Read It Once Again
Implementation Guidelines

1. Unit Preparation Checklist
2. Classroom Teaching Checklist
3. Classroom Management Checklist

Early Childhood Literacy Curriculum Units
With an Intense Focus on Foundational Skills

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Before You Begin!

A story board is a hands-on way for children to manipulate activities such as sequencing cards or other activities found in this unit. Even though activities can be done on an interactive board, it is important to give the children hands-on opportunities with the story board. Because children have many different learning styles, they need a combination of technologies and hands-on activities to be successful learners.

Make A Story Board!

Materials:
- 32” X 48” shower board (a home supply store will have these and will cut to your dimensions. (one 4’X 8’ sheet will make 3 story boards).
- Velcro strips (soft and hard sides) with the sticky backs (you will need four 32” long strips, a total of 128” of Velcro).
- yardstick
- pencil

Instructions:
- Now that you have the board, with a yard stick measure 6 inches down from the top and make a mark on the outer edges.
- With the yardstick, draw a straight line across the board. Use this line to help lay the Velcro strip straight.
- Now measure down another 10 inches from the first line and make a straight line with the pencil. Lay another strip of Velcro down.
- Continue measuring 10 inches, making a straight line with the pencil and laying down 4 Velcro strips.
- Use this board for:
  - sequencing stories, rhymes and songs
  - classifying objects
  - counting
  - which one is different
  - one-to-one correspondence
  - find the pair
  - who, what, where questions
  - your own creative activity
### 1. Preplanning Unit Checklist

| Date: __________________   | Unit: __________________________ |

**Read It Once Again** strategies using literary curriculum units are most effective when basic activities focused on foundational skills are planned and prepared in advance. This is a suggested list to help teachers plan and prepare one **month before** teaching a unit.

- ______ Classroom newsletter to introduce unit
  - request props and snacks when appropriate
  - Unit At-a-Glance should be attached to newsletter

- ______ Trace objects to be painted

- ______ Prop box: gather props for story and Mother Goose rhyme

- ______ Unit storybook available for each child to take home at the end of the unit (Optional)

- ______ Mother Goose preparation:
  - _____ sequencing cards/ copy and laminated/apply Velcro
  - _____ poster/ copied and laminated/apply Velcro
  - _____ rebus for parent and classroom use /copied and laminated for classroom use

- ______ Story sequencing cards/ copy and laminated/ apply Velcro

- ______ Story Starter Kit: (will be used with every unit)
  - _____ color Identification cards/copy, laminate, Velcro
  - _____ shape Identification cards/copy, laminate, Velcro
  - _____ number Identification cards/ copy, laminate, Velcro
  - _____ transition cards: determine what graphics will be used, copy, laminate

- ______ Activities found in every unit to share with SLP, OT and PT therapists
  - Occupational Therapist: there are other activities in every unit that may apply
    - _____ cutting grids and Pocket Cutting Activity
    - _____ puzzles
    - _____ follow the path
    - _____ lacing cards

  - Physical Therapist: there are other activities in every unit that may apply
    - _____ stop and go activity
    - _____ tossing activity
    - _____ obstacle course

  - Speech Therapist:
    - _____ All activities throughout each unit and in every domain are language based.
    - Plan together with your SLP to choose appropriate activities.

- ______ Complete lesson plans

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1. Preplanning continued

_____ Organize prepared activities/materials; suggested methods of organization:
   file folders, large envelopes, Ziploc bags, baskets, crates

_____ Load graphics into Interactive White Boards to create activities (optional)

Begin preparing **one week before the end of** the unit:
_____ Prepare end of the month take-home packets/envelopes (activity write up found at the end of each language section of every unit “Take Your Packet Home”)
_____ Create end of the unit “Assessment letter”

Once you have prepared most of the activities for this unit, you will have them to use again and it is only a matter of locating and organizing and supplementing materials for the upcoming month.
Consider planning as a team and dividing some material preparation tasks between co-workers. Parent volunteers and paraprofessionals are also valuable resources for assisting with preparation tasks.

Notes

Date_____________________________ Teacher ________________________________
Classroom________________________ School______________________________
Suggestions:

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2. Classroom Teaching and Implementation of Strategies Checklist

Level 1 Units

This checklist is designed to help identify what materials should be present in the classroom and which activities should be repeated so that the story content, related vocabulary and foundational skills are woven into all aspects of learning.

Teaching Materials:

_____ Story Prop Box
   _____ appropriate props
   _____ used effectively during storytime

_____ Mother Goose Prop Box
   _____ appropriate props
   _____ used effectively during Mother Goose time

_____ Storyboard (Velcro Board for Displaying Visual Cues)
   _____ used effectively (used to teach a wide variety of skills throughout the day)

_____ Evidence of visual cues being used to support instruction/language
   _____ sequencing cards
   _____ mother Goose sequencing cards
   _____ transition cards
   _____ other visual cues provided to teach appropriate foundational skills for, example color, number shapes, big/little, positional concepts

_____ Evidence of story related graphics and activities on interactive white boards when appropriate

_____ Evidence of story related or skill related props in centers when appropriate:
   _____ housekeeping/dramatic corner
   _____ block corner
   _____ fine motor
   _____ science center
   _____ outdoor/playground
   _____ art center
   _____ sensory table
   _____ book corner

For reproducible visual cues, graphics, visual schedule or more information consult our Preschool Class Management Guide.
Order on line at www.readitonceagain.com
Daily Scheduled Activities:

_____ Read story with skill focus
  Focus or skills being taught: ____________________________________________
  ______________________________________________

_____ Recite Mother Goose rhyme with props

_____ Repeat Mother Goose rhymes from previous units
  (posters from previous units can be used for visual cues to help children choose)

_____ Paint object/character from story
  One-on-one supervised instructional activity (see motor section for activity goals)
  ______ painted objects displayed and grouped together to demonstrate visual
categorization skills (all bears, all pigs, all frogs etc....)
  ____ child’s name printed in bold black marker on front of painting for name
  recognition

Evidence of activities to support language and foundational skills in these domains

_____ Daily Speech and Language Activity related to story

_____ Daily Cognitive Activity related to the story

_____ Daily Gross Motor Activity related to the story

_____ Daily Fine Motor Activity related to the story

_____ When appropriate: Daily Living/ Snack

_____ When appropriate: Socialization Activity

Foundational skills and language activities are woven into all of the above domains. For example, if a child is engaged in a fine motor activity, that activity may also contain cognitive and language foundational skills.

Observation Notes

Date_________________________ Teacher________________________________________
Classroom_____________________ School_____________________________________
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3. Classroom Management and Behavior Strategies Checklist

Designed to Help Children Process Language
With the Support of Visual Cues

Classroom Checklist:

_____ Child personal visual symbol
   Assign each child an animal/object or symbol to be used in these areas:
   _____ cubby
   _____ chair
   _____ floor line up
   _____ check in/greeting board (Story Board)
   _____ table
   _____ other locations as necessary: ________________________________

_____ Classroom organization
   _____ provide boundaries to limit open spaces
   _____ provide adequate space or visible physical boundary during large group time:
       individual chairs (with animal symbols)
       carpet squares (with animal symbols)
   _____ provide area quiet area for children who become over stimulated
   _____ label shelves and areas in the room with pictures of materials for example:
       dramatic corner
       block corner
       fine motor
       toy shelves in play areas
       science table
   _____ visually organized classroom with teaching supplies/additional student materials stored neatly in closet or boxes

_____ Transition Strategies
   _____ daily visual schedule: large and at child’s eye level
   _____ teacher refers to the daily visual schedule consistently
   _____ activities to engage children during “wait time”
   _____ visual cues/auditory cues:
       animal symbols
       transition cards (characters/objects found in the story)
       labeled shelves
       familiar/consistent transition songs
       countdown clock to help prepare for change

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Classroom Management and Behavior Strategies Checklist
Designed to Help Children Process Language
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Strategies to Clarify the Difference Between Noncompliant Behavior and Language Processing Issues

The strategies below will help children with language processing issues. Before looking at a child’s behavior as noncompliant, use these strategies to help the child understand your requests or directions.

- reduce the amount of language in the direction
- provide visual cues to support verbal direction (pictures or real objects)
- use close physical proximity when giving directions/showing visual cues at eye level
- call child name before giving direction
- provide motivation using visual cues to follow directions
- always give directions in the positive form (walk, hands down)
- physical prompting to support directions (holding hands)

Observation Notes

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