## Preplanning for Read It Once Again Level 1 Curriculum Units For Effective Implementation

**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	Pre-planning
Unit At-a-Glance should be attached to newsletter	Checklist
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 (option	al)
Mother Goose preparation:	
sequencing cards/copied and laminated/apply Velcro	
poster/ copied and laminated/apply Velcro	
rebus for parent and classroom use/copied and laminated for classroom us	se
Story sequencing cards/copied 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 therapists	
Occupational Therapist: there are other activities in every unit that may apply	
cutting grids, 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. Use the lesson plans found behind the lesson plan	
the Super 20 List of Foundational Skills to develop your lesson plans (found	at
www.ReadItOnceAgain.com, Curriculum, Level 1, Level 1 Super 20).	
Organize prepared activities/materials; suggested methods of organization:	
file folders, large envelopes, Ziploc bags, baskets, crates	
Load graphics into Interactive While 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 a	it 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.

## **Implementation Checklist**





If you intend to use this curriculum in the classroom setting, our research study determined that the following activities should be incorporated into your lesson plans every month as indicated in order for the curriculum to have maximum success.

This checklist is designed to help ensure that the story content and related vocabulary are woven into all aspects of learning.

Teaching Materials:	Storyboard	
Send parent letter to introduce unit	•	
Appropriate Props	← 32"	
story props	<b>↑</b>	
Mother Goose props	<b>6"</b>	
props in appropriates centers		
Storyboard (Velcro Board for Displaying Visual Cues – found at	10"	
www.readitonceagain.com, Curriculum, Level 1,		
Implementation Guidelines; also News & Info.)	101	
used to teach a wide variety of skills throughout the day	4   0 0 10"	
Visual cues being used to support instruction/language		
sequencing cards	Velcro strips 10"	
Mother Goose sequencing cards		
transition cards	Volum string	
other visual cues provided to teach appropriate	Velcro strips	
foundational skills (color, number shapes, big/little,	V	
positional concepts)		
Story related graphics and activities imported into interactive		
white boards and used as appropriate		
Daily Scheduled Activities:  Read story with skill focus – use Super 20 List of Foundational Skills  www.ReadltOnceAgain.com, Curriculum, Level 1, Level 1 Super 20)  Recite Mother Goose rhyme with sequence cards and props  Repeat Mother Goose rhymes from previous units  Music/movement activity related to story  Paint object/character from story emphasizing naming object/char  Activities to support language and foundational skills in these domains:  Note: a single activity can include several 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		
End of Unit		
Packet day activity to conclude unit		
Parent letter with child assessment information		
Child receives a copy of the storybook (optional)		