

ReadingPals Pre-K

Curriculum



ReadingPals Pre-K Curriculum

The ReadingPals Pre-K volunteer curriculum enhances the existing core VPK curriculum in the classroom. Read it Again Pre-K!, developed by Laura Justice, Ph.D. and Anita McGinty, Ph.D., is the foundation for the ReadingPals Pre-K curriculum. Read it Again Pre-K is based on the ability to perform as a supplement to preschool curriculum and designed to develop and strengthen a young child's foundation in language and literacy. Evidence on this curriculum indicates that children who use Read it Again Pre-K! will outperform children in comparison classrooms on standardized measures of grammar, vocabulary, print knowledge, rhyme and alliteration at the end of the preschool year (Justice, McGinty, Cabell, Kilday, Knighton, & Huffman, 2009). This scientifically based curriculum is customized by Luisa Cotto, M.Ed. to carefully articulate the goals and lessons for volunteers, and to be aligned with the Voluntary Pre-Kindergarten standards. The ReadingPals curriculum features two weekly lessons using the same book, each approximately 30 minutes in duration, to be implemented using small group intervention, and additional early literacy activities. By employing repeated readings, children will focus more on story content and less on labeling, and ask more questions (J. Kaderavek, L. Justice, 2005).

The first reading will address oral language and vocabulary while the second lesson will address print knowledge and phonological awareness. Each reading activity includes measureable learning

objectives and explicit description of activities. Each reading activity will help students improve the literacy skills that are required for kindergarten readiness. Volunteers will be also equipped with add on activities to scaffold learning based on developmental needs and language. Additionally, a minimum of four take-home books will be distributed to participating students throughout the year, along with parent reading resources provided by our program partners. After listening to the feedback of our volunteers regarding the books and activities, the ReadingPals team will be adding writing materials to every book bin and consider the addition of books with more repetition for children that are at varying reading levels.



Language and Literacy

ReadingPals core literacy skills



Print Knowledge consists of understanding the functions or practical uses, structures (e.g., printed words are separated by spaces) and conventions (e.g., left-to-right, top-to-bottom sequence) of written language.

- Knows the difference between words and pictures
- Recognizes environmental print
- Understands that print has different purposes
- Shows alphabetic knowledge
- Recognizes some letter sounds
- “Writes” or scribbles messages



Oral Language involves both speaking and listening, or expressing and receptive language. Includes being aware of familiar words of speech and uncommon words.

- Shows an understanding of words and their meaning,
- Uses an expanded vocabulary to describe many objects, actions and events.
- Shows understanding of text read aloud.



Phonological Awareness is the awareness and manipulation of the different sounds.

- Blend (put together) a word that is broken up into smaller sounds or syllables.
Example: /p/ + ig = pig
- Blend a compound word.
Example: dog + house = doghouse

ReadingPals Pre-K

Alignment with Voluntary Pre-kindergarten Standards

To recognize that print carries meaning and to distinguish print from pictures.

- 4.A.1: Increases knowledge through listening.
- 4.C.1: Shows an understanding of words and their meanings.
- 4.F.1 Benchmark a: child enjoys reading and reading related activities.

To understand and use words for unfamiliar actions.

- 4.C.2: Shows increased vocabulary to describe many objects, actions, and events.

To identify when words share a rhyming pattern.

- 4.F.2: Shows age-appropriate phonological awareness.

To learn some uppercase letter names, including those in own name and those of some friends or family members.

- 4.F.3: Shows alphabetic Knowledge.

To recognize the left-to-right and top-to-bottom directionality of print.

- 4.G.4. Benchmark b: Demonstrates knowledge of purposes, functions, and structure of written composition.
- 5.A.4. Benchmark e: Shows understanding of spatial relationships and uses position words.

To understand and use words which describe things (adjectives).

- 4.C.1: Shows an understanding of words and their meaning.

To blend (put together) a word if it is broken up into smaller sounds.

- 4.F.2: Shows age-appropriate phonological awareness.

To recognize the difference between letters and words.

- 4.F.2 Benchmark a: Child can distinguish individual words within spoken phrases or sentences.

To understand and use complex words.

- 4.C.2: Shows increased vocabulary to describe many objects, actions, and events.

To understand and use words that describes the seasons.

- 4.C.2.Benchamrk b: Child uses category labels.

ReadingPals Pre-K

Alignment with Voluntary Pre-kindergarten Standards

To understand and use words which describe things and actions (adjectives and adverbs).

4.C.1: Shows an understanding of words and their meaning.

To understand and use new words representing spatial concepts.

4.C.1 Benchmark b: Child has a mastery of functional and organizational language

To share information in longer and more complex sentences

4.D.2 Benchmark b: Child combines more than one idea using complex sentences

To segment words into syllables and to blend syllables into words.

4.F.2. Benchmark d: Child combines syllables into words

To identify when two words share the same first sound.

4.F.3 Benchmark c: Child recognizes some letter sounds

To understand and use new words describing aspects of books (e.g., illustrator, author, cover, title page) and

print (e.g., word, letter, spell, read, write).

4.C.1: Shows an understanding of words and their meaning.

To produce words that share a rhyming pattern.

4.F.2: Shows age-appropriate phonological awareness

To understand and use new words representing feelings.

4.C.1: Shows an understanding of words and their meaning.

To understand and use the words in past tense.

4.D.1. Benchmark b: Child uses regular and irregular plurals, regular past tenses, personal and possessive pronouns, and subject-verb agreement.

To talk about the meaning of new words.

4.E.2: Initiates, ask questions, and respond to adults and peers in a variety of settings.

4.E.3: Uses appropriate language style for context.

To combine words to make a compound word.

4.F.2: Benchmark b: Child combines words to make a compound word.

Reading Activities

ReadingPals Pre-K Volunteer Curriculum



ReadingPals Pre-K

Book List

A Color of His Own

Leo Lionni

A Pocket for Corduroy

Don Freeman

Alphabet Under Construction

Denise Fleming

Book! Book! Book!

Deborah Bruss

Bunny Cakes

Rosemary Wells

Chicka Chicka Boom Boom

Bill Martin Jr. and John Arcambault

Clifford for President

Acton Figueroa

Clifford Goes to Dog School

Norman Dridwell

Clifford Goes to Kindergarten

Norman Dridwell

Countdown to Kindergarten

Alison McGee

Dog Breath: The Horrible Trouble with Hally Tosis

Dave Pilkey

Giggle, Giggle, Quack

Doreen Cronin

It's Okay To Be Different

Todd Parr

Mrs. Wishy-Washy's Farm

Joy Cowley

Not Norman: A Goldfish Story

Kelly Bennett

Pete the Cat at the Beach

James Dean

Rumble in the Jungle

Giles Adreae & David Wojtowycz

The Feelings Book

Todd Parr

The Letters are Lost

Lisa Campbell Ernst

The Recess Queen

Alexis O'Neill & Laura Huliska-Beith

The Tiny Seed

Eric Carle

We are in a Book!

Mo Williams

Emergent literacy begins at birth, involves all aspects of a child's development, and continues throughout life. Early literacy is what children know about reading and writing before they actually read and write. It consists of the essential skills, knowledge, and attitudes that prepare children for formal reading and writing instruction. There are three basic components, of emergent literacy – oral language and vocabulary development, print knowledge, and phonological awareness

Activity A



A Color of His Own

by Leo Lionni



Book Summary: Elephants are gray. Pigs are pink. Tigers have black and orange stripes. Every animal has its own distinctive color—except the chameleon. Every time he moves, he changes color! So, wanting nothing more than a color to call his own, he decides to stay in one place forever: on the greenest leaf he can find. At last, the chameleon is happy until autumn comes and the leaf changes its color.

Before reading:

- Introduce the title, author and illustrator.
- Show the children the front, back, cover and spine of the book.

After reading:

Learning objective: To understand and use words that describe.

Target words: Stripes, purple, yellow, green

- After reading, say to the children: *We saw that the chameleon looked different wherever he went! That's what is so special about the chameleon. Who can remember some of the different ways the chameleon looked?* Flip through the book, allowing the children to describe the different chameleons. Extend their answers as in: *That's right! [name of the child] said the chameleon is striped. The chameleon had black and orange **stripes** when he was on the tiger.*
- Give each child a piece of paper and put the crayons where they can be reached. You can explain: *I want you to draw your favorite chameleon.*

Activity B



A Color of His Own

by Leo Lionni



Book Summary: Elephants are gray. Pigs are pink. Tigers have black and orange stripes. Every animal has its own distinctive color—except the chameleon. Every time he moves, he changes color! So, wanting nothing more than a color to call his own, he decides to stay in one place forever: on the greenest leaf he can find. At last, the chameleon is happy until autumn comes and the leaf changes its color.

Before reading:

- Introduce the title, author and illustrator.
- Show children the front, back, cover and spine of the book.

After reading:

Learning objective: To segment words into syllables and to blend syllables into words.

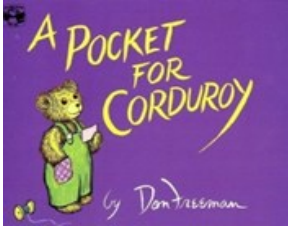
Target words: Parrot, elephant, chameleon, tiger, pig

- Explain to the children how to listen for the parts of words. You could say: *Today we are going to listen for the parts of words. Some words have a lot of parts, like the word **parrot**.* Clap for each syllable in this word: **pa - rrot**. Be sure to clap as you say each syllable in the word, not before or after. *Some of the words have only one part, like the word **pig**.* Clap for the one syllable.
- Model all the target words. Make sure the children clap with you.
- Give each child a turn to clap for the parts of words, using the words you modeled. Some children will have difficulty, so model the correct response for each word after each child has had the opportunity to clap for the parts of his/her word.

Activity A

A Pocket for Corduroy

By Don Freeman



Book Summary: Pockets! Corduroy doesn't have any pockets! This furry bear searches for a pocket of his own. As a result, Lisa and her beloved bear become separated as Corduroy ends up locked inside the laundromat all night. And what do bears do all night in places like this? They ski in the soap flakes and nap in the baskets, of course! Fortunately, Lisa returns early the next morning to reclaim her tired little friend. Soon, Lisa is sewing Corduroy a pocket of his very own.

Before reading:

- Introduce the title, author and illustrator.
- Show the children the front, back, cover and spine of the book.

After reading:

Learning objective: To understand and use words that describe.

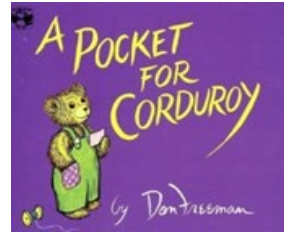
Target words: Hesitate, affectionate

- Say to the children: *Let's talk about some new words we heard used in the book.*
- Turn to the page that shows the word **hesitate[ing]**. You could say: *This page says, 'Without **hesitating**, he climbed inside the bag, which was filled with pieces of wet laundry.'* Point to the word **hesitating**. *If a person is afraid of the dark, he or she will **hesitate** before going outside at night. You might **hesitate** before crossing the street. It means that you will think it over more before doing something.*
- Do the same for the word **affectionate** (penultimate page).

Activity B

A Pocket for Corduroy

By Don Freeman



Book Summary: Pockets! Corduroy doesn't have any pockets! This furry bear searches for a pocket of his own. As a result, Lisa and her beloved bear become separated as Corduroy ends up locked inside the laundromat all night. And what do bears do all night in places like this? They ski in the soap flakes and nap in the baskets, of course! Fortunately, Lisa returns early the next morning to reclaim her tired little friend. Soon, Lisa is sewing Corduroy a pocket of his very own.

Before reading:

- Introduce the title, author and illustrator.
- Show the children the front, back, cover and spine of the book.

After reading:

Learning objective: To blend (put together) a word if it is broken up into smaller sounds.

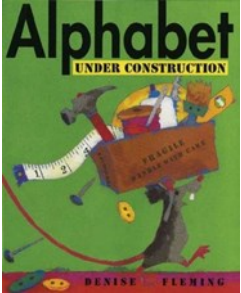
Target words: Chair, bear, cave, paint

- Say to the children: *I am going to say a word in a funny way and you will listen carefully, so you can tell me what word I am trying to say.*
- Say: **/Ch/** [pause] **air**. *What word am I trying to say?* **/Ch/** [pause] **air**.
- Wait for the children to respond, then do the same for all the target words.
- To learn how to accurately make the sounds, you can visit this website: <http://goo.gl/wazbpz>

Activity A

Alphabet Under Construction

by Denise Fleming



Book Summary: Mouse is hard at work constructing each letter of the alphabet. He dyes the D, erases the E, and folds the F. Mouse works his way right through to Z, constructing an alphabet that is sure to please.

Before reading:

- Introduce the title, author and illustrator.
- Show the children the front, back, cover and spine of the book.

After reading:

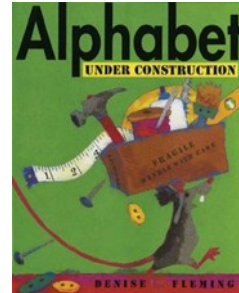
Learning objective: To identify when two words share a rhyming pattern.

- Before reading, review what a rhyme is and provide some examples. You could say: *Remember, words that rhyme sound the same at the end, like **snack**, **track** and **back**.*
- After reading, say to the children: *Let's play a game. I am going to say two words. You decide if the two words rhyme. Use the target words as the first part of the pair (e.g., glue, blue, game). Say each target word twice – first time providing a rhyming word and then providing a non-rhyming word (e.g., glue-blue, glue-game). Give every child an opportunity to guess.*
- Model the correct response.

Activity B

Alphabet Under Construction

by Denise Fleming



Book Summary: Mouse is hard at work constructing each letter of the alphabet. He dyes the D, erases the E, and folds the F. Mouse works his way right through to Z, constructing an alphabet that is sure to please.

Before reading:

- Introduce the title, author and illustrator.
- Show the children the front, back, cover and spine of the book.

During reading:

Learning objective: To understand and use action words (verbs).

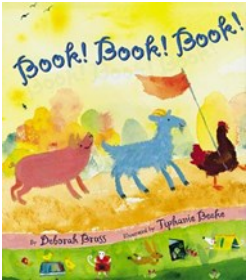
Target words: Carve, dye, tank

- Place a paper where all the children can see it. At the top, write the phrase: "New Words." Tell the children: *Let's talk about some new words we heard used in the book. We are going to learn three new words.*
- Turn to the page that shows the word **carves**. Read the text and then create a general definition that the children can understand. You could say: *This page says, 'carves the C.' **Carves** is when you cut something into a shape that you want. Let's write the word **carve** on our new word list. Write the word **carve** on the word list and call out each letter as you write it.*
- Repeat this for all the target words.

Activity A

Book! Book! Book!

by Deborah Bruss



Book Summary: When the children go back to school, the animals on the farm have nothing to do. That is until they discover the library. But when Cow, Pig, Horse and Goat try to check out a book, they are met with a very puzzled librarian. Why can't she understand? It is only when Hen gives it a try—"Book! Book! BOOK!"—that the animals finally get what they want!

Before reading:

- Introduce the title, author and illustrator.
- Show the children the front, back, cover and spine of the book.

During reading:

Learning objective: To identify when two words share the same beginning sound.

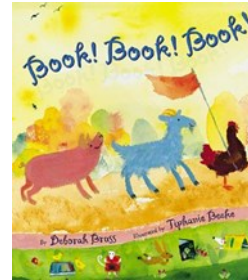
Target words: Hung, complained, grumbled, pouted, dozed, heaved

- Say to the children: *Today we are going to listen to the first sound in words. Most words are made up of many sounds. See if you can hear the **first** sound in these words.* If the children have difficulty with the concept "first" try using "beginning" sound instead.
- During reading, stop periodically when you see the repeated sounds like in "the horse hung his head" or the "duck dozed."
- Say the word **hung**, stretching out the beginning sound and then tell children which sound the word begins with, as in: **hhh-ung, hung** starts with the **/h/** sound. Repeat for all the target words.

Activity B

Book! Book! Book!

by Deborah Bruss



Book Summary: When the children go back to school, the animals on the farm have nothing to do. That is until they discover the library. But when Cow, Pig, Horse and Goat try to check out a book, they are met with a very puzzled librarian. Why can't she understand? It is only when Hen gives it a try—"Book! Book! BOOK!"—that the animals finally get what they want!

Before reading:

- Introduce the title, author and illustrator.
- Show the children the front, back, cover and spine of the book.

After reading:

Learning objective: To understand and use words in past tense.

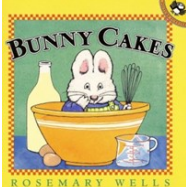
Target words: Hung, complained, grumbled, pouted

- Say to the children: *Let's talk about some new words we heard used in the book. We are going to learn four new words.*
- Turn to the page that shows the word **hung**. Read the text and then create a general definition that the children can understand. Build off of the definition using the pictures. You could say: *This page says, 'In the bright morning sun, the horse **hung** his head.'* 'Hung his head' means when a horse puts his head down. Do the motion with your neck and show the picture in the book.
- Repeat this process for the all target words.

Activity A

Bunny Cakes

by Rosemary Wells



Book Summary: It's Grandma's birthday, and both Max and his bossy sister Ruby are making her a cake. Ruby's cake will be a magnificent angel raspberry-fluff creation—if Max will stop knocking the ingredients off the table. Max's cake will be chock-full of earthworms and Red-Hot Marshmallow Squirters—if only Max can make the grocer understand his shopping list.

Before reading:

- Introduce the title, author and illustrator.
- Show the children the front, back, cover and spine of the book.

During reading:

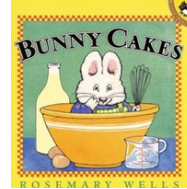
Learning objective: To recognize the difference between letters and words.

- Write the phrase "Grocery List" at the top of a piece of paper. Say to the children: *This says 'Grocery List.'* As we read about Max's trips to the grocery store, we will keep a list of all the things he is supposed to buy.
- During reading, pause at each of the grocery lists to read the word(s) and write them on the large piece of paper. You could say: *This list says **eggs**. Let's write the word **eggs** on our list. Count the letters that make up the word **eggs** as I write. Four letters make up the word **eggs** - it's a pretty short word.* Repeat the words as they appear on the grocery lists throughout the book.
- Let the children judge if it is a 'long' or 'short' word.

Activity B

Bunny Cakes

by Rosemary Wells



Book Summary: It's Grandma's birthday, and both Max and his bossy sister Ruby are making her a cake. Ruby's cake will be a magnificent angel raspberry-fluff creation—if Max will stop knocking the ingredients off the table. Max's cake will be chock-full of earthworms and Red-Hot Marshmallow Squirters—if only Max can make the grocer understand his shopping list.

Before reading:

- Introduce the title, author and illustrator.
- Show the children the front, back, cover and spine of the book.

After reading:

Learning objective: To understand and use new words representing feelings.

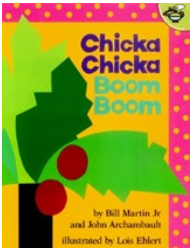
Target words: Frustrated, confused, satisfied

- After reading, say to the children: *Max and Ruby worked hard to bake their grandma a cake. They had to go through a lot! Let's talk about how the characters were feeling.* Open the book to the third page, then say: *Ruby told Max not to touch anything, but it looks like he dropped the eggs! Ruby might have felt a little **frustrated**. Do you feel **frustrated** when things don't go just how you thought they would.* Guide the children's use of the word by asking them about a time they felt **frustrated**. Let the children share their own experiences. Repeat with all target words.
- Let the children show you their facial expression for the target words.

Activity A

Chicka Chicka Boom Boom

by Bill Martin Jr. and John Archambault



Book Summary: "A told B and B told C, 'I'll meet you at the top of the coconut tree.'" The lowercase letters climb up a coconut tree in alphabetical order, until the tree bends so much that the letters fall to the ground. Capital letters (the older relatives of the letters climbing the tree) come to help them.

Before reading:

- Introduce the title, author and illustrator.
- Show the children the front, back, cover and spine of the book.

After reading:

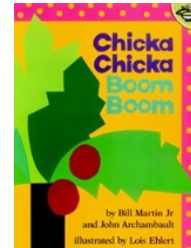
Learning objective: To recognize letters when named.

- After reading, go to the first page where all the letters are and ask the children to point at some letters: *[name of the child], let's see if you can point to the letter that your name starts with. Your name starts with what letter? Letter L, let's see if we can find the letter L.*
- Do the above activity with the first letter of each of the children's names and the first letter of your name. Ask the children if they can identify other letters.
- You can also sing the ABC song while pointing to the letters. Do this before other activities if you notice that the children do not know the letters.

Activity B

Chicka Chicka Boom Boom

by Bill Martin Jr. and John Archambault



Book Summary: "A told B and B told C, 'I'll meet you at the top of the coconut tree.'" The lowercase letters climb up a coconut tree in alphabetical order, until the tree bends so much that the letters fall to the ground. Capital letters (the older relatives of the letters climbing the tree) come to help them.

Before reading:

- Introduce the title, author and illustrator.
- Show the children the front, back, cover and spine of the book.

After reading:

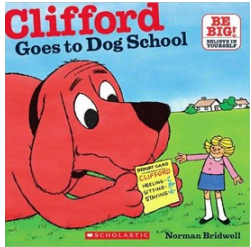
Learning objective: To understand and use words that describe things and actions (adjectives and adverbs).

- After reading, say to the children: *Let's talk about all the different colors used in the book. Let's see if we can remember all of the colors' names.*
- Turn to each page of the book and name some of the letters on the page. You could say: *I see lots of red letters on this page. Who can point to the color red on this page?*
- During this activity, model how colors describe nouns to make phrases, as in: *The purple L, the blue M.*

Activity A

Clifford Goes to Dog School

by Norman Bridwell



Book Summary: Emily Elizabeth is taking Clifford to dog school. His teacher tries to show Clifford how to heel. But the leash is too short and she's swept off her feet. Then she tells Clifford to sit. He sits on top of a passing stranger! Poor Clifford can't get anything right! But when Emily Elizabeth forgets to look both ways before crossing the street, Clifford comes to her rescue. Emily Elizabeth then realizes that, although he's not the most well-trained dog, he's perfect just the way he is.

Before reading:

- Introduce the title, author and illustrator.
- Show the children the front, back, cover and spine of the book.

After reading:

Learning objective: To understand and use words for unfamiliar actions (verbs).

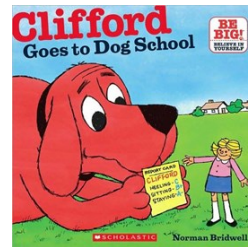
Target words: Begging, heeling, walking, shaking, sitting

- Say to the children: *Let's talk about all the things that Clifford did in this book.* Turn to the beginning of the book and open the first page.
- Show the children each page and ask: *What is Clifford doing?* Allow each child to respond, reply to his/her comments using this model: *Clifford is **begging** for food. **Begging** is what an animal does when he wants something, like food. What is he doing here?* Repeat their answer or say again: *He is **begging** for food.* Be sure to model each target word and its meaning.

Activity B

Clifford Goes to Dog School

by Norman Bridwell



Book Summary: Emily Elizabeth is taking Clifford to dog school. His teacher tries to show Clifford how to heel. But the leash is too short and she's swept off her feet. Then she tells Clifford to sit. He sits on top of a passing stranger! Poor Clifford can't get anything right! But when Emily Elizabeth forgets to look both ways before crossing the street, Clifford comes to her rescue. Emily Elizabeth then realizes that, although he's not the most well-trained dog, he's perfect just the way he is.

Before reading:

- Introduce the title, author and illustrator.
- Show the children the front, back, cover and spine of the book.

During reading:

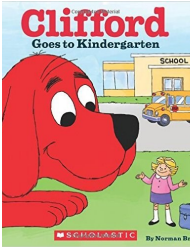
Learning objective: To recognize that print carries meaning and to distinguish print from pictures.

- Introduce the title. You could say: *The title of the book tells us the name of the story.* Remember to point at each word.
- On the first page, point to the print and explain its function. You could say: *Here are the words that tell us what is happening. Let's read the words to find out what is happening.*
- On every page, point to the words as you read them.
- On the last page, ask one child to come up and ask: *Can you show me the words on this page?* You may repeat this for selected children as necessary.

Activity A

Clifford Goes to Kindergarten

By Norman Bridwell



Book Summary: Emily Elizabeth is starting Kindergarten and she's a little nervous. Good thing that the teacher sent a note home that says each child can bring something from home to make the transition a little easier. But the teacher didn't bet on a child bringing something--or someone--as big as Clifford!

Before reading:

- Introduce the title, author and illustrator.
- Show the children the front, back, cover and spine of the book.

During and after reading:

Learning objective: To identify and describe the setting and characters of the story.

- While reading the book tell the children: *I would like to help you identify the setting in each page of the book. The setting is where the story takes place.*
- Pause after reading each page, and ask children to tell you about the setting. Extend what children say to provide just a little bit of more information to their responses. For example: If a child says *backyard*, you could say: *Yes, they are playing school in Emily Elizabeth's house backyard.*
- After reading the book, review the different places the characters went. Focus on how the characters got from one setting to the next. You could say: *Emily Elizabeth and Clifford were at home and then they arrived at the school. How do you think they got there? How do you get to school?*

Activity B

Clifford Goes to Kindergarten

By Norman Bridwell



Book Summary: Emily Elizabeth is starting Kindergarten and she's a little nervous. Good thing that the teacher sent a note home that says each child can bring something from home to make the transition a little easier. But the teacher didn't bet on a child bringing something--or someone--as big as Clifford!

Before reading:

- Introduce the title, author and illustrator.
- Show the children the front, back, cover and spine of the book.

During reading:

Learning objective: To understand and use words representing time concepts.

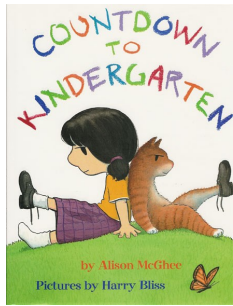
Target words: first, next, then, last

- In a piece of paper write the phrase: "What the children did."
- Tell the children that you want to describe all the things that Emily Elizabeth, Clifford, and their new friends did during the first day of school. Ask children what happened **first**, using the pictures in the book as needed. Write down their responses. Continue this activity with the terms **next**, **then**, and **last**.
- You could say: **First**, *Ms. Tate greeted Emily Elizabeth and Clifford at the classroom door.* **Then**, *they say goodbye to Emily's mom.* **Then**, *they all sat in a circle and learned a welcome song.* **Last**, *they say goodbye to all classmates and Ms. Tate.*

Activity A

Countdown to Kindergarten

by Alison McGhee



Book Summary: It's just ten days before kindergarten, and this little girl has heard all there is to know, from a first-grader, about what it's going to be like. You can't bring your cat, you can't bring a stuffed animal, and the number one rule? You can't ask anyone for help. Ever. So what do you do when your shoes come untied, if you're the only one in the class who doesn't know how to tie them up again?

Before reading:

- Introduce the title, author and illustrator.
- Show the children the front, back, cover and spine of the book.

After reading:

Learning objective: To understand the meaning of new words.

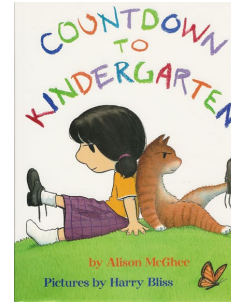
Target words: Rules, backwards, stuffed

- While reading, pause periodically to discuss each of the target words. After reading, say to the children: *The book says '... they have a lot of rules ...' Ask the children, Do you know what **rules** are?*
- Expand the children's answer and say: *Rules tell you how you are supposed to behave. You have rules for your classroom and when you go to kindergarten, you will have different rules.*
- Repeat this for all the target words.

Activity B

Countdown to Kindergarten

by Alison McGhee



Book Summary: It's just ten days before kindergarten, and this little girl has heard all there is to know, from a first-grader, about what it's going to be like. You can't bring your cat, you can't bring a stuffed animal, and the number one rule? You can't ask anyone for help. Ever. So what do you do when your shoes come untied, if you're the only one in the class who doesn't know how to tie them up again?

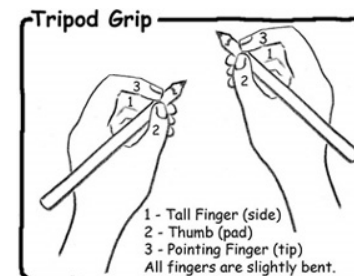
Before reading:

- Introduce the title, author and illustrator.
- Show the children the front, back, cover and spine of the book.

After reading:

Learning objective: To recognize and write their names.

- Tell the children that their name is special and it is the first step to handwriting. They need to learn how to write their names, so they can identify what is theirs in kindergarten.
- Write the children's names on the top of a white paper and allow them to write their names and draw a picture of themselves.

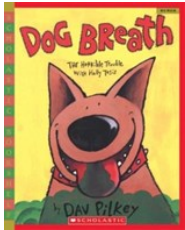


- Explain to the children how to hold the pencil correctly.
- Do not force a correct position, but model it.
- Allow the children to select whichever hand they feel more comfortable using.

Activity A

Dog Breath: The Horrible Trouble with Hally Tosis

by Dav Pilkey



Book Summary: Hally, an exuberant dog whose bad breath problem even keeps skunks away, finds his life further complicated by a visit from Grandma Tosis and his chaos-inducing attempts to say hello.

Before reading:

- Introduce the title, author and illustrator.
- Show the children the front, back, cover and spine of the book.

During reading:

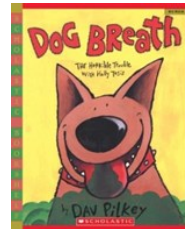
Learning objective: To make predictions and use text to confirm.

- While reading, stop to ask these questions:
 - **Page 2:** *What horrible things do you think happen when Hally opens her mouth?*
 - **Page 9:** *How do you think the children will save their dog from being given away?*
 - **Page 21:** *What miracle do you think will happen?*
- Allow the children time to answer the questions. Expand their answers by asking more open-ended questions.

Activity B

Dog Breath: The Horrible Trouble with Hally Tosis

by Dav Pilkey



Book Summary: Hally, an exuberant dog whose bad breath problem even keeps skunks away, finds his life further complicated by a visit from Grandma Tosis and his chaos-inducing attempts to say hello.

Before reading:

- Introduce the title, author and illustrator.
- Show the children the front, back, cover and spine of the book.

After reading:

Learning objective: To understand and use words which describe objects.

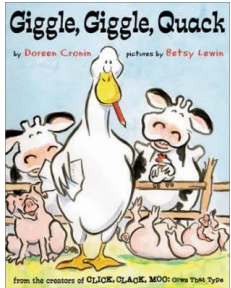
Target words: Breathtaking, breath, skunk, sneaky

- While reading the book, stop to discuss each target word. For instance, after reading... *They hoped that the **breathtaking** view would take Hally's breath away ...* You could say: *They thought the **breathtaking** view would take Hally's bad breath away. The children misunderstood! A **breathtaking** view is a beautiful view! Something that is **breathtaking** is very, very beautiful. It wouldn't cure Hally's breath!*
- For **lose your breath**, you could say: *The children thought Hally would **lose her breath** on the roller coaster because that's what the sign said! But they misunderstood. Something that makes you **lose your breath** is something that scares you!*
- Draw the children's attention to the target words—they all have the word **breath** in them but have different meanings.

Activity A

Giggle, Giggle, Quack

by Doreen Cronin



Book Summary: Farmer Brown is going on vacation. He asks his brother Bob to take care of the animals but to keep an eye on Duck. He's trouble. Bob follows the instructions in Farmer Brown's notes exactly. He orders pizza with anchovies for the hens, bathes the pigs with bubble bath, and lets the cows choose a movie.

Before reading:

- Introduce the title, author and illustrator.
- Show the children the front, back, cover and spine of the book.

After reading:

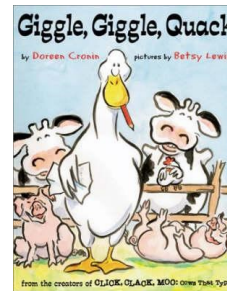
Learning objective: To make text-to-self connections.

- Ask the children to think about a time when they were left with someone other than their parents or guardians. Let them swap stories with partners about what things were different when they were with a babysitter or caretaker. Ask questions like: *Have you ever acted like Duck when you were with someone else?*
- Help the children write pretend notes to a caretaker from the point of view of a pet or from their own point of view. What kinds of directions would a pet or child leave that an adult probably wouldn't?
- The important part of this activity is to have open conversations with the children about the situation presented in the book. You can ask: *How do you think Farmer Brown felt when he had to cut his vacation short?*

Activity B

Giggle, Giggle, Quack

by Doreen Cronin



Book Summary: Farmer Brown is going on vacation. He asks his brother Bob to take care of the animals but to keep an eye on Duck. He's trouble. Bob follows the instructions in Farmer Brown's notes exactly. He orders pizza with anchovies for the hens, bathes the pigs with bubble bath, and lets the cows choose a movie.

Before reading:

- Introduce the title, author and illustrator.

During reading:

Learning objective: To learn some uppercase letter names, including their own name and those of some friends or family members.

- When you read the title of the book, say to the children: *There are three words in the title of this book.* Then point to the words as you read them.
- Ask the children how many **G**'s they see. You could say: *I see two uppercase letter **G**'s in our title. **Giggle** starts with letter **G** (point to it).* If the children point to lowercase **G**'s, say: *Yes, those are **G**'s too. They are lowercase **G**.*
- While reading, pause periodically to point out the uppercase letter **G**. Allow the children to help find some **G** on some pages.

Activity A

It's Okay To Be Different

by Todd Parr



Book Summary: "It's Okay To Be Different" cleverly delivers the important messages of acceptance, understanding and confidence in an accessible, child-friendly format featuring Todd Parr's trademark bold, bright colors and silly scenes. Targeted to young children first beginning to read, this book will inspire kids to celebrate their individuality through acceptance of others and self-confidence. "It's okay to need some help. It's okay to talk about your feelings. It's okay to be a different color."

Before reading:

- Introduce the title, author and illustrator.
- Show the children the front, back, cover and spine of the book.

After reading:

Learning objective: To understand and use the word 'different.'

Target word: Different

- After reading "It's Okay to Be Different," ask the children: *What makes you **different**, what makes you special?*
- Say to the children: *The book says, 'It's okay to have **different** kinds of friends.'* Ask the children: *How many friends do you have, how are they **different**?*
- Have the children draw a picture of themselves on a piece of paper.
- Keep in mind that the importance of this lesson is to have a conversation with the children about the things that makes us different and special.

Activity B

It's Okay To Be Different

by Todd Parr



Book Summary: "It's Okay To Be Different" cleverly delivers the important messages of acceptance, understanding and confidence in an accessible, child-friendly format featuring Todd Parr's trademark bold, bright colors and silly scenes. Targeted to young children first beginning to read, this book will inspire kids to celebrate their individuality through acceptance of others and self-confidence. "It's okay to need some help. It's okay to talk about your feelings. It's okay to be a different color."

Before reading:

- Introduce the title, author and illustrator.
- Show the children the front, back, cover and spine of the book.

After reading:

Learning objective: To identify when two words share the same beginning sound.

Target words: Have/hair, bathtub/bad, pet/proud, something/someone, mittens/mad, something/squirrel, nice/nuts

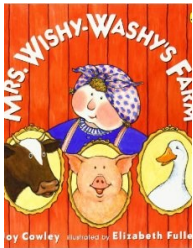
- While reading, note that there are words in the same pages that share the same beginning sounds (target words).
- Ask the children: *Can you find two words that start with the same letter?*
- Allow the children to point to the words and then say: *Yes, **have** and **hair** start with the /h/ (breathing sound) sound. **Hhhair, hhhave.***
- Repeat for all the target words and allow the children time to make the sounds.

Activity A



Mrs. Washy-Washy's Farm

By Joy Cowley



Book Summary: Mrs. Wishy-Washy is rubbing and scrubbing all the animals on the farm. But this time they aren't standing for it. Duck, Cow, and Pig are leaving mean old Mrs. Wishy-Washy for good! They run away to the big city. But they get lost, wander into a restaurant, and into a hardware store and get covered in paint! Maybe her farm isn't so bad after all . . .

Before reading:

- Introduce the title, author and illustrator.
- Show the children the front, back, cover and spine of the book.

During and after reading:

Learning objective: To share information in longer and more complex sentences

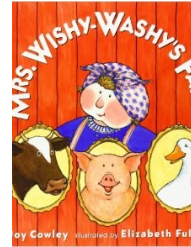
- While reading the book ask the children: *Which animal did Mrs. Washy-Washy put in the tub first?*
- Read, "In went the pig, wishy-washy, (wishy-washy)." Allow the children to complete the sentence.
- Ask the children: *Why do you think the cow, pig and duck left to the city?*
- At the end of the story: *Why did the animals jump into the tub?*
- Let the children draw their favorite farm animal or the best part of the story.

Activity B



Mrs. Washy-Washy's Farm

By Joy Cowley



Book Summary: Mrs. Wishy-Washy is rubbing and scrubbing all the animals on the farm. But this time they aren't standing for it. Duck, Cow, and Pig are leaving mean old Mrs. Wishy-Washy for good! They run away to the big city. But they get lost, wander into a restaurant, and into a hardware store and get covered in paint! Maybe her farm isn't so bad after all . . .

Before reading:

- Introduce the title, author and illustrator.
- Show the children the front, back, cover and spine of the book.

After reading:

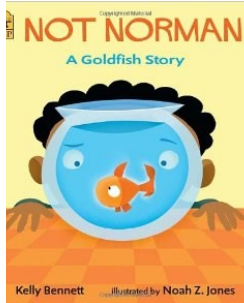
Learning objective: To share information in longer and more complex sentences

- After reading the story Mrs. Wishy –Washy's Farm, talk to the children about why she had to scrub the animals in the story.
- As the children: *Can you describe the cause of the animals getting so dirty?* (Possible answer: The animals got dirty because they liked to play in the mud.)
- Explain children the concept of **cause** and **effect** by saying, *The cause of Mrs. Wishy –Washy needing to wash the animals was that they were dirty and the cause of the animals being dirty was that they like to play in the mud.*
- *Challenge children to think about the cause of other animals getting dirty:*
 - A horse might get dirty because ... (he/she likes to roll around in hay.)
 - A cow might get dirty because... (he/she likes to lay down in the grass.)
 - Do the same for duck and ask children to suggest other animals.

Activity A

Not Norman: A Goldfish Story

by Kelly Bennett



Book Summary: Norman the goldfish isn't what this little boy had in mind. He wanted a different kind of pet — one that could run and catch, or chase string and climb trees, a soft furry pet to sleep on his bed at night. Definitely not Norman. But when he tries to trade Norman for a "good pet," things don't go as he planned. Could it be that Norman is a better pet than he thought? With wry humor and lighthearted affection, author Kelly Bennett and illustrator Noah Z. Jones tell an unexpected — and positively fishy — tale about finding the good in something you didn't know you wanted.

Before reading:

- Introduce the title, author and illustrator.
- Show the children the front, back, cover and spine of the book.

During and After Reading:

Learning objective: Story comprehension

- During the reading stop to ask some of these questions:
 - *What do you think they are celebrating (when the boy got Norman)?*
 - *Why does he wants to trade Norman?*
 - *Why does Norman needs more water for his bowl?*
 - *Why does the boy have to stay for extra music practice?*
 - *What do you think is at the window?*
 - *Have you ever been to a pet store?*
- Ask children to draw their favorite part of the story. Make sure to take dictation and write on the paper what the children are telling you.

Activity B

Not Norman: A Goldfish Story

by Kelly Bennett



Book Summary: Norman the goldfish isn't what this little boy had in mind. He wanted a different kind of pet — one that could run and catch, or chase string and climb trees, a soft furry pet to sleep on his bed at night. Definitely not Norman. But when he tries to trade Norman for a "good pet," things don't go as he planned. Could it be that Norman is a better pet than he thought? With wry humor and lighthearted affection, author Kelly Bennett and illustrator Noah Z. Jones tell an unexpected — and positively fishy — tale about finding the good in something you didn't know you wanted.

Before reading:

- Introduce the title, author and illustrator.
- Show the children the front, back, cover and spine of the book.

After reading:

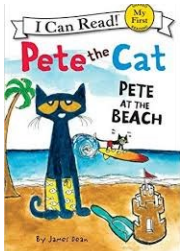
Learning objective: To make up stories

- After reading the book ask children to draw a picture of a pet they have or would like to have. After children are finish drawing, ask them to tell you the story about their drawing. You can ask the following questions to help them come up with a story.
 - *What is the name of this pet?*
 - *What does he likes to do?*
 - *Where did you get it?*
 - *What kind of food does he eats?*
 - *What would you like to do for fun with your pet?*

Activity A

Pete the Cat at the Beach

by James Dean



Book Summary: Pete is spending the day at the seashore. He has fun collecting shells and building a sand castle. But the beach is very hot. There is a whole ocean for Pete to cool off in, but it looks scary. Pete's brother, Bob, offers to teach Pete to surf. Will that be enough to help Pete get over his fear of the water?

Before reading:

- Introduce the title, author and illustrator.
- Show the children the front, back, cover and spine of the book.

After reading:

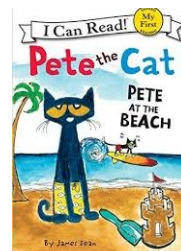
Learning objective: Demonstrate varied uses of language (comments, problem-solving, etc.).

- While reading, stop to ask these questions:
 - **Page 4:** *Have you been to the beach? When was the last time? What did you do at the beach?*
 - **Page 7:** *Why do you think Pete doesn't want to go in the water?*
 - **Page 32:** *Pete was afraid of the water. Is there anything you are afraid of?*
- Let children draw their favorite part of the book or draw what they are afraid of. Have a conversation about how to conquer fears. Share your stories about being afraid of something.

Activity B

Pete the Cat at the Beach

by James Dean



Book Summary: Pete is spending the day at the seashore. He has fun collecting shells and building a sand castle. But the beach is very hot. There is a whole ocean for Pete to cool off in, but it looks scary. Pete's brother, Bob, offers to teach Pete to surf. Will that be enough to help Pete get over his fear of the water?

Before reading:

- Introduce the title, author and illustrator.
- Show the children the front, back, cover and spine of the book.

During and After reading:

Learning objective: To understand and use complex words.

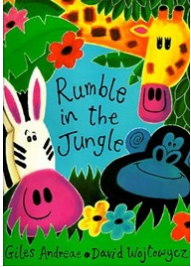
Target words: surf, waves, seashells, lie, paddle

- During the reading, use the illustration to explain what the words means. As questions like: *Have you ever surfed?*
- After reading the book say: *Let's talk about some new words we heard used in the book.*
- Turn to the page that shows the word **surf**. Read the text and then create a general definition that the children can understand. Build off of the definition using the pictures. You could say: *This page says Bob likes to **surf**. Surf means to ride waves towards the shore. You have to use a surfboard like the one Bob is using in the book.*
- Repeat this process for all the target words.

Activity A

Rumble in the Jungle

by Giles Andreae and David Wojtowycz



Book Summary: "There's a rumble in the jungle, there's a whisper in the trees; the animals are waking up and rustling the leaves!" This is a rhyming safari where everyone is introduced, from the elphing elephant to the gangly giraffe, and, maybe even, the terrible tiger!

Before reading:

- Introduce the title, author and illustrator.
- Show the children the front, back, cover and spine of the book.

After reading:

Learning objective: To understand and use new words representing time concepts.

Target word: Before, after

- After reading, say to the children: *We are going to talk about all the things that happened in the story.*
- Pick a major event from the story and model the use of the words **before** and **after**. For this particular book, there is not a sequence of events across characters, but some of the characters have a sequence of events in what they do. These include the **snake**, **crocodile** and **lion**. You could say: **After** the **snake** squashes his prey, he eats it. Or you could say: **Before** the **crocodile** takes a drink, he watches the animals for a minute or two.
- On the last page, again demonstrate the terms **before** and **after**.

Activity B

Rumble in the Jungle

by Giles Andreae and David Wojtowycz



Book Summary: "There's a rumble in the jungle, there's a whisper in the trees; the animals are waking up and rustling the leaves!" This is a rhyming safari where everyone is introduced, from the elphing elephant to the gangly giraffe, and, maybe even, the terrible tiger!

Before reading:

- Introduce the title, author and illustrator.
- Show the children the front, back, cover and spine of the book.

After reading:

Learning objective: To segment words into syllables and to blend syllables into words.

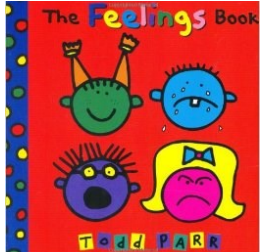
Target words: Hippopotamus, snake, chimpanzee, lion, elephant, zebra, cubs, den

- Say to the children: *Today we are going to listen for the parts of words. Some words have a lot of parts, like the word **hippopotamus**. (Clap for each syllable in this word: **hipp-o-pot-a-mus**. Be sure to clap as you say each syllable in the word, not before or after.) Some words have only one part, like the word **snake**. (Clap for the one syllable in the word.)*
- Model all the target words. Make sure the children clap with you.
- Give each child a turn to clap for the parts of words, using the words you modeled. Some of the children will have difficulty, so model the correct response for each word after each child has had the opportunity to clap for the parts of his/her word.

Activity A

The Feelings Book

by Todd Parr



Book Summary: Todd Parr's bold, kid-friendly illustrations portray children expressing all different moods, from "I feel very mad" and "I feel like reading books all day" to "I feel like wearing funny underwear."

Before reading:

- Introduce the title, author, and illustrator.
- Show the children the front, back, cover and spine of the book.

Before or after reading:

Learning objective: To talk about the things that makes us feel good.

Target Words: Good feelings, bad feelings

- Have an open discussion with the children around the concept of feelings. Ask some of these questions and make a list:
 - *What makes people around you feel good?*
 - *What song makes you feel good?*
 - *What do you do so your friends feel good?*
 - *What are things that can make people feel bad?*

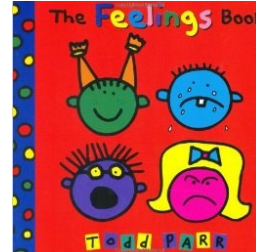
Good feelings	Bad feelings
Singing Riding my bike	When it is not time to go to the playground.

Adapted from Read it Again Pre-K

Activity B

The Feelings Books

by Todd Parr



Book Summary: Todd Parr's bold, kid-friendly illustrations portray children expressing all different moods, from "I feel very mad" and "I feel like reading books all day" to "I feel like wearing funny underwear."

Before reading:

- Introduce the title, author, and illustrator.
- Show the children the front, back, cover and spine of the book.

After reading:

Learning objective: To complete a sentence.

Target words: Sometimes I feel ...

- After reading, ask the children what are some of the things they like to do.
- Ask the children to draw what they like to do the most and help them write the sentence that describes their drawing, starting with the stem "Sometimes I feel ..."

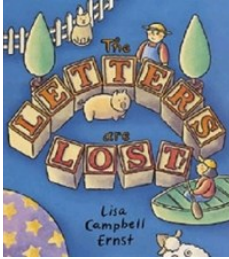


Adapted from Read it Again Pre-K

Activity A

The Letters are Lost

by Lisa Campbell Ernst



Book Summary: Once upon a time, all the letters of the alphabet were together. But now they're lost! One showed up in the Bath. There was one under a Hat, another one on a Quilt, and even one in the Sandbox. Where are the rest?

Before reading:

- Introduce the title, author and illustrator.
- Show the children the front, back, cover and spine of the book.

After reading:

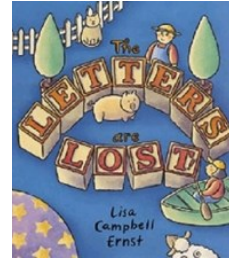
Learning objective: To recognize letters when named.

- Open the book where it says: “**E** found a home with some **Eggs**.” Then ask the children while pointing to the letter **E** on the block: *Can you point to the word that starts with the letter **E**? Yes, **Eggs** starts with the letter **E**. Can you tell me another word that starts with the letter **E**?*
- Do this activity with other letters in the book. If a child can’t come up with a word that starts with the letter you are pointing at, you can say the word and also write it on a piece of paper. If there are objects in the classroom or area that you are sitting at that start with the same letter, you can point to them too.

Activity B

The Letters are Lost

by Lisa Campbell Ernst



Book Summary: Once upon a time, all the letters of the alphabet were together. But now they're lost! One showed up in the Bath. There was one under a Hat, another one on a Quilt, and even one in the Sandbox. Where are the rest?

Before reading:

- Introduce the title, author and illustrator.
- Show the children the front, back, cover and spine of the book.

After reading:

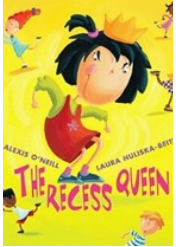
Learning objective: To understand and use new words representing spatial concepts.

- At the top of a paper, write the phrase: “Letters Hiding Places.” Ask the children to tell you where the letters were found in the book.
- Show the pictures in the book to help the children remember where the letters were found. Model the prepositions **into**, **under**, **beside**, **over**, **above** and **below** when discussing the letters. You could say: *Letter B was on the edge and fell **into** the water. [name of the child], what happened to letter B?*
- Let the children dictate what to write, but include the prepositions **into**, **under**, **beside**, **over**, **above** and **below**.

Activity A

The Recess Queen

by Alexis O'Neill and Laura Huliska-Beith



Book Summary: Mean Jean was Recess Queen and nobody said any different. Nobody swung until Mean Jean swung. Nobody kicked until Mean Jean kicked. Nobody bounced until Mean Jean bounced. If kids ever crossed her, she'd push 'em and smoosh 'em, lollapaloosh 'em, hammer 'em, slammer 'emkitz' and kajammer 'em. Until a new kid came to school! With her irrepressible spirit, the new girl dethrones the reigning recess bully by becoming her friend in this infectious playground romp.

Before reading:

- Introduce the title, author and illustrator.
- Show the children the front, back, cover and spine of the book.

During reading:

Learning objective: To recognize that print carries meaning and to distinguish print from pictures.

- Show the children the book's cover. Point to each word in the title as you read it.
- Ask the children: *How many words are in the title of this book?* Read the title pointing to each word as you read. Then say: *There are three words in the title of this book! The words tell us what this book is about. What do you think it is about?*
- During reading, point to the words on each page as you read. Periodically stop to tell the children that you are reading the words in the book and pointing to them as you read.
- Note that the print is in different places and inside of callout bubbles.

Activity B

The Recess Queen

by Alexis O'Neill and Laura Huliska-Beith



Book Summary: Mean Jean was Recess Queen and nobody said any different. Nobody swung until Mean Jean swung. Nobody kicked until Mean Jean kicked. Nobody bounced until Mean Jean bounced. If kids ever crossed her, she'd push 'em and smoosh 'em, lollapaloosh 'em, hammer 'em, slammer 'emkitz' and kajammer 'em. Until a new kid came to school! With her irrepressible spirit, the new girl dethrones the reigning recess bully by becoming her friend in this infectious playground romp.

Before reading:

- Introduce the title, author and illustrator.
- Show the children the front, back, cover and spine of the book.

After reading:

Learning objective: To understand and use words for unfamiliar actions (verbs).

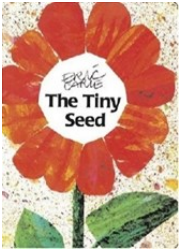
Target words: Howled, gaped, romping

- After reading, say to the children: *Let's talk about some new words we heard used in the book. We are going to learn three new words.*
- Turn to the page that shows the word **howled**. Read the text and then create a general definition. Build off of the definition using the pictures. You could say: *This page says, 'The Recess Queen **howled** at Katie Sue.' **Howl** means to yell loudly. Look at the page of Jean **howling** at Katie Sue. Does she look happy? When you **howl**, you yell because you are mad.*
- Ask the children to give an example of when they might **howl** at someone.
- Repeat this process for all the target words.

Activity A

The Tiny Little Seed

by Eric Carle



Book Summary: Carried aloft by the autumn wind, the tiny seed, along with other bigger seeds, travels far over the world. The journey is perilous: one of the bigger seeds is burned by the sun; another falls into the ocean; still another is eaten by a bird. Even after those that are left have landed on fertile ground and begun to grow, danger is near: one small plant is stepped on; one little flower is picked; but the tiny seed keeps growing almost unnoticed.

Before reading:

- Introduce the title, author and illustrator.
- Show the children the front, back, cover and spine of the book.

After reading:

Learning objective: To recognize the left-to-right and top-to-bottom directionality of print.

- In "The Tiny Little Seed," the text is not always in the same place. Let the children tell you where to start reading throughout the story. You might say: *Hmm ... there is no text on this page, where I should read next?*
- Repeat this as necessary.
- With your finger, track the text while you read.

Activity B

The Tiny Little Seed

by Eric Carle



Book Summary: Carried aloft by the autumn wind, the tiny seed, along with other bigger seeds, travels far over the world. The journey is perilous: one of the bigger seeds is burned by the sun; another falls into the ocean; still another is eaten by a bird. Even after those that are left have landed on fertile ground and begun to grow, danger is near: one small plant is stepped on; one little flower is picked; but the tiny seed keeps growing almost unnoticed.

Before reading:

- Introduce the title, author and illustrator.
- Show the children the front, back, cover and spine of the book.

During reading:

Learning objective: To understand and use words that describe the seasons.

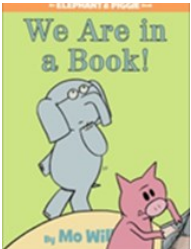
Target words: Winter, spring, summer, autumn

- After reading, talk with the children about what happened in the book when it was winter. Expand the children's comments, for example: *During **winter**, there are some places where it snows. Here in Miami, it does not snow during **winter**, but it can get really cold.*
- Do the same for all target words.
- Talk about what happened to the seed during the different seasons.

Activity A

We are in a Book!

by Mo Willems



Book Summary: Gerald and Piggie discover the joy of being read. Gerald and Piggie realize that they can make the reader say whatever they want until they realize the book ends. But what will happen when the book ends?

Before reading:

- Introduce the title, author and illustrator.
- Show the children the front, back, cover and spine of the book.

During reading:

Learning objective: Demonstrate varied uses of language (comments, problem-solving, etc.).

- While reading, stop to ask these questions:
 - **Page 7:** *There are no words on this page, look at their faces, what do you think they are trying to say?*
 - **Page 11:** *Who do you think is looking at Piggie and Gerald?*
 - **Page 33:** *What are some words that you find funny? Do you think the word 'banana' is funny?*
- Explain why the text is in word bubbles. You can say: *They are used in comic books, cartoons or books. They tell the reader what the character is saying or thinking.* Expect children to talk about their own experiences.

Activity B

We are in a Book!

by Mo Willems



Book Summary: Gerald and Piggie discover the joy of being read. Gerald and Piggie realize that they can make the reader say whatever they want until they realize the book ends. But what will happen when the book ends?

Before reading:

- Introduce the title, author and illustrator.
- Show the children the front, back, cover and spine of the book.

During reading:

Learning objective: To recognize the left-to-right and top-to-bottom directionality of print.

- In "We are in a Book!" the text is not always in the same place. Let the children tell you where to start reading throughout the story. You might say: *Hmm ... there is no text on this page, where should I read next?*
- Talk about how you can draw bubbles to make characters talk. In this book, words are inside of bubbles.
- Repeat this as necessary.
- With your finger, track the text while you read.

Early Literacy Activity



Hey Diddle Diddle

Hey Diddle, diddle,
The cat and the fiddle.
The cow jumped over the moon.
The little dog laughed to see such a sight,
And the dish ran away with the spoon!



Instructions:

Learning objective: To identify words that share a rhyming pattern.

- Introduce the nursery rhyme "Hey Diddle Diddle." Give the children a chance to enjoy the silliness of this nursery rhyme.
- Help the children to define the word **sport** in this context (to frolic, play or amuse oneself). Look together at the word **diddle** and ask: *Have you ever **diddled** around? Diddle means to waste time.*
- Explain to the children that there are some words that rhyme, meaning that they end with the same sounds. Point out the words that rhyme. Use the Activity A card.
- Ask the children: *Do you know any other word that rhymes with moon?* (soon, balloon, baboon, noon) It is okay if they make a up a word.

Activity A

Hey Diddle Diddle

Instructions: Help children fill in the blanks with animals or other nouns. Let them draw a picture that complements the nursery rhyme.

Hey Diddle, diddle, the cat and the _____.

The cow jumped over the _____.

The little dog laughed to see such a sight,

and the dish ran away with the _____!

moon

spoon

fiddle

Early Literacy Activity



Hey Diddle Diddle

Hey Diddle, diddle,
The cat and the fiddle.
The cow jumped over the moon.
The little dog laughed to see such a sight,
And the dish ran away with the spoon!



Instructions:

Learning objective: To understand and use new words.

Target words: Fiddle, cat, cow, dish

- Ask the children if they remember the nursery rhyme "Hey Diddle Diddle". Read the nursery rhyme with them and give them a chance to enjoy the silliness of this nursery rhyme.
- Ask the children: *What do you think about this nursery rhyme?* Remind the children that there are some words that rhyme, meaning that they end with the same sounds. Point out the words that rhyme.
- Say to the children: *Today we are going to make our own nursery rhyme. We are going to change some of the words and make it silly.* Use Activity B card.

Activity B

Hey Diddle Diddle

Instructions: Help children fill in the blanks with animals or other nouns. Let them draw a picture that complements the nursery rhyme.

Hey Diddle, diddle, the _____ and the fiddle.

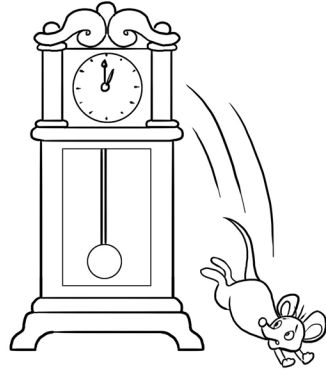
The _____ jumped over the moon.

The little _____ laughed to see such a sight,

And the _____ ran away with the spoon!

Hickory Dickory Dock

Hickory, dickory, dock,
The mouse ran up the clock;
The clock struck one,
The mouse ran down,
Hickory, dickory, dock.



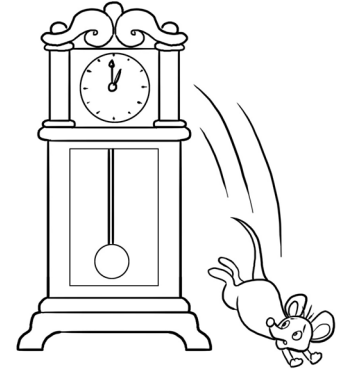
Instructions:

Learning objective: To identify words that share a rhyming pattern.

- Read the nursery rhyme "Hickory Dickory Dock." It is a nonsensical nursery rhyme with alliteration. Define alliteration for the children (the repetition of beginning constants or syllables usually neighboring each other in a poem or nursery rhyme).
- Ask the children to point to the words that start with the same letter.

Hickory Dickory Dock

Hickory, dickory, dock,
The mouse ran up the clock;
The clock struck one,
The mouse ran down,
Hickory, dickory, dock.



Instructions:

Learning objective: To understand and use new words.

- Ask the children if they remember the nursery rhyme "Hickory Dickory Dock." Read the nursery rhyme with them and remind them about all the words that start with the same letter (alliteration).
- Ask the children what the mouse did first (he ran up the clock). Ask them what happened next (the clock struck one). Then, ask what happened after the clock struck one (the mouse ran down). Ask what sound the clock might have made when it struck one (it made one bong).
- Explain to the children that there are some words that rhyme, meaning that they end with the same sounds. Point out the words that rhyme.
- Ask the children: *Do you know any other word that rhymes with dock?* (lock, dock, tock, mock, stock) It is okay if they make up a word.

Early Literacy Activity



Listen Closely

Instructions:

Learning objective: Encourages auditory discrimination, phonological awareness and word comprehension.

Target words: Sunshine, seal, salute, soap, sandwich, silly, book, ball, big, beautiful

- In your small group, explain that you are going to say three words that begin with the same sound, but that each requires a different action. For example, when you say **sunshine**, the children should make a circle above their heads with their arms. When you say **seal**, they should clap their hands in front of them like a seal. And when you say **salute**, they should salute with their hand to their forehead. Tell the children the words you have chosen, and demonstrate accompanying actions.
- Start by saying words in the same order; eventually mix them up.

More to do:

- To make the game more challenging, occasionally say a word with the same beginning sound but to which you haven't assigned an action for. For example, if you've been using **sunshine**, **seal** and **salute**, you might suddenly add **smile**, **smoke** or another word that begins with s.



Sunshine



Seal



Salute

Early Literacy Activity

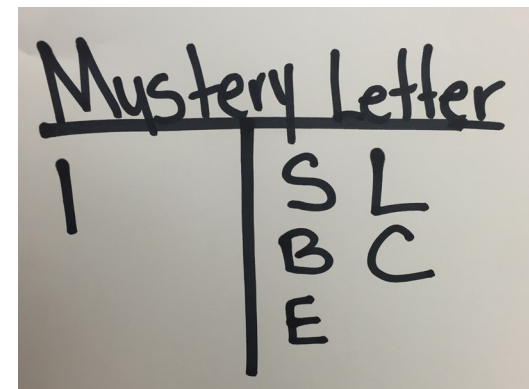


Mystery Letter

Instructions:

Learning objective: Identify letters and its features.

- In your small group, explain that you are going to play the mystery letter game.
- Take a piece of paper and draw a T-chart in it. Then say: *I am thinking of a letter and it has a straight line. Do you know the letter I am thinking of?* Let the child tell you the letter he thinks you are thinking of. The child might say: "S," then you say: **S** is a wonderful letter, but is not the letter I am thinking of." Write the letter **S** on the right side of the T-chart and say: **S** has some curve lines, do you see a straight line in the **S**. Talk about the features of the letters.
- Write on the right side of the T-chart the child's guess. This way you can discuss all the different letters. If the child guesses your letter, finish writing it on the left side of the paper.



Early Literacy Activity



Elkonin Jumping Game

Instructions:

Learning objective: Segmenting word sounds. Also supports gross motor skills, following directions, one-to-one correspondence.

Target words: Words with two phonemes such as: buy, boy, ape, eight, egg, edge, high, jaw, jay, cow, itch, low, eyes, knee, know, new, owl, oil, pay, say, she, raw, tea, tie, tow, they, weigh, zoo

- Select at least two words per child. The words should all have two sounds; for example, the word **buy** has two sounds, **b/uy/** or **/b/ /i/**. Lay two pieces of paper on the floor. Explain the rules to the children: *I will say a word and you will hop from square to square, saying each sound of that word, one hop per sound. Then say the entire word at the end.* Model for them with one word.

More to do:

- To simplify this game, you can start with words that have two syllables or compound words. Do not mix concepts during the game as children may become confused. Make sure to use the words: syllables, compound words, phonemes.



Early Literacy Activity



Artful Artist—Fables

Instructions:

Learning objective: Identify letters and its features.

Target words: Hare, tortoise, slowly, steady

- Read "The Hare and The Tortoise" by Aesop to the children.

A hare boasts to the other animals about how fast he can run. When none of them responds initially to his challenge for a race, he taunts them that they are too scared even to try.

When tortoise speaks up and takes on the challenge, the hare scoffs that he won't even waste his time racing the slowest creature in the world. Eventually though, he agrees to the race in a week's time.

The tortoise spends the week in training, but continues to move very slowly, and the other animals wonder if the race is a good idea. Nevertheless, there is a large crowd of animals on the day of the race.

The race begins and the hare roars off, while the tortoise plods along slow and steady. Deciding he is so far ahead the hare decides to have a sleep in the sun. However, when he wakes, the tortoise is nearing the finish line and takes an unlikely victory.

- After reading the fable, ask the children to illustrate a part of the story they liked best or describe a favorite character. Have the children dictate a few sentences that tell something about their picture.
- To simplify this activity, allow them to watch the story in the following video: <https://youtu.be/pjokVI0LJzw>. Use your smart phone.
- Some discussion questions you may ask are: *Why does the tortoise win the race? What do you think the author is trying to tell us in this story? Would you rather be the hare or the tortoise? Why?*

Additional Activities

**Language diversity, scaffolding
and behavioral techniques**

Communication Toolkit

Addressing language diversity

Main ideas

- Use keywords in both languages to prepare yourself in advance. You can ask the teacher for the right pronunciation. Using keywords in children's own language will help them connect better with the story.
- Point to pictures on the books and say the word. This will help children make connections with key vocabulary words.
- If the teacher speaks a language different than yours, ask the Site Liaison to facilitate your conversation.

What?

Children with limited verbal skills can be supported with the strategies featured on the *Communication Toolkit* sheet. The following methods for promoting oral language for students at the beginning stages include: description/self-talk, narration/parallel talk, modeling language, repetition, and extension.

How?

Volunteers can create opportunities to build beginning oral language skills by incorporating self-talk, parallel talk, language modeling, repetition, and extension into the daily routine. : *Communication Toolkit*

sheet can be used as a reminder to use these strategies on a daily basis, especially with children who need support in the beginning stages of language learning.

Why?

The language that children learn depends on the language learning opportunities provided. Speaking and listening skills learned in the preschool years are essential to future reading and writing achievement and school success. By providing and modeling rich language input for children, labeling words and actions in natural contexts, conveying a message of interest through narration of the child's actions and repetitions and extensions of the child's limited language, families pave the way for more advanced language learning.

Make it your own!

Building on children's interests forms the basis of strategies like parallel talk, repetition and extension. Remember that you are most likely to build children's language when focusing on a topic that is meaningful to them. You may choose to use gestures or point to objects that represent words to aid understanding.

Communication Toolkit

Addressing language diversity

Description/Self-talk

Describe what you are doing. In this way, you are providing words to describe your actions. Self-talk may be used when leading an activity like reading. For example: "I will be reading *The Tiny Seed*, let me look at the title page." Self-talk can build language for all children, especially those with limited language.



Repetition

Listen to what your student is saying, then restate your student's words more completely. For example, if your student is opening a book and says: "Small book", you might restate: "Yes, the book is small." Repetition is a way to use your student's interest as a basis for introducing more advance vocabulary and sentence structures.



Narration/Parallel talk

Describe, or narrate, what your children is doing or seeing. Observe your children actions and make comments that do not require a response. For example, when observing your students drawing, you might use the following parallel talk: "You are using the color red to draw the sun, it must be sundown. Your drawing is coming along really nice. "



Extension

Restate your student's comments then add to the topic in an effort to extend the conversation. n the "small book" example, you might extend: "Yes, the book is small compared to other books we have read." Extension, like repetition, is a way to expose children to new vocabulary and sentence structures. Extension is also a non-threatening method for initiating and extending conversations.



Language Survival Cards

Addressing language diversity

What?

Children with limited verbal skills can be supported with the strategies featured in *Language Survival Cards*. The following cards will allow you to provide visuals so students who are learning English can understand concepts or classroom rules.

How?

Volunteers can create opportunities to build beginning oral language skills by incorporating visual cues. These cards can be used in a daily basis with children. Teach children at the beginning of the year what the cards mean and how they can use them to communicate with you. The images in the cards will help scaffold children communication skills.

Why?

There are currently more than 180 different language groups represented by the students in America's schools. Students who speak English as a second language (ESL) constitute a significant percentage of the nation's school population. Information is retained more effectively when as many senses as possible are utilized in the delivery. Visual cues allow ESL students to connect language to pictures allowing them to communicate easily with monolingual volunteers or students.

Make it your own!

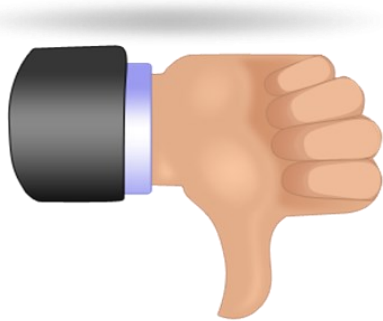
Don't limit yourself to the cards provided here. Bring your own cards, draw them or even use gesture. When reading a book, make sure to point at the pictures, so ESL students can make connections with vocabulary words.



Sí
Yes



Baño
Bathroom



No
No



Agua
Water



Leer
Read



Ve con la maestra
Go with the teacher



Tengo una pregunta
I have a question



Necesito ayuda
I need help

Behavioral Management

Tools to address challenging behaviors

Challenging behaviors ...

- Interfere with children's learning, development and success at play.
- Are harmful to the child, other children or adults.
- puts a child at high risk for later social problems or school failure (Klass, Guskin, and Thomas, 1995; Ritchie and Pohl, 1995).

Isn't challenging behavior sometimes appropriate for very young children?

Many children discover the use of physical aggression before their first birthday, as they become interested in controlling their own possessions and activities (Coie and Dodge, 1998). In one study, most mothers reported that their children grabbed, pushed, bit, hit, attacked, bullied, or were "cruel" by the time they turned 2 years old. Children with siblings exhibit more aggressive behavior than only children, and when there's a brother or sister in the family, boys and girls behave equally aggressively (Pepler and Craig, 1999; Tremblay et al., 1999).

Tips to manage challenging behaviors

- Children behave better when they know what to expect. Building a routine for children will set you up for a great start. When you enter the classroom, children will be happy to see a new face and they will want to show you their shoes, hair or even give you a tour of the classroom.
- It is a really good idea that you state your name and the purpose of your visit. Then tell them that you will be coming to their classroom once a week and that you want to teach them a song they can sing when you are there.
- I suggest you pick one song and stick with it. The songs in following pages are just examples of what you can do. You can create your own song as well.
- These types of transitional songs will help children know that it is time to break into small groups and go with you. At the beginning, you will have to model the song, model how to follow you to the small group and where to sit. Consistency is the key.

Refocusing Activities

The average attention span of a 4-year-old is four minutes. Use refocusing activities to get children's attention back.

Refocusing Activities

Songs to get children's attention back

ReadingPals Song

(In the tune of row, row, row your boat)

Read, read, read a book
let's all gather near
Find your Pal and sit right down
Your ReadingPal is here.

The Tiny Mice

The tiny mice are creeping
(walk fingers from hand to elbow)
The tiny mice are creeping
(say words quieter and walk fingers from hand to elbow)
Shh, shh, shh
(fingers to lips)
Their feet touch the ground, but they do not make a sound
The tiny mice are creeping
(say words even quieter and walk fingers from hand to elbow)
Sh, sh, sh
(fingers to lips)

Clapping Rythms

Clap a simple rhythm and teach children to repeat. Change rhythm slightly each time.

Ten Little Fingers

I have ten little fingers and they all belong to me
(hold up your 10 fingers and encourage kids to do so)
I can make them do things, would you like to see?
(pause for children to respond)
I can put them up high
(say in high voice and you and children all stretch arms as high as possible)
I can put them down low
(say in low voice and stretch arms down far)
I can move them real fast
(say words fast and have fun shaking hands fast together)
I can move them real slow
(say words slow and exaggerate slow movements)
I can clap, clap, clap
(clap together each time you say the word clap)
I can put them in my lap.
(say calmly to wind down and then re-focus on story or activity).

Scaffolding Techniques

You can make the lesson easier or more difficult

Using scaffolding as a tool

Scaffolding helps you meet the needs of all of the children in your small group. This tool provides volunteers with specific strategies to use with children who find a given lesson either too easy or too difficult.

Strategies for children that find the lesson easy

Some children enter preschool with significant language and literacy knowledge as a result of their experiences at home or in other centers or early childhood centers. For these children, some of the concepts in the extension activity cards may be familiar and these children may consistently show high levels of success and participation during suggested activities.

Thus, the “easy” strategies provide ideas for accelerating the pace of learning for these children. It is important to note that some of these “easy” strategies may actually make the activity very difficult for young children. Presenting children with this type of challenge can be beneficial, but it is always important to remember that the ultimate goal is to provide the support needed so children experience success.

Strategies for children that find the lesson hard

Some children will find the activities in the extension cards to be very difficult. Many of these children begin preschool with skills in language and literacy which may already lag behind their peers. Some children also have had minimal exposure to the kinds of activities targeted within this program, such as minimal experiences with storytelling or exposure to literacy concepts, such as letters or sounds.

For these children, it may take longer to gain independent success within these lessons. The “hard” strategies provide ideas for supporting children’s learning during so that struggling learners are still able to achieve success during the activities.

Scaffolding Techniques

You can make the lesson easier or more difficult

Strategies for children that find the lesson easy	
The reasoning strategy asks children to explain why something happened or will happen, or to explain why something is the way it is.	(1) Volunteer: <i>Some animals have big jaws and other animals have small jaws. (child's name) can you tell me why?</i>
	(2) Volunteer: <i>These two words rhyme. Why is rhyming important to learn about?</i>
	(3) Volunteer: <i>This animal is dangerous. What words should be written on the side of its cage?</i>
The generalizing strategy asks children to extend the lesson content beyond the lesson itself – to past or future personal experiences.	(1) Volunteer: <i>Tell me about a time where you saw signs with words on them.</i>
	(2) Volunteer: <i>Tell me about a time you felt really nervous. Where were you, and what was happening?</i>
	(3) Volunteer: <i>We talked about rhymes before. Do you remember what a rhyme is?</i>
The predicting strategy asks children to describe what might happen next or to hypothesize the out-come of an event/ activity.	(1) Volunteer: <i>What will happen next?</i>
	(2) Volunteer: <i>What do you think they will find?</i>
	(3) Volunteer: <i>What are some words we might see on the next page?</i>

Strategies for children that find the lesson hard	
The eliciting strategy provides children with the correct answer to a task by providing an exact model of the ideal response.	(1) Volunteer: <i>Show me the jaw on the animal. This is the jaw. (child's name), show me the jaw.</i>
	(2) Volunteer: <i>What rhymes with cat? Bat rhymes with cat. (child's name), tell me: bat, cat.</i>
	(3) Volunteer: <i>What does this word say? This word says "Danger". (child's name), say "Danger."</i>
The co-participating strategy provides children with the correct answer to a task through their completion of the task with another person – the teacher or a peer.	(1) Volunteer: <i>This is the jaw on the animal. That's a new vocabulary word. (child's name), what is it? We'll say it together... jaw.</i>
	(2) Volunteer: <i>(child's name), bat and cat rhyme. Let's say it together: bat, cat.</i>
	(3) Volunteer: <i>These words say Chicka Chicka Boom Boom. I'll point and say each word – (child's name), read them with me.</i>
The reducing choices strategy helps children to complete a task by reducing the number of choices of correct answers.	(1) Volunteer: <i>What is this part of the animal called? Is it the teeth or the jaw?</i>
	(2) Volunteer: <i>What rhymes with cat? Let's see – cat and hill, cat and bat – which two rhymed?</i>
	(3) Volunteer: <i>What letter is this, (child's name) – is it an R or S?</i>

Thank you

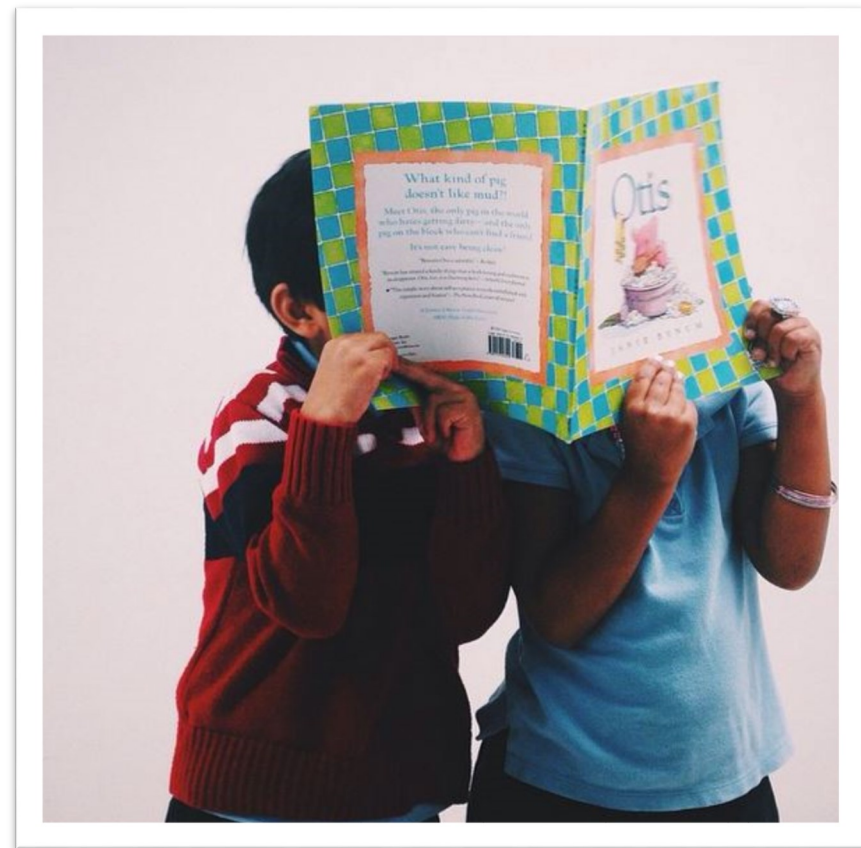
Contacts and helpful links

Luisa Cotto

Associate Director, Engagement & Communications
External Affairs
United Way of Miami-Dade
(305) 646.7118 office
cottol@unitedwaymiami.org
readingpals@unitedwaymiami.org

Helpful Links:

- unitedwaymiami.org/readingpals
- facebook.com/UnitedWayMiami
- twitter.com/unitedwaymiami



ReadingPals is made possible through the support provided by Carol and Barney Barnett and our community partners:



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