

Read It Once Again

Ages and Stages

Aligns with developmental milestones published by the Centers for Disease Control (CDC).

Read It Once Again addresses the needs of young children at each stage of development.



Read It Once Again is an Early Childhood Literacy Curriculum with an intense focus on teaching foundational skills.

We offer 31 different Level 1 units based on popular and familiar children's literature. The books are chosen based on illustrations, and foundational concept. The amount of text in each book varies from very simple such as "Brown Bear, Brown Bear, What Do You See" by Eric Carle, to more complex books such as "The Tale of Peter Rabbit" by Beatrix Potter. Many of the books provide rhyming text and predictable endings which are features that are especially appealing to young children. They initiate the love of reading and help to increase their attention span for learning

Level 1 units focus on our 20 Foundational Speech and Language Skills Necessary for Early Learning Success (The Super 20). These skills are the basic building blocks which support all higher academic learning. Each unit is structured into the domains of Speech, Cognitive, Motor, Socialization and Daily Living, and Music and Rhymes. There are over 100 activities in each Level 1 unit. Every activity comes with lesson plans providing appropriate goals for the age or ability of each child. Sixty percent of the activities are linked directly to our list of Super 20 Foundational Skills. The other 40% of the activities are related to the subject and unique and foundational skills found in the content of the storybook. For example, some stories feature animal identification while another story provides the opportunity to name different types of food. This strategy assures teachers and children that they will consistently learn basic foundational skills while being offered a variety of new and unique activities related to the theme of the storybook reinforcing appropriate developmental milestones at each age and stage of development.

Level 2 units are designed for children who have mastered the Super 20 pre-reading foundational skills and are ready to move on to the 20 Foundational Speech and Language Skills Necessary for Kindergarten Readiness (The Super 20, Level 2, Soaring into Kindergarten). These units are based on the same stories and use the same graphics. At this higher level each unit is structured into the domains of Phonemic Awareness, Math, Science, Creative Writing and Social Studies. Again, there are over 100 activities in each level 2. Every activity comes with lesson plans providing appropriate goals for the age or ability of each child. Sixty percent of the activities are linked directly to our list of Soaring 20 Foundational Skills. The other 40% of the activities are related to the subject and content of the storybook also complimenting the developmental milestones suggested for children about to enter kindergarten.

When children have mastered both Level 1 and Level 2 Foundational Skills, they will have all the readiness skills necessary to be fully prepared for kindergarten.

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 ™

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



**The Super 20
Level 2**

Soaring into Kindergarten

Read It Once Again 

Typical Infant Milestones:

Social and Emotional

- Begins to smile at people
- Can briefly calm himself/herself (may bring hands to mouth and suck on hands)
- Tries to look at parent

Language/Communication

- Coos, makes gurgling sounds
- Turns head toward sounds

Cognitive (learning, thinking, problem-solving)

- Pays attention to faces
- Begins to follow things with eyes and recognize people at a distance
- Begins to act bored (cries, fussy) if activity doesn't change

Movement/Physical Development

- Can hold head up and begins to push up when lying on tummy
- Makes smoother movements with arms and legs



Using Read It Once Again With Infants

At this stage of development your child should be introduced to simple board books.

Many of our titles are available in board book format - Brown Bear, Brown Bear...

From Head to Toe.. Good Night Moon... The Very Hungry Caterpillar and more. These books have little text. Teachers are not reading from cover to cover. They read for a few minutes at a time and concentrate on pointing out simple illustrated pictures and objects. This is a good time for rocking and cuddling. Appropriate toy animals, objects and characters should be made available in the play area along with a copy of the storybook.

Read It Once Again also provides a unit with over 20 familiar Mother Goose nursery rhymes. This unit provides the rhymes in a picture format (rebus). There is one picture for each simple phrase. The colored picture phrases are perfect for infants and toddlers. The pictures can be printed, laminated (to allow for chewing) and made into a book, printed and shared with parents or displayed in sequenced order on the wall at the child's eye level.



Typical One-Year-Old Milestones

Social and Emotional

- Is shy or nervous with strangers
- Cries when mom or dad leaves
- Has favorite things and people
- Shows fear in some situations
- Hands you a book when he/she wants to hear a story
- Repeats sounds or actions to get attention
- Puts out arm or leg to help with dressing
- Plays games such as “peek-a-boo” and “pat-a-cake”

Language/Communication

- Responds to simple spoken requests
- Uses simple gestures, like shaking head “no” or waving “bye-bye”
- Makes sounds with changes in tone (sounds more like speech)
- Says “mama” and “dada” and exclamations like “uh-oh!”
- Tries to say words you say

Cognitive (learning, thinking, problem-solving)

- Explores things in different ways, like shaking, banging, throwing
- Finds hidden things easily
- Looks at the right picture or thing when it’s named
- Copies gestures
- Starts to use things correctly; for example, drinks from a cup, brushes hair
- Bangs two things together
- Puts things in a container, takes things out of a container
- Lets things go without help
- Pokes with index (pointer) finger
- Follows simple directions like “pick up the toy”

Movement/Physical Development

- Gets to a sitting position without help
- Pulls up to stand, walks holding on to furniture (“cruising”)
- May take a few steps without holding on
- May stand alone



Using **Read It Once Again** with One-Year-Olds

When reading with 12 month old children, choose board books with simple, rhyming and repeating text. The story chosen will be repeated for a month. Varieties of other books are available and read throughout the day, but the teacher will choose one storybook to be repeated as the focus for the month. Repetition plays an important role in the Read It Once Again teaching strategies. At this stage of development your child is beginning to label objects and repeat familiar words and phrases. The familiarity of repeating the same book each day will encourage your child to enjoy playing with the sounds of language and repeating familiar words and phrases. The Mother Goose rhyme provided in each chosen storybook is also repeated daily to encourage your child to increase his/her vocabulary. Characters and objects representing familiar words and phrases found in the story are used throughout the classroom with actual objects or visual graphics. The objects or visual graphics are incorporated into daily cognitive, fine motor, gross motor, daily living and socialization activities.

Typical 18 Month Milestones:



Using Read It Once Again with 18 Month-Olds

Appropriate activities for this age are found in our Level 1 units.

The underlined milestones directly reflect goals and activities included in our Level 1 units.

Simple suggested ideas are printed in red. Remember each unit contains over 100 activities. There are a multitude of additional ideas and activities that are appropriate.

Social and Emotional

- Likes to hand things to others as play (encouraged to use familiar props from the story)
- May have temper tantrums
- May be afraid of strangers
- Shows affection to familiar people
- Plays simple pretend, such as feeding a doll (encouraged to use props from the story and role play)
- May cling to caregivers in new situations
- Points to show others something interesting (new props and activities are provided for exploration)
- Explores alone but with parent close by

Language/Communication

- Says several single words (repeated vocabulary from a familiar story encourages new words)
- Says and shakes head “no” (teacher gives opportunity to ask simple yes/no questions while reading)
- Points to show someone what he wants (encouraged to use familiar props from the story)

Cognitive (learning, thinking, problem-solving)

- Knows what ordinary things are for; for example, telephone, brush, spoon (Simple objects are identified by their use in each story. Objects will change according to the text in the story.)
- Points to get the attention of others
- Shows interest in a doll or stuffed animal by pretending to feed (encouraged to use props from the story and role play)
- Points to one body part (Body Parts are identified in the storybook “From Head to Toe” by Eric Carle, which is an appropriate board book to use at this age.)
- Scribbles on his own
- Can follow 1-step verbal commands without any gestures; for example, sits when you say “sit down” (There are many opportunities for teachers to give 1 step verbal directions as the book is being read.)

Movement/Physical Development

- Walks alone (Sequencing cards are included in every unit to create a “path” for walking while the teacher retells the story.)
- May walk up steps and run
- Pulls toys while walking
- Can help undress herself (Storybook character clothing is included in the dramatic area so that children can roll play and practice dressing skills.)
- Drinks from a cup (Recipes are included in every unit relating to the story and encouraging children to practice with their eating utensils.)
- Eats with a spoon (Recipes are included in every unit relating to the story and encouraging children to practice with their eating utensils.)

Typical 2-Year-Old Milestones



Using Read It Once Again with 2-Year-Olds

Appropriate activities for this age are found in our Level 1 units.

The underlined milestones directly reflect goals and activities included in our Level 1 units

Simple suggested ideas are printed in red. Remember each unit contains over 100 activities. There are a multitude of additional ideas and activities that are appropriate.

Social and Emotional

- Copies others, especially adults and older children (Children are encouraged to use props from the story and role play or imitate adult examples.)
- Gets excited when with other children
- Shows more and more independence (Children who have repeatedly read the same story will often sit independently with the book identifying characters and objects in the story.)
- Shows defiant behavior (doing what he/she has been told not to)
- Plays mainly beside other children, but is beginning to include other children, such as in chase games (There are many games included in our gross motor and socialization sections that encourage children to interact with each other in simple games.)

Language/Communication

- Points to things or pictures when they are named (This is the first goal in every storybook Level 1 unit.)
- Knows names of familiar people and body parts (These goals are reinforced using characters body parts.)
- Says sentences with 2 to 4 words (Repetitious reading helps children to retain and use 2-4 word phrases).
- Follows simple instructions (Each activity provides the child to the opportunity follow simple instructions).
- Repeats words overheard in conversation (As the teacher repeats the same story, it allows her to expand on the illustrations and events in the story using new descriptive words.)
- Points to things in a book (This is the first goal in every storybook Level 1 unit).

Cognitive (learning, thinking, problem-solving)

- Finds things even when hidden under two or three covers (Activities encourage children to find hidden props from the story hidden under a variety of objects or in a sensory tale.)
- Begins to sort shapes and colors (Graphics from the story are used to help children to sort colors. For example from the storybook "Brown Bear, Brown Bear What Do You See?" the graphic of the bear would be presented in multiple copies in primary colors. The child would be asked to sort all the red bears, then all the blue bears and so on. The same strategy is used for sorting shapes. A graphic of the teacher from the story is holding each one of the shapes. Multiple copies of each teacher with a shape is presented and the child is asked to sort all of circles, squares or triangles and so on. Each unit uses a familiar character or graphic from the story to sort colors and shapes.)
- Completes sentences and rhymes in familiar books (This is a standard activity supported by repetition.)
- Plays simple make-believe games (Games are included in every Socialization section of Level 1 units.)
- Builds towers of 4 or more blocks (Props provided in the block corner are used to encourage building.)
- Might use one hand more than the other
- Follows two-step instructions such as "Pick up your shoes and put them in the closet."
- Names items in a picture book such as a cat, bird, or dog (This goal in every storybook Level 1 unit.)

Movement/Physical Development

- Stands on tiptoe (Some units have this activity in the gross motor section.)
- Kicks a ball (This activity is found in the gross motor section.)
- Begins to run (This activity could be a relay race found in gross motor or socialization section.)
- Climbs onto and down from furniture without help
- Walks up and down stairs holding on
- Throws ball overhand (This activity is found in the gross motor section.)
- Makes or copies straight lines and circles (Many pre-writing skills are found in the fine motor section.)

Typical 3-Year-Old Milestones



Using Read It Once Again with 3-Year-Olds

Appropriate activities for this age are found in our Level 1 units.

The underlined milestones directly reflect goals and activities included in our Level 1 or Level 2 units. Simple suggested ideas are printed in red. Remember each unit contains over 100 activities. There are a multitude of additional ideas and activities that are appropriate.

Social and Emotional

- Copies adults and friends (encouraged to use props from the story and role play or imitate adult examples)
- Shows affection for friends without prompting
- Takes turns in games (There are many games and activities included in our gross motor, cognitive and socialization sections that encourage children to interact and take turns.)
- Shows concern for crying friend (Many of the storybooks offer opportunities to discuss a wide range of emotions and apply them to real life situations.)
- Understands the idea of “mine” and “his” or “hers” (Level 1 and Level 2 units provide activities to reinforce possessive pronouns.)
- Shows a wide range of emotions (Many of the storybooks offer opportunities to discuss a wide range of emotions and apply them to real life situations.)
- Separates easily from mom and dad
- May get upset with major changes in routine
- Dresses and undresses self (Storybook character clothing is included in the dramatic area so that children can role play and practice dressing skills.)

Language/Communication

- Follows instructions with 2 or 3 steps instructions (Each activity provides the child the opportunity to follow 2 or 3 step instructions.)
- Can name most familiar things (After the child has mastered pointing to familiar objects, the teacher will then prompt the child to expressively name familiar objects.)
- Understands words like “in,” “on,” and “under” (Activities addressing positional concepts are included in every Level 1 unit.)
- Says first name, age, and sex (Activities to reinforce personal information are included in both Level 1 and Level 2 units)
- Names a friend
- Says words like “I,” “me,” “we,” and “you” and some plurals (cars, dogs, cats) (Activities to practice using pronouns and plurals are included in both Level 1 and Level 2 units.)
- Talks well enough for strangers to understand most of the time
- Carries on a conversation using 2 to 3 sentences (Repetitious reading promotes the child’s confidence to use familiar words extending the number of words and phrases to create sentences.)

Cognitive (learning, thinking, problem-solving)

- Can work toys with buttons, levers, and moving parts
- Plays make-believe with dolls, animals, and people himself/herself (Storybook character clothing and props are included in the dramatic area to encourage role playing.)
- Does puzzles with 3 or 4 pieces (Every Level 1 unit includes 4 piece puzzles using familiar objects or characters from the story.)
- Understands what “two” means (Every Level 1 and Level 2 units provide activities teaching number concepts.)
- Copies a circle with pencil or crayon (Every Level 1 and Level 2 unit provide fine motor pre-writing activities.)

- Turns book pages one at a time (Repetitious reading reinforces memorizing the sequence of story. When the child independently pages through the storybook, they will use the illustrations to remind them of the story sequence. They will turn one page at a time to see the appropriate illustration that matches the sequence of the story.)
- Builds towers of more than 6 blocks (Props provided in the block corner are used to encourage building.)
- Screws and unscrews jar lids or turns door handle (Whenever possible props found in the story are provided in the dramatic corner are used to encourage fine motor skills. Unscrewing jar lids or opening milk carton are also fine motor skills practiced using our recipes found in the Daily Living section at snack time.)

Movement/Physical Development

- Climbs well (Activities for climbing are found in the Gross Motor section of our Level 1 units.)
- Runs easily (This activity could be a relay race found in Gross Motor or other related games in our Socialization section.)
- Pedals a tricycle (3-wheel bike)
- Walks up and down stairs, one foot on each step



Typical 4-Year-Old Milestones

Using Read It Once Again with 4-Year-Olds

Appropriate activities for this age are found in our Level 1 units.

The underlined milestones directly reflect goals and activities included in our Level 1 and Level 2 units. Simple suggested ideas are printed in red. Remember each unit contains over 100 activities. There are a multitude of additional ideas and activities that are appropriate.

Social and Emotional

- Enjoys doing new things (There are over 100 activities relating to each story. The teacher has the opportunity to provide a multitude of new activities with familiar vocabulary and characters that are motivating to young children.)
- Plays “Mom” and “Dad” (If a “Mom” and “Dad” are characters in the story, props are provided in the dramatic corner to encourage roll playing.)
- Is more and more creative with make-believe play (Repetitious reading promotes the use of new vocabulary in a variety of situations. This, along with appropriate props provided from the story encourages children to use their new vocabulary to create a higher level of imaginary make-believe play.)
- Would rather play with other children than by himself play (Repetitious reading promotes the use of new vocabulary and encourages meaningful conversations with peers.)
- Cooperates with other children (Repetitious reading promotes the use of new vocabulary in a variety of situations. This allows children to use their words to negotiate, express feelings and cooperate with others.)
- Often can’t tell what’s real and what’s make-believe (Storybooks chosen for the Read It Once Again program provides the teacher with the opportunity to discuss if the situation and characters in the story are real or make-believe.)
- Talks about what she likes and what she is interested in (Repetitious reading promotes the use of new vocabulary and encourages meaningful conversations. The likes and interests may be associated with the storybook, or extended to other topics.)

Language/Communication

- Knows some basic rules of grammar, such as correctly using “he” and “she” (Repetitious reading reinforces the basic correct rules of grammar.)
- Sings a song or says a poem from memory such as the “Itsy Bitsy Spider” or the “Wheels on the Bus” (Every Level 1 Read It Once Again unit has a devoted section designed to enhance rhyme, rhythm, and repetition. It contains a different Mother Goose rhyme that correlates with the story content. Each rhyme is presented in a “rebus” format meaning that there are pictures representing each word or phrase. Children love Mother Goose rhymes and providing picture cues help them to quickly memorize them. Other rhymes and finger plays are included in this section as well.)
- Tells stories (Sequencing cards containing the characters, objects and events from the story are included in every Level 1 unit. This skill must be mastered before they are able to complete the activities in our Level 2 units where there are activities encouraging children tell their own stories.)
- Can say first and last name (Level 1 and Level 2 units contain activities to reinforce this goal.)

***Cognitive (learning, thinking, problem-solving)**

- Names some colors and some numbers (Graphics from the story are used to help children to name colors. For example from the storybook “If You Give a Mouse a Cookie” the graphic of the crayon would be presented in each primary color. The child would be asked to name all different colored crayons. As the teacher reads the story, children are asked to identify the color of certain objects illustrated on the page. The same strategy is used for naming numbers. Graphics of the cookie with 1 to 10 chocolate chips are presented to the child and the child is asked to count the number of chips on each cookie. Graphic of a cookie with the numerals 1 to 10 are presented to the child and they are

asked to name the number. This type of activity is included in every Level 1 unit. The graphics are changed to make it appropriate for the story. Children are also encouraged to count illustrated objects as the story is being read.

- Understands the idea of counting (Activities are for objects found in the story are available in each Level 1 and Level 2 unit. Level 1 units count objects 1-10 and Level 2 units count objects 1-30.)
- Starts to understand time (Read It Once Again provides a visual classroom schedule to help children begin to understand the concept of time.)
- Remembers parts of a story (Repetitious reading and visual cues help children to remember and repeat parts of the story.)
- Understands the idea of “same” and “different” (Every Level 1 unit includes activities using objects from the story to teach the foundational skill of “same” and “different”.)
- Draws a person with 2 to 4 body parts (Fine motor activities are included in each Level 1 and Level 2 units.)
- Uses scissors (Cutting grids are various sized squares containing objects or characters from the story and included in every Level 1 unit. A variety of cutting activities are also included in each Level 2 unit.)
- Starts to copy some capital letters (Capital letters are available to copy or trace in every Level 2 unit.)
- Plays board or card games (Board games reinforcing a variety of foundational skills are found in our Level 2 units.)
- Tells you what he thinks is going to happen next in a book (Repetitious reading gives children the confidence to predict what will happen next.)

Movement/Physical Development

- Hops and stands on one foot up to 2 seconds (Activities found in our Level 1 Gross Motor section reinforce these skills.)
- Catches a bounced ball most of the time (Activities found in our Level 1 Gross Motor section reinforce these skills.)
- Pours, cuts with supervision, and mashes own food (Recipes found in our Level 1 Daily Living section reinforce these skills.)



Typical 5-Year-Old Milestones

Using Read It Once Again with 5 Year Olds

Appropriate activities for this age are found in our Level 1 units.

The underlined milestones directly reflect goals and activities included in our Level 1 and Level 2 units. Simple suggested ideas are printed in red. Remember each unit contains over 100 activities. There are a multitude of additional ideas and activities that are appropriate.

Social and Emotional

- Wants to please friends (Improved expressive language skills help children to create and foster friendships.)
- Wants to be like friends
- More likely to agree with rules
- **Likes to sing, dance, and act (Level 1 and Level 2 units provide many activities encouraging children to role play, sing songs related to the story and recognize rhythms promoting dance movements.)**
- Is aware of gender (Level 1 and Level 2 units provide many activities to discuss characters in the story and identify them as being male or female. Those activities provide the opportunity to help young children be aware of their own gender as well as the gender of their classmates.)
- Can tell what's real and what's make-believe (Level 2 activities provide activities to help children determine which characters or situations are make-believe and those that are possible in real life. Activities in Level 2 Social Studies and Creative writing reinforce this concept.)
- Shows more independence (for example, may visit a next-door neighbor by himself [adult supervision is still needed])
- Is sometimes demanding and sometimes very cooperative

Language/Communication

- Speaks very clearly (Repetition of familiar words and phrases found in the storybooks give young children the confidence to practice their expressive speech and improve clarity of spoken words.)
- Tells a simple story using full sentences (Activities in Level 2 Creative Writing section encourages children to dictate or use creative spelling to express their thoughts in detail. This goal is the result of mastering sequencing skills that are introduced and reinforce in Level 1 units .)
- Uses future tense; for example, "Grandma will be here." (Level 2 units provide young children the opportunity to create sentences or thoughts that use future tenses.)
- Says name and address The Social Studies section in Level 2 units provide several opportunities for children to learn personal information such as name, address, age or family members.)

Cognitive (learning, thinking, problem-solving)

- Counts 10 or more things (There are activities used for counting and naming numbers in every Level 1 and Level 2 units. In the example of "The Little Red Hen", graphics of a slice of bread with 1 to 30 raisins are presented to the child and the child is asked to count the number of raisins on each slice of bread. Graphic of a slice of bread with the numerals 1 to 30 are presented to the child and they are asked to name the number. This type of activity is included in every Level 1 and Level 2 unit. Level 1 units count 1-10 objects and Level 2 units count 1-30 objects. The graphics are changed to make it appropriate for the story. Children are also encouraged to count illustrated objects as the story is being read.)
- Can draw a person with at least 6 body parts Level 2 units that incorporate appropriate subject and text provide activities for drawing a person and naming body parts.)
- Can print some letters or numbers (All Level 2 units provide activities for tracing or printing letters and numbers.)
- Copies a triangle and other geometric shapes (All Level 2 units provide activities for tracing or printing geometric shapes.)
- Knows about things used every day, like money and food (All Level 2 units contain activities providing children with the opportunity to learn about everyday life situations. The types of activities will vary depending on the content of the story.)

Movement/Physical Development

- Stands on one foot for 10 seconds or longer (Several balance activities are included in our Level 1 (Gross Motor section) and Level 2 units. The Activities vary in each unit depending on the story content.)
- Hops; may be able to skip (Several hopping or skipping activities are included in our Level 1 (Gross Motor section) and Level 2 units. The Activities vary in each unit depending on the story content.)
- Can do a somersault
- Uses a fork and spoon and sometimes a table knife (All Level 1 and Level 2 units contain recipes that correlate with the content of the story. Children have the opportunity to practice using eating utensils appropriately.)
- Can use the toilet on her own
- Swings and climbs



These developmental milestones were obtained from:
<https://www.cdc.gov/ncbddd/actearly/milestones/milestones-5yr.html>



Centers for Disease Control and Prevention

CDC 24/7: Saving Lives, Protecting People™



Using Read It Once Again with Infants and Toddlers



Early Interventionists love Read It Once Again because:

- ✿ The units are based on popular young children's literature.
- ✿ Language rich activities with goals and objectives are provided in these domains: Speech and Language, Cognitive, Motor, Daily Living, and Socialization.
- ✿ Activities provide large, simplistic visuals.
- ✿ Multiple sets of activities with visuals can be reproduced for each family; never need to re-order materials.
- ✿ All activities have a simple lesson plan page that helps parents follow through with the activities during the week.
- ✿ Read It Once Again promotes early literacy. Scholastic Literacy Partners Program provides Read It Once Again users the opportunity to purchase storybooks for children at a 43% discount.

How to use our activities with infants and toddlers:

- ✿ Choose one storybook and literary unit as your focus. It is most effective to repeat that story with activities for a month.
- ✿ Create story bags to include one or more activities from that Read It Once Again unit. Story bags can be taken into the home or used in a clinical setting.
- ✿ Read the story and demonstrate to parents how to extend the story with one or more of the activities in the story bag.
- ✿ Send or leave the story bag with the book and activities so that the parents continue to read and practice language based activities during the week.
- ✿ On your next session, present one or more activities to extend new concepts that pertain to the same book.
- ✿ Repeat this practice for approximately a month using the same story. At the end of the month, allow parents to keep the book.
- ✿ Choose another book and unit to repeat the process.

Tips for Using the Story Sequencing Cards and Mother Goose Rhymes with Infants:

- ✿ Reproduce sequencing cards from the story or Mother Goose rhyme included with every unit.
- ✿ Encourage parents to place the cards in sequence at the child's eye level. If the child is being held and carried, place them at eye level on a wall.
- ✿ Point to each sequencing picture and retell the story or rhyme as you walk and hold the infant. If the child is crawling, place them in sequence along the floor.
- ✿ Mother Goose rhymes are especially effective if they are sung.

Which Read It Once Again Units Are Most Effective?

- ✿ Brown Bear, Brown Bear, What Do You See?
- ✿ The Very Hungry Caterpillar
- ✿ From Head to Toe
- ✿ I Love You
- ✿ Oink, Moo, How Do You Do?
- ✿ Silly Sally
- ✿ Good Night Moon
- ✿ Clap Your Hands
- ✿ Mother Goose for Preschoolers



Look for these Activities in Every Unit:

- ✿ Sequencing and Storytelling cards
- ✿ Rhymes and finger plays
- ✿ A Mother Goose Rhyme in each unit with rebus sequencing cards
- ✿ Color identification and matching
- ✿ Counting
- ✿ Gross Motor movements
- ✿ Big and Little/ Which One is Different?/Positioning
- ✿ Recipes
- ✿ Parent Letters/Assessment Tool/Lesson Plans

Each unit will contain additional activities that relate uniquely to that story; for example some contain sign language or object identification cards