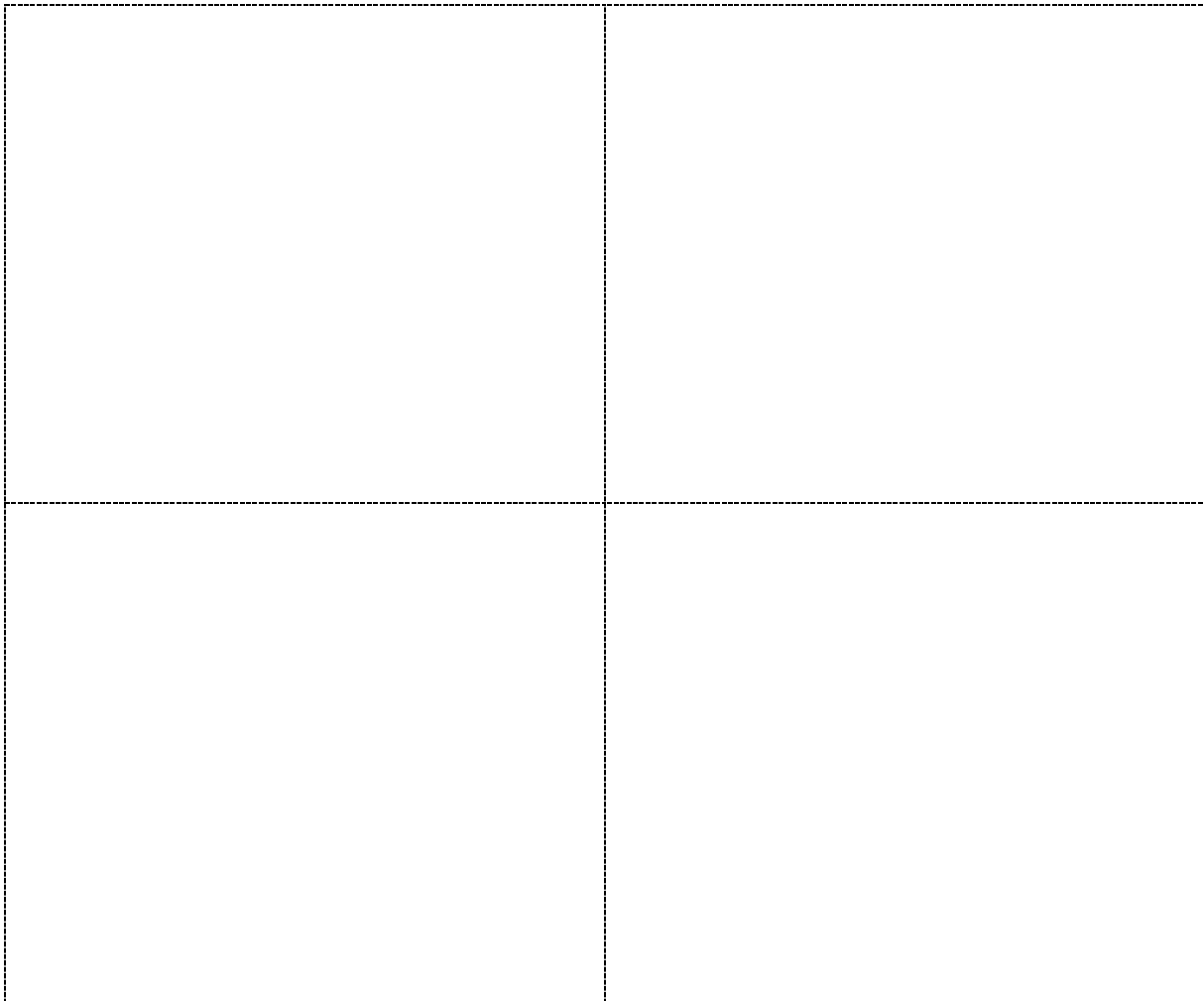
ငယ်ရွယ်သောကလေးများသည် နေ့စဉ်လှုပ်ရှားမှုများ ဆော့ကစားနေသည့်အချိန်တွင် အကောင်းဆုံးသင်ယူသည်။ သင့်ကလေးကို အဝတ်အစားများ ယူဆောင်ပြီးသွားထားခြင်း ကူညီရန်အတွက် တူညီသောအရာကိုရှာသည့် ကစားနည်းတစ်ခုကို ကစားခိုင်းပါ။ “ဤခြေအိတ်က အနီရောင်ဖြစ်တယ်။ ဒီလိုမျိုး အခြားခြေအိတ်အနီရောင်ကို ရှာဖွေနိုင်မလား” စသဖြင့် တခုခုပြောပါ။

နေ့တိုင်းအတူတကွ စကားပြော၊ စာဖတ်ပြီး သီချင်းဆိုပါ။

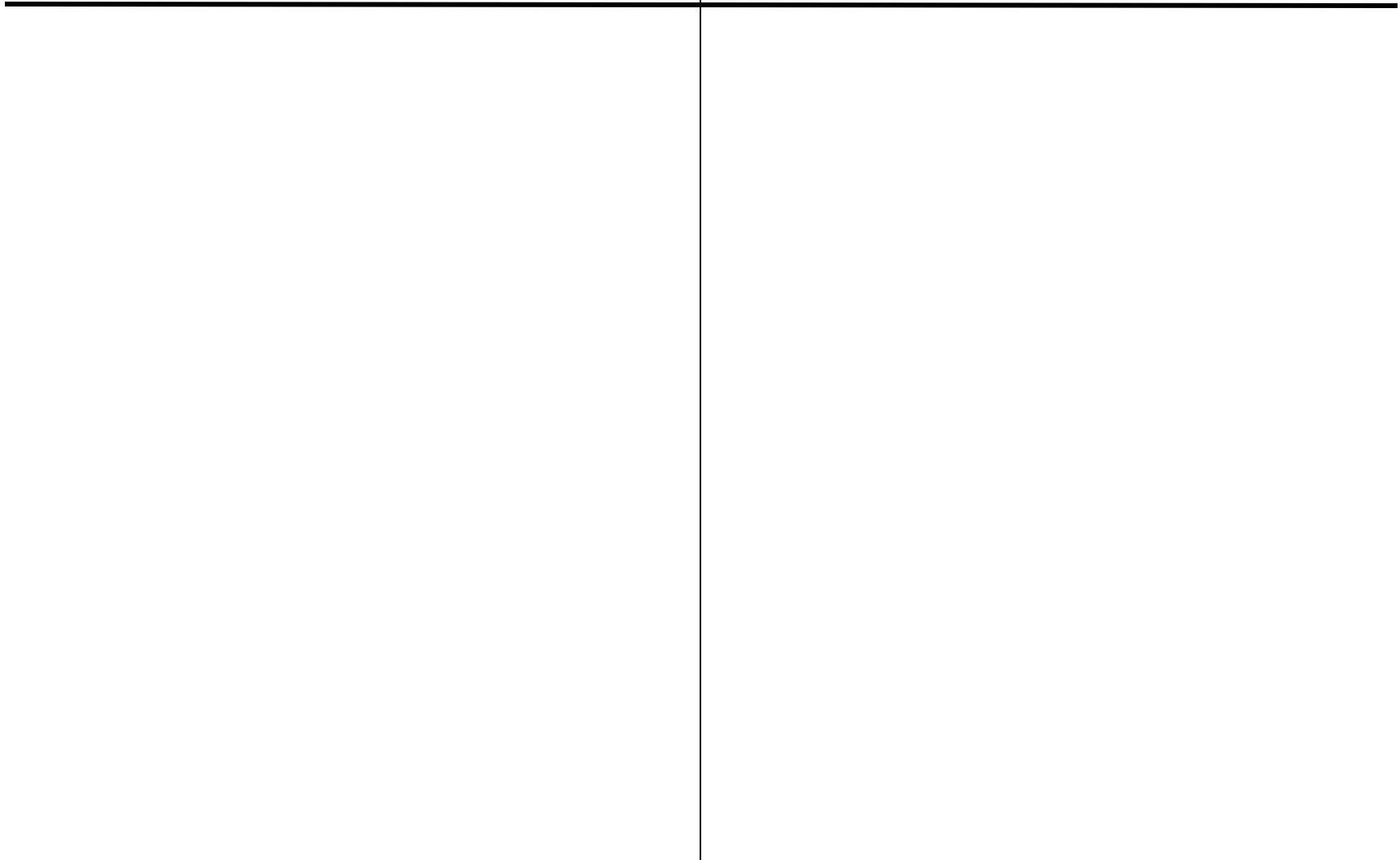
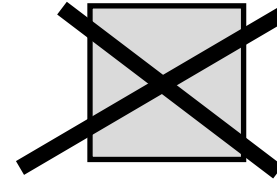
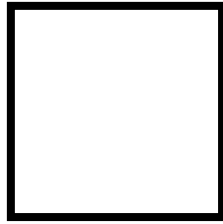
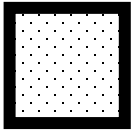
ယတၢ်ဂီၤလၢအအိၣ်
လွံၣ်ကပၤတုၤသးလိာ်သး



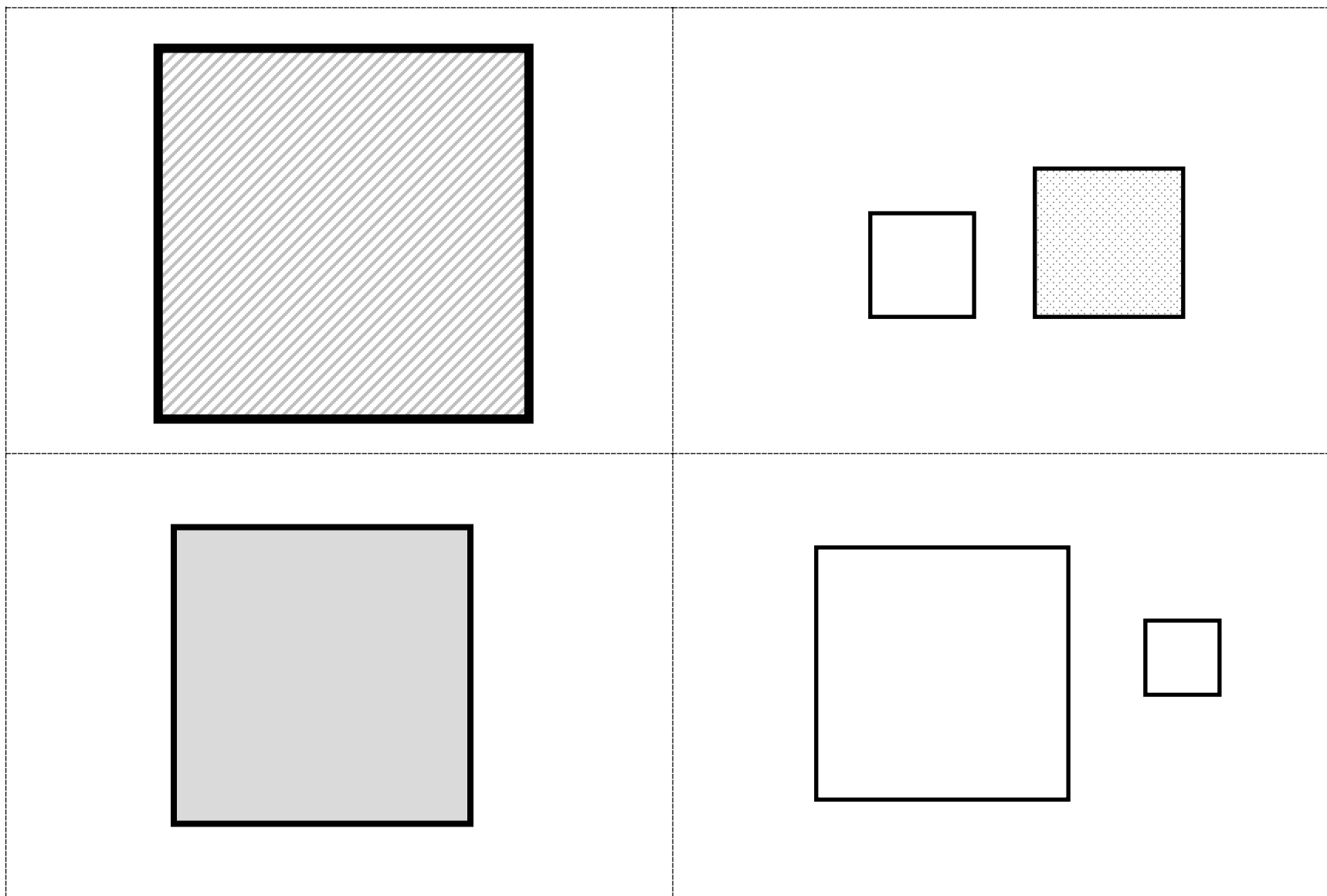
ယဃုထံၣ်န့ၣ်တၢ်အက့ၢ်အဂီၤသ့ၣ်တဖၣ်လၢအိၣ်လွံၣ်ကပၤတုၤသးလိာ်သးသ့လီၤ.



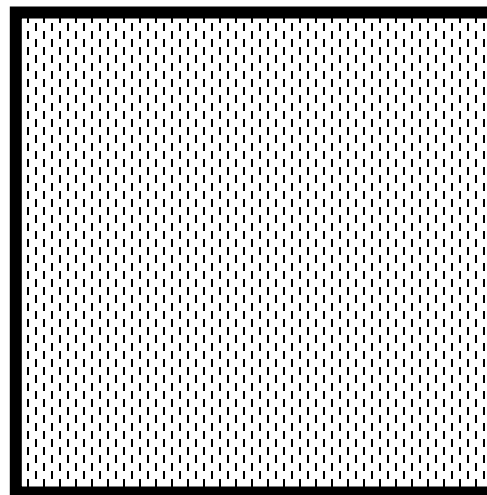
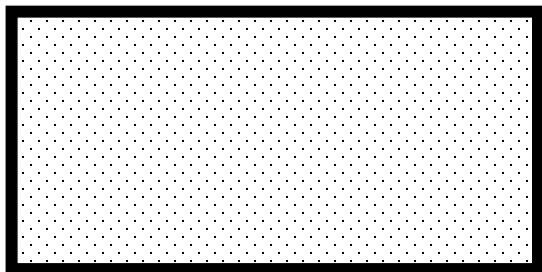
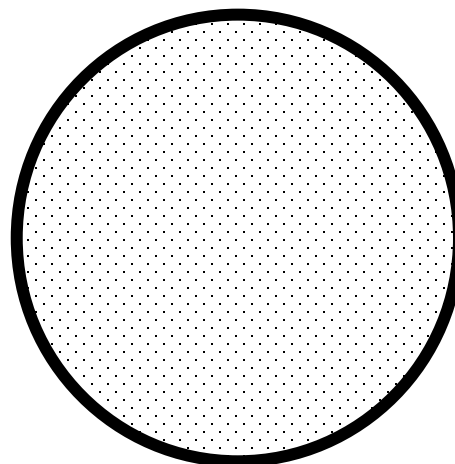
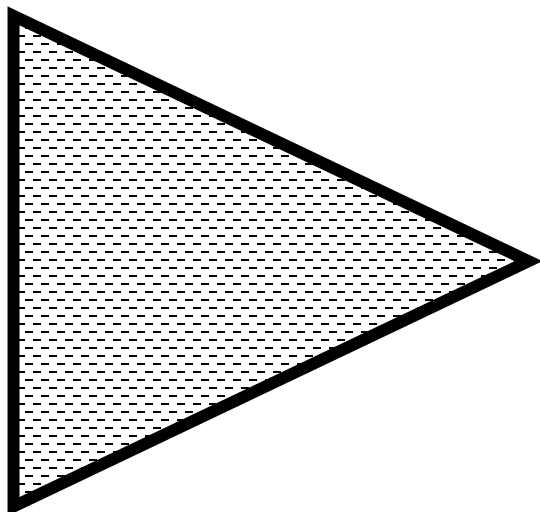
Sort the cards into groups that either have squares or do not have squares.



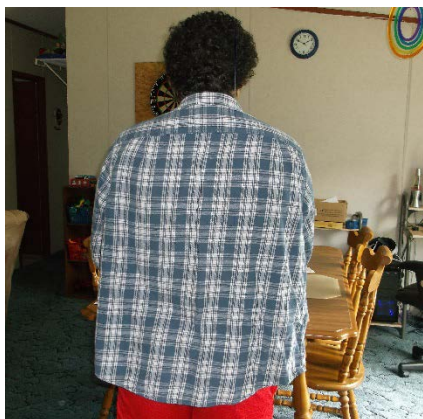
Cut cards apart to sort into the two groups that either "have squares" or "do not have squares."



Cut cards apart to sort into the two groups that either "have squares" or "do not have squares."



Cut cards apart to sort into the two groups that either “have squares” or “do not have squares.”







Cut cards apart to sort into the two groups that either “have squares” or “do not have squares.”



Information for Parents - Shapes

Today, we are practicing with





- Circles 
- Squares 
- Rectangles 
- Triangles 

Today, we are

- Learning about this shape.
- On a Treasure Hunt. We can work together to look for things around the room that look like today's shape.
- Playing a game, called, "I Spy."
 - One person looks around the room and picks an object to give clue a about. "I spy something that looks like (today's shape)."
 - The other people guess until someone guesses the right object.
- Connecting the meaning of written words to objects.
 - Draw pictures of things in the room
 - Write the word that names the picture.

တၢ်ဂ့ၢ်တၢ်ကျိၤလၢမိၢ်ပၢ်သ့ၣ်တဖၣ်အဂီၢ် - တၢ်အက့ၢ်အဂီၢ်သ့ၣ်တဖၣ်

တနံၤအံၤ, ပမၤလိသ့ထီၣ်သးလၢ

- တၢ်ကဝီၤကျိၤသ့ၣ်တဖၣ် 
- တၢ်လွံၢ်ကပၤလိာ်တုၤသိးလိာ်သးသ့ၣ်တဖၣ် 
- တၢ်လွံၢ်ကပၤလၢအတုၤသိးလိာ်သးခံပၤ 
- တၢ်အနၢၣ်သၢနၢၣ်သ့ၣ်တဖၣ် 

တနံၤအံၤ, ပ

- မၤလိန့ၢ်ဘၣ်ယးတၢ်အက့ၢ်အဂီၢ်တခါအံၤလီၤ.
- လၢတၢ်ယုန့ၢ်တၢ်ထူးတၢ်တီၤတခါအဂီၢ်. ပမၤသကိးတၢ်ဒ်သိးသိးသ့ၣ်လၢတၢ်ကွၢ်ယုတၢ်ဖိတၢ်လံၤသ့ၣ်တဖၣ်ဝးဝးလၢတီၤဒၢးပူၤလၢအလီၤကၢ်ဒီးတနံၤအံၤအက့ၢ်အဂီၢ်န့ၣ်လီၤ.
- လိာ်ကွဲၤတၢ်လိာ်ကွဲၤ, ကိးဝဲလၢ, "ယကွၢ်ဟ့ၣ်တၢ်."
 - ပုၤတဂၤကွၢ်တၢ်ဝးဝးလၢတီၤဒၢးပူၤဒီးယုထၢန့ၢ်တၢ်ဖိတၢ်လံၤတခါလၢကဟ့ၣ်တၢ်သံကွၢ်ဘၣ်ယး. "ယဟ့ၣ်ကွၢ်တၢ်တမံၤလၢအလီၤကၢ်ဒီး(တနံၤအံၤတၢ်အက့ၢ်အဂီၢ်)."
 - ပုၤအဂၤသ့ၣ်တဖၣ်ဆိကမိၣ်တယးဝဲတုၤလၢပုၤတဂၤကတယးတၢ်ဖိတၢ်လံၤဘၣ်တစုန့ၣ်လီၤ.
- တၢ်ဒုးဝဲဘူးလံာ်မဲာ်ဖျၢၣ်လၢအကွဲၤလီၤသးသ့ၣ်တဖၣ်အခိပညီဆူတၢ်ဖိတၢ်လံၤသ့ၣ်တဖၣ်.
 - တုၤတၢ်ဖိတၢ်လံၤအဂီၢ်သ့ၣ်တဖၣ်လၢအိၣ်လၢဒၢးကိပူၤ
 - ကွဲၤလံာ်မဲာ်ဖျၢၣ်လၢအကိးန့ၢ်တၢ်ဂီၤအမံၤ

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မိတ်ဖိလၢတၢ်အဲၣ်အိၣ်သ့ၣ်ဧါ

ဒ်နဟ့ၣ်နိၣ်လိၣ်တၢ်ကတိၣ်ဒီးတၢ်တဲသကိးတၢ်ဒီးနဖိအိၣ်ထီၣ်,ဒ်အဲၣ်သ့ၣ်ဂ့ၣ်ထီၣ်ဝဲလၢတၢ်ကတိၣ်ကတိၣ်သးလၢကမၤလိၣ်န့ၣ်တၢ်န့ၣ်လိၣ်.

တၢ်တဲသကိးတၢ်

နဖိမၤလိၣ်န့ၣ်တၢ်အိၣ်တက့ၢ်ဖဲလၢအဲၣ်အဆၢကတိၣ်,လၢကိးနံၣ်ဒဲးတၢ်ဟူးတၢ်ဂဲၤသ့ၣ်တဖၣ်အပူၤန့ၣ်လိၣ်. ငးဂဲၤနဖိလၢတၢ်ဂဲၤလၢအငးထီၣ်ဘၣ်လိၣ်သးလၢကမၤစၢတၢ်ပၢ်ကျဲၤက့ၢ်တၢ်ကူတၢ်သိးအဂီၢ်န့ၣ်တက့ၢ်. တဲတၢ်တတမံၤမံၤဒ်သိး “ခိၣ်ဖျိၣ်အဲၣ်အံၤမ့ၢ်အလွဲၢ်ဂီၤ. နယုန့ၣ်ခိၣ်ဖျိၣ်အဂီၢ်အဂၤတခိၣ်သိးအံၤသ့ၣ်ဧါ”

တဲသကိးတၢ်,ဖးသကိးလံာ်,ဒီးသးဝံၣ်သကိးတၢ်ကိးနံၣ်ဒဲးတက့ၢ်.

Adapted from “Talk, Read and Sing Together Every Day! Tips for Families,” U.S. Department of Education’s Early Learning Office website, November 2018, English-Karen