

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 for comprehension
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: *"Picking Apples"*

PER EDUCATOR

- Story: A-Z Reader, Level aa: "Picking Apples" (English) "Recolectamos manzanas" (Spanish)
- Three Little Apples-Counting Rhyme
 - Say and act out the counting rhyme with student

PER STUDENT

Supply list plus 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.

Warm Up

- **Student Handout: Sorting Circles**
 - Scissors to cut cards apart (or pre-cut)
 - **For beginners with shapes:** use the simplest shapes and photos
 - **For students more experienced with shapes:** Add the letters and the photos with combinations of shapes
- **Student Handout: My Circle 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
 - 4 Straight sides; sometimes same size, sometimes one side is bigger
 - **With students who have more experience with shapes:** use one or two of the pictures, then look around room for examples to draw
 - Label with word the student uses to name the picture
 - Discussion about squares being special rectangles
 - Glue, pencil or marker

Reading

- **Apple to eat, if possible**
 - Wipes to clean hands after eating
 - Substitute with picture of apple from book (page 10), if real apples are not available

Follow up Activity

- **Student Handout: Apples in Basket**
 - Choice of construction paper
 - Crayons, scissors, glue stick
 - Tree: (2) 1-inch strips of green paper to make leaves in tree
 - **With students who are beginners with scissors:** hold strip for student, while student cuts; students often start holding the scissors with two hands. As student gains experience, help them shift to holding the scissors in one hand.
 - **When students have experience with scissors:** transition student to holding the strips in one hand and cutting with the other.
 - Apples and basket: ask student to select crayons and color basket, apples
 - Ask student to select a crayon for you to color an apple or basket
 - Cutting apples and baskets
 - **Beginners with scissors:** as they finish coloring, ask which apple you can cut out first, second, third...
 - **Experienced with scissors:** when they start cutting, ask if student wants you to cut some.
- **Paper to practice writing letters/name**
 - New piece of paper or can write on the back of the craft
 - Jumbo pencil or pencil with a grip or a crayon
 - Have student draw circles and curves
 - Write student's first name on paper
 - Students finds any letters in their name made with a circle or curve (for example: o, c, e, b, P, g, Q, d)
 - **Beginning Handwriters:** Educator writes letter(s) identified, one at a time, for student to trace.
 - **Medium Handwriters:** Educator writes letter(s) identified, one at a time, for student to copy.
 - **Experienced Handwriters:** Student selects letter(s) in name to practice writing and works on writing name.
 - This student might be ready to learn a new letter that is not in their name, from the group of circle/curvy letters. Especially if it is a letter in their middle or last name. Show student a sample and ask them to select which ones they want to try. Use letter names and share any connection to the student's full name.

PER FAMILY TO KEEP (when possible)

- Information for Parents-Shapes (handout in home language of family-English, Burmese, Karen or Spanish)
- Parent Handout: Three Little Apples Counting Rhyme and Information about Rhyming
- **NOTE:** You will want to give the handouts to parents as you are working with the student about the shapes and rhymes. Then talk with the parent at the end if there is more to share.

Finding the Story, “Picking Apples” (Spanish Title, “Recolectamos manzanas”)

- This is a Level “aa” 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 with apples and adjust questions about the story to fit.

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"> ✓ People in pictures represents some students in MEP, but not all.
<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"> ✓ pages include photos of people from various 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 – English and Spanish ✓ Circle Poster – English, Spanish, Burmese and Karen <ul style="list-style-type: none"> Counting Poem – English; translated in Spanish, Burmese, and Karen, but it doesn’t rhyme in the translation ✓ Parents encouraged to think about poems from childhood, in home language.
Inclusive and integrated Curriculum Instruction	
<i>Guidance</i>	<i>Intended for this lesson</i>
<ul style="list-style-type: none"> Inquiry-based 	<ul style="list-style-type: none"> ✓ asking questions rather than assuming child already has experience (for example, eating an apple)
<ul style="list-style-type: none"> Cooperative and collaborative 	<ul style="list-style-type: none"> ✓ Asking student if/how you can help color, cut.
<ul style="list-style-type: none"> Incorporates students’ interests and life experiences 	<ul style="list-style-type: none"> ✓ some students have experience with parents picking apples
<ul style="list-style-type: none"> Honors and promotes voice and develops agency 	<ul style="list-style-type: none"> ✓ asking student to make choices ✓ asking student questions so student can decide how you can assist with coloring and/or cutting ✓ separating writing own name on a project from practicing the letters
<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) 	<ul style="list-style-type: none"> ✓ Suggestion on parent letter with “Three Little Apples Counting Rhyme” about using the phone and/or face-time with family to teach children songs, counting rhymes in home language.

ESTABLISHING AN ORGANIZED LEARNING SPACE IN THE HOME

[Click here for a link](#) to a Montessori blog about the structure of a Montessori classroom. Scroll down to the heading, “Need for Order (Starting at approximately 6 months),” to read how an organized space and routine can help both the student and educator.

While migrant educators have minimal control of the workspace in a family’s home, we can organize the routine of the lesson. The routine provides students and parents with the security and predictability of an organized learning time. Within the security of the routine, students still like surprises, such as learning an action poem or song to practice counting.

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 a Story at more than one lesson: It is good practice to repeat stories with young children.

- Add a story you have read before. During Emergent Reading and give the student a choice for which story to read first.

Immersion in the Story:

- Pick a page and invite the student to join you in pretending.
- For example on Page 4: Look at the man driving the tractor. Let’s pretend to drive a tractor. Are you driving a big tractor or small one? Show me how to climb up. Let’s sit down. Show me what it looks like to hold that big steering wheel. Now let’s ride. Driving through the field, do you think that will be a bumpy ride or smooth? What would that look like? What color is your tractor?

Extension Ideas:

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

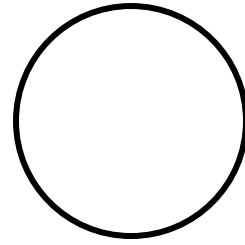
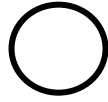
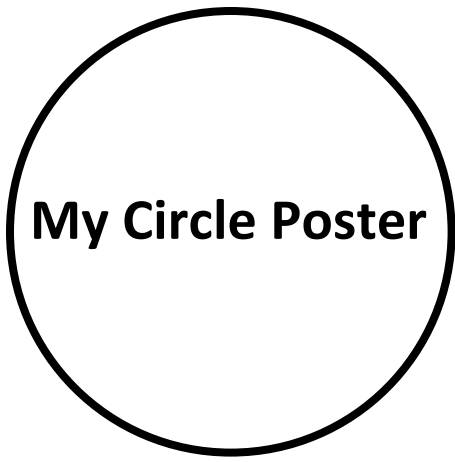
Zoo Phonics:

Zoo Phonics is a commercial curriculum that connects animals to alphabet letters and sounds, as well as how to form/write the letters.

- [Click here to go to a YouTube video](#) and watch a short demonstration of the Zoo Phonics letter names and sounds.
- [Click here to find free images](#) of the Zoo Phonics alphabet and animal letters on the internet, as well as Zoo Phonics items for purchase.

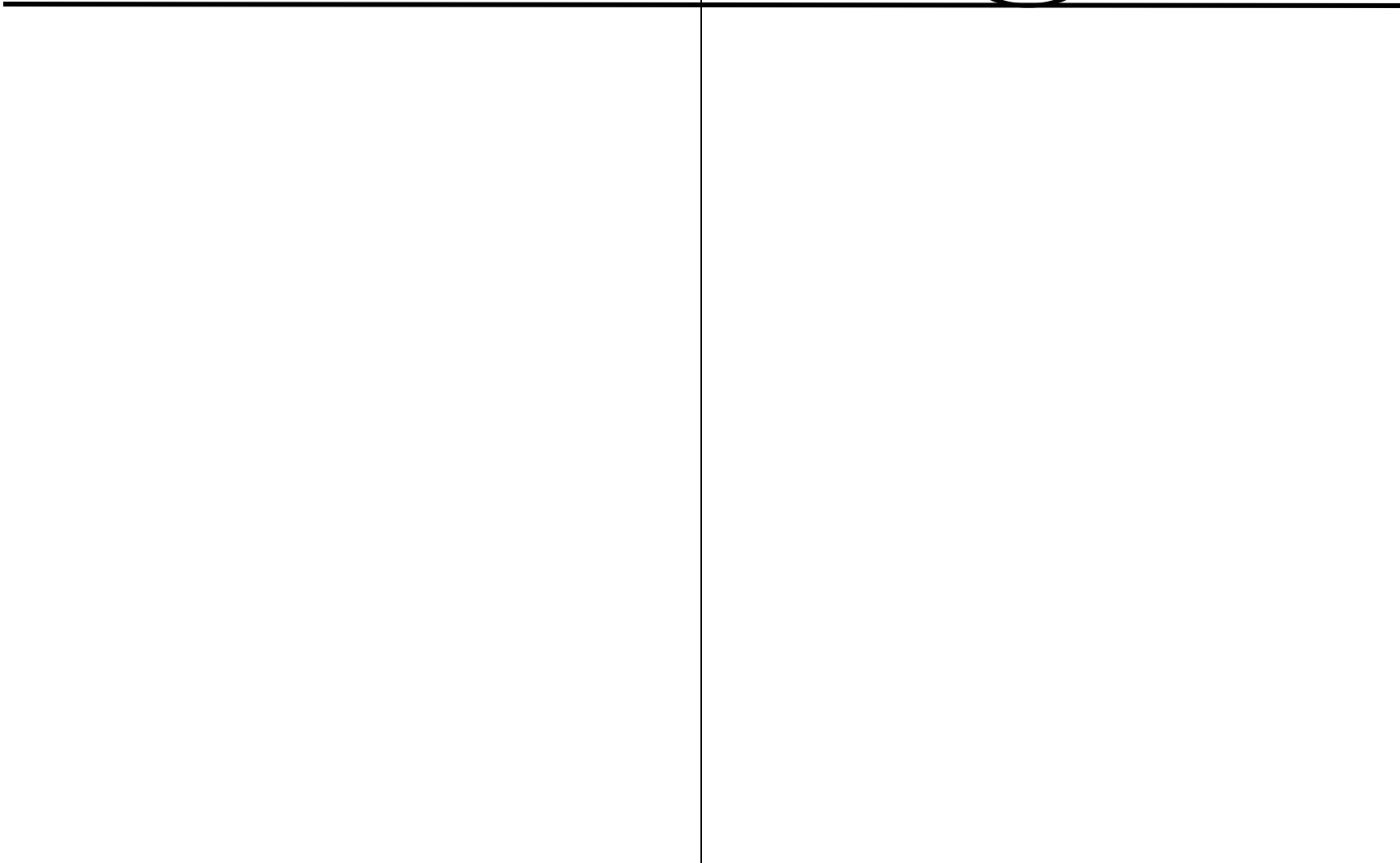
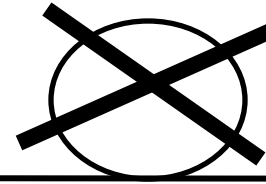
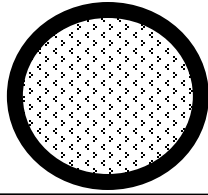
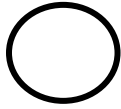
The [New York State Prekindergarten Learning Standards: A Resource for School Success \(NYSED 2019\)](#) provides the following indicators for prekindergarten (P4) students in the Standard area of Phonological Awareness and Phonics and Word Recognition.

- Student demonstrates an emerging understanding of spoken words, syllables, and sounds (phonemes)
 - Student begins to recognize and match spoken words that rhyme
 - Student begins to recognize individual syllables within spoken words
 - Student isolates and pronounces the initial sounds (phonemes) in spoken, one-syllable words
- Student demonstrates emergent phonics and word analysis skills
 - Student demonstrates one-to-one letter-sound correspondence by producing the primary sound of some consonants
- Emergent Multilingual Learners can demonstrate this Standard when they recognize that letters have similar and different sounds in English and their home language.

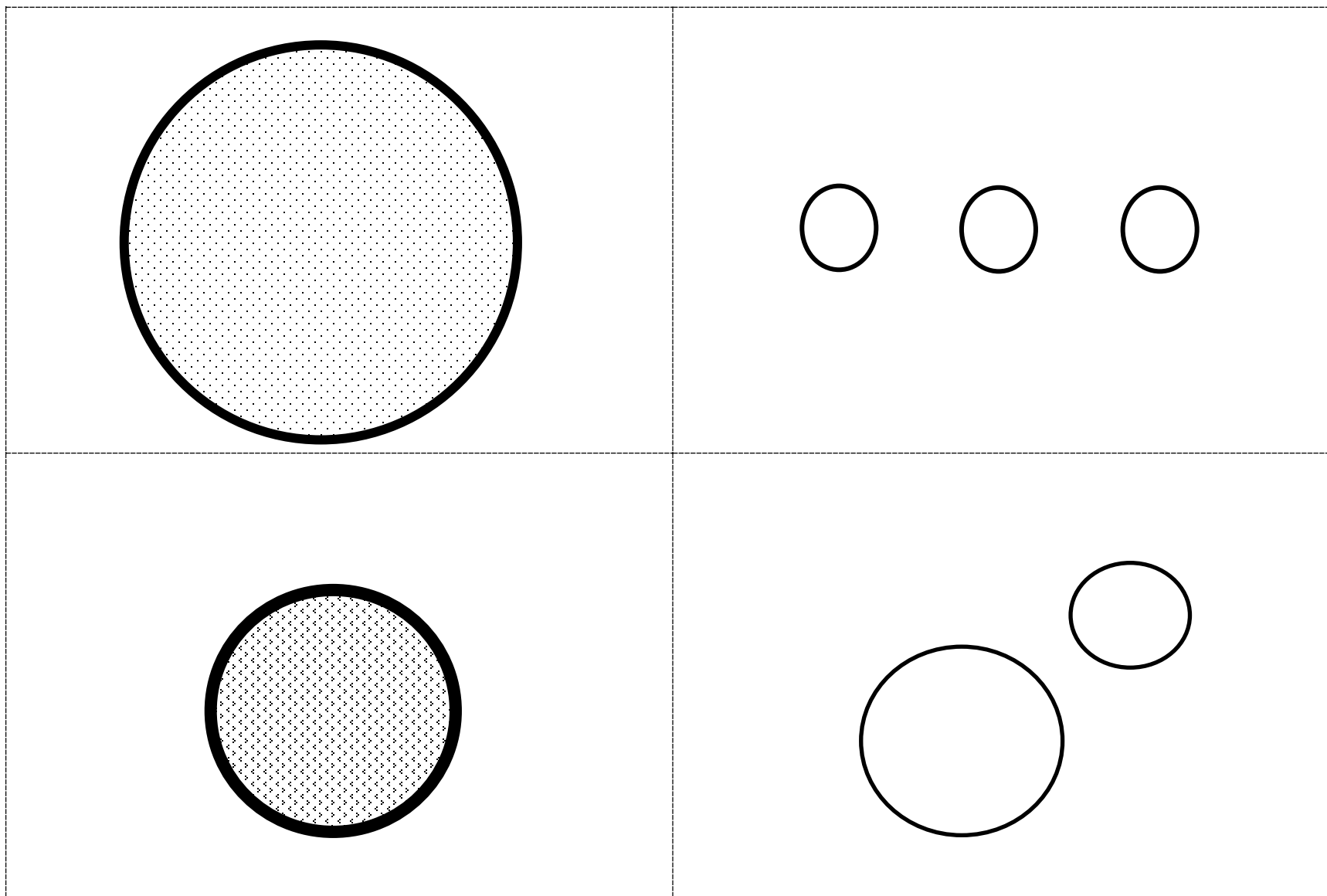


I can find circle shapes.

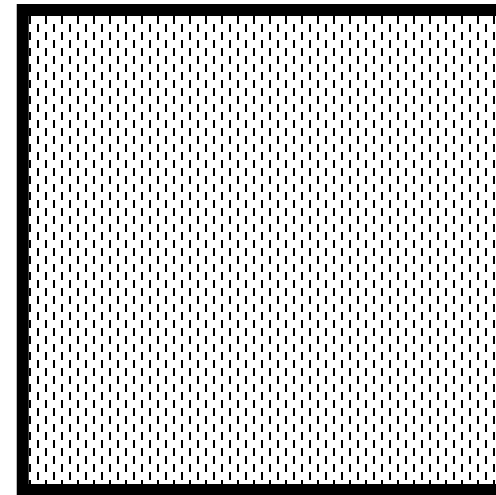
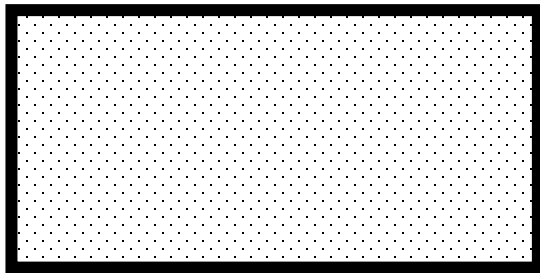
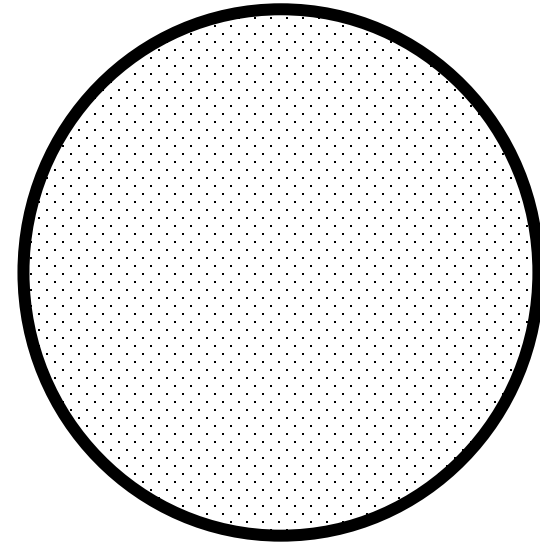
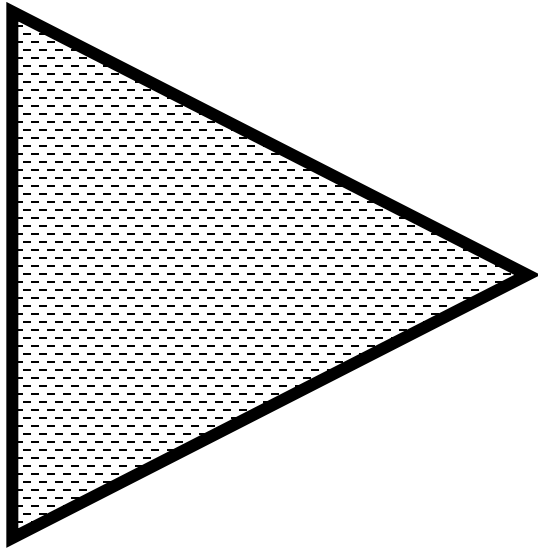
Sort the cards into groups that either have circles or don't have circles.



Cut cards apart for student to sort into the two groups of "circles" or "not circles."



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Apple graphic by <http://clipart-library.com/>

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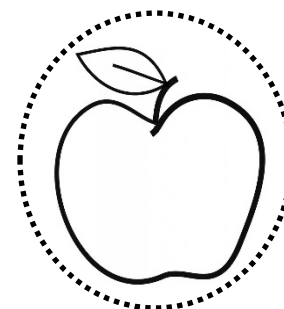
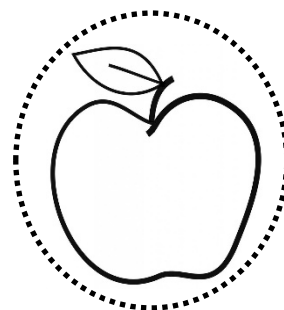
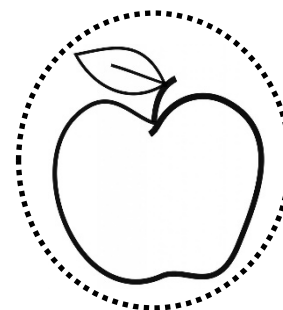
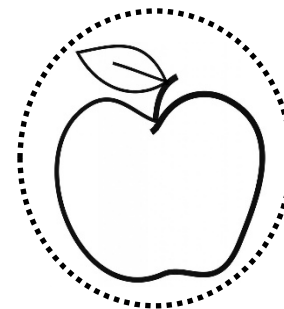
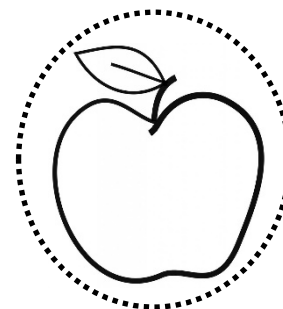
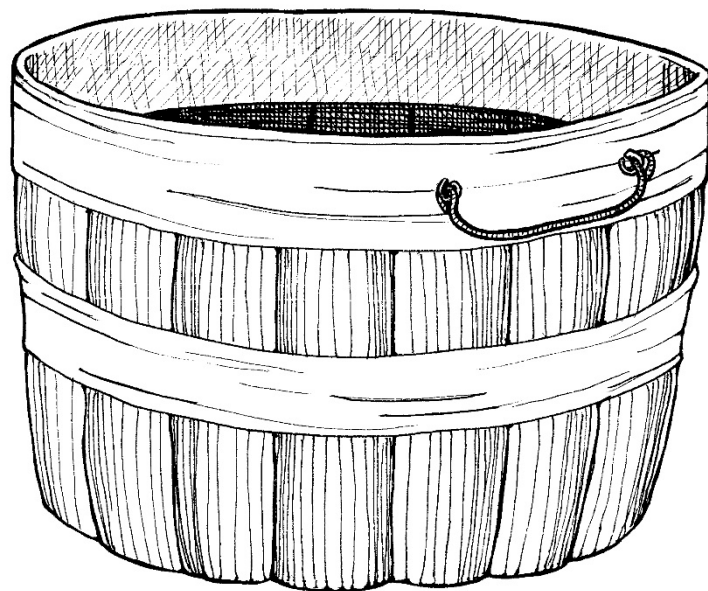
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Put the Apples in the Basket





 the apples.

 the apples using the dotted circle. Put apples in the basket and count.



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.

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Three Little Apples Counting Rhyme

SAY	ACTIONS
<p>Three little apples in an apple tree. Three little apples smiled down at me.</p>	
<p>I shook that tree as hard as I <u>could</u>,</p>	
<p>And down came an apple – (<i>crunch</i>) - mmm-mmm <u>good!</u></p>	
	
<p>Two little apples in an apple tree. Two little apples smiled down at me.</p>	
<p>I shook the tree as hard as I <u>could</u>,</p>	
<p>And down came an apple – (<i>crunch</i>) - mmm-mmm <u>good!</u></p>	
	
<p>One little apple in an apple tree. One little apple smiled down at me.</p>	
<p>I shook the tree as hard as I <u>could</u>,</p>	
<p>And down came an apple – (<i>crunch</i>) - mmm-mmm-<u>good!</u></p>	
	
<p>No more little apples in the apple tree.</p>	
<p>Three little apples inside me!</p>	

The clipart graphics are from <http://clipart-library.com/>

Dear Parents:

Acting out this counting poem helps your children learn the **counting pattern** in a fun way. Young children like to repeat the same things often. This is one way they learn.

Feel free to change the actions to be fun for you and your children. After your children learn the actions, you can change the poem by starting with four apples or five apples.

Rhyming helps children get ready for reading. Rhyming words help students listen for patterns in words and make predictions.

Words rhyme when the sound at the end of the words is the same. In English, the words “tree” and “me” rhyme because they both end with the sound: / ē /.

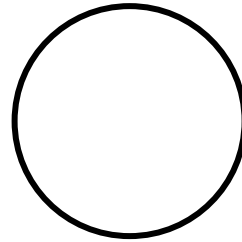
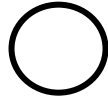
If you have a song you liked to sing when you were a child, sing it with your children! Songs and poems often have rhyming words in them. After you repeat the song or poem enough times, you can hesitate before you say the rhyming word, to give your child a chance to remember it.

If you speak another language besides English at home:

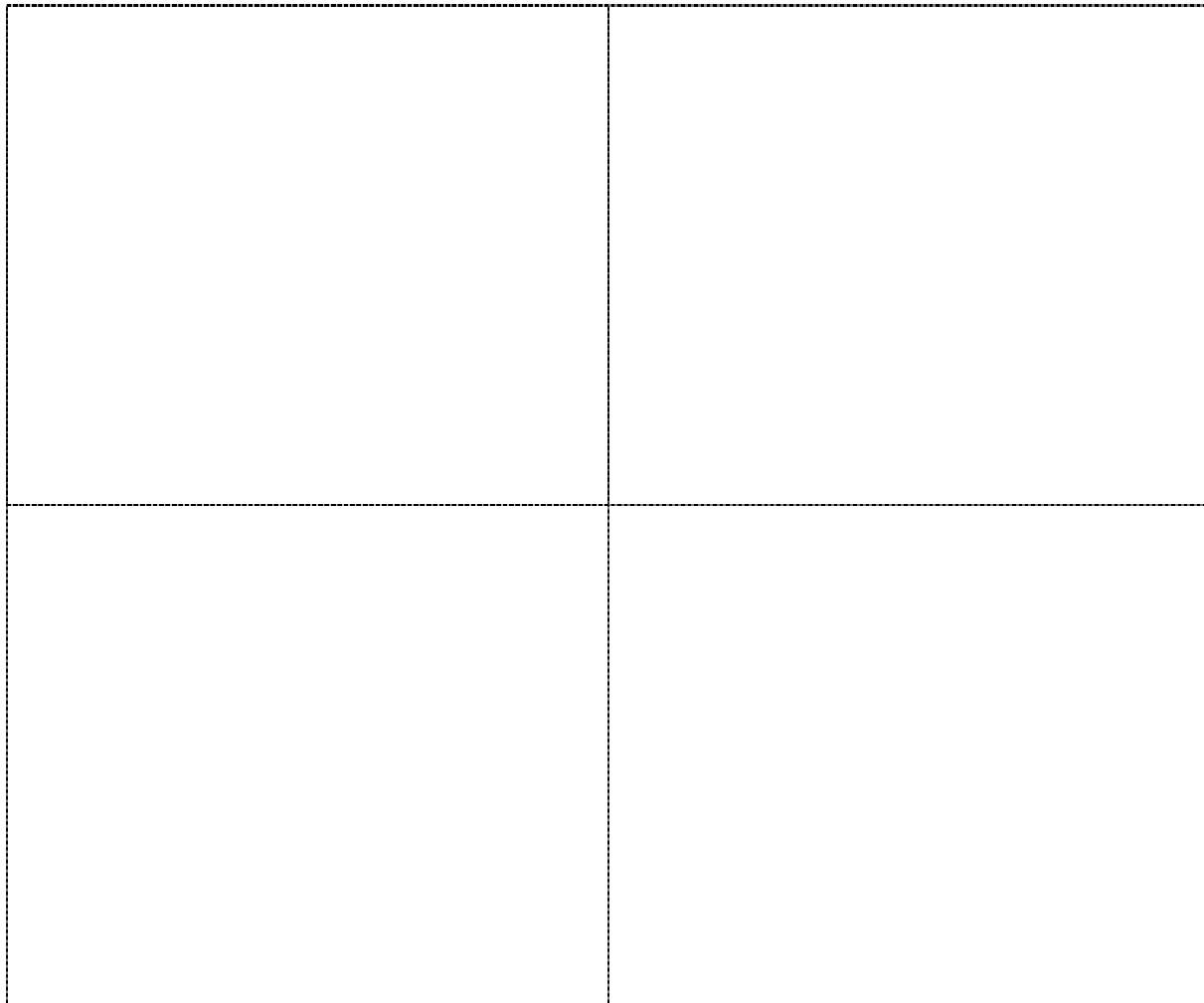
You can use the translation of “Three Little Apples” to practice **counting**. The translation usually will not have a rhyming pattern.

To help your children **understand rhyming patterns**, you can sing songs or say a poem you remember in your home language to help your children learn to listen for patterns in words, like rhyming.

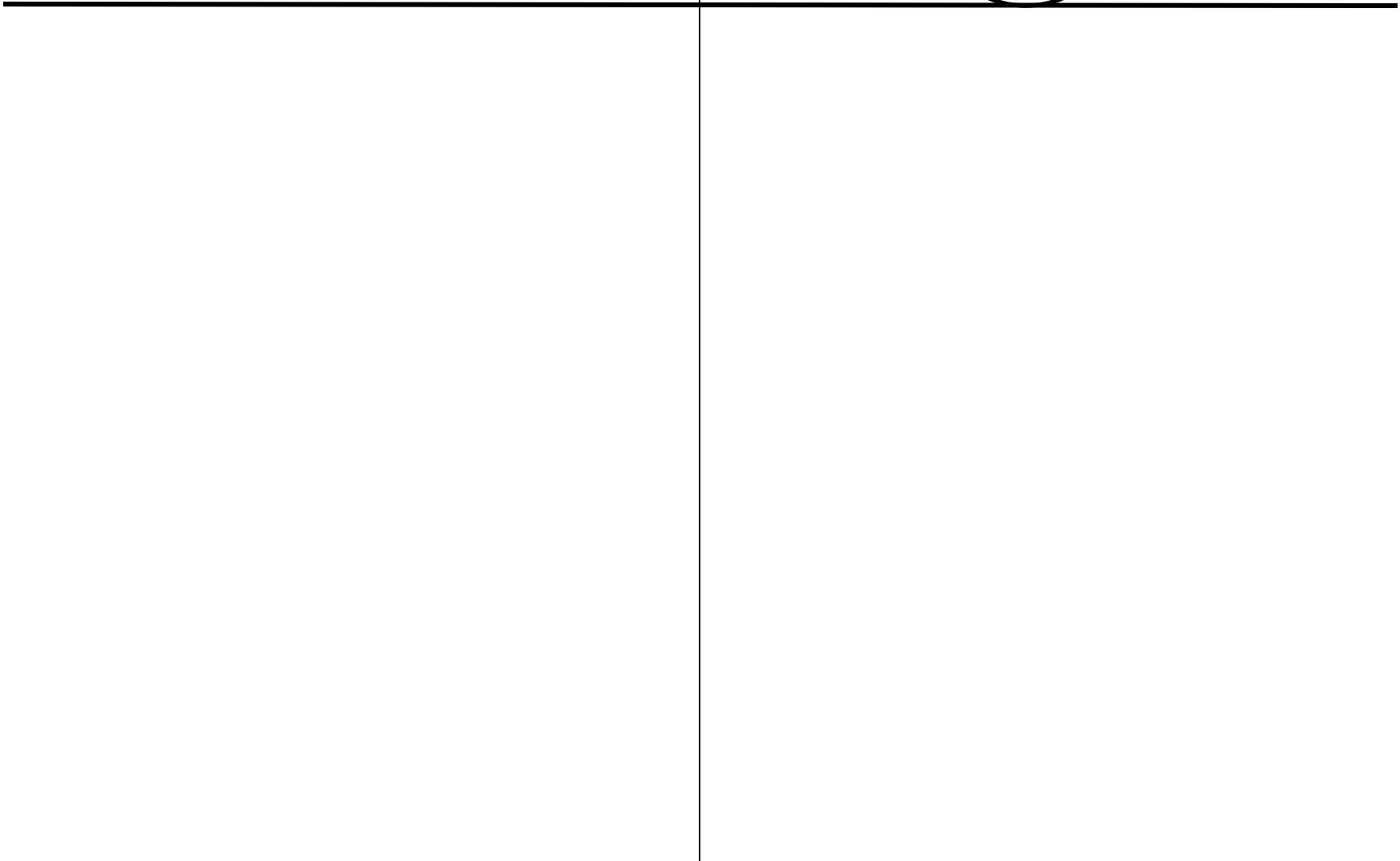
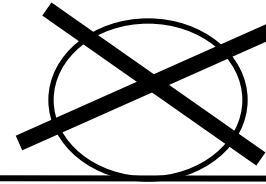
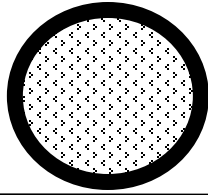
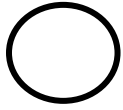
If you and your children are able to call or have “face time” with relatives, maybe they can spend some time singing a favorite children’s song or poem with your children.



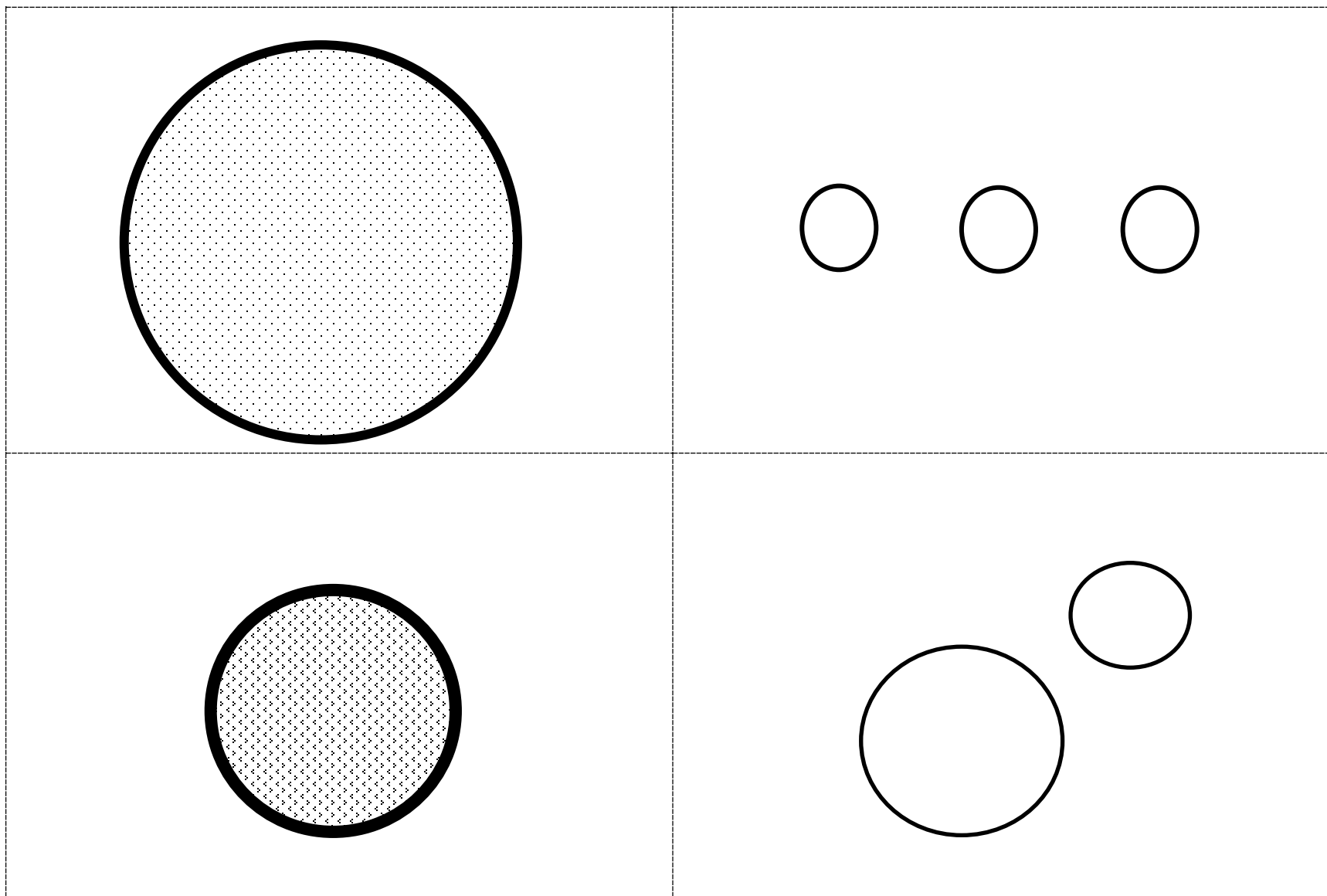
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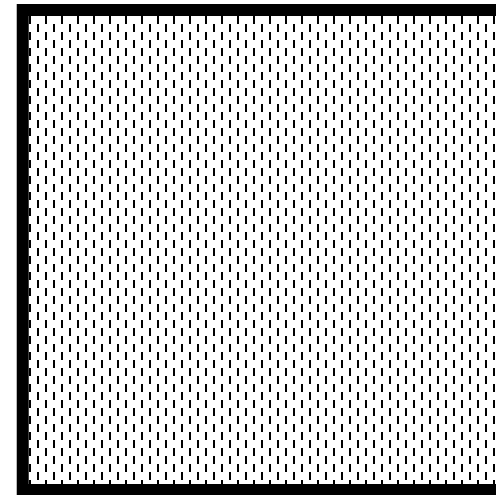
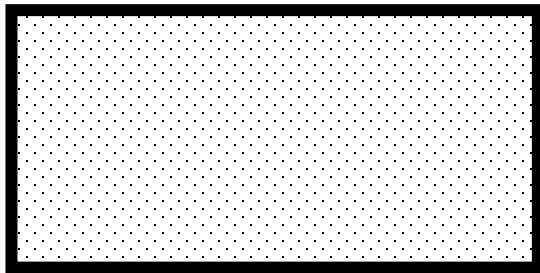
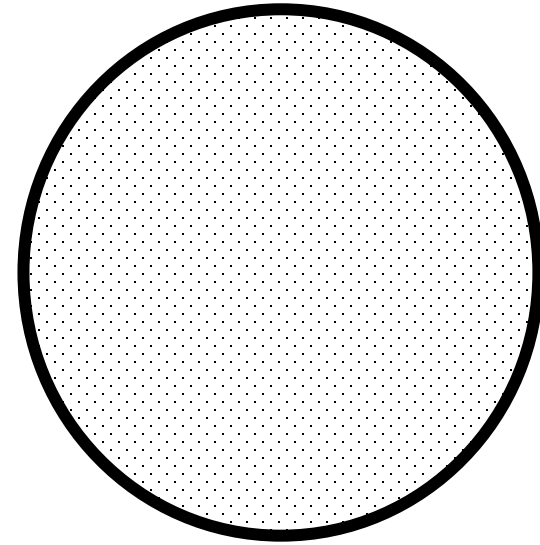
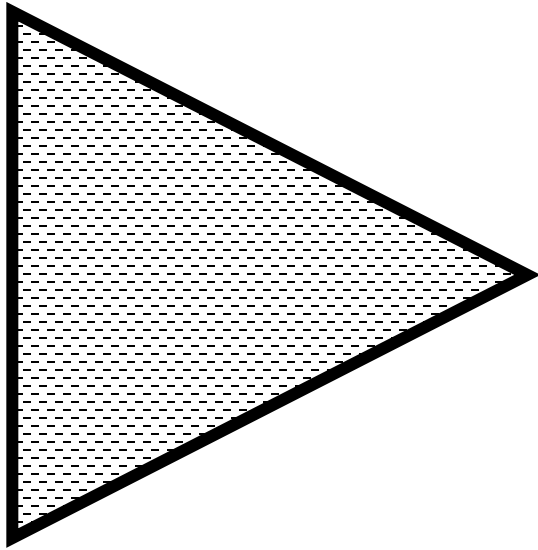
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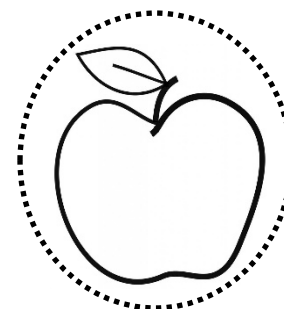
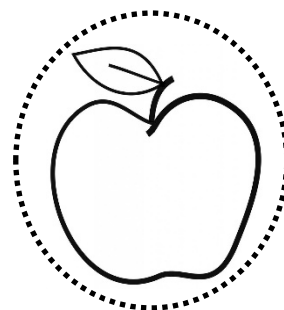
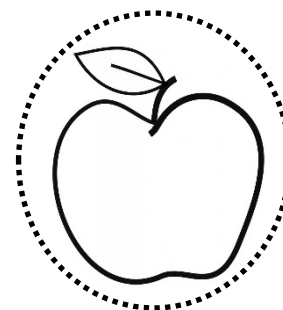
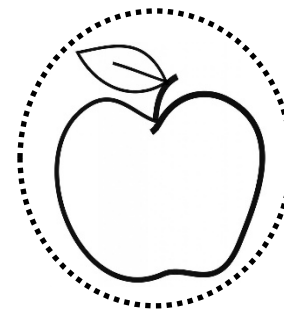
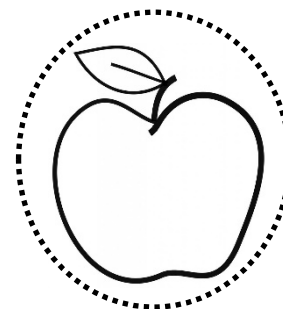
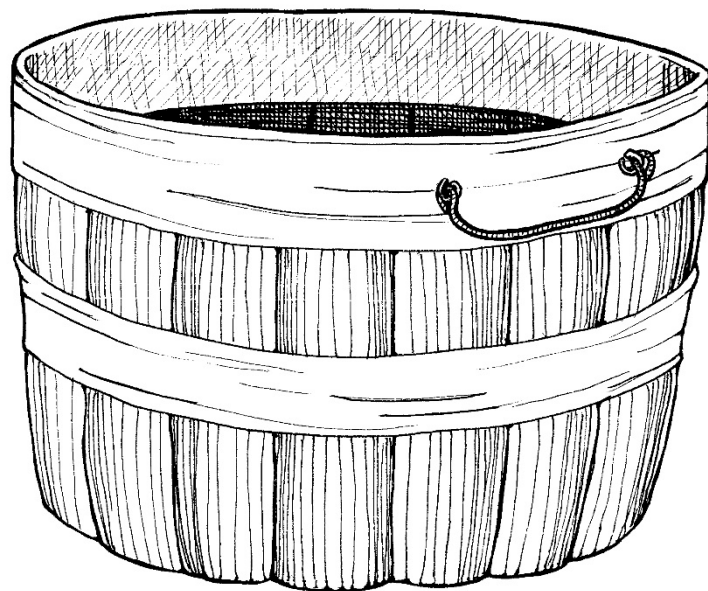
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Put the Apples in the Basket





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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.

Information for Parents - Shapes








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 - Draw pictures of things in the room
 - Write the word that names the picture.

Conteo en Rima de Tres Manzanas

DIGA	ACCIONES
<p>Tres manzanas en un árbol de manzanas. Tres manzanas me sonrieron.</p>	
<p>Sacudí ese árbol tan fuerte como pude,</p>	
<p>Y una manzana cayó – (<i>crunch</i>) - <i>mmm-mmm</i> ¡buena!</p>	
<p>Dos manzanas en un árbol de manzanas. Dos manzanas me sonrieron.</p>	
<p>Sacudí ese árbol tan fuerte como pude,</p>	
<p>Y una manzana cayó – (<i>crunch</i>) - <i>mmm-mmm</i> ¡buena!</p>	
<p>Una manzana en un árbol de manzanas. Una manzana me sonrió.</p>	
<p>Sacudí ese árbol tan fuerte como pude,</p>	
<p>Y una manzana cayó – (<i>crunch</i>) - <i>mmm-mmm</i> ¡buena!</p>	
<p>No hay más manzanas en el árbol de manzanas.</p>	
<p>¡Tres manzanas dentro de mí!</p>	

The clipart graphics are from <http://clipart-library.com/>

Estimados Padres de Familia:

Actuando este verso para contar ayuda a que sus hijos aprendan el **patrón de conteo** en forma divertida. A los niños pequeños les gusta repetir las mismas cosas con frecuencia. Esta es una forma en la que ellos aprenden.

Siéntase libre de modificar las acciones de tal manera que usted y sus hijos se diviertan actuándolas. Después que sus hijos aprendan las acciones, puede modificar el poema empezando con cuatro o cinco manzanas.

Rimar ayuda a los niños a prepararse para la lectura. Rimar las palabras ayuda a los estudiantes a buscar un patrón mientras las escuchan y adivinar lo que sigue.

Las palabras riman cuando el sonido al final de las palabras es el mismo. En inglés las palabras “tree” and “me” riman porque ambas terminan con el sonido : / ē /.

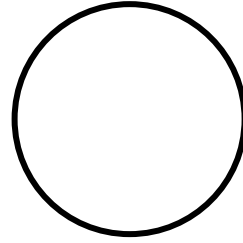
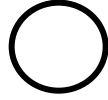
Si tiene una canción que le gustaba cantar cuando era niño, ¡cántela con sus hijos! Las canciones y poemas frecuentemente incluyen palabras que riman. Después que repita la canción o el poema bastantes veces, puede dejar de decir la letra de la canción, para dar oportunidad a los niños de recordar las palabras que riman.

Si usted habla otro idioma en casa además del inglés:

Puede usar la traducción de “Las Tres Manzanas” para practicar el **conteo**. Una traducción normalmente no tiene un patrón de rimado.

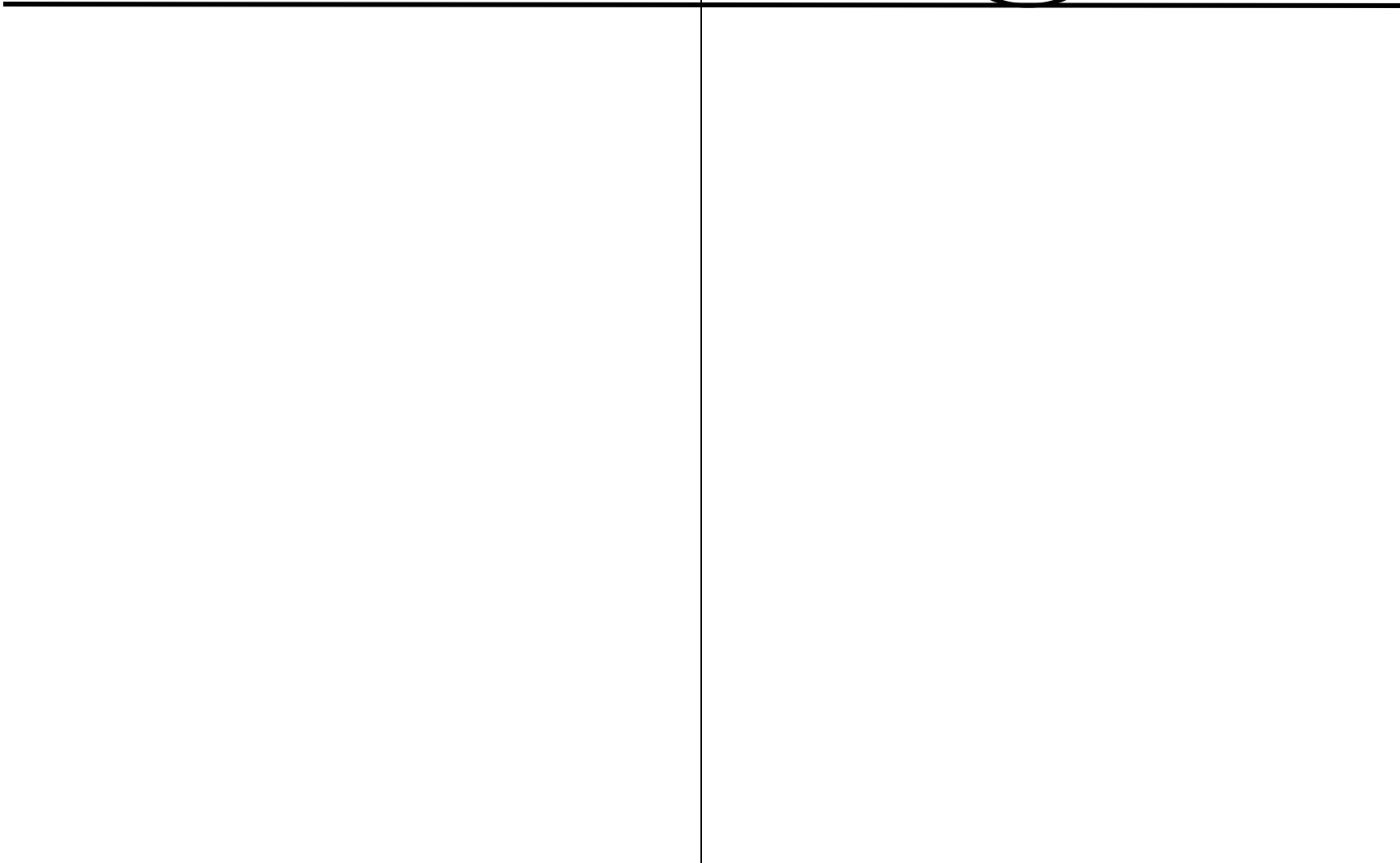
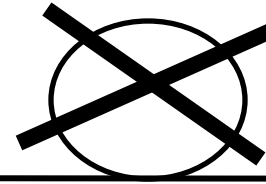
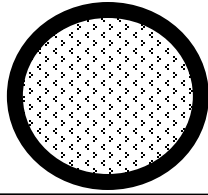
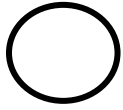
Con el fin de **practicar el rimado**, usted puede cantar canciones o recitar poemas que recuerde en su idioma nativo para ayudar a sus hijos a aprender a identificar patrones de rimado en las palabras, como rimas.

Si usted y sus hijos acostumbran convivir con familiares y parientes a través de redes sociales (face time), tal vez ellos puedan cantar canciones o recitar poemas infantiles en su idioma nativo junto con sus hijos.

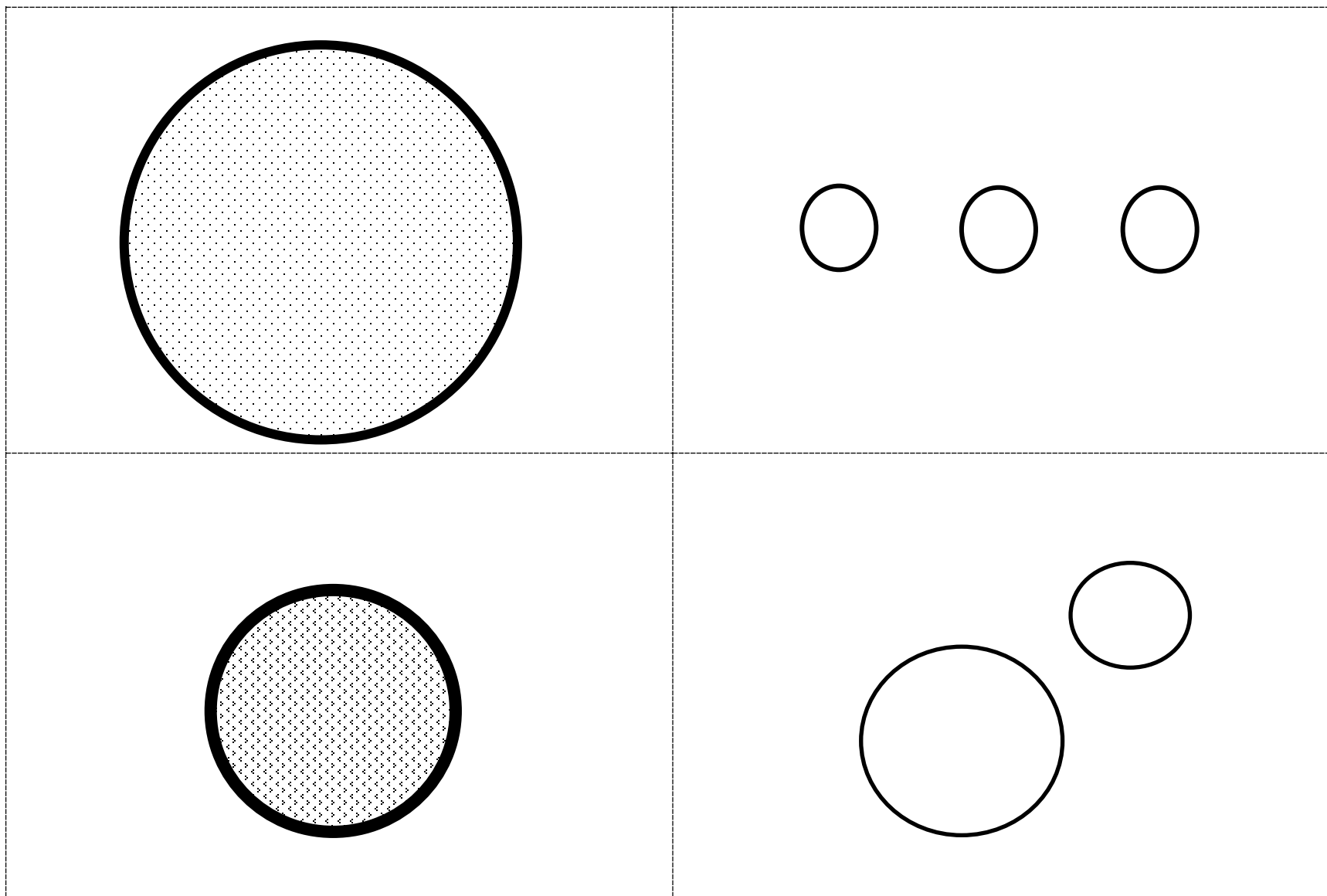


ကျွန်ုပ်သည် စက်ဝိုင်းပုံသဏ္ဍာန်များကို ရှာဖွေနိုင်သည်။

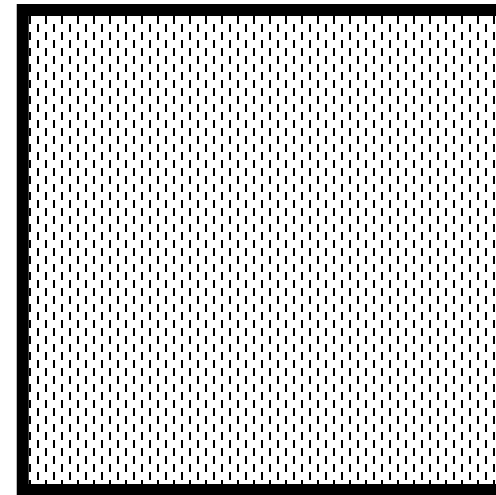
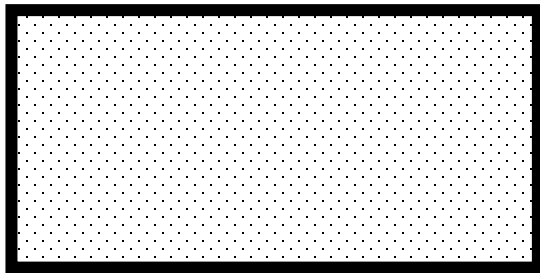
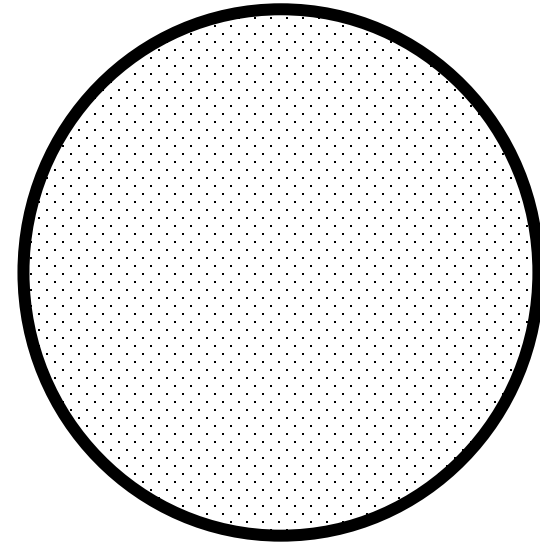
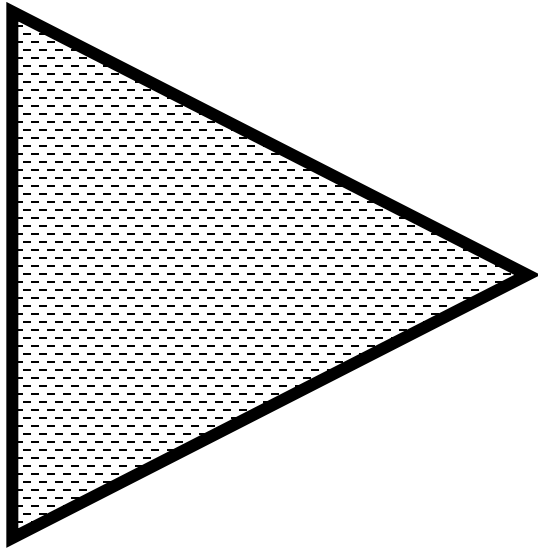
Sort the cards into groups that either have circles or don't have circles.



Cut cards apart for student to sort into the two groups of "circles" or "not circles."



Cut cards apart for student to sort into the two groups of "circles" or "not circles."



Cut cards apart for student to sort into the two groups of "circles" or "not circles."



Apple graphic by <http://clipart-library.com/>

Cut cards apart for student to sort into the two groups of "circles" or "not circles."



Cut cards apart for student to sort into the two groups of "circles" or "not circles."


o


a

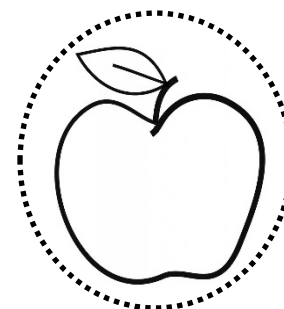
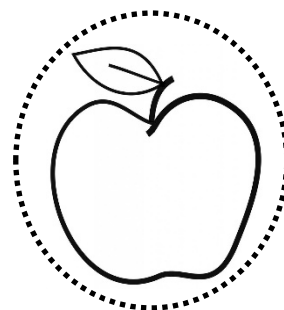
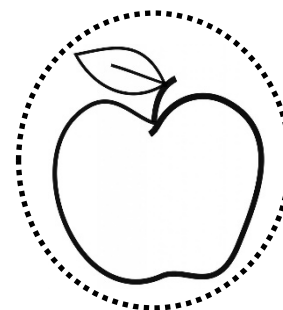
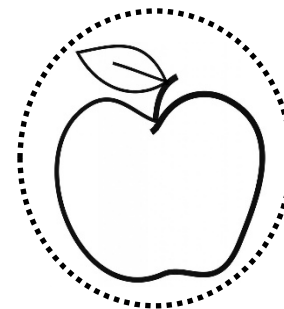
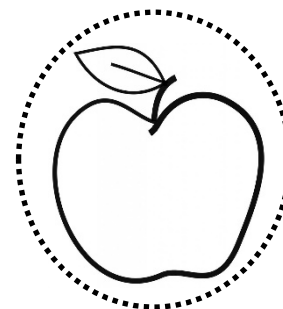
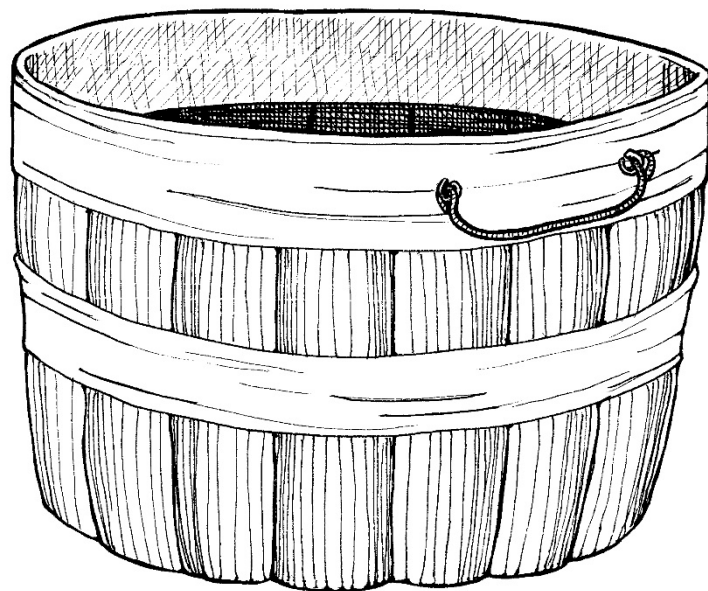
b

c

Put the Apples in the Basket

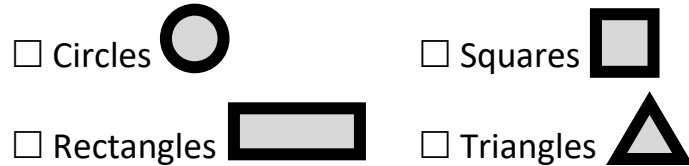
 the apples.

 the apples using the dotted circle. Put apples in the basket and count.



Information for Parents - Shapes

Today, we are practicing with

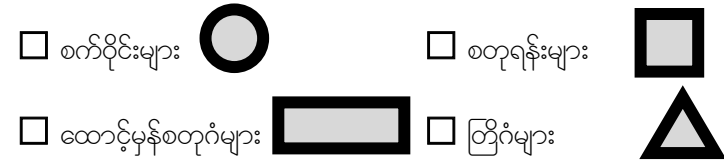


Today, we are

- 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.

မိဘများအတွက်သတင်းအချက်အလက်များ- ပုံသဏ္ဍာန်များ





ယနေ့ ကျွန်ုပ်တို့လေ့ကျင့်ကြရမည်မှာ



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။

ပန်းသီးငယ်သုံးလုံးရေတွက်ခြင်းကာရံနဘေတေးကဗျာ

ပြောပါ	အမှုအရာများ
<p>ပန်းသီးပင်တစ်ပင်တွင် ပန်းသီးငယ်သုံးလုံး ရှိသည်။ ပန်းသီးငယ်သုံးလုံး ကျွန်ုပ်အား ငုံ့ပြီးပြုံးပြခဲ့သည်။</p>	
<p>ထိုအပင်အား ကျွန်ုပ်တတ်နိုင်သမျှ အစွမ်းကုန် လှုပ်ရမ်းခဲ့သည်။</p>	
<p>ပန်းသီးတစ်လုံးကျခဲ့သည်- (ကွက်ခနဲကိုက်သံ) mmm- mmm <u>ကောင်းလိုက်တာ</u></p>	
<p>ပန်းသီးပင်တစ်ပင်တွင် ပန်းသီးငယ်နှစ်လုံးရှိသည်။ ပန်းသီးငယ်နှစ်လုံး ကျွန်ုပ်အား ငုံ့ပြီးပြုံးပြခဲ့သည်။</p>	
<p>ထိုအပင်အား ကျွန်ုပ်တတ်နိုင်သမျှ အစွမ်းကုန် လှုပ်ရမ်းခဲ့သည်။</p>	
<p>ပန်းသီးတစ်လုံးကျခဲ့သည်- (ကွက်ခနဲကိုက်သံ) mmm- mmm <u>ကောင်းလိုက်တာ</u></p>	
<p>ပန်းသီးပင်တစ်ပင်တွင် ပန်းသီးငယ်တစ်လုံးရှိသည်။ ပန်းသီးငယ်တစ်လုံး ကျွန်ုပ်အား ငုံ့ပြီးပြုံးပြခဲ့သည်။</p>	
<p>ထိုအပင်အား ကျွန်ုပ်တတ်နိုင်သမျှ အစွမ်းကုန် လှုပ်ရမ်းခဲ့သည်။</p>	
<p>ပန်းသီးတစ်လုံးကျခဲ့သည်- (ကွက်ခနဲကိုက်သံ) mmm- mmm <u>ကောင်းလိုက်တာ</u></p>	
<p>ပန်းသီးပင်ပေါ်တွင် ပန်းသီးငယ်များ မရှိတော့ပေ။</p>	
<p>ပန်းသီးငယ်သုံးလုံး ကျွန်ုပ်အထဲတွင်ရောက်သွားသည်။</p>	

ချစ်ခင်ရပါသော မိဘများ။

ဤရေတွက်ခြင်းကဗျာအား အမှုအရာဖြင့်ပြုလုပ်ခြင်းသည် သင့်ကလေး **ရေတွက်ခြင်းပုံစံအား** ပျော်ရွှင်စေသည့် နည်းလမ်းတစ်ခုအဖြစ် သင်ယူရန် အကူအညီပေးသည်။ ငယ်ရွယ်သောကလေး များသည် တူညီသောအရာများအား မကြာခဏ ထပ်ခါထပ်ခါပြုလုပ်ခြင်းကို နှစ်သက်ကြသည်။ ဤအရာသည် သူတို့သင်ယူသည့် နည်းလမ်းတစ်ခုဖြစ်သည်။

သင်နှင့်သင့်ကလေးများအတွက် ပျော်စရာဖြစ်စေရန် အမှုအရာများကို လွတ်လပ်စွာ ပြောင်းလဲနိုင်ပါသည်။ သင့်ကလေးသည် အမှုအရာများသင်ယူပြီးသည့်နောက်တွင် သင်သည်ပန်း သီးလေးလုံး သို့မဟုတ် ပန်းသီးငါးလုံးဖြင့် စတင်ခြင်းအားဖြင့် ရေတွက်နည်းပုံစံပြောင်းနိုင်သည်။

ကာရံနဘေတေးကဗျာသည် ကလေးများစာဖတ်ရန်အတွက် အဆင်သင့်ဖြစ်စေရန် ကူညီပေးသည်။ ကာရံနဘေတေးများသည် ကျောင်းသား/သူများ စာလုံးများမှ ပုံစံများကို နားထောင်ပြီး ကြိုတင်ခန့်မှန်းခြင်းများပြုလုပ်ရန် ကူညီပေးသည်။

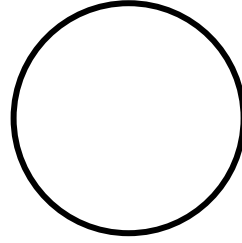
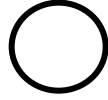
စာလုံးများတေးသွားသည် စာသားများ၏အသံအဆုံးတွင် တူညီစွာရှိနေသည်။ အင်္ဂလိပ်တွင် "သစ်ပင်"နှင့် "ကျွန်ုပ်" ဟူသောစာသားသည် ကာရံကိုက်ညီသည်။ အဘယ်ကြောင့်ဆိုသော် နှစ်ခုစလုံးတွင် / ē / အသံဖြင့်အဆုံးသတ်သည်။

အကယ်၍ သင်ကလေးဘဝတွင် ဆိုခဲ့သောသီချင်းတစ်ပုဒ်ရှိပြီး ဆိုပြလိုပါက သင့်ကလေးများနှင့်အတူဆိုပါ။ သီချင်းများနှင့် ကဗျာများရှိ စာသားများတွင် မကြာခဏဆိုလို ကာရံနဘေတေးများ ပါတတ်သည်။ သီချင်း သို့မဟုတ် ကဗျာအား လုံလောက်သောအကြိမ်များဖြင့် ထပ်ခါထပ်ခါဆိုပြီးပါက သင့်ကလေးအား ထိုအရာကို မှတ်မိဖို့ အခွင့်အရေးတစ်ခုပေးရန် ကာရံနဘေတေးများအား သင်မပြောမှီတွင် တုံ့ဆိုင်းလိုက်နိုင်သည်။

**အကယ်၍ သင်သည် အိမ်တွင် အင်္ဂလိပ်စကားအပြင် အခြားသောဘာသာစကားပြောပါက -
ရေတွက်ခြင်းအားလေ့ကျင့်ရန် သင်သည် “Three Little Apples” “ပန်းသီးငယ်သုံးလုံး”
ဘာသာပြန်ထားခြင်းအား အသုံးပြုနိုင်သည်။ ဘာသာပြန်တွင် များသောအားဖြင့်
ကာရံနဘောပုံစံတစ်ခု ပါဝင်မည်မဟုတ်ပေ။**

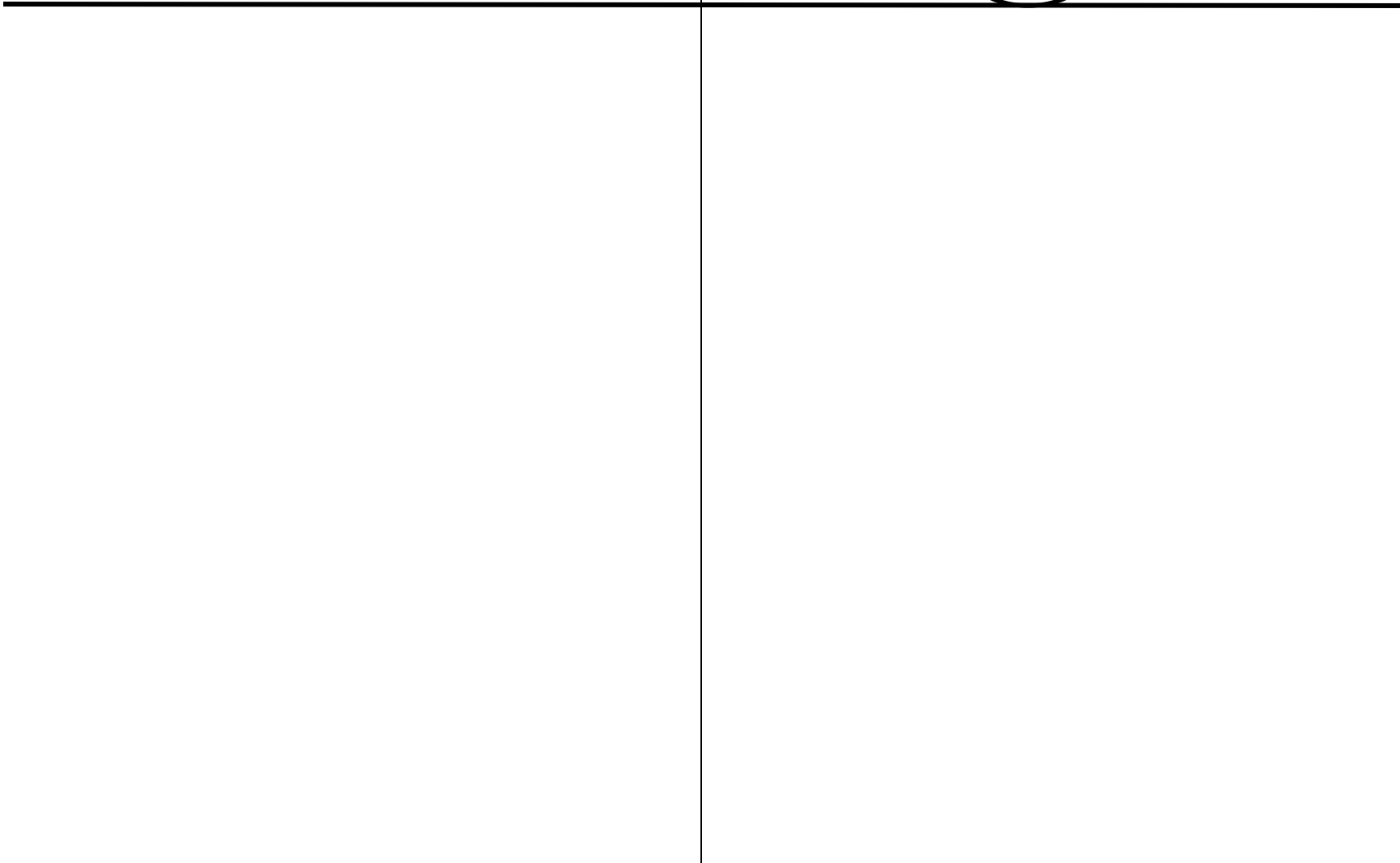
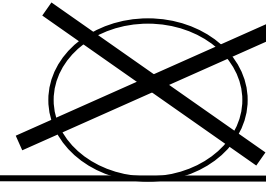
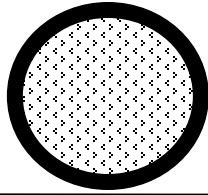
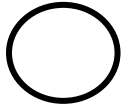
သင့်ကလေးများ **ကာရံနဘောပုံစံများအားနားလည်ရန်** ကူညီရာတွင် သင့်ဘာသာစကားဖြင့်
သင်မှတ်မိသော သီချင်းများသီဆိုခြင်း သို့မဟုတ် ကဗျာတစ်ပုဒ်အားပြောခြင်းဖြင့် ကာရံနဘော
ကဲ့သို့ စာသားများရှိပုံစံများနားထောင်ရန် သင့်ကလေးများသင်ယူခြင်းဖြင့် ကူညီပါ။

အကယ်၍ သင့်ကလေးများ ဆွေမျိုးများနှင့် ဖုန်းခေါ်ဆိုခြင်း သို့မဟုတ် “face time” ပြောဆို
ရဖို့ဖြစ်နိုင်ပါက သူတို့သည် သင့်ကလေးများနှင့်အတူ ကလေးများ၏ အကြိုက်ဆုံးသီချင်းများ
သို့မဟုတ် ကဗျာတစ်ပုဒ်သီဆိုခြင်းအားဖြင့် အချိန်အချို့ အသုံးပြုနိုင်သည်။

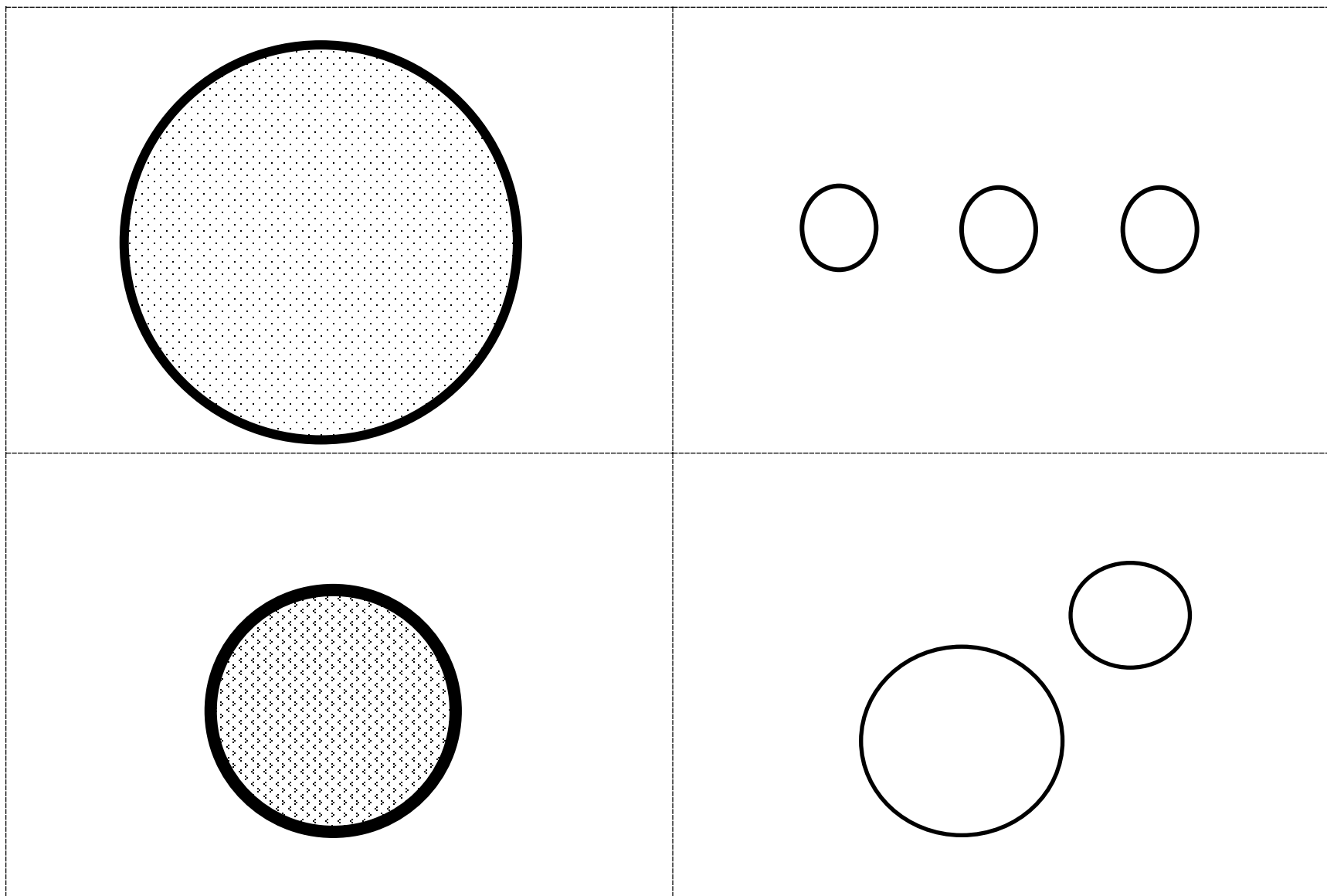


ယဃုန့ၢ်တၢ်ကဝီၤကျိၤအက့ၢ်အဂီၢ်သ့ၣ်တဖၣ်သ့လီၤ.

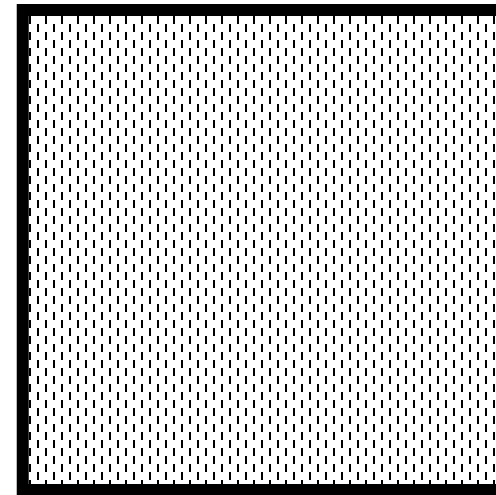
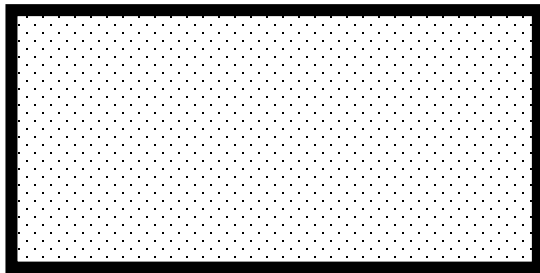
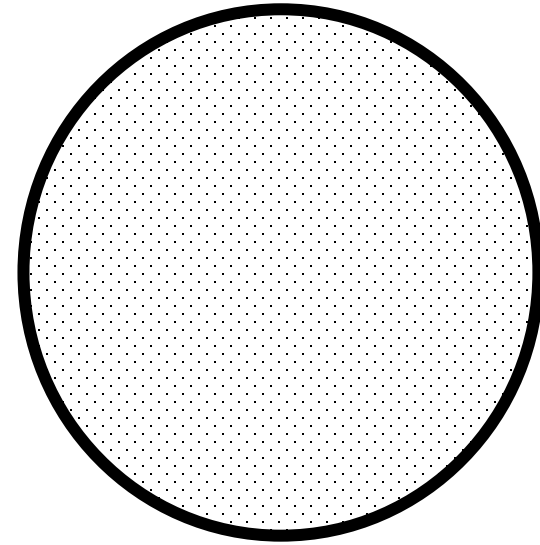
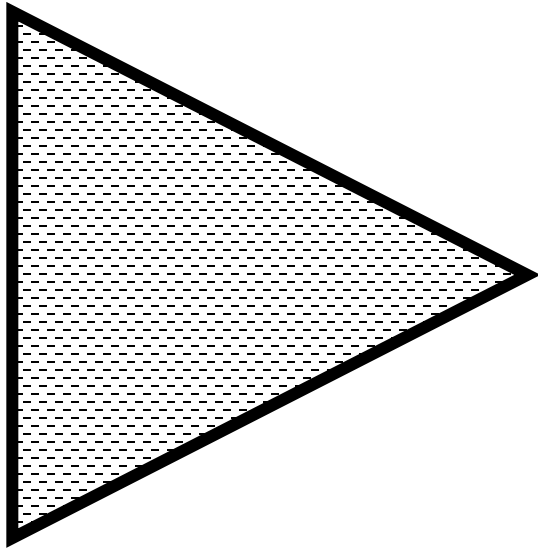
Sort the cards into groups that either have circles or don't have circles.



Cut cards apart for student to sort into the two groups of "circles" or "not circles."



Cut cards apart for student to sort into the two groups of "circles" or "not circles."



Cut cards apart for student to sort into the two groups of "circles" or "not circles."



Apple graphic by <http://clipart-library.com/>

Cut cards apart for student to sort into the two groups of "circles" or "not circles."



Cut cards apart for student to sort into the two groups of "circles" or "not circles."


o


a

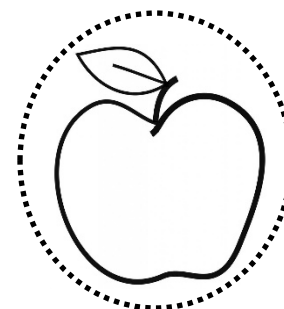
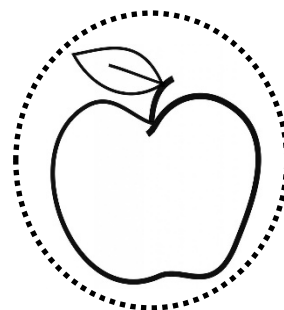
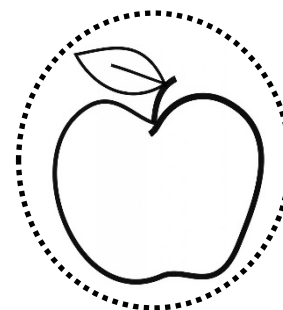
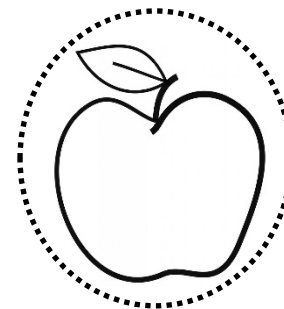
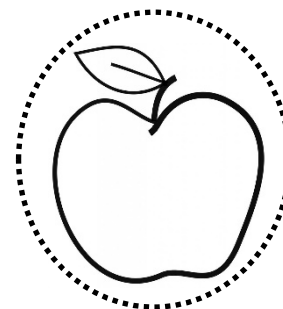
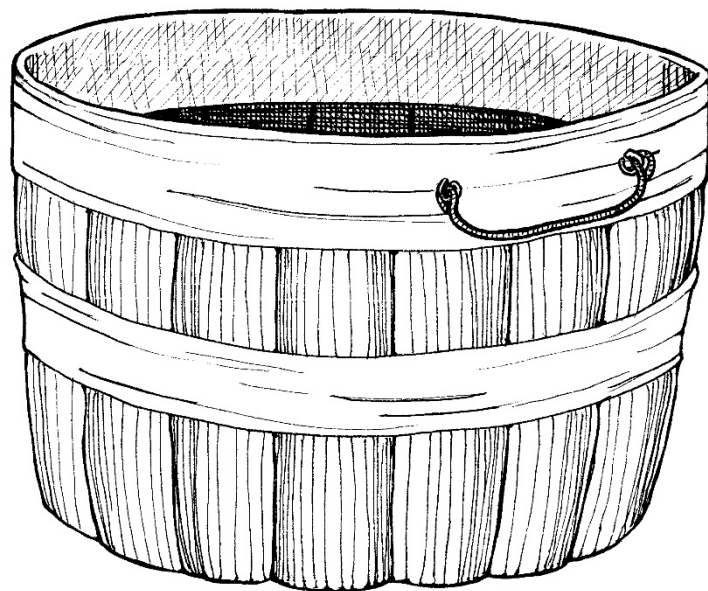
b

c

Put the Apples in the Basket





 the apples.

 the apples using the dotted circle. Put apples in the basket and count.



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  တၢ်လွံၢ်ကပၤလိၣ်တုၤသိးလိၣ်သးသ့ၣ်တဖၣ် 
- တၢ်လွံၢ်ကပၤလၢအတုၤသိးလိၣ်သးခံပၤ တၢ်အနၢၣ်သၢနၢၣ်သ့ၣ်တဖၣ် 
- တၢ်အနၢၣ်သၢနၢၣ်သ့ၣ်တဖၣ် 

တနံၤအံၤ, ပ

- မၤလိန့ၢ်ဘၣ်ယးတၢ်အက့ၢ်အဂီၢ်တခါအံၤလီၤ.
- လၢတၢ်ယုန့ၢ်တၢ်ထူးတၢ်တီၤတခါအဂီၢ်. ပမၤသကိးတၢ်ဒ်သိးသိးသ့ၣ်လၢတၢ်ကွၢ်ယုတၢ်ဖိတၢ်လံၤသ့ၣ်တဖၣ်ဝးဝးလၢတီၤဒၢးပူၤလၢအလီၤကၢ်ဒီးတနံၤအံၤအက့ၢ်အဂီၢ်န့ၣ်လီၤ.
- လိၣ်ကွဲၤတၢ်လိၣ်ကွဲၤ, ကိးဝဲလၢ, "ယကွၢ်ဟ့ၣ်တၢ်."
 - ပုၤတဂၤကွၢ်တၢ်ဝးဝးလၢတီၤဒၢးပူၤဒီးယုထၢန့ၢ်တၢ်ဖိတၢ်လံၤတခါလၢကဟ့ၣ်တၢ်သံကွၢ်ဘၣ်ယး. "ယဟ့ၣ်ကွၢ်တၢ်တမံၤလၢအလီၤကၢ်ဒီး(တနံၤအံၤတၢ်အက့ၢ်အဂီၢ်)."
 - ပုၤအဂၤသ့ၣ်တဖၣ်ဆိကမိၣ်တယးဝဲတုၤလၢပုၤတဂၤကတယးတၢ်ဖိတၢ်လံၤဘၣ်တစုန့ၣ်လီၤ.
- တၢ်ဒုးဝဲဘူးလံၢ်မဲၣ်ဖျၢၣ်လၢအကွဲၤလီၤသးသ့ၣ်တဖၣ်အခိပညီဆူတၢ်ဖိတၢ်လံၤသ့ၣ်တဖၣ်.
 - တုၤတၢ်ဖိတၢ်လံၤအဂီၢ်သ့ၣ်တဖၣ်လၢအိၣ်လၢဒၢးကိပူၤ
 - ကွဲၤလံၢ်မဲၣ်ဖျၢၣ်လၢအကိးန့ၢ်တၢ်ဂီၤအမံၤ

ဖီသန်ဆံးဖိသၢဖျၢန်တၢ်ဂံၢ်တၢ်ဒွးထါဖျၢန်ဖိ

စံး	တၢ်ဟူးတၢ်ဂဲၤတဖၣ်
ဖီသန်ဆံးဖိသၢဖျၢန်ဖဲဖီသန်အထူၣ်လိၤ ဖီသန်ဆံးဖိသၢဖျၢန်နံၤကမ့ၢ်ဘၣ်ယၤ	
ယဂံၤဂုၤသ့ၣ်ထူၣ်န့ၣ်ဆူၣ်ဆူၣ်ဒ်ယမၤန့ၢ်အသိး	
ဒီးဖီသန်တဖျၢန်ဟဲလီၤ - (အ့ၣ်တၢ်သီၣ်ခြံးခြံး) - ဟူၣ် ဂ့ၤမး	
ဖီသန်ဆံးဖိသၢဖျၢန်ဖဲဖီသန်အထူၣ်လိၤ ဖီသန်ဆံးဖိသၢဖျၢန်နံၤကမ့ၢ်ဘၣ်ယၤ	
ယဂံၤဂုၤသ့ၣ်ထူၣ်န့ၣ်ဆူၣ်ဆူၣ်ဒ်ယမၤန့ၢ်အသိး	
ဒီးဖီသန်တဖျၢန်ဟဲလီၤ - (အ့ၣ်တၢ်သီၣ်ခြံးခြံး) - ဟူၣ် ဂ့ၤမး	
ဖီသန်ဆံးဖိတဖျၢန်ဖဲဖီသန်အထူၣ်လိၤ ဖီသန်ဆံးဖိတဖျၢန်နံၤကမ့ၢ်ဘၣ်ယၤ	
ယဂံၤဂုၤသ့ၣ်ထူၣ်န့ၣ်ဆူၣ်ဆူၣ်ဒ်ယမၤန့ၢ်အသိး	
ဒီးဖီသန်တဖျၢန်ဟဲလီၤ - (အ့ၣ်တၢ်သီၣ်ခြံးခြံး) - ဟူၣ် ဂ့ၤမး	
ဖီသန်ဆံးဖိတအိၣ်နီၣ်တဖျၢန်ဖဲဖီသန်အထူၣ်လိၤလၢၤဘၣ်	
ဖီသန်ဆံးဖိသၢဖျၢန်အိၣ်လၢယပူၤလံၤ	

The clipart graphics are from <http://clipart-library.com/>

မိတ်တဖန်၊

တၢ်ဂဲၤဒိတၢ်ဂံၢ်ဒွဲးအထိအံၤမၤစၢၤနဖိလၢကမၤလိတၢ်ဂံၢ်တၢ်ဒွဲးအဒိလၢတၢ်သ့ၣ်ဖုံသးညီအကျဲလီၤ.
ဖိသၣ်ဆံးတဖန်အါဘျီန့ၢ် အဲၣ်ဒီးမၤတၢ်တမံၤအဘျီဘျီလီၤ. တၢ်အံၤမ့ၢ်ကျဲတခါလၢအဝဲသ့ၣ်မၤလိတၢ်လီၤ.

အိၣ်ဒီးတၢ်သဘျီလၢနကလဲလိာ်တၢ်ဟူးတၢ်ဂဲၤလၢကအိၣ်ဒီးတၢ်သ့ၣ်ဖုံသးညီလၢနဒီးနဖိအဂီၢ်တက့ၢ်.
ဖဲနဖိမၤလိတၢ်ဟူးတၢ်ဂဲၤတဖန်ဝံၤအလီၢ်ခံ, နလဲလိာ်ထါတယုၢ်လၢအစးထီၣ်သးဒီးဖိသၣ်လွံၢ်ဖျါ မ့တမ့ၢ်
ယဲၢ်ဖျါသ့လီၤ.

တၢ်သီၣ်သးမၤစၢၤဖိသၣ်တဖန်အိၣ်ကတံၢ်ကတီၤသးလၢတၢ်ဖးလံာ်အဂီၢ်လီၤ.
တၢ်သီၣ်သးမၤလံာ်မဲၢ်ဖျါတဖန်မၤစၢၤကိၣ်ဖိတဖန်ကနၢ်လံာ်မဲၢ်ဖျါအဒိတဖန်ဒီး တယၢ်ဆိဟ်စၢၤတၢ်
တဖန်လီၤ.

လံာ်မဲၢ်ဖျါတဖန်သီၣ်သးမၤစၢၤဖိသၣ်တဖန်လၢလံာ်မဲၢ်ဖျါအကတၢ်ဒ်သိးလိာ်အသးလီၤ. လၢအဲၣ်ကလံးကျိၣ်န့ၢ်,
လံာ်မဲၢ်ဖျါ "tree" ဒီး "me" သီၣ်သးမၤလိာ်သးမ့ၢ်လၢခံဖျါအကတၢ်ဒီးတၢ်သီၣ်အ (/ ē /) အပိလီၤ.

နတၢ်သးဝံၣ်မ့ၢ်အိၣ်လၢအနအဲၣ်ဒီးသးဝံၣ်ဖဲနဖိသၣ်အခါန့ၢ်, သးဝံၣ်ဒီးနဖိတက့ၢ်. တၢ်သးဝံၣ်တဖန်ဒီး
ထါတဖန်ထီၣ်အိၣ်ဒီးတၢ်သီၣ်သးမၤလံာ်မဲၢ်ဖျါတဖန်လၢအပူၤလီၤ. နသး ဝံၣ်တၢ်သးဝံၣ် မ့တမ့ၢ်
ထါအဘျီဘျီဝံၤအလီၢ်ခံ, နယုၢ်နသးသ့တချုးနစံးတၢ်သီၣ်သးမၤလံာ်မဲၢ်ဖျါ, ဒ်သိးကဟ့ၣ်နဖိခွဲး
ယၢ်တခါလၢကတီၢ်နီၣ်တၢ်လီၤ.

နမ့ၢ်ကတီၤကျိၣ်အဂၤအါန့ၢ်အဲၣ်ကလံးဖဲဟံၣ်ပူၤန့ၢ်, နသ့တၢ်ကွဲးကျိၣ်ထံ "ဖိသၣ်ဆံးဖိသၢဖျါ"
ဒ်သိးကမၤလိထံတၢ်ဂံၢ်ဒွဲးလီၤ. တၢ်ကျိၣ်ထံတၢ်ထီၣ်တအိၣ်ဒီး တၢ်သီၣ်သးမၤစၢၤအဒိဘၣ်.

ဒ်သိးကမၤစၢၤနဖိလၢကနၢ်ပၢ်တၢ်သီၣ်သးမၤစၢၤအဒိတဖန်အဂီၢ်, နသးဝံၣ်တၢ်သးဝံၣ် မ့တမ့ၢ် ထါတယုၢ်လၢ
နတီၢ်နီၣ်အီၤလၢနကျိၣ်ဒ်သိးကမၤစၢၤနဖိမၤလိဒိကနၢ်လံာ်မဲၢ်ဖျါအဒိတဖန်, ဒ်သိးတၢ်သီၣ်သးမၤစၢၤလီၤ.

နဒီးနဖိတဖန်မ့ၢ်ကိး မ့တမ့ၢ် အိၣ်ဒီး "face time" ဆူ နဘူးနတၢ်တဖန်အအိၣ်န့ၢ်,
ဘၣ်သ့ၣ်သ့ၣ်နသ့တၢ်ဆၢ ကတီၢ်န့ၢ်ခိဖျါတၢ်သးဝံၣ်ဖိသၣ်ဆံးအတၢ်သးဝံၣ်တဖန် မ့တမ့ၢ်
အထါတဖန်ယုၢ်ဒီးနဖိတဖန်လီၤ.