

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:

"I Am a Community Worker"

PER EDUCATOR

- **Story:** A-Z Reader, Level B: "I Am a Community Worker" (English); "*Soy trabajador comunitario*" (Spanish)
- **Parent Handout:** Three Little Monkeys Jumping on the Bed
 - Say and act out the counting rhyme with student
- **Parent Handout:** Clean up Song
 - Sing with the tune from the Barney Show
 - Learning the tune will help ELL students recognize it in school

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 Rectangles**
 - 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 Rectangle 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

Follow up Activity

- ***Bed craft- Connection to the Monkeys Jumping on the Bed counting poem and there was a doctor story***
 - 9-inch by 12-inch construction paper for the base of the craft.
 - Construction paper (4-inch by 9-inches strips) in assorted colors, to make bed and blankets
 - Students can fold and cut one color for bed, then different colors for blankets
 - **Beginners with scissors** may need you to hold the paper.
 - If short on time, you can ask all students what color you can cut.
 - (2) 1-inch strips construction paper in assorted colors, to cut and glue design onto one "blanket"
 - **Beginners with scissors** may need you to hold the paper.
 - Crayons, scissors, glue stick
- ***Student Handout: Three Little Monkey graphics***
 - Scissors to cut out monkeys – cut on/around the rectangle
 - Encourage **students who have experience with scissors** to cut on or close to the lines of the rectangle.
 - If short on time, ask student which monkey you (or parent) can cut.
 - **With students who are beginners with scissors**, ask student which monkey you can cut first. Describe what you are doing (holding paper in one hand, cutting on the lines on the rectangle that is around the monkey.)
 - Ask student to pick monkey to he/she wants to cut out.
 - Educator cuts away from the large piece of paper, and then holds the paper for student to cut on the rectangle around the monkey.
 - Ask student which monkey you should cut next, keeping student involved with the process.
- ***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 straight lines – up, down, across
 - Write student's first name on paper

- Have student find any letters in their name made with straight lines (for example: M, m, T, t, D, d, i, l, L, b, B, h, H, n, N, r, R)
 - **Beginning Handwriters:** Educator writes and says the letter(s) identified, one at a time, for student to trace.
 - **Medium Handwriters:** Educator writes and says the letter(s) identified, one at a time, for student to repeat letter name, and to copy the letter.
 - **Experienced Handwriters:** Student selects letter(s) in name to practice writing and works on writing name.
 - Review letter names with student.
 - This student might be ready to learn a new letter that is not in their name, especially if it is a letter in their middle or last name. Show student a sample and ask student to select which letter(s) they want to try. Start with tracing and/or copying.

PER FAMILY TO KEEP (when possible)

- **Information for Parents-Shapes:** Has choices for the Educator to check what the shape emphasis is for the lesson. (available in four home languages -English, Burmese, Karen or Spanish)
- **Parent Handout:** Three Monkeys Jumping on a Bed and information about repeating word patterns in stories. (available in four home languages -English, Burmese, Karen or Spanish)
 - Give copy to parents when introducing song during the Follow up Activity, then take time to discuss page two at the end of the lesson.

Finding the Story, "I am a Community Worker" (Spanish Title: "Soy trabajador comunitario")

- This is a 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 story about doctors or community helpers.

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	
<i>Guidance</i>	<i>Intended for this lesson</i>
<ul style="list-style-type: none"> • Representative of diverse students 	The jobs do not represent migrant or farm workers, ✓ However, do represent jobs of some family members, and of jobs parents held in their home countries.
<ul style="list-style-type: none"> • Nurture students' diverse identities 	✓ Models in pictures represent diverse identities.
<ul style="list-style-type: none"> • Include figures from various countries, backgrounds, and 	✓ Models imply various backgrounds ✓ Important to community
<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 	✓ Rectangle poster and parent handouts in four languages: English, Spanish, Burmese, and Karen.
Inclusive and integrated Curriculum Instruction	
<i>Guidance</i>	<i>Intended for this lesson</i>
<ul style="list-style-type: none"> • Inquiry-based 	✓ The emergent reading is designed to ask questions and seek answers. ✓ After practicing straight lines, lesson asks student to find letter with straight lines to practice.
<ul style="list-style-type: none"> • Cooperative and collaborative 	✓ Supplies and Supporting Ideas document outlines collaborative way to support students in coloring and cutting by asking permission to help, instead of taking over.
<ul style="list-style-type: none"> • Incorporates students' interests and life experiences 	✓ Interests-most young children like animals Some students might have experience with doctors and nurses.
<ul style="list-style-type: none"> • Honors and promotes voice and develops agency 	✓ Rectangle poster – student selects the pictures to use; Craft – student selects colors

	for paper and chooses how many monkeys to put
<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)	

ESTABLISH 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 the Story again. It is good practice to repeat stories with young children.

- Add a story to today's lesson that you have read with the student before. Give the student the choice to pick which story to read first.
- At another lesson, take this story to use for the second story to read.

Read a Story with a related theme. "*My Neighborhood*," is an example of a story about places in a neighborhood community. "*My Neighborhood*," is a Level D reader available in English and Spanish on the Reading A-Z website.

Immersion in the Story:

- Pick a page and invite the student to join you in pretending.
- For example, on page 10: Here is a teacher. Let's pretend that we are at school. Do you want to be the teacher? Do you want me to be a student? Here is the teacher bag. What should we do first? [prompt if student gets stuck: write name, count, sing, draw picture]

EXTENSION IDEAS

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

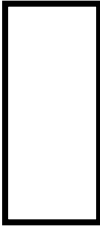
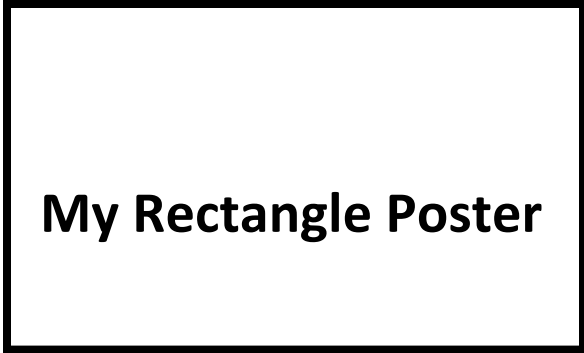
Zoo Phonics:

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

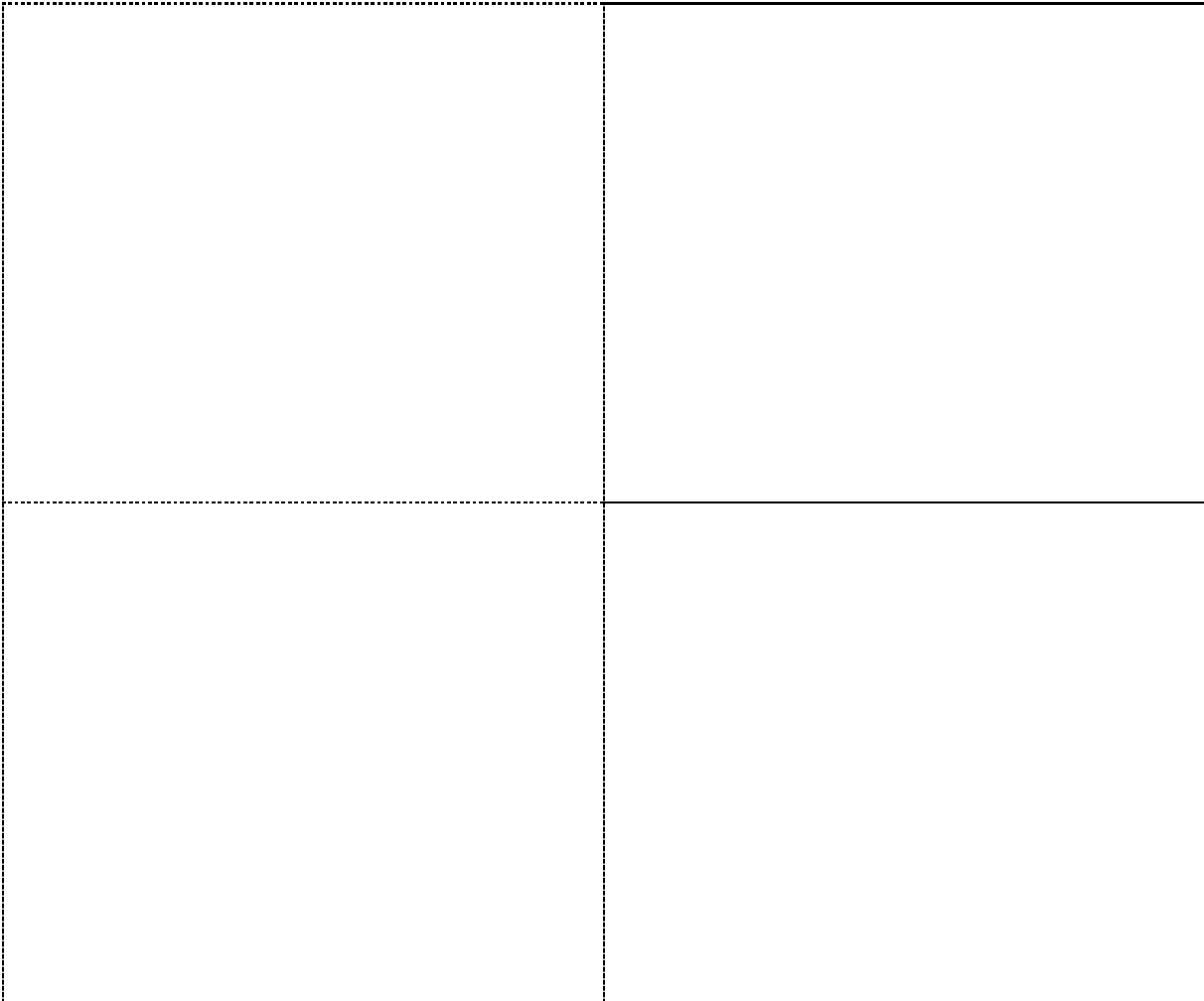
- [Click here to go to a YouTube video](#) and watch a short demonstration of the Zoo Phonics letter names and sounds.
- [Click here to find free images](#) of the Zoo Phonics alphabet and animal letters on the internet, as well as Zoo Phonics items for purchase.

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.

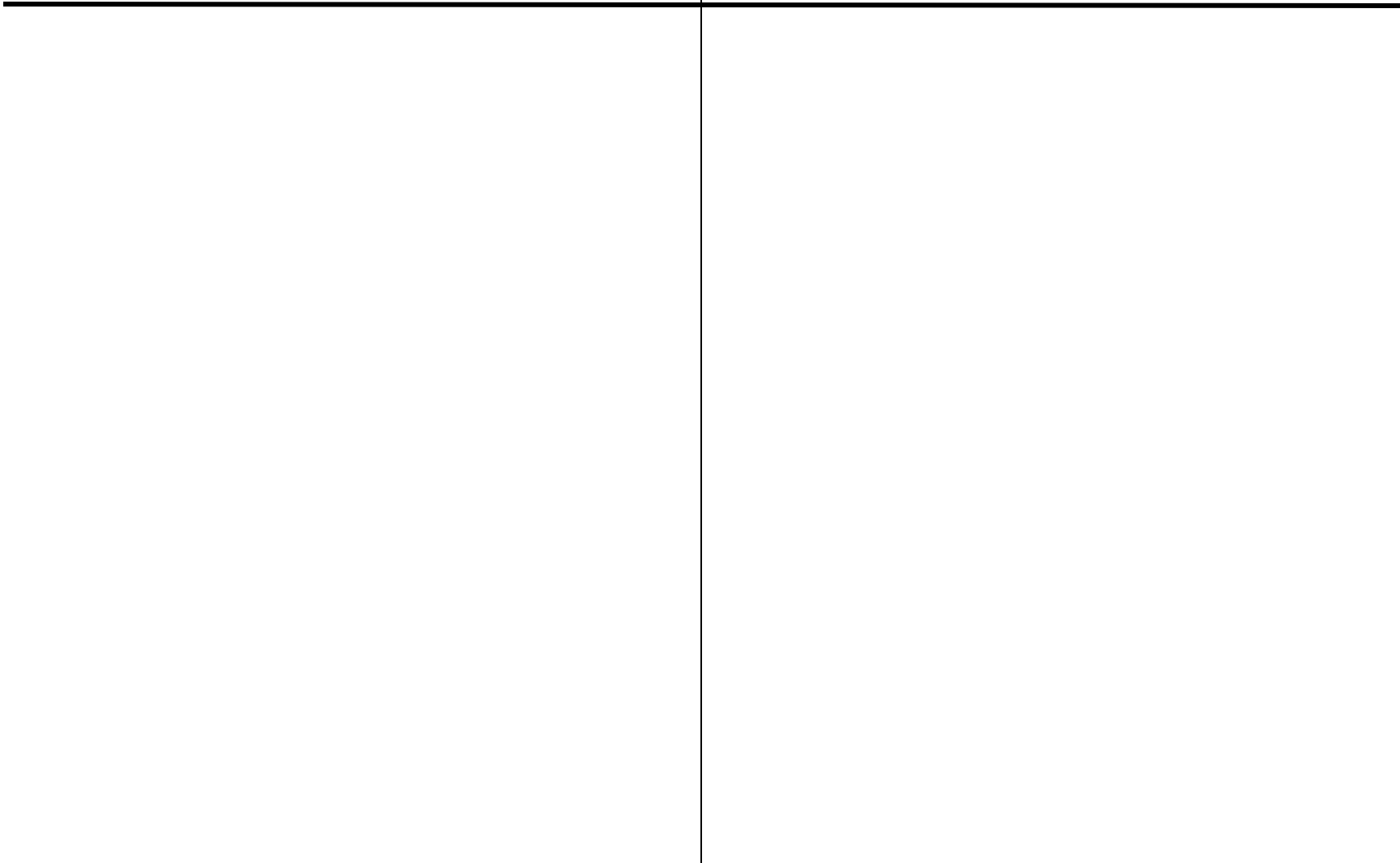
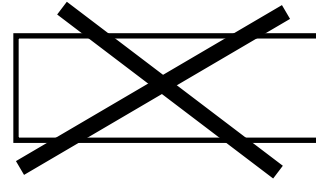
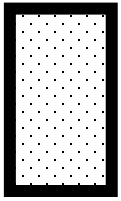
- Student demonstrates an emerging understanding of spoken words, syllables, and sounds (phonemes)
 - Student begins to recognize and match spoken words that rhyme
 - Student begins to recognize individual syllables within spoken words
 - Student isolates and pronounces the initial sounds (phonemes) 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.



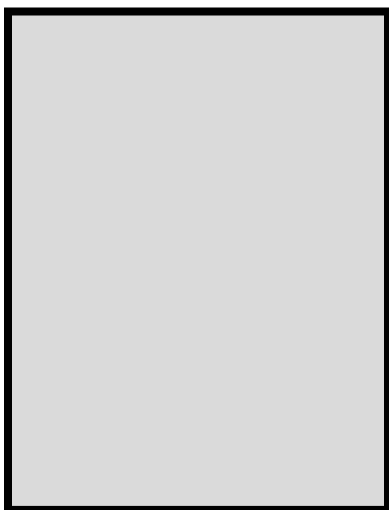
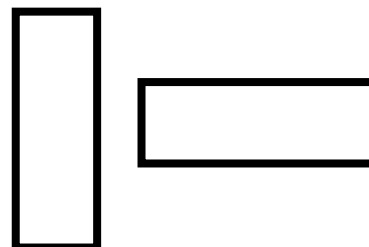
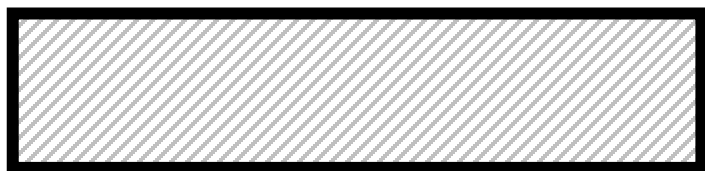
I can find rectangle shapes.



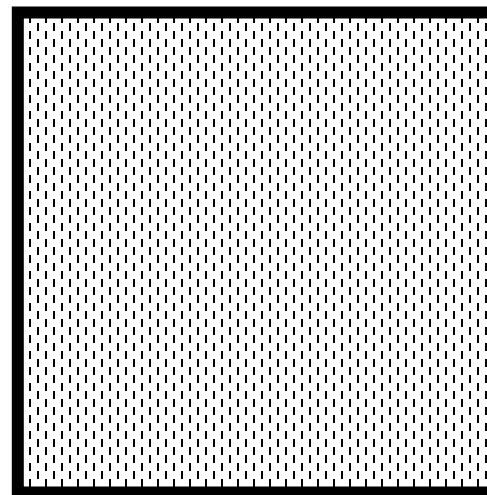
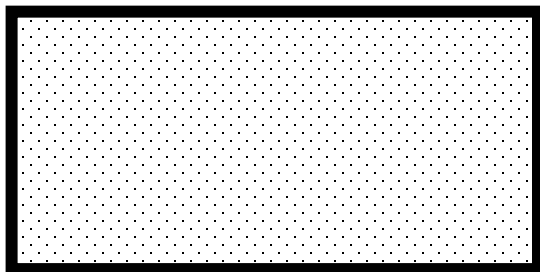
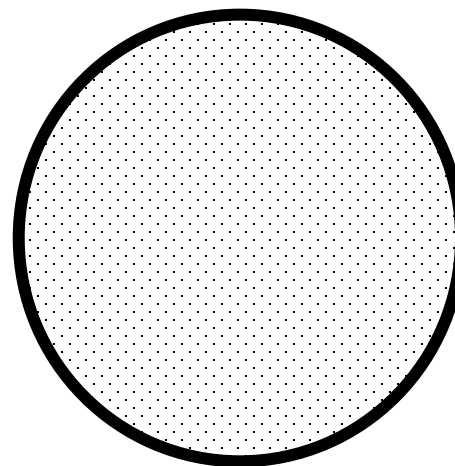
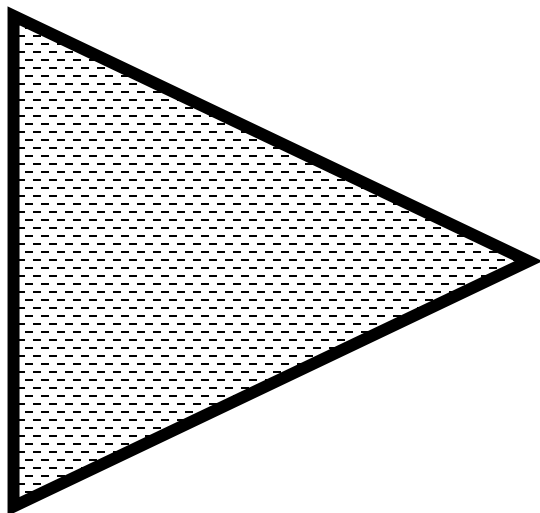
Sort the cards into groups that either have rectangles or don't have rectangles.



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



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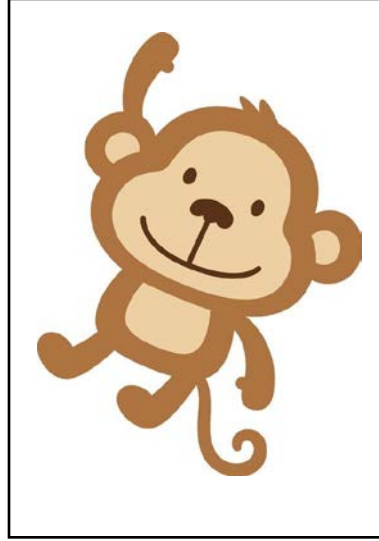
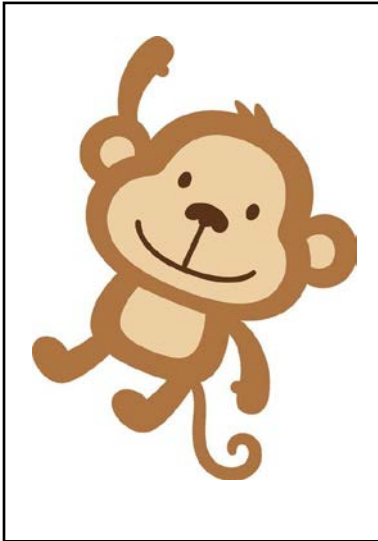
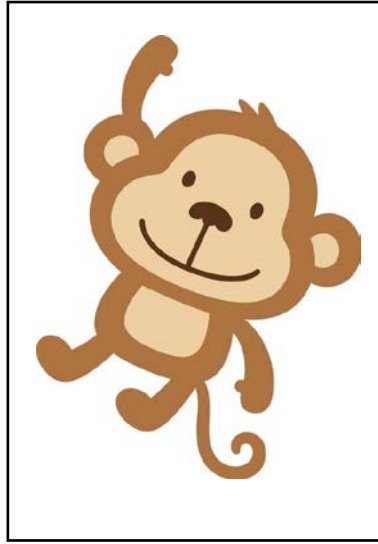
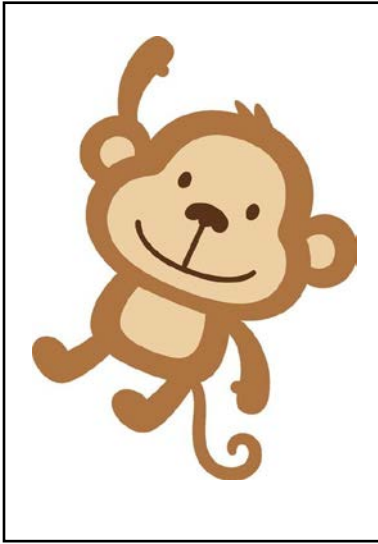
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Cut the rectangle box around each monkey.



Graphics from <http://clipart-library.com/>

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.

Information for Parents - Shapes

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Three Little Monkeys Jumping on the Bed - Counting Poem

SAY	ACTIONS
Three little monkeys jumping on the bed.	
One fell off and bumped his head.	
Momma called the doctor and the doctor said,	
No more monkeys jumping on the bed!	
Two little monkeys jumping on the bed.	
One fell off and bumped his head.	
Momma called the doctor and the doctor said,	
No more monkeys jumping on the bed!	
One little monkey jumping on the bed.	
One fell off and bumped his head.	
Momma called the doctor and the doctor said,	
ALL LITTLE MONKEYS MUST GO TO BED!	
And they did.	

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

Dear Parents:

“Three Little Monkeys Jumping on the Bed,” is a counting poem that many teachers use with young students in school.

Counting Pattern

This counting poem helps young children learn the pattern for counting backwards to none.

After your children learn the actions, you can change the counting pattern, and start with four monkeys or five monkeys.

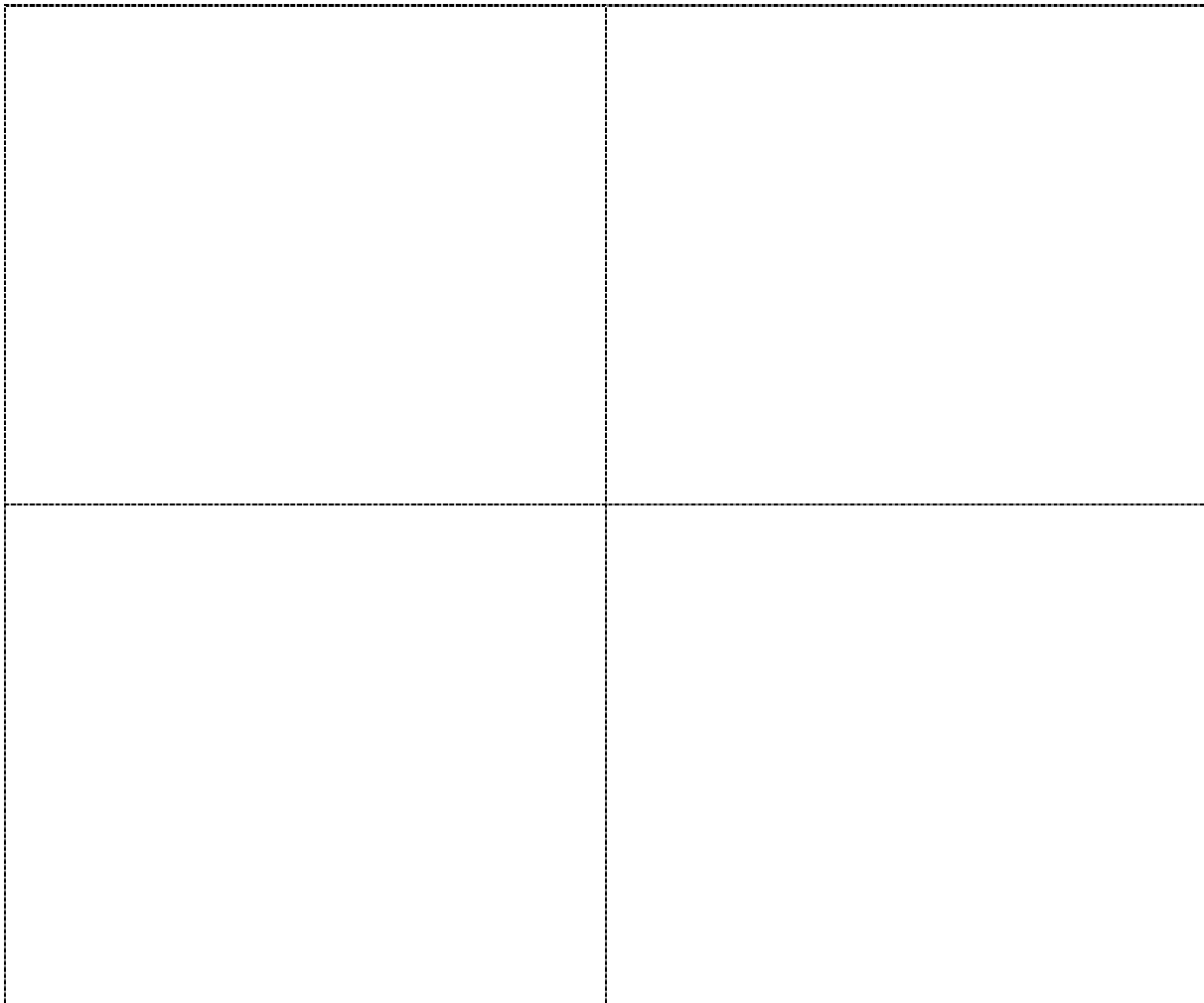
Word Pattern

This counting poem changes the number in each verse, and then repeats the rest of the words in each verse. This repeating word pattern helps young children learn the words and helps young children get ready for reading. Young children learn to listen for patterns in stories and make predictions.

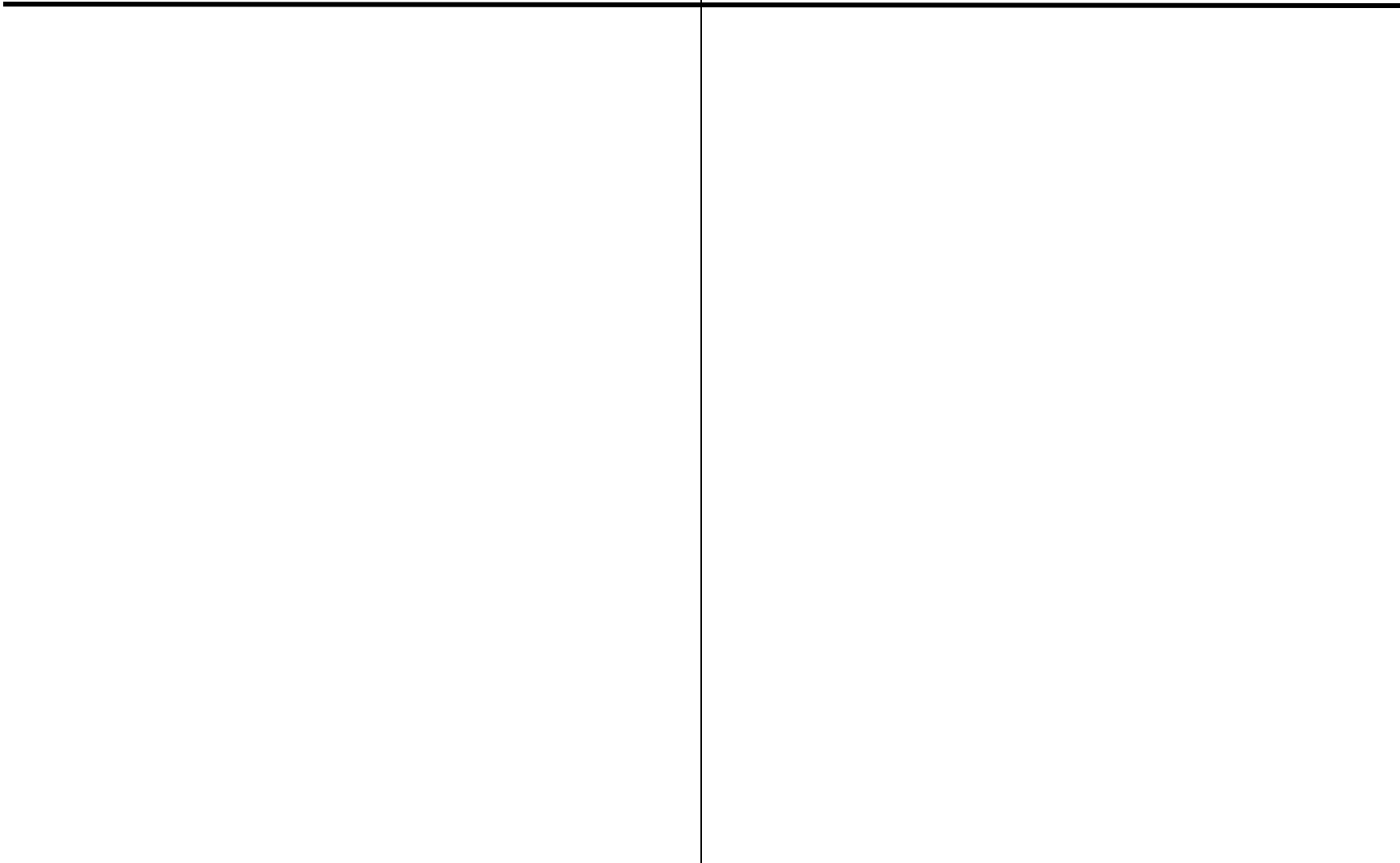
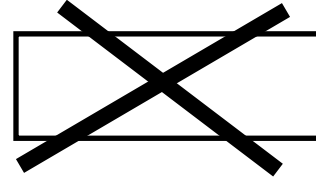
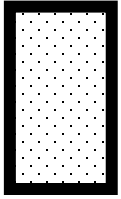
**Mi póster de
rectángulos**



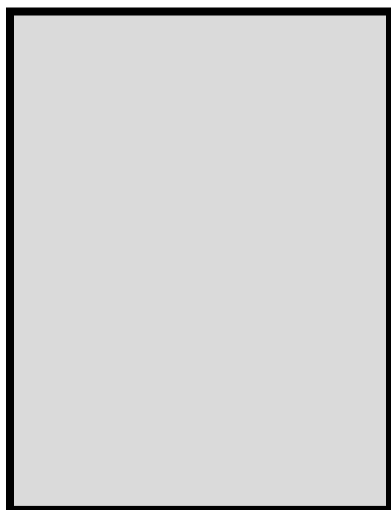
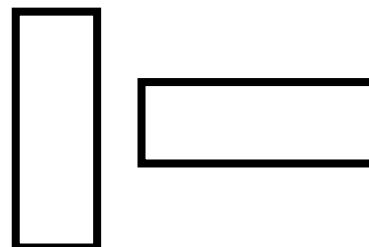
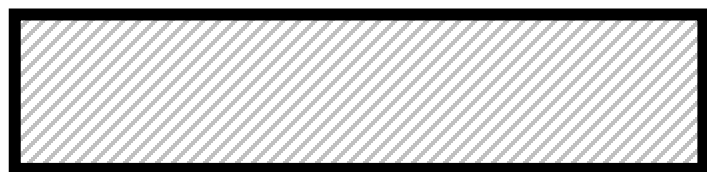
Puedo encontrar figuras rectangulares.



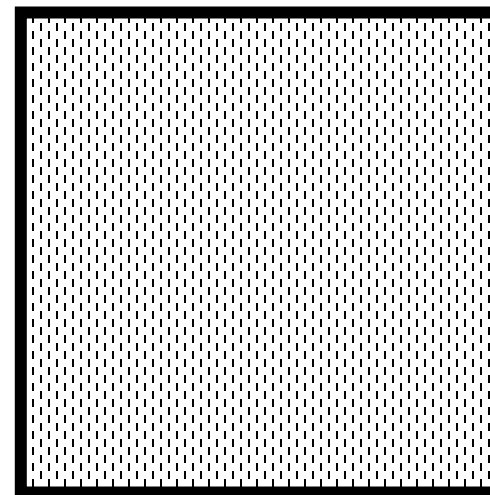
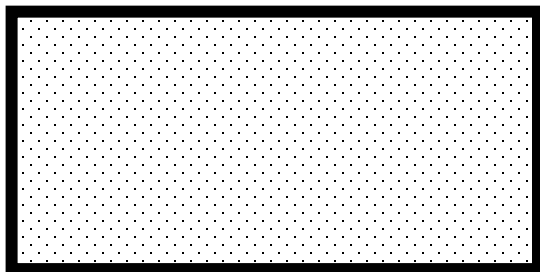
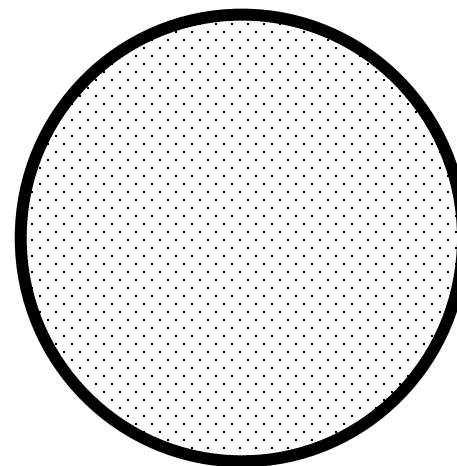
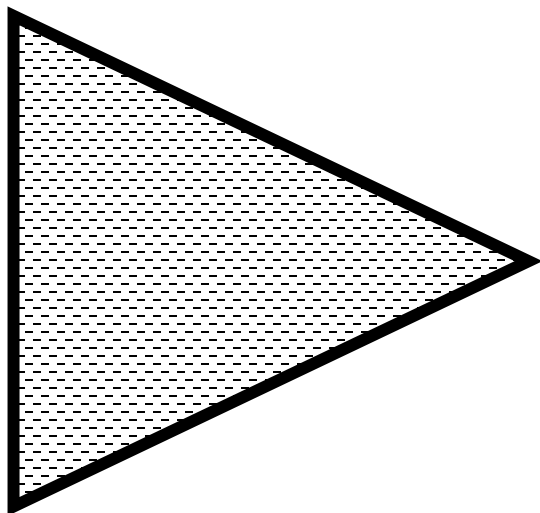
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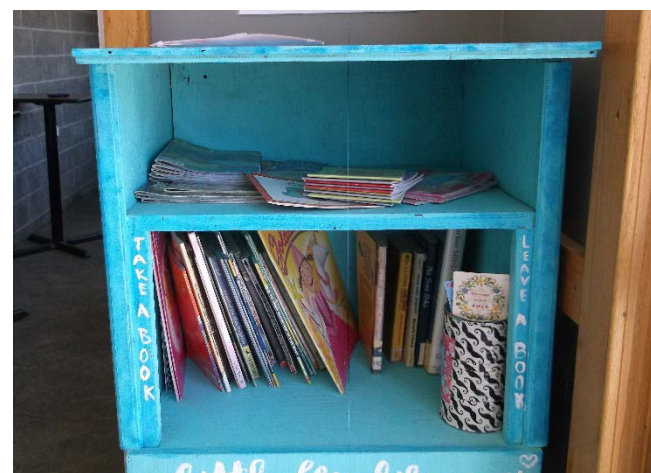
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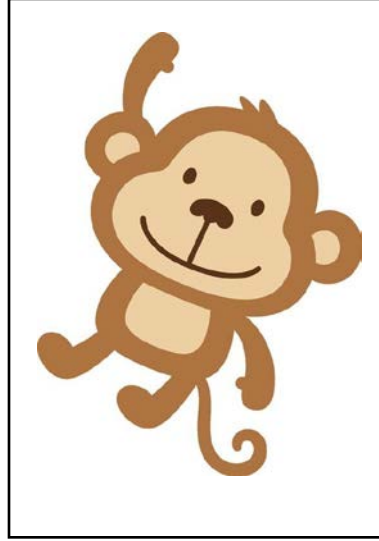
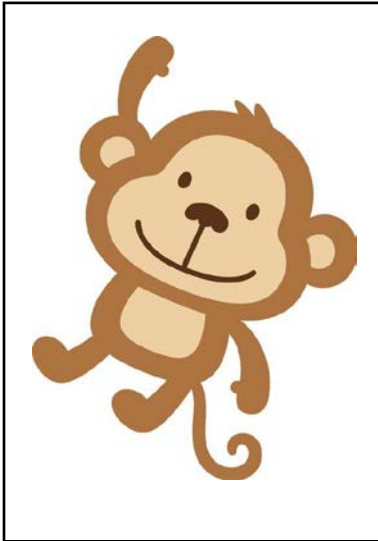
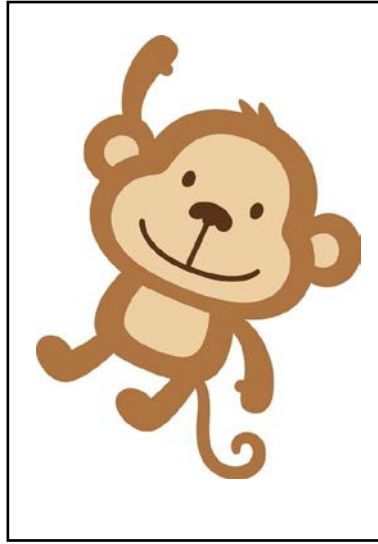
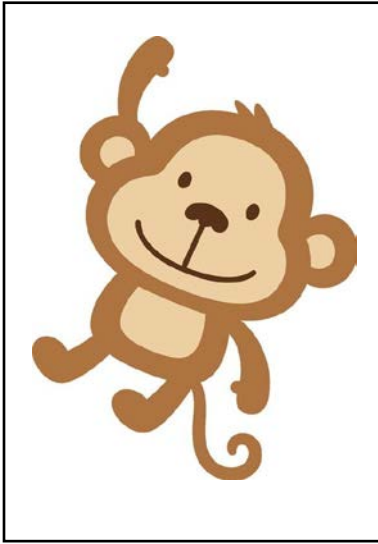
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Cut the rectangle box around each monkey.



Graphics from <http://clipart-library.com/>

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














Today, we are practicing with

- Circles  Squares 
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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.

Tres changuitos brincan en la cama – Contando en rima

DIGA	ACCIONES
Tres changuitos brincan en la cama.	
Uno cayó y en la cabeza se pegó.	
Mamá llamó al doctor y el doctor le respondió,	
¡No más changuitos brincando en la cama!	
Dos changuitos brincan en la cama.	
Uno cayó y en la cabeza se pegó.	
Mamá llamó al doctor y el doctor le respondió,	
¡No más changuitos brincando en la cama!	
Un changuito brinca en la cama.	
Se cayó y en la cabeza se pegó.	
Mamá llamó al doctor y el doctor le respondió,	
¡TODOS LOS CHANGUITOS DEBEN IR A LA CAMA!	
Y así lo hicieron.	

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

Estimados Padres de Familia:

“Cinco changuitos brincan en la cama,” es un poema para contar que muchos maestros utilizan con estudiantes pequeños en la escuela.

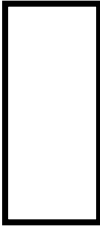
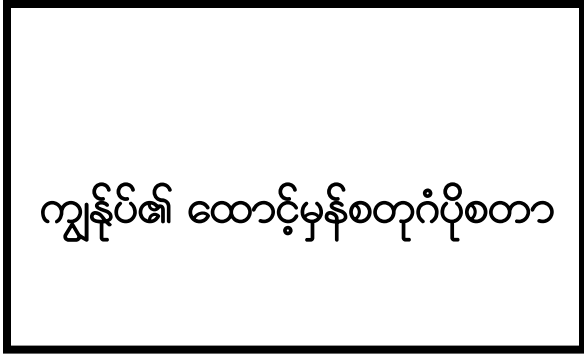
Patrón de conteo

Este poema para contar ayuda a que los niños pequeños aprendan el patrón para contar hacia atrás hasta cero.

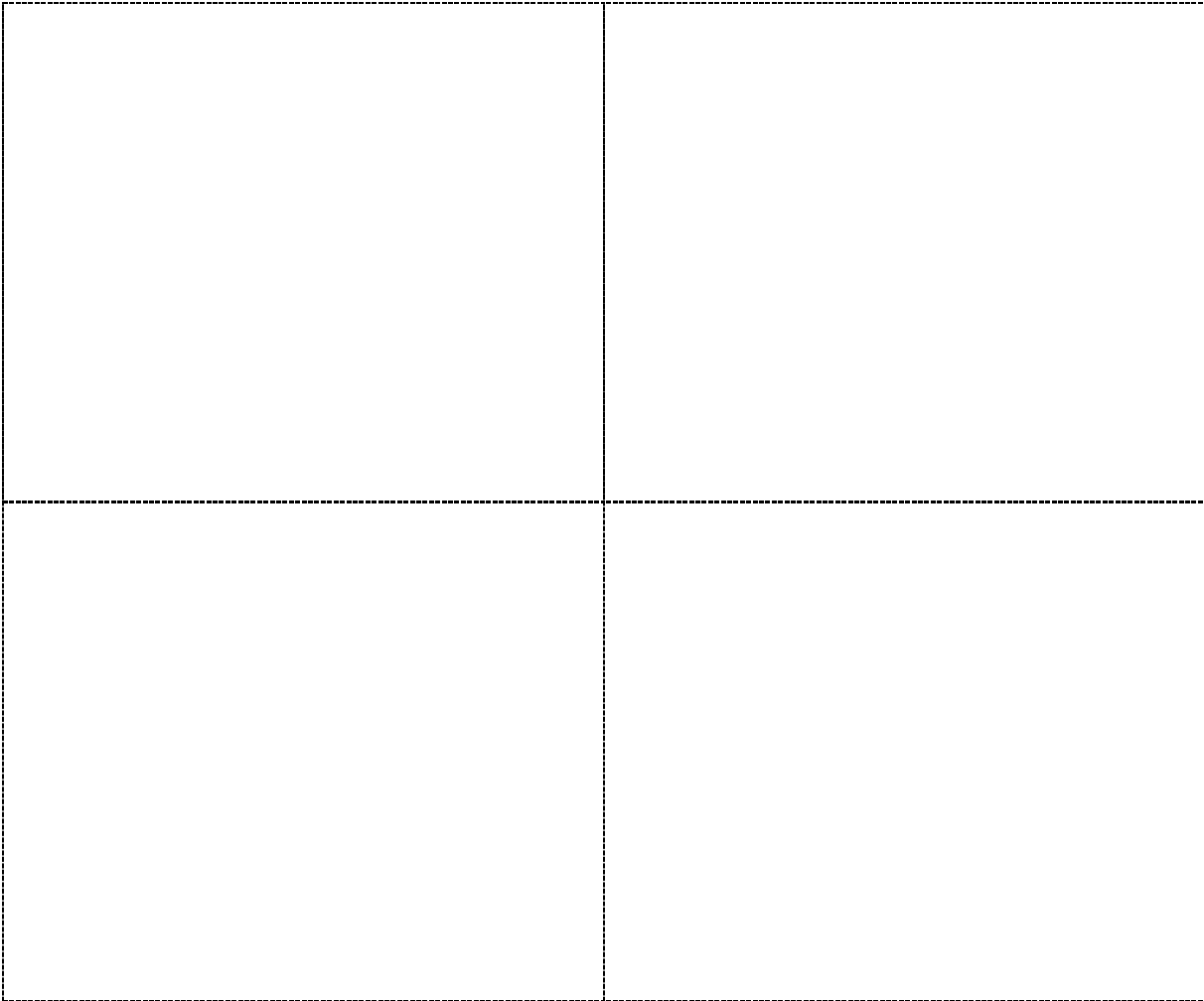
Luego que sus hijos aprendan las acciones, usted puede cambiar el patrón de conteo y comenzar con cuatro o cinco changuitos.

Patrón de palabras

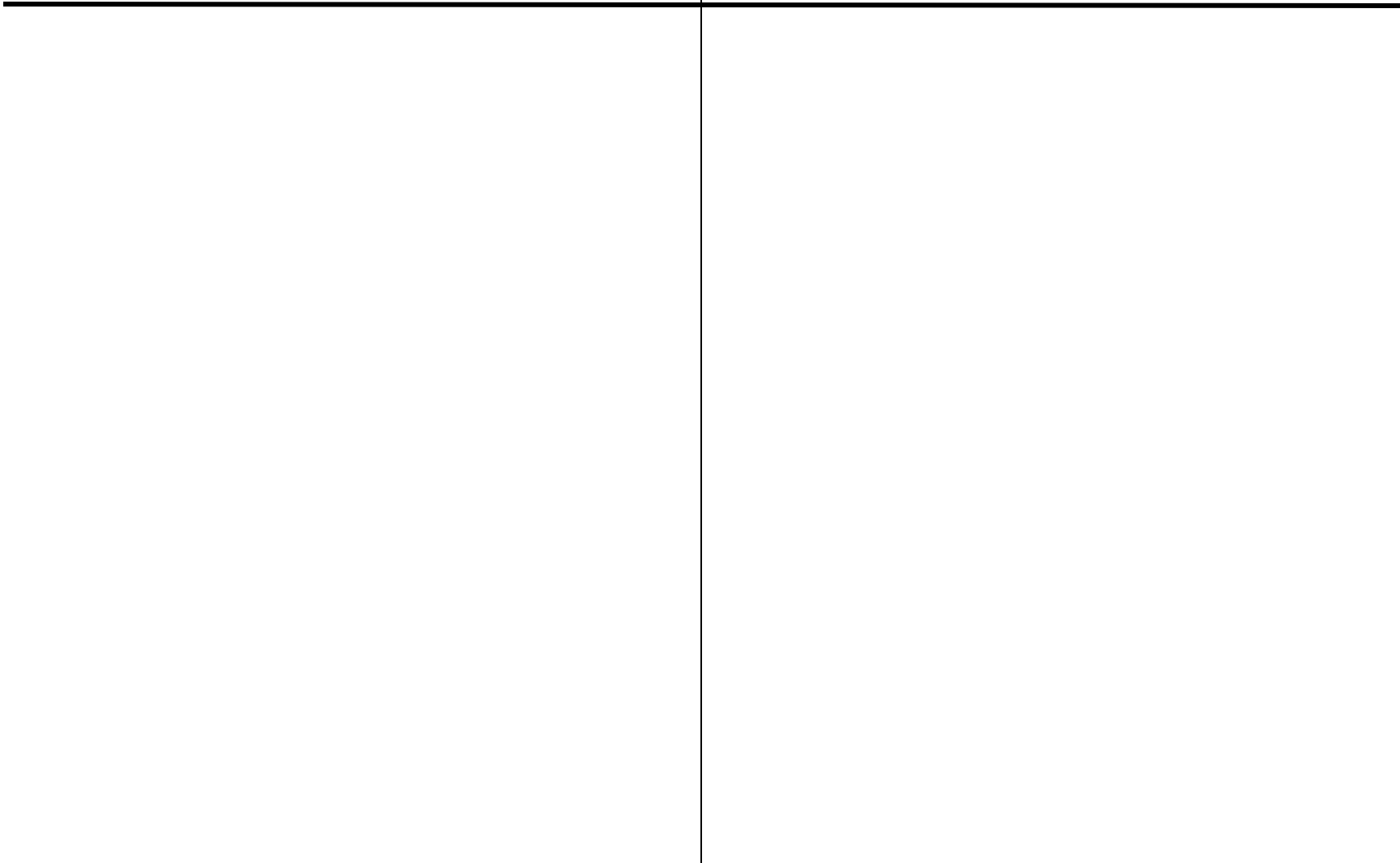
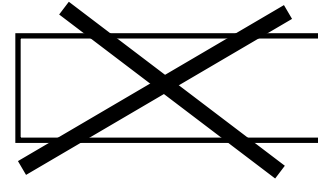
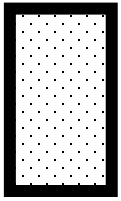
Este poema para contar cambia el número en cada verso, y luego repite las demás palabras en cada uno. Esta repetición del patrón de palabras ayuda a los niños pequeños a aprender las palabras y los ayuda a prepararse para la lectura. Los niños aprenden a escuchar buscando patrones en los cuentos y adivinar lo que sigue.



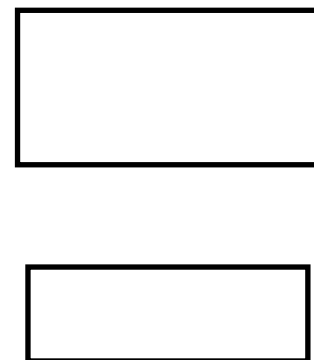
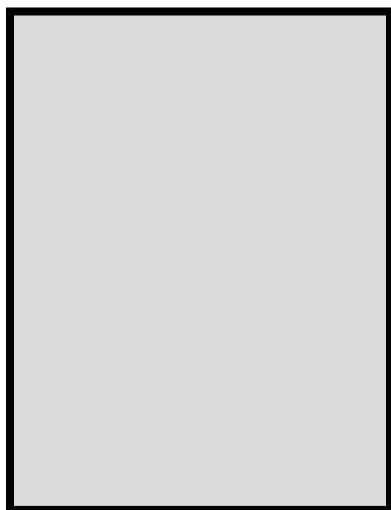
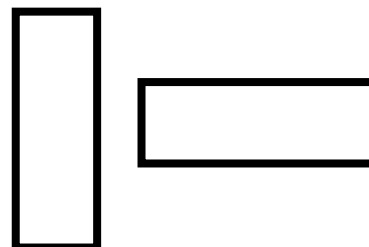
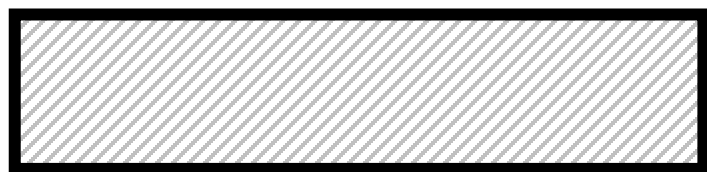
ကျွန်ုပ်သည် ထောင့်မှန်စတုဂံပုံသဏ္ဍာန်များကို ရှာဖွေနိုင်သည်။



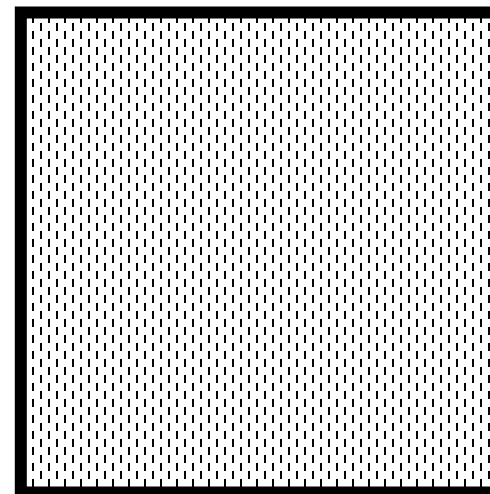
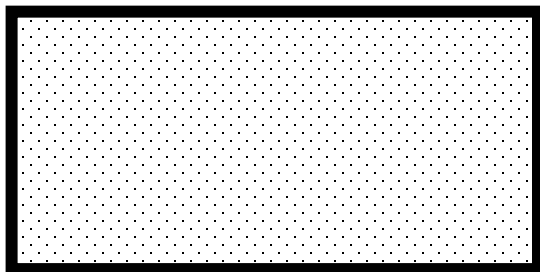
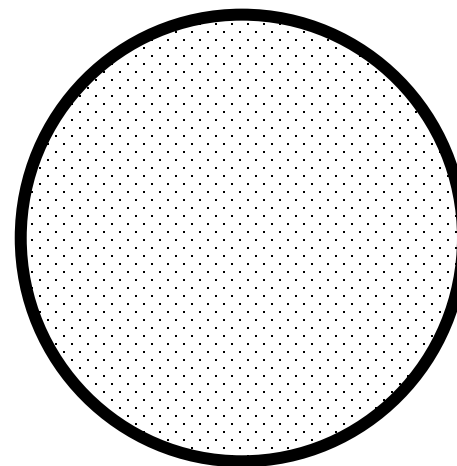
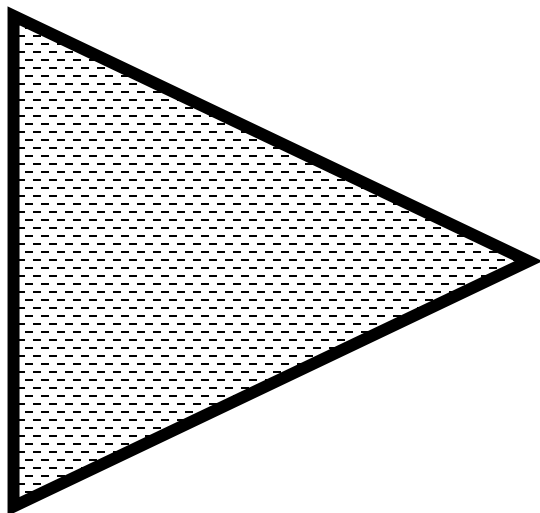
Sort the cards into groups that either have rectangles or don't have rectangles.



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



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



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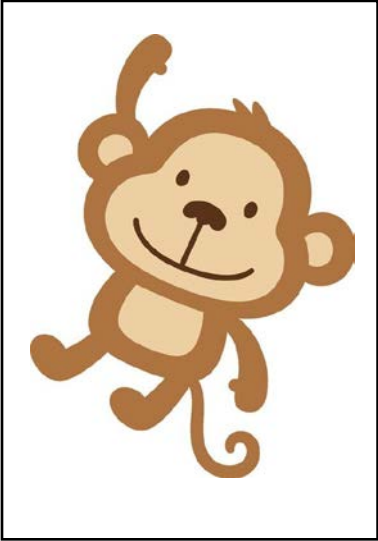
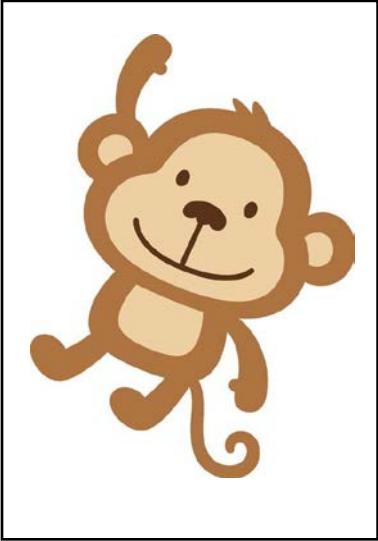
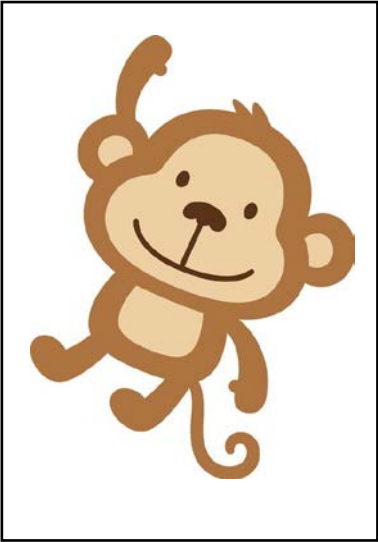
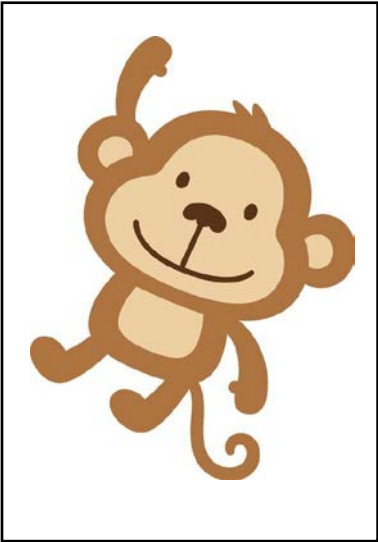
T

C

D

F





Cut the rectangle box around each monkey.



Graphics from <http://clipart-library.com/>

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.

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။

မျောက်ငယ်သုံးကောင် ကုတင်ပေါ်တွင်ခုန်နေခြင်း - ရေတွက်ခြင်းကဗျာ

ပြောရန်	အမူအရာများ
မျောက်ငယ် သုံး ကောင် ကုတင်ပေါ်တွင်ခုန်နေသည်။	
တစ်ကောင်ပြုတ်ကျပြီး သူ့ခေါင်းဖုသွားသည်။	
မေမေက ဆရာဝန်ကိုဖုန်ဆက်ပြီး ဆရာဝန်ကပြောသည်မှာ	
ဘယ်မျောက်မှ ကုတင်ပေါ်တွင်မခုန်ရတော့ပါ။	
မျောက်ငယ် နှစ် ကောင် ကုတင်ပေါ်တွင်ခုန်နေသည်။	
တစ်ကောင်ပြုတ်ကျပြီး သူ့ခေါင်းဖုသွားသည်။	
မေမေက ဆရာဝန်ကိုဖုန်ဆက်ပြီး ဆရာဝန်ကပြောသည်မှာ	
ဘယ်မျောက်မှ ကုတင်ပေါ်တွင်မခုန်ရတော့ပါ။	
မျောက်ငယ် တစ် ကောင် ကုတင်ပေါ်တွင်ခုန်နေသည်။	
တစ်ကောင်ပြုတ်ကျပြီး သူ့ခေါင်းဖုသွားသည်။	
မေမေက ဆရာဝန်ကိုဖုန်ဆက်ပြီး ဆရာဝန်ကပြောသည်မှာ	
မျောက်ငယ်အားလုံး အိပ်ယာဝင်ရမည်။	
နောက်ပြီးသူတို့အိပ်ယာဝင်ခဲ့သည်။	

ချစ်ခင်ရပါသော မိဘများ။

"မျောက်ငယ်သုံးကောင် ကုတင်ပေါ်တွင်ခုန်နေခြင်း" ကဗျာသည်ကျောင်းတွင် ဆရာအများစု ငယ်ရွယ်သောကျောင်းသား/သူများနှင့်အတူ အသုံးပြုသော ရေတွက်ခြင်း ကဗျာတစ်ပုဒ်ဖြစ်သည်။

ရေတွက်ခြင်းပုံစံ

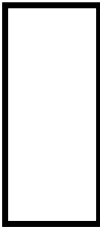
ဤရေတွက်ခြင်းကဗျာသည် ငယ်သောကလေးများ နောက်မှရှေ့သို့ ဘာမှမရှိ တော့သည်အထိ ရေတွက်ရန်အတွက် သင်ယူသည့်ပုံစံအဖြစ် ကူညီပေးသည်။

သင့်ကလေးသည် အမှုအရာများသင်ယူပြီးသည့်နောက်တွင် သင်သည်မျောက်လေး ကောင် သို့မဟုတ် မျောက်ငါးကောင်မှ စတင်ခြင်းအားဖြင့် ရေတွက်နည်းပုံစံပြောင်းနိုင်သည်။

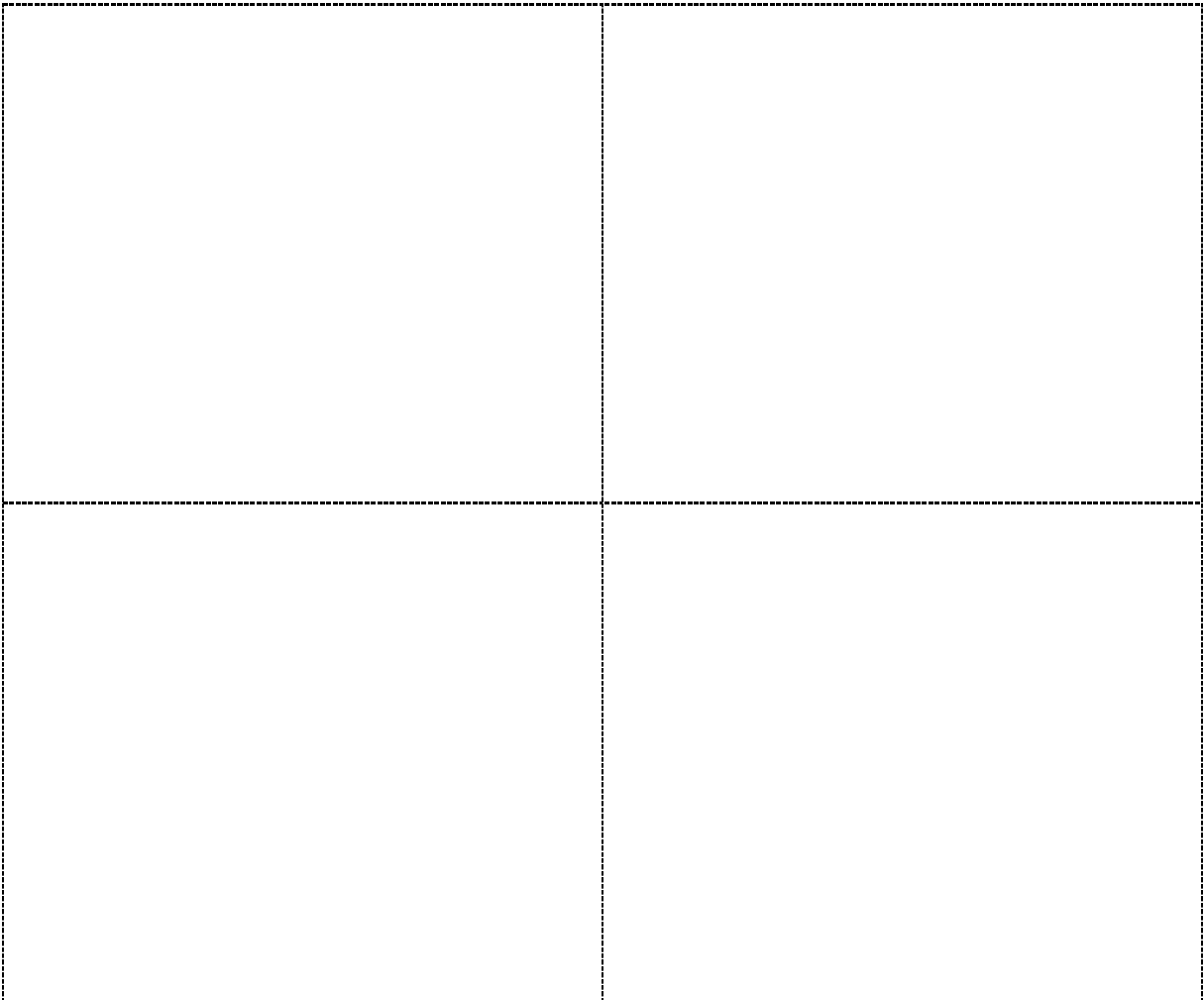
စကားလုံးပုံစံ

ဤရေတွက်ခြင်းကဗျာသည် အပိုဒ်တိုင်းတွင် နံပါတ်များပြောင်းပြီး အပိုဒ်တိုင်းတွင် ကျန်သောစကားလုံးများအား ထပ်ခါထပ်ခါသုံးနိုင်သည်။ ဤစကား လုံးများ ထပ်ခါထပ်ခါသုံးခြင်းပုံစံသည် ငယ်ရွယ်သောကလေးများအား စကားလုံးများသင်ရန် အကူအညီဖြစ်စေပြီး ငယ်ရွယ်သောကလေးများ စာဖတ်ရန်အဆင်သင့်ဖြစ်ရန် ကူညီသည်။ ငယ်ရွယ်သောကလေးများသည် ပုံပြင်တွင်ပါသော ပုံစံအားနားထောင်ခြင်း ဖြင့် ကြိုတင်ခန့်မှန်းခြင်းများအားပြုလုပ်ရန် သင်ယူသည်။

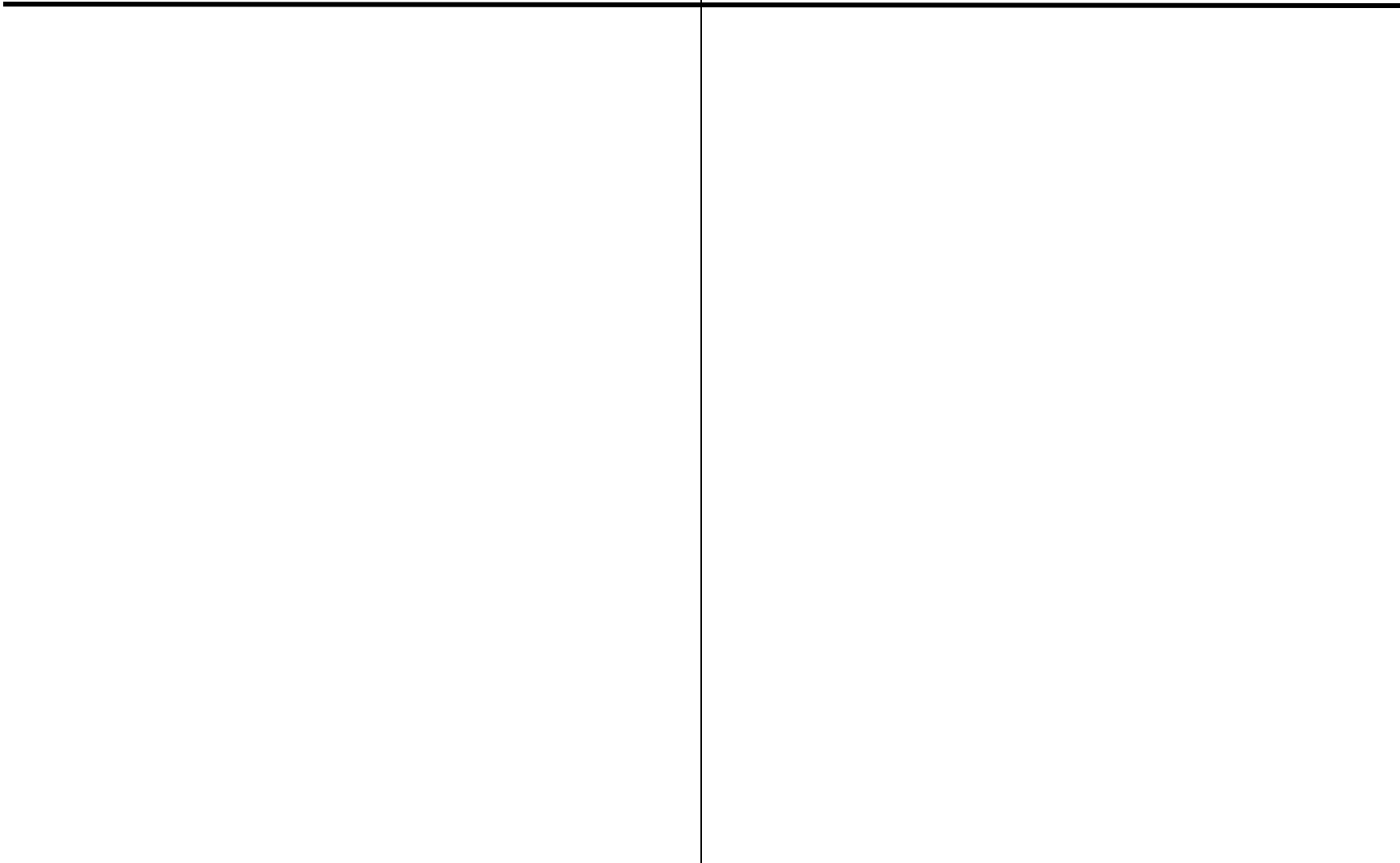
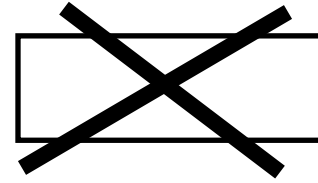
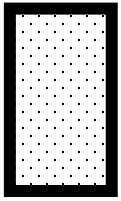
ယတၢ်ဂီၤလၢအိၣ်လွံၣ်ကပၤဒီး
တုၤသိးလိာ်သးခံကပၤ




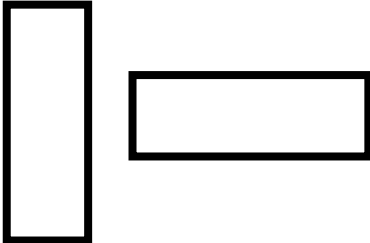
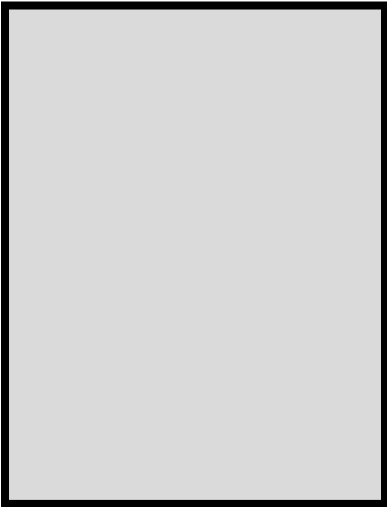
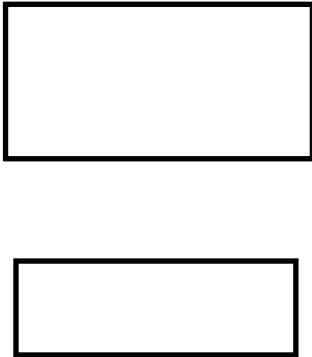
ယဃုထံၣ်န့ၣ်တၢ်အက့ၢ်အဂီၤသ့ၣ်တဖၣ်လၢအိၣ်လွံၣ်ကပၤဒီးတုၤသိးလိာ်သးခံက
ပၤသ့လီၤ.



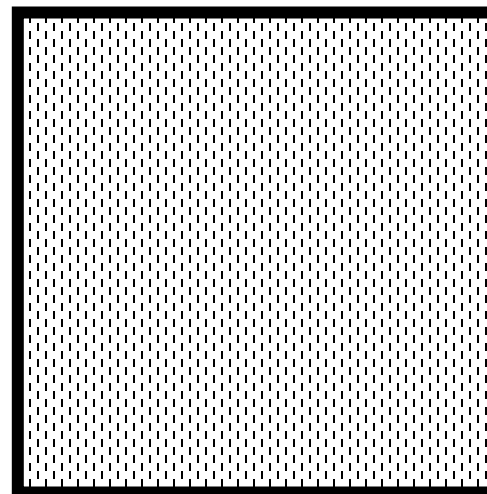
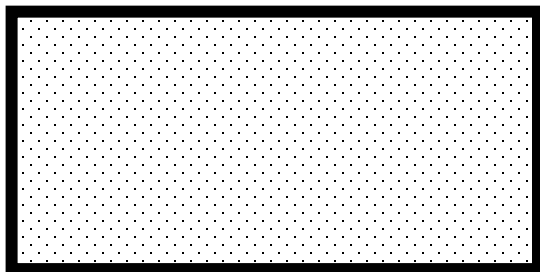
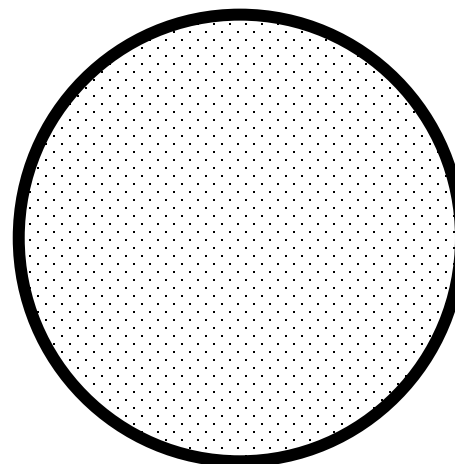
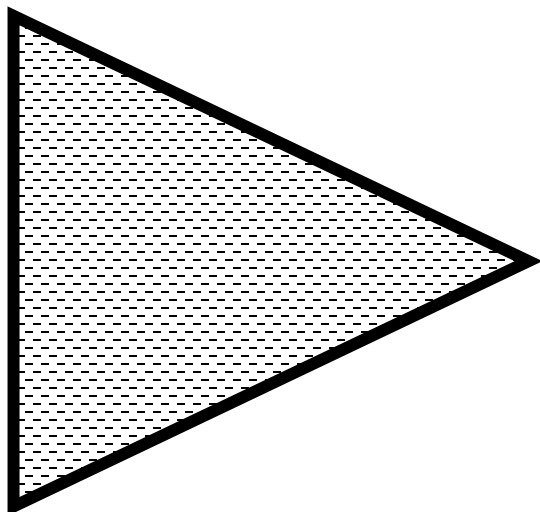
Sort the cards into groups that either have rectangles or don't have rectangles.



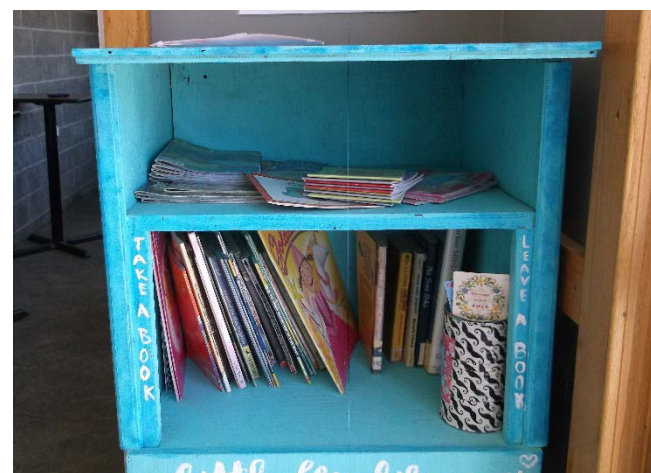
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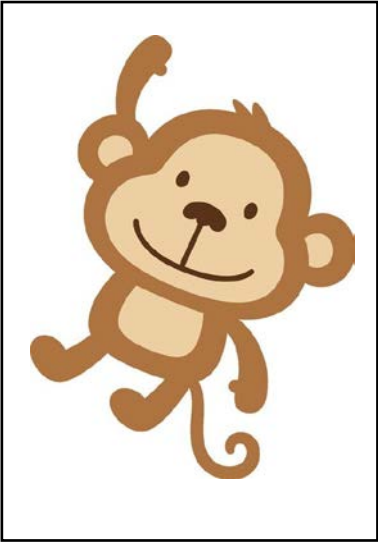
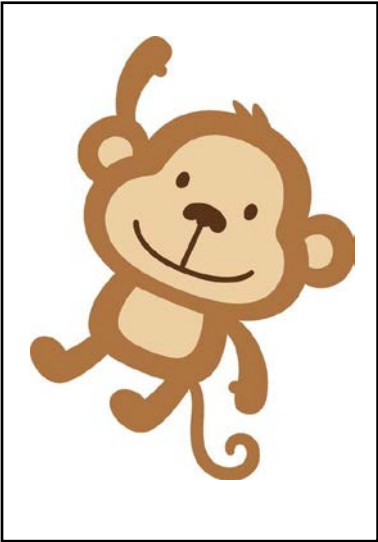
T

C

D

F





Cut the rectangle box around each monkey.



Graphics from <http://clipart-library.com/>

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

တၢအူးဆံးဖိသၢဒုစံၣ်ဖဲလီၢ်မံဖီခိၣ် - တၢဂံၢ်တၢဒွးအထါ

စံး	တၢဟူးတၢဂဲၤတဖၣ်
တၢအူးဆံးဖိသၢဒုစံၣ်ဖဲလီၢ်မံဖီခိၣ်	
တဒုလီၤတဲာ်ဒီးအခိၣ်ညးထီၣ်သး	
မိမိကိးကသံၣ်သရၣ်ဒီးကသံၣ်သရၣ်စံး	
တၢအူးတအိၣ်နီၤတဒုလၢအစံၣ်ဖဲလီၢ်မံဖီခိၣ်	
တၢအူးဆံးဖိခံဒုစံၣ်ဖဲလီၢ်မံဖီခိၣ်	
တဒုလီၤတဲာ်ဒီးအခိၣ်ညးထီၣ်သး	
မိမိကိးကသံၣ်သရၣ်ဒီးကသံၣ်သရၣ်စံး	
တၢအူးတအိၣ်နီၤတဒုလၢအစံၣ်ဖဲလီၢ်မံဖီခိၣ်	
တၢအူးဆံးဖိတဒုစံၣ်ဖဲလီၢ်မံဖီခိၣ်	
တဒုလီၤတဲာ်ဒီးအခိၣ်ညးထီၣ်သး	
မိမိကိးကသံၣ်သရၣ်ဒီးကသံၣ်သရၣ်စံး	
တၢအူးဖိခဲလၢကဘၣ်မံဝဲလီၤ.	
ဒီးအဝဲသ့ၣ်မံလီၤ.	

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

မိတ်တဖန်၊

"တအုးဆံးဖိသဒုစံနဲဖဲလိမံဖိခိန်"

မုတ်တံတံဒွေးအထိလၢသရၢအါဂၢတဖန်သုဝဲဒီးကိုဖိသးစၢ်တဖန်လၢကို ပူလီ.

တံတံဒွေးအဒိ

တံတံဒွေးအထိအံမၤစၢဖိသုဆံးတဖန်လၢကမၤလိတံအဒိလၢတံဒွေးဆူအလိခံ တုနီတဖျၢနီလီ.

နုဖိမၤလိတံတံဒွေးတံဂဲၤဝဲအလိခံ, နလဲလိတံတံဒွေးအဒိ, ဒီးစးထီၣ်လၢတအုးလွံဒု မ့တမ့ ယဲဒုသုဝဲလီ.

လံာ်မံာ်ဖျၢနီအဒိ

တံတံဒွေးအထိအံလဲလိနီၣ်ဂံၢ်ဖဲကိးဆၢဒဲး, ဒီးစံးကဒီးလံာ်မံာ်ဖျၢနီအဂၢတဖန်ဖဲကိး ဆၢဒဲးလီ. တံစံးကဒီးလံာ်မံာ်ဖျၢနီအဒိတၢ်အံမၤစၢဖိသုဆံး တဖန်ကမၤ လိလံာ်မံာ်ဖျၢနီတဖန်ဒီးမၤစၢဖိသုဆံးတဖန်ကအိၣ်ဒီးတံကတဲာ်ကတီၤလၢတံဖး လံာ်အဂီၢ်လီ. ဖိသုဆံးတဖန်မၤလိဒီးဒိကနုတ်တံအဒိတဖန်လၢတံတဲတဖန်အပူၣ်ဒီး တယာ်ဆိဟ်စၢတံတဖန်လီ.