

Read It Once Again

Appendix A

PDF Printable Documents for:

1. Super 20 Foundational Skills Level 1
2. Soaring 20 Foundational Skills Level 2
3. Level 1 Matrix of Skills
4. Level 2 Matrix of Skills
5. Making a Story Board
6. Preplanning Implementation Check List Level 1
7. Implementation Strategies Check List Level 1
8. Implementation Check List Level 2
9. Classroom Management Behavior Strategies Check List



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20 Foundational Speech and Language Skills Necessary for Early Learning Success

Based on **Read It Once Again Level 1** Curriculum Units

1. Label objects
2. Repeat familiar words and phrases
3. Sequence stories and experiences
4. Demonstrate visual discrimination
5. Match, sort, and name shapes
6. Match, sort, and name colors
7. Identify numbers
8. Demonstrate number concepts
9. Repeat, extend, and predict patterns
10. Demonstrate visual memory skills
11. Recognize and create rhyming words
12. Demonstrate knowledge of big and little
13. Demonstrate knowledge of same and different
14. Classify objects
15. Understand positional words
16. Answer “wh” questions
17. Predict what comes next
18. Follow three step directions
19. Demonstrate understanding of abstract concepts
20. Retell a story or experience



**The Super
20**

Read It Once Again

Read It Once Again is a curriculum created especially for children with language delays, which includes children with cognitive delays, autism, and those at risk for failure.

www.readitonceagain.com ph 1-877-470-5156

20 Foundational Speech and Language Skills Necessary for Kindergarten Readiness

Based on *Read It Once Again* Level 2 Curriculum Units

1. Match upper case letters of the alphabet
2. Match lower case letters of the alphabet
3. Identify upper case letters of the alphabet
4. Identify lower case letters of the alphabet
5. Identify familiar sight words
6. Demonstrate knowledge of print and book awareness
7. Identify color words
8. Identify shapes and shape words
9. Count or clap syllables in familiar words
10. Identify and match rhyming words from pictures
11. Trace letters of the alphabet
12. Print letters of the alphabet
13. Use symbols and drawings to express ideas
14. Rote count to 100
15. Count to 30 with one-to-one correspondence
16. Demonstrate knowledge of more or less
17. Demonstrate knowledge of simple addition (1-10)
18. Demonstrate knowledge of simple subtraction (1-10)
19. Trace numbers one to ten
20. Print numbers one to ten



**Soaring 20
Level 2**

Soaring into Kindergarten

Read It Once Again




SKILLS AND CONCEPTS INCLUDED IN READ IT ONCE AGAIN LEVEL ONE UNITS



| UNIT # | TITLE | Nouns | Verbs | Sequencing | Positional Concepts | Colors | Numbers | Shapes | Concepts of Size | Pattern Matching | Visual Discrimination | Fine & Gross Motor Activities | Socialization & Life Skills | Rhyming Text | Repetitive Text | Emotions | Signing | Animal Identification | Body Parts | Seasonal Themes | Calendar Skills | Self Esteem | Food | Transportation |
|--------|------------------------------|-------|-------|------------|---------------------|--------|---------|--------|------------------|------------------|-----------------------|-------------------------------|-----------------------------|--------------|-----------------|----------|---------|-----------------------|------------|-----------------|-----------------|-------------|------|----------------|
| 329 | Brown Bear | 14 | 2 | x | x | x | x | x | x | x | x | x | x | x | x | | x | x | | | | | | |
| 319 | I Love You | 26 | 2 | x | x | x | x | x | x | x | x | x | x | x | | | | x | | x | | | | |
| 311 | Goodnight Moon | 24 | 3 | x | x | x | x | x | x | x | x | x | x | x | | | | | | | | | | |
| 302 | From Head to Toe | 28 | 10 | x | x | x | x | x | x | x | x | x | x | x | | x | | x | x | | | x | | |
| 316 | Jamerry | 33 | 10 | x | x | x | x | x | x | x | x | x | x | x | | | | x | | | | | x | |
| 305 | The Very Hungry Caterpillar | 27 | 10 | x | x | x | x | x | x | x | x | x | x | | x | | | x | | | x | | x | |
| 312 | Jump Frog Jump | 11 | 11 | x | x | x | x | x | x | x | x | x | x | | x | | | x | | x | | | | |
| 320 | Silly Sally | 8 | 11 | x | x | x | x | x | x | x | x | x | x | x | | | | x | | | | | | |
| 304 | Oink Moo How Do You Do? | 20 | 12 | x | x | x | x | x | x | x | x | x | x | x | | | | x | | | | | x | |
| 324 | The Napping House | 10 | 13 | x | x | x | x | x | x | x | x | x | x | | x | | | | | | | | | |
| 313 | Big Red Barn | 38 | 15 | x | x | x | x | x | x | x | x | x | x | | | | | x | | | | | | |
| 323 | If You Give a Mouse a Cookie | 30 | 19 | x | x | x | x | x | x | x | x | x | x | | | | | | | | | x | x | |
| 326 | Over In The Meadow | 31 | 19 | x | x | x | x | x | x | x | x | x | x | x | | | | x | | x | | | | |
| 317 | Is Your Mama A Llama? | 36 | 20 | x | x | x | x | x | x | x | x | x | x | x | | | | x | | | | | | |
| 307 | The Three Billy Goats Gruff | 14 | 20 | x | x | x | x | x | x | x | x | x | x | | x | | | | | | | | | |
| 327 | One Duck Stuck | 19 | 22 | x | x | x | x | x | x | x | x | x | x | x | | | | x | | x | | | | |
| 331 | My Truck Is Stuck | 24 | 23 | x | x | x | x | x | x | x | x | x | x | x | x | | | | | | | | | x |
| 306 | The Gingerbread Man | 19 | 23 | x | x | x | x | x | x | x | x | x | x | | x | | | | | x | | | | |
| 321 | The Very Busy Spider | 20 | 25 | x | x | x | x | x | x | x | x | x | x | | x | | | x | | | | | | |
| 325 | The Letters Are Lost | 32 | 27 | x | x | x | x | x | x | x | x | x | x | | | | x | | | | | | | |
| 303 | The Little Red Hen | 37 | 28 | x | x | x | x | x | x | x | x | x | x | | x | | x | x | | x | | | x | |
| 310 | The Little Old Lady | 24 | 32 | x | x | x | x | x | x | x | x | x | x | | x | x | | | | x | | | | |
| 309 | Corduroy | 43 | 36 | x | x | x | x | x | x | x | x | x | x | | | | | | | | | | | |
| 300 | The Three Bears | 29 | 36 | x | x | x | x | x | x | x | x | x | x | | | x | | | | | | | | |
| 322 | Clap Your Hands | 40 | 38 | x | x | x | x | x | x | x | x | x | x | x | | | | x | x | | | | | |
| 314 | The Mitten | 36 | 38 | x | x | x | x | x | x | x | x | x | x | | | | | x | | x | | | | |
| 328 | The Kissing Hand | 28 | 43 | x | x | x | x | x | x | x | x | x | x | | | x | | x | | x | | | | |
| 318 | The Little Engine That Could | 57 | 43 | x | x | x | x | x | x | x | x | x | x | | | | | | | | | x | x | |
| 301 | The Three Pigs | 25 | 66 | x | x | x | x | x | x | x | x | x | x | | x | | | | | | | | | |
| 330 | A House For Hermit Crab | 52 | 70 | x | x | x | x | x | x | x | x | x | x | | | x | | x | | | x | x | | |
| 308 | The Tale Of Peter Rabbit | 72 | 70 | x | x | x | x | x | x | x | x | x | x | | | | | | | x | | | x | |

Highlighted units contain rhyme, rhythm, and repetition. These units are recommended for children with autism.

SKILLS AND CONCEPTS INCLUDED IN READ IT ONCE AGAIN LEVEL TWO UNITS

| UNIT # | TITLE | 20 Level 2 Units | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------|------------------------------|---|----------------------------|------------------------|---------|--------------------|--------------------------|---------------|-------------------|-------------|------------------------------------|--------------------------|----------------------|-----------|---------------------------------|----------|-----------------------|-----------|-------------------------|---------------------------------------|------------------------------|-------------------|----------------------------|-------------------------------|---------|------------------|------------------|------------|--------------|----------------|--|--|--|
| | |  | Capital/Lower Case Letters | Letter and Word Sounds | Plurals | Counting Syllables | Familiar Words & Phrases | Rhyming Words | Concepts of Print | Color Words | Trace & Print Letter/Words/Numbers | Creative Writing Prompts | Addition/Subtraction | 3D Shapes | Counting, Identifying More/Less | Graphing | Estimating Quantities | Measuring | Using Senses to Explore | Simple Investigations/Science Journal | Personal Information/Science | Community Helpers | Community and Environments | Cooking Recipe Sequence Cards | Seasons | Days of the Week | Social/Emotional | Body Parts | Animal Facts | Transportation | | | |
| 802 | From Head to Toe | | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | | | | | | | | | | |
| 805 | The Very Hungry Caterpillar | | x | x | x | x | x | x | x | x | x | x | x | x | | x | x | x | x | x | x | x | | | x | | | | x | | | | |
| 823 | If You Give a Mouse a Cookie | | x | x | | | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | x | | | | | | | | | | |
| 806 | The Gingerbread Man | | x | x | | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | | x | x | | | | x | x | | | | | |
| 810 | The Little Old Lady | | x | x | x | x | x | x | x | x | x | x | | x | x | x | x | x | x | x | x | | x | x | x | | x | | | | | | |
| 801 | The Three Little Pigs | | x | x | | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | x | x | | | | | x | | | | |
| 812 | Jump Frog Jump | | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | | | x | | x | | | x | | | | |
| 813 | Big Red Barn | | x | x | | x | x | x | x | x | x | x | | x | x | x | x | x | x | x | | x | x | | | | | | x | | | | |
| 803 | The Little Red Hen | | x | x | | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | x | x | x | x | | x | | x | | | | |
| 824 | The Napping House | | x | x | | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | x | | | | | | |
| 800 | The Three Bears | | x | x | | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | x | | x | | | | |
| 803 | One Duck Stuck | | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | x | x | x | | | x | | | x | | | | |
| 820 | Silly Sally | | x | x | | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | x | x | x | | | | | | | x | | | |
| 809 | Corduroy | | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | x | x | x | | | x | | | | | | | |
| 817 | Is Your Mama a Llama? | | x | x | x | x | x | x | x | x | x | x | | x | x | x | x | x | x | x | x | | x | x | | | x | | | x | | | |
| 826 | Over in the Meadow | | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | x | x | x | | x | | | x | | | |
| 828 | The Kissing Hand | | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | | x | | | x | | | | |
| 814 | The Mitten | | x | x | x | x | x | x | x | x | x | x | | x | x | x | x | x | x | x | x | | x | x | x | | | | x | | | | |
| 821 | The Very Busy Spider | | x | x | x | x | x | x | x | x | x | x | | x | x | x | x | x | x | x | | | x | x | | | x | | | x | | | |
| 822 | Clap Your Hands | | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | x | | | | x | x | | | x | x | x | | | | |

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.

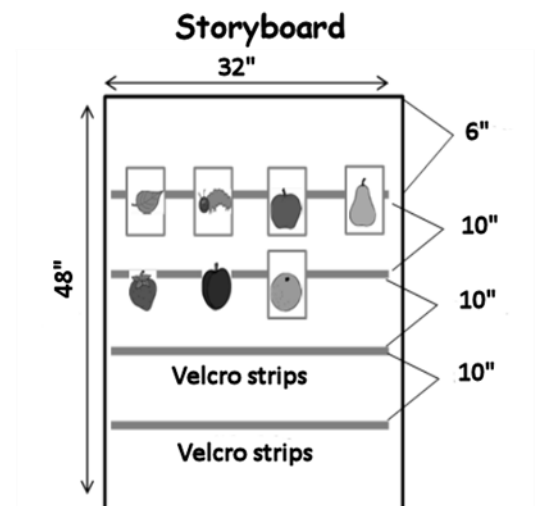
Make A Story Board!

Materials:

- One half of a shower board (a home supply store will have these and will cut to your dimensions). A tri-fold science board or a foam board cut to your dimensions can also be used. (Your story board should be wide enough to hold at least 4 sequencing cards across and 3 cards down so the children can learn the left-to-right reading progression.)
- Velcro strips (soft and hard sides) with the sticky backs
- yardstick
- pencil

Instructions:

- Now that you have the board, with a yard stick measure 6 inches down from the top and make a mark.
- 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 the Velcro strips. Put as many strips down as you need.
- 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



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

_____ 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:

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.

Make a Story Stick (or Sticks)!

Materials:

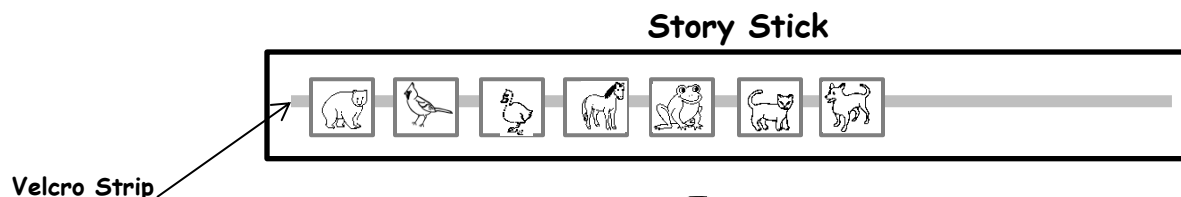
- a **long** paint stick (about 21 inches, a home supply store will have these)
- sticky backed Velcro measured to fit the length of the paint stick
- paint (your choice of color)
- paint brush
- Story Stick Sequencing Cards (p. 28)
- Velcro dots
- lamination

Instructions:

- Assemble the materials.
- Paint the stick on all sides with your choice of paint.
- Let the stick dry overnight.
- Measure the Velcro to the length of the stick.
- Apply the Velcro lengthwise along the center of the stick.
- Resize (2 inch square) and copy the cards from the color CD.
- Cut the cards apart and laminate for durability.
- Apply a Velcro dot to the back (middle) of each card. Be sure to use the opposite texture from the texture of the Velcro on the stick.

Suggestions:

- Make enough so that two children can share a Story Stick.



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 story time
- ☐ 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 _____

Implementation Checklist

Level 2 Units



If you intend to use this curriculum in the classroom setting, our research study determined that there are certain activities found within each curriculum unit that should be repeated as indicated in order for the curriculum to have maximum success.

This checklist is designed to help educators identify which activities should be repeated so that story content and related vocabulary are woven into all aspects of learning.

Teaching Materials:

- ☐ Send parent letter to introduce unit
- ☐ Add story props to dramatic corner; change, rotate and/or add

Scheduled Activities:

Daily:

- ☐ Read curriculum unit storybook emphasizing a variety of cognitive concepts and vocabulary as appropriate
- ☐ Review Concepts of Print during daily readings
- ☐ Phonemic Awareness activity related to story
- ☐ Review familiar words and phrases from the story
- ☐ Math activity related to story
- ☐ Music or rhymes related to the story

Once or twice per week, as appropriate:

- ☐ Use science journal to note predictions and record actual findings
- ☐ Social studies activity related to story
- ☐ Creative writing activity related to story
- ☐ Snack or foods related to the story (at least twice a week)

End of Unit:

- ☐ Parent letter with child assessment information
- ☐ Child receives an identical copy of the storybook that has been read each day throughout the unit (optional)*

*Order children's storybooks directly from Scholastic Literacy Partners Program at 1-800-387-1437

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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