

Read It Once Again®



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I Love You



Level 1

A Curriculum Unit
Based on the Storybook

I Love You

by
Jean Marzollo

Read It Once Again ™

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2004

Revised 2006

Mission Statement

***Read It Once Again* provides a comprehensive curriculum that promotes and establishes an early literacy-based foundation for the development of basic skills. It also provides the educator with student goals based on developmental milestones with structure and rationale. The curriculum engages the parent/guardian in the instructional process and fosters communication between the home and school.**



Read Me a Story.
Please read it once more.
I can learn from reading,
And I'm not even four.

The words are in rhythm,
And sometimes they rhyme.
Say them over and over,
PLEASE,
Just one more time?

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Read It Once Again

Approaches to Learning and Teaching Strategies

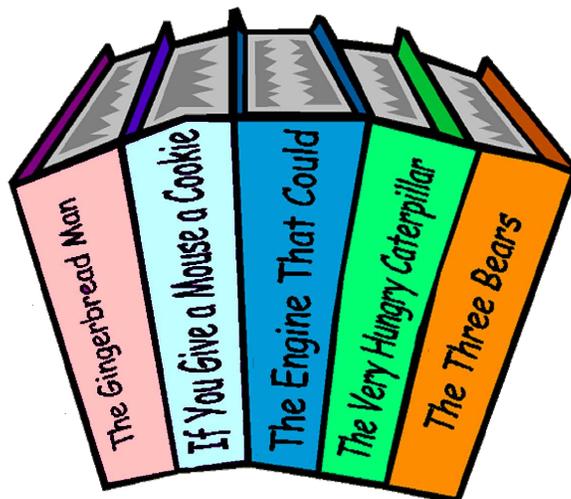
Read It Once Again **Level 1** units systematically include activities that provide explicit instruction on the most **basic foundational skills** in the pyramid of educational learning.

Read It Once Again recognizes that some children enter our school systems without many of these very **basic foundational** skills in place.

Other early childhood curriculums may touch on beginning basic skills, but *Read It Once Again* uses rhyme, rhythm and repetition in our **Level 1** units as a strategy to ensure that there is an **intentional, extended** focus on the most basic skills necessary for future academic success. Research has proven that having a firm understanding of these basic essential skills is necessary to achieve educational success in higher academic learning.

Our **Level 1** activities reinforce basic fundamental concepts and are systematically offered in a variety of literacy based lessons throughout every unit and in each domain. Young children learn best when the environment and teaching strategies are solidly predictable with elements of creativity and exploration woven into each day. *Read It Once Again* uniquely provides a **flexible structure**.

Read It Once Again **Level 2** units concentrate on a higher level of foundational skills. Our **Level 2** units combined with our **Level 1** units ensure that the young child will have a solid knowledge of **foundational** skills and be prepared for success in the kindergarten setting.



What Makes *Read It Once Again* a Unique Teaching Strategy?

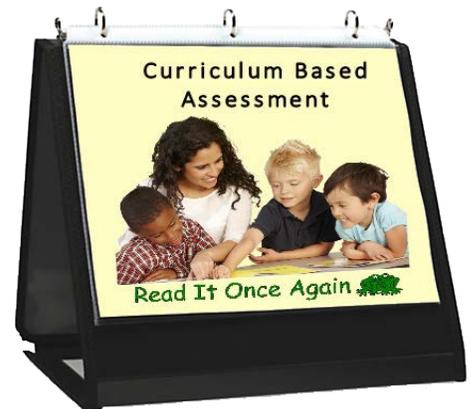
Typically literature and storybooks are used to support theme units in most early childhood classrooms. Stories are changed often and young children who are just learning to apply receptive and expressive language skills are not always given the opportunity and time necessary to become familiar with key words and cognitive concepts found within the stories. Familiarity and literary repetition help to establish language development and cognitive learning in the manner that is most productive and sustainable to young children.

Read It Once Again preschool curriculums use the story itself as the theme of the unit to promote early literacy. The unit furnishes the teacher with goals, activities, and assessments necessary to provide young children with firm basic foundational skills in an educational program which will meet their basic needs in each of the five domains commonly addressed in the early childhood classroom.

At first glance, it appears that this unit contains a series of black and white work pages designed to be completed by the child. A closer and in-depth look will clarify that the majority of our graphics are intended to be used by the teacher as visual cues and props to enhance the activity. Young children are visual learners who better retain knowledge when visual cues are combined with auditory information. Each unit contains our graphics on sequencing cards to help the child retell the story in his/her own words. Visual graphic cues are included in each domain to reinforce language development. For example, cutting grids using objects or characters from the story are included in each fine motor section to motivate beginning cutting skills. A CD is included with every unit which contains the graphics from the unit in color. It will save the teacher preparation time and ensure professional color quality.

**Read It Once Again Level 1 Curriculum Units are based on these
20 Foundational Speech and Language Skills Necessary for
Early Learning Success**

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



Read It Once Again has a Curriculum Based Assessment Pre and Post Test designed to assess mastery of these 20 foundational skills necessary for successful participation in an age-appropriate preschool curriculum. The assessment is based on typical early readiness skills and may be used to inform instruction. Visit our website at www.readitonceagain.com for details and ordering information.

Read It Once Again Scope and Sequence

Read It Once Again recognizes that appropriate steps to learning require a scope and sequence that can be tailored to meet the individual needs of each child, or a particular classroom. One size does not fit all and our flexible scope and sequence allows teachers to consistently teach foundational skills.

Here are the steps to help classroom teachers create a scope and sequence that most appropriately fits the needs of their children.

1. Review our Skills and Concepts **Level 1 and Level 2 Matrices** found on the Introduction tab of each unit.
2. On the **matrix for Level 1**, look at the book titles and then the first two columns referring to the number of nouns and verbs found in each storybook. Notice that our books are listed in order according to the number of nouns and verbs found in the storybook. For example, “Brown Bear” is the easiest with 14 nouns and 2 verbs, and “The Tale of Peter Rabbit” has the most vocabulary with 72 nouns and 70 verbs.
3. Choose storybooks based on the language ability of the students in your classroom. Focus on the needs of the children with the lowest vocabulary levels. If you have higher functioning children in your classroom, you can always supplement higher level fiction and nonfiction reading materials to match their language levels. (See the “Additional Reading List” found as the last activity in the speech and language section in every **Level 1** unit.) Allow your *Read It Once Again* story to be the repeated book and theme. We suggest repeating a story for one month. This is a total of nine units per typical school year.
4. Refer back to the **Level 1 Matrix**. After reviewing the number of nouns and verbs, notice that the next 10 columns indicate the skills covered in each unit. These skills are found in every story and correlate with our list of **20 Foundational Speech and Language Skills for Early Learning Success in Level 1** (previous page). The next 10 columns of skills listed on the Matrix are those which are unique to the subject of the story. *Read It Once Again* recommends that children have a solid knowledge of skills 1-15 of the **20 Speech and Language Foundational Skills** before implementing our Level 2 units.
5. The **Matrix for the Level 2** units lists the storybooks along with skills covered in each unit. These skills correlate with the list of 20 Foundational Speech and Language Skills Necessary for Kindergarten Readiness. When children have mastered skills from the **Level 1 and Level 2** units, they will have acquired the necessary foundational skills to be successful in kindergarten.
6. Every unit includes an **Implementation Checklist for Level 1 and Level 2** (found in the front pocket of your unit) to help teachers navigate throughout their day. This checklist indicates the basic teaching strategies and foundational skills offered with the *Read It Once Again* Curriculum.

Level 1 units also provide sample four week tiered lesson plans as a guide for teachers. Lesson plans for all **Level 1** units are found in the last tab titled Graphics/Lesson Plans/Grids. They are also found on the CD that accompanies every unit and can be manipulated in the WORD format to meet the individual needs of each classroom.

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I Love You



Read It Once

Read It Twice

Read It Once Again

Level 1

This preschool literary curriculum will introduce you to a unique style of teaching that reinforces rhyme, rhythm and repetition as a powerful tool for creating a language rich environment in your classroom.

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Introduction
To
Repetitious Story Unit

I Love You

Jean Marzollo

Goals and activities have been written to include the domains of language, reading readiness, fine and gross motor, daily living and socialization skills making this story appropriate to use as a complete unit.

The Positive Effects of Using Repetitious Story Unit With Preschoolers

- Young preschool children naturally enjoy repetition, especially when it involves favorite books, rhymes, songs or videos.
- Repetitious reading improves the child's vocabulary.
- Repeated readings of stories will sharpen sequencing skills.
- Repeating stories or rhymes allow children to memorize words and phrases.
- Memorized reading allows preschoolers to predict words and phrases.
- Memorized reading involves the child in the process of reading.
- Encouraging the child to be involved in the reading process gives preschoolers a sense of independence.
- Repetition combined with rhythm and rhyme is a powerful learning technique which enhances language development.

Suggested Teaching Guidelines
To
Achieve Maximum Success

Getting Started

- When teaching children ages four or younger with developmental delays, plan to allow at least three weeks to a month to complete this unit. Adjust time according to age and ability skills.
- Use the introductory letter found in the letters/assessment section to inform parents and caregivers of goals and concepts in this new unit. Weekly newsletters should be sent to update daily activities.
- Make use of *Mother Goose*. Reinforce rhyme, rhythm and repetition with finger plays and rhymes included with this unit.
- Include parents and caregivers as preparation partners. Preparation of fine motor activities and the tracing of easel paintings can be shared with teachers, assistants and volunteers.

Teacher Tips

- Read or retell this story at a designated time each day.
- Enhance story time by using a variety of story telling methods such as:
 - Felt board or Velcro figures
 - Puppets
 - Dramatic story telling props (shovel, pail, keys, locks, shoes, socks, flowers)
 - Music, finger plays, and games
 - Role playing props (finger puppets or other dramatic props)
- Emphasize teachable concepts as the story is being read.
- Use memorized reading to reinforce developing memory skills. Have your children predict and fill in familiar words and phrases used in the story.

Activities and Materials

- Offer fine motor art activities that incorporate reading readiness or language goals. These activities can be carried out in a small group setting and completed projects should be sent home daily.
- Many small group activities can be tailored to meet the needs of each student within that group. For example, in a cutting and pasting exercise, one child with advanced cutting skills may be instructed to cut out each individual piece before pasting. Another child in the same group with limited cutting skills may be presented with precut pieces ready to be pasted. The outcome may be similar, but the process will be determined by the needs of the child.
- Children with language processing disorders require visual cues in addition to auditory directions in order to complete fine motor projects. Children find a prepared sample with visual step-by-step instructions very helpful.
- Allow the child to use gross and fine motor skills to paint large characters and objects from the story. Sulfite paper 18"X24" is durable and will not rip easily while painting at an easel.
- Use bold, vivid, primary colors. This applies to choices in paint, construction paper, crayons and markers. The use of basic primary colors helps to reinforce color recognition.
- Display painted characters and objects around the classroom as they are completed.
- Identify each child's painting by printing the appropriate name in large block print.
- Group similar painted characters and objects together (shoes, socks, locks, keys, birds, trees). Grouping similar objects will help children in the beginning stages of visual organization

Finishing Touches

- The key to success in this curriculum is providing each child with a copy of his/her own book at the end of the unit. The book should be exactly the same text and illustrations as the one used in the classroom.
- This book can be purchased or it can be the child's own classroom creation, but it is most important that each child has his/her own copy of the book to keep at home. The child's name and date should be included in each book to promote pride and ownership.
- Upon finishing the story unit, send home packets including: **The child's book**, painted characters or objects, and all remaining unit projects. See the activity suggestions in the fine motor section.
- An assessment letter should be included with the packet. It is the summary of the child's progress on the goals included in this unit. See the assessment letter found in the letter/assessment section. It is helpful to have two copies of each child's assessment, one for the teacher to keep for the child's academic records, and one for the parent or caregiver.
- Encourage children to share books and the content of the packets with parents and caregivers. See *Read to Me* labels found in the fine motor section.

Color Graphics

In this digital version, all activities have been colored for you.

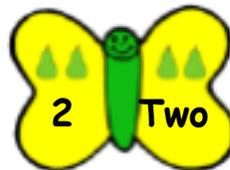
However, if you have access to Adobe Acrobat DC, you will be able to manipulate graphics, change/add text, etc. Examples are shown below:

Add object words

Add color words

Add number words

Add Spanish or
any other language



Parent letters and lesson plans may also be modified to meet the individual needs of your classroom and students.

Read It Once Again offers additional Interactive White Board CDs which include interactive activities from this unit to be used with Smart Boards®, Promethean Boards®, Mimeo Boards® or any Interactive White Board technology. For more information about our IWB CDs and availability, visit our website at <https://www.readitonceagain.com>.

Children's Story Time

When first reading the story, be careful not to overwhelm children who have limited language skills. The vocabulary you introduce should match the language level of your students.

Domain:

- Language, Socialization

Goals

- Child will use *Objective/Sequencing Cards* and/or props to reenact scenes from the story.
- Child will reinforce sequencing skills.
- Child will identify objects pictured in the story.
- Child will increase number of spoken words in his/her vocabulary.
- Child will repeat 2, 3, and 4 word phrases.
- Child will verbally interact with peers.
- Child will visually track from left to right.



Materials:

- *Object/Sequencing Cards* pp. 28-40
- Story Board p. 20
- story props - see 1st activity in Socialization for a list
- a designated area for the children to experience the story

Instructions:

- Once the children are familiar with the story, set up an area with the Story Board, the props, and the sequencing cards.
- Set a time for children to go to the Story Area in small groups (2 to 4 at a time).
- Encourage the children to look at and read the storybook, and to use the props and the cards to reenact scenes from the story.
- This activity allows children the freedom to be creative as they repeat phrases, reenact scenes, sequence parts of the story, and role play characters from the story.

Suggestions:

- Role play with a child who is having difficulty reenacting scenes or sequencing the story.
- Provide a limited number of props at the beginning and add more props as the children become comfortable role playing and sequencing the story.

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.

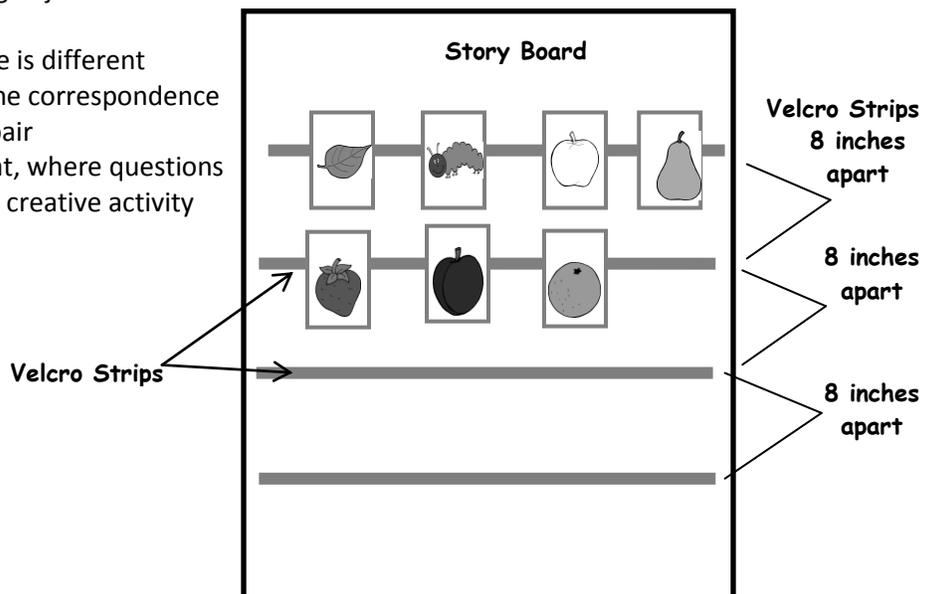
Make A Story Board!

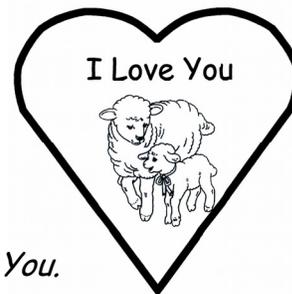
Materials:

- 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 3 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 8 inches from the first line and make a straight line with the pencil. Lay another strip of Velcro down.
- Continue measuring 8 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



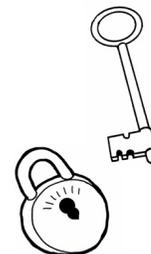


At- A- Glance
Vocabulary and Teachable Concepts

These key vocabulary words and phrases are found in *I Love You*.

Objects and Nouns

| | | | | | |
|--------|------|-------|--------|--------|--------|
| every | key | sock | shovel | wave | candle |
| bird | lock | shoe | pail | whale | cake |
| tree | I | ghost | monkey | farmer | |
| flower | you | boo | tail | rake | |
| bee | one | two | duck | lake | |



Verbs and Action Words ♥

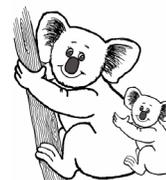
loves

love



Object or Animal Identification

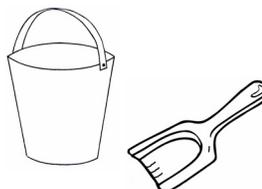
| | | | |
|-------------|------------|-------------|--------------|
| sheep/lamb | toy box | eye | garden |
| heart | teddy bear | "U" | swim suit |
| leaves | doll | train | bathing hats |
| clothesline | giraffe | Koala bear | |
| picture | kite | sand castle | |
| toys | pig/piglet | rabbit | |



Teachable Concepts

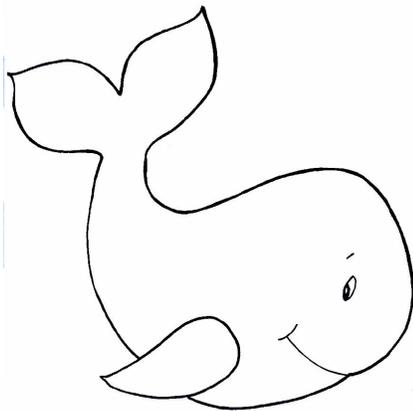
animal identification
number concepts
one-to-one correspondence
color identification
rhyming words
shape identification

matching mother and baby animals
object association:
(lock and key, shovel and pail)
caring for another person:
(love, friendship)



Color Identification

| | |
|--------|------------------------|
| red | shoe, train |
| yellow | bird, bee, ghost, cake |
| green | tree, leaves |
| orange | key |
| blue | shoe, farmer, candle |
| pink | pig |
| brown | rabbit, koala bears |
| gray | whale, lock |



Strategies for Reading to Young Children

This activity contains teaching strategies that are intended to be used throughout the curriculum unit. The goals listed complement **Early Learning State Standards**. Goals that focus on **Concepts of Print** can be found on the following **Cognitive Tab**.

Goals:

- Child will actively engage in reading activities.
- Child will ask and answer questions about key details in the text with prompting and support.
- Child will show an increasing ability to ask questions appropriate to the circumstances in the story.
- Child will identify character, setting, and major events in the story with prompting and support.
- Child will recognize common types of text such as storybooks or poems.
- Child will name the author and illustrator of the story with prompting and support.
- Child will ask and answer questions about unknown words in the text with prompting and support.
- Child will describe the relationship between the illustrations and story with prompting and support.
- Child will show a growing capacity to maintain concentration for the length of the story.
- Child will gather information and learn new concepts through experiences making connections to what they already know.
- Child will demonstrate emotion from literacy experiences.
- Child will increase the ability to initiate and sustain age appropriate interactions with peers and adults during story time.
- Child will recognize meaningful or familiar words in the story.



Materials:

- featured storybook with *Read It Once Again* Curriculum supporting activities
- additional storybooks with the same theme or author (See the last page in the speech and language section for suggestions.)
- props and materials to enhance the storytelling

Instructions:

- Read the featured story at the same time every day. The presentation of the story may be varied from day to day to keep children engaged in

the story. For example, one day you may read the entire story as printed in the book. The next day you may retell the story using the sequencing cards found in the curriculum. Another day you may use a puppet or story props to enhance the story as you read. When reading to very young children or those with language delays, make sure that you have repeated the story in its original format for a series of days before adding variations to the presentation. **Young children need consistent repeated readings of the story in order to process receptive language skills necessary for expressive language responses.**

- Read other storybooks in addition to the featured story. Refer to the last page in the Speech and Language section for a list of suggested books.
- Use a variety of strategies from those listed below to creatively enhance comprehension skills before, during, and after reading the story.
- Use activities included with the curriculum guide before, during, or after the story to reinforce foundational academic skills.

Teaching Strategies:

- Introduce the author and illustrator of the book.
- Talk about other books that they've read by the same author or illustrator.
- Talk about the type of book - fiction, nonfiction, or folk tale.
- Introduce the setting and main characters. Ask the children about the story and characters.
- Show a few pages and ask, "What do you think will happen next?"
- Vary voice tone and pitch to fit the character and plot.
- Add information that will help the children understand what's happening.
- Explain the meaning of new words.
- Point out meaningful or repeating words in the text. Encourage child to find familiar word or repeating words and phrases in the text.
- Rephrase parts of the story to help children better understand the meaning.
- Show pictures and ask children to tell about the illustrations.
- Invite children to share their reactions to the story. What would you have done?
- Ask children to recall the main points of the story.
- Help children to relate personal experiences to the story: Did you ever....
- Encourage children to express their ideas, opinions, and creativity.



Speech and Language Goals

These speech goals focus on language skills that are emphasized when reading *I Love You*.

TO IMPROVE SPEECH AND LANGUAGE SKILLS, THE CHILD WILL:

1. Increase the number of spoken or signed words in his/her vocabulary.

2. Repeat familiar 2, 3, 4, 5 word phrases:

Every _____ loves a _____.

3. Answer who, what, and where questions:

Who loves a rake? (farmer)

What does a ghost say? (boo)

Where do the ducks swim? (lake)



4. Point to or name pictures that match according to association.

key/lock

candle/cake

bird/tree

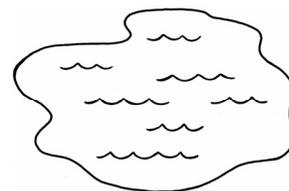


5. Relate experiences with some understanding of sequence, beginning and closure.

6. Tell a familiar story using picture cues.

7. Sing familiar songs and repeat rhymes or finger plays associated with the story.

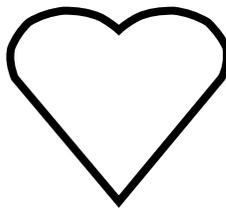
8. Identify familiar rhyming words, pictures, or sounds.



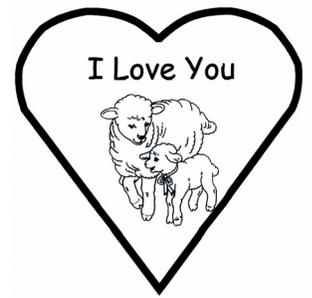
9. _____ Point to _____ Name objects that are pictured in the story:

- | | | | |
|-------------|------------|-------------|--------------|
| sheep/lamb | toy box | eye | garden |
| heart | teddy bear | "U" | swim suit |
| leaves | doll | train | bathing hats |
| clothesline | giraffe | Koala bear | bee |
| picture | kite | sand castle | key |
| toys | pig/piglet | rabbit | lock |
| bird | tree | flower | one |
| two | sock | shoe | ghost |
| shovel | pail | monkey | tail |
| duck | lake | wave | whale |
| farmer | rake | candle | cake |

10. Use the pronouns I and you correctly when repeating the familiar phrase, I love you.



I Love You Story Telling Cards



Domain:

- Language, Cognitive

Goals:

- Child will identify character, animal or objects.
- Child will retell story using *I Love You Story Telling Cards*.

Materials:

- *I Love You Story Telling Cards* pp. 28-40
- card stock or durable paper
- markers, scissors
- felt board or Velcro board



Instructions:

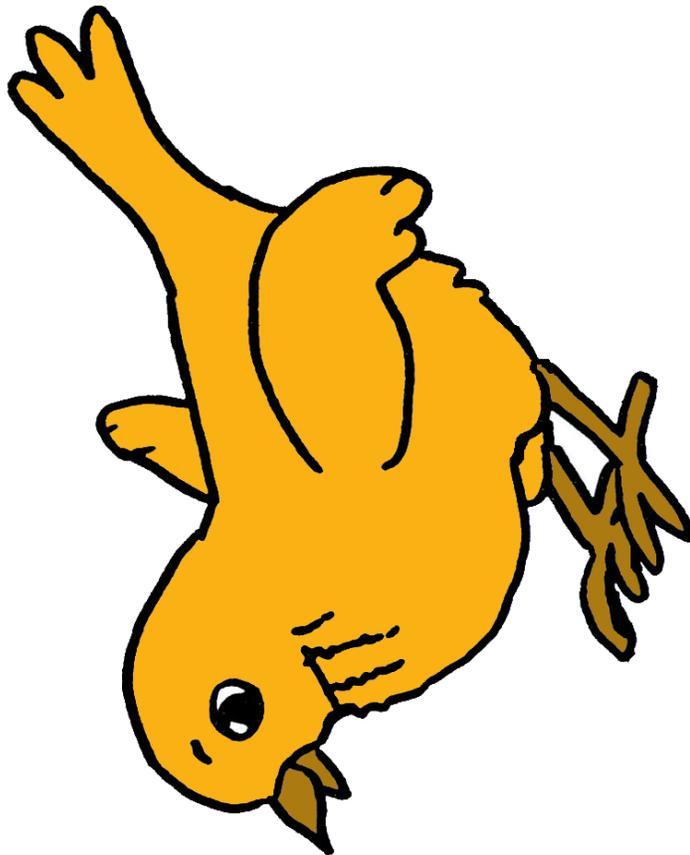
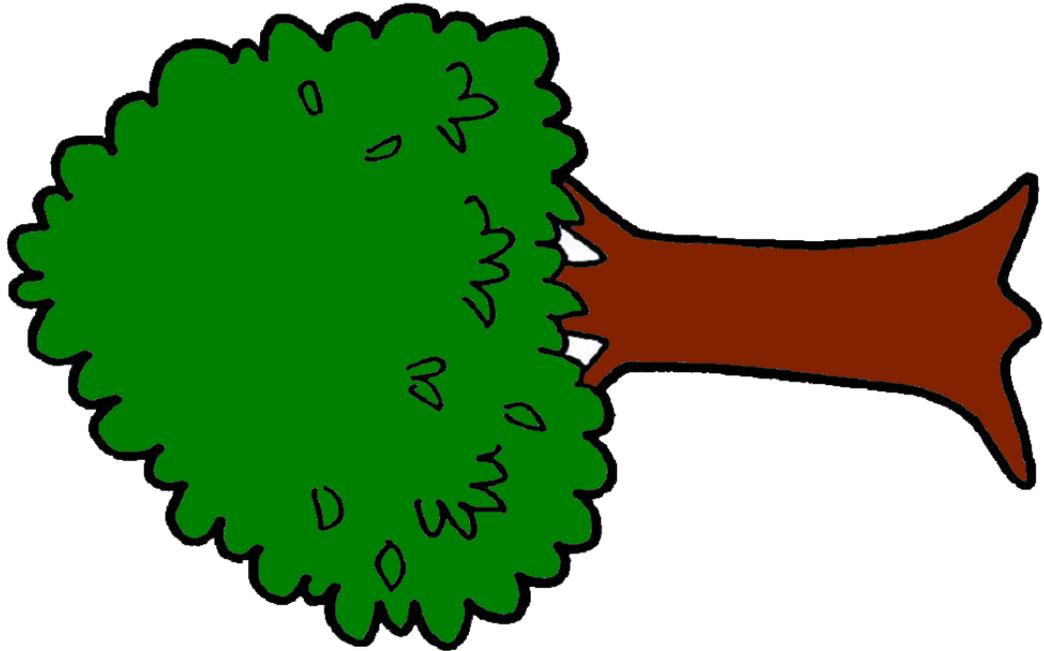
- Teacher will copy, color, and cut *I Love You Story Telling Cards*.
- Teacher will retell story using *I Love You Story Telling Cards*.
- Assist the child in retelling the story while arranging the pictures in correct order.

Suggestions:

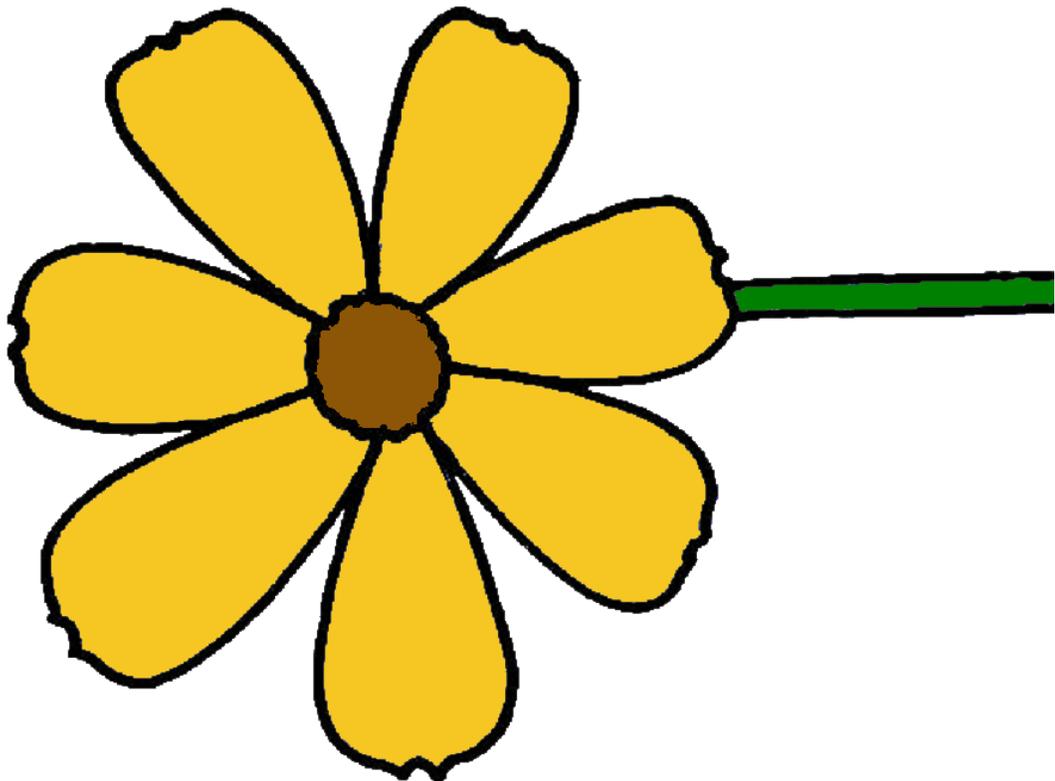
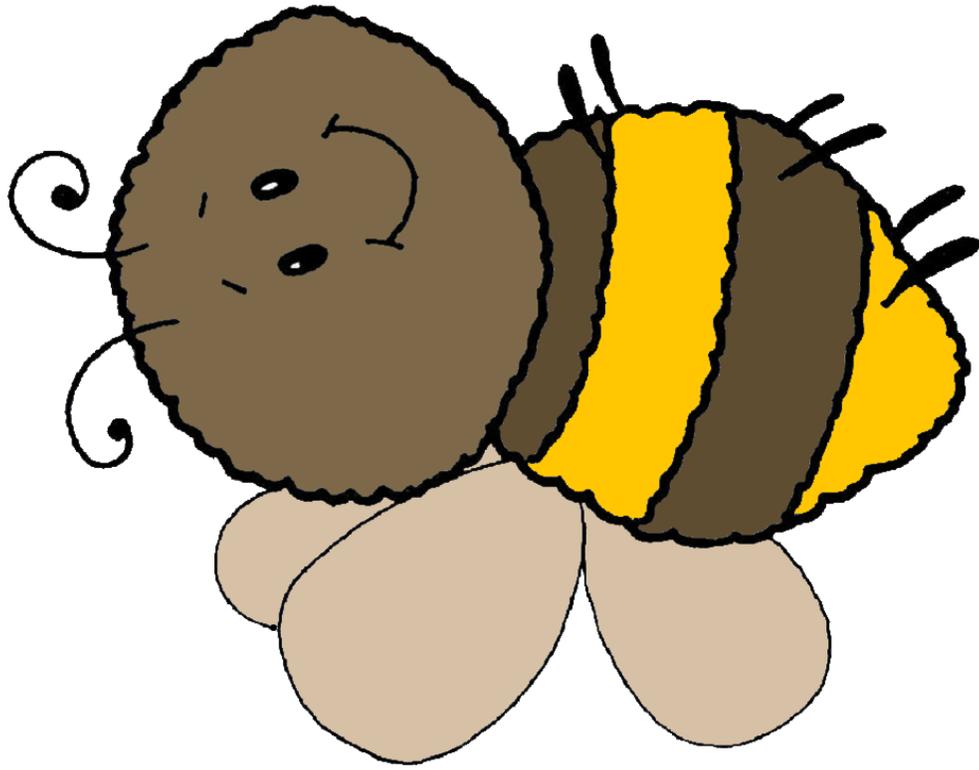
- Child can use *I Love You Story Telling Cards* while listening to the story that has been recorded.
- Child can use *I Love You Story Telling Cards* to retell story to classmates during center time.



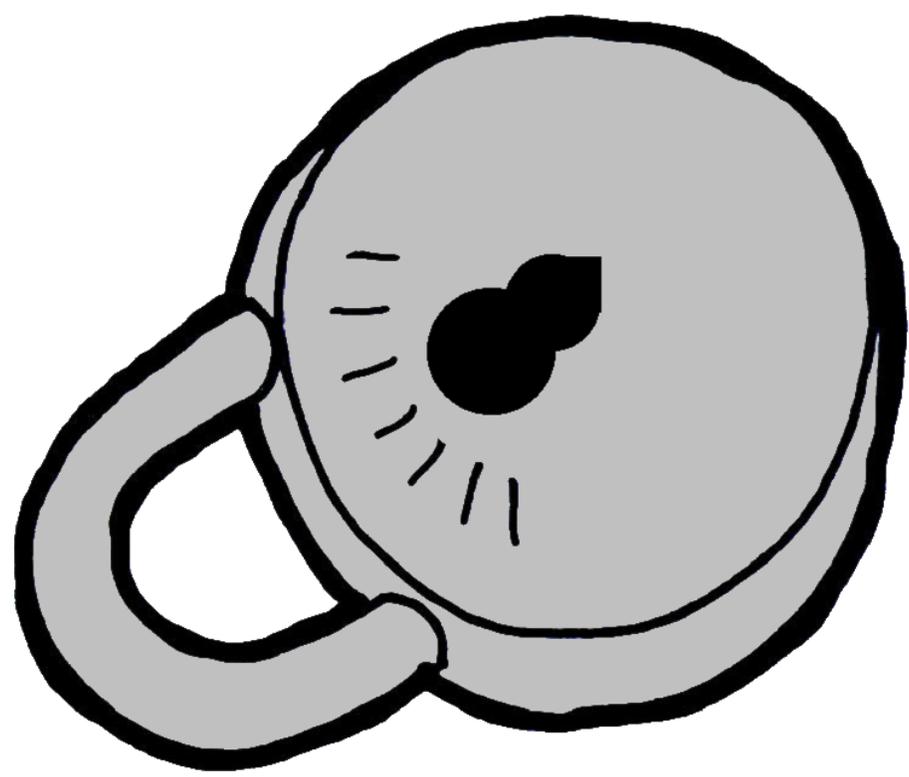
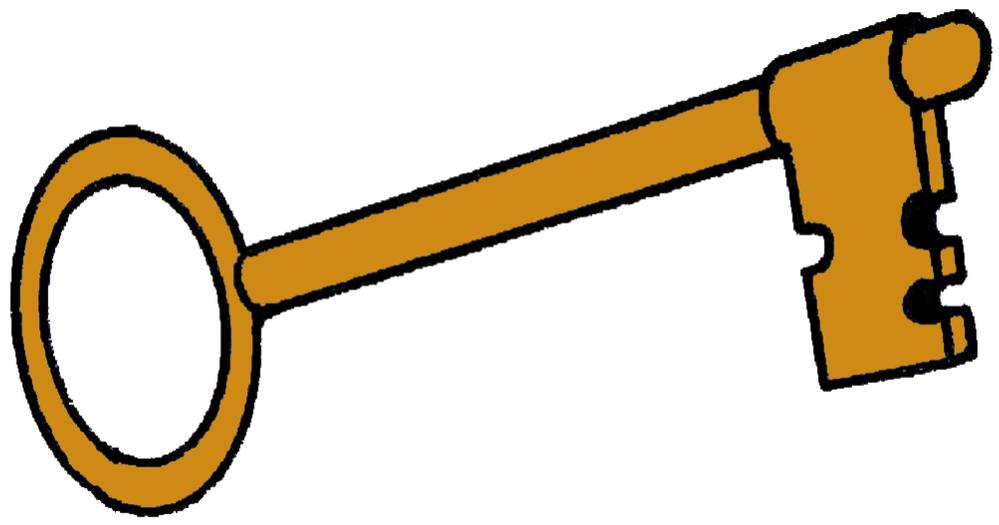
I Love You Story Telling Cards



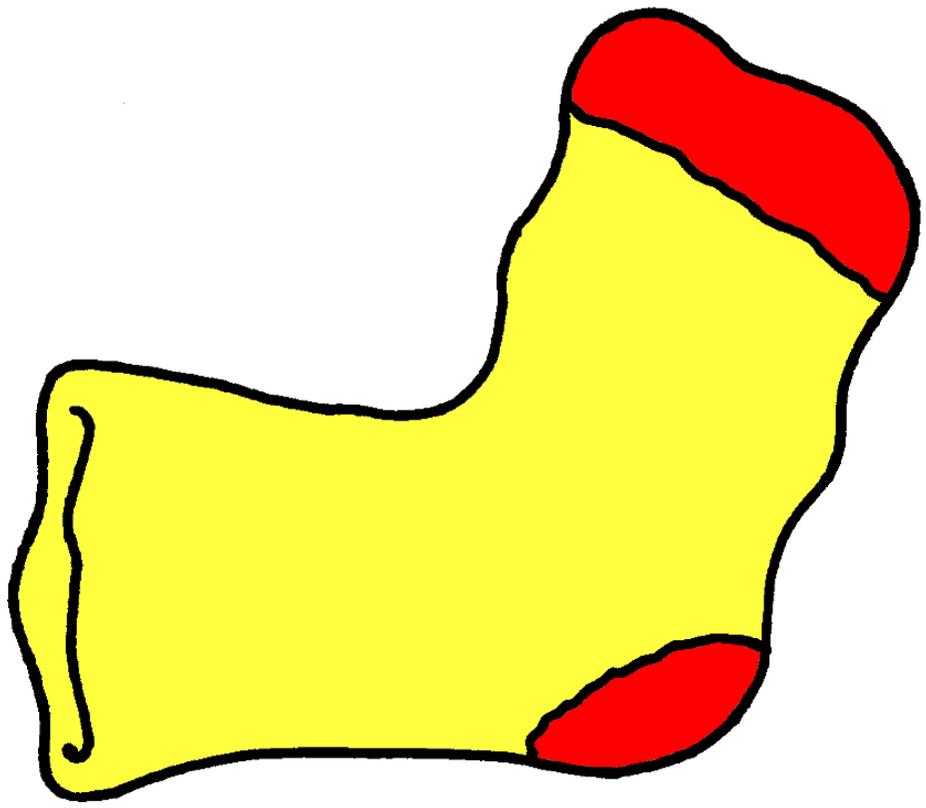
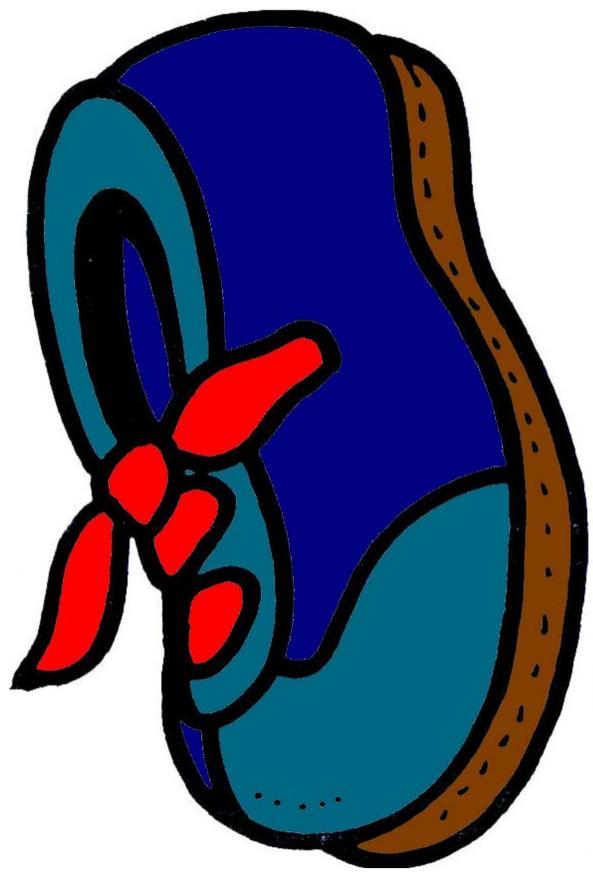
I Love You Story Telling Cards



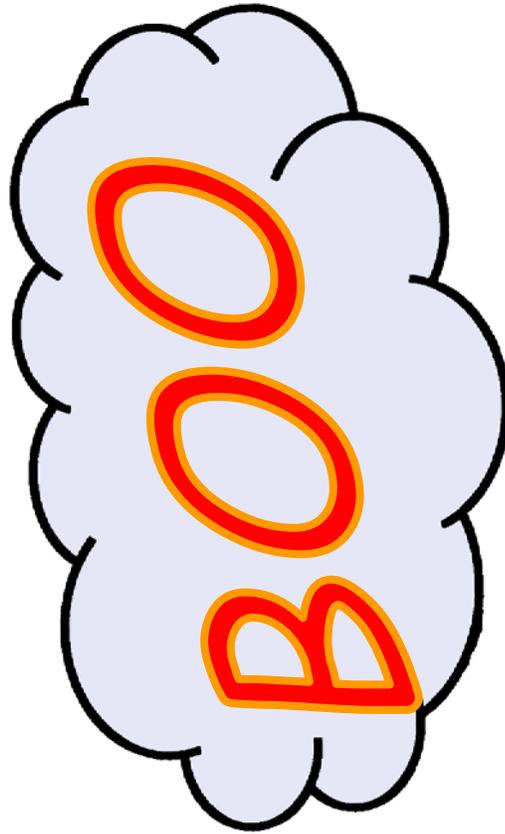
I Love You Story Telling Cards



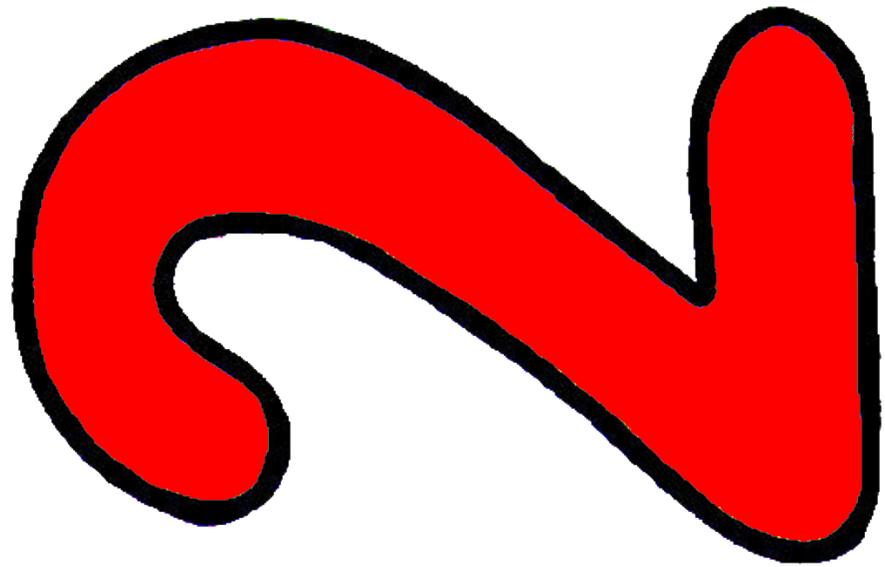
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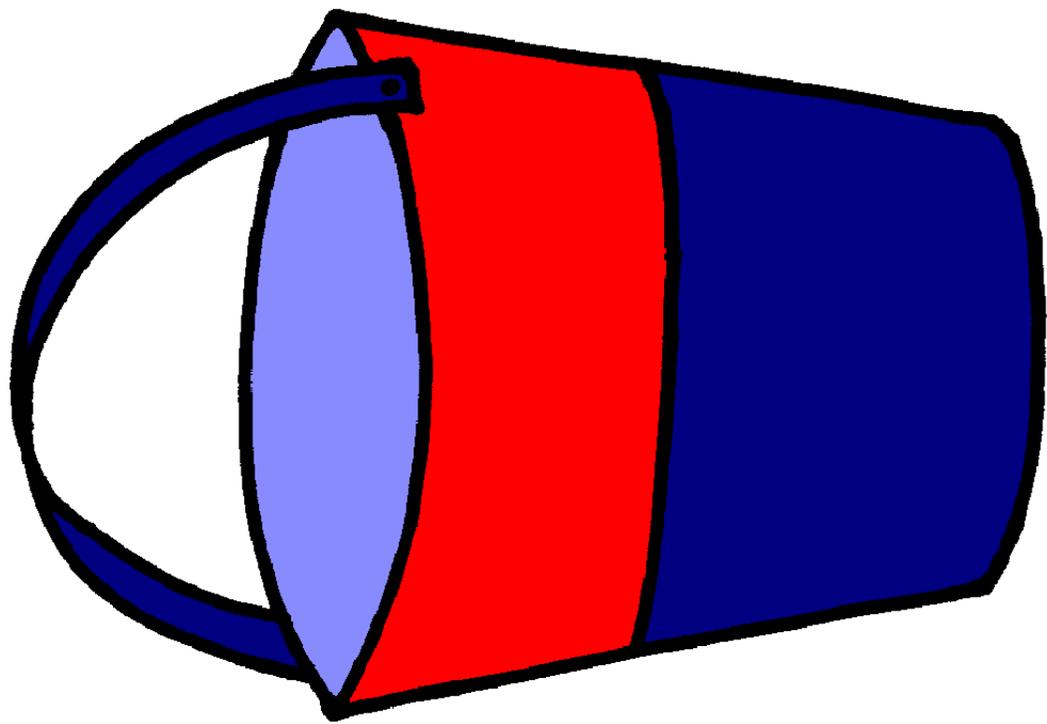
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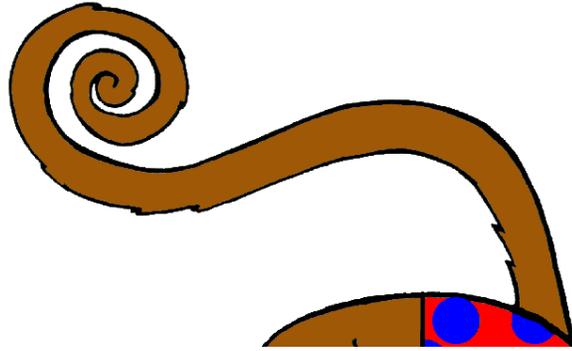
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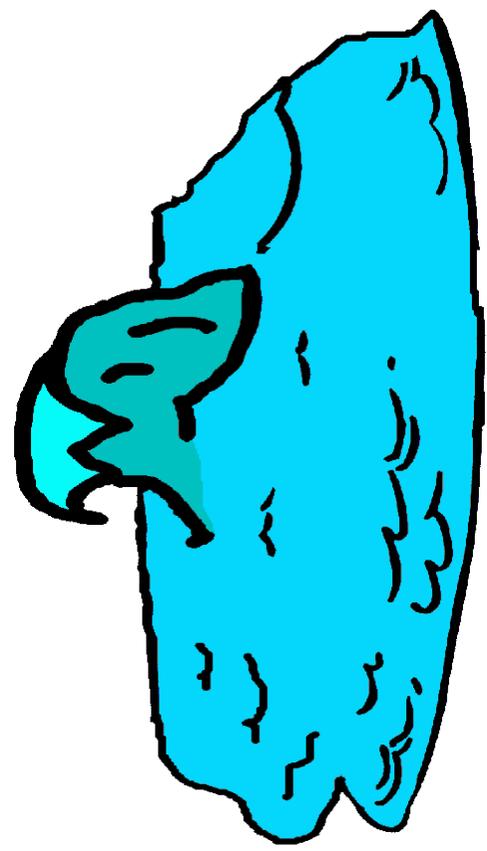
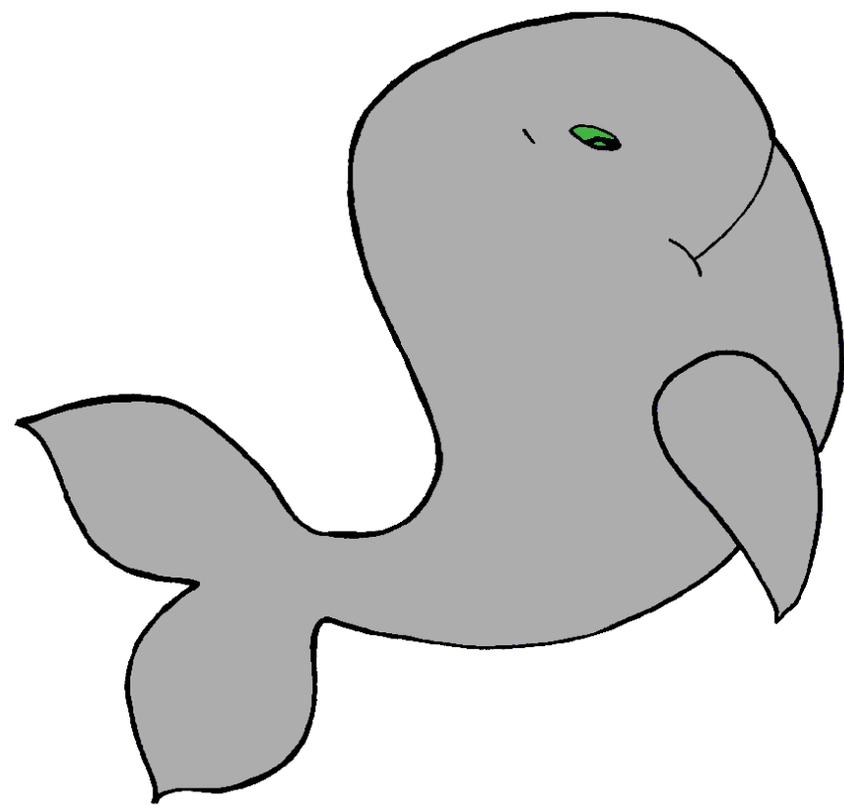
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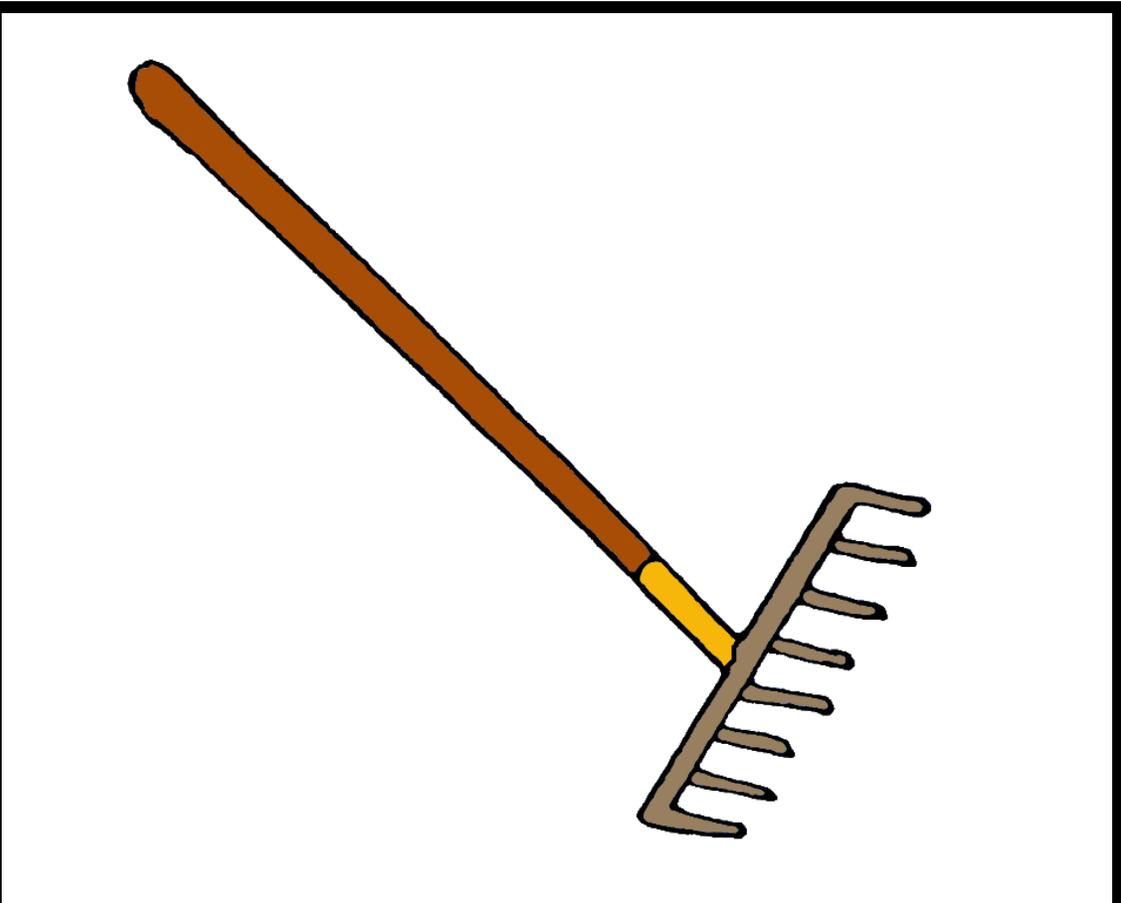
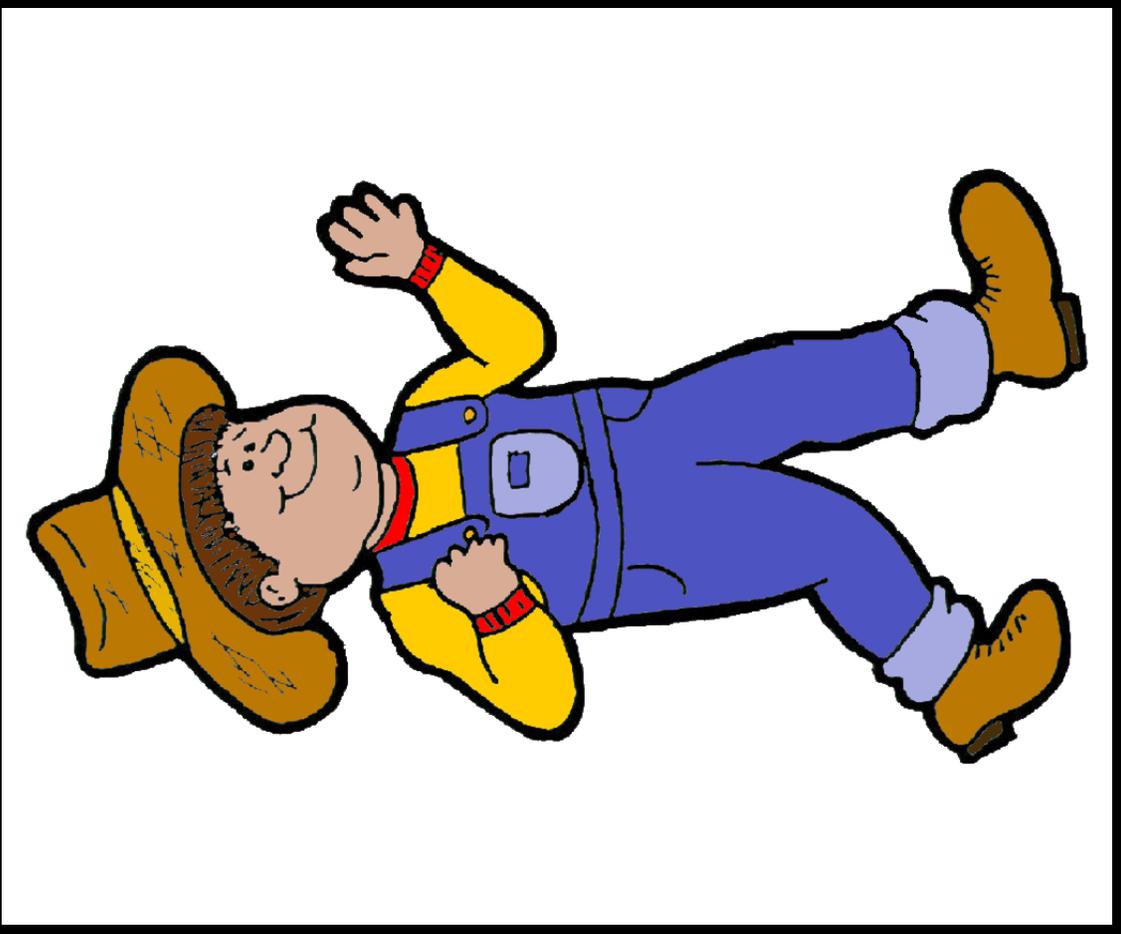
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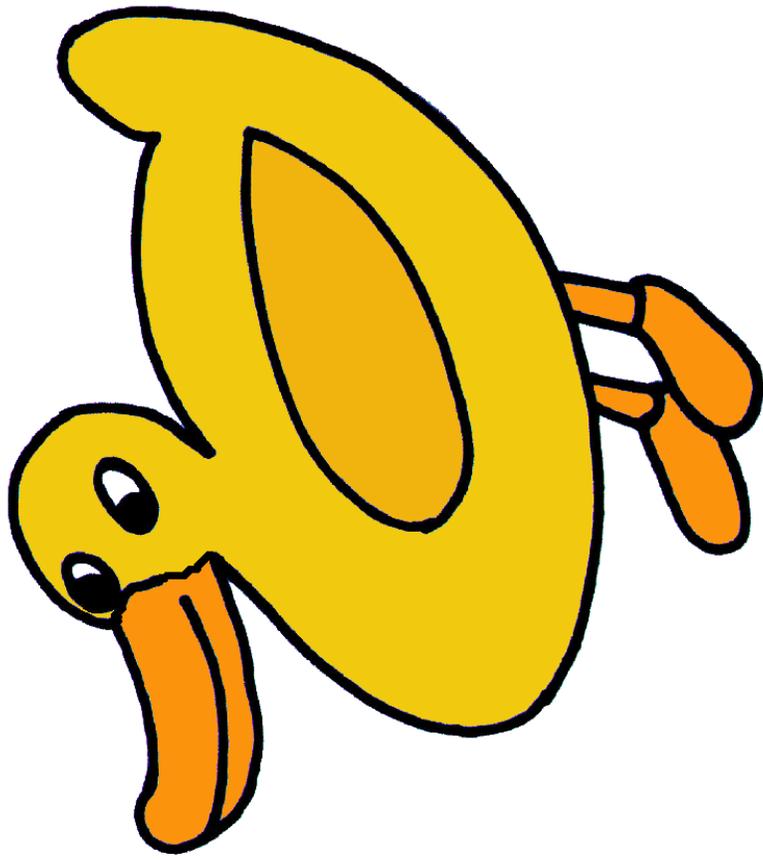
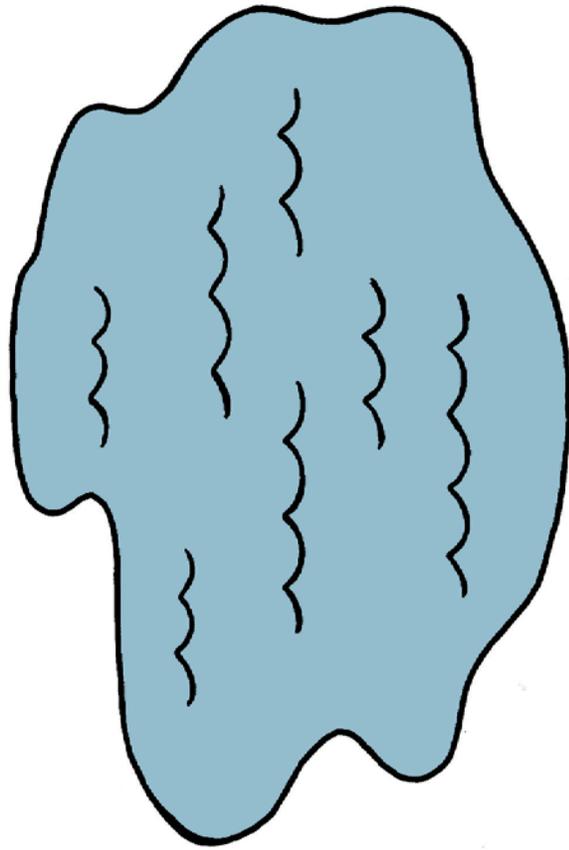
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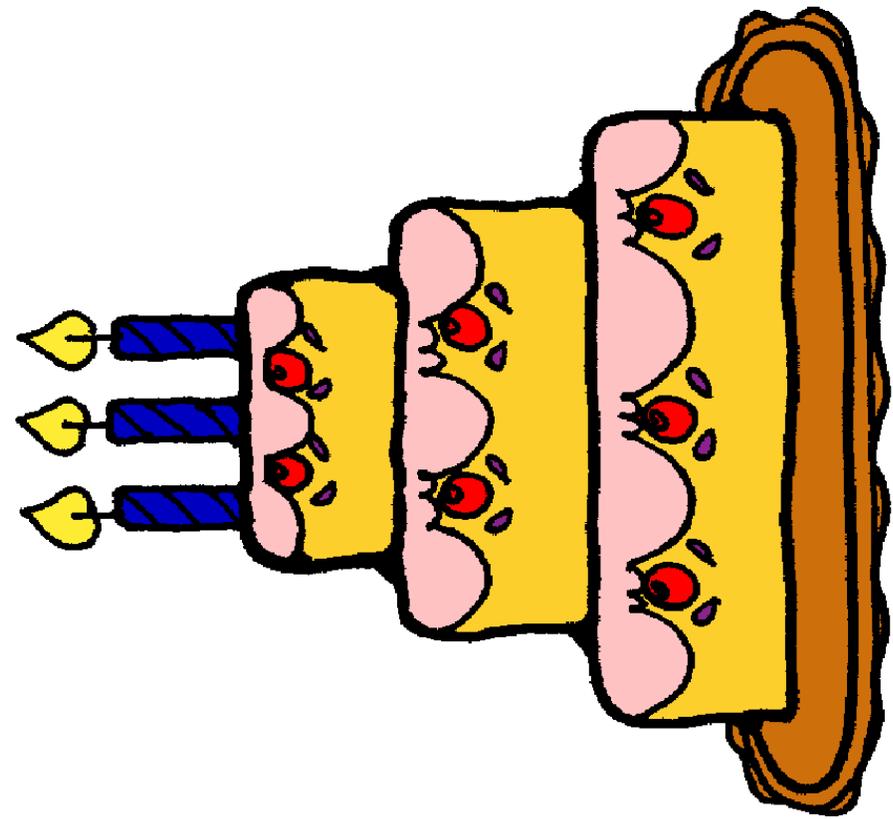
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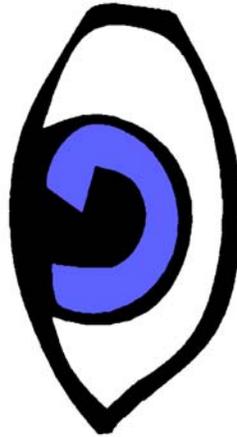
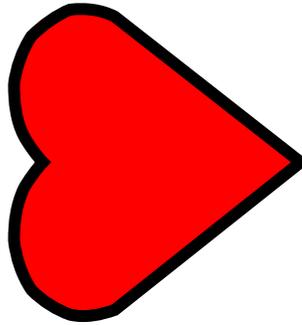
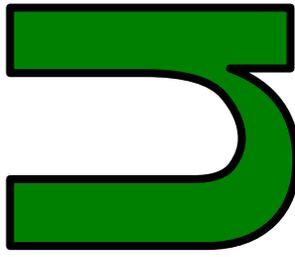
I Love You Story Telling Cards

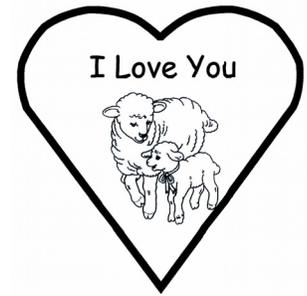


I Love You Story Telling Cards



I Love You Story Telling Cards





Memory Game

Large Group Activity

Domain:

- Language, Cognitive

Goals:

- Child will identify/name animals, characters, or objects.
- Child will correctly match animals, characters, or objects.
- Child will use memory skills to complete matching activity.

Materials:

- *I Love You Story Telling Cards* pp. 28-40
- markers
- scissors

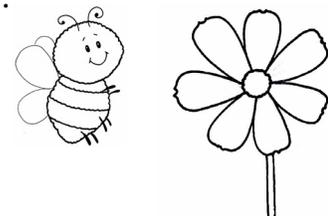


Instructions:

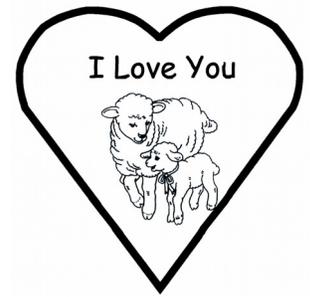
- Reproduce two sets of the *I Love You Story Telling Cards*.
- Teacher will cut apart *I Love You Story Telling Cards* and color each animal, object, or character the appropriate color.
- Laminate for durability.
- Display one set of selected cards on floor or Velcro board.
- Allow children to use the second set of cards to identify and match the object, animal, or character.
- Enhance memory skills by choosing a limited number of *I Love You Story Telling Cards* to play "Concentration". Both sets of cards are turned face down and children must remember where both cards are located in order to complete the match.

Suggestions:

- The number of *I Love You Story Telling Cards* used should be determined by the age and ability of your children; the younger the child, the fewer the cards.
- Rotate cards from day to day for variety.



Everyone Loves a Rhyme



Domain:

- Language, Cognitive

Goals:

- Child will identify pictured objects.
- Child will use auditory discrimination to identify similar sounds within words.
- Child will match pictures of objects that rhyme.

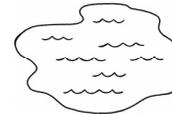
Materials:

- *I Love You Story Telling Cards* pp. 28-40

Instructions:

- Teacher will reinforce the concept of rhyming words using pictures found on *I Love You Story Telling Cards* as well as other rhyming words. Mother Goose rhymes provide an excellent opportunity to allow children to learn the concept of rhyming words.
- Teacher will copy the pictures that rhyme from the *I Love You Story Telling Cards* .

bee-key-tree
 shoe-boo-two
 pail-tail-whale
 rake-lake-cake

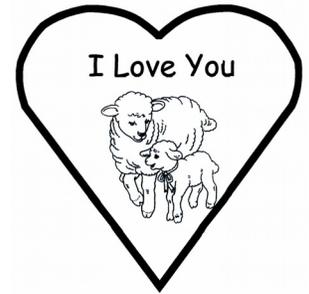


- Teacher will review objects pictured helping the children to identify similar sounds.
- Child will match pictured objects that rhyme.

Suggestions:

- Enlarge pictured objects and use as a large group activity.
- Use real objects instead of pictures.
- Extend activity by bringing in additional rhyming pictures or objects.
- Reminder: This is a higher functioning activity and not appropriate for children with beginning language abilities.

Rhyme Time



Domain:

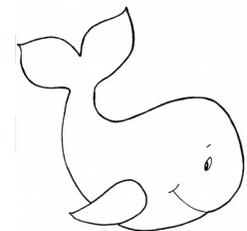
- Language, Cognitive, Fine Motor

Goals:

- Child will identify pictured objects.
- Child will use auditory discrimination to identify similar sounds within words.
- Child will match pictures of objects that rhyme.
- Child will paste matching picture next to rhyming object.

Materials:

- *Rhyme Time 1 and 2* pp. 45-46
- glue
- scissors

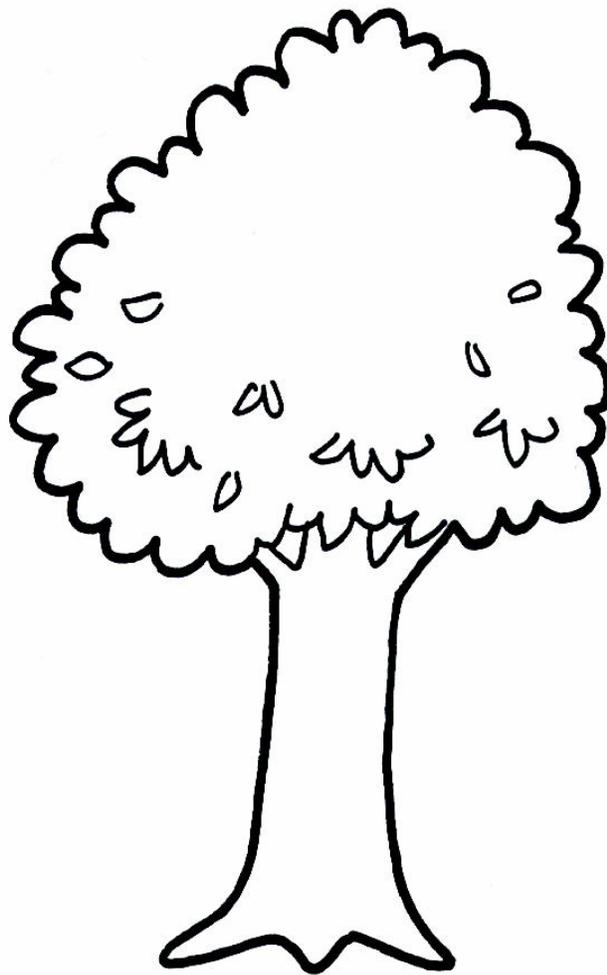


Instructions:

- Teacher will reinforce the concept of rhyming words using the objects found on these pages as well as other rhyming words.
- Teacher will copy *Rhyme Time 1* and *Rhyme Time 2* pages.
- Use *Rhyme Time 1* as the first page. It is easier to complete.
- Teacher will cut strip of rhyming picture squares from *Rhyme Time 2* reproducible page to provide answers for *Rhyme Time 1*.
- Teacher or student will cut along lines to separate boxes.
- Teacher will review objects pictured helping the children to identify similar sounds.
- Child will match pictured objects that rhyme.
- Child will paste picture next to the appropriate rhyming object.
- When children have mastered the rhyming concept, use *Rhyme Time 2* as a page.
- Cut strip of rhyming picture squares from *Rhyme Time 1* reproducible page to provide answers for *Rhyme Time 2*.

Suggestions:

- Practice using large pictures or real objects before attempting to complete the page.
- Extend activity by bringing in additional rhyming pictures or objects.
- Reminder: This is a higher functioning activity and not appropriate for children with beginning language abilities.



Rhyme Time 1

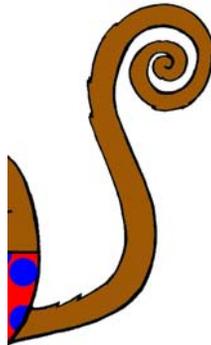
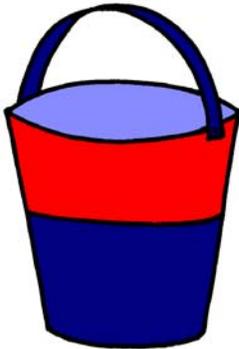


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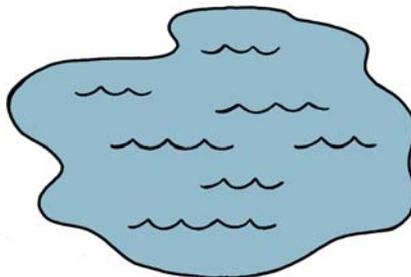


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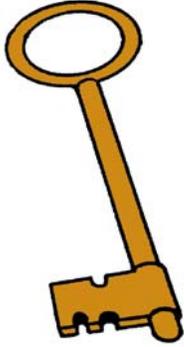


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Rhyme Time 2



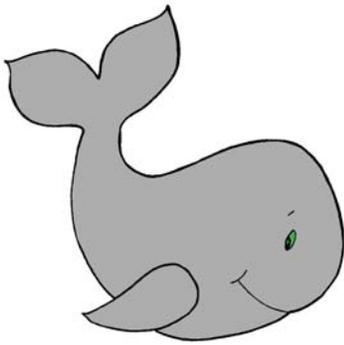
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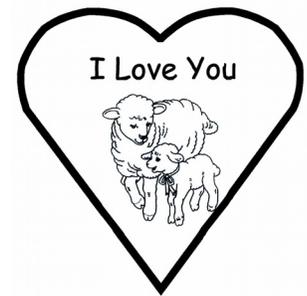
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Signing "I Love You"



Domain:

- Language, Fine Motor, Socialization

Goals:

- Child will use "I Love You" sign as a means to communicate with teachers, classmates or caregivers.
- Child will position fingers to form "I Love You" symbol.
- Child will express emotions of fondness or love.

Materials:

- *I Love You* poster p. 48
- *I Love You* storybook

Instructions:

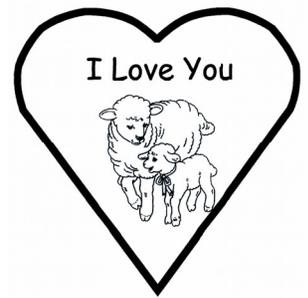
- Reproduce poster of "I Love You" symbol.
- Read the story *I Love You*.
- Discuss the visual expression and feelings between the mama and baby animals.
- Discuss the fact that hearts are often used as a symbol to represent love.
- Demonstrate the sign for love. 
- Help children to place fingers in correct position to create sign.
- Encourage children to practice using the sign as you read the story.
- Keep the "I Love You" poster visible so that children will have a visual cue to help them remember how to position their fingers.
- Send a copy of the poster home so that children and caregivers can practice signing "I Love You" at home.



I Love You!



Positional Concepts
Teaching Basic Concepts
Concrete Level A - Using Manipulatives



Domain:

- Language, Fine Motor

Goals:

- Child will identify positional concepts next to, over, under, or inside.
- Child will place a shovel in or around the pail as directed by the teacher.

Materials:

- small shovel
- sand pail



Instructions:

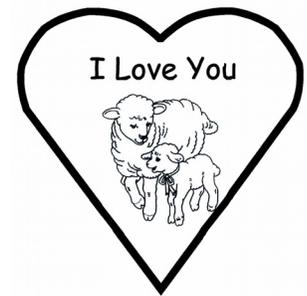
- Teacher will demonstrate positional words by placing the shovel next to, over, under, or inside of the pail.
- Use positional words to instruct children where the shovel should be placed.
- Child will place the shovel in appropriate position.

Suggestions:

- Use a variety of objects to reinforce positional concepts.
 - o candles and cake
 - o bee and flower
 - o key and lock
 - o shoe and sock



Birds, Bees, and Trees
Position Words
Abstract Level B - Using Pictures



Domain:

- Language, Fine Motor

Goals:

- Child will identify positional concepts above, below and beside.
- Child will cut along straight lines to separate bees and birds from strip.
- Child will paste bees or birds in correct position according to teacher directions.

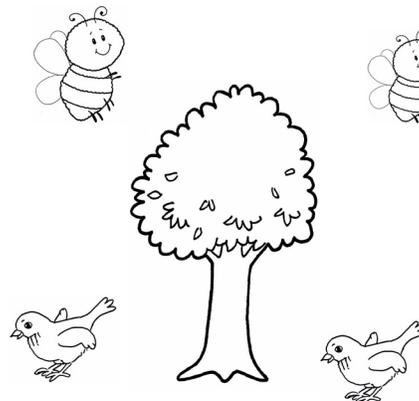
Materials:

- *Birds, Bees and Trees* pp. 51-53
- construction paper
- scissors
- glue



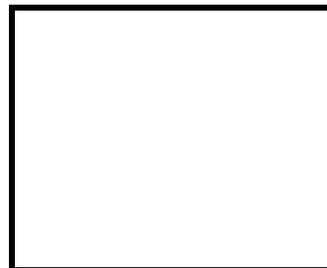
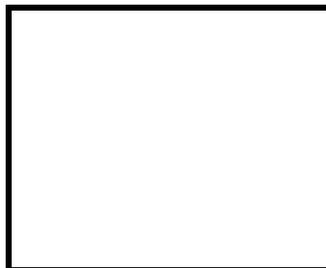
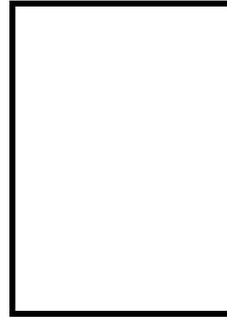
Instructions:

- Teacher will copy *Birds, Bees and Trees* pages.
- Teacher will demonstrate positional words by placing birds and bees above and below the tree.
- Give each child a strip of birds and bees.
- Child will cut lines to separate birds and bees.
- Use positional words to instruct children where birds and bees should be pasted.
- Child will paste birds and bees in appropriate position.

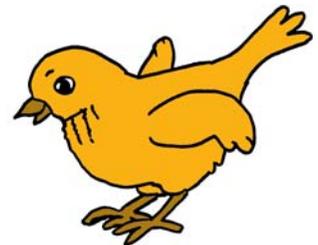
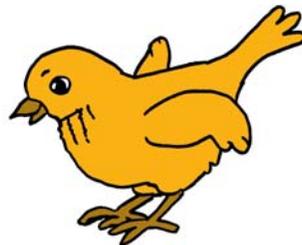


Birds, Bees, and Trees

Put the bees
OVER the
tree.



Put the birds
UNDER the
tree



Birds, Bees, and Trees

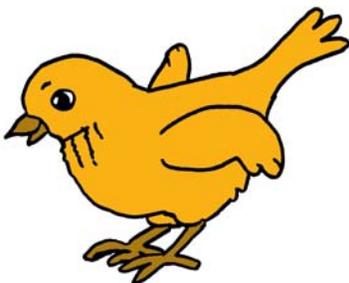
Put the bird OVER the tree.



Put the flower BESIDE the tree.



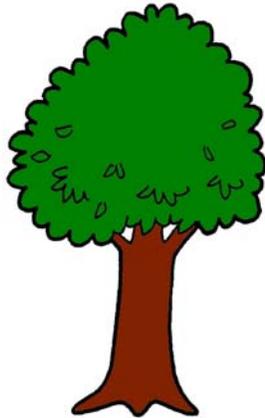
Put the bee UNDER the tree.



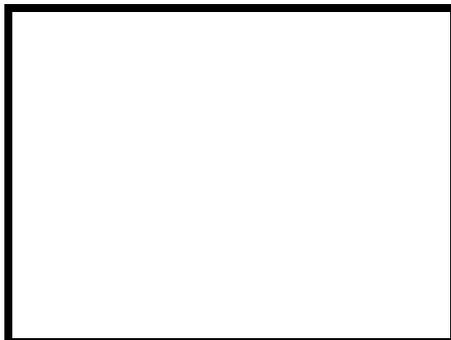
Birds, Bees, and Trees



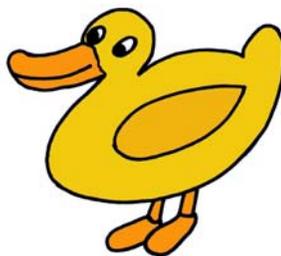
Put the bee OVER the tree.



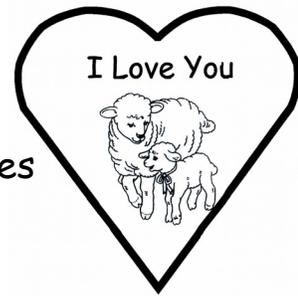
Put the duck BESIDE the tree.



Put the bunny UNDER the tree.



Big and Little
Teaching Basic Concepts
Concrete Level A - Using Manipulatives



Domain:

- Language, Cognitive

Goals:

- Child will identify objects or animals.
- Child will compare and sort or identify big objects or animals.
- Child will compare and sort or identify little objects or animals.

Materials:

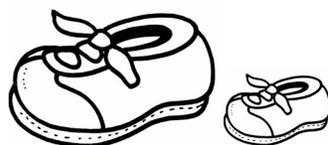
- two (one big, one little) of each plastic or stuffed animal or object found in the story.
- one big box, large enough to hold all big animals or objects.
- one little box, large enough to hold all little animals or objects.

Instructions:

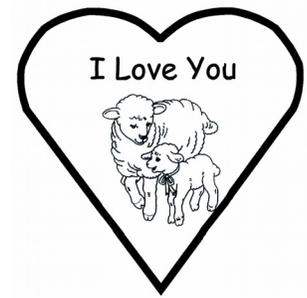
- Child will identify objects or animals pictured in the story.
- Present one pair of animals or objects big and little.
- Child will distinguish between big object and little object.
- Demonstrate putting the big object in the big box and the little object in the little box.
- Repeat process with the next pair of animals or objects.
- Encourage child to place animals or objects in the appropriate big or little box.

Suggestions:

- Suggested objects: flowers, keys, socks, shoes, shovels, pails, candles, cakes.
- Plastic or stuffed animals: birds, pigs, koala bears, monkeys, whales, rabbits, ducks, sheep.
- Repeat activity using a variety of objects found in your classroom.



Big Animal, Little Animal
Big and Little
Abstract Level B - Using Pictures

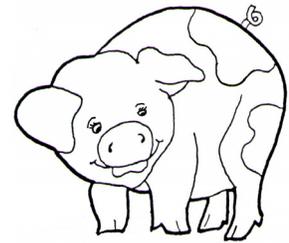


Domain:

- Language, Cognitive, Fine Motor

Goals:

- Child will identify animals.
- Child will demonstrate knowledge of the concept big and little.
- Child will paste all big animals with the big sheep.
- Child will paste all little animals with the small sheep.



Materials:

- *Big Animal, Little Animal Pasting Grid* p. 56
- *Big Animal, Little Animal Cutting Grid* pp. 57-58
- scissors
- glue

Instructions:

- Teacher will copy one *Big Animal, Little Animal Pasting Grid* for each child.
- Teacher will copy *Big Animal, Little Animal Cutting Grid* creating enough big and little animals to fill each child's pasting grid.
- Child or teacher will cut squares in preparation for pasting.
- Child will identify animals pictured on the page.
- Child will distinguish between big animals and little animals.
- Child will match big animals with the big sheep and little animals with the little sheep.
- Child will paste animals in the appropriate square according to size.

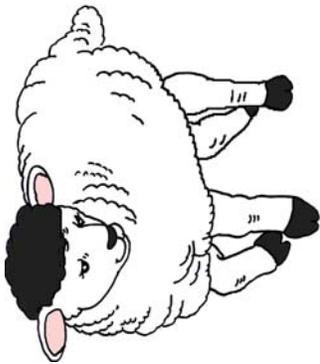
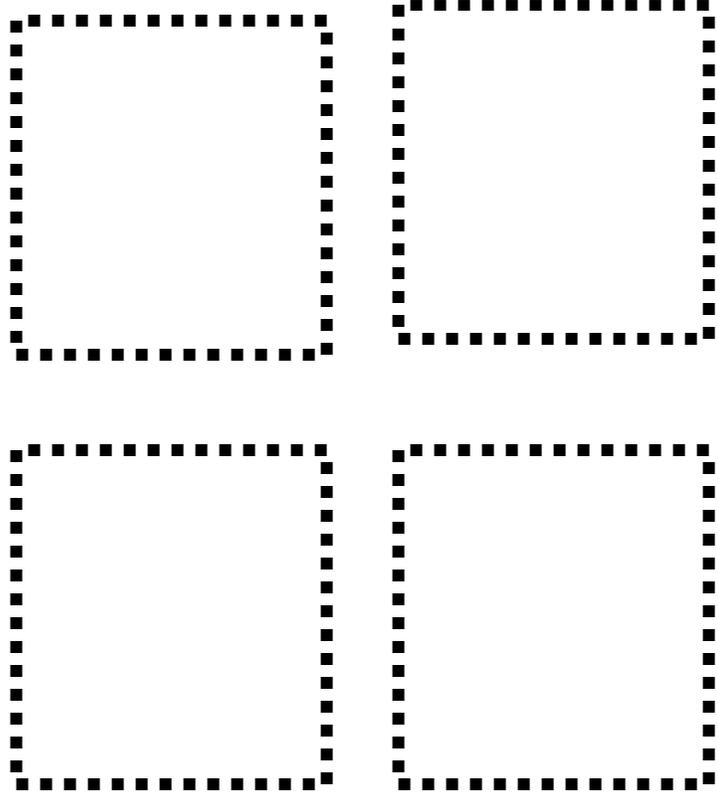
Suggestions:

- Copy cutting grid on various colors of construction paper to reinforce color identification.

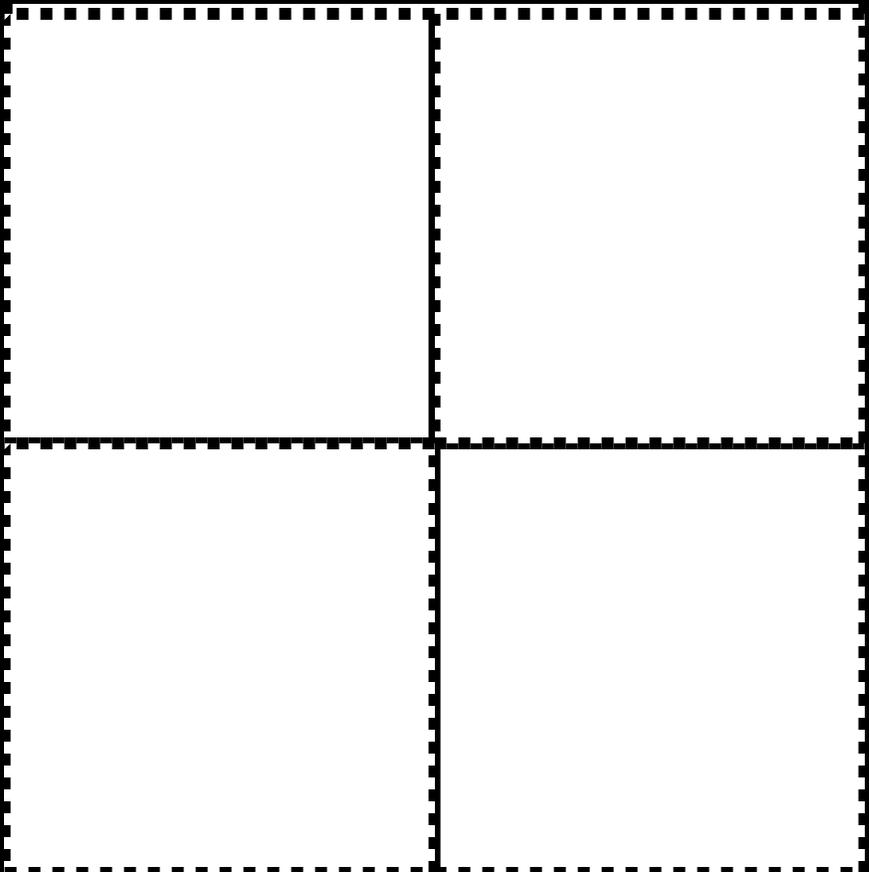
Big Animal, Little Animal



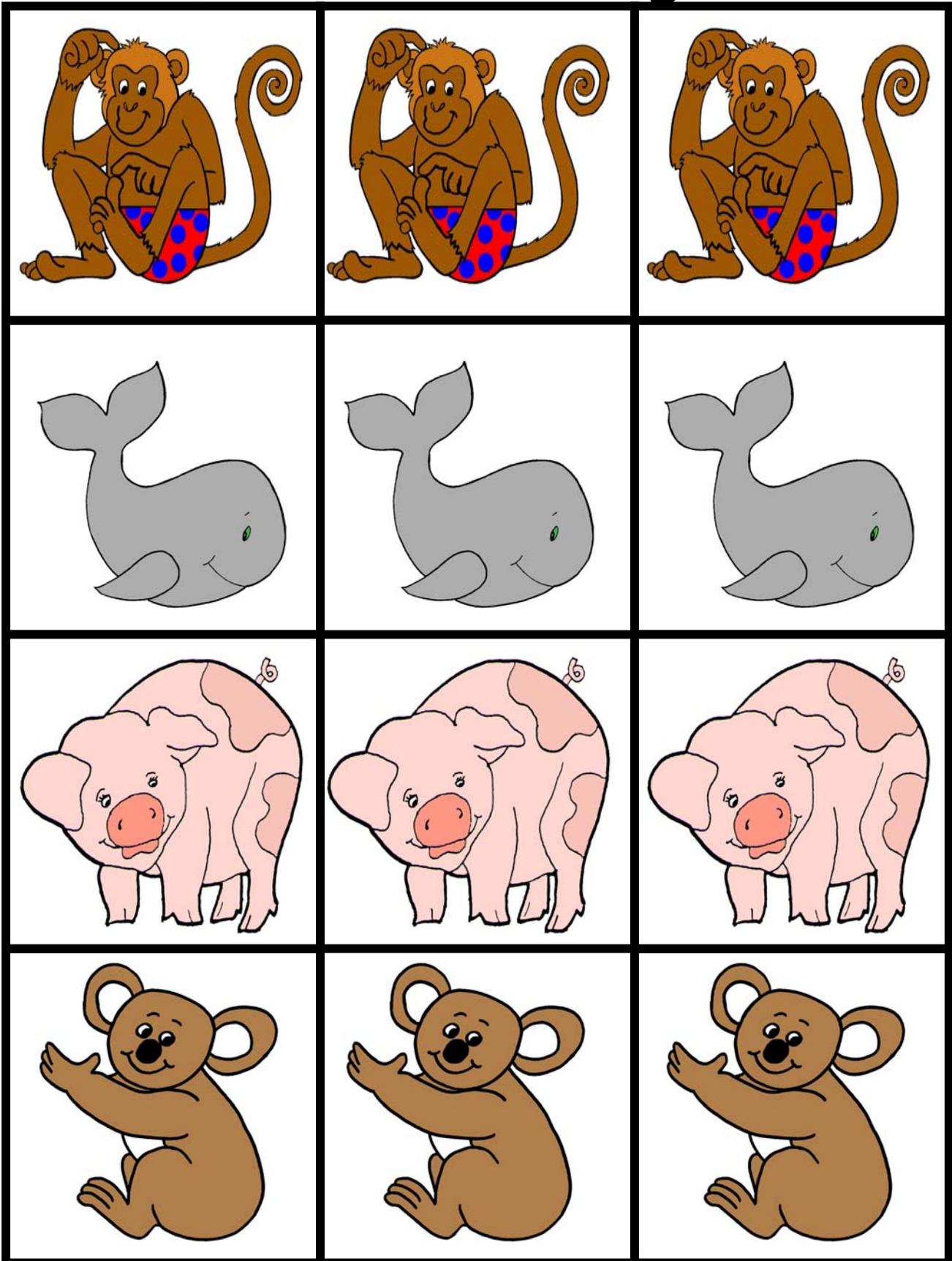
Paste the little animals here.



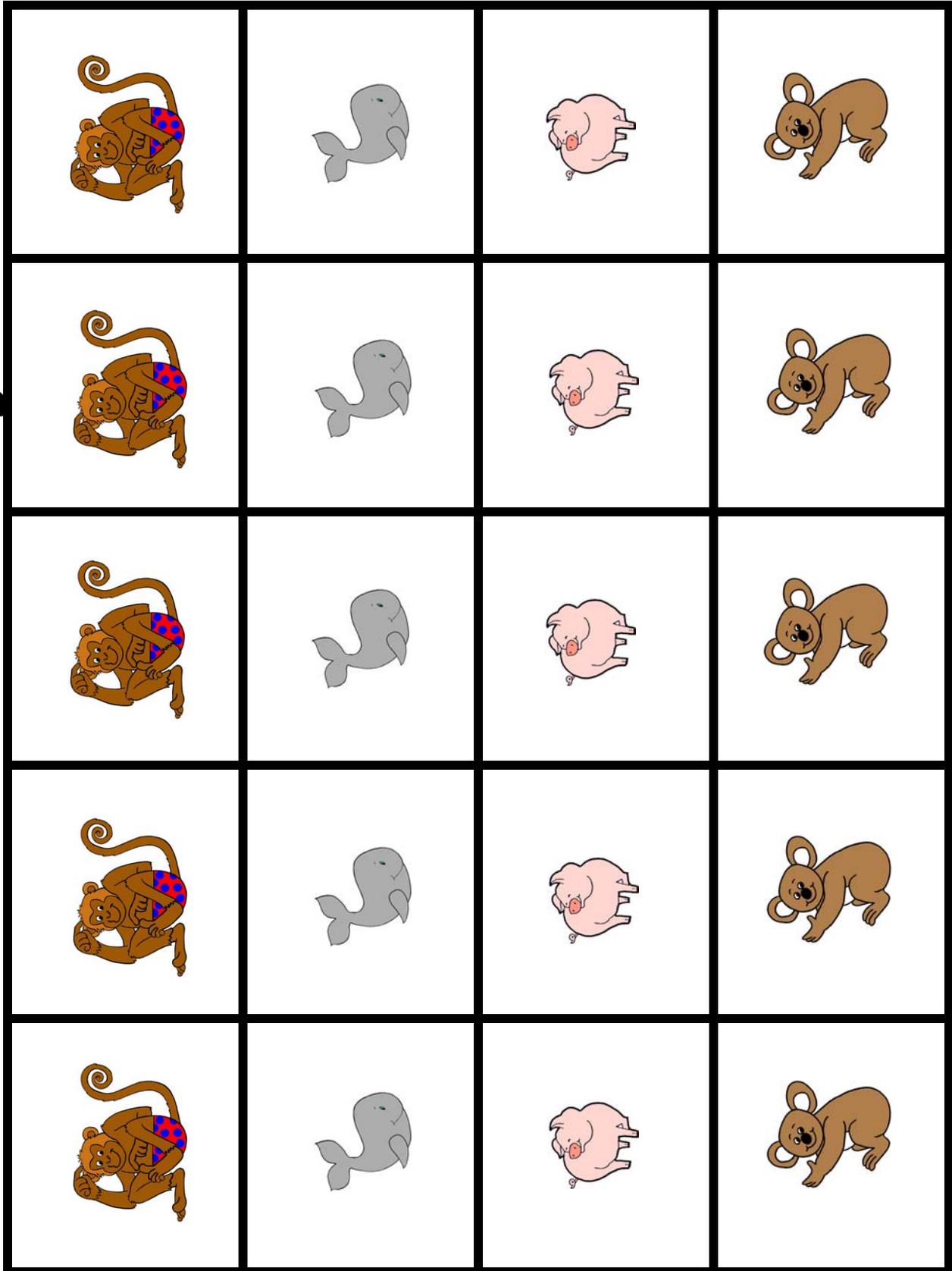
Paste the big animals here.

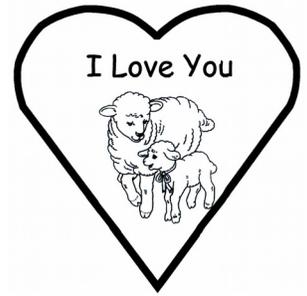


Big Animal Cutting Grid



Little Animal Cutting Grid





Who, What, and Where?

Domain:

- Language, Cognitive, Fine Motor

Goals:

- Child will identify objects and characters on page.
- Child will answer who, what and where questions.
- Child will use fine motor skills to mark the correct answer.

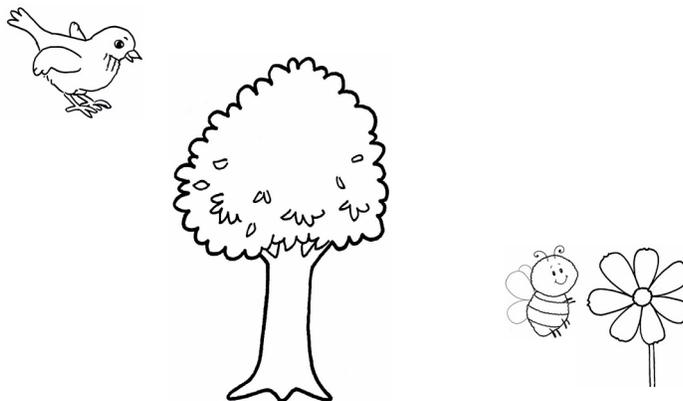
Materials:

- *Who, What, and Where?* pp. 60-62
- marker, crayon, or primary pencil



Instructions:

- Teacher will copy *Who, What and Where?* reproducible pages.
- Teacher will help child to identify objects and characters pictured on the page.
- Teacher will read questions and help child to determine the correct answer.
- Child will mark/color correct object for each question.

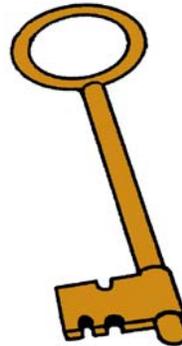


Who, What, Where?

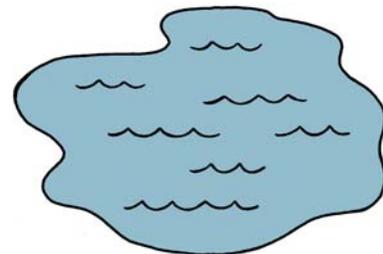
Who loves a rake?



What do you use to open a lock?



Where do ducks swim?

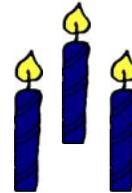


Who, What, Where?

Who loves a flower?



What do you put on the top of a birthday cake?



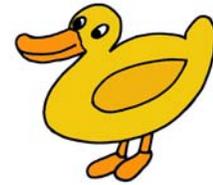
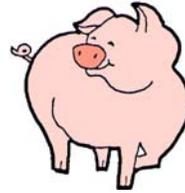
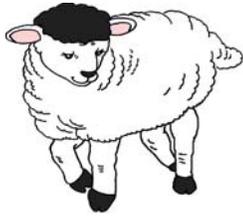
Where do birds like to build a nest?



Who, What, Where?

Who loves to say "boo!"?

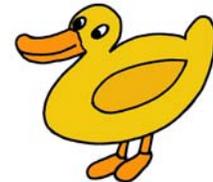
BOO

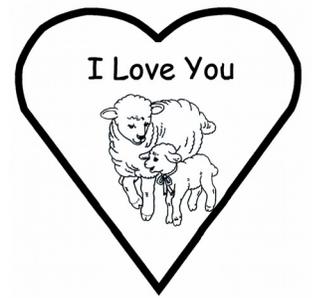


What do you wear on your feet?



Where do whales like to swim?





Which One Is Different?

Domain:

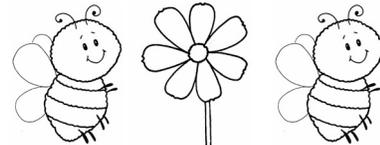
- Language, Cognitive, Fine Motor

Goals:

- Child will identify objects and characters.
- Child will use visual discrimination skills to identify which picture is different.
- Child will use fine motor skills to X or color the picture that is different.

Materials:

- *Which One Is Different?* pp. 64-66
- marker, crayon or primary pencil



Instructions:

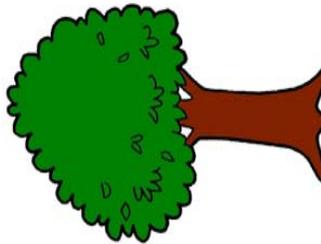
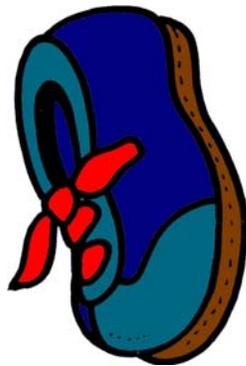
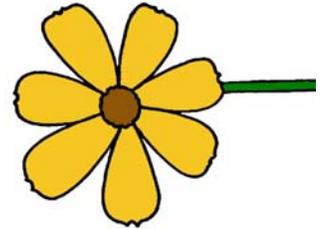
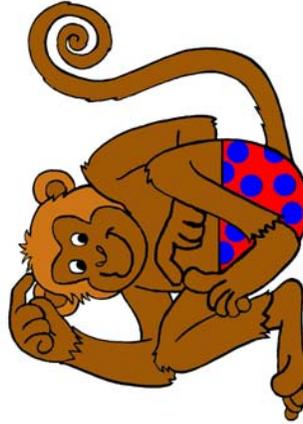
- Teacher will copy *Which One Is Different?*
- Child will name objects or characters.
- Instruct child to place finger on the picture in each row that is different.
- Child will X or color the picture that is different.

Suggestions:

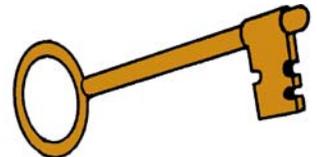
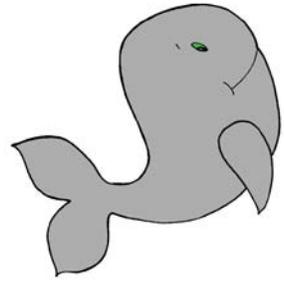
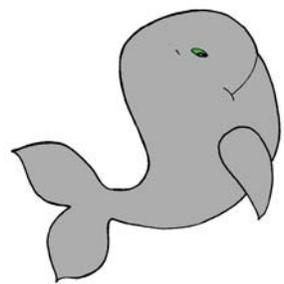
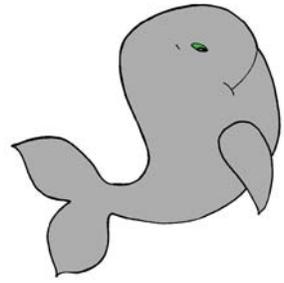
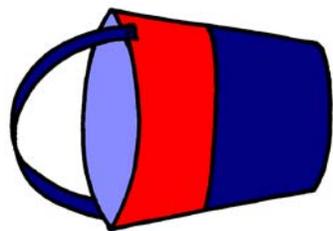
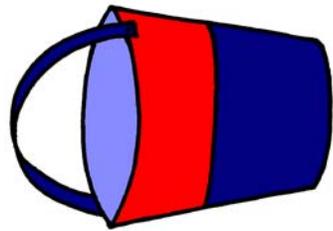
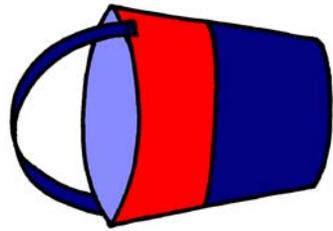
- When working with children who need less visual stimulus, fold paper so that only one set of objects and characters are showing at a time.
- For children with limited fine motor skills, a sticker may be used to mark the one that is different.



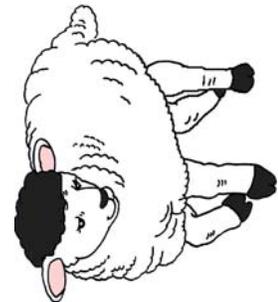
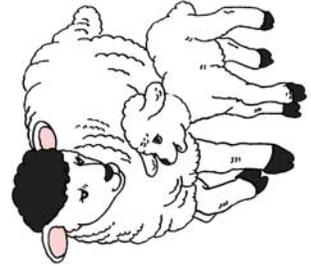
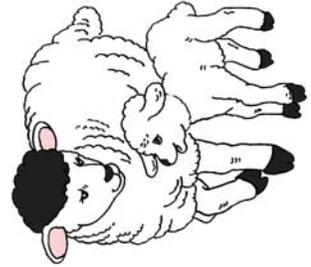
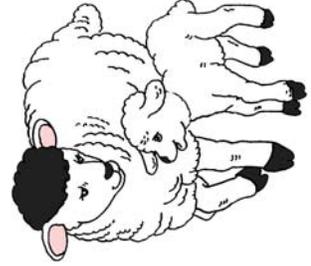
Which One is Different?



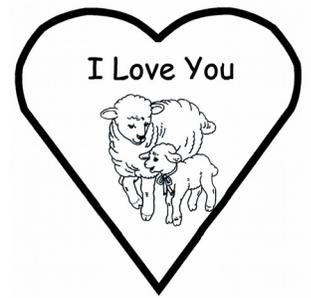
Which One is Different?



Which One is Different?



Every 1 Loves a 2 Word Association



Domain:

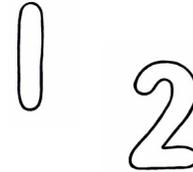
- Language, Cognitive, Fine Motor

Goals:

- Child will name objects or animals found in the story.
- Child will match animals or objects related to each other as indicated in the story.
- Child will paste appropriate animals or objects next to the matching related picture.

Materials:

- *I Love You* storybook
- *Every 1 Loves a 2* pp. 68-73 Part One and Two
- glue
- scissors

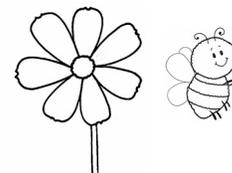


Instruction:

- Read and reread the story *I Love You* helping the children to become familiar with objects and animals that are associated with each other.
- Copy *Every 1 Loves a 2* pages (Parts One and Two).
- Review objects and animals on all pages.
- Select *Every 1 Loves a 2* Part One to be the child's page.
- Cut apart animal or object squares found on *Every 1 Loves a 2* Part Two (discard empty squares).
- Match Part Two animal or object squares with the appropriate picture on part one sheets.
- Paste picture squares next to the appropriate picture.

Suggestions:

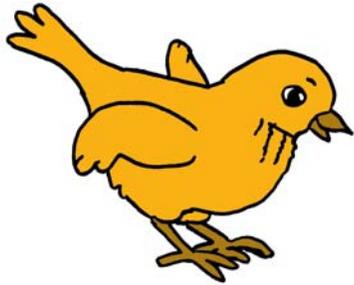
- Allow children with advanced cutting skills to cut their own picture squares.
- Give young children only one, two or three picture choices with one page to avoid frustration.
- Repeat activity reversing pages. Cut the picture squares from Part One page, paste them on Part Two.



Every 1 Loves a 2

Part One

Every bird.....loves a _____.



Every flower loves a _____.



Every lockloves a _____.



Every sockloves a _____.



Every 1 Loves a 2

Part One

Every ghostloves a _____.



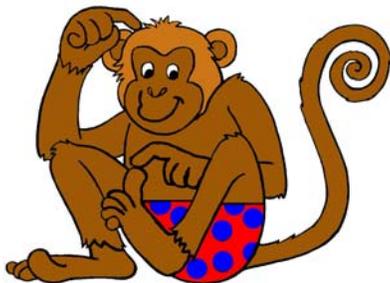
Every oneloves a _____.



Every shovel.....loves a _____.



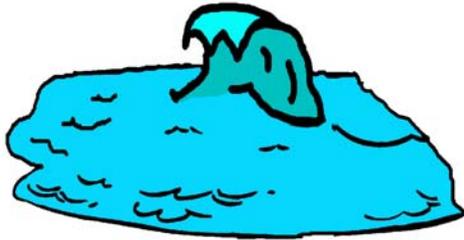
Every monkey.....loves a _____.



Every 1 Loves a 2

Part One

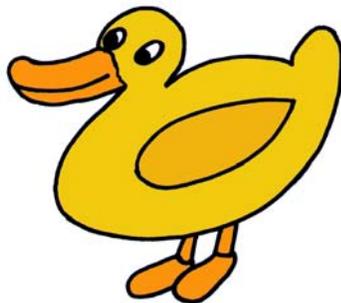
Every wave.....loves a _____.



Every farmer.....loves a _____.



Every duck.....loves a _____.



Every candle.....loves a _____.



Every 1 Loves a 2

Part Two

Every _____ loves a tree.



Every _____ loves a bee.



Every _____ loves a key.



Every _____ loves a shoe.



Every 1 Loves a 2

Part Two

Every _____ loves a boo.



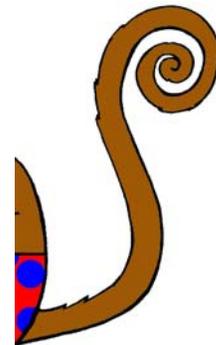
Every _____ loves a two.



Every _____ loves a pail.



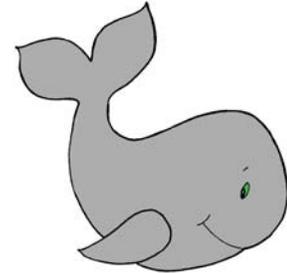
Every _____ loves a tail.



Every 1 Loves a 2

Part Two

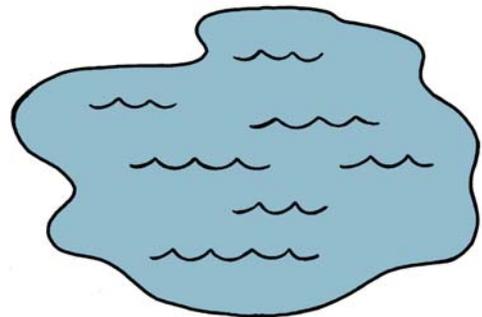
Every _____ loves a whale.



Every _____ loves a rake.

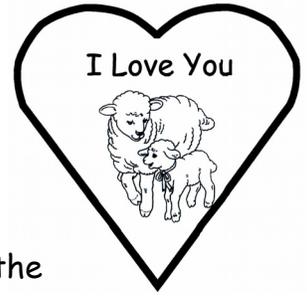


Every _____ loves a lake.



Every _____ loves a cake.





Bookless Story Time

This activity is intended to be used after children are familiar with the story and illustrations.

Domain:

- Language

Goals:

- Child will use felt board or Velcro figures to reenact scenes from the story.
- Child will reinforce sequencing skills.

Materials:

- felt board or Velcro props and characters
- felt board or Velcro board
- recorded version of *I Love You*
- headphones (optional)
- quiet, comfortable reading corner

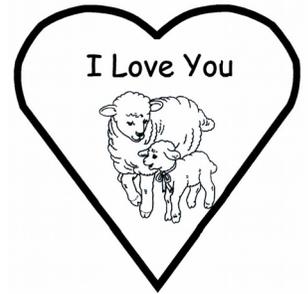
Instructions:

- Use felt board or Velcro story telling props in the listening center. As the students listen to *I Love You*, they can be involved in the fun by selecting appropriate figures as they are introduced in the story. This activity helps to reinforce sequencing skills.

Suggestions:

- Children enjoy playing the role of teacher while they reenact the story for their peers.

Listening Center



This activity should be used only after children are familiar with the story and illustrations.

Domain:

- Language

Goals:

- Child will listen to the story from a recording.
- Child will follow along as the story is being read.

Materials:

- books, recorded version of *I Love You*
- headphones (optional)
- bell or other cueing device

Instructions:

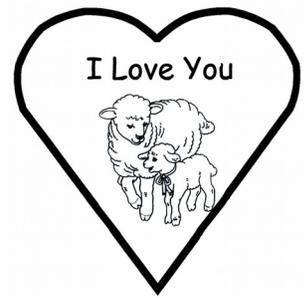
- Use a recorded version of *I Love You*.
- Use a bell to cue children turn pages at the appropriate time.
- If more than one child is listening at one time, provide a copy of the book for each child.

Suggestions:

- Provide a quiet comfortable area with minimal distractions.



Packet Making Day



Domain:

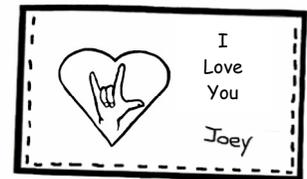
- Language, Fine Motor

Goals:

- Child will review characters and objects.
- Child will use fine motor pasting skills.

Materials:

- large paper for envelope packets
- leftover character and objects from fine motor activities
- *Read to Me* reproducible p. 78
- crayons or markers
- glue/stapler
- assessment letter
- child's painted characters and objects
- child's copy of *I Love You*

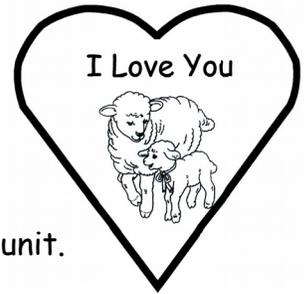


Instructions:

- Teacher will copy *Read to Me* reproducible p. 78.
- Teacher will create a large envelope by pasting or stapling three of the four sides of the large piece of paper.
- Allow child to decorate packet with extra characters and story objects.
- Child can also decorate using markers and/or crayons.
- Glue *Read to Me* tag on packet.
- Teacher should print the name of the story in **bold** large print on the front of packet.
- Write child's name in **bold** letters on the front of packet.

Suggestions:

- Use 18X22 Sulfite paper. Make sure envelope is large enough to accommodate character and object paintings and miscellaneous projects.
- Child's text and illustrations must be identical to the teacher's version that has been read in the classroom.



Take Your Packet Home

This project is intended to be the last activity in this unit.

Domain:

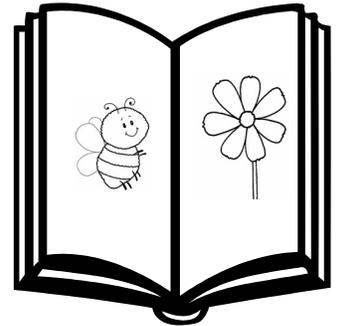
- Language, Cognitive

Goals:

- Child will identify printed name on painted objects.
- Child will fill packets with all painted pictures, unit activities and a copy of child's book and assessment.

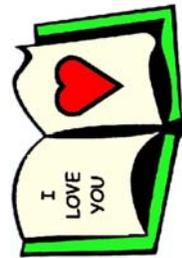
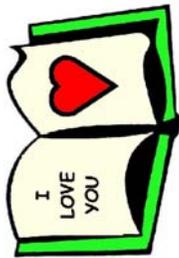
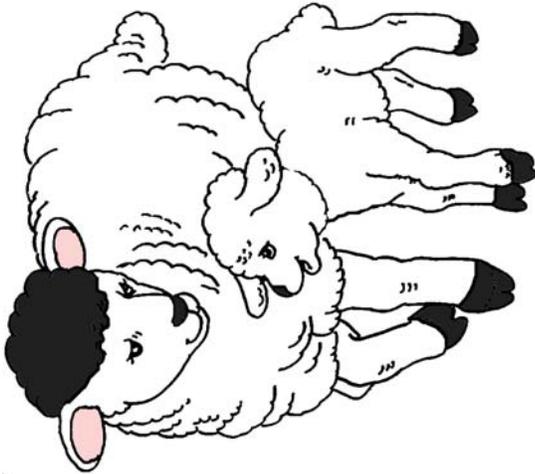
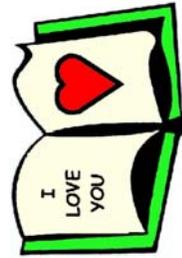
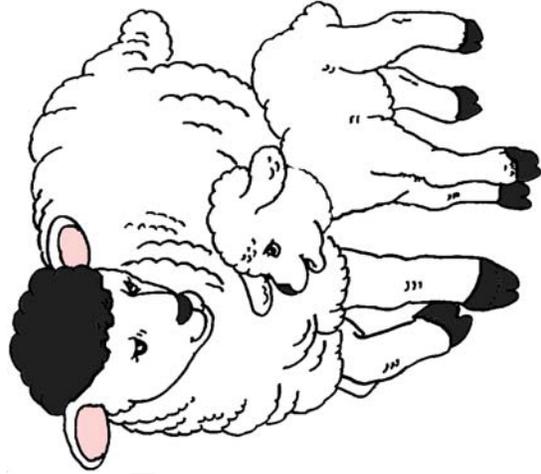
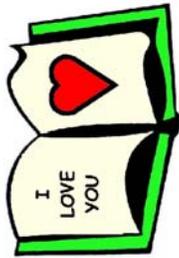
Materials:

- packet - see *Packet Making Day* activity p. 76
- assessment letter
- paintings
- assorted activities
- individual copy of *I Love You* book
- stapler/glue

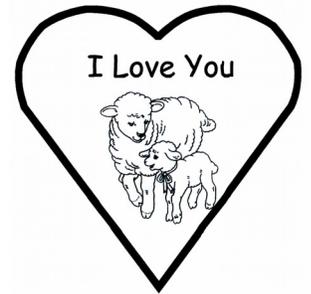


Instructions:

- Teacher will assemble packet prior to this activity.
- With assistance from the teacher, the child will identify his/her name on painted characters or objects that have been displayed around the room.
- With assistance from the teacher, the child will place painted characters and objects in the packet.
- With assistance from the teacher, the child will place a copy of *I Love You* book in the packet.
- Teacher will include completed assessment letter in the packet.
- Before dismissing child, staple packet closed to keep objects in the envelope until it reaches the parent.
- Remind students to tell/ask parents to *Read to Me*.



Additional Books for Your Reading Corner



Guess How Much I Love you
Heart to Heart
Love You Forever
Counting Kisses
I Like You
I Love You as Much
Lilly's Chocolate Heart
Froggy's First Kiss
Roses are Pink, Your Feet Really Stink
A Book of Kisses
How Many Hearts?
Kiss, Kiss!
I Love You
I Love You
A Book of Hugs
Snappy Little Hugs
The Day it Rained Hearts
Clifford, I Love You
Maisy Loves You
My Happy Heart
Love, Lola
Give a Little Love

Sam McBratney
George Shannon
Robert Munsch
Karen Katz
Sandol Stoddard
Laura Krauss Melmed
Kevin Henkes
Jonathan London
Diane DeGroat
Dave Ross
Chuck Murphy
Margaret Wild
Chuck Murphy
Remy Charlie
Dave Ross
Derek Matthews
Felicia Bond
Norman Bridwell
Lucy Cousins
Melody Carlson
Diane DeGroat
Lizzie Mack



Look Inside a Book

Concepts of Print

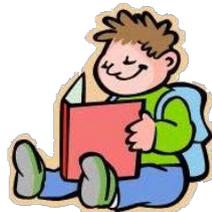
This activity contains teaching strategies that are intended to be used throughout the curriculum unit. The goals listed complement **Early Learning State Standards**. Goals that focus on **Strategies for Reading to Young Children** can be found on the **Speech and Language Tab**.

Goals:

- Child will identify the front and back cover of the book.
- Child will identify the title of the book.
- Child will identify the author/illustrator of the book.
- Child will use finger to trace words from left to right on a page of text.
- Child will point to the top of the page.
- Child will point to the bottom of a page.
- Child will demonstrate knowledge that groups of letters form words.
- Child will actively engage in group reading activities with purpose and understanding.

Materials:

- featured storybook



Instructions:

- Before reading the story, show children the front of the book. Explain that the front of the book is also called the front cover of the book.
- Point out the different things found on the cover:
 1. The cover has both words and pictures.
 2. Find the title of the book pointing to each word as you read the title.
 3. Find the author's name.
 4. Find the illustrator's name.
 5. Talk about the illustrations found on the front cover. Encourage the children to describe the pictures.
 6. Point out the difference between words/letters and illustrations.





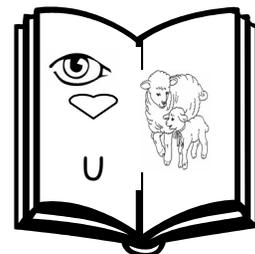
- Turn the book over and ask children to look at the back of the book. It may also be called a back cover.
- Review the concepts of the front and back of a book.
- Turn the book over to the front and open the cover. Show that the title is again printed on this page. Read the title pointing to each word with a one to one correspondence. Also on that page you will find the names of the author and illustrator. Explain that an illustrator is the person who draws the pictures for this story. Read the name, pointing to each word.
- You may want to explain that books are often written and dedicated to a special person. Ask children if they have ever drawn a picture or written a story for someone special in their life (mother, grandparent, or friend).
- Ask the children to turn the page and look at the first page. Explain that this is the page where the real story begins. Read the text. Point out the difference between words/letters and illustrations.
- Point out the first word of this story. Put your finger on the first word and begin reading the text pointing to each word.
- Show children that the first word starts on the left, and read each word moving from the left to the right.
- Turn the page. Find the first word on the left page. Continue reading, pointing out each word and reinforcing the left to right progression.
- When reading pages with more than one line of text, point to each word and show the children when you have gotten to the end of one line. Use your finger to show children how you must go back to the left and find the first word in the next line of print. Repeat this process until you have completed all the text on that page.
- Continue reading each page in the same manner.



Cognitive Goals

These goals focus on cognitive skills that are emphasized when reading *I Love You*.

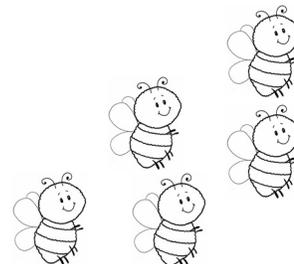
TO IMPROVE GENERAL KNOWLEDGE AND COGNITIVE SKILLS, THE CHILD WILL:



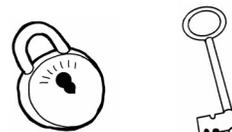
1. Follow along in a book as it is being read.
2. Increase attention span to remain focused on the story.
3. _____ Match _____ Sort _____ Point to _____ Name these colors:

| | | | |
|--------|--------|--------|--------|
| red | red | red | red |
| blue | blue | blue | blue |
| green | green | green | green |
| orange | orange | orange | orange |
| brown | brown | brown | brown |
| yellow | yellow | yellow | yellow |
| white | white | white | white |

4. Count _____ animals or objects from the story.
 1 1-3 1-5 1-10 10 or more



5. Describe action depicted in pictures.
6. Improve memory skills and the ability to predict what objects or animals will come next.
7. Point to or name pictures described by their use.
 What do you use to open a lock? (key)
 What do you wear on your feet? (shoes or socks)
 What can you use to dig in the sand? (shovel)



8. Take part in reading by filling in repetitive familiar words and phrases.

Every _____ loves a _____.

- | | |
|--------|-------|
| bird | tree |
| flower | bee |
| lock | key |
| sock | shoe |
| ghost | boo |
| one | two |
| monkey | tail |
| wave | whale |
| farmer | rake |
| duck | lake |
| candle | cake |



I Love You.

9. Use visual discrimination to match small, medium and large.

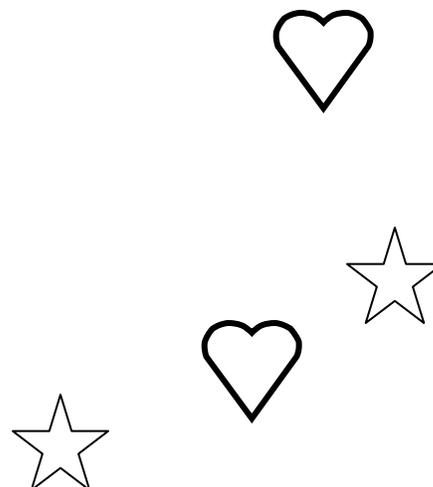
10. _____ Point to _____ Identify these animals.

- | | | |
|------------|--------|-------|
| bird | bee | pig |
| koala bear | monkey | whale |
| rabbit | duck | sheep |

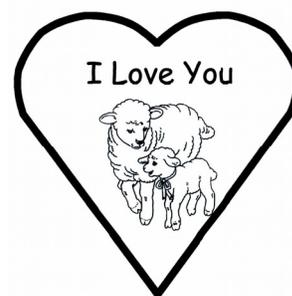


11. Identify these shapes:

- | | | | |
|-------|---|-------|---|
| _____ | ○ | _____ | △ |
| _____ | □ | _____ | ♥ |
| _____ | ◇ | _____ | ☆ |
| _____ | ◌ | _____ | ▭ |

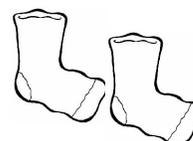


Matching Colored Socks Teaching Basic Concepts Concrete Level A - Using Manipulatives



Domain:

- Cognitive, Language

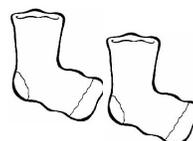


Goals:

- Child will match colors.
- Child will identify colors: red, green, blue, yellow, orange, purple, brown, gray

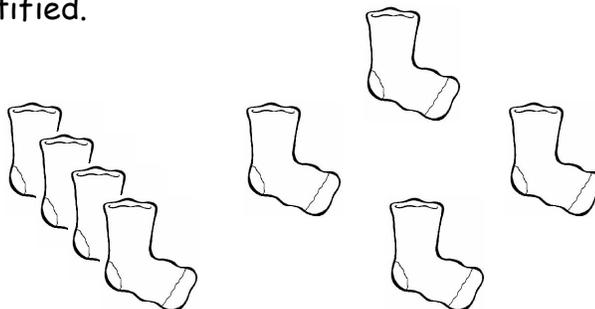
Materials:

- socks, 2 of each color

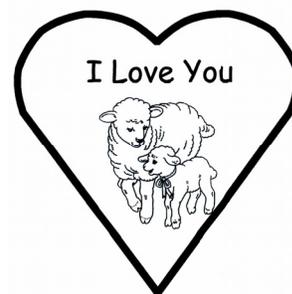


Instructions:

- Place a variety of colored socks on the floor or table. The number of colored socks represented will depend on the ability level of your children.
- Teacher will present a colored sock.
- Child will select matching colored sock from the selection on the floor or table.
- Child will identify the name of the color. Give teacher assistance if necessary.
- Continue taking turns until all sock colors have been identified.



Colored Socks
Color Matching
Abstract Level B - Using Pictures



Domain:

- Cognitive, Language

Goals:

- Child will match colors.
- Child will identify colors: red, green, blue, yellow, orange, purple, brown, gray

Materials:

- *Colored Socks* reproducible p. 86
- colored construction paper in primary colors



Instructions:

- Teacher will copy one page of *Colored Socks* (2 cards) onto each of the selected colors. One page of red will result in a pair of two red socks.
- Begin with basic primary colors for young children.
- Teacher will cut cards or cut individual socks.
- Teacher will assist children in identifying colors.
- Teacher will present colored socks.
- Child will select matching colored socks.
- Child will identify the name of the color.

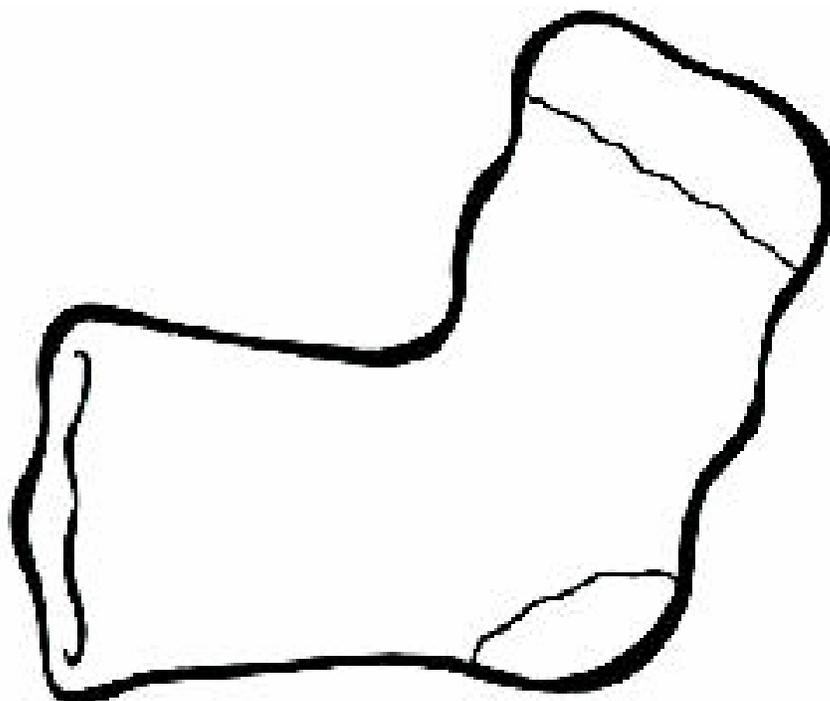
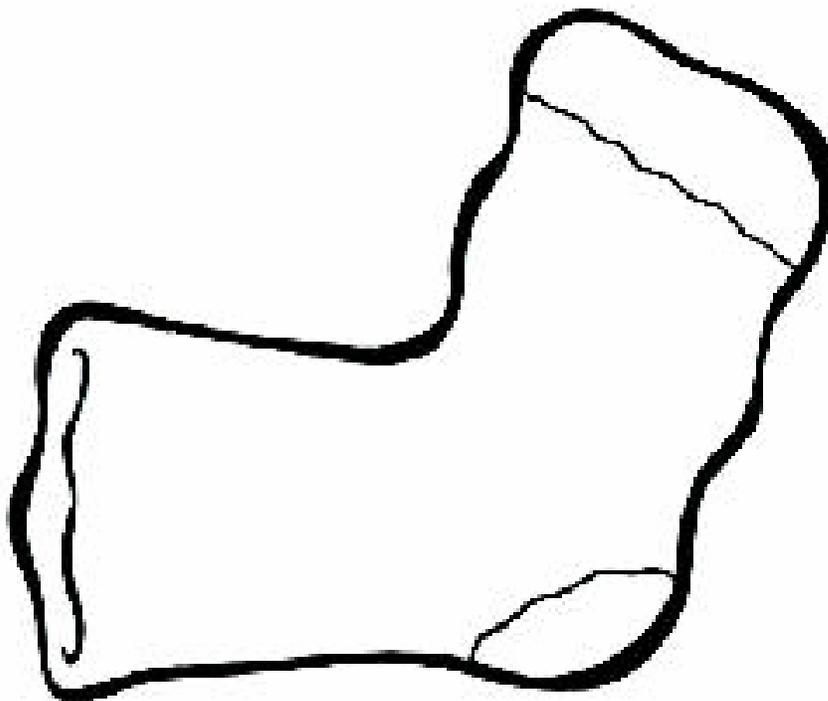


Suggestions:

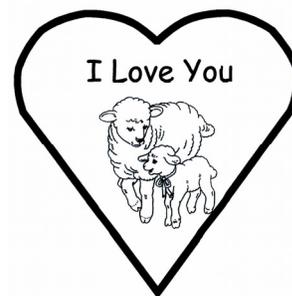
- Laminate for durability.
- Use Velcro on the backs if you want to display on a felt or Velcro board.
- Color words may be written on the socks for higher functioning children.
- Use real socks in a variety of patterns to match different patterns and colors.
- Use real socks of different sizes/colors or patterns.



Colored Socks



Counting Candles
Teaching Basic Concepts
Concrete Level A - Using Manipulatives

Domain:

- Cognitive, Language

Goals:

- Child will count objects. (1-3) (1-5) (1-10)

Materials:

- Objects found illustrated in the story.

Possible suggestions:

10 candles, and 1 cake

10 shovels, 10 pails

10 socks, 10 shoes

10 keys, 10 locks

Instructions:**Activity One:**

- Teacher will accumulate sets of 10 or more objects (10 candles, 10 socks, 10 shoes, 10 dogs).
- Start by using the candles and a cake.
- Begin using only three of the same candles at one time.
- Demonstrate counting the three candles.
- Place each candle in the cake as it is being counted.
- Encourage children to count independently or with you.
- Allow each child to count to three placing the candles in the cake.
- Add more candles after they have accomplished counting to three.

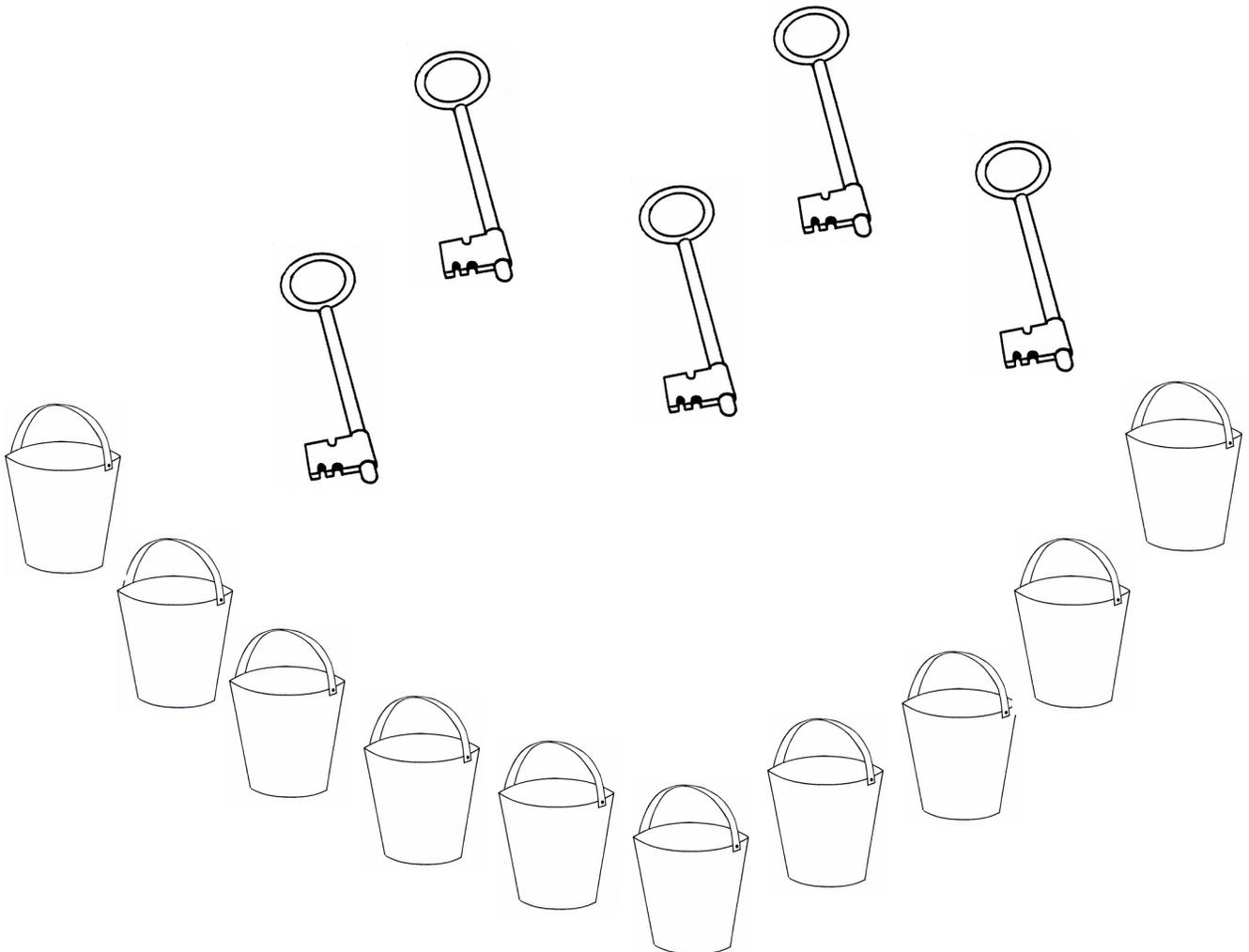
Activity Two

- Teacher will accumulate sets of 10 or more objects (10 shovels, 10 pails, 10 shoes, 10 socks).
- Select one of the objects from above.

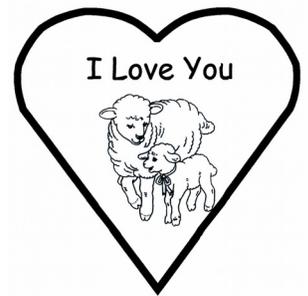
- Begin using only three of the same object at one time (3 shovels).
- Demonstrate counting the shovels.
- Encourage children to count independently or with you.
- Present 3 of a different object (3 pails) and practice counting the three pails.
- Rotate objects and repeat procedure until children have mastered counting to three. Add another object as children increase the number that they are able to count.

Suggestions:

- Once children have mastered counting actual objects, you can substitute pictures in place of the objects.



Every Cake Loves a Candle Candle Counting



Domain:

- Cognitive, Language

Goals:

- Child will demonstrate number concepts to ten.
- Child will rote count to ten.
- Child will match cakes according to number of candles.
- Child will count candles with one-to-one correspondence.

Materials:

- *Every Cake Loves a Candle* reproducible pp. 90-94

Instructions:

- Teacher will make two copies of each *Every Cake Loves a Candle* reproducible pages.
- Teacher will cut cards or individual cakes.
- Teacher will assist children in counting the number of candles on each cake.
- Child will select the matching cake with the same number of candles.



Suggestions:

- Laminate for durability.
- Use Velcro on the backs if you want to display on a felt or Velcro board to use this as a large group activity.
- These number cards (*Every Cake Loves a Candle*) can be used with *Every Cake has a Number*. Children can count the number of candles on each cake and find the corresponding numbered cake to match.
- Different colored candles can be used to practice color identification.



Every Candle Loves a Cake

Candle Counting



Every Candle Loves a Cake

Candle Counting



Every Candle Loves a Cake

Candle Counting



Every Candle Loves a Cake

Candle Counting

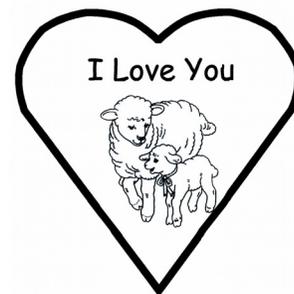


Every Candle Loves a Cake

Candle Counting



Every Cake Has a Number
Cake Counting Number Match



Domain:

- Cognitive, Language

Goals:

- Child will demonstrate number concepts to ten.
- Child will rote count to ten.
- Child will match cakes by number symbols.
- Child will recognize numerals 1-10.
- Child will match candles to number symbol using *Every Candle Loves a Cake* pp. 90-94/*Every Cake Has a Number* pp. 96-100.

Materials:

- reproducible pages *Every Cake Has a Number* pp. 96-100

1

2

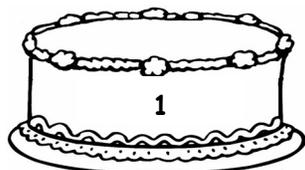
Instructions:

- Teacher will make two copies of each *Every Cake Has a Number* reproducible page.
- Teacher will cut cards or individual cakes.
- Teacher will assist children in identifying numbers.
- Teacher will present cake with number.
- Child will select the matching cake with number.
- Child will identify number.

3

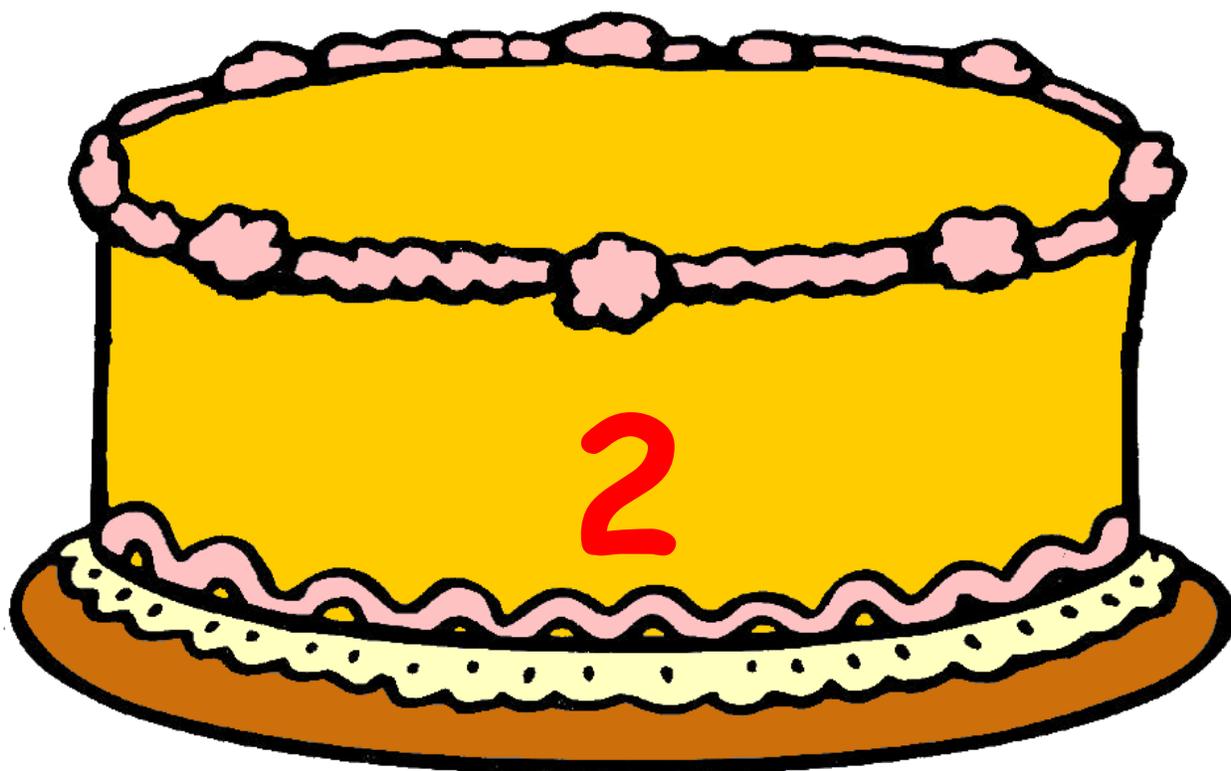
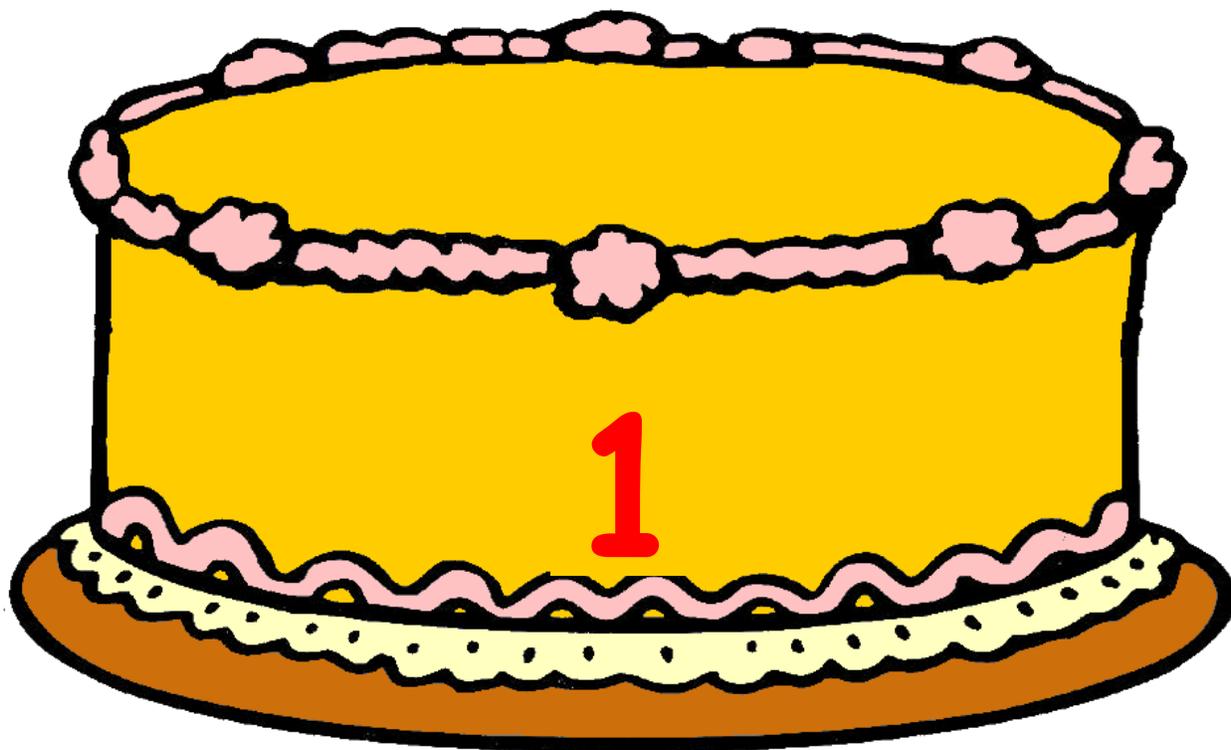
Suggestions:

- Laminate for durability.
- Use Velcro on the backs if you want to display on a felt or Velcro board to use this as a large group activity.
- These number cards can be used with *Every Candle Loves a Cake* to extend this activity.



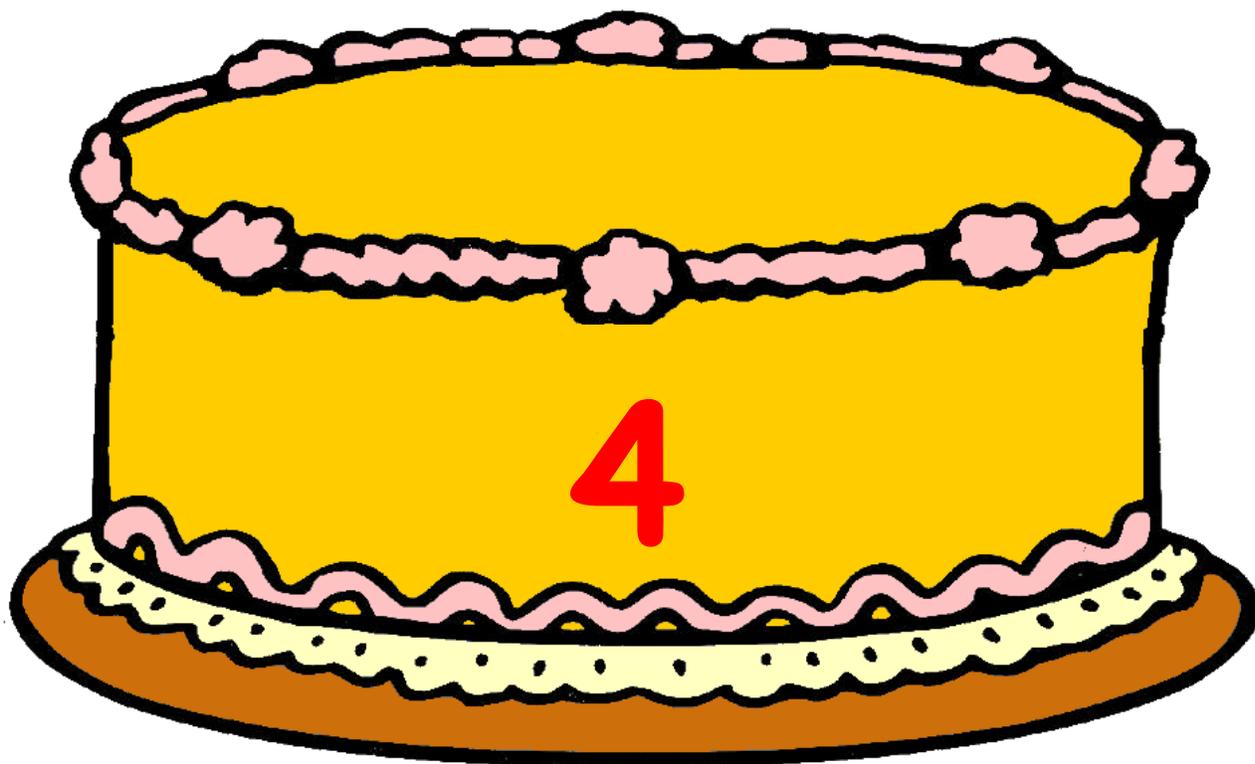
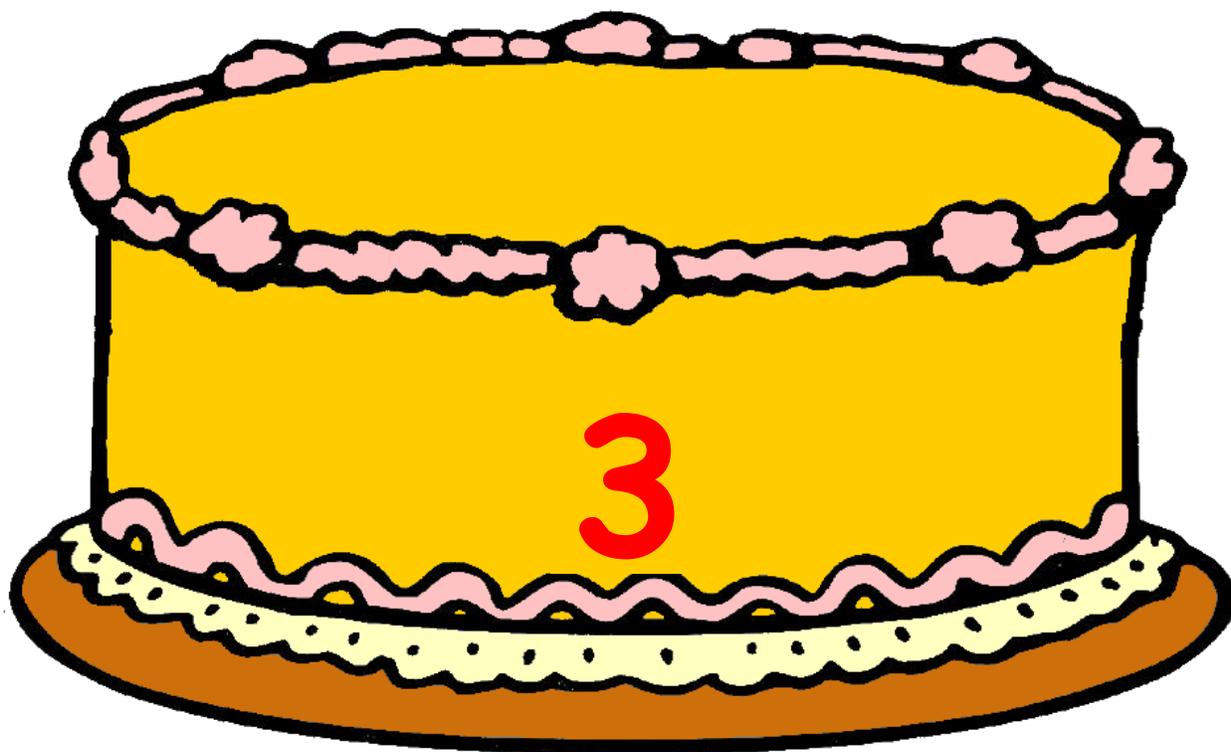
Every Cake has a Number

Cake Counting Number Match



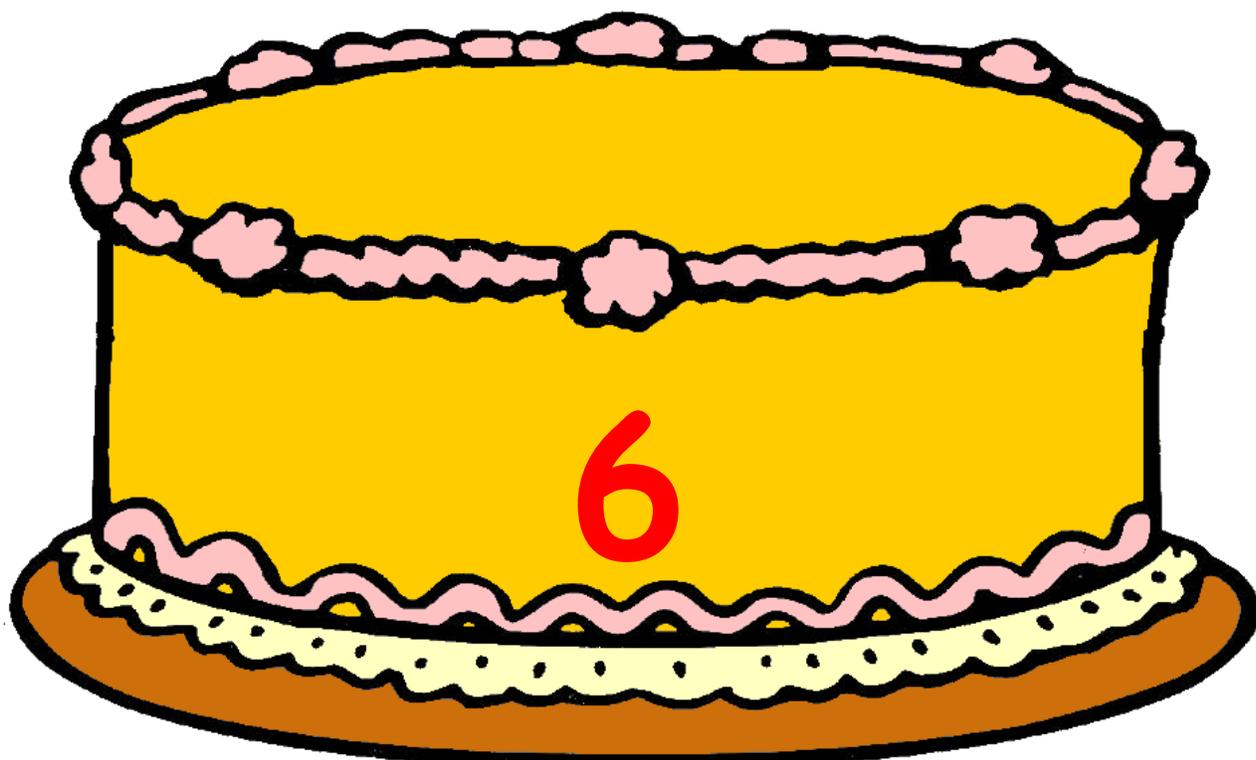
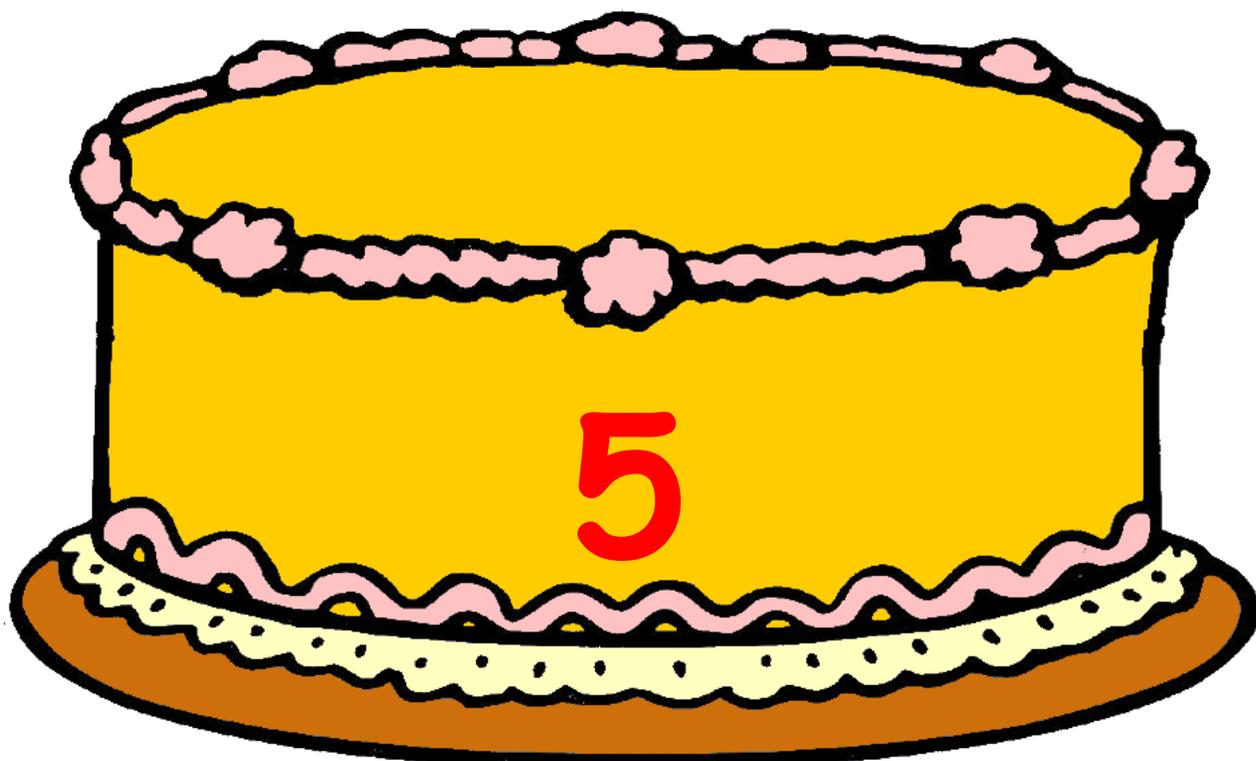
Every Cake has a Number

Cake Counting Number Match



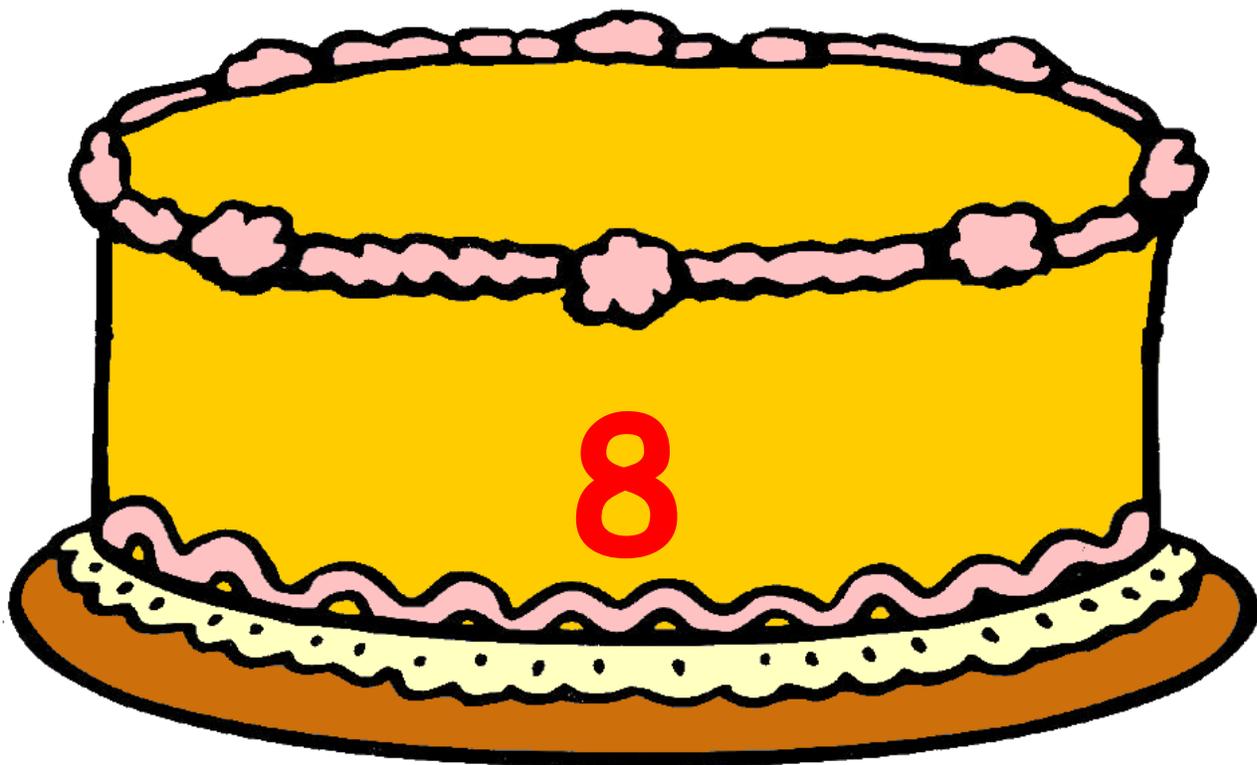
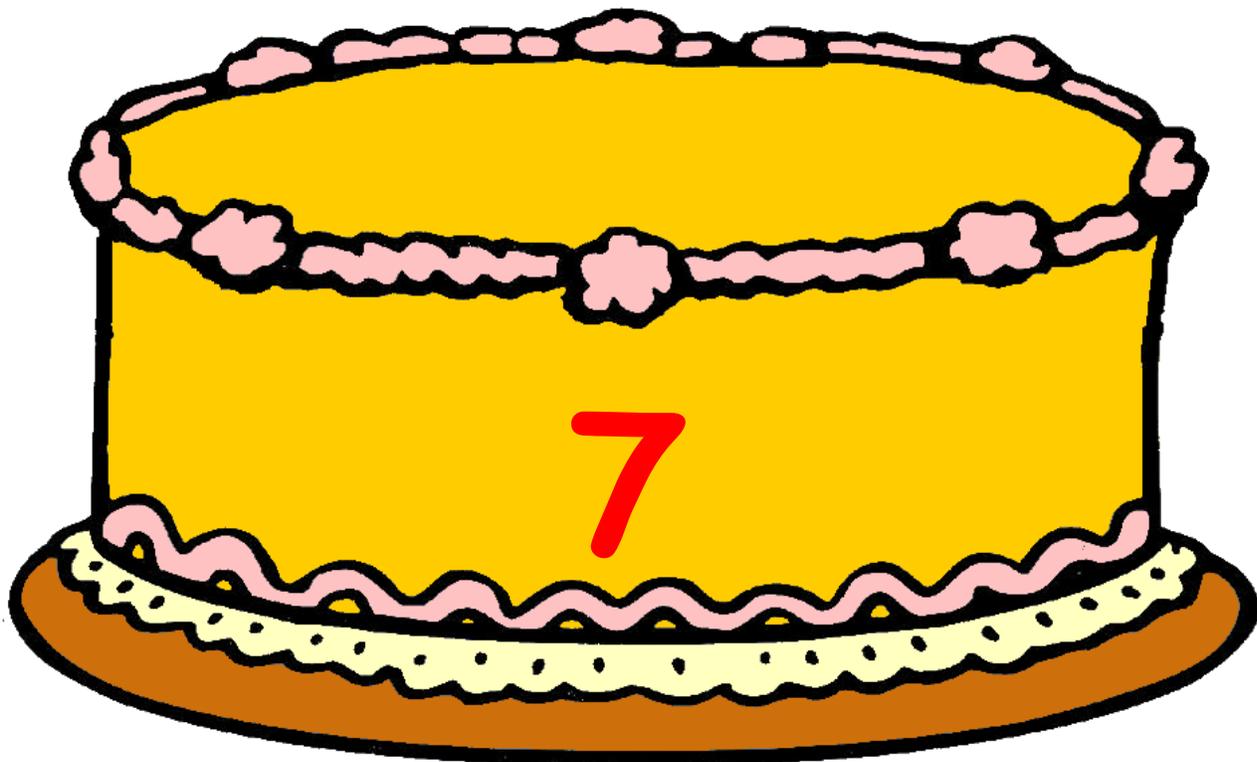
Every Cake has a Number

Cake Counting Number Match



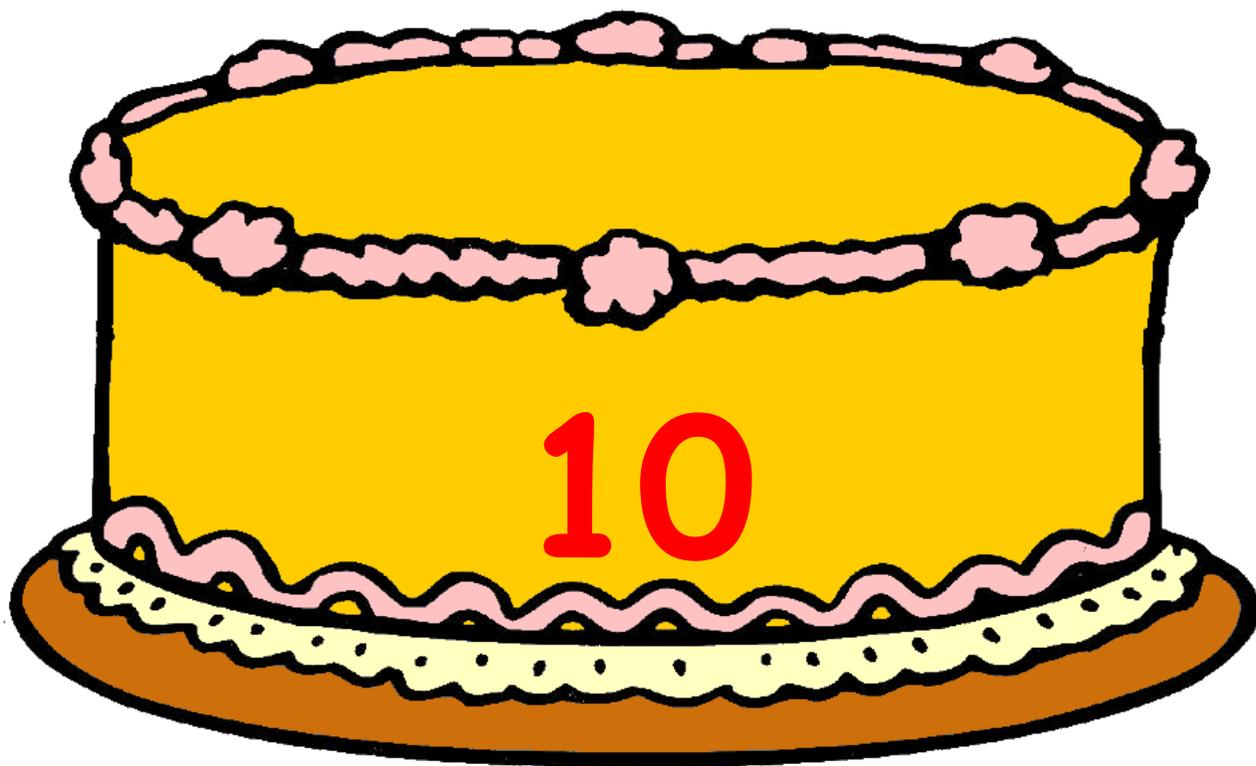
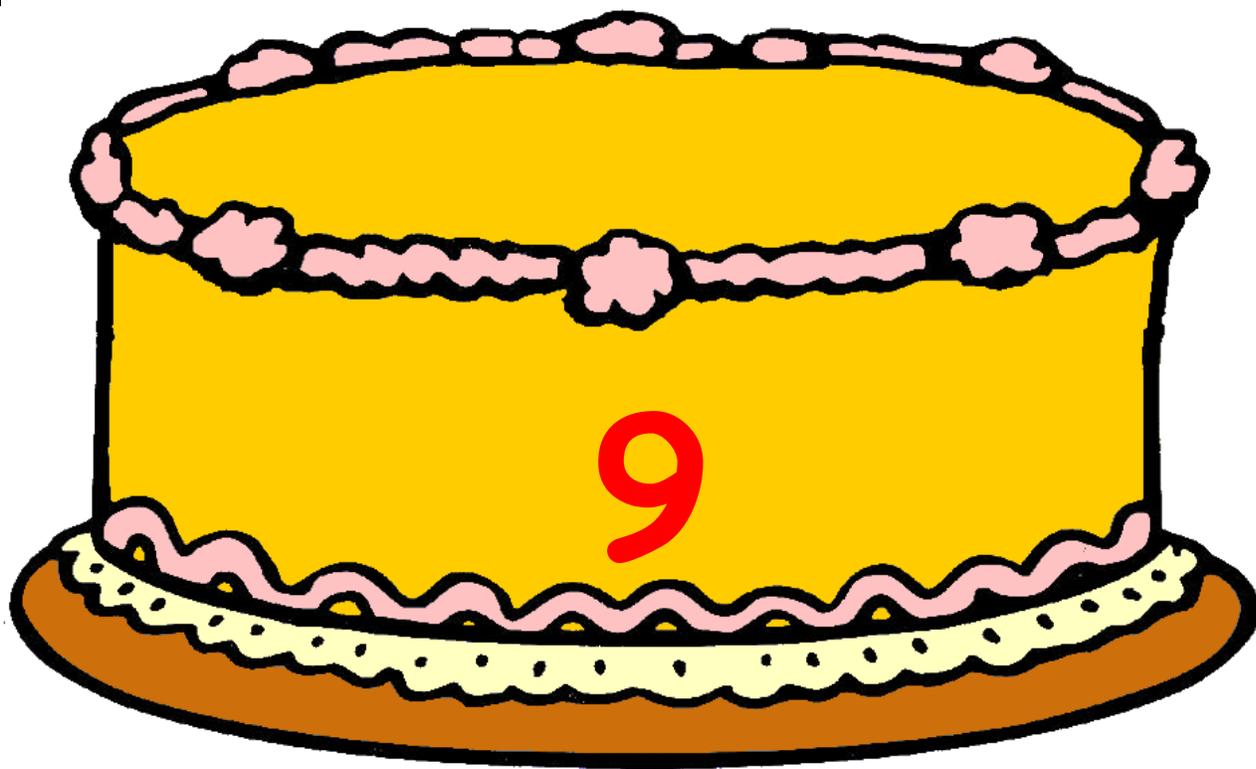
Every Cake has a Number

Cake Counting Number Match

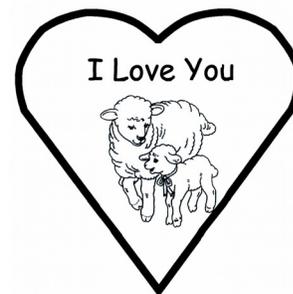


Every Cake has a Number

Cake Counting Number Match



More Bees, Please



Domain:

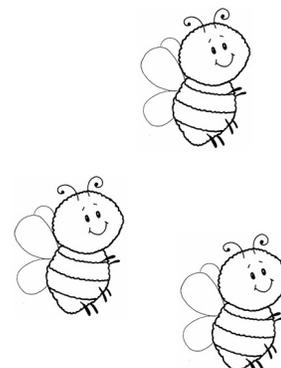
- Cognitive, Language, Fine Motor

Goals:

- Child will identify numbers 1-3, 1-5, or 6-10.
- Child will count and match the number of bees with the appropriate numbered square.

Materials:

- *More Bees, Please* reproducible pp. 102-104
- construction paper
- glue
- scissors



Instructions:

- Teacher will copy *More Bees, Please* reproducible pages.
- Teacher will cut 1-3, 1-5, or 6-10 bee squares for each child.
- Encourage children to identify numerals.
- Help children count the number of bees in each square.
- Help children to match the bees with correct numeral.
- Allow children to match and paste the appropriate numbered bees on the square with correct number.

Suggestions:

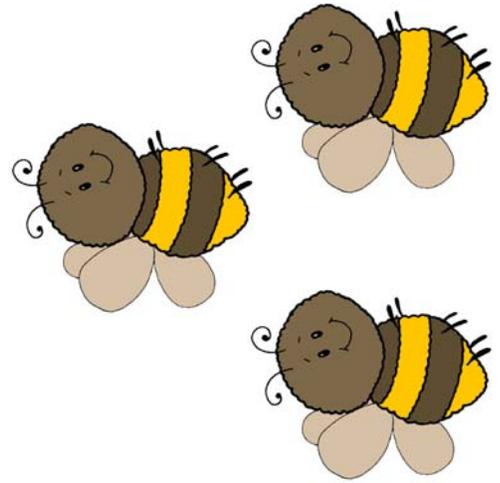
- Children with advanced cutting skills should be encouraged to cut their own bee squares.



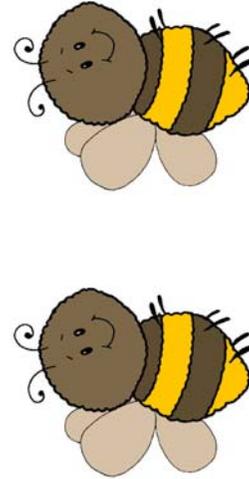
1 2 3 4 5

More Bees, Please

3



2



1

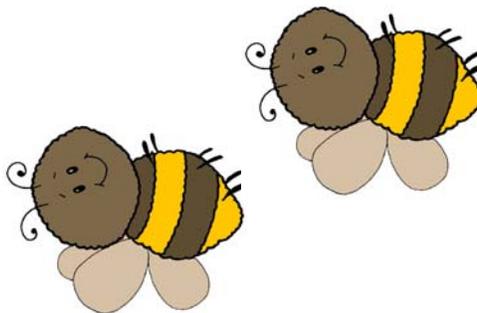


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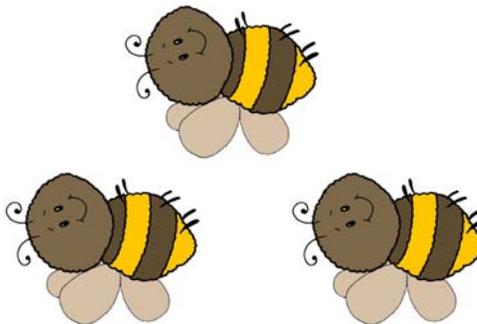
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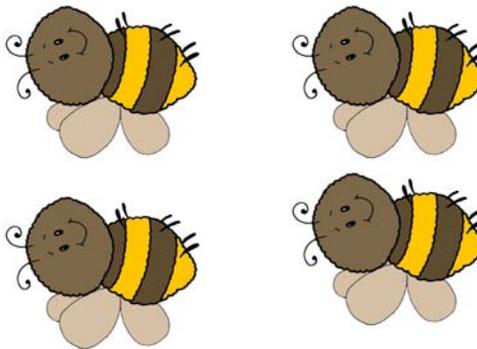
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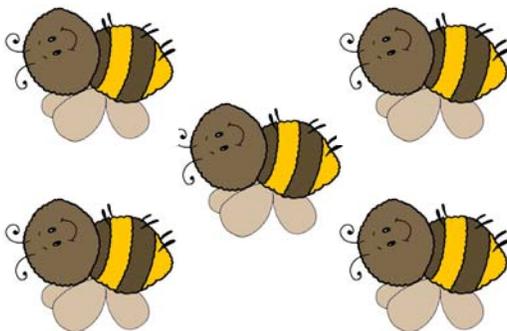
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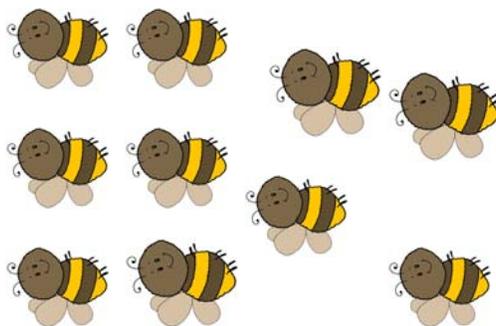


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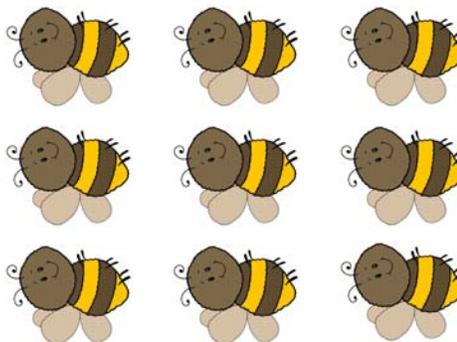


More Bees, Please

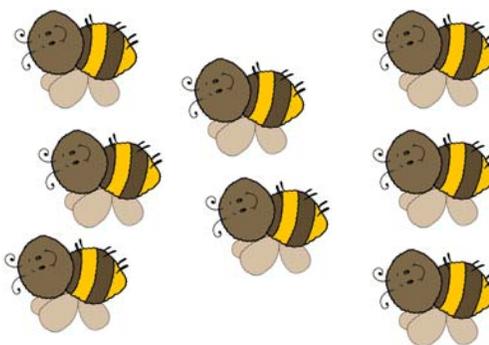
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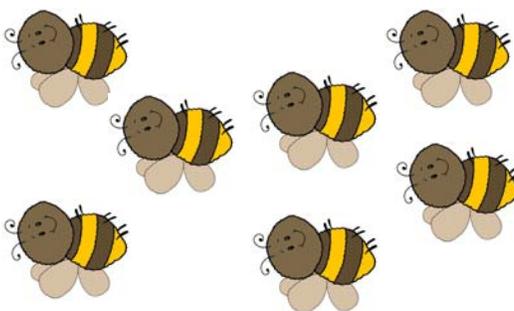
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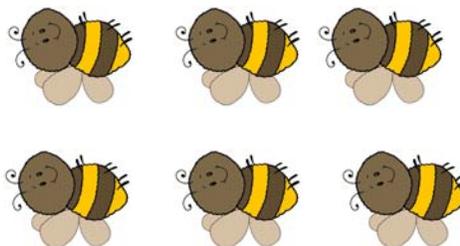
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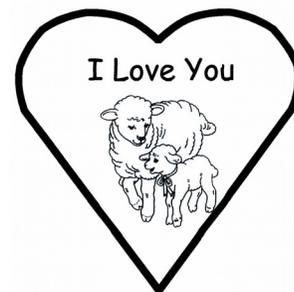
7



6



Every Bird Loves a Number



Domain:

- Cognitive, Language, Fine Motor

Goals:

- Child will identify numbers 1-3, 1-5.
- Child will count birds 1-3, 1-5.
- Child will identify the shape of a star and circle.
- Child will use visual tracking skills to demonstrate knowledge of left to right progression.
- Child will place finger, marker, crayon, or primary pencil on the shape of the star.
- Child will hold marker, crayon, or primary pencil in correct writing position.
- Child will use finger, marker, crayon or primary pencil to draw a line starting on the star and stopping on the circle.

Materials:

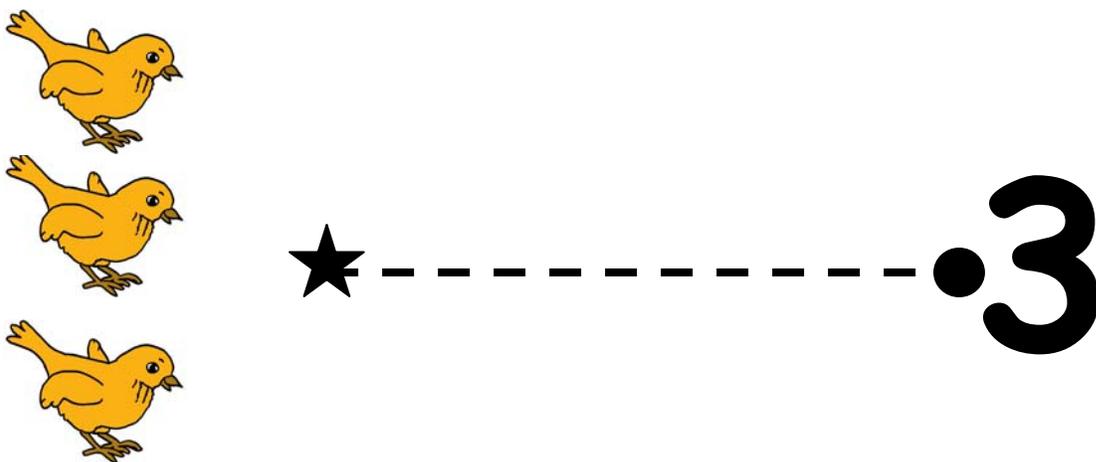
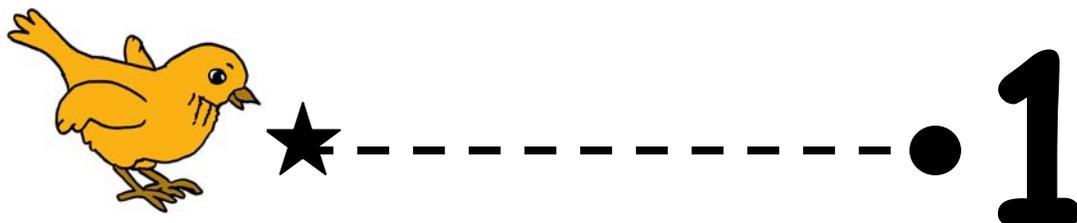
- *Every Bird Loves a Number* pp. 106-108
- marker, crayon or primary pencil



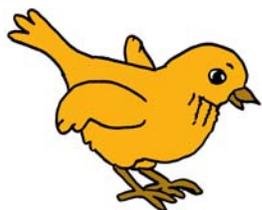
Instructions:

- Teacher will copy *Every Bird Loves a Number* pages.
- Teacher will assist children in number identification.
- Child will count birds 1-3, 1-5.
- Child will match birds to numbers 1-3, 1-5.
- Identify star and circle.
- Child will draw horizontal or vertical lines starting at the star and stopping at the circle.
- Instruct child to stop at the circle and lift pencil from paper.

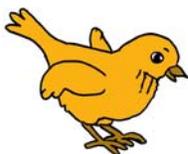
Every Bird Loves a Number



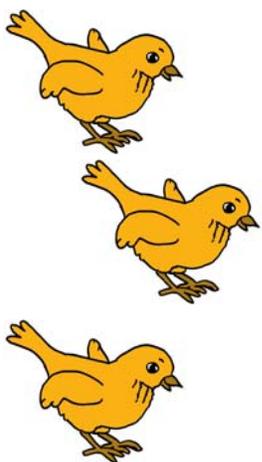
Every Bird Loves a Number



•3



•1



•2

Every Bird Loves a Number

• 3

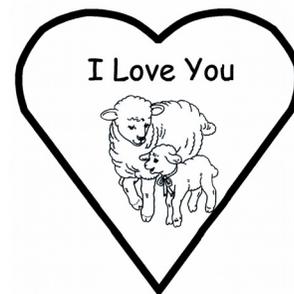
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• 1

• 4

Every Whale Loves a Shape



Domain:

- Cognitive, Language

Goals:

- Child will match shapes.
- Child will identify these shapes:



Materials:

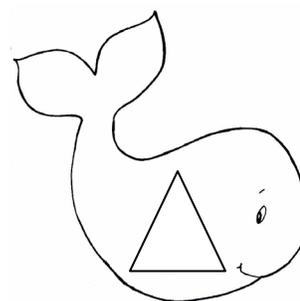
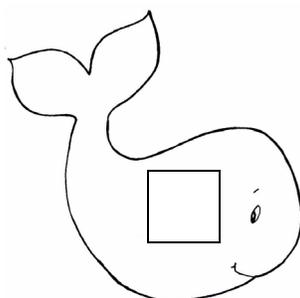
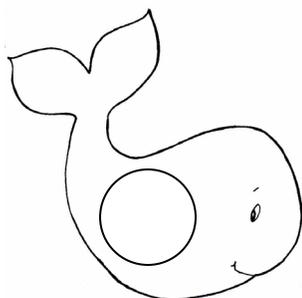
- *Every Whale Loves a Shape* reproducible pp. 110-113.

Instructions:

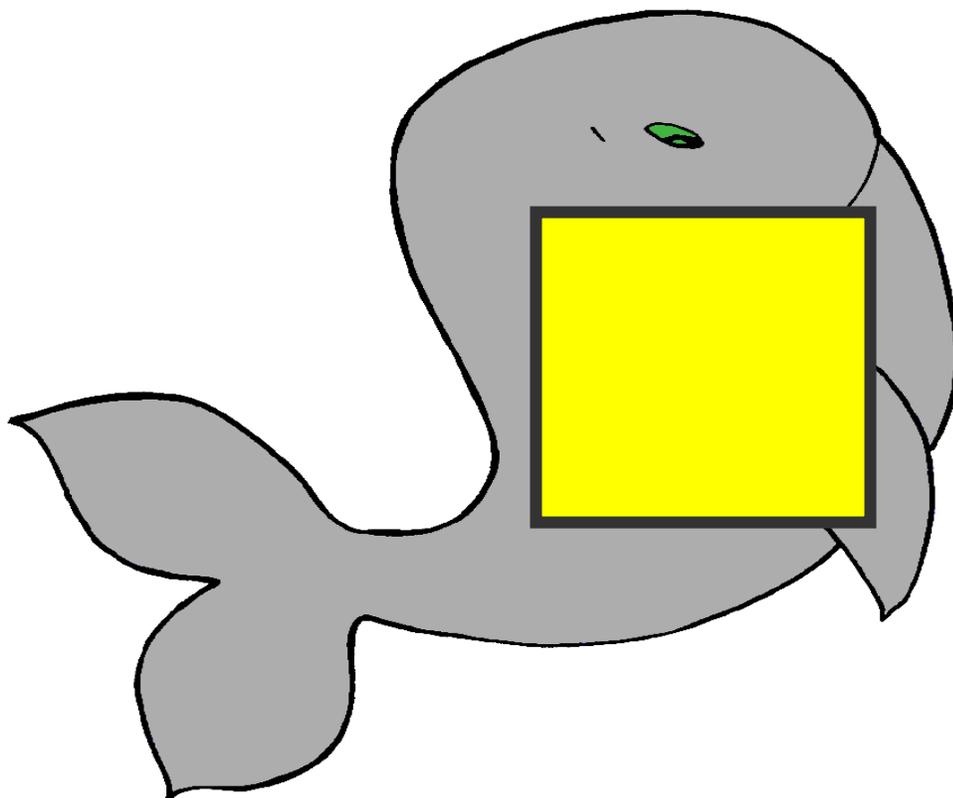
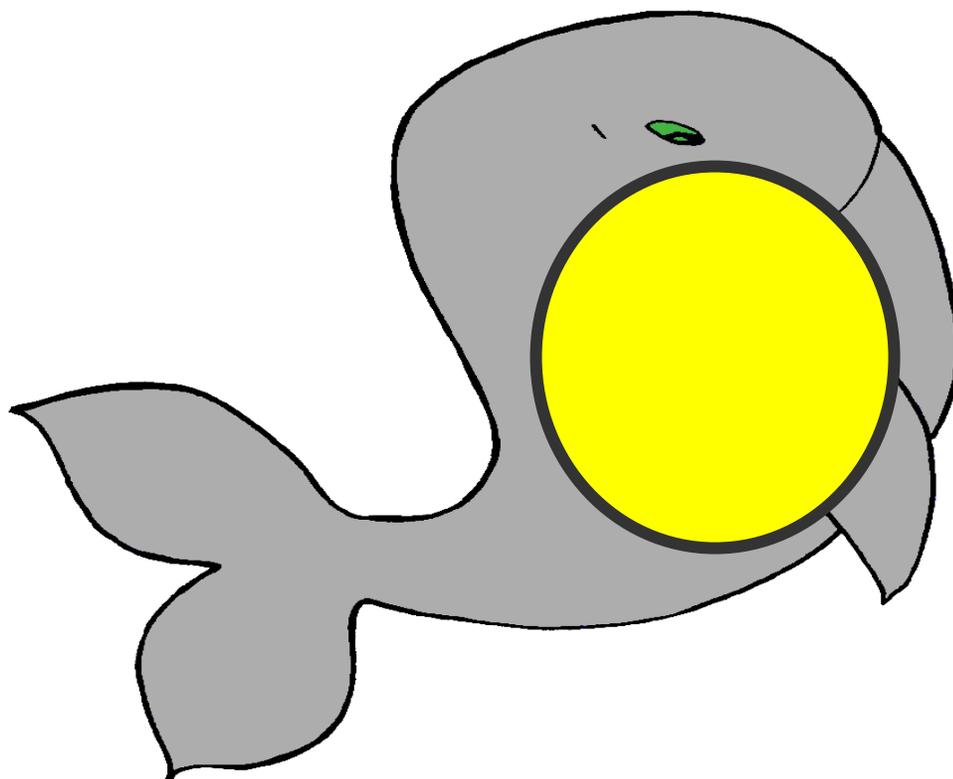
- Teacher will copy two of each *Every Whale Loves a Shape* reproducible.
- Teacher will cut cards or cut individual whales.
- Teacher will assist children in identifying pictured shapes.
- Teacher will present whales with shapes.
- Child will select the matching whale shape.
- Child will identify the name of the shape.

Suggestions:

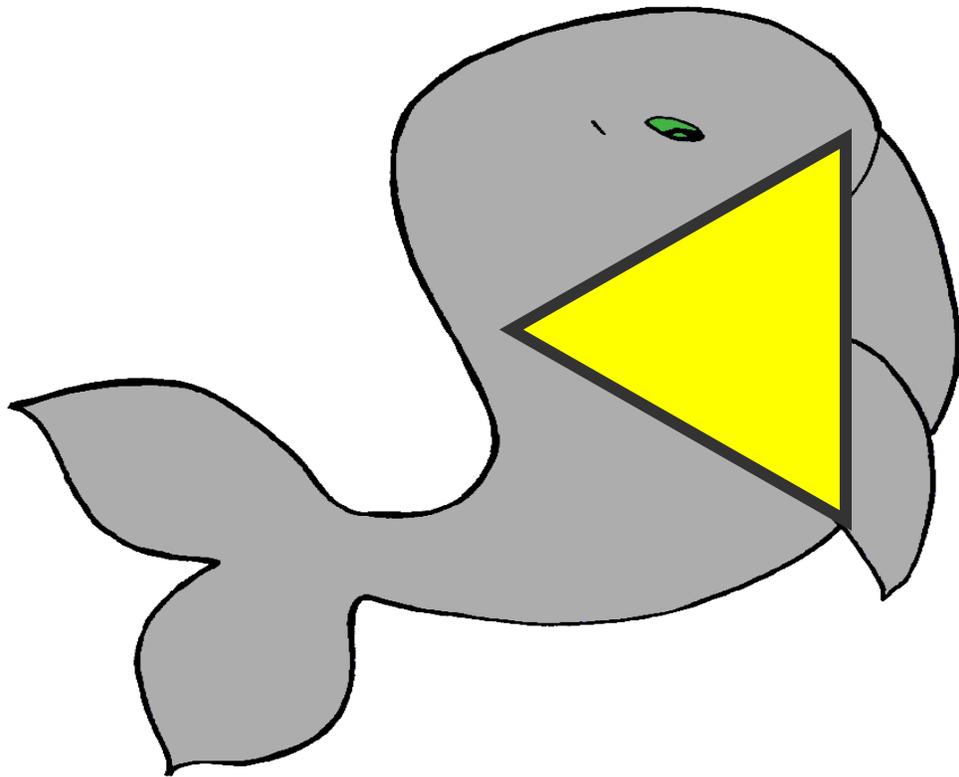
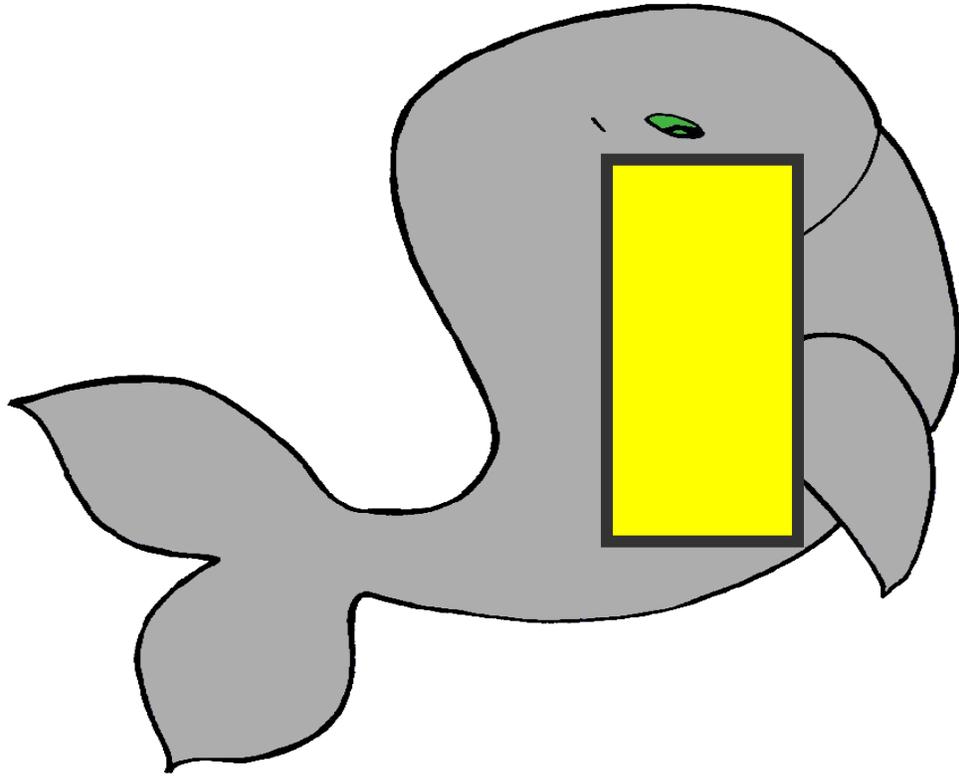
- Laminate for durability.
- Use Velcro on the backs if you want to display on a felt or Velcro board and use this as a large group activity.



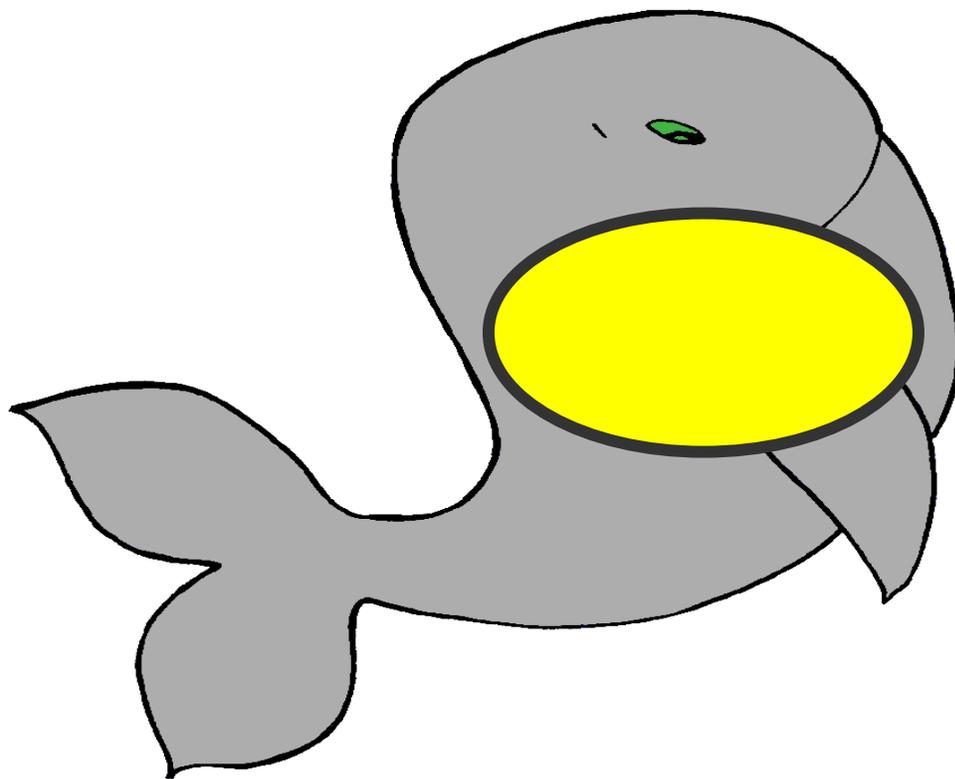
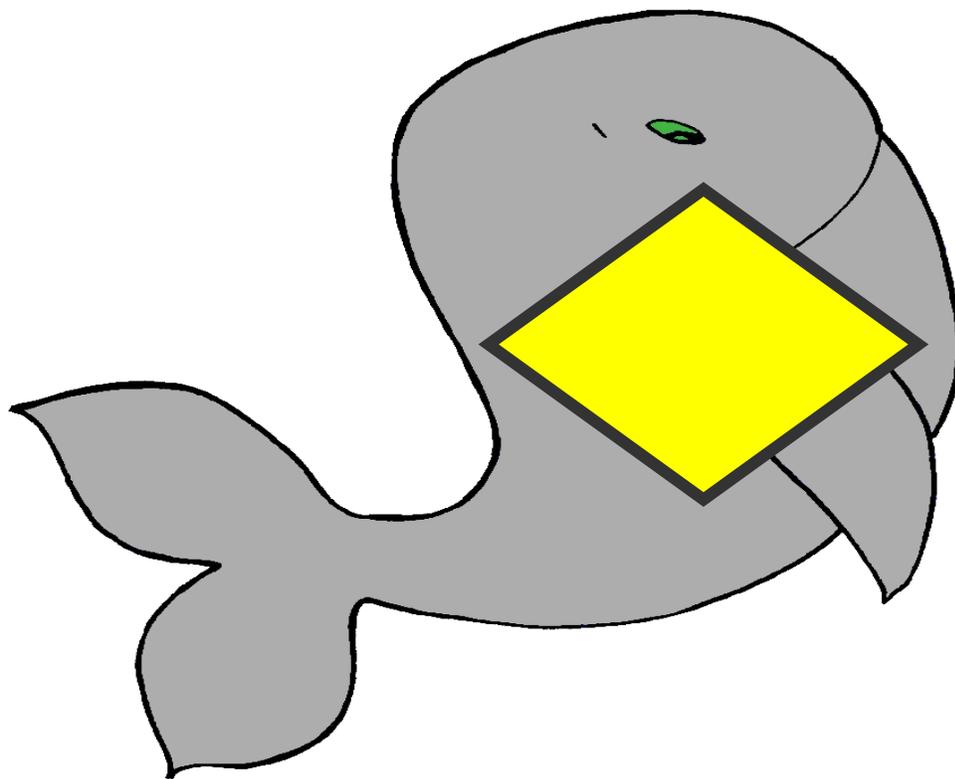
Every Whale Loves a Shape



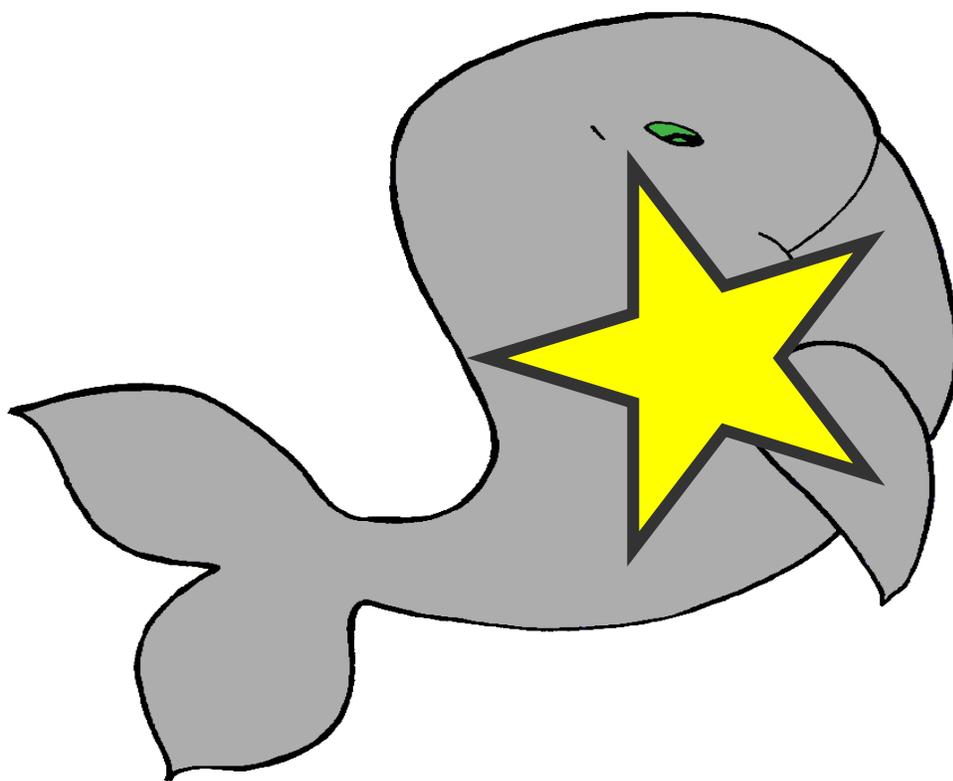
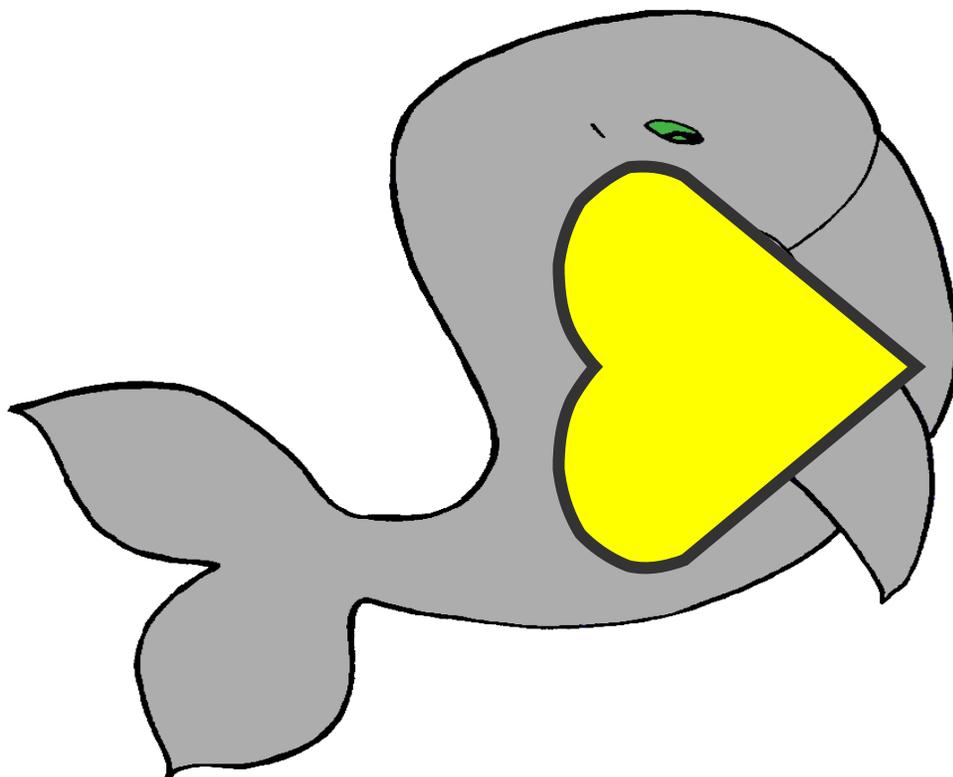
Every Whale Loves a Shape



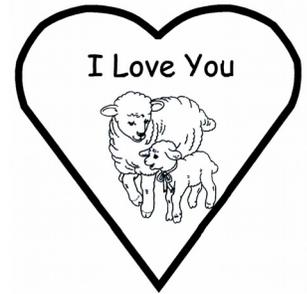
Every Whale Loves a Shape



Every Whale Loves a Shape



Monkey Shape Matching

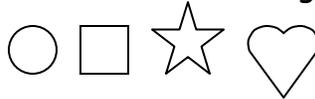


Domain:

- Cognitive, Language, Fine Motor

Goals:

- Child will demonstrate knowledge of square, circle, star and heart.



- Child will use fine motor skills to paste shapes in appropriate position.
- Child will use receptive or expressive language to name shapes.

Materials:

- *Monkey Shape Matching* p. 115
- scissors
- glue

Instructions:

- Teacher will copy *Monkey Shape Matching*.
- Teacher will cut shapes.
- Child will paste shapes in proper position.

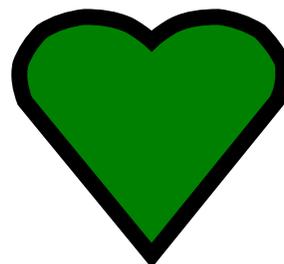
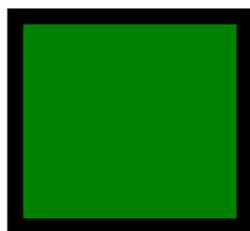
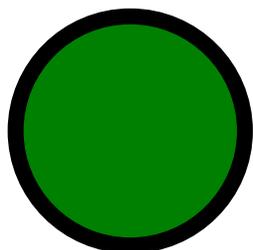
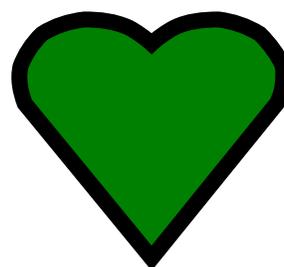
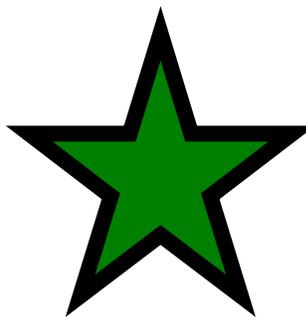
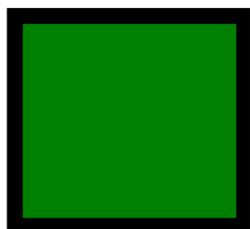
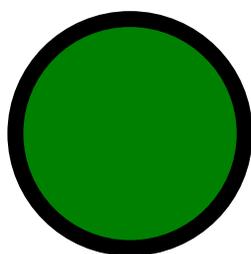
Suggestions:

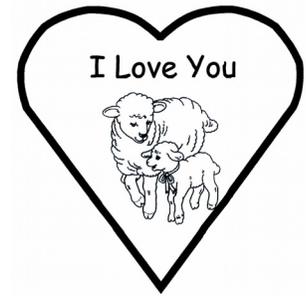
- Copy shapes on various colors of construction paper to reinforce color identification.
- Children with advanced cutting skills should be allowed to cut their own shapes.



Monkey Shape Matching

Can you help monkey match these shapes?





Pigs of All Sizes

Domain:

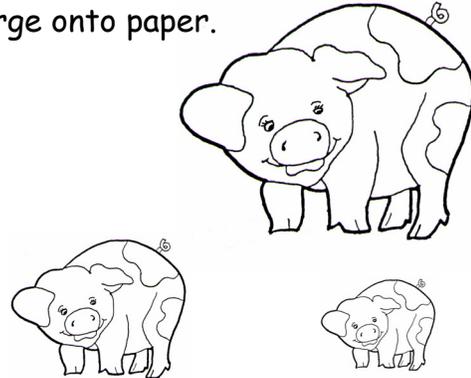
- Cognitive, Language, Fine Motor

Goals:

- Child will identify animal as pig.
- Child will arrange pigs in order according to size.
- Child will count pigs.
- Child will paste pigs from small to large onto paper.

Materials:

- *Pigs of All Sizes* reproducible p. 117
- pink construction paper
- white construction paper 12 X 18
- glue
- crayons (optional)
- scissors (optional)

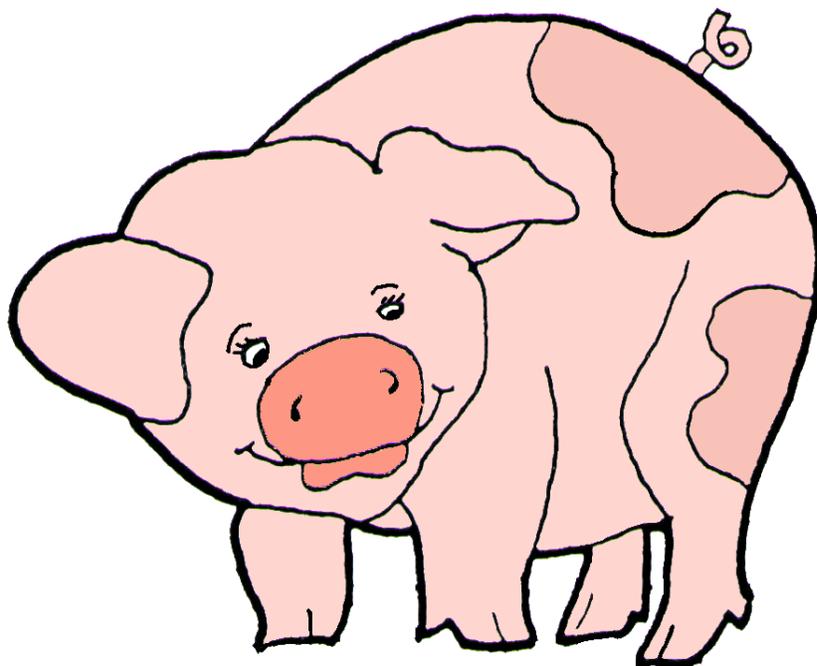
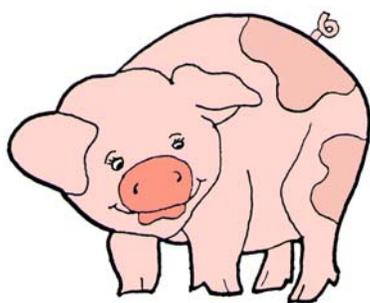
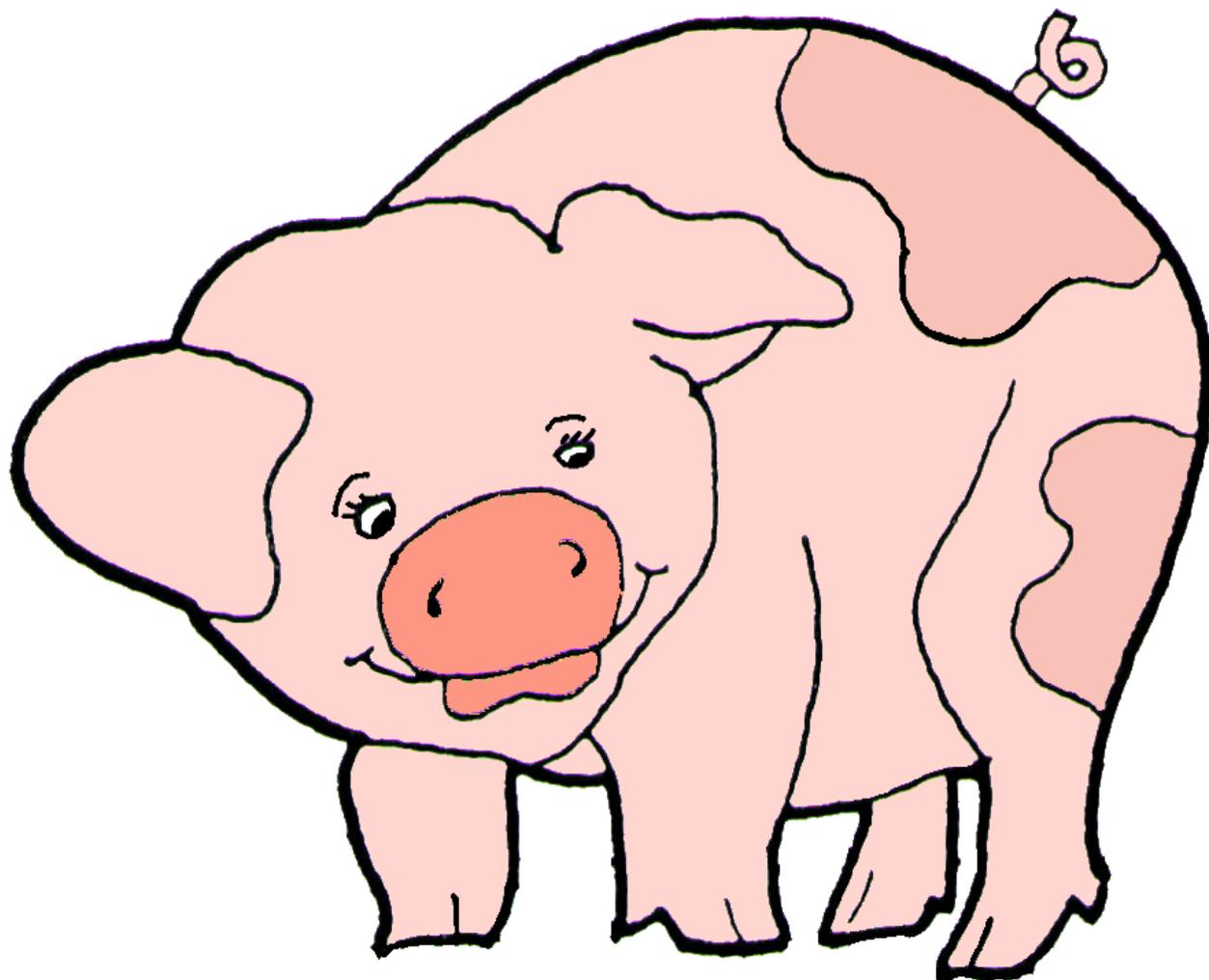


Instructions:

- Teacher will copy *Pigs of All Sizes* reproducible page on pink construction paper.
- Teacher will cut one set of pigs for each child.
- Child will identify animals as pigs.
- Child will identify color as pink.
- Teacher will discuss the concept small, medium and large.
- Teacher will demonstrate arranging the pigs in order according to size.
- Child will paste pigs in order from smallest to largest onto white construction paper.
- Child will count pigs after pasting them onto the paper.

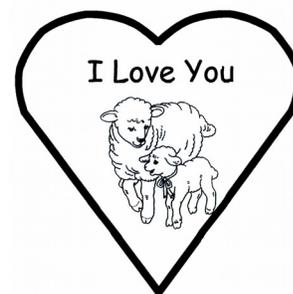
Suggestions:

- Children with advanced cutting skills should be allowed to cut their own pigs.



Pigs
of
All Sizes

Every Shovel Loves a Pail

Domain:

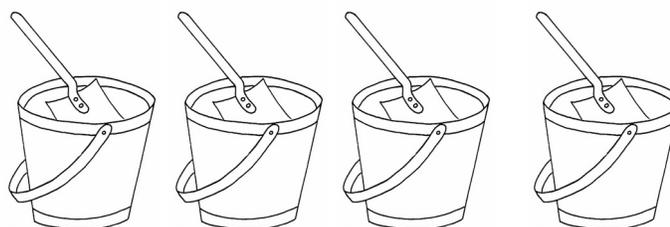
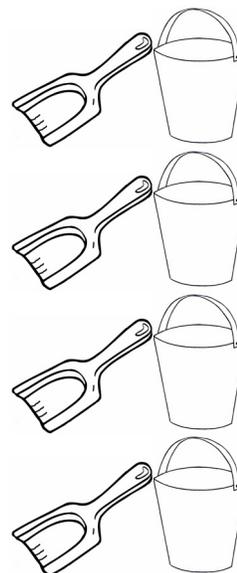
- Cognitive, Language

Goals:

- Child will demonstrate knowledge of one-to-one correspondence by placing:
 - one shovel to each pail
 - one sock to each shoe
 - one duck to each lake
 - one candle to each cake
- Child will demonstrate knowledge that **every** means each and every object that is presented.
- Child will identify objects.

Materials:

- *I Love You* storybook
- three or more small plastic sand shovels
- equal number of pails
- three or more socks
- equal number of shoes
- three or more candles
- equal number of cakes
- three or more locks
- equal number of keys
- three or more small ducks
- equal number of ponds (blue felt or paper cut in the shape of a pond)



Instructions:

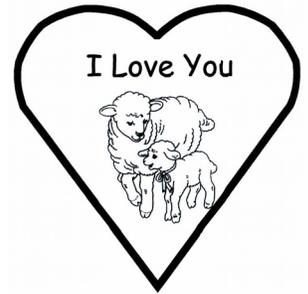
- Read *I Love You* to students emphasizing the concept of the word **every**.
- Place three or more pails in a row.
- Demonstrate putting one shovel in every pail.
- Give student shovels and instruct him/her to put one shovel in each pail.
- Repeat process with other objects.
- Encourage students to name objects.

Suggestions:

- Choose three or more children to become farmers by wearing a straw hat. Have an equal number of plastic children's garden rakes. Select a child to give each farmer one rake.
- Make three or more large numeral 1 and numeral 2 from poster board or construction paper. Choose three children to each hold one of the numeral 1s. Select three other children to give each child a numeral 2.
- Make three or more large bubbles from poster board or construction paper. Print Boo inside each bubble. Select three children to become ghosts. Choose one child to give each ghost a Boo.
- Bees can easily be made by hot-gluing one yellow and one black small pom-pom together. Provide three plastic or silk flowers. Choose a child to place one bee on each flower.



What Do You Use?



Domain:

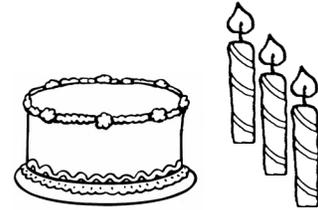
- Cognitive, Language Fine Motor

Goals:

- Child will name object defined by its use.
- Child will identify objects and characters on page.
- Child will answer **what** questions.
- Child will use fine motor skills to mark the correct answer.

Materials:

- *What Do You Use?* pp. 121-123
- marker, crayon, or primary pencil

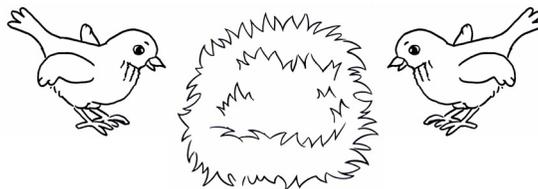


Instructions:

- Teacher will copy *What Do You Use?* reproducible pages.
- Teacher will help child to identify objects and characters pictured on the work page.
- Teacher will read questions and help child to determine the correct answer.
- Child will mark/color correct object for each question.

Suggestions:

- When introducing this activity to young children use the actual objects in a large group discussion before attempting any of the pages. Preschool children require hands-on, concrete learning before they are able to grasp concepts presented only on paper.

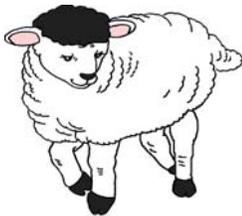


What Do You Use?

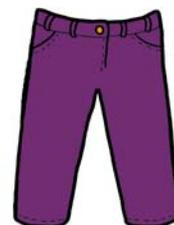
What would you use to open a lock?



What do you use to play in the sand?

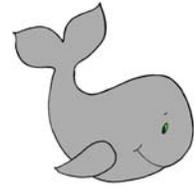


What do you wear on your feet?



What Would You Use?

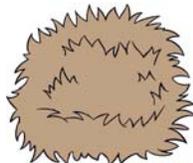
What does a farmer use in his garden?



What do you wear when you go swimming?

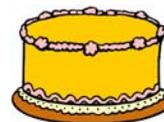


What do baby birds use for a home?

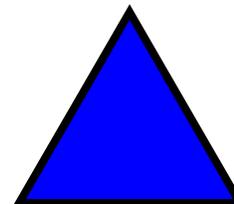
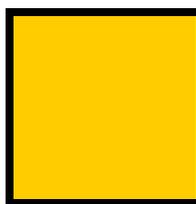
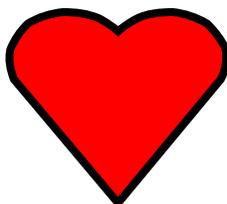
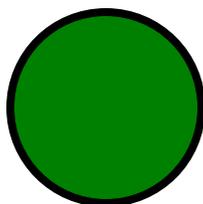


What Do You Use?

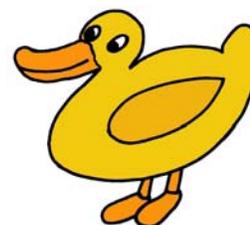
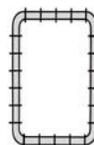
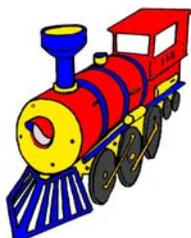
What do you use to put on the top of a birthday cake?

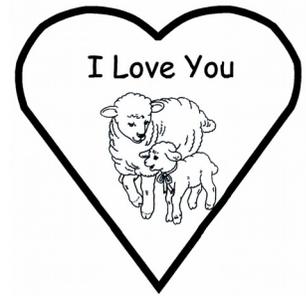


What shape is used when we want to say "I love you"?



What has wheels and runs on a track?





Animal Memory Game

Animal Recognition

Domain:

- Cognitive, Language

Goals:

- Child will correctly match animals.
- Child will identify/name animals.
- Child will use memory skills to complete matching activity.

Materials:

- *Animal Memory Game Cards* pp. 125-128
- markers
- scissors



Instructions:

- Reproduce two sets of each *Animal Memory Game Cards*.
- Teacher will cut apart *Animal Memory Game Cards* and color each animal the appropriate color.
- Laminate for durability.
- Display one set of selected cards on floor or Velcro board.
- Allow children to use the second set of cards to identify and match the animals.
- Enhance memory skills by choosing a limited number of animals to play "Concentration." Both sets of cards are turned face down and children must remember where both cards are located in order to complete the match.

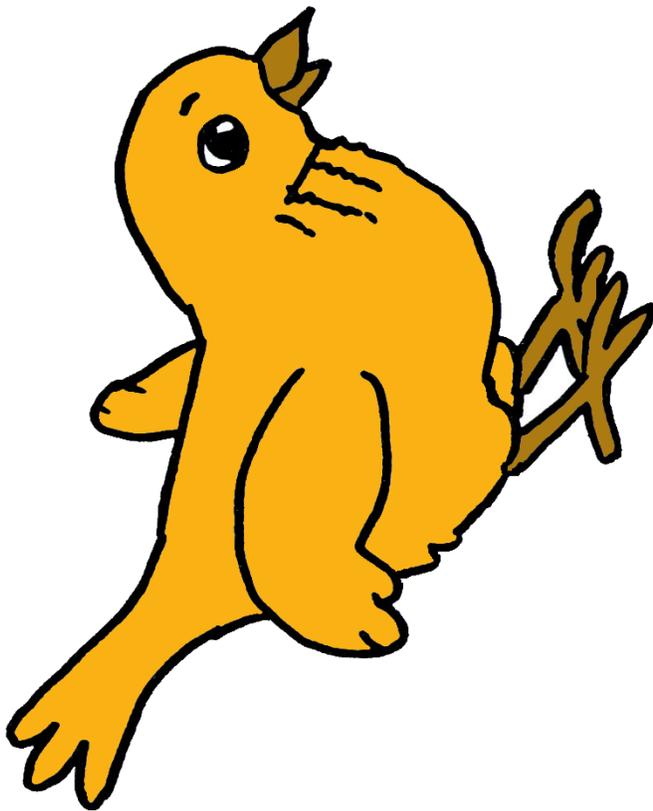
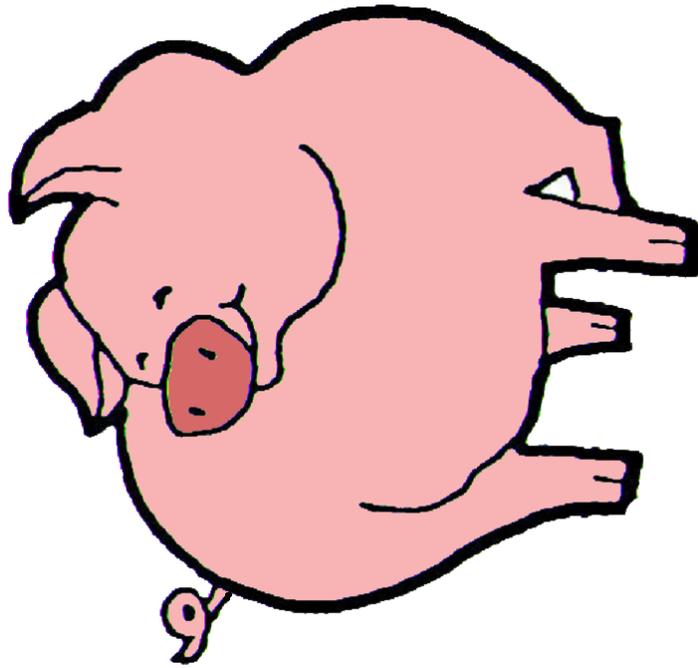


Suggestions:

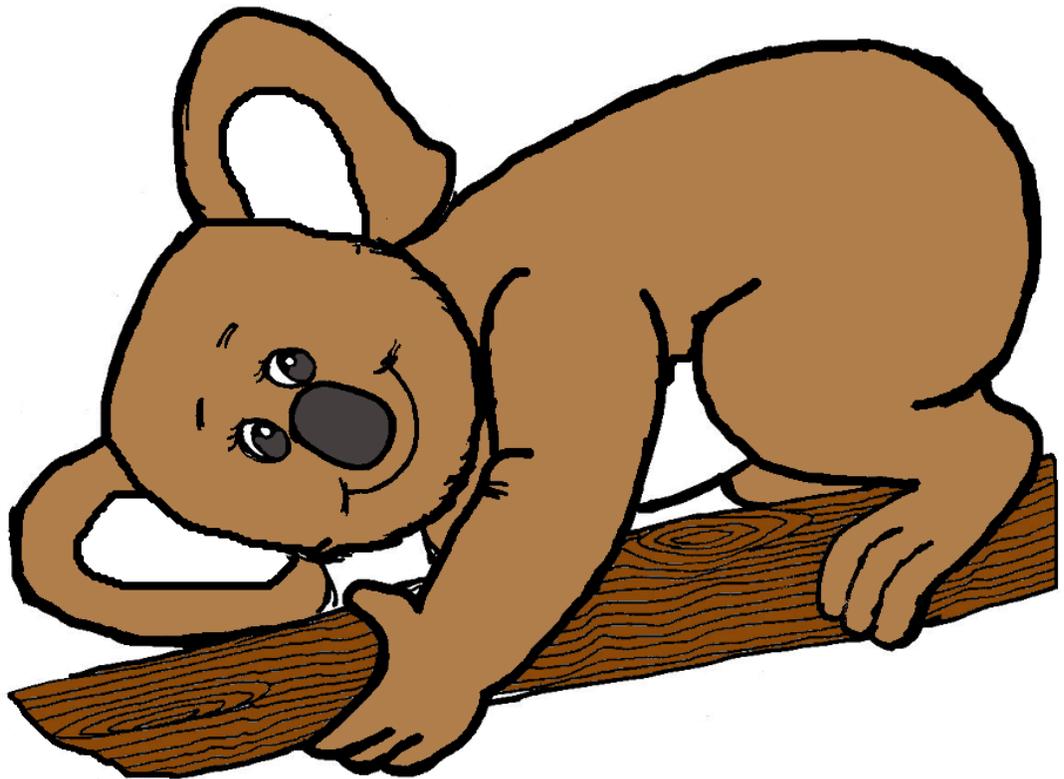
- The number of memory cards used should be determined by the age and ability of your children. The younger the child, the fewer the cards.
- Rotate cards from day to day for variety.



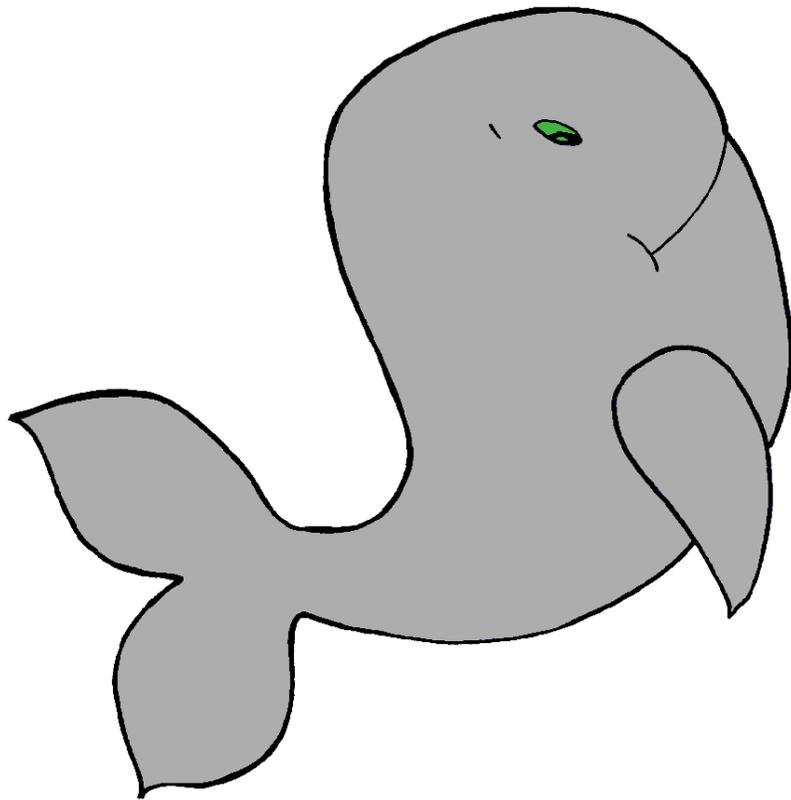
Animal Memory Game



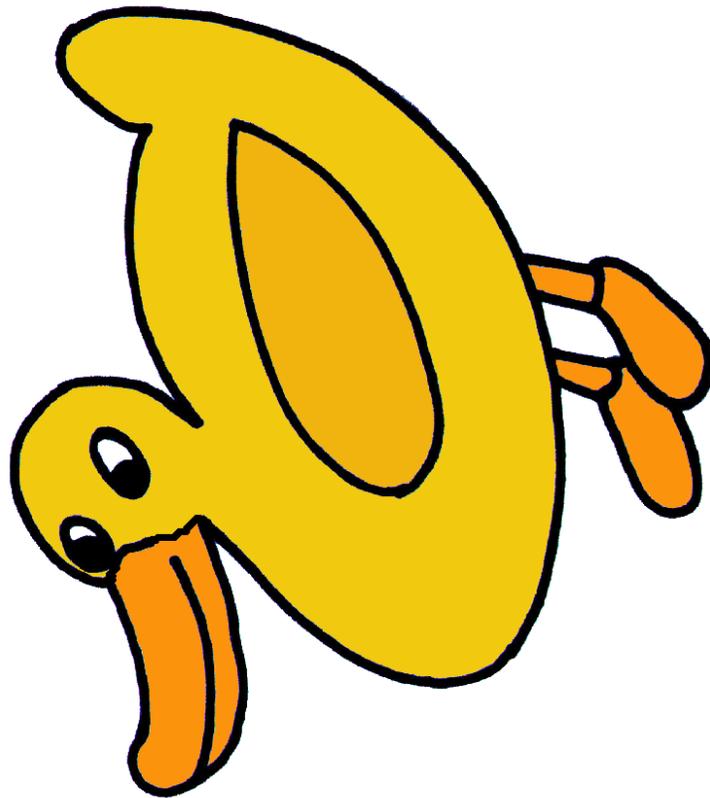
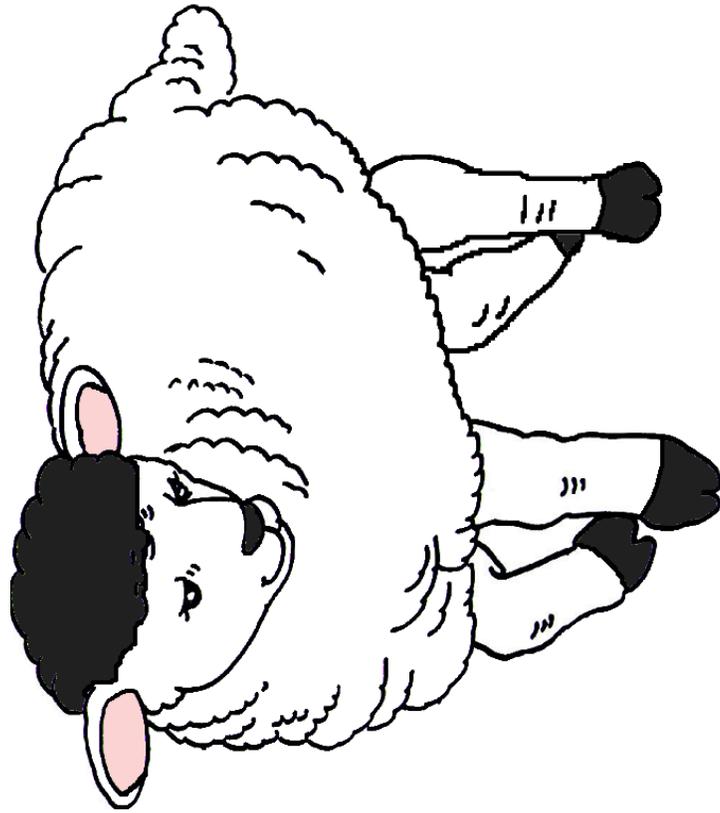
Animal Memory Game



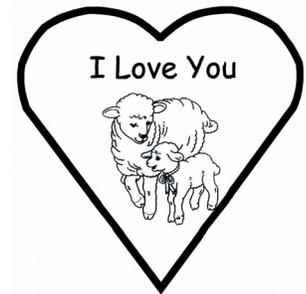
Animal Memory Game



Animal Memory Game



Flowers and Bees Complete the Pattern



Domain:

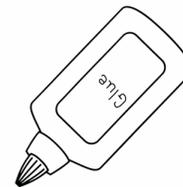
- Cognitive, Language, Fine Motor

Goals:

- Child will identify objects as a flower or a bee.
- Child will recognize repeating pattern.
- Child will identify the next object in the pattern.
- Child will cut squares.
- Child will paste appropriate flower or bee necessary to complete pattern.

Materials:

- *Flowers and Bees* pp. 130-132
- scissors
- glue

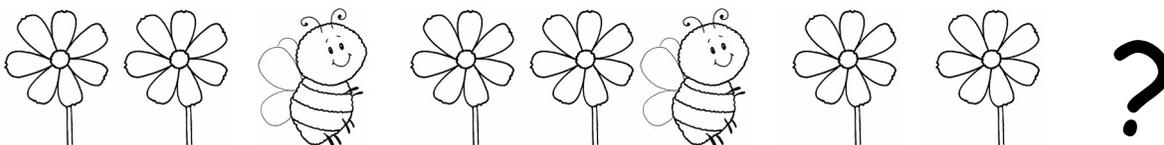


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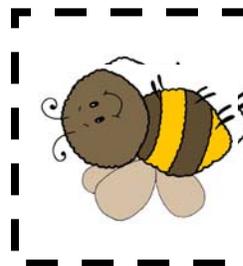
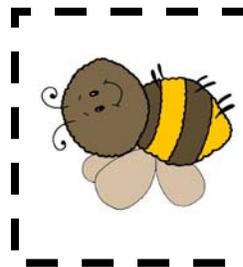
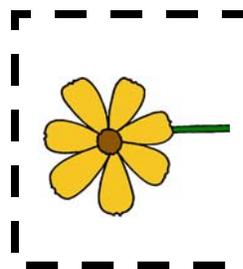
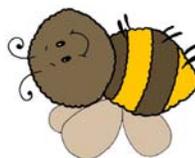
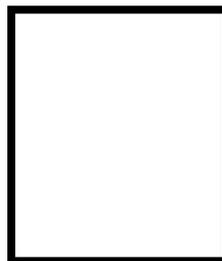
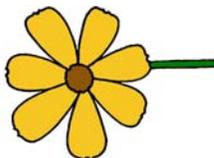
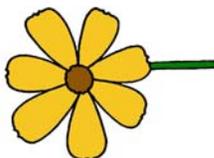
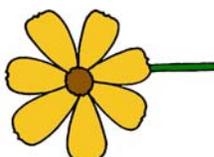
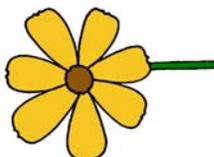
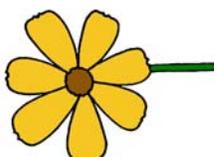
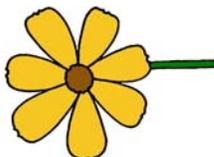
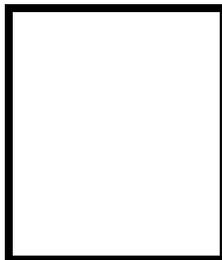
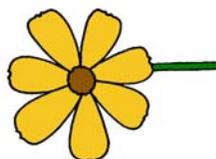
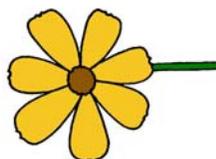
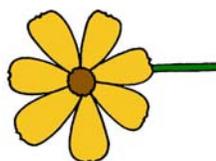
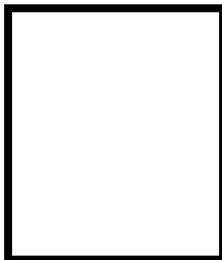
- Teacher will copy *Flowers and Bees* pages.
- Teacher will cut the rectangular strip of three patterning choices from the bottom of the page.
- Teacher will review patterning concepts with children.
- Child will cut along dotted straight lines on rectangular strip creating 3 squares with flower or bee patterning choices.
- Child will select the correct flower or bee to complete the patterns in each row.

Suggestions:

- For younger children, present only one row of patterns at a time. Fold or cut the paper to reveal only one or two rows as necessary.
- Precut squares for children with limited fine motor skills.

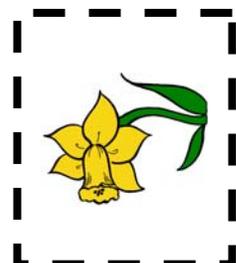
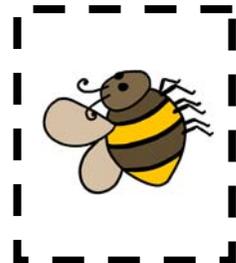
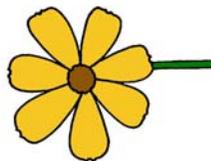
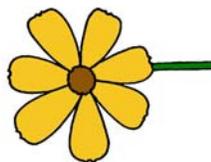
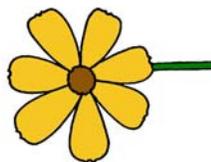
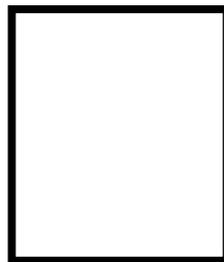
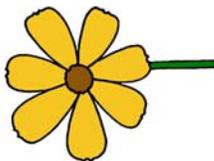
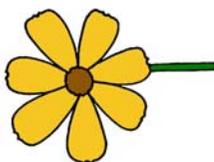
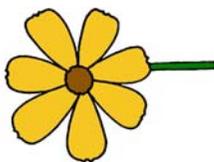
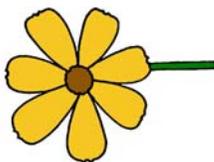
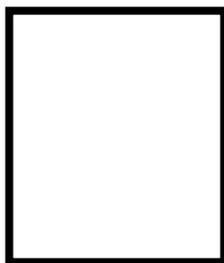
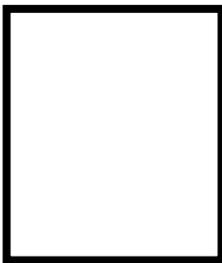


Flowers and Bees



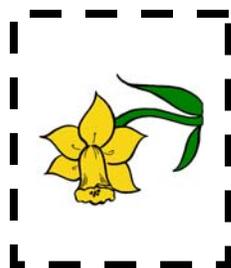
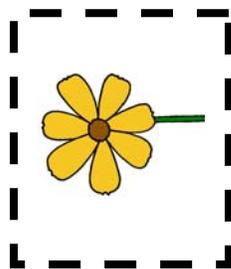
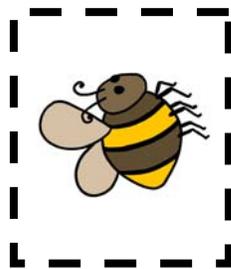
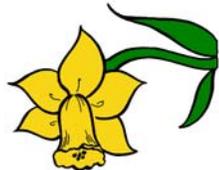
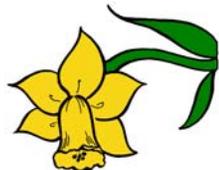
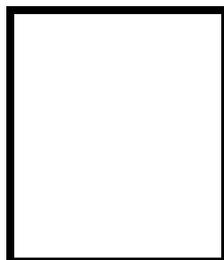
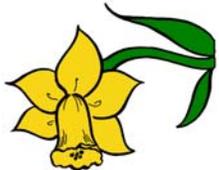
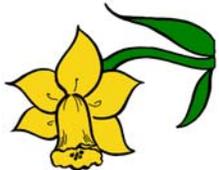
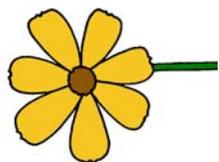
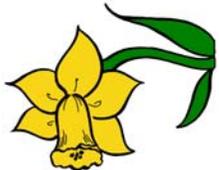
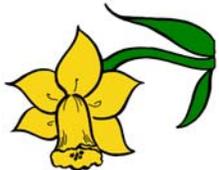
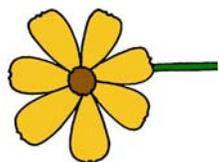
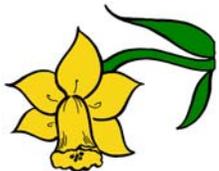
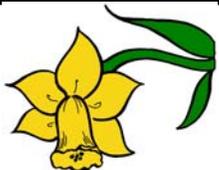
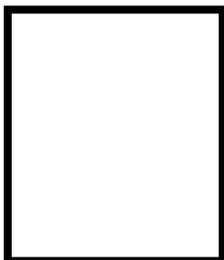
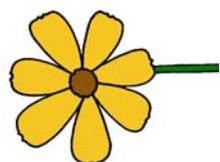
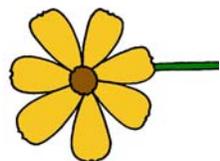
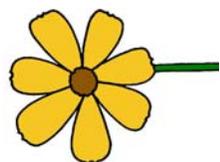
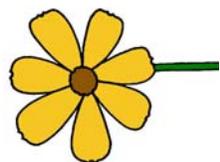
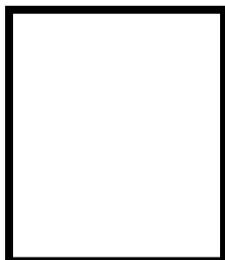
Can you complete the pattern?

Complete the Pattern



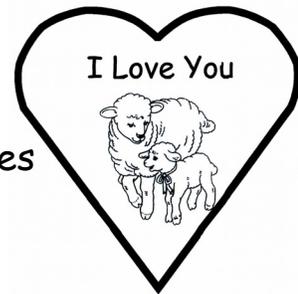
Can you complete the pattern?

Complete the Pattern



Can you complete the pattern?

I Found a Pair of Socks
 Pattern Matching
 Concrete Level A - Using Manipulatives



Domain:

- Cognitive, Language

Goals:



- Child will use visual discrimination to identify matching patterns.
- Child will sort pairs of socks according to patterns.
- Child will demonstrate quantitative concept of two.
- Child will demonstrate the knowledge of two like objects becoming a pair.



Materials:

- laundry basket or large box
- several pairs of socks with different colors and patterns



Instruction:

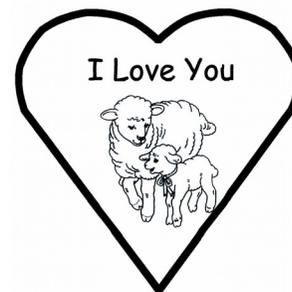
- Place socks in the laundry basket. Use only 2 or 3 pair when working with children just beginning to learn this concept.
- Compare socks that look different and those that look alike.
- Find two socks that look alike.
- Discuss the concept of them being a pair.
- Place the two socks together on the floor so that children can use their visual discrimination skills to see that they have the same pattern or color.
- Continue matching pairs and placing them together.
- Separate pair and put socks back into the basket.
- Allow children to take turns finding pairs of socks with matching patterns.



Suggestions:

- This activity can be done using colored socks only.
- Substitute squares of materials with different textures for socks. Place two of each texture in a bag. Have children close eyes and match textures by touch only.

I Found a Pair of Socks Pattern Matching Abstract Level B - Using Pictures



Domain:

- Cognitive, Language

Goals:

- Child will match patterns.
- Child will find a pair of socks by matching appropriate patterns.
- Child will demonstrate quantitative concept of two of the same object becoming one pair.

Materials:

- *I Found a Pair of Socks* reproducible pp. 135-141
- construction paper or card stock
- scissors
- Velcro or felt board
- lamination (suggested)



Instructions:

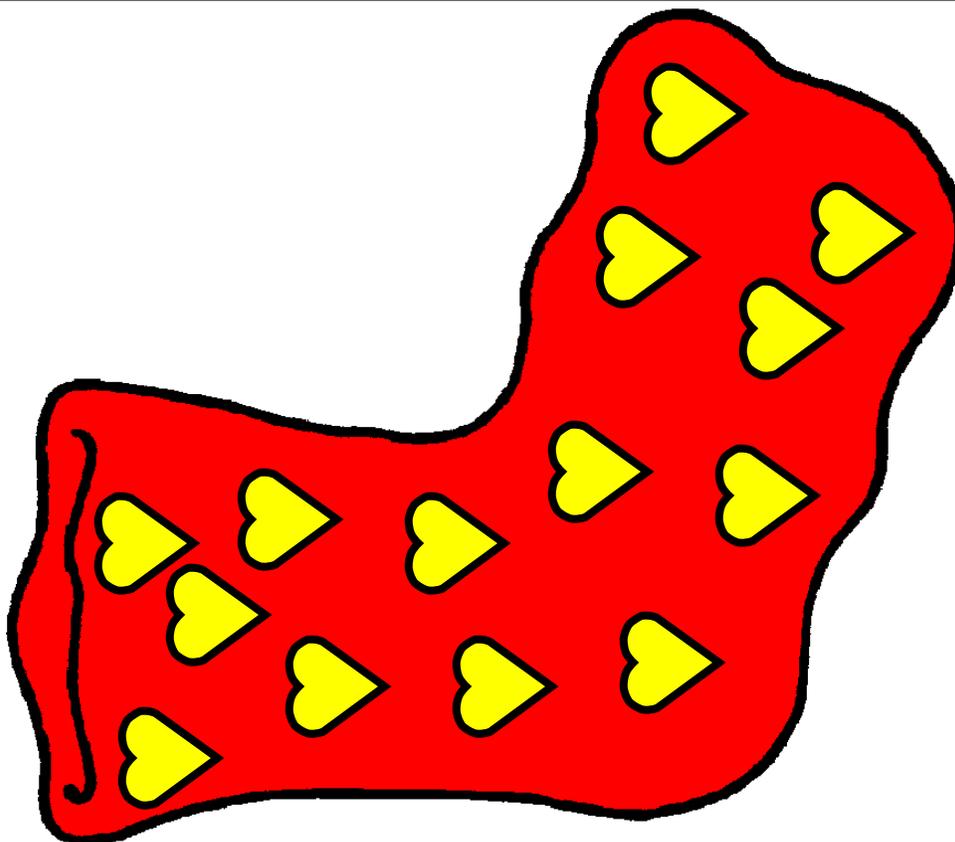
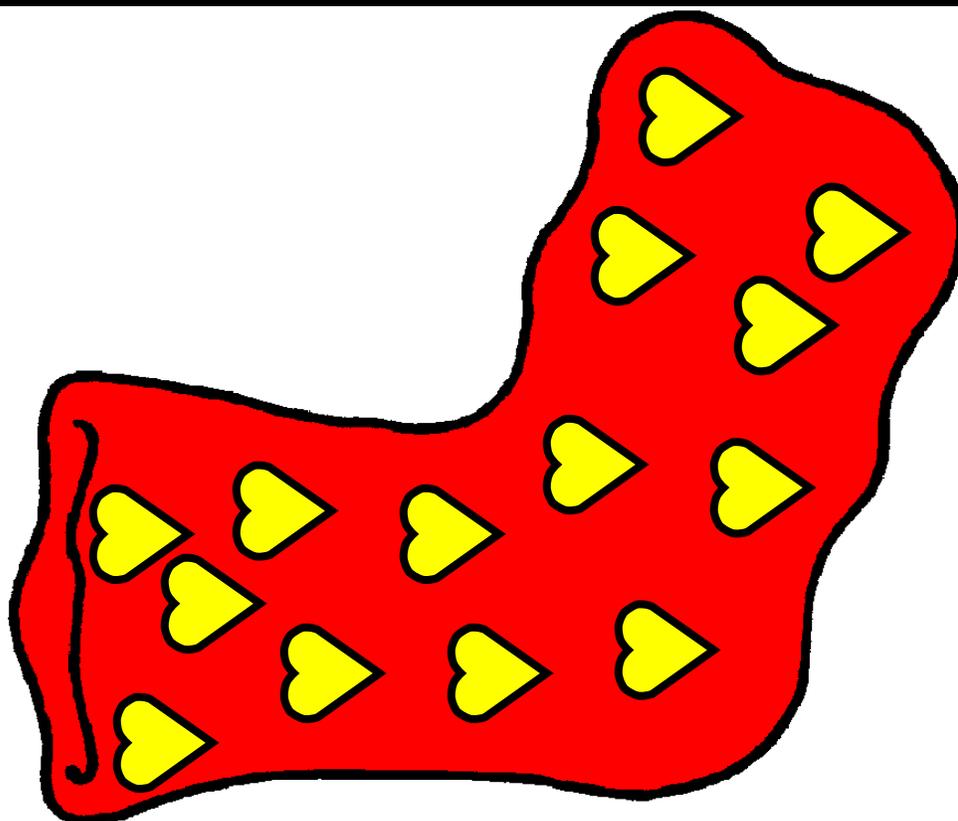
- Teacher will reproduce *I Found a Pair of Socks* on construction paper or card stock.
- Teacher will cut apart cards or individual socks.
- Using a felt or Velcro board, teacher will present one of the socks.
- Allow students the opportunity to select the appropriate matching sock to create a pair.

Suggestions:

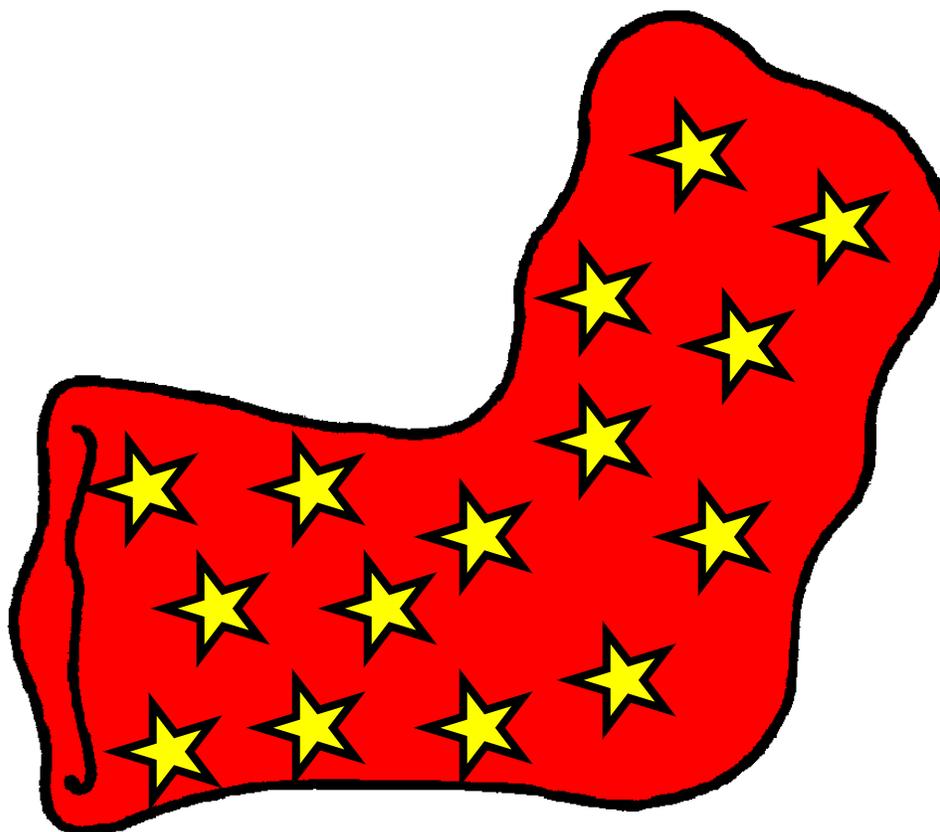
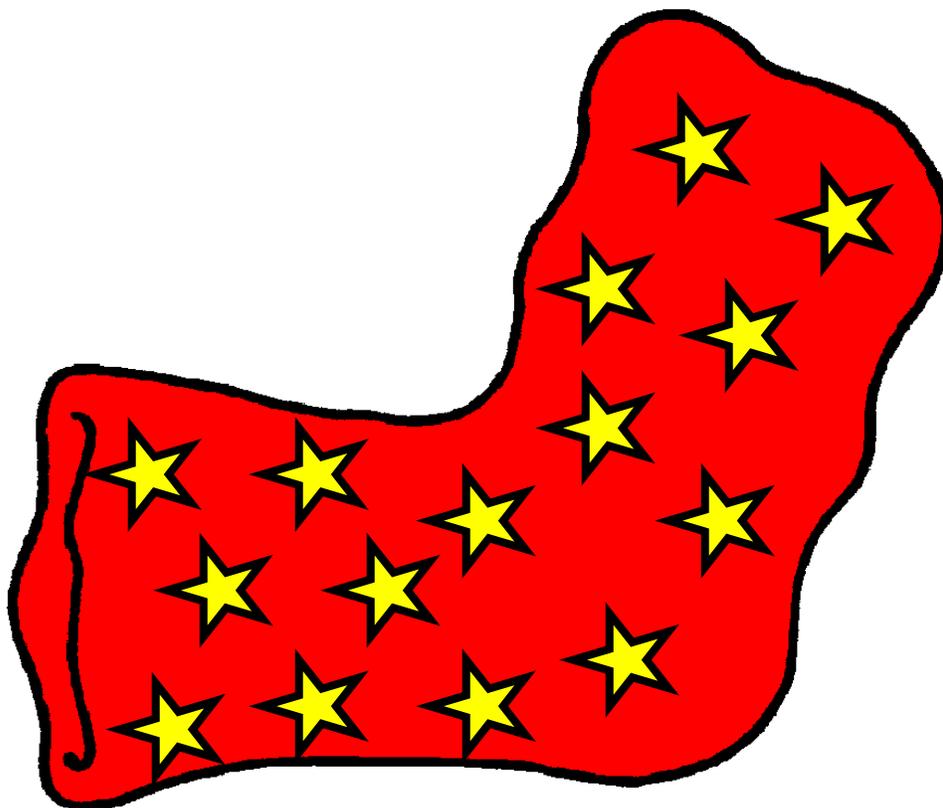
- Laminate for durability.
- Socks may be presented to the children in various ways. Individual socks may be randomly passed out to the students or sock choices may be grouped on a felt board or on the floor.
- Copy on various colors to reinforce color recognition.



I Found a Pair of Socks



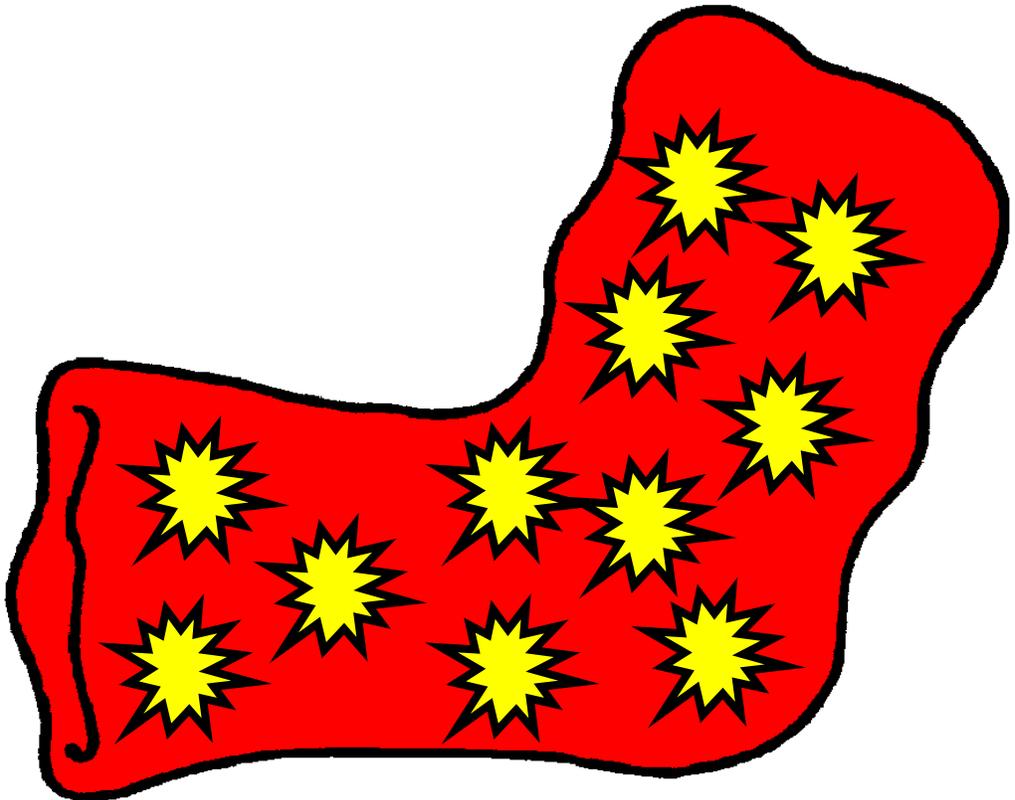
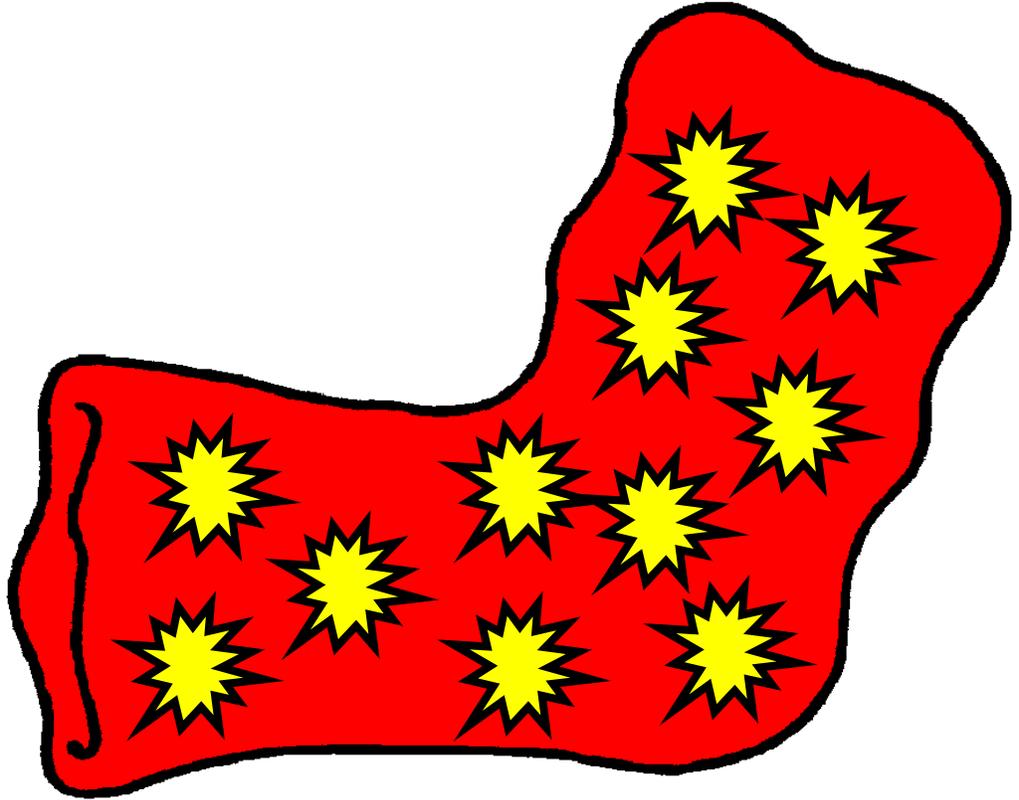
I Found a Pair of Socks



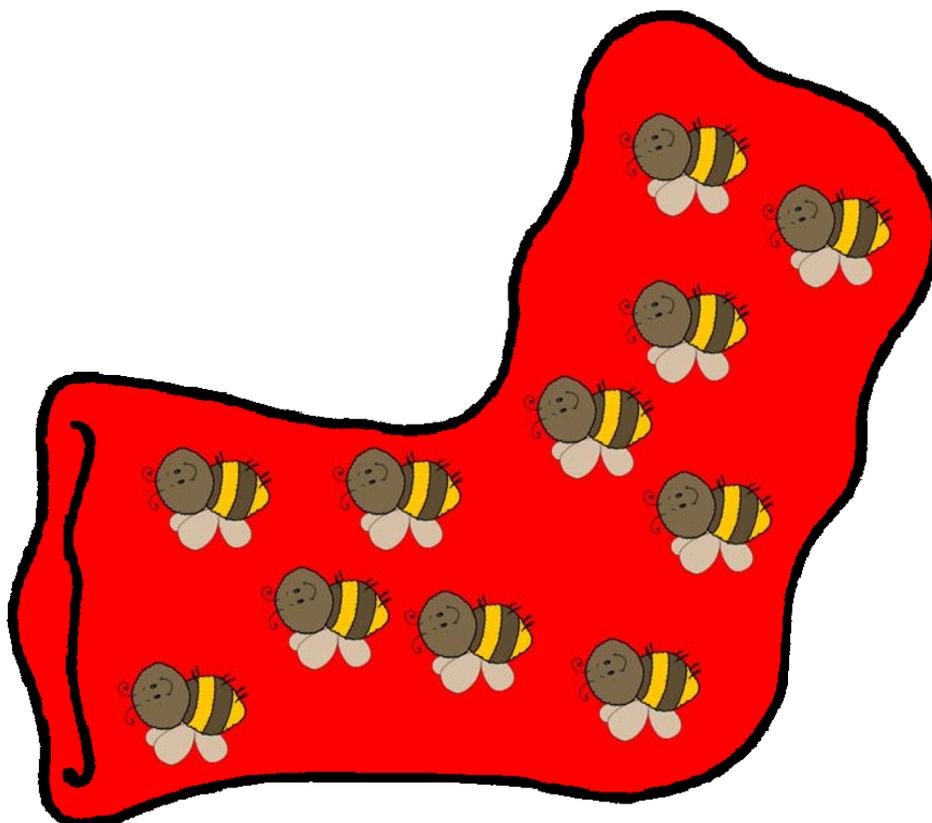
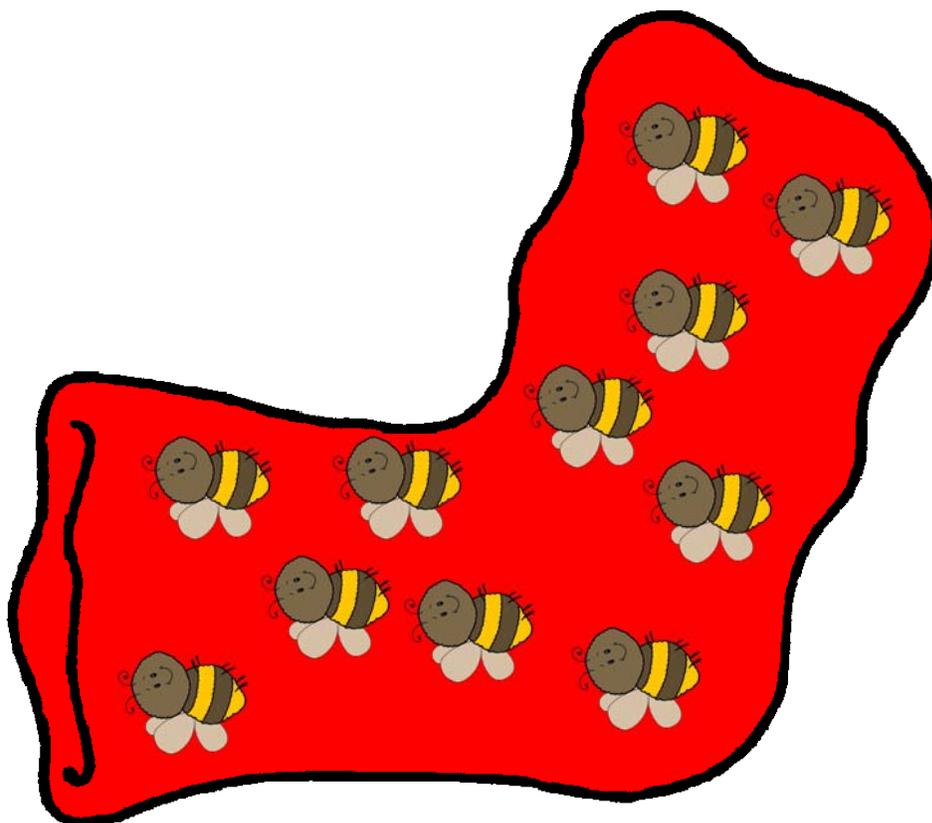
I Found a Pair of Socks



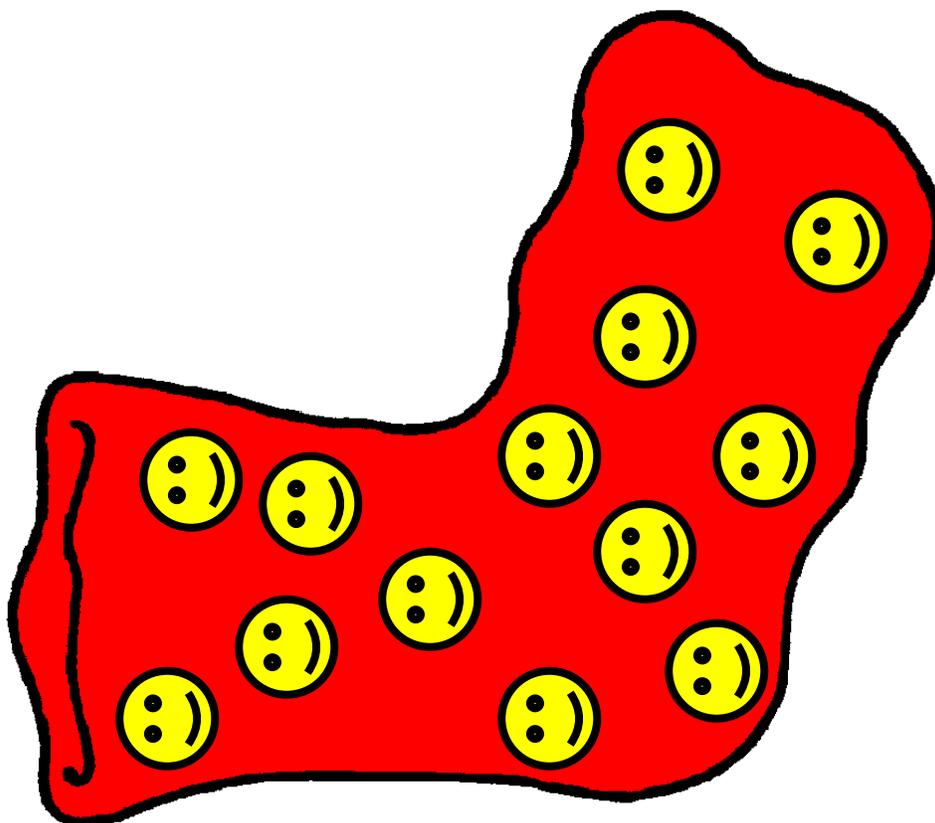
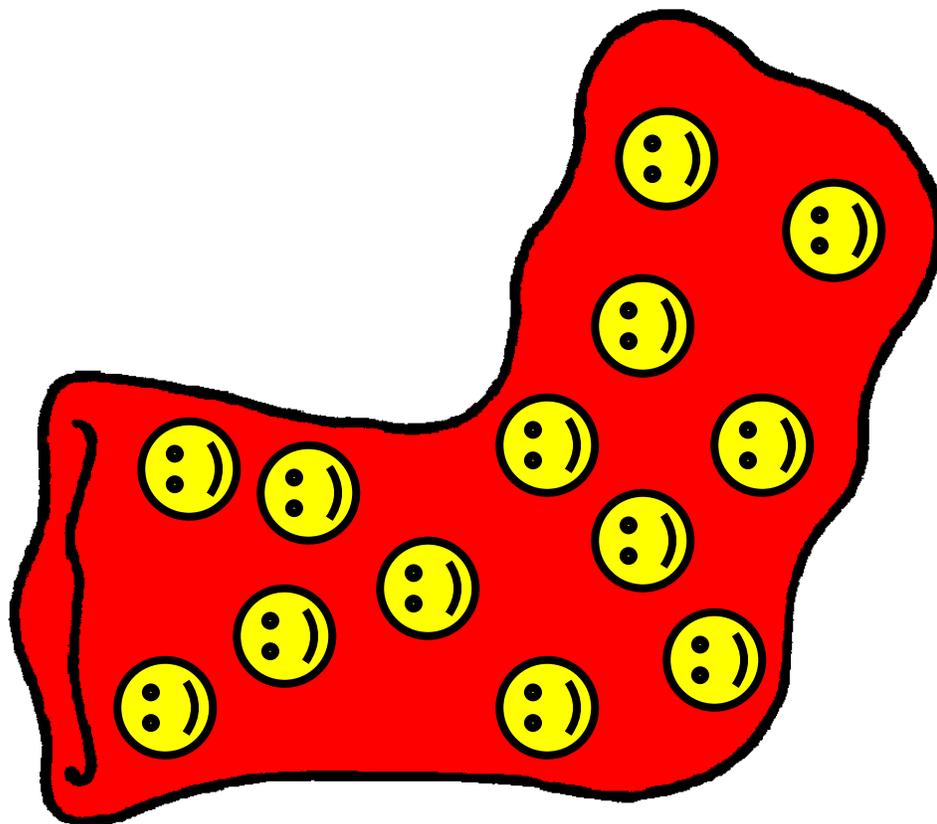
I Found a Pair of Socks



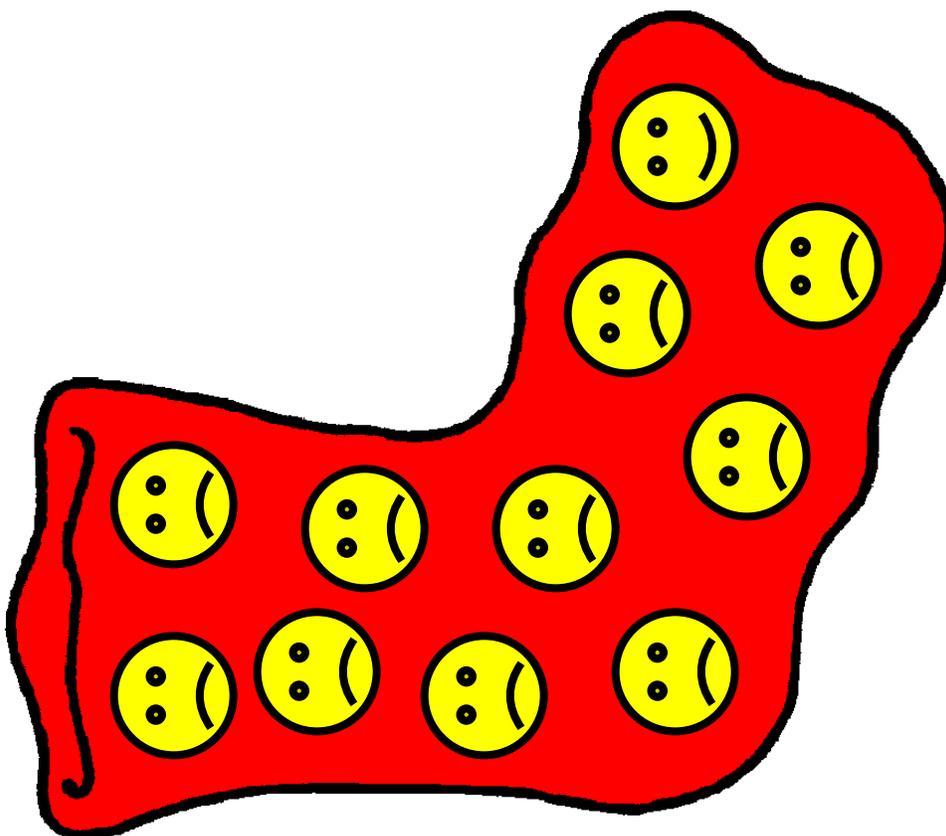
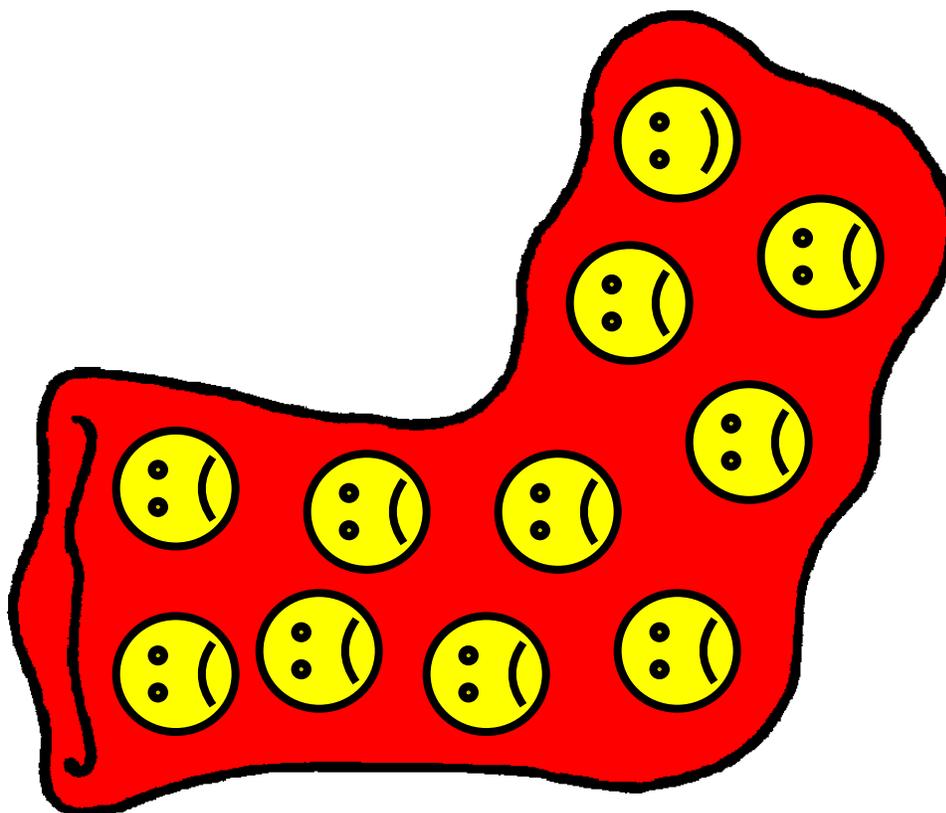
I Found a Pair of Socks



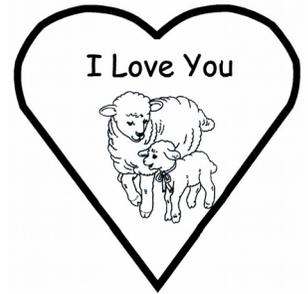
I Found a Pair of Socks



I Found a Pair of Socks



Everyone Loves a Puzzle



Domain:

- Cognitive, Fine Motor, Language

Goals:

- Child will identify character, object or animal.
- Child will use visual discrimination to assemble puzzle.
- Child will use fine motor skills to paste puzzle pieces together.

Materials:

- *Everyone Loves a Puzzle* pp. 143-150
- construction paper
- scissors
- paste

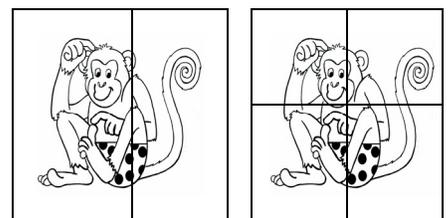


Instructions:

- Teacher will copy *Everyone Loves a Puzzle* pages.
- Teacher or child will cut puzzle into 4 pieces along dotted lines.
- Teacher will demonstrate correct placement of puzzle pieces.
- Child will paste puzzle pieces correctly on grid outline to complete this activity.

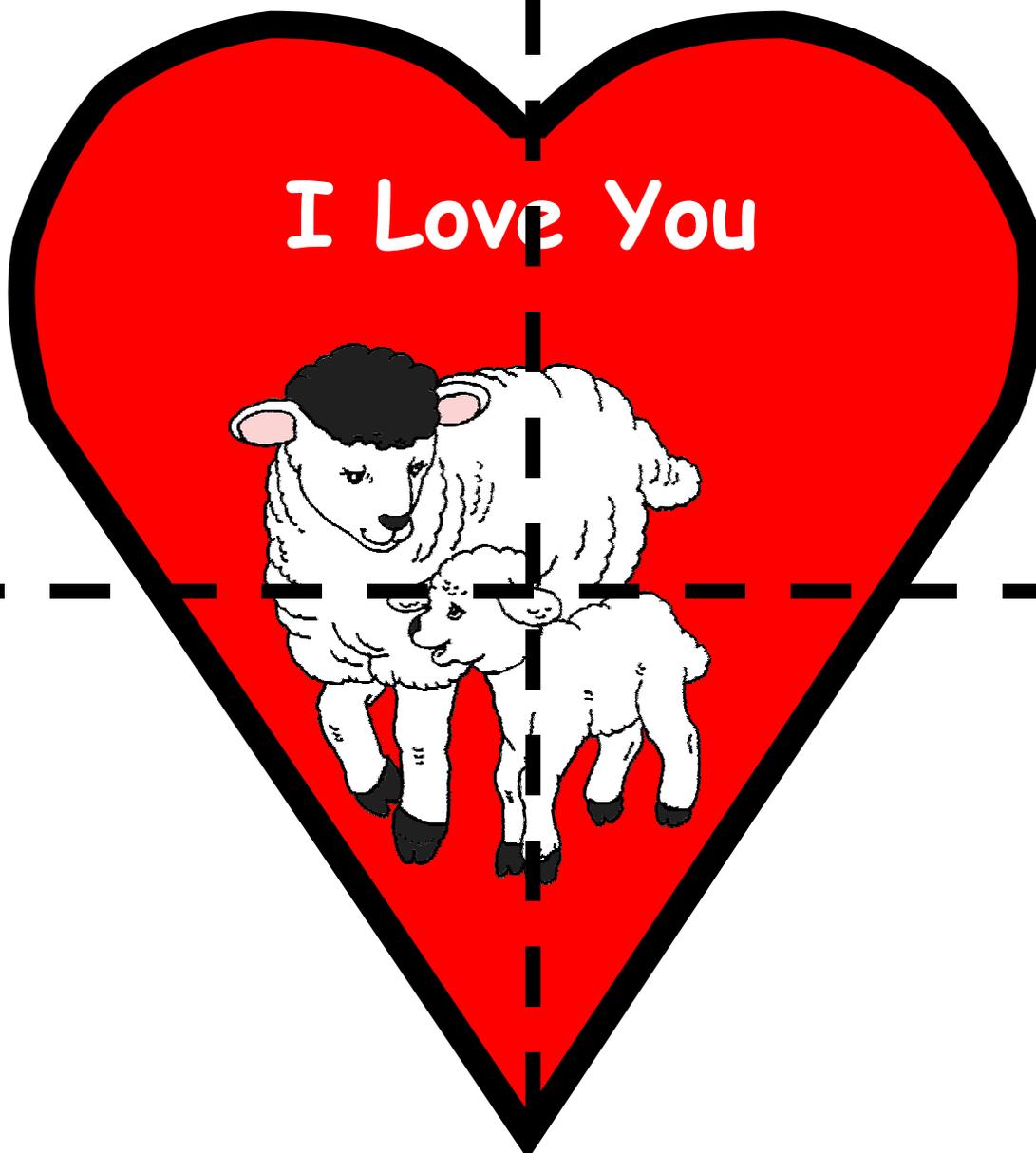
Suggestions:

- Laminate puzzle sections for durability and repeated use.
- For very young children, do not cut the picture into pieces, allow them to match the entire image onto the outline.
- For a simple two piece puzzle, cut image into two pieces vertically and match to the outline. Repeat and cut image horizontally.
- Place Velcro on puzzle template and on the backs of puzzle pieces to help keep them in place.



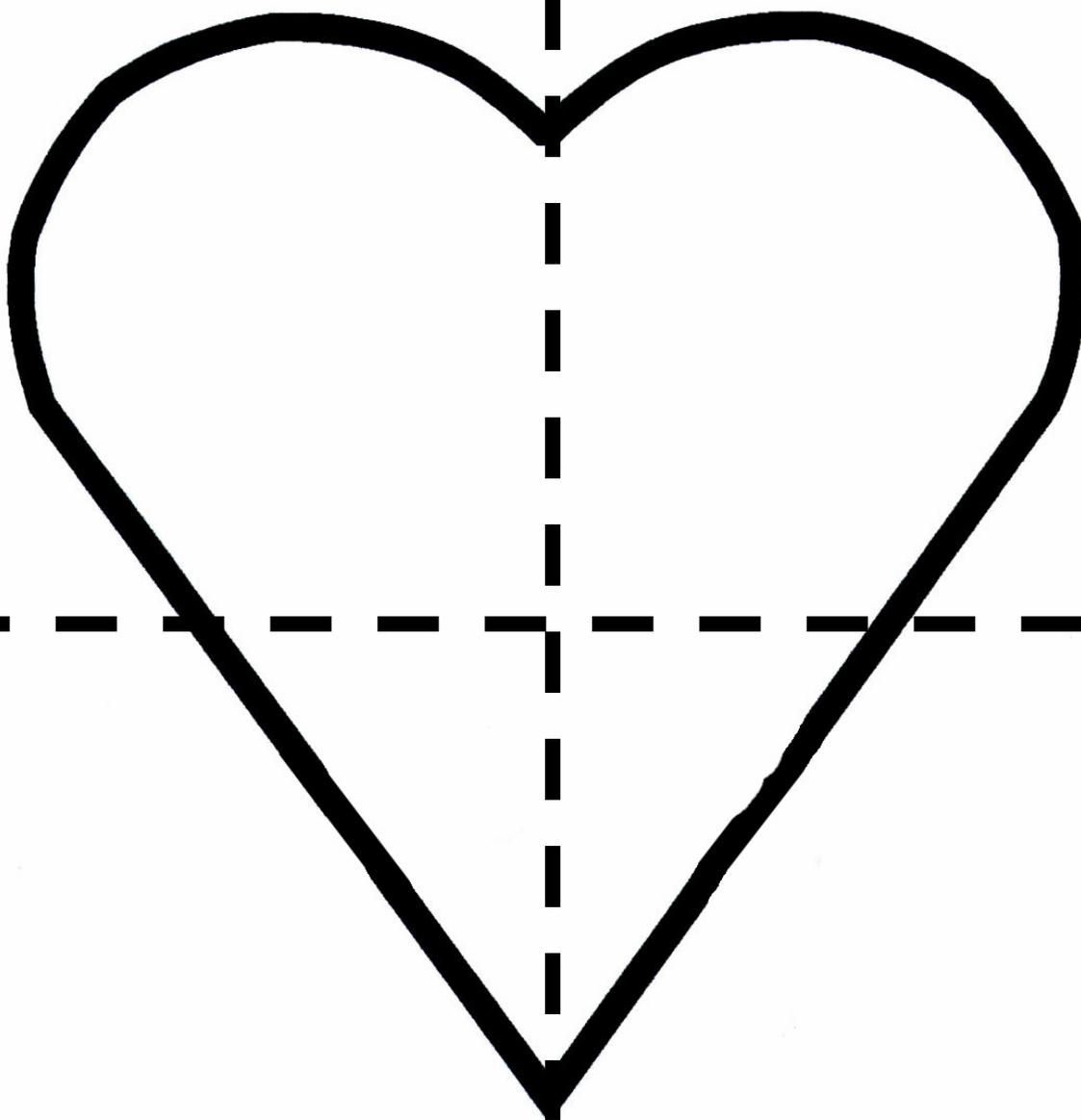
Everyone Loves a Puzzle

I Love You Lamb



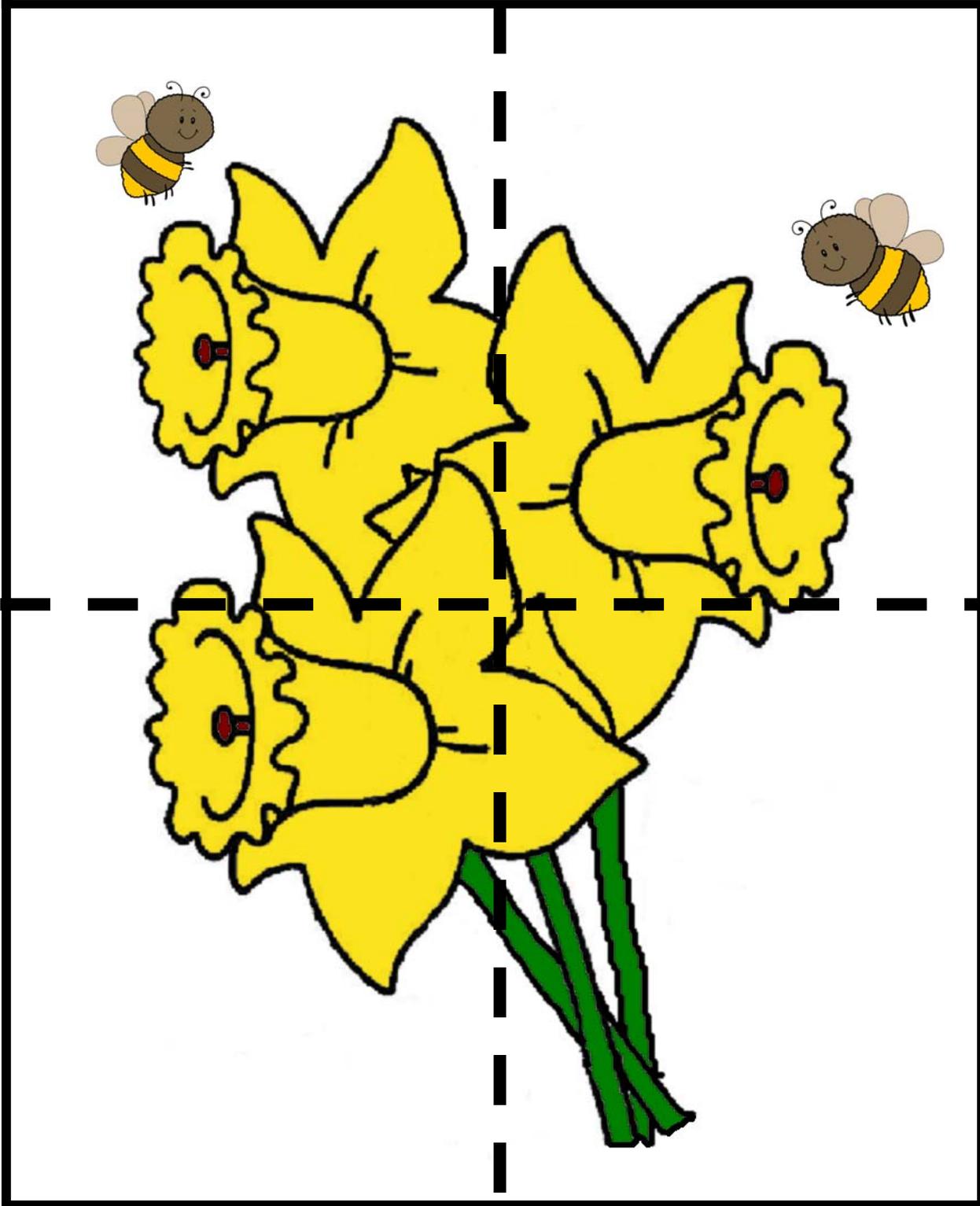
Everyone Loves a Puzzle

I Love You Lamb
Outline



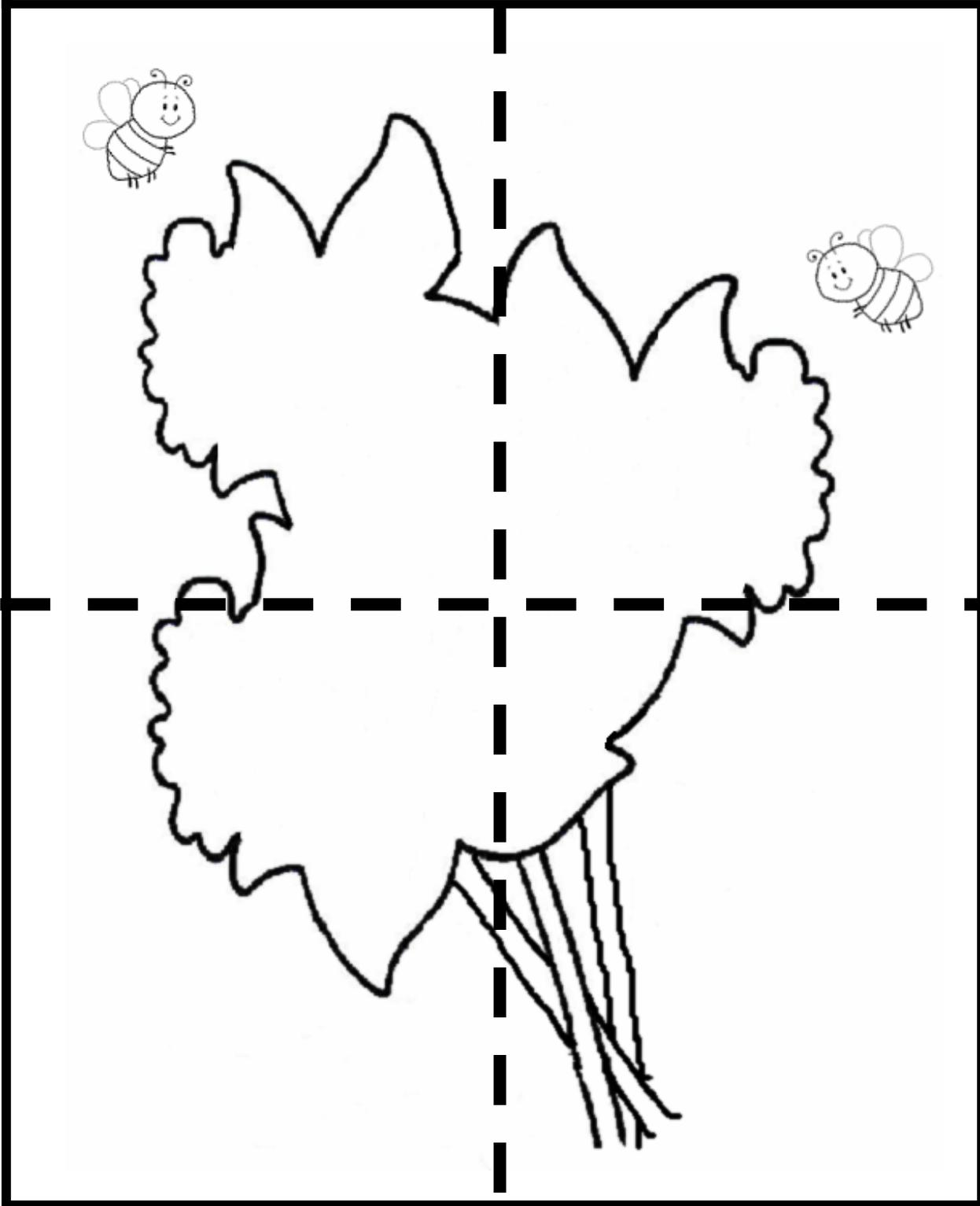
Everyone Loves a Puzzle

Flowers and Bees Puzzle



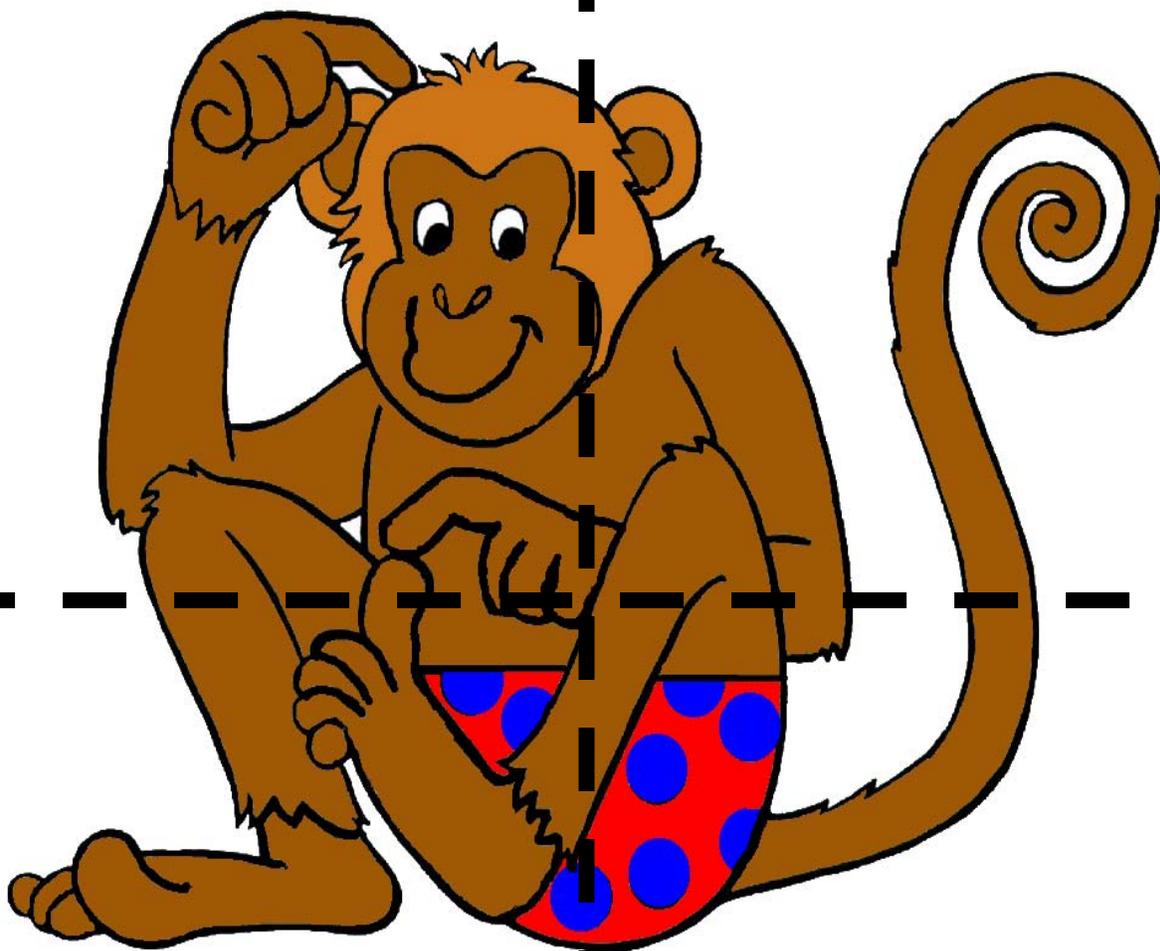
Everyone Loves a Puzzle

Flowers and Bees Puzzle
Outline



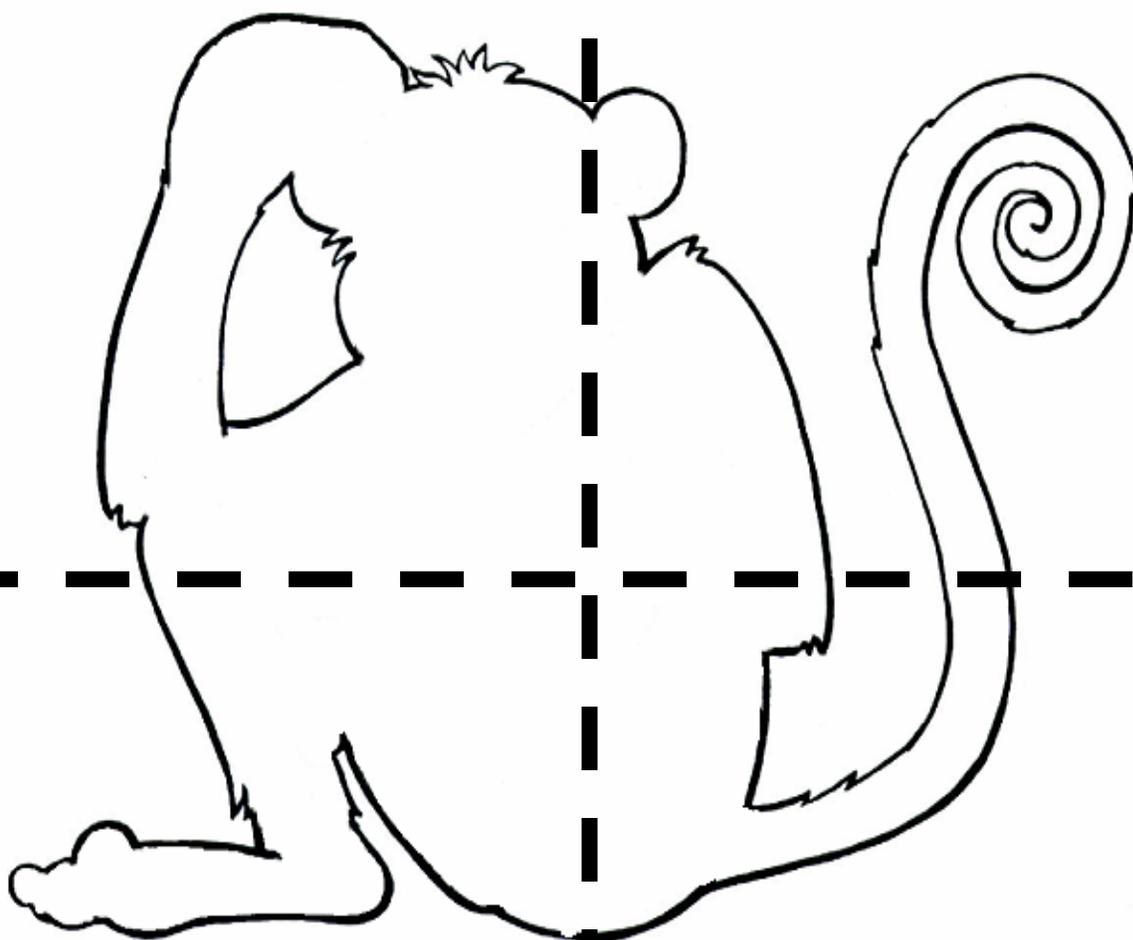
Everyone Loves a Puzzle

Monkey Puzzle



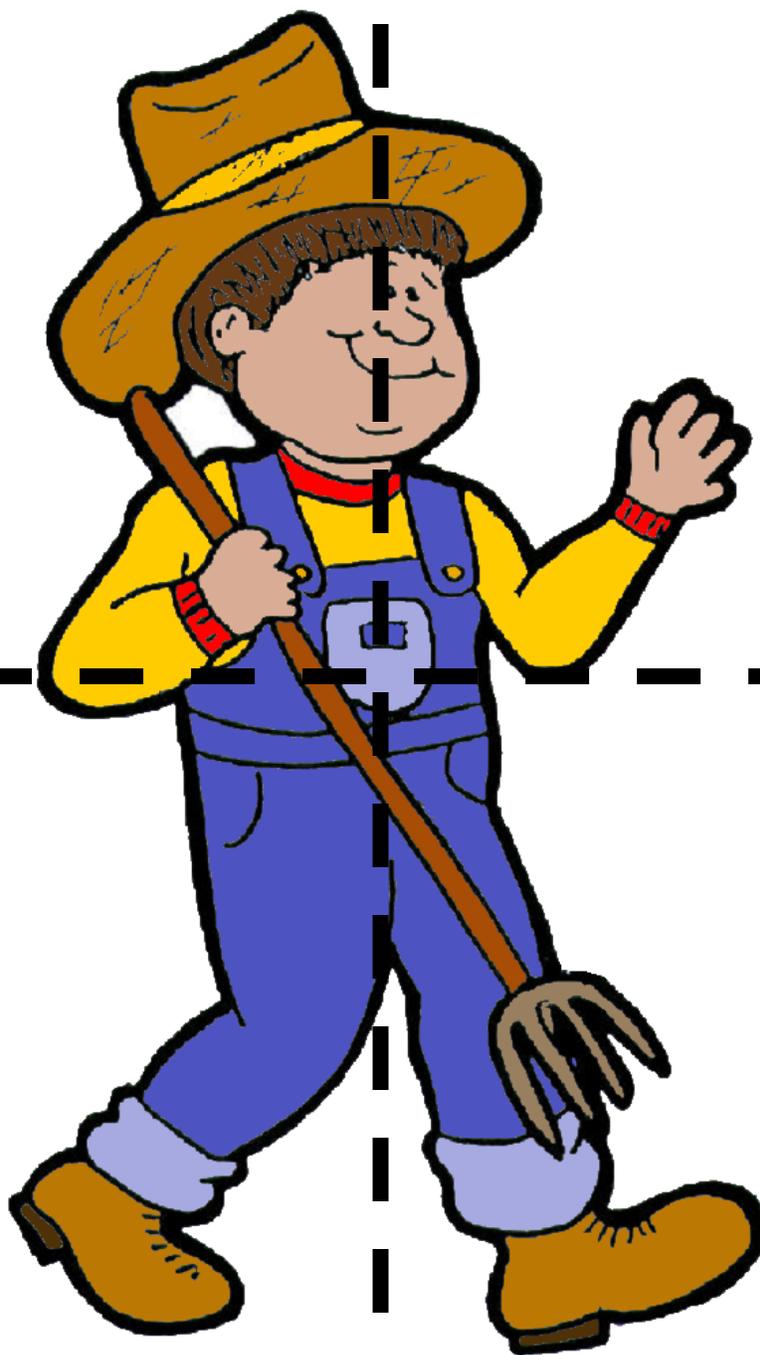
Everyone Loves a Puzzle

Monkey Puzzle
Outline



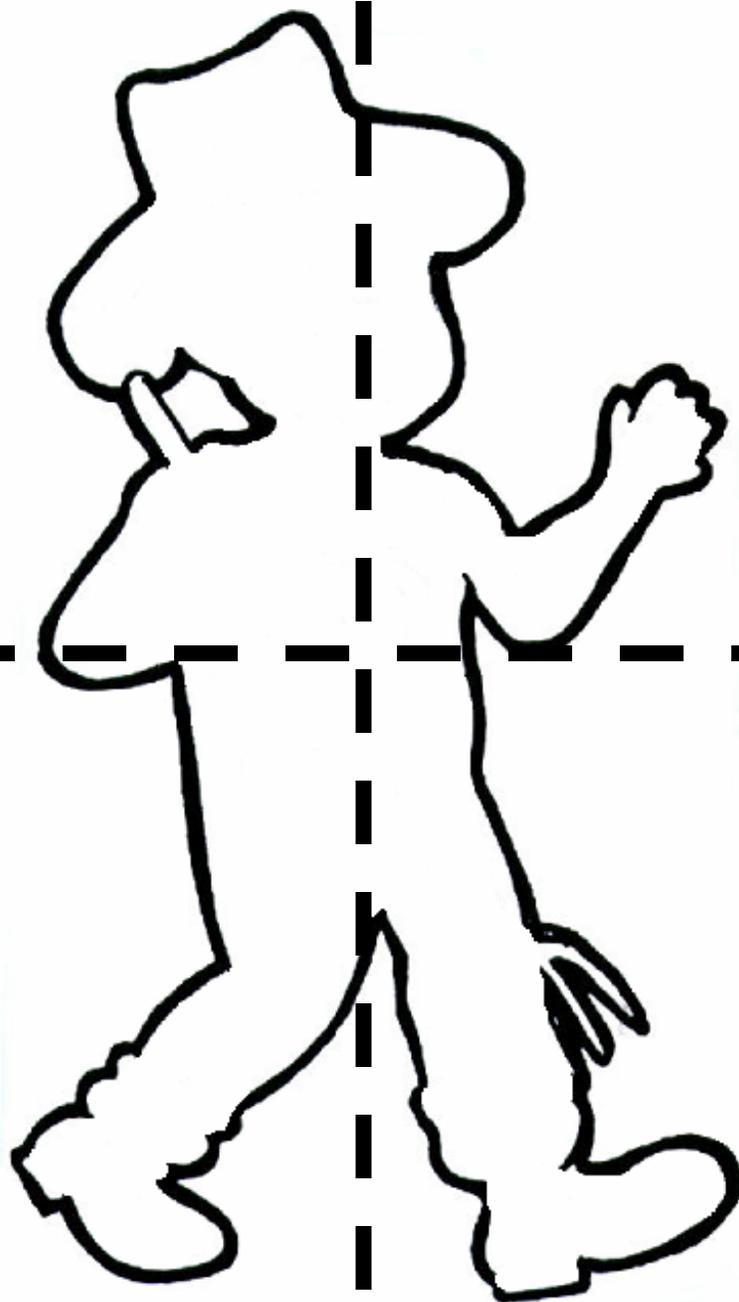
Everyone Loves a Puzzle

Farmer

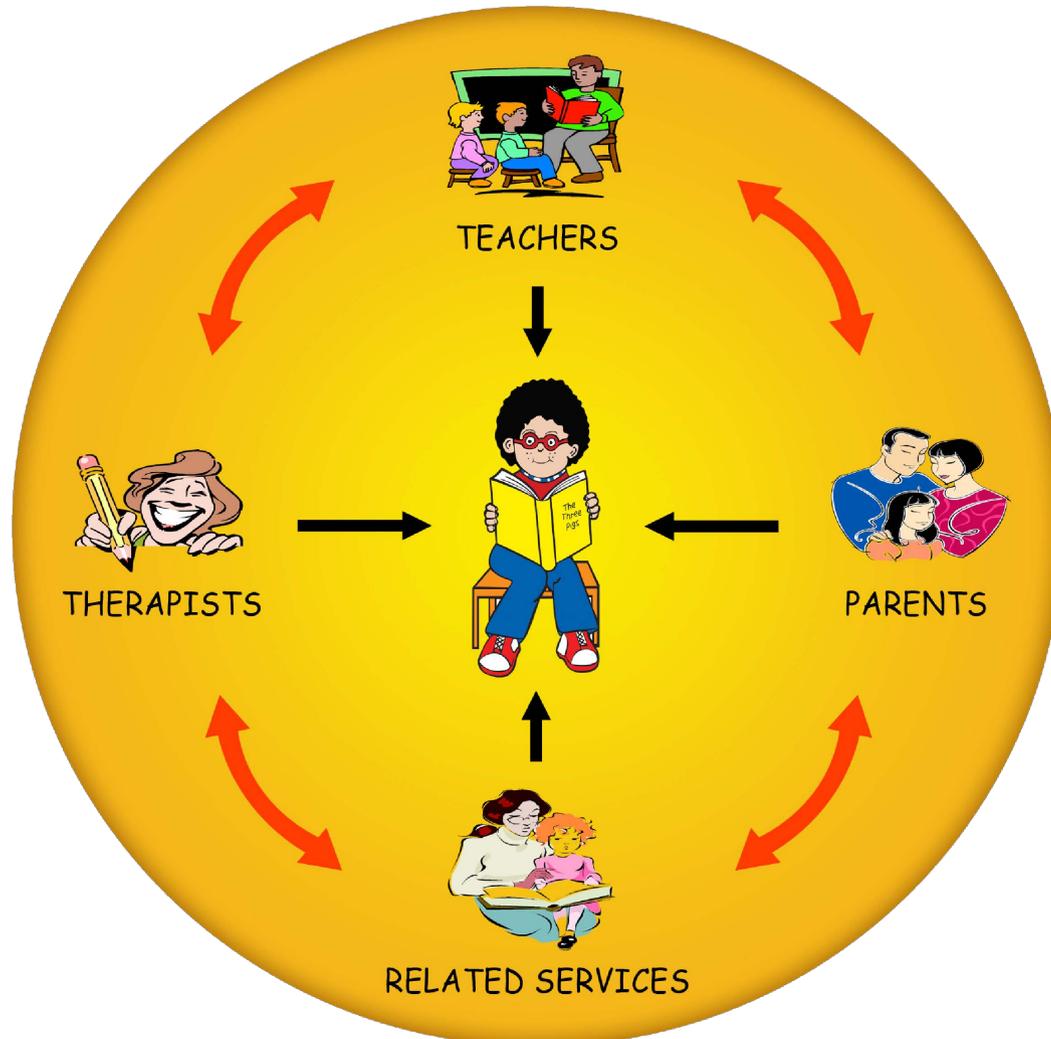


Everyone Loves a Puzzle

Farmer
Outline



Therapists and Service Providers
All Using the Same Curriculum
One Focus
Great Gains

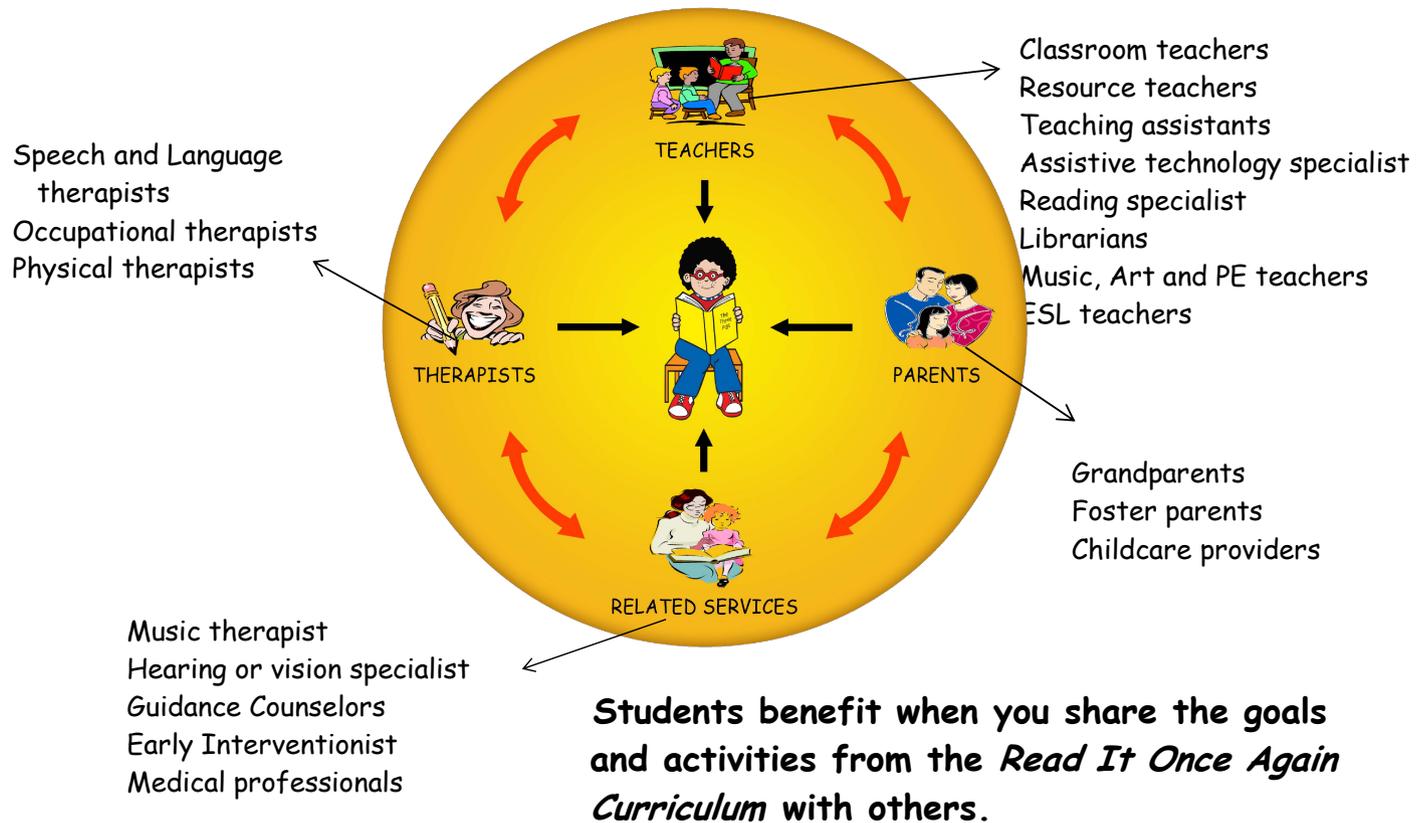


This Motor Section includes goals with activities for **Fine Motor** and **Gross Motor**.

Share these **Gross Motor** activities with physical therapists.

Share **Fine Motor** activities with occupational therapists.

Which other therapists and service providers may be involved with your students?



- ❖ When therapists use the activities in this curriculum in cooperation with the classroom teachers, the gains made by the child multiply and accelerate.
- ❖ When teachers and therapists share the same theme focus, it is much easier for therapy to take place within the classroom.
- ❖ When teachers and therapists work together within the classroom, teaching and therapy strategies are shared. This benefits all children in the classroom.
- ❖ Goals are shared and reinforced across domains instead of being practiced in isolation. This is especially true for speech and language.
- ❖ The curriculum structure and format allows teachers and other classroom specialists to easily collaborate and plan with a focus on the individual needs of each child.

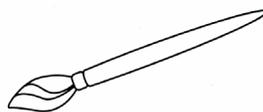
Gross Motor Goals

These goals focus on gross motor skills that are emphasized when reading *I Love You*.

TO IMPROVE GROSS MOTOR SKILLS THE CHILD WILL:

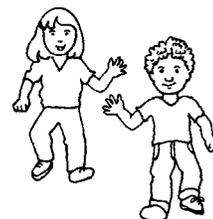
1. Demonstrate both gross and fine motor coordination when using a primary brush to apply paint to large pre-drawn object on an easel.

- _____ hand over hand
- _____ minimal assistance
- _____ independently



2. Reinforce balance and coordination by following a path using these gross motor movements.

___ Walking ___ Hopping ___ Crawling ___ Walking on tiptoe



3. Imitate animal movements:

- _____ swim like whale
- _____ hop like rabbit
- _____ waddle like a duck
- _____ fly like a bird or bee
- _____ climb like a monkey



4. Improve gross motor skills through movements related to familiar songs and finger plays.



5. Toss bees (beanbags) into a pail.

6. Practice these jumping skills in imitation of children jumping over a rope in the story:

- _____ jump with hands held.
- _____ jump independently without hands held.
- _____ jump off floor with both feet.
- _____ jump over line or rope lying on the floor.
- _____ jump over rope held 2 inches off the floor.
- _____ jump over moving rope gently swung back and forth.

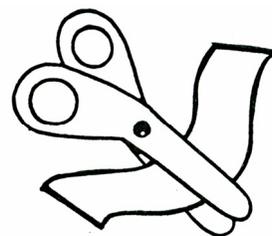
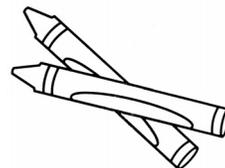


Fine Motor Goals

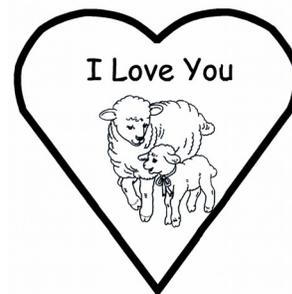
These goals focus on fine motor skills that are emphasized when reading *I Love You*.

TO IMPROVE FINE MOTOR SKILLS THE CHILD WILL:

1. Complete pasting activities which focus on fine motor skills necessary to appropriately complete a given project.
2. Use appropriate pencil grip when using markers, pencils or crayons to complete art or academic activities.
3. Demonstrate appropriate scissor skills by completing projects that require:
 - _____ holding a scissors correctly
 - _____ holding the paper in preparation for cutting
 - _____ snipping
 - _____ cutting 5 inch straight line
 - _____ cutting a curved line
 - _____ cutting a closed shape (circle, square, oval)
4. Complete projects that require lacing skills.
 - _____ lace and thread yarn or ribbon in and out of holes
 - _____ sequence holes in correct order
5. Use marker or crayon to trace a:
 - _____ vertical line
 - _____ horizontal line
 - _____ curved line
 - _____ closed figure (circle, square, triangle, oval)
6. Use a marker or crayon to independently copy a:
 - _____ vertical line
 - _____ horizontal line
 - _____ curved line
 - _____ closed figure (circle, square, triangle, oval)
7. Flatten play dough in preparation for using heart shaped cookie cutter.



Bunny Hop



Domain:

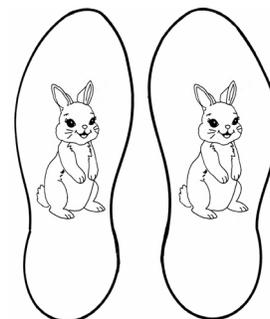
- Gross Motor, Language

Goals:

- Child will jump off the floor with both feet.
- Child will jump/hop forward from square to square.
- Child will identify animal on footprints.

Materials:

- *Bunny Hop* footprint pattern p. 156
- tape or Velcro
- lamination

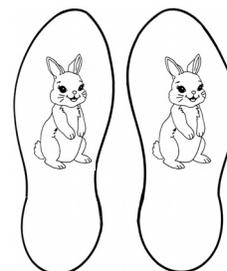


Instructions:

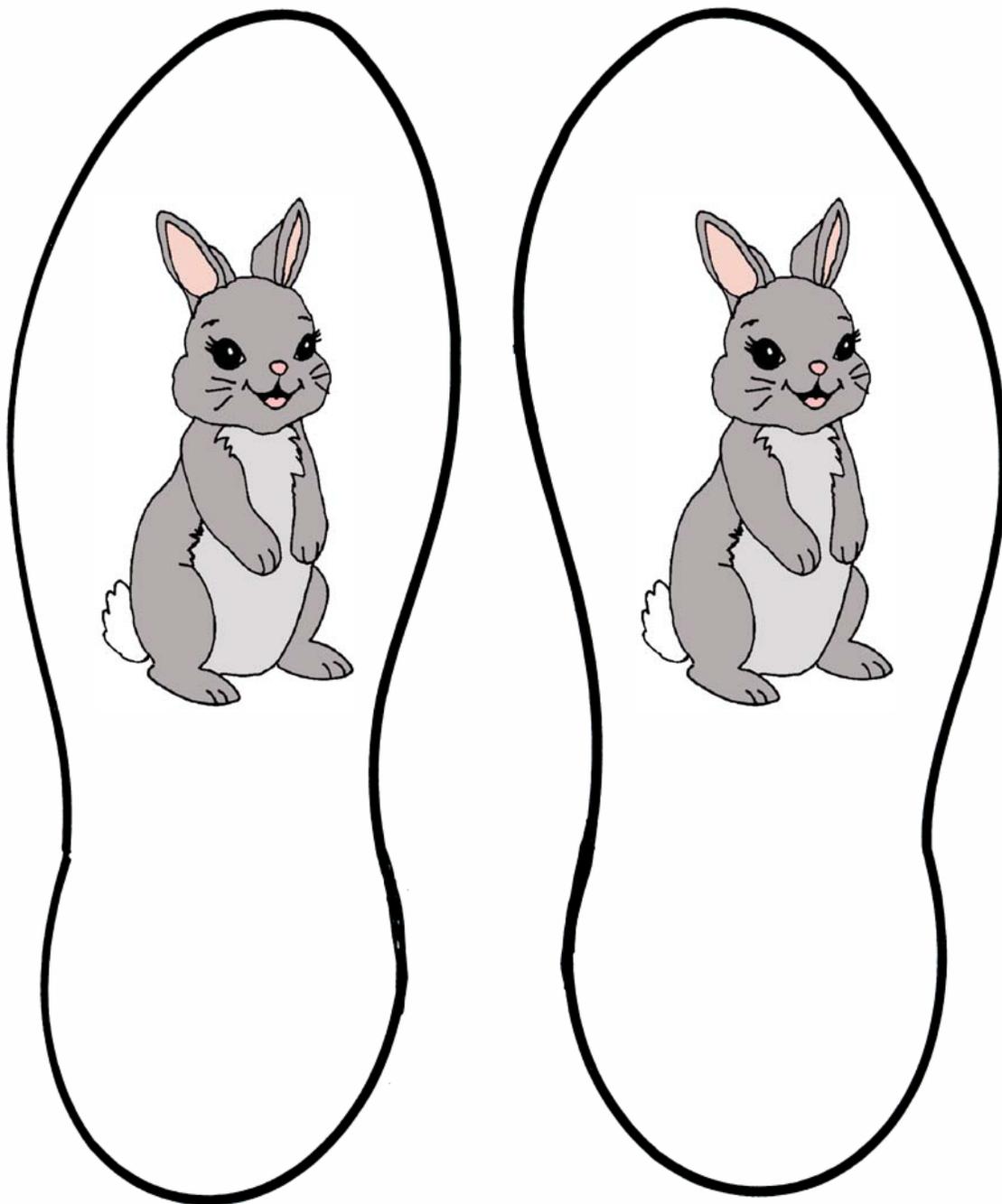
- Teacher will copy several sets of *Bunny Hop* footprints. The number will vary according to the length of your bunny trail.
- Footprints can be cut individually, or left as is in squares.
- Laminate for durability.
- Use *Bunny Hop* sets of footprints to create a bunny trail.
- Distance between footprints will vary according to the age and ability of your children.
- Tape to the floor or Velcro to the rug to keep footprints from slipping. Painter's masking tape does not leave marks on the floor and is easy to remove.
- Demonstrate how to jump forward on both feet, hopping from one set of footprints to the next set.
- Assist children in jumping forward with both feet.

Suggestion:

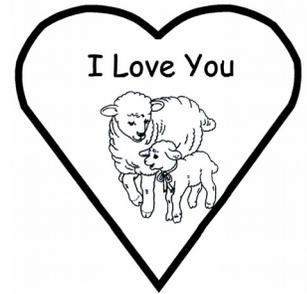
- Provide balance for younger children by holding one or both hands while jumping.



Bunny Hop Footprints



One, Two, I Love You Start and Stop Activity



Domain:

- Gross Motor, Language

Goals:

- Child will demonstrate knowledge of listening skills by identifying when music starts or stops.
- Child will demonstrate knowledge of standing on or off a heart.
- Child will move and dance while the music plays.
- Child will stand on a heart when music stops.

Materials:

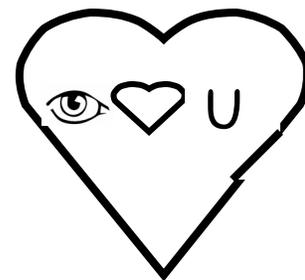
- *One, Two, I Love You* reproducible p. 158
- construction paper
- familiar music

Instructions:

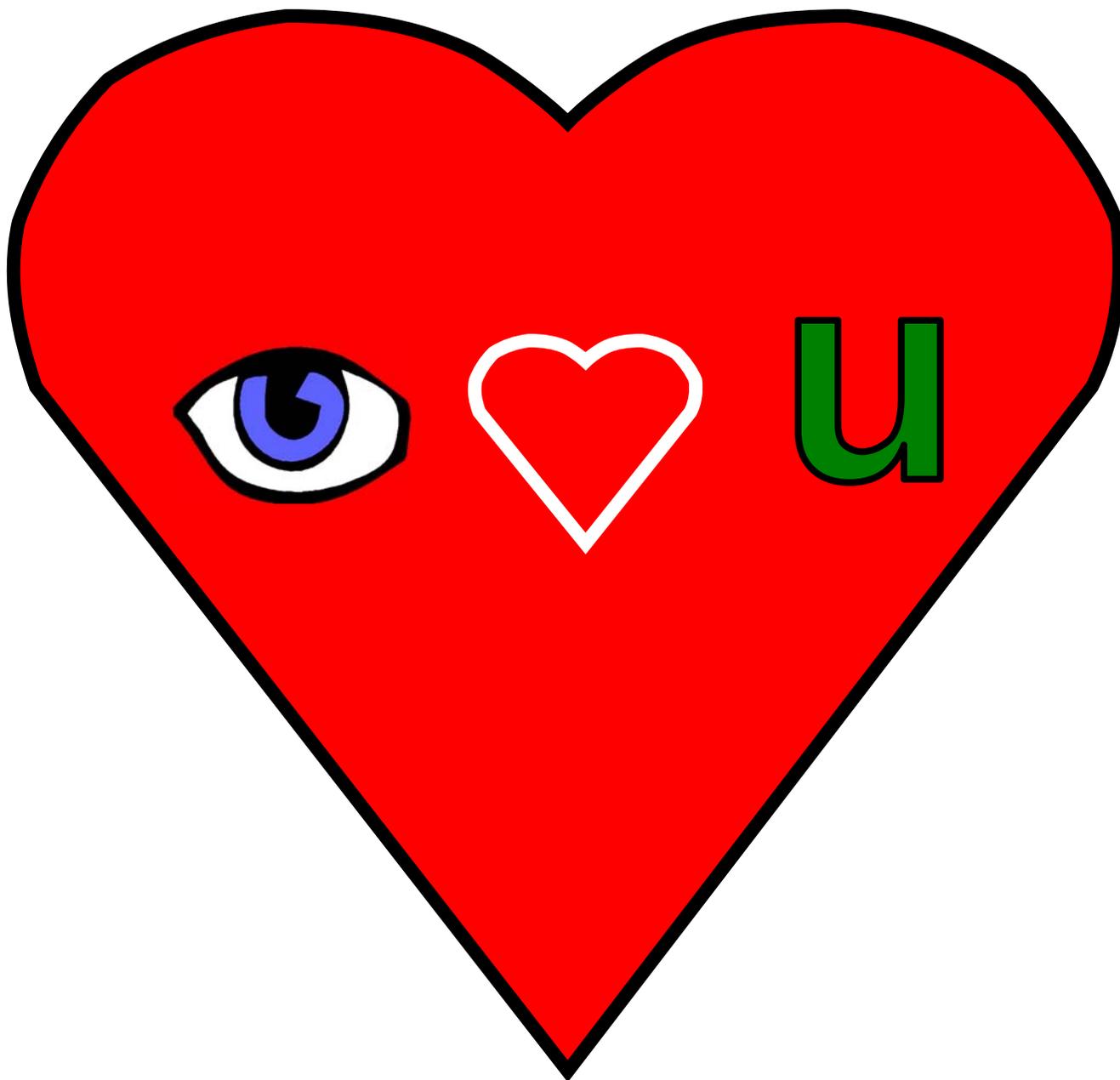
- Teacher will copy and cut several copies of *One, Two, I Love You* reproducible page. Make sure there is one heart per child.
- Teacher will designate a confined area.
- Teacher will instruct children to dance and move as the music is played.
- Teacher will say "I Love You" as the music stops.
- Teacher will instruct children to stand on a heart when the music stops.

Suggestions:

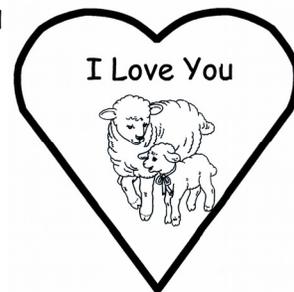
- Laminate heart pictures for durability.
- Copy hearts on different colors. Encourage children to identify color.



One, Two, I Love You



Every Sock Loves a Shoe and I'll Jump Rope for You



Domain:

- Gross Motor, Language

Goals:

- Child will jump with hands held.
- Child will jump independently without hands held.
- Child will jump off floor with both feet.
- Child will jump over line or rope lying on the floor.
- Child will jump over rope held 2 inches off the floor.
- Child will jump over moving rope gently swung back and forth.
- Child will demonstrate gross motor skills at appropriate time while reading the story.

Materials:

- jump rope
- *I Love You* storybook



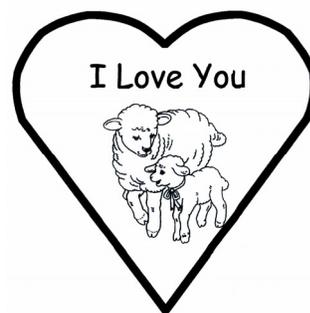
Instructions:

- Read *I Love You*.
- Discuss the illustration showing shoes jumping over a rope.
- Have jump rope available and discuss how jump ropes are used by children and adults.
- Demonstrate the uses of a jump rope.
- Hold the rope in a straight line on the floor.
- Begin basic steps of jumping rope by teaching a child to:
 - Jump with hands held.
 - Jump independently without hands held.
 - Jump off floor with both feet.
 - Jump over line or rope lying on the floor.
 - Child will jump over rope held 2 inches off the floor.
 - Child will jump over moving rope gently swung back and forth.
- If necessary, assist the child in jumping over the rope.

Suggestions:

- Hold hands with children that have beginning jumping skills.
- Use a long rope to allow several children to practice their jumping skills at one time.

Fill My Pail



Domain:

- Gross Motor, Language, Cognitive

Goals:

- Child will fill pail with sand.
- Child will identify objects as pail, shovel, and sand.
- Child will demonstrate knowledge of empty and full.

Materials:

- *I Love You* storybook
- sand
- sand pail
- sand shovel
- several scoops to fill the pail
- a small flag, flower or some other reward object to stick in the sand

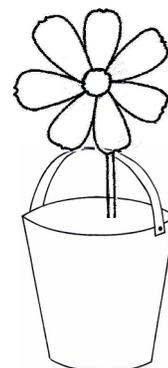


Instructions:

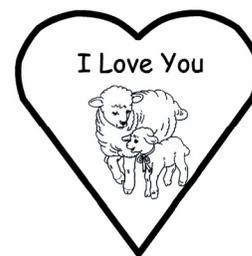
- Read *I Love You* and discuss the illustration showing a shovel and pail with sand.
- Demonstrate how a shovel is used to scoop into the sand and then dump that sand into the pail.
- Demonstrate the fact that it may take several scoops to fill the pail.
- Allow children to practice scooping and filling their pails.
- Teacher or child may place flag on the top once the pail is full.
- Demonstrate how to dump the sand from their pails and begin the process again.

Suggestions:

- Use small sized pails with young children so that it does not require as much sand to fill the pail and receive a reward.



Making Sand Castles



Domain:

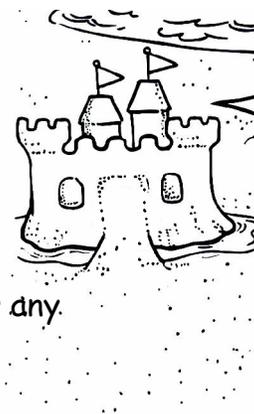
- Gross Motor, Language

Goals:

- Child will use shovel to fill pail or container with sand.
- Child will pour water over sand.
- Child will dump contents of pail to create a sand castle.
- Child will decorate sand castle with assorted materials.
- Child will use receptive or expressive language skills to describe sand castle and building process to peers or teacher.

Materials:

- *I Love You* storybook
- sand
- assorted sized pails
- sand shovel
- water
- shells, artificial flowers, stones, sticks, small flags, or any materials available to decorate a sand castle.



Instructions:

- Read *I Love You*. Point out the sand castle found on the shovel and pail page.
- After children have practiced the skills found in *Fill My Pail* on page 160, demonstrate how to make a sand castle using different sized pails and containers.
- Help children to determine how much water needs to be added to the sand to make it firm enough to stand without the support of the pail.
- Instruct children to fill pails with sand.
- If necessary, assist children in removing sand from pail.
- Encourage children to decorate castle with assorted materials.

Suggestions:

- Castles may also be constructed by adding water to sand and forming with your hands.

Follow the Path

Gross Motor

Domain:

- Gross Motor, Language

Goals:

- Child will walk on pictured animals, objects or characters to follow a path.
- Child will identify each animal, object, or character that they step on.

Materials:

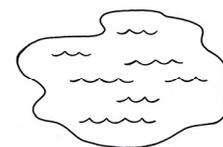
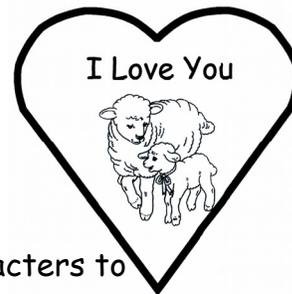
- *Story Telling Cards* pp. 28-40 and/or *Animal Memory Game* pp. 125-128
- construction paper
- scissors

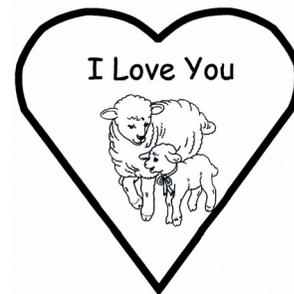
Instructions:

- Teacher will copy and cut *Story Telling Cards* and/or *Animal Memory Game* reproducible pages.
- Teacher will create a path using pictured animals, objects or characters.
- Teacher will instruct child to follow the path.
- Encourage children to identify each animal, object or character that they step on.

Suggestions:

- Laminate pictures for durability.
- Incorporate suggestions from physical and occupational therapists.
- Use the cards to create a path as a method to transition from one activity to another, such as going from a group language activity to snack.
- Sequence pictures to reinforce rhyming patterns.





Every Duck Loves a Lake

Domain:

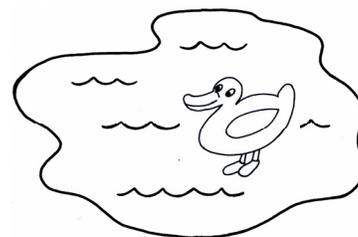
- Gross Motor, Language

Goals:

- Child will use gross motor skills to toss small plastic ducks into water table or tub.
- Child will use gross motor skills to stand on duck footprints.
- Child will identify animal as a duck.

Materials:

- *Every Duck Loves a Lake Footprints* reproducible p. 164
- Water table, large tub, or kiddy wading pool
- 5 or more small plastic/rubber ducks

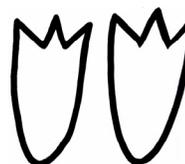


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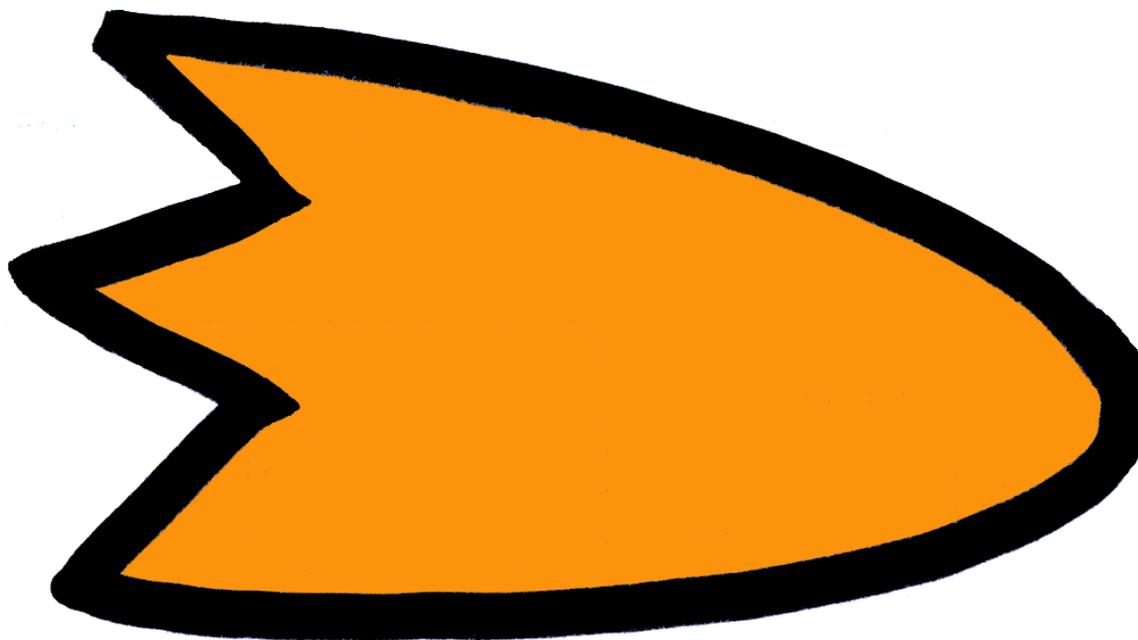
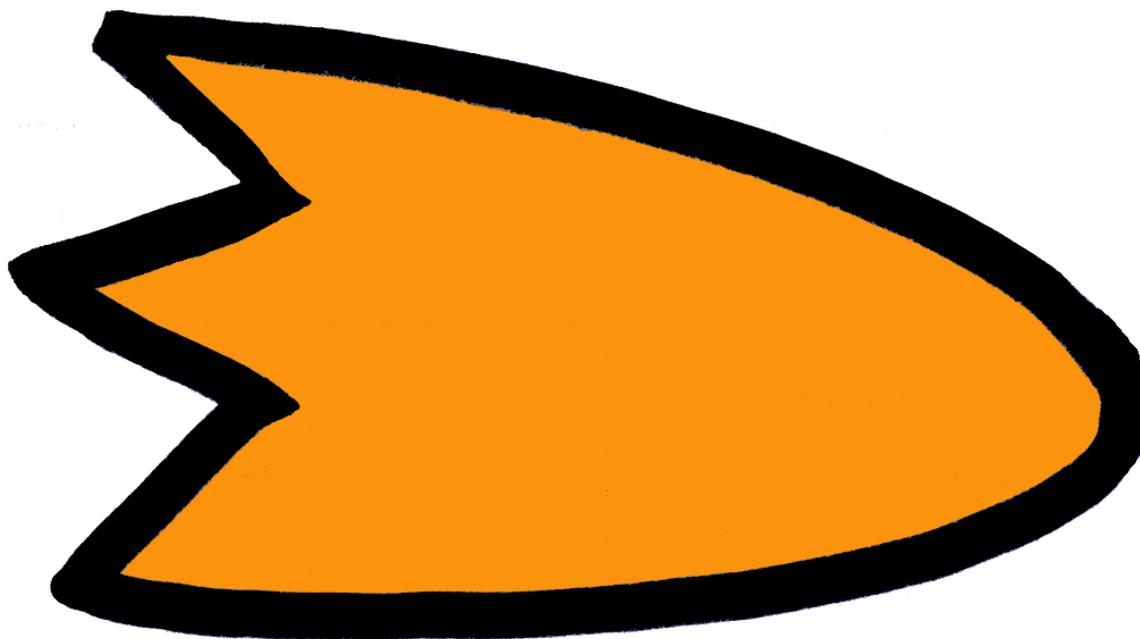
- Teacher will copy and cut *Every Duck Loves a Lake Footprint* reproducible page.
- Teacher will fill water table, tub or kiddy pool.
- Place duck footprints on the floor an appropriate distance from the water, giving the children a place to stand.
- Demonstrate how to stand on the footprints and help the ducks to dive into the the lake by tossing a duck into the water table, tub or pool.

Suggestions:

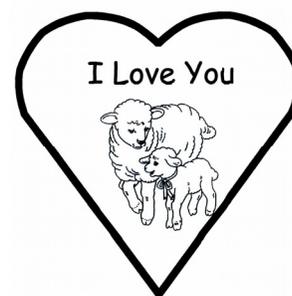
- Use as outdoor activity on warm days.
- Encourage children to waddle like a duck as they approach the footprints for their turn.
- Never leave children unsupervised near water.



Every Duck Loves a Lake Footprints



Every Wave Loves a Whale



Domain:

- Gross Motor, Language, Socialization

Goals

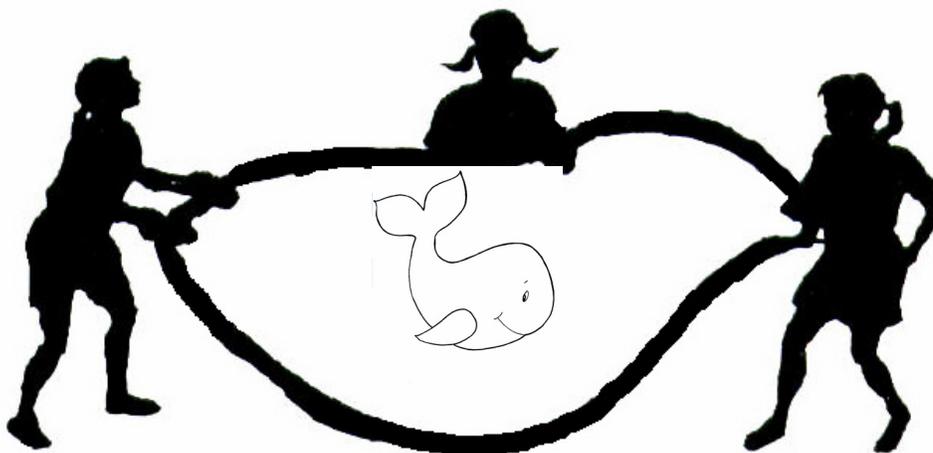
- Child will use gross motor skills to toss whale into the air.
- Child will work cooperatively in a group activity.
- Child will use receptive or expressive language skills to interact with peers.

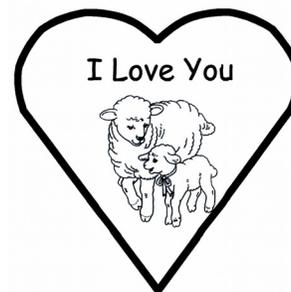
Materials:

- small blanket or sheet, round tablecloth
- stuffed whale, fish or light pillow decorated like a whale

Instructions:

- Teacher will lay blanket, sheet, or tablecloth on the floor.
- Position the children around the tablecloth.
- Have them grab the edges tightly with both hands.
- Instruct children to lift sheet waist high.
- Have children raise sheet to shoulder height creating a wave.
- Put whale in the center of the sheet so that he can swim in the waves.
- Instruct children to raise and lower the sheet tossing the whale around the waves.





Cooked Play Dough

This dough has a soft consistency that is just right for exercising the fine motor muscles that are necessary for cutting and writing skills. The dough will keep unrefrigerated in a covered container for many months. Various colors can be made by adding food coloring to the water as it is mixed with the flour.

Materials:

heavy saucepan
wooden mixing spoon
stove

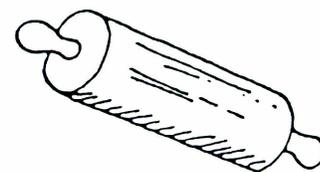
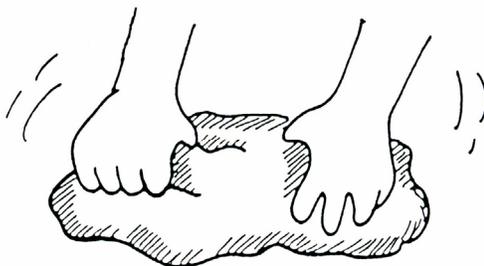
Ingredients:

1 cup flour
1 cup water
1/2 cup salt
1 Tablespoon vegetable oil
2 teaspoons cream of tartar
food coloring



Instructions:

Mix flour, salt and cream of tartar in large saucepan. Set burner to medium/low temperature. Add food coloring to water. Mix vegetable oil and water with dry ingredients. Stir all ingredients while heating and continue to stir until the mixture begins to thicken. When it reaches desired consistency, remove from heat and knead dough.



Painting on the Easel



This activity is **NOT** intended to be a creative art project. The purpose of this activity is to achieve the goals listed below. Children should have the opportunity to creatively express themselves in addition to this structured painting activity.

Domain:

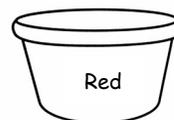
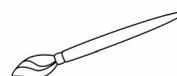
- Gross Motor, Fine Motor, Language, Cognitive, Self-help

Goals:

- Child will use a primary brush to apply paint to large pre-drawn object on an easel.
- Child will identify drawn object or character to be painted.
- Child will identify color of the paint.
- Child will apply paint inside the drawn line of the object to be painted.
- Child will paint entire surface inside the lines of the object to be painted.
- Child will put on paint smock with/without assistance.
- Child will identify his/her painting after it is displayed.
- Child will identify his/her name.

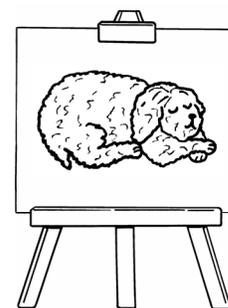
Materials:

- easel
- tempera paints in 8 primary colors
- paint cups with lids
- large primary paint brushes
- Paint Masters, pages 297-308
- 18"X24" Sulfite paper or any type of easel painting paper
- overhead or opaque projector
- black permanent marker
- scissors



Instructions:

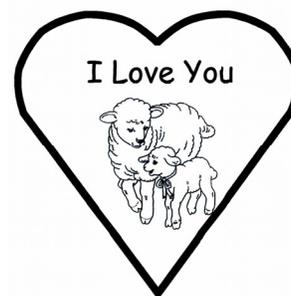
- Using an overhead or opaque projector, enlarge paint master pattern to fit on paper approximately 18"X24". Use permanent black markers to trace one pattern for each child.
- Select appropriate color of paint, mix and pour into a paint cup. Provide a large primary sized paintbrush. Offer only one color of paint when working with children who have beginning painting skills.
- Select one child at a time to paint at the easel. Before painting help the child to:
 - put on a paint smock.
 - identify the object or character from the story that is drawn on the easel.
 - identify the color of paint.
- Encourage the child to paint inside of the lines covering the entire surface.
- When painting has dried, write the child's name on the front of the painting in large bold letters.
- Cut out character or object. Retrace significant lines if necessary.
- Display characters or objects on wall or bulletin board. Group all similar characters or objects together. This helps young children begin to improve their visual categorization skills that will be necessary as they move on to other classroom settings.
- Repeat process using additional patterns from the paint masters.

Suggestions:

- Incorporate help from parents and volunteers to do tracing of patterns and cutting after paintings are completed.
- At the end of the unit, paintings can be sent home in packets. See *Packet Day* activity found on page 76.
- Suggested color selection for the objects or characters can be found in *At a Glance* under Color Identification found on page 22.
- A Painting Schedule is available on page 312 to help organize your painting routine.



Hide and Seek Keys



Domain:

- Fine Motor, Language

Goals:

- Child will use tactile and visual skills to find keys hidden in the sand, rice, or beans.
- Child will describe keys (color, shape, size).

Materials:

- sand table, rice pool, sandbox
- variety of assorted keys (metal, plastic, colored, large, small)

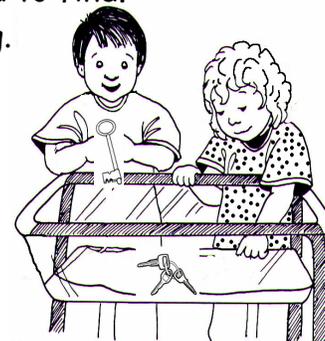
Instructions:

- Teacher will bury and hide keys in sand, rice or beans.
- When used as an activity for one child, instruct him to find all the keys hidden in the sand.
- When used as a group activity, allow children to take turns finding the keys.
- Encourage children to describe the keys that they find by color or size. Count the keys when the activity is completed.

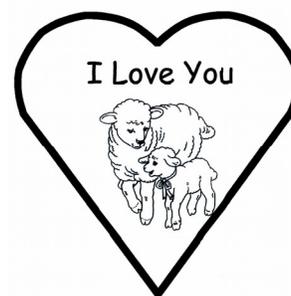


Suggestions:

- Have children close their eyes while looking for the keys. Let them use their tactile senses to find the missing keys.
- Let children hide the keys for the next child to find.
- This is a good game to encourage turn taking.



Clothespins and Clotheslines



Domain:

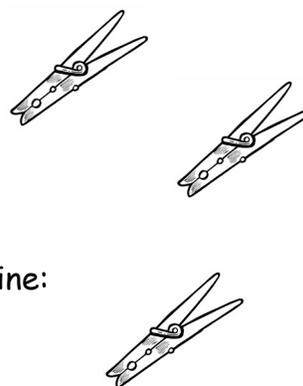
- Fine Motor, Language, Cognitive

Goals:

- Child will use pincer grip to open and close pinch type clothespin.
- Child will identify color of clothespin.
- Child will identify type of clothing.

Materials:

- *I love You* storybook
- colored plastic pinch type clothespins
- rope, or clothesline
- child sized clothes to be hung on the line:
shirt, shorts, socks
- laundry basket or box for clothes



Instructions:

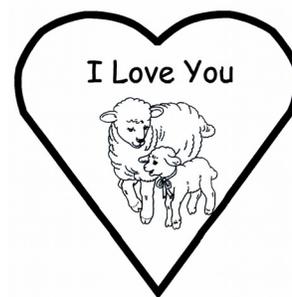
- Hang a clothesline or rope between the backs of two chairs making sure it is at right height for a child.
- Read *I Love You* pointing out the clothesline on the second page of the story with the bird nest.
- Discuss the reason for a clothesline and clothespins.
- Demonstrate how to hang clothing on a clothesline.
- Allow children to take turns hanging articles of clothing on the clothesline.
- Practice listening skills by asking the child to select a particular item from the laundry basket.
- Instruct each child to pick a selected color of clothespin to reinforce color recognition, or have the child identify the color clothespins that they have selected.

Suggestions:

- Use push clothespins for children having difficulty with the pinch type.



Toys in the Toy Box Cutting Activity



Domain:

- Fine Motor, Language

Goals:

- Child will cut out pictures of toys along 2-3 inch line.
- Child will place toys in toy box.
- Child will use receptive or expressive language skills to name objects as they place them in the toy box pocket.



Materials

- *Toys in the Toy Box* reproducible pp. 172-173
Toy Box Pocket
Toy Cutting Grid
- construction paper
- scissors
- glue or stapler



Instructions:

- Teacher will copy *Toys in the Toy Box Cutting Grids* reproducible page.
- Teacher will copy *Toys in the Toy Box Pocket Page*. Copy one toy box for each child.
- Teacher or child will fold along middle dotted horizontal line and cut along vertical lines.
- Glue or staple around the edges of the toy box pocket leaving the top open. Leave the top opening large enough for children to place toys.
- Depending on the child's cutting abilities, cut strips vertically or horizontally. Cut vertically for children with beginning abilities, as it only requires them to make 1-2 inch snips or cuts.
- After cutting, child will place toys in the toy box.

Suggestions:

- Copying toys on different colored construction paper allows you to teach colors as part of the activity.

Toys in the Toy Box



TOYS

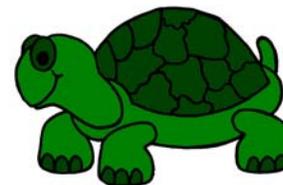
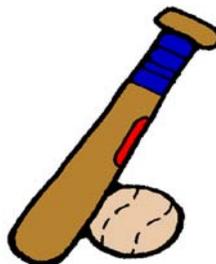
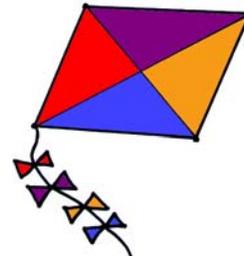
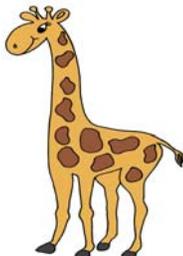
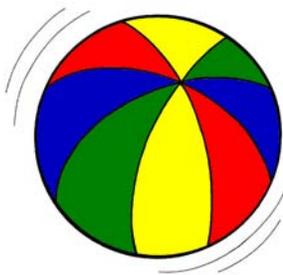
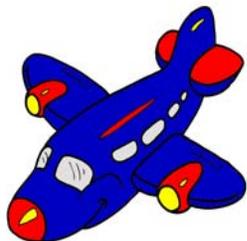


Name _____

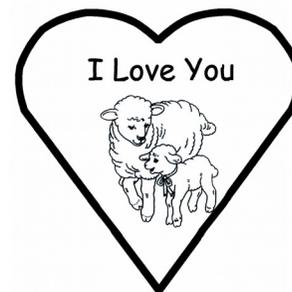
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Toys in the Toy Box

Cutting Grid



Cutting Grids

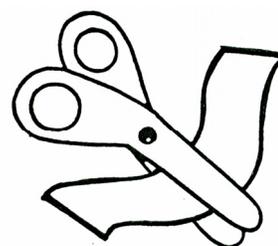


Domain:

- Fine Motor, Language

Goals:

- Child will hold scissors correctly.
- Child will use receptive or expressive language to name objects.
- Child will open and close scissors while making small cuts in the paper.
- Child will hold or turn paper while cutting.
- Child will cut along a straight line.
- Child will cut a circle.



Materials:

- *Cutting Grid* reproducible pp. 175-179
- scissors
- heavy paper/construction paper

Instructions:

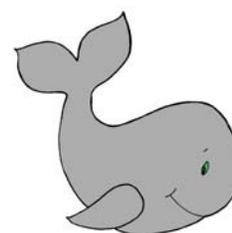
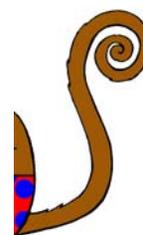
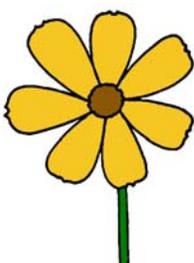
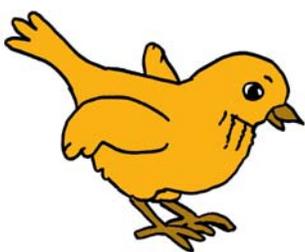
- Teacher will reproduce cutting grid on construction paper or other sturdy paper.

Suggestions:

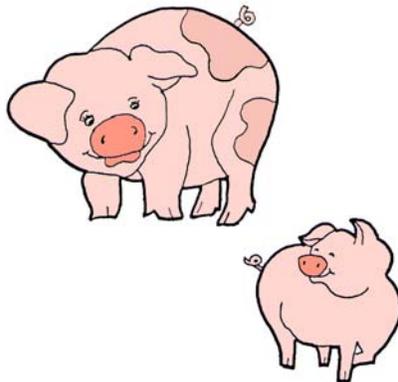
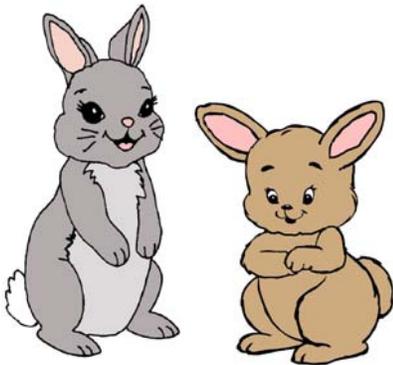
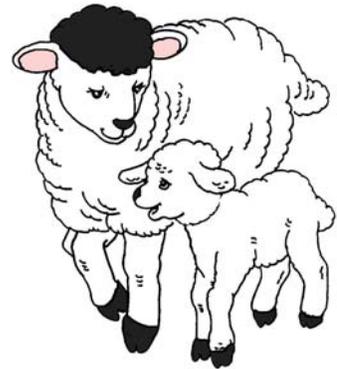
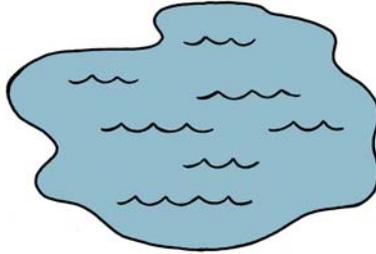
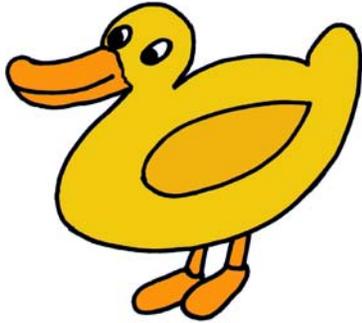
- Children can choose this activity to practice cutting skills during center time.
- Teachers can use this grid as a guided fine motor activity during small group.
- Using construction paper or other sturdy paper helps children with beginning cutting skills.



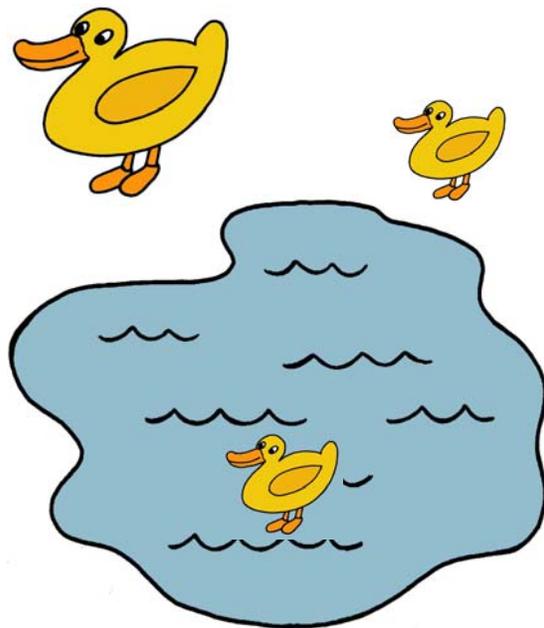
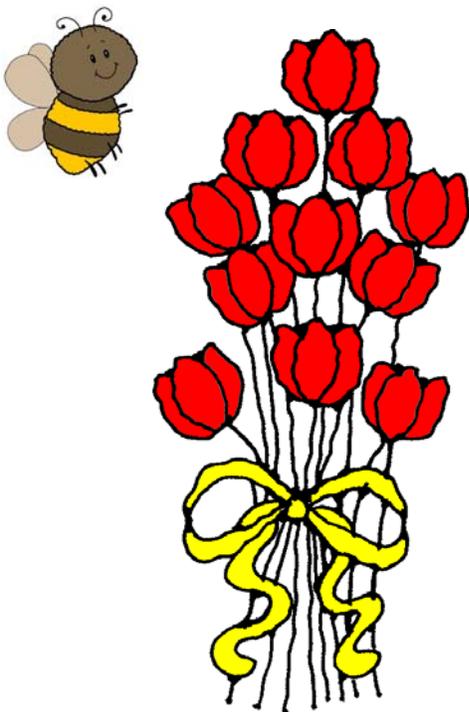
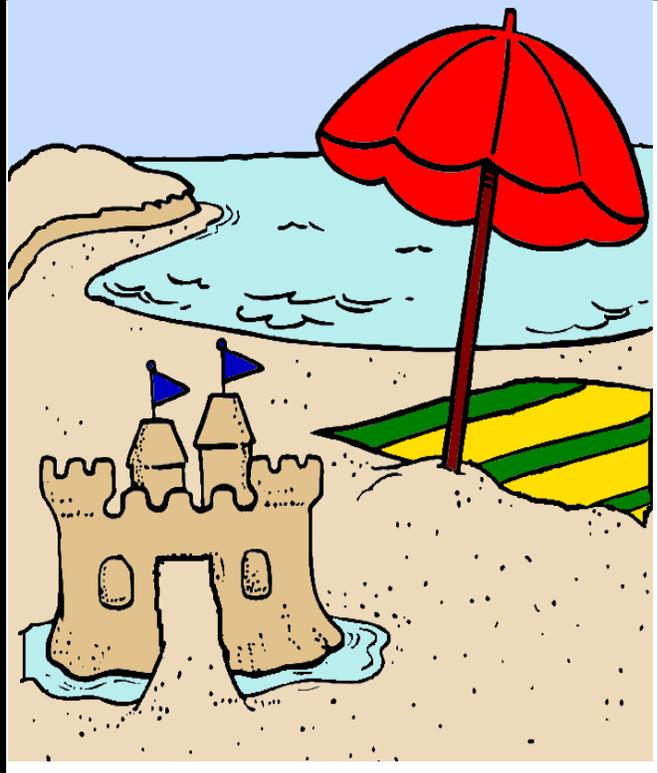
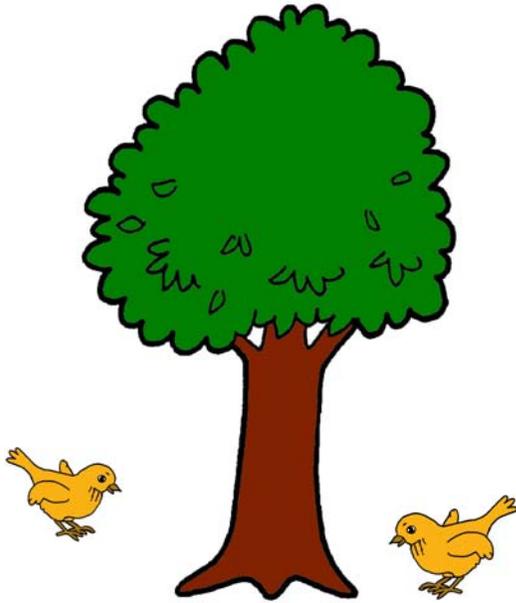
Cutting Grid



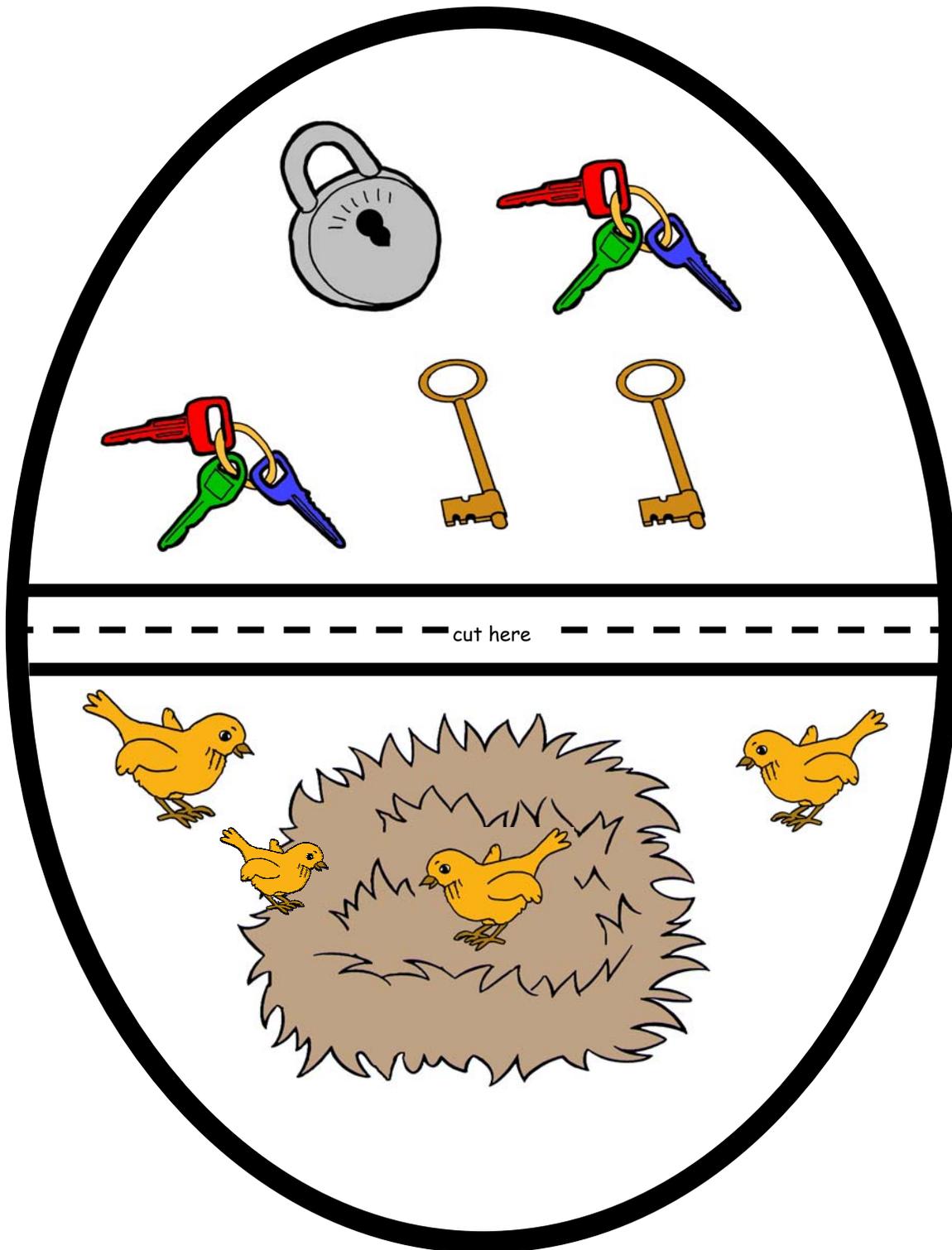
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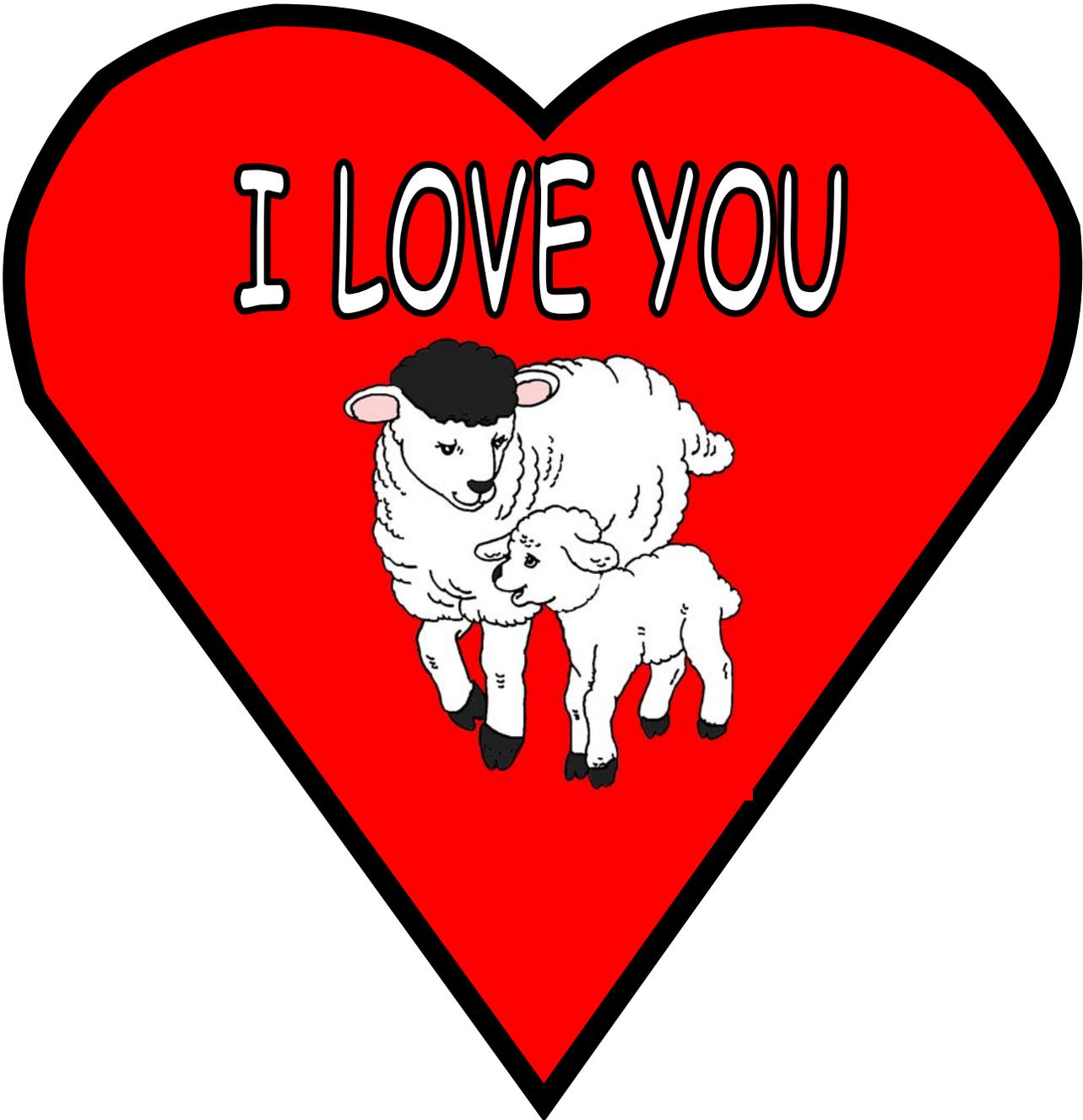
Cutting Grid



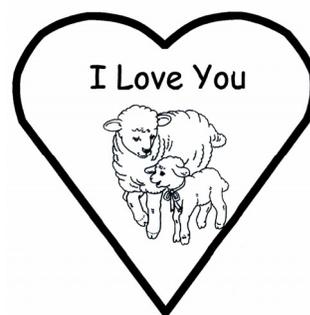
Cutting Grid



Cutting Grid



I Love to Lace

Domain:

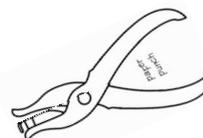
- Fine Motor, Language

Goals:

- Child will use receptive or expressive language to identify the animal or objects.
- Child will demonstrate eye-hand coordination by lacing animal or objects.

Materials:

- *I Love to Lace* reproducible pp. 181-187
- construction paper
- paper punch
- curling ribbon

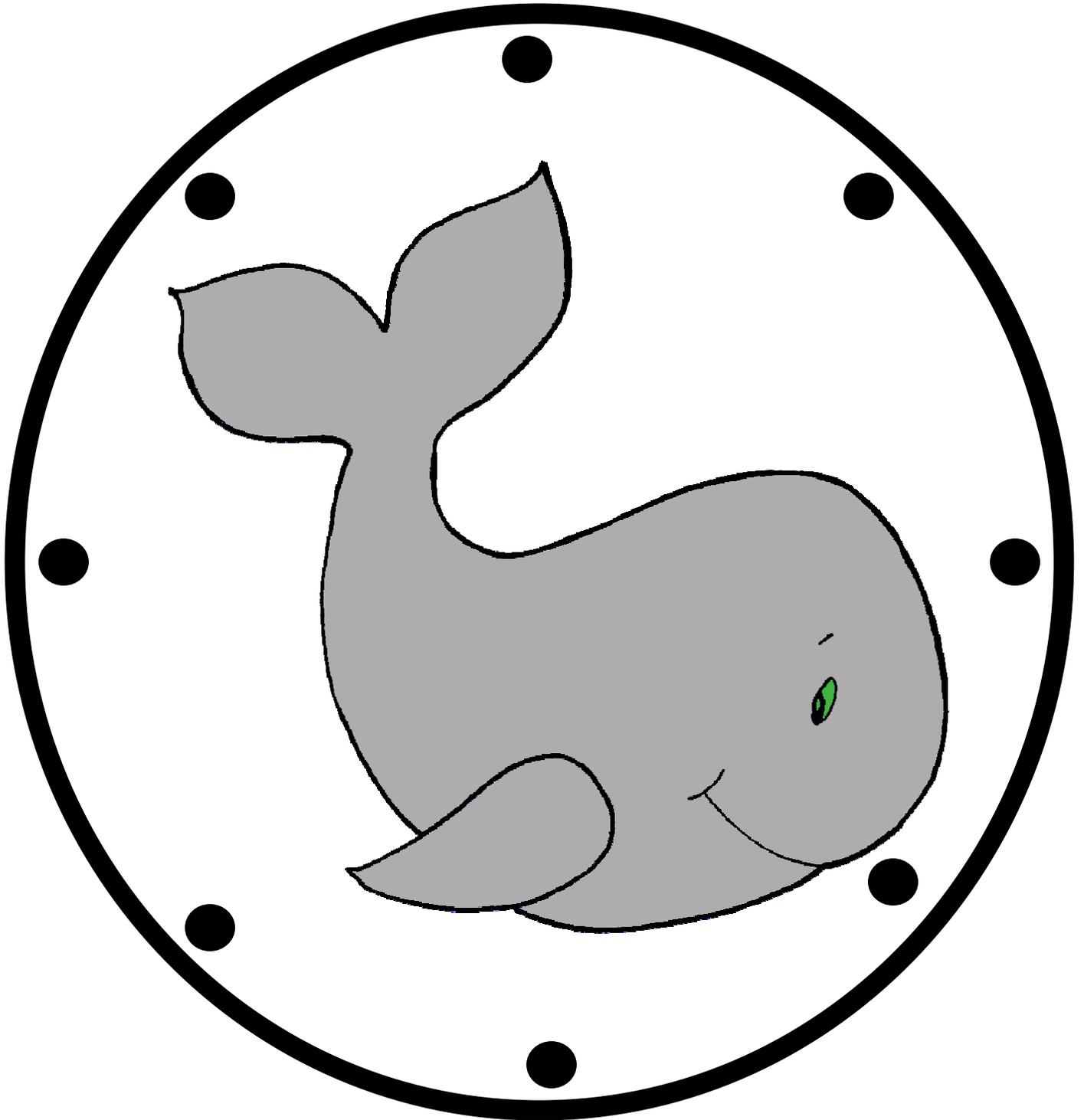
Instructions:

- Teacher will copy and cut *I Love to Lace* reproducible pages.
- Teacher will punch holes around outside of the objects or animals; the younger the child, the fewer the holes.
- Teacher will tie ribbon to one of the holes.
- Child will lace ribbon in and out of holes.

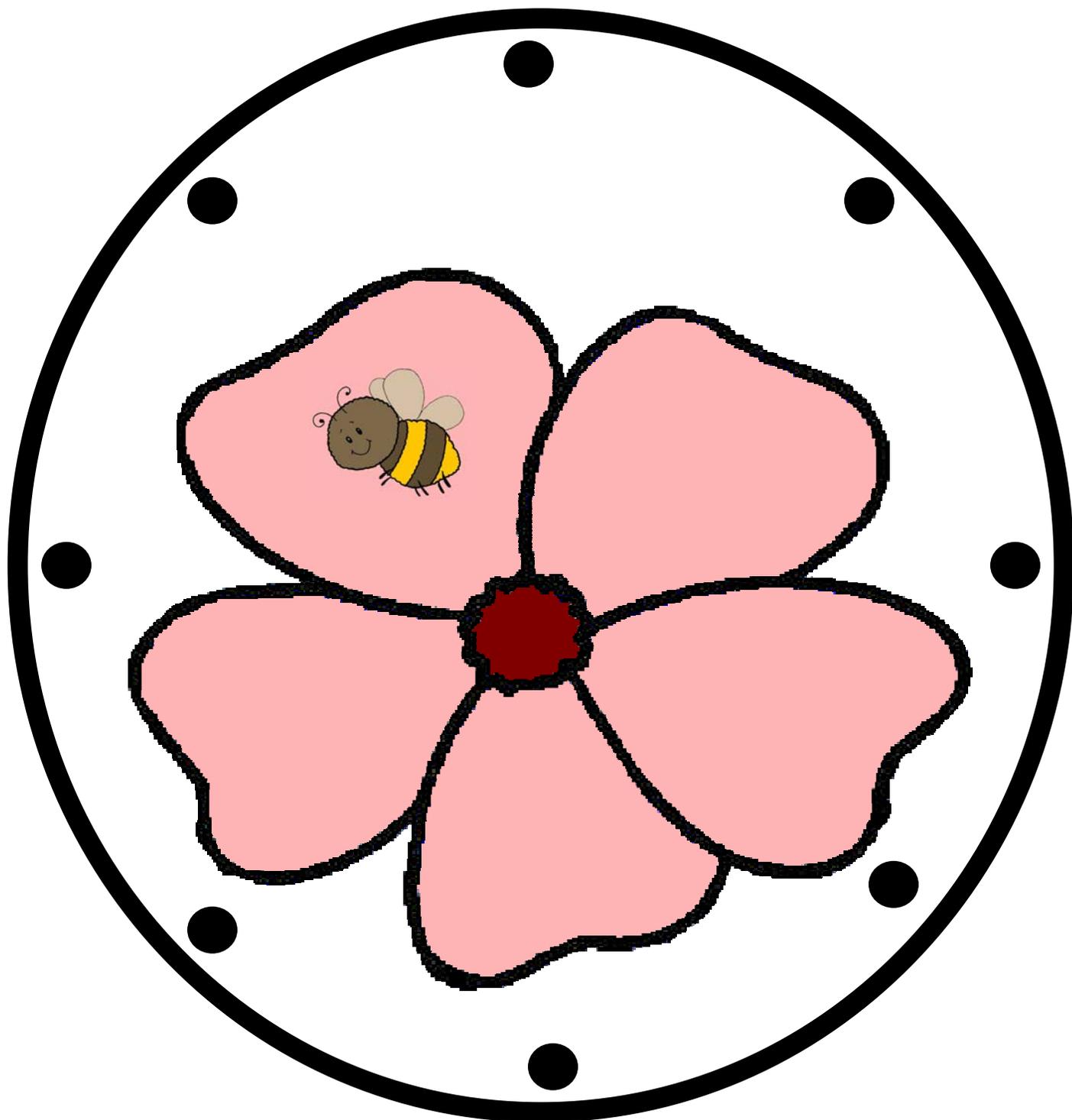
Suggestions:

- Copy objects or animal on various colors of construction paper to reinforce color recognition.
- Laminating before lacing enhances the durability and allows the child to re-lace at school or home.
- A permanent marker works well for writing names on lamination.

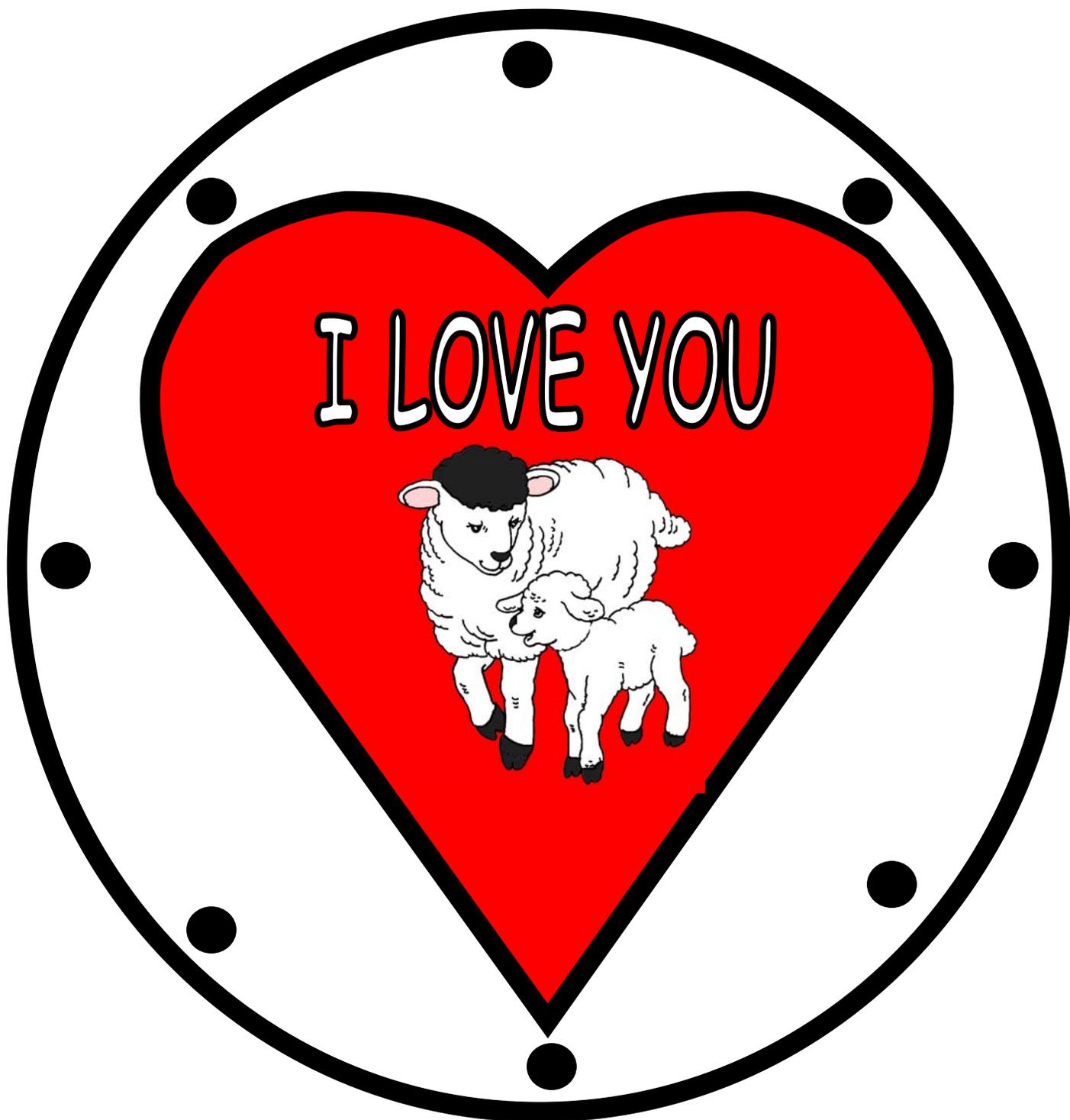
I Love to Lace



I Love to Lace



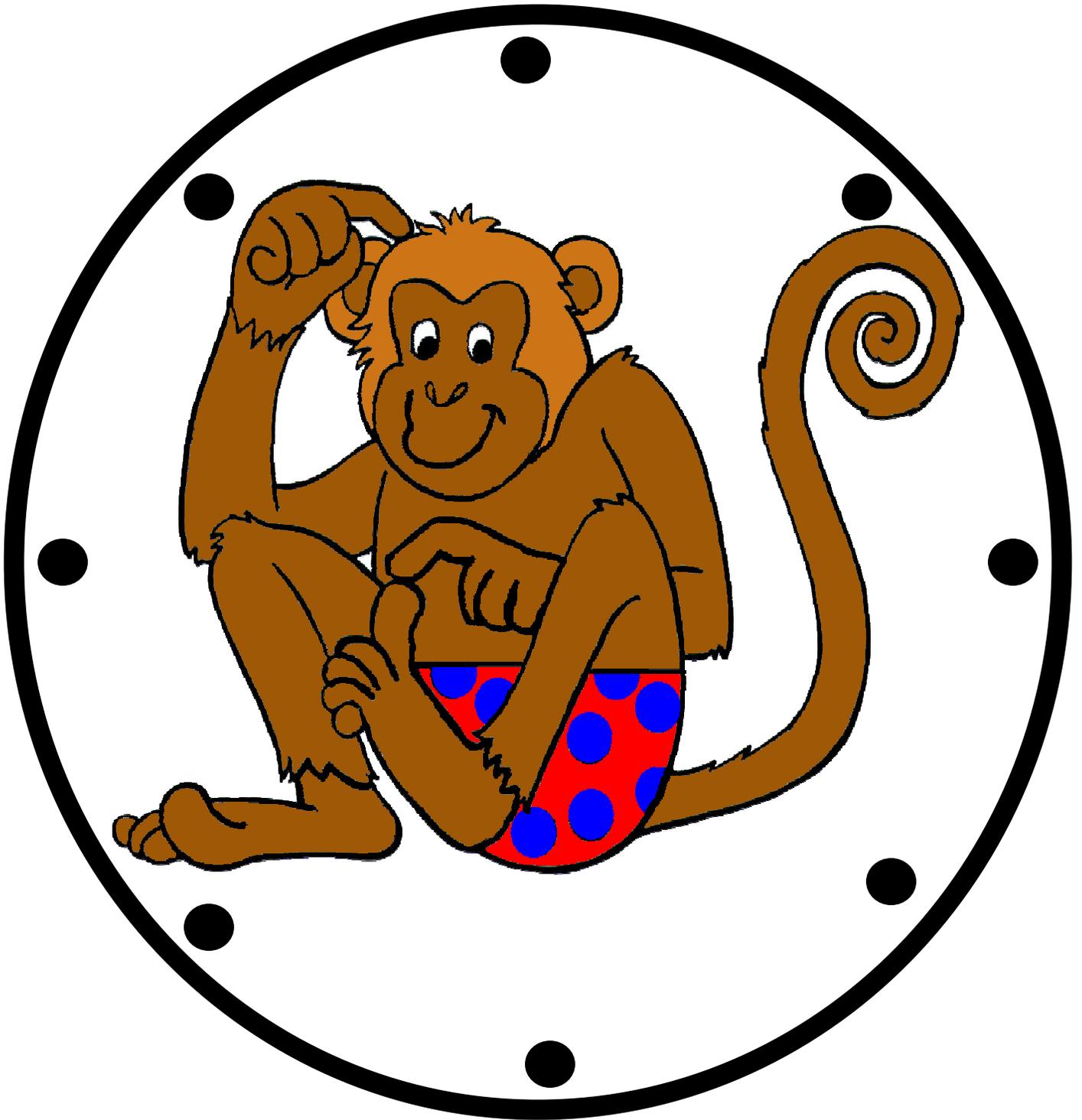
I Love to Lace



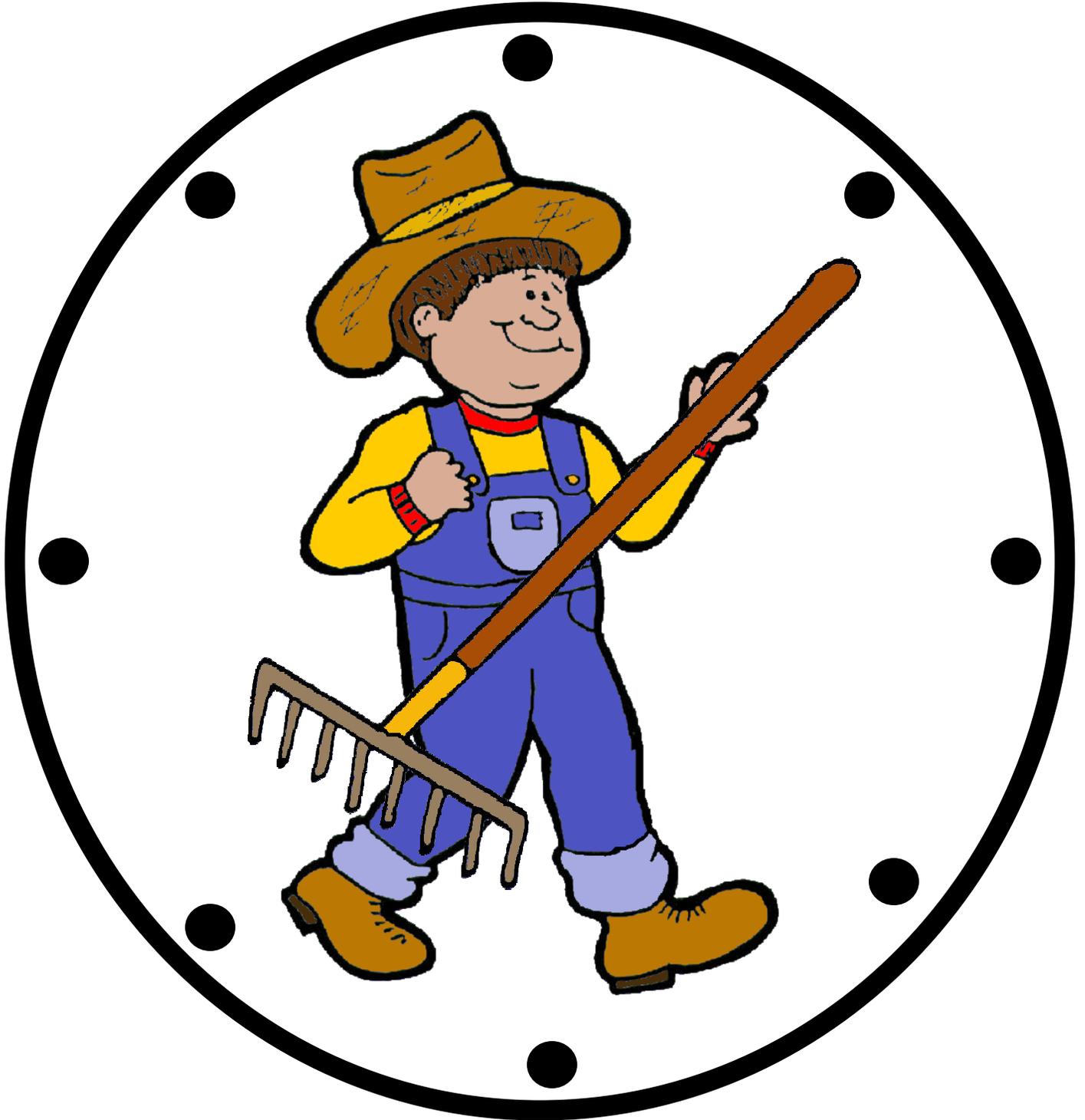
I Love to Lace



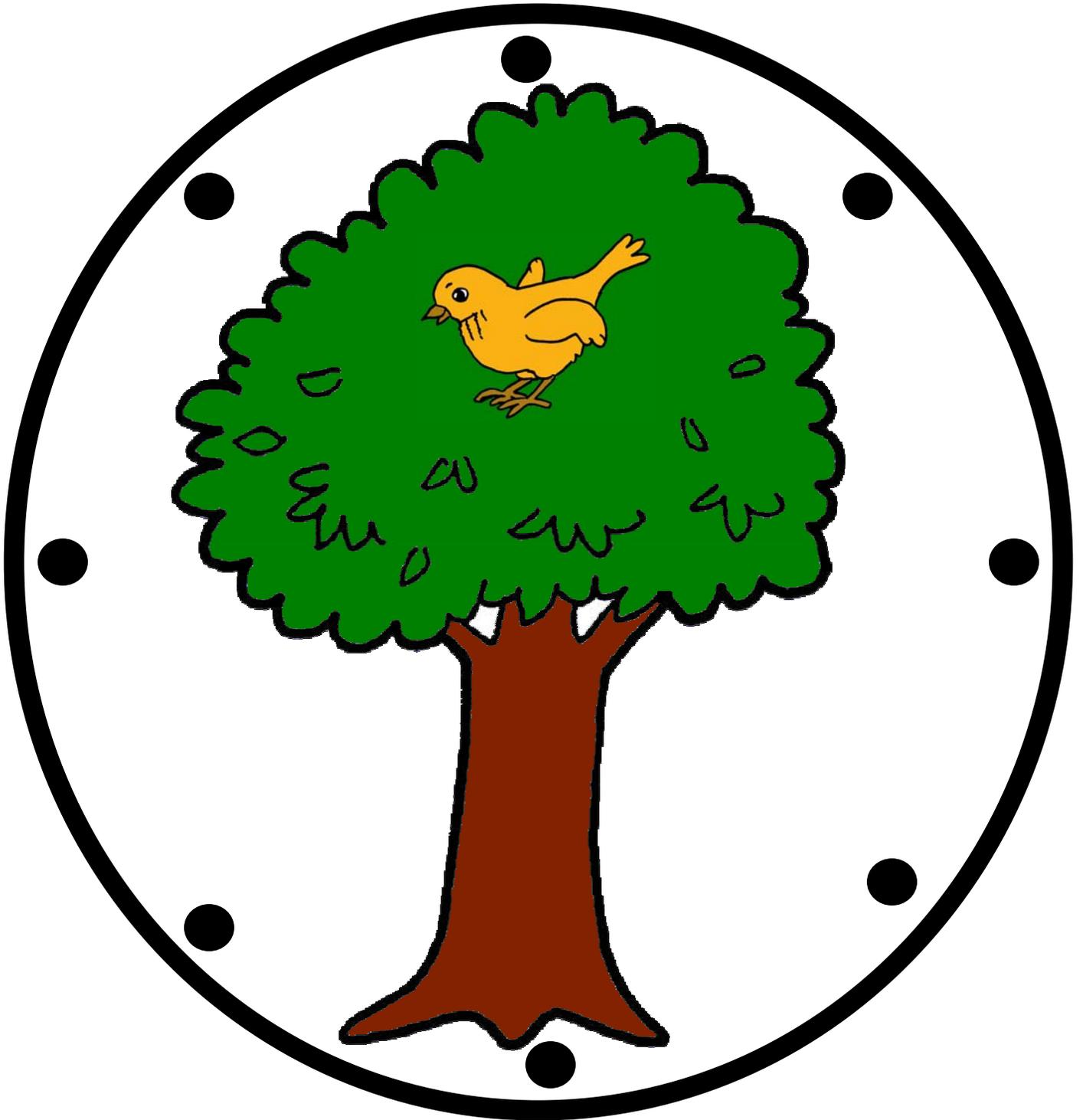
I Love to Lace



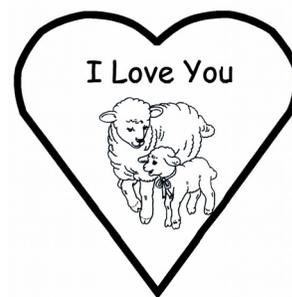
I Love to Lace



I Love to Lace



Every Ghost Loves a Boo

Domain:

- Fine Motor, Language

Goals:

- Child will identify character.
- Child will decorate ghost with crayons or markers.
- Child will crumple newspaper or tissue paper.
- Child will stuff and fill the ghost.

Materials:

- *Every Ghost Loves a Boo* reproducible pages (front and back) pp. 189-190
- construction paper
- tissue paper or newspaper
- crayons, markers or materials for decoration
- stapler/glue

Instructions:

- Teacher will copy and cut *Every Ghost Loves a Boo* reproducible pages (front and back).
- Child will decorate with crayons, markers, yarn or materials of choice.
- Teacher will staple or paste half way around the bottom edge of the ghost.
- Child will crumple tissue paper or small sections of newspaper.
- Assist child with stuffing crumpled paper into partially fastened ghost.
- Staple/paste the top half of the ghost.

Suggestion:

- Children with advanced cutting skills should be encouraged to cut out the front and back of the ghost pattern.



Every Ghost
Loves a Boo

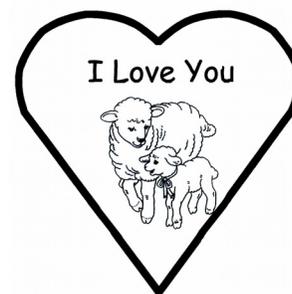
Front



Back

Every Ghost
Loves A Boo

Follow the Path



Domain:

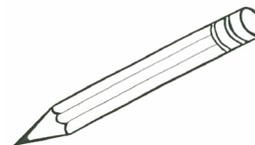
- Fine Motor, Cognitive, Language

Goals:

- Child will identify objects or characters.
- Child will identify the shape of a star and circle.
- Child will use visual tracking skills to demonstrate knowledge of left to right progression.
- Child will place finger, marker, crayon, or primary pencil on the shape of the star.
- Child will hold marker, crayon, or primary pencil in correct writing position.
- Child will use finger, marker, crayon, or primary pencil to draw a line starting on the star and stopping on the circle.

Materials:

- *Follow the Path* pp. 192-202
- marker, crayon, or primary pencil



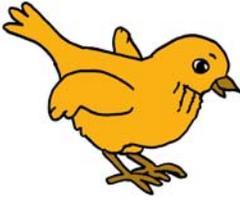
Instructions:

- Teacher will copy *Follow the Path* pages.
- Discuss objects and characters pictured.
- Identify star and circle.
- Demonstrate horizontal, vertical, or diagonal line drawing techniques.
- Child will draw horizontal, vertical, or diagonal lines starting at star and stopping at the circle.
- Instruct child to stop at the circle and lift pencil from paper.

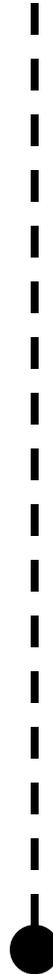
Suggestions:

- Outline path with a bead of glue. Sprinkle with sand if desired. Allow glue to dry. Instruct child to trace line with finger. This type of activity provides sensory input to help children establish left to right progression and visual tracking.
- Laminating the page before applying glue can preserve this sample work page.
- Child may choose to independently use laminated pages in Fine Motor center.

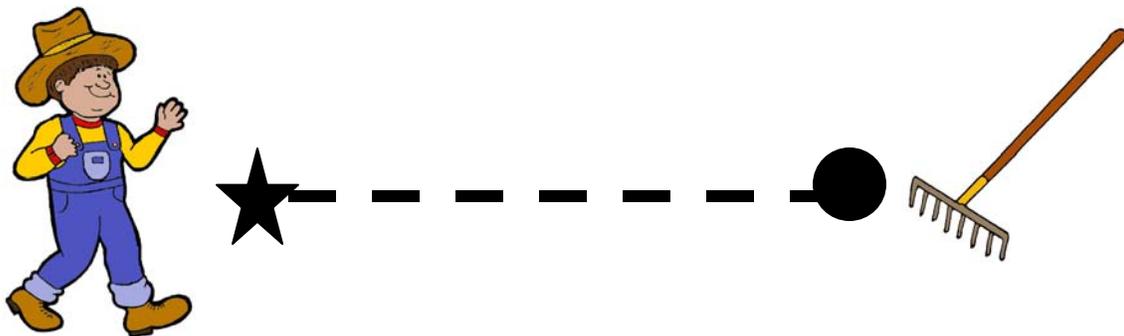
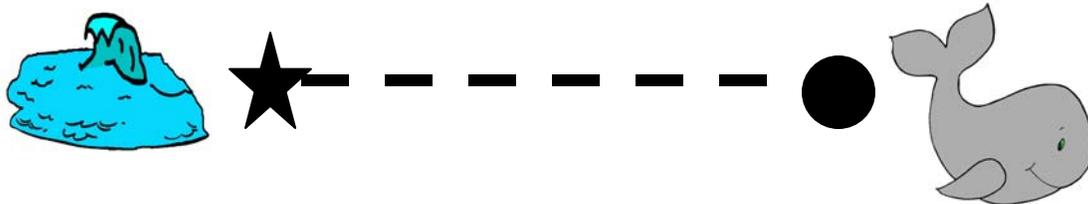
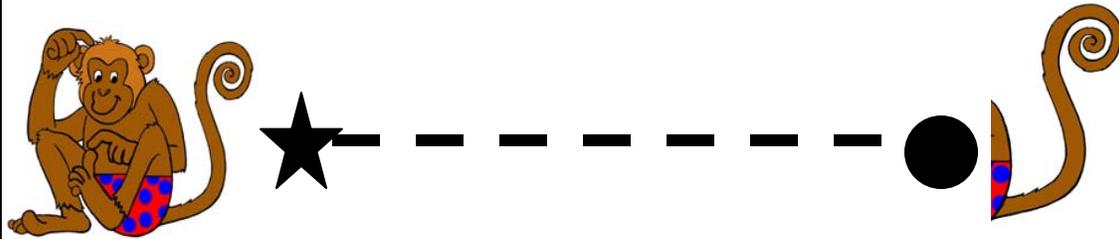
Follow the Path



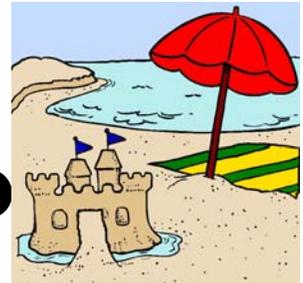
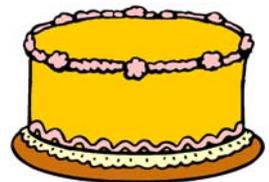
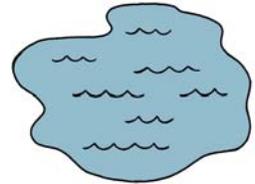
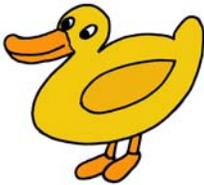
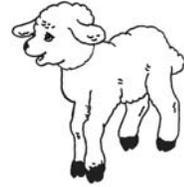
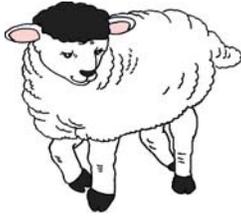
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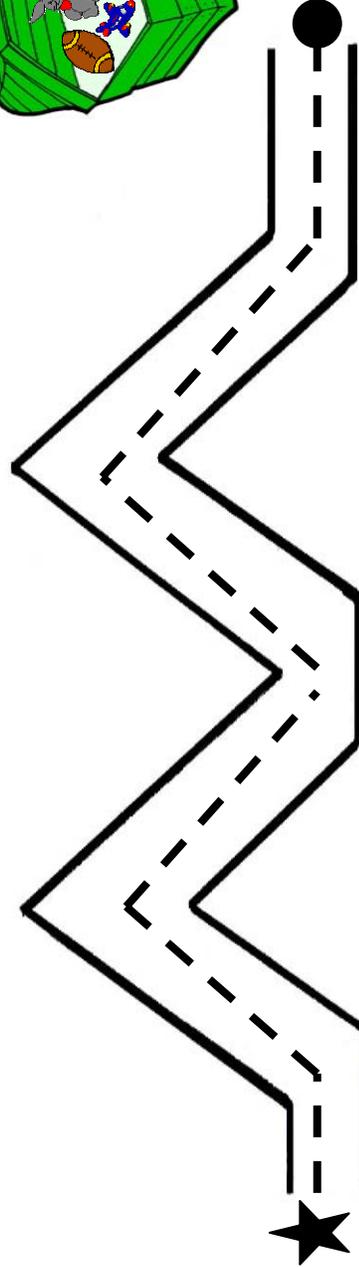
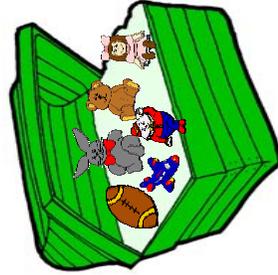
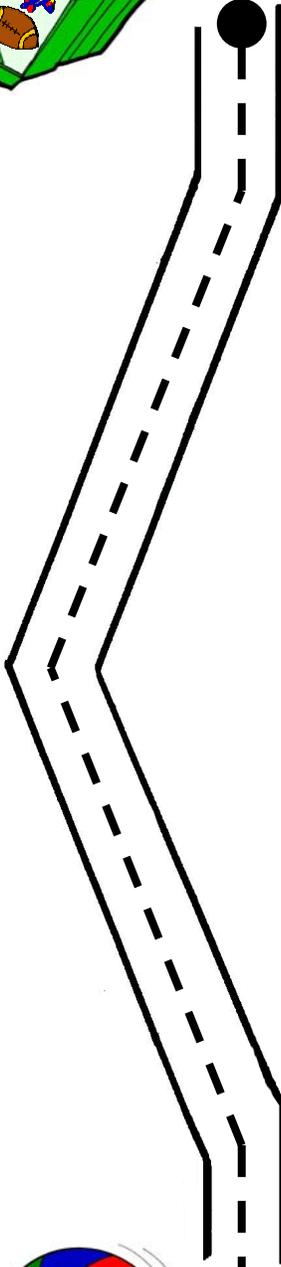
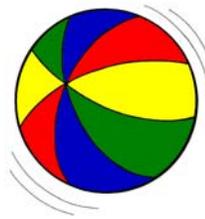
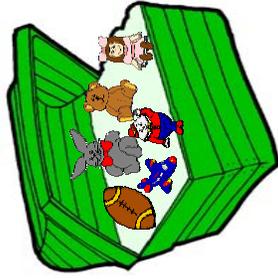
Follow the Path



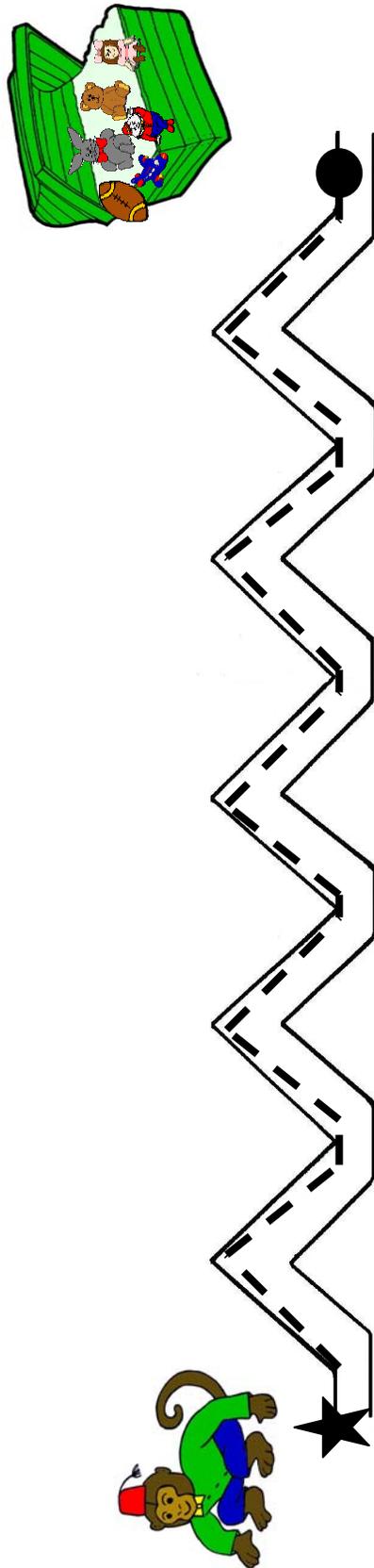
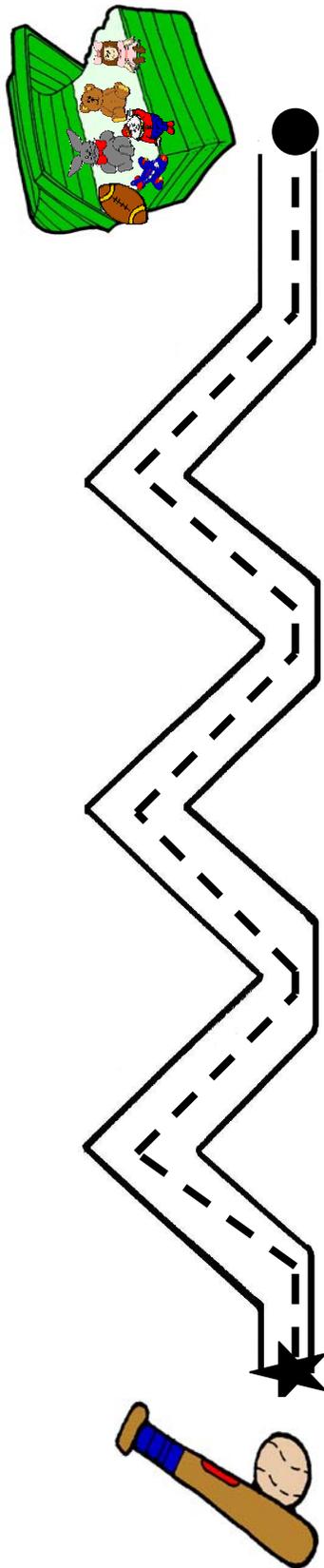
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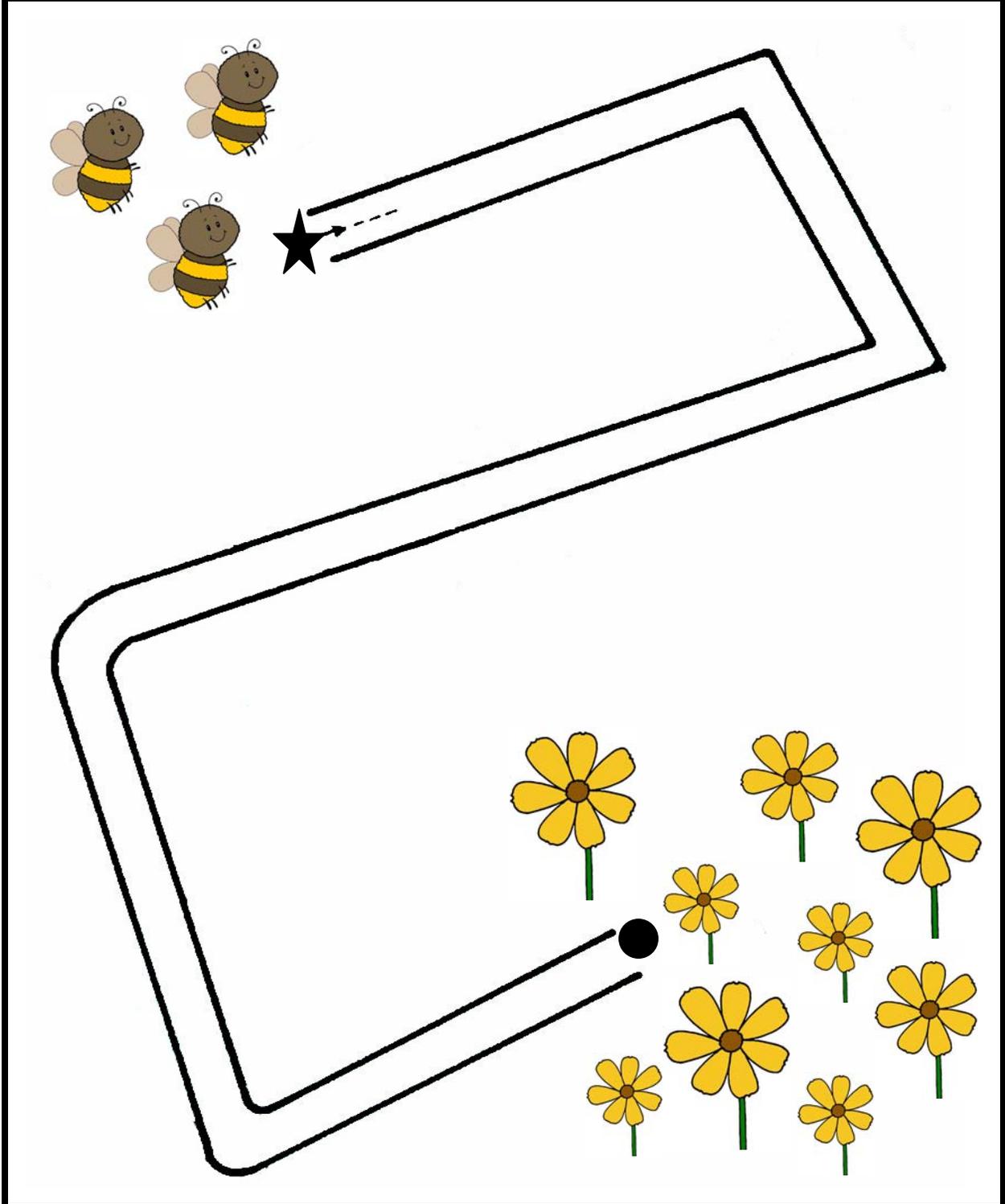
Follow the Path



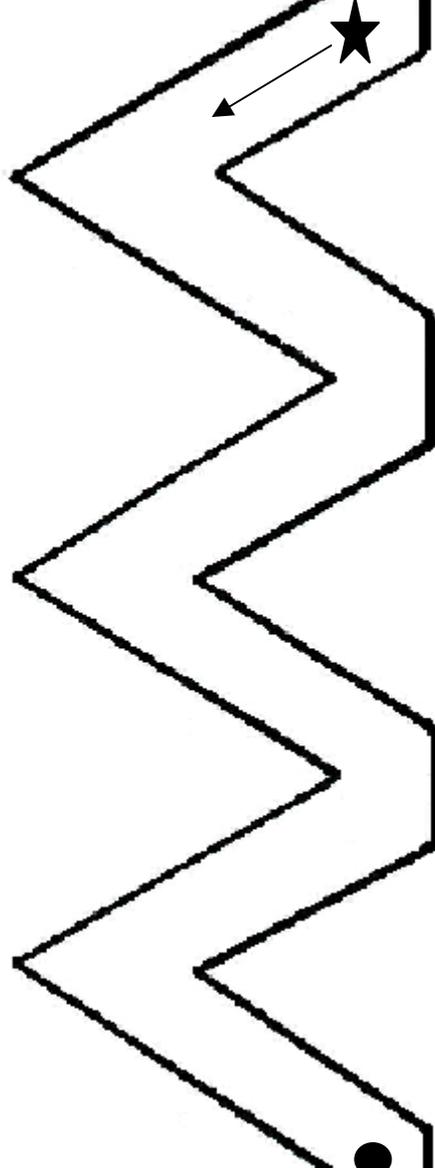
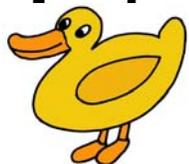
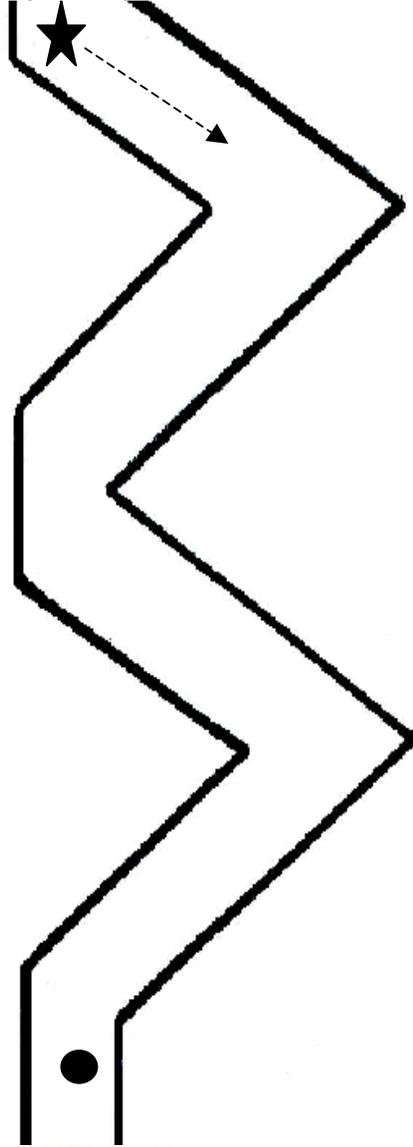
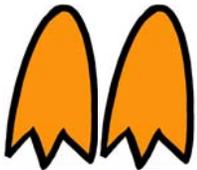
Follow the Path



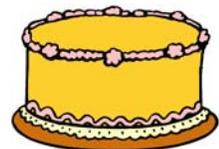
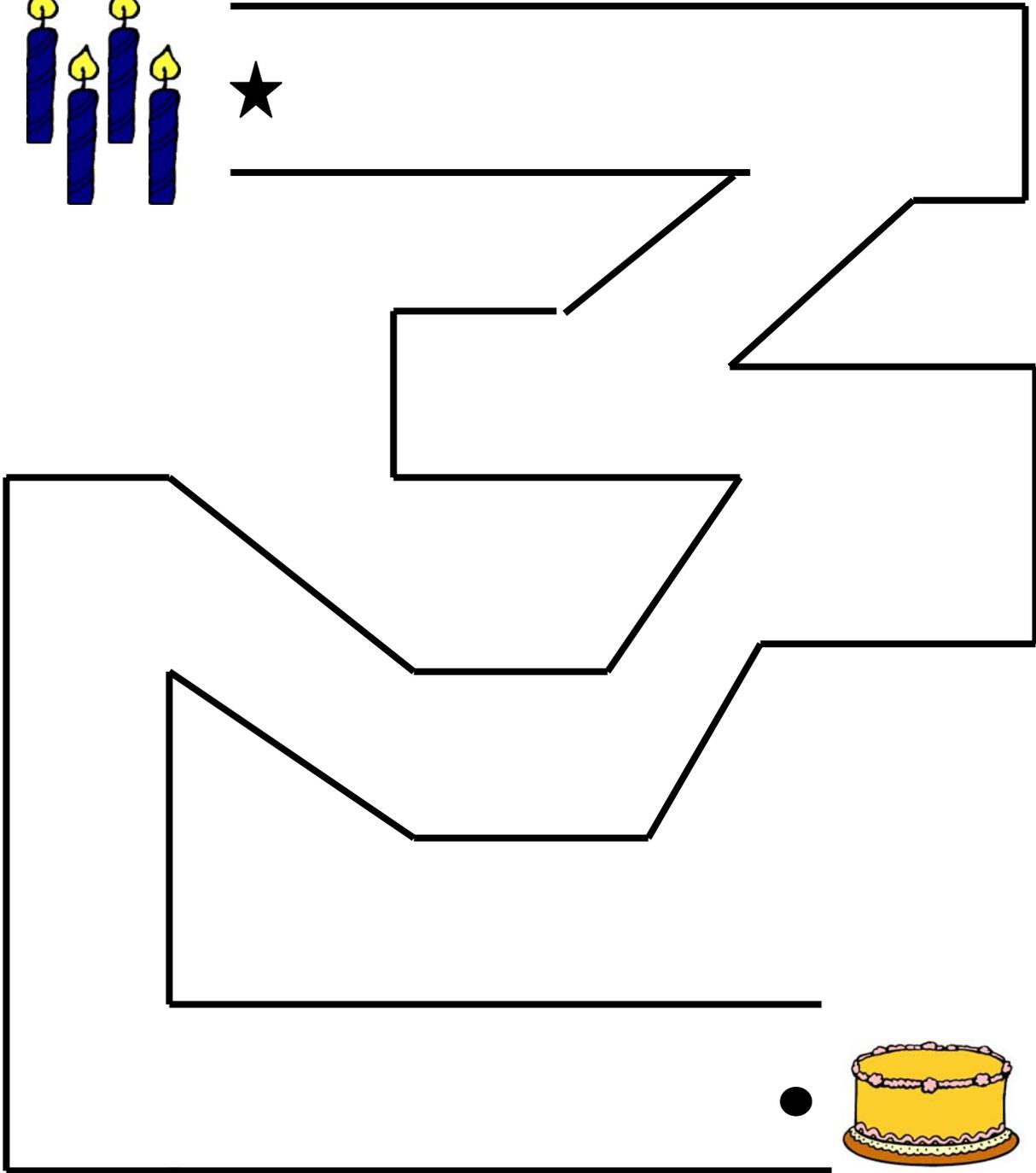
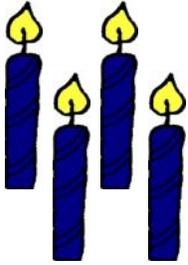
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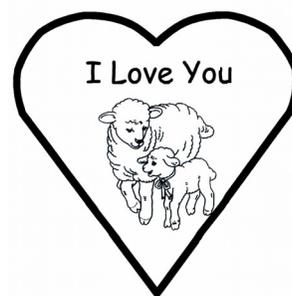


Follow the Path



Follow the Path





Complete the Picture

Domain:

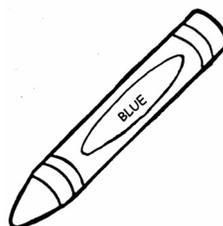
- Fine Motor, Language, Cognitive

Goals:

- Child will identify the shape of a star.
- Child will place finger, marker, crayon or primary pencil on the shape of the star.
- Child will hold marker, crayon or primary pencil in correct writing position.
- Child will use finger, marker crayon or primary pencil to connect dots to complete the picture.
- Child will use finger, marker crayon or primary pencil to count numbers and connect dots in correct sequence to complete the picture.
- Child will identify object.

Materials:

- *Complete the Picture* pp. 204-210
- marker, crayon or primary pencil

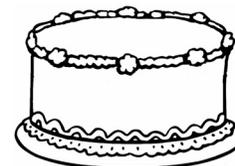


Instructions:

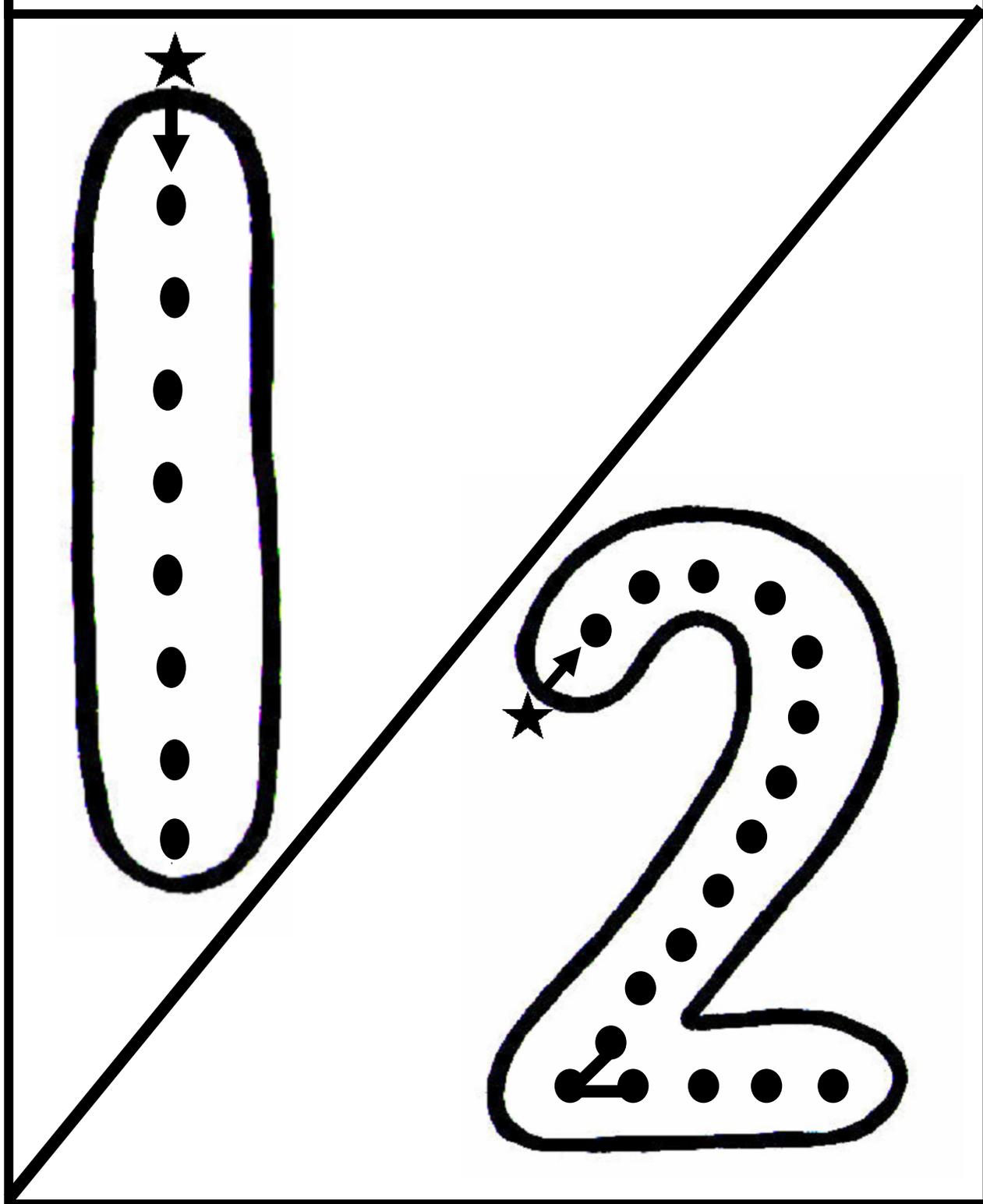
- Teacher will copy *Complete the Picture* pages.
- Help the child to identify the star as the starting point.
- Instruct the child to follow the dots to complete the picture on the pages.
- Child will identify object after completing the picture.

Suggestions:

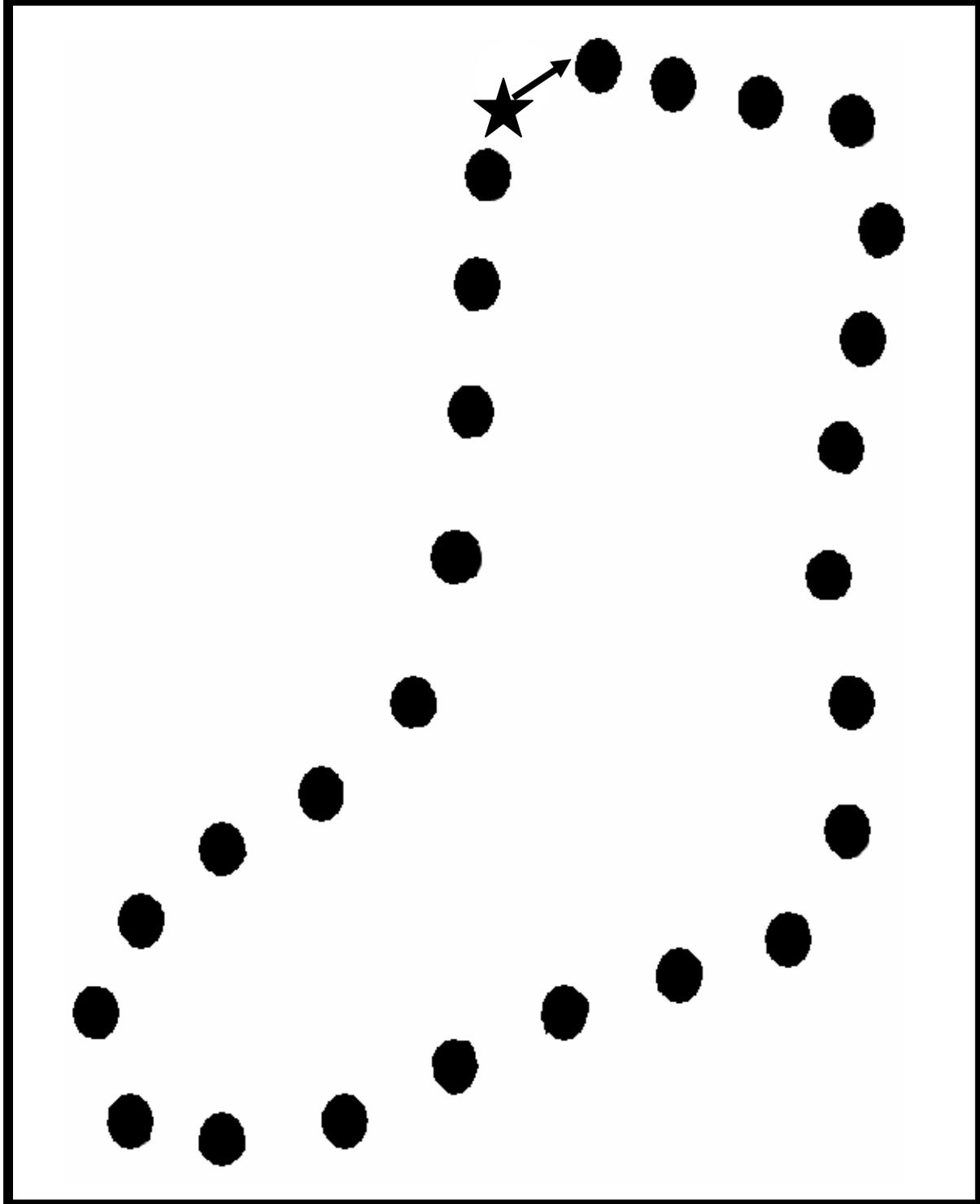
- Child may want to color picture after connecting the dots.



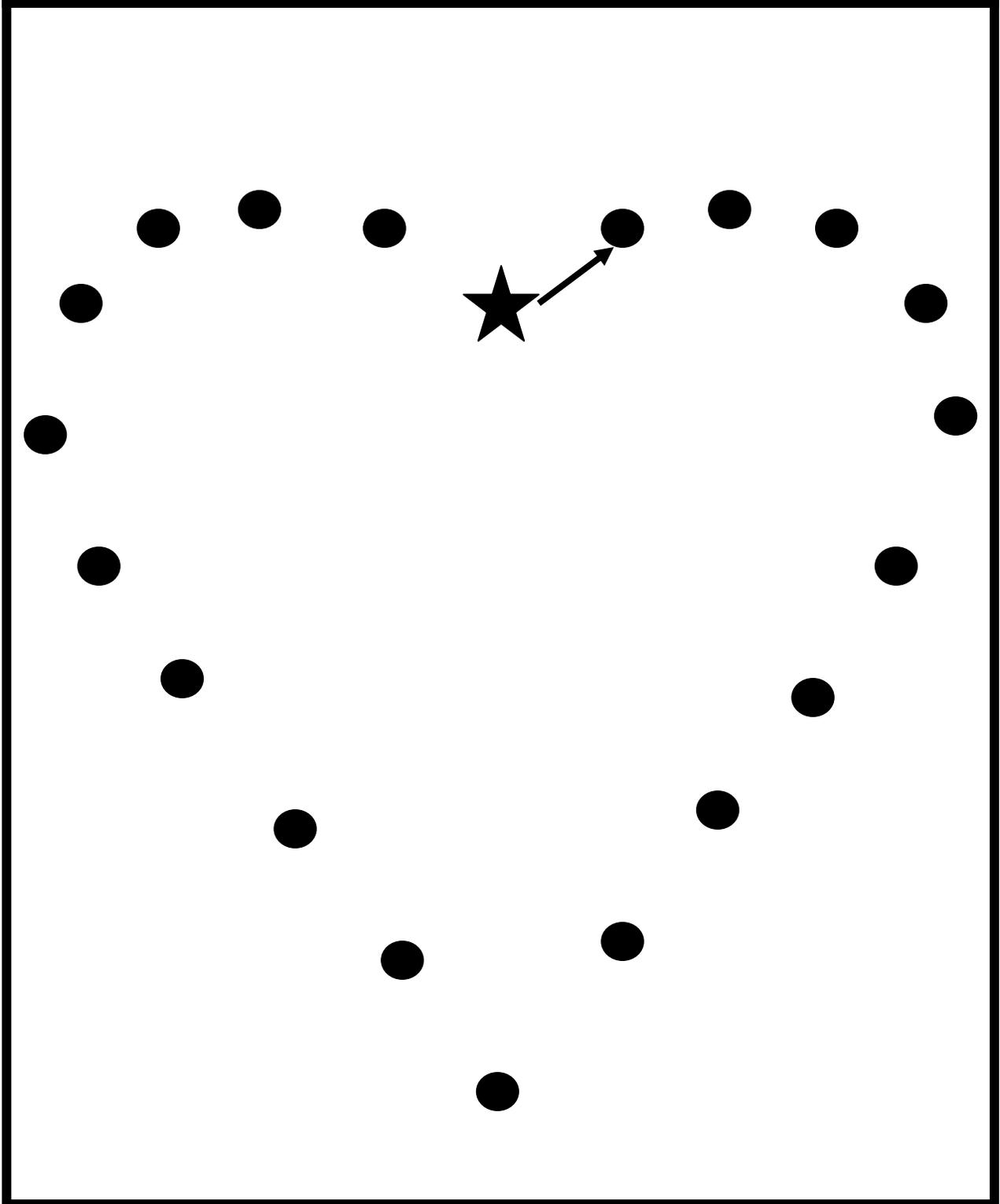
Complete the Picture



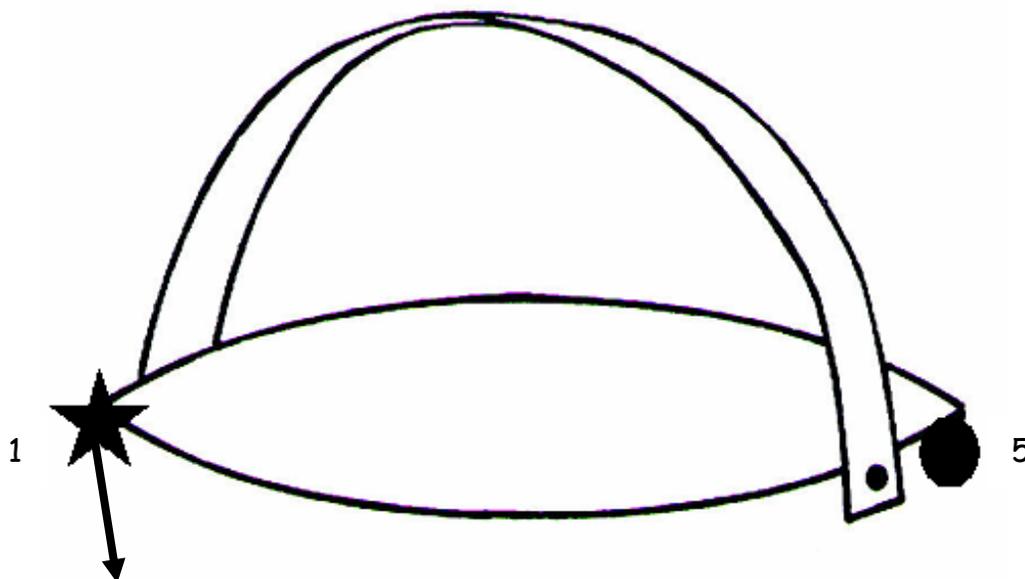
Complete the Picture



Complete the Picture



Complete the Picture



2

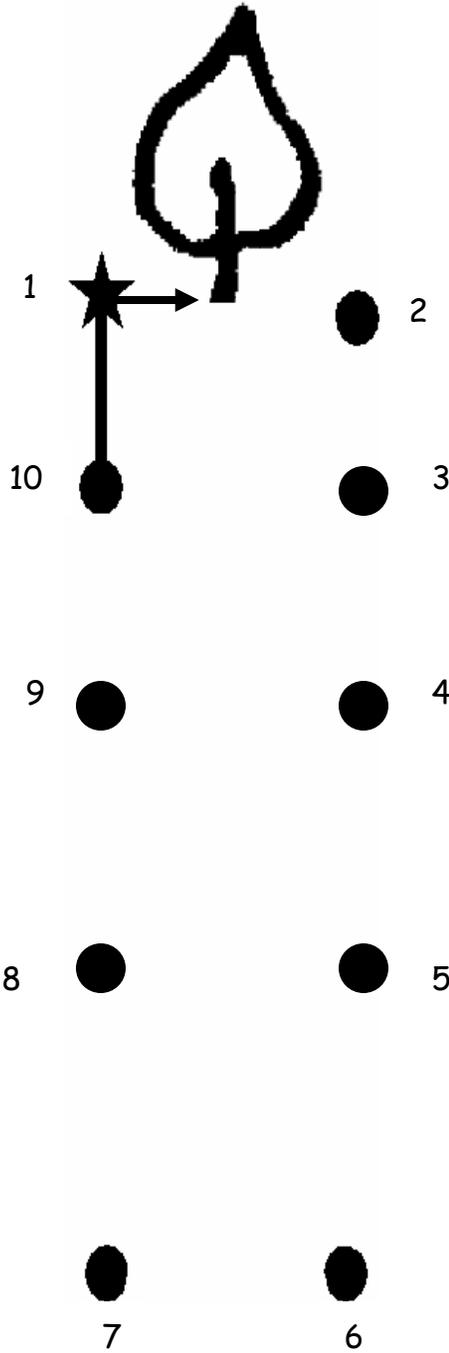


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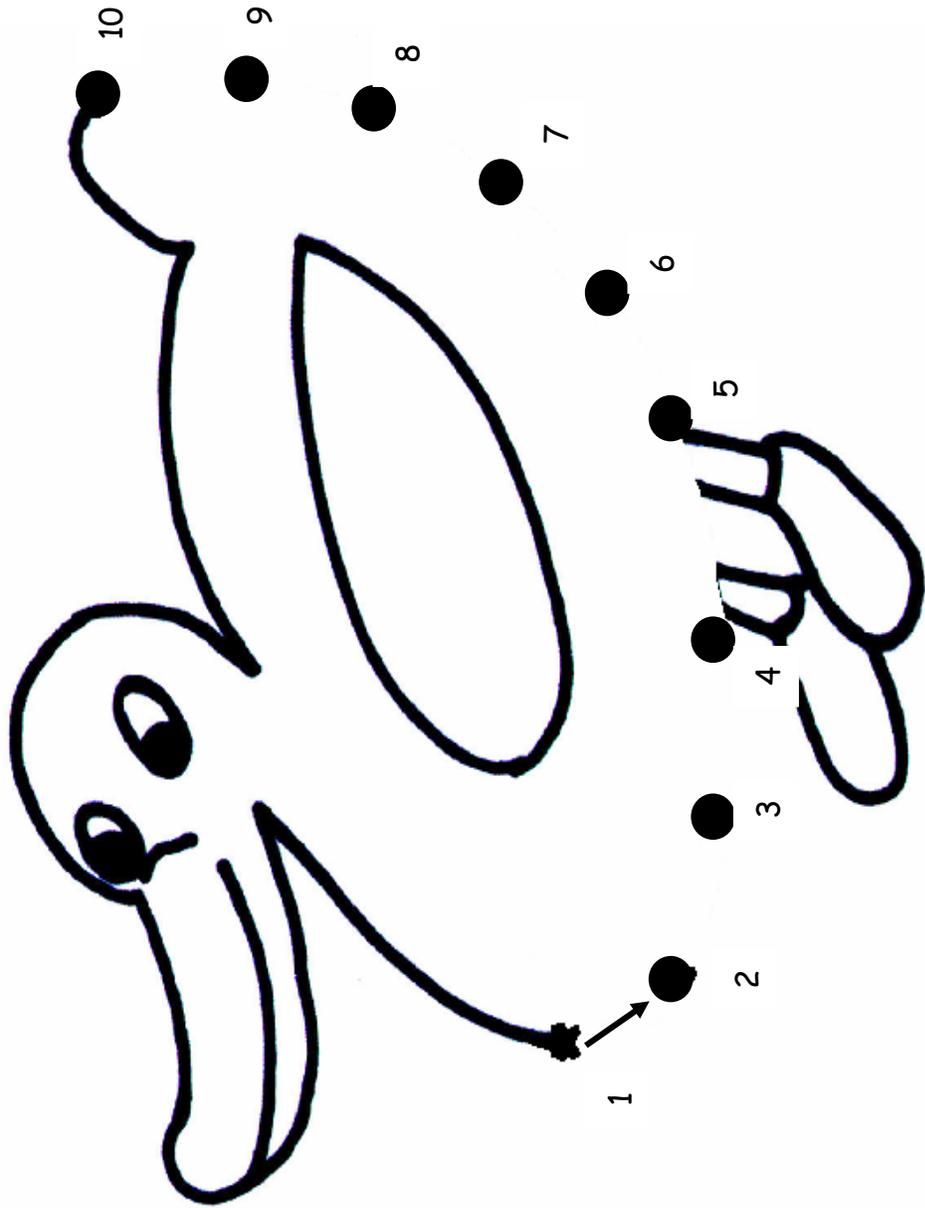


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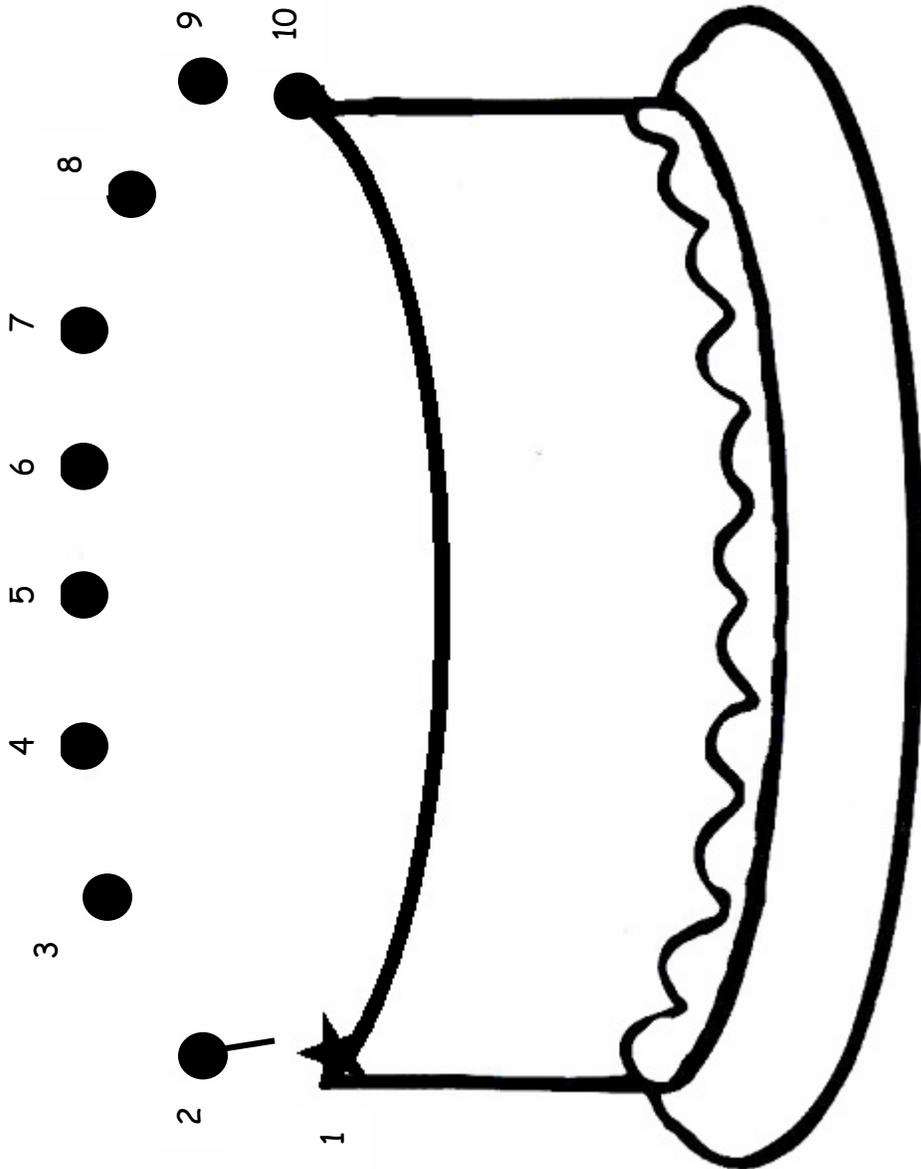
Complete the Picture



Complete the Picture



Complete the Picture



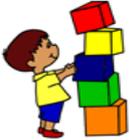
Using a Visual Schedule to Organize Your Day

Young children benefit from using a visual schedule because they have little concept of time. A visual schedule becomes their clock. If they can "see" what has already taken place as well as what will happen next, it gives them a sense of security and independence.

Visual schedules allow children to predict what will happen next. When they are able to predict upcoming activities, it removes anxiety. Stress and anxiety often affect a child's cognitive, social, and emotional development.

Visual schedules encourage higher rates of child engagement with peers and classroom activities.

Pictured below is a sample of a visual schedule taken from our **Preschool Classroom Management Guide**. To learn more about visual schedules and our Preschool Classroom Management Guide, please visit our website at www.readitonceagain.com.

| | | | | | | | |
|--|---|---|---|---|---|---|---|
| Arrival | Center Time | CircleTime | Busy Fingers | StoryTime | Outside Play | Lunch | Dismissal |
| Domains self-help Social | Domains Language Social | Domains Language Cognitive | Domains Fine Motor Cognitive | Domains Language Cognitive | Domains Gross Motor Social | Domains self-help Social | Domains self-help Language |
|  |  |  |  |  |  |  |  |



"Crafty the Clown" is a character used by the children to mark the current activity. He is moved along the schedule throughout the day allowing children to see what has happened and predict what will happen next.

It's More Than Just Snack Time

Cooking with children is a multi-sensory experience. It incorporates many academic goals. As you prepare the recipes on the following pages, select the goals listed at the beginning of this section or choose the additional goals found below that are appropriate for your cooking activity.

Domain: Language

Goals:

- Child will name the ingredients included in the recipe.
- Child will name the cooking utensils needed to prepare the food.
- Child will describe and discuss predictions, explanations, and generalizations based on class experiments.
- Child will follow simple one or two step oral directions.



Domain: Cognitive

Goals:

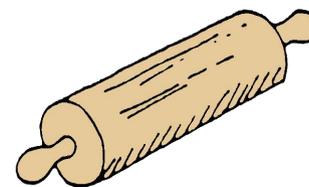
- Child will describe the color and texture of the ingredients.
- Child will count units of food such as raisin, seeds, or cereal.
- Child will gain knowledge in the sequencing steps of preparation.
- Child will participate in simple investigations to test observations, discuss and draw conclusions, and form generalizations.
- Child will understand that a thermometer can measure temperature.
- Child will gain knowledge of utensils that measure, such as measuring cups and spoons.
- Child will participate in activities introducing the concept that properties can change over time and under different conditions.
- Child will recognize that people use their five senses to explore their environment (sight, taste, smell, touch, hearing).



Domain: Motor:

Goals:

- Child will use fine motor pincer grasp to pick up small individual objects such as raisins.
- Child will knead dough.
- Child will use rolling pin to flatten dough.
- Child will use table knife to cut soft objects.



Domain Daily Living

Goals:

- Child will understand the importance of good health and healthy foods.
- Child will be aware of situations posing danger such as hot ovens or sharp knives.

Domain: Socialization

Goals:

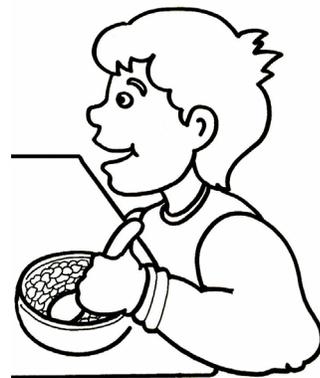
- Child will share or pass food to peers.
- Child will work in cooperation with peers to prepare food.

Daily Living, Cooking and Self-help Goals

These self-help goals focus on daily living skills that are emphasized when reading *I Love You*.

TO IMPROVE SELF-HELP AND DAILY LIVING SKILLS THE CHILD WILL:

1. Use one-to-one correspondence concepts to prepare table for snack time/lunch.
 one napkin, one spoon, one cup, one bowl
2. Assist teacher in snack preparation by measuring, pouring, stirring or scooping ingredients.
3. Use spoon with minimal spilling.
4. Use knife to appropriately spread butter or food of similar consistency.
5. Drink from cup or straw with minimal assistance.
6. Tolerate a variety of food with different tastes and textures.
7. Demonstrate appropriate use of a napkin.
8. Use appropriate vocalization or gestures to ask for more food during snack or lunch time.
9. Use appropriate vocalization or gestures to indicate hunger.
10. Clear individual area at table at the end of snack or lunch activity.
11. Wash hands before snack and after using restroom.
 _____ hand over hand
 _____ minimal assistance
 _____ independently



12. Dry hands.

- _____ hand over hand
 _____ minimal assistance
 _____ independently

13. Take shoes and socks off.

- _____ hand over hand
 _____ minimal assistance
 _____ independently

14. Put on socks.

- _____ hand over hand
 _____ minimal assistance
 _____ independently

15. Put shoes on.

- _____ hand over hand
 _____ minimal assistance
 _____ independently



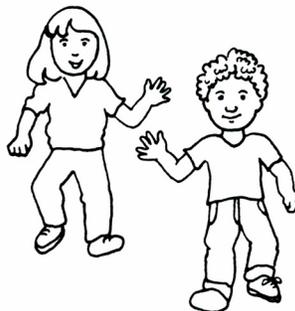
16. Use appropriate gesture or vocalization to indicate the need to use the bathroom.

17. Use restroom.

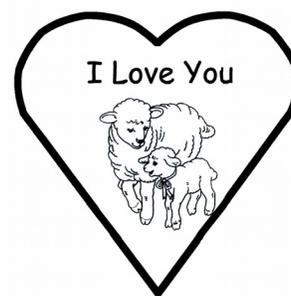
- _____ maximum assistance
 _____ minimum assistance
 _____ independently

18. Follow classroom routine upon entering and leaving the classroom.

- _____ hang up bag/backpack in appropriate place
 _____ hang up jacket or sweater in appropriate place



Mr. Happy Sock



Domain:

- Self-Help, Language, Cognitive

Goals:

- Child will take off shoes without assistance.
- Child will take off socks without assistance.
- Child will put on socks with assistance.
- Child will put on socks without assistance.
- Child will identify article of clothing as socks.
- Child will name color of socks.

Materials:

- shoes and socks for each child



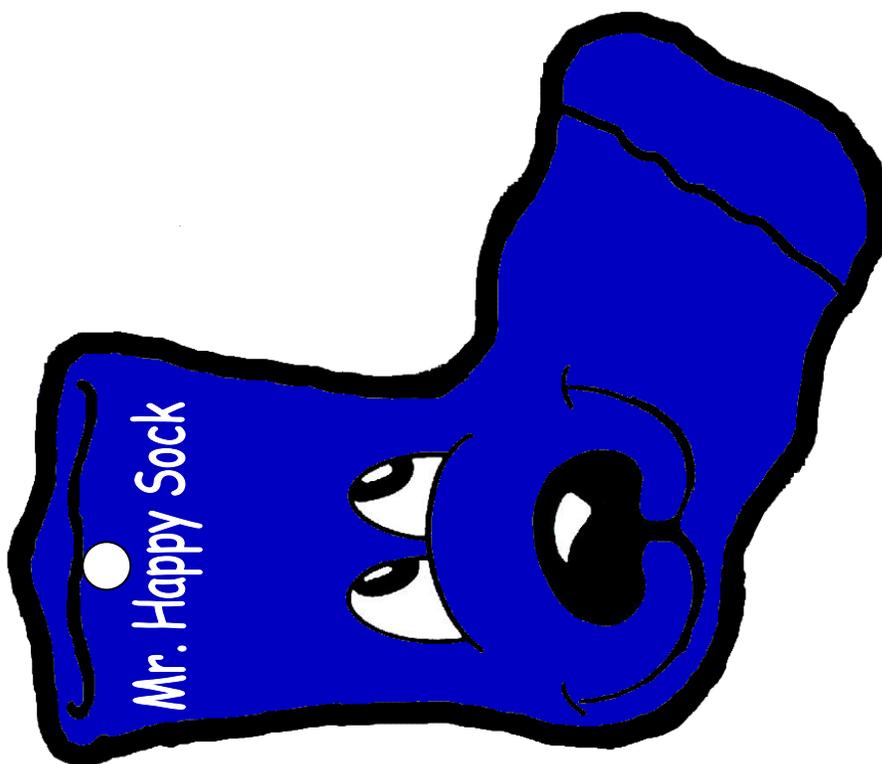
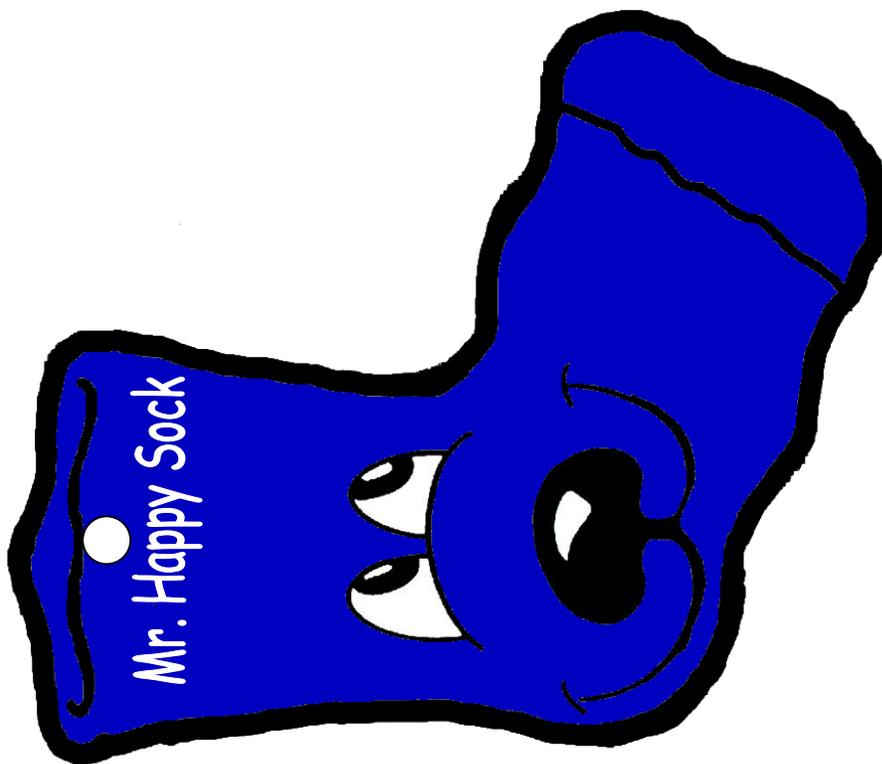
Instructions:

- Instruct and assist children in removing their shoes.
- Instruct and assist children in removing their socks.
- Allow children to practice putting socks back on without assistance.
- Discuss what part of the body is covered by a sock.
- Point out that unlike shoes, socks can go on either foot.
- Identify different colors of socks.
- At the end of the activity, present each child with the reward for completing this activity. Every child should receive a *Mr. Happy Sock Award* p. 215 for putting on socks with or without assistance.
- Assist children in putting on and fastening shoes.

Suggestions:

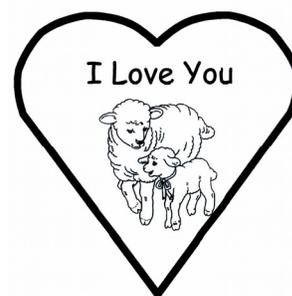
- Have extra socks on hand for those children without socks.
- Punch a hole in the top of Mr. Happy Sock. Lace with yarn or ribbon to make award into a necklace.

Mr. Happy Sock



Monkeys in My Shoes

Right Foot, Left Foot



Domain:

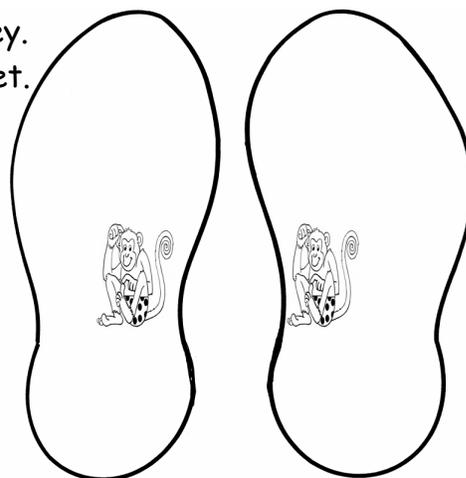
- Self-help, Language

Goals:

- Child will remove shoes.
- Child will identify animal as monkey.
- Child will put shoes on correct feet.

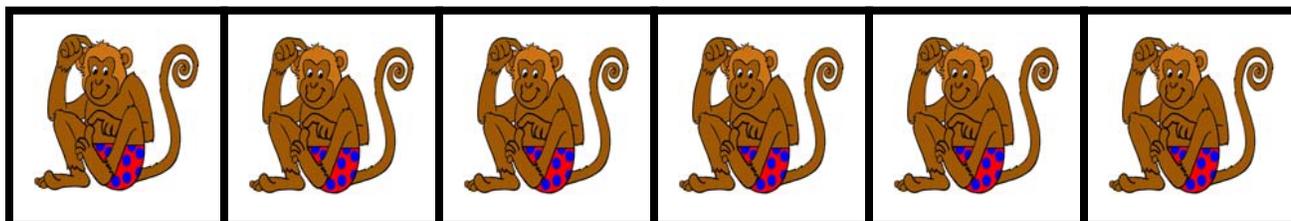
Materials:

- monkey pattern at the bottom of this page
- construction paper
- tape

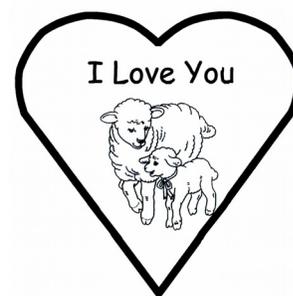


Instructions:

- Copy two monkeys for each child.
- Tape one monkey to the inside middle arch on each shoe. Monkeys can be taped either inside or on the bottom of the shoe.
- Demonstrate to children that when you place the monkeys side-by-side, (matching on the inside arch) they will be in the correct position and ready for them to put on the correct foot.
- Help children put shoe on the correct foot.



This is the Way We Wash Our Clothes



Domain:

- Self-help, Language, Fine Motor, Cognitive

Goals:

- Child will use receptive or expressive language to demonstrate knowledge of dirty and clean clothes.
- Child will swish clothes in warm water.
- Child will hang wet clothes on clothesline.
- Child will demonstrate knowledge of wet and dry.

Materials:

- *I Love You* storybook
- doll clothes
- water table, sink or large tub
- clothesline
- clothespins
- laundry basket

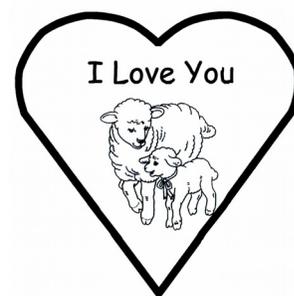


Instructions:

- Read *I Love You*.
- Discuss the purpose of putting clothes on a clothesline as illustrated on the page with the baby birds in the nest.
- Discuss how clothes might become dirty.
- Show examples of clothes with mud stains or food stains.
- Discuss how to wash clothes by hand or with a machine.
- Demonstrate how to wash clothes by hand using doll clothes and a water table, sink or large tub.
- Encourage children to participate in clothes washing.
- Put wet clothes in laundry basket and carry to the clothesline.
- Discuss how clothes dry by hanging them on a clothesline or putting them in a dryer.
- Demonstrate how to use clothespins.
- Encourage children to hang wet clothes on the clothesline using clothespins.
- Provide examples of wet and dry clothing.
- Encourage children to determine when clothing is dry.
- Instruct children how to open clothespins to remove clothes from the line.
- Put dry clothes in laundry basket.



Look Mom! Clean Hands!!



Domain

- Self-Help, Language

Goals:

- Child will turn on water.
- Child will adjust water to warm temperature.
- Child will wet hands.
- Child will apply soap to hands.
- Child will rub palms together.
- Child will rub the backs of both hands.
- Child will rinse soap off of hands with water.
- Child will turn off running water.
- Child will dry hands on cloth or paper towel.
- Child will inspect hands to see if they are clean.
- Child will use receptive or expressive language to describe clean hands.



Materials:

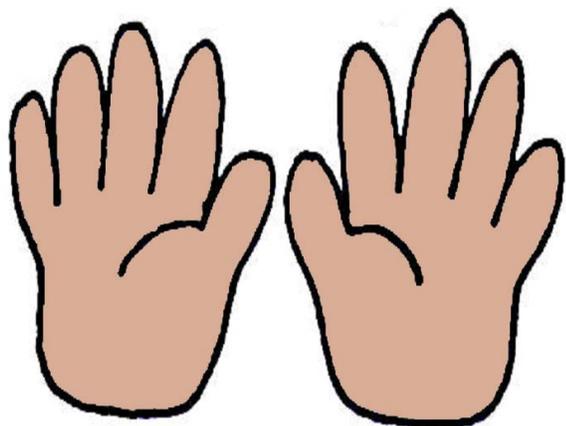
- *Look Mom, Clean Hands!* reproducible reward certificates p. 220
- soap, water, towel
- sink and step stool



Instructions:

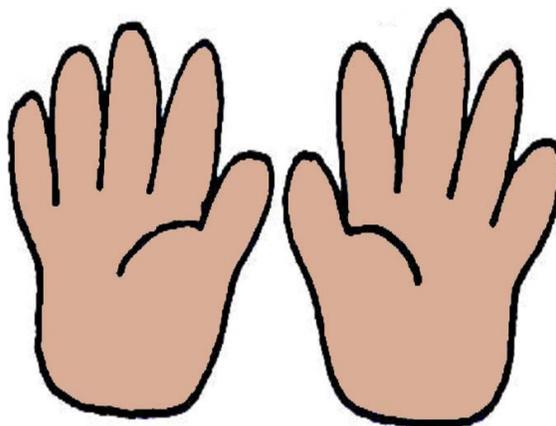
- This is a good activity to do after snack time, or any other messy activity.
- Copy one reward certificate for each child.
- Follow each step listed in the goals. Provide a step stool for children who are too short to reach the water. Give assistance with any of the steps as necessary.
- Give each child with clean hands a certificate. Remember that some children are successful if they complete just one of the goals, others may master three or four, while some are able to complete all of them. Each child should be rewarded for their accomplishments.

Look Mom!



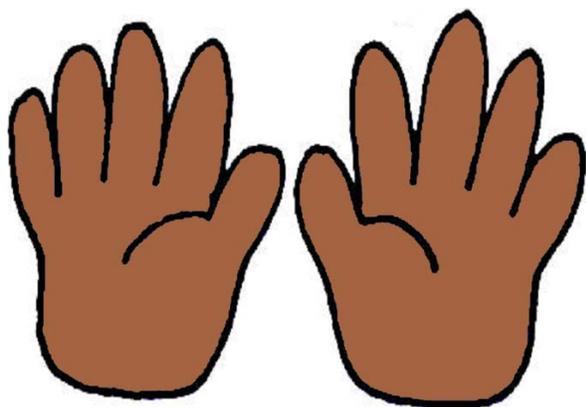
Clean Hands!!

Look Mom!



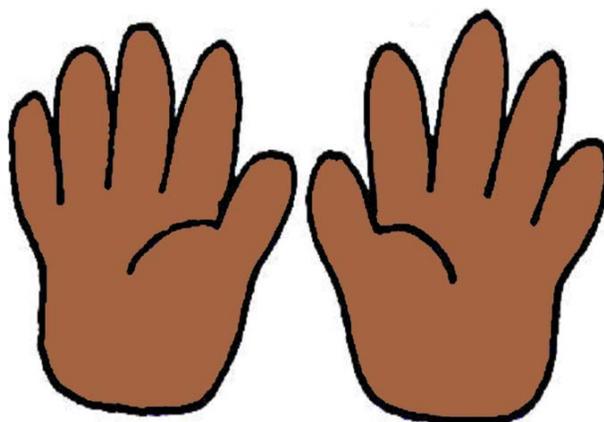
Clean Hands!!

Look Mom!



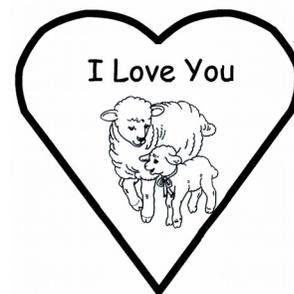
Clean Hands!!

Look Mom!



Clean Hands!!

Where Do You Live?



Domain:

- Self-help, Language, Cognitive, Fine Motor

Goals:

- Child will gain knowledge of different types of homes.
- Child will identify pictured animals and objects.
- Child will paste dwelling next to appropriate animal or people.

Materials:

- *I Love You* storybook
- *Where Do You Live?* p. 222
- scissors
- glue

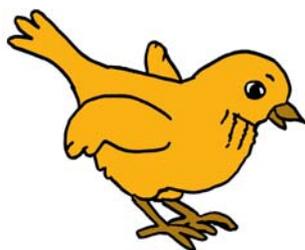
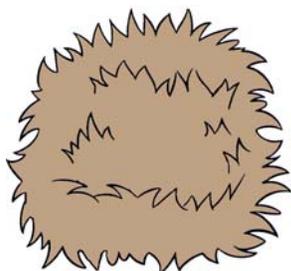
Instructions:

- Copy *Where Do You Live?* page.
- Read *I Love You*. Point out that baby birds live in a nest, ducks live in the pond and whales live in the ocean.
- Explain that sheep live on a farm and that farm animals live in the barn.
- Discuss the fact that different animals live in different types of settings and homes.
- Discuss where a child or family might live.
- Assist child to identify animals and different dwellings found on the page.
- Teacher or child will cut the strip of dwelling squares along the dotted line.
- Teacher or child will cut the dwellings into four separate squares.
- Instruct the child to match dwellings with the appropriate animal or people.
- Child will paste squares next to the appropriate animal or people.

Suggestion:

- Discuss different types of homes where children and families may live.
- Provide illustrations of different types of homes.
- Allow children to bring in a picture of where they live.

Where Do You Live?



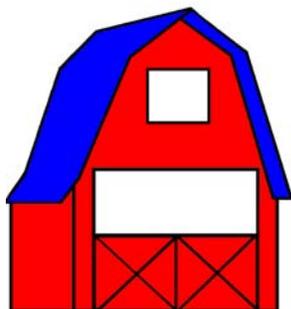
Where does a bird live?



Where do boys and girls live?

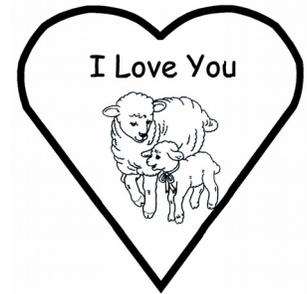


Where does a whale live?



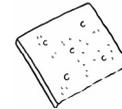
Where do sheep live?

Planting the Farmer's Garden



Materials:

Ziploc bag (one for each child)
 cups (6)
 spoons (6)
 measuring cup
 mixing bowl or container to shake ingredients
 electric mixer (optional)
 rolling pin (optional)



Ingredients:

1 pkg. instant chocolate pudding (6 oz.)
 3 cups milk
 6 whole graham crackers
 "seeds" (chocolate covered candies, raisins, shelled sunflower seeds)

Directions:

Crush graham crackers in Ziploc bag. (Child may crush using hands or rolling pin.)
 Mix milk and pudding according to directions using electric mixer or shaking method.
 Pour into cups.
 Stir in crushed graham crackers.
 Dig holes for "seeds".
 Plant seeds in pudding.
 Enjoy!

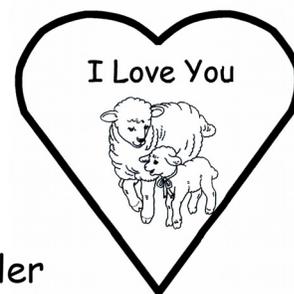


Suggestions:

To plant a large "garden" for the whole class, pour pudding into a square pan instead of individual cups.
 Plastic forks can be used as rakes.



Frozen Monkey Pops



Materials:

microwave with bowl, or stove and double boiler
 knife
 wooden spoon
 popsicle sticks or craft sticks
 aluminum foil
 freezer

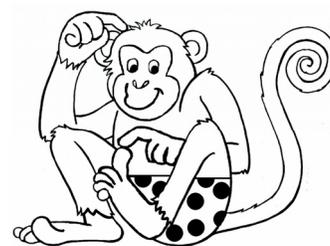


Ingredients:

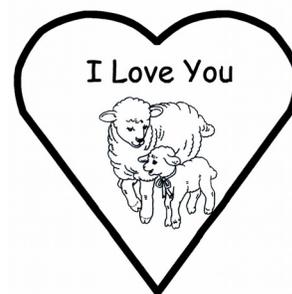
bananas (one half for each child)
 1 cup chocolate chips (Adjust the amount of chocolate according to the number of children and bananas. One cup covers approximately 6 half bananas.)
 1 tablespoon shortening (adjust to the amount of chocolate)

Directions:

Peel bananas.
 Cut each in half.
 Push craft stick in the flat end where the banana has been cut in half. Insert about half way.
 Wrap in foil and freeze overnight.
 Melt chocolate chips and shortening on stove or in microwave
 Stir until smooth.
 Dip bananas in melted chocolate.



Fresh From the Farmer's Garden



Materials:

knife
cutting board
tray
spoon

Ingredients:

Fresh raw vegetables. Suggestions:

| | |
|-------------|-----------------|
| carrots | onions |
| celery | radishes |
| tomatoes | zucchini squash |
| green beans | cucumbers |
| broccoli | bell peppers |
| cauliflower | |

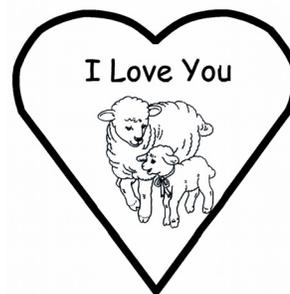
Vegetable dip or cream cheese

Directions:

Wash and peel or slice vegetables.
Place vegetables on tray or serving dish.
Give each child a plate.
Allow children to choose vegetables from the serving tray and place on their plate.
Have them identify the vegetable by name and color.
Allow child to spoon vegetable dip onto their plate for dipping.



Honey Butter

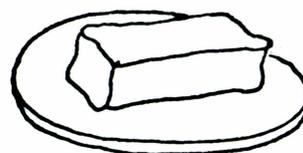


Materials:

measuring cup
measuring spoons
small bowl
mixing spoon
plastic knife or craft sticks

Ingredients:

8 ounces honey
1 cup butter or margarine
1 $\frac{1}{2}$ tsp cinnamon

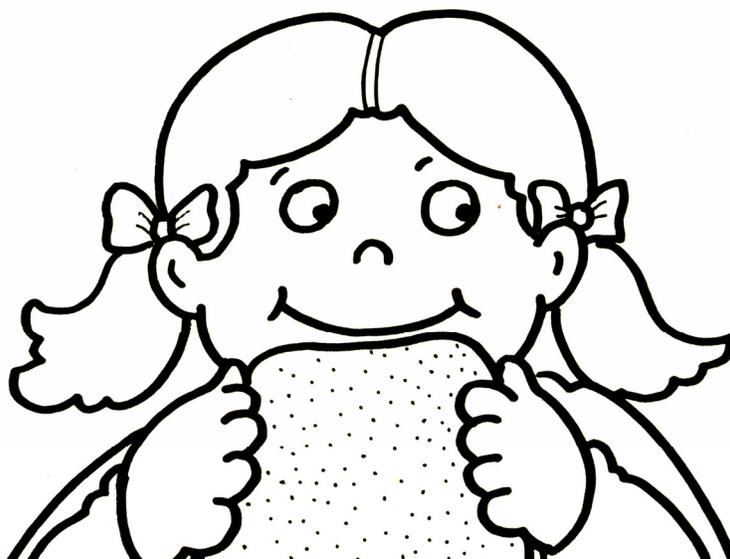


Directions:

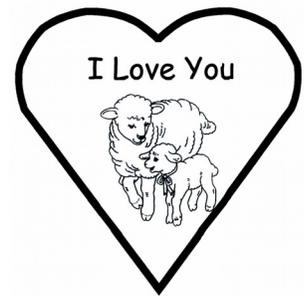
Mix all ingredients until smooth.

Suggestion:

Let children spread honey butter on toast or graham crackers.



Bird's Nests



Materials:

measuring spoons
 mixing bowl
 mixing spoon
 paper plates
 microwave

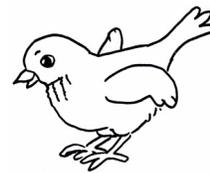
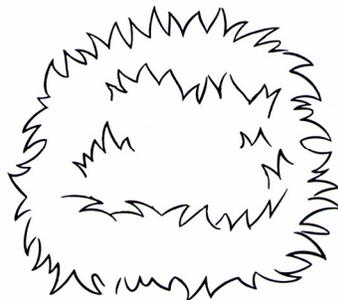
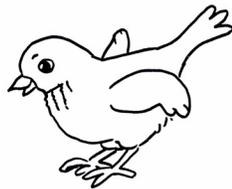
Ingredients:

1 large can chow mein noodles
 4 oz. semi sweet chocolate chips
 2 tsp. shortening
 M&M's or jellybeans

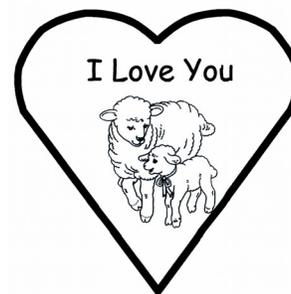


Directions:

Melt chips and shortening in a glass bowl in the microwave (usually about 1 minute to 1½ minutes). Stir frequently to avoid burning.
 Pour in the noodles and stir until coated.
 Drop by big spoonfuls onto plates.
 Press with spoon to form nests.
 Add M&M's or jellybeans.
 Refrigerate for 30 minutes to harden.



Monkey Bread



Materials

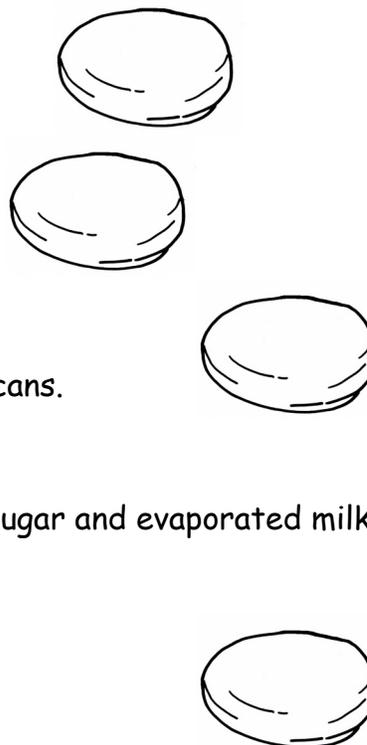
measuring cups
 measuring spoons
 mixing bowl
 mixing spoon
 saucepan
 knife
 Bundt cake pan
 Pam non-stick spray
 stove or electric burner
 oven

Ingredients:

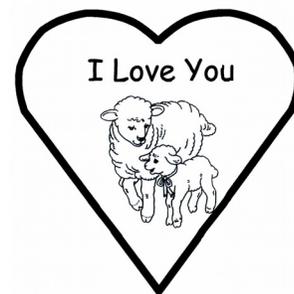
3 cans refrigerator biscuits
 1½ cups sugar, divided
 1½ tsp. cinnamon
 1 cup pecans, diced (optional)
 1½ stick butter
 ¼ cup brown sugar
 1 cup evaporated milk

Directions:

Preheat oven to 350 degrees.
 Cut each biscuit into four pieces.
 Combine ½ cup sugar, cinnamon and pecans.
 Roll biscuit pieces in sugar mixture.
 Place in greased bundt pan.
 Bring butter, brown sugar, remaining sugar and evaporated milk to a boil.
 Pour over biscuits.
 Bake for 45 minutes.
 Remove from pan immediately.



Mashed Potato Ghosts



Materials:

measuring cup
 measuring spoons
 mixing bowl
 spatula
 microwave
 wax paper
 paper plates

Ingredients:

5 cups instant mashed potatoes
 milk
 wax paper
 $\frac{1}{2}$ cup sliced black olives



Directions:

Cut ghost shapes out of wax paper to use as a template.
 Prepare potatoes according to package directions.
 Place ghost template on paper plate. Use spatula to mold potatoes into ghost shape.
 Use sliced olives to create eyes and mouth.



Hugs and Kisses

Materials:

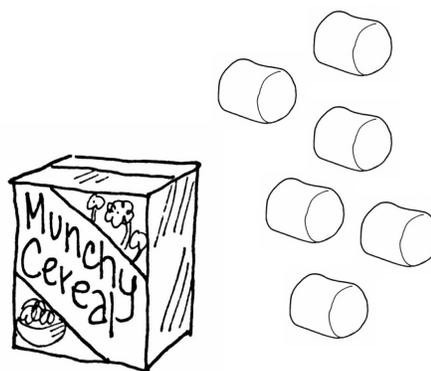
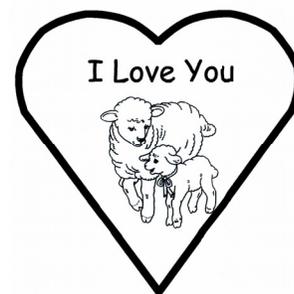
measuring cup
 measuring spoons
 mixing spoon
 large microwave safe bowl
 funnel
 wax paper
 aluminum foil
 1" X 11" strip of paper per child
 vegetable cooking spray
 microwave

Ingredients:

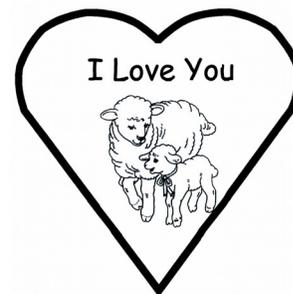
6 cups Rice Krispies Cereal
 1 package marshmallows
 3 tablespoons margarine

Directions:

Use a fine tip permanent marker to write *A Kiss For You* on each strip of paper.
 Follow directions on cereal box for making treats.
 Allow the mixture to cool until easy enough to handle.
 Spray each funnel with vegetable cooking spray. (Small funnels can be used to make small kisses for younger children).
 Have children mold treat mix in the funnel.
 Place on waxed paper to cool completely before wrapping.
 Wrap kiss and strip in aluminum foil. Give as a gift to a special someone.



Heart Shaped Sugar Cookies

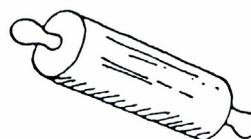


Materials:

heart shaped cookie cutters
 rolling pins
 cookie sheet
 oven
 plastic knife or craft sticks
 paper plates

Ingredients:

1 roll of refrigerated sugar cookies
 1 can of pink frosting



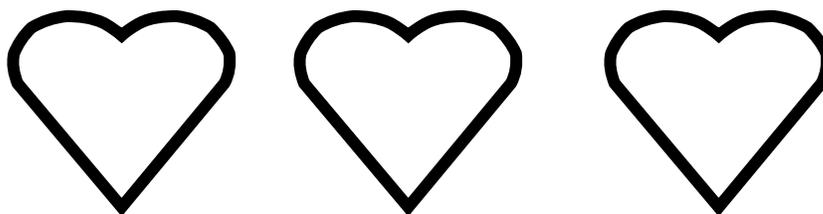
Directions:

Give each child a slice of sugar cookie dough. Allow them to take the rolling pin and roll their slice flat. Assist child in using a cookie cutter to cut out a heart shaped cookie.

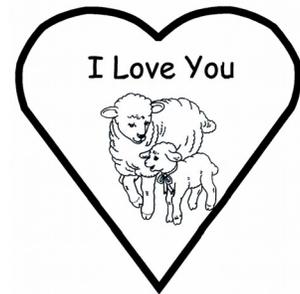
Bake cookies at 350 degrees for 7-9 minutes. Cool completely. Assist child in spreading pink frosting on their cookie.

Suggestion:

Line cookie sheet with foil. Use a permanent marker to put child's name on foil. This will help identify cookies once they are baked.

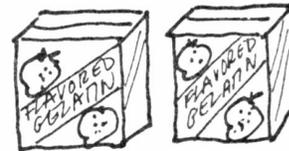


I Love Jell-O Jigglers



Materials:

cookie cutters
 measuring cup
 spoon for stirring
 stove top or microwave
 9 X 13 pan
 paper plates
 Wet Wipes

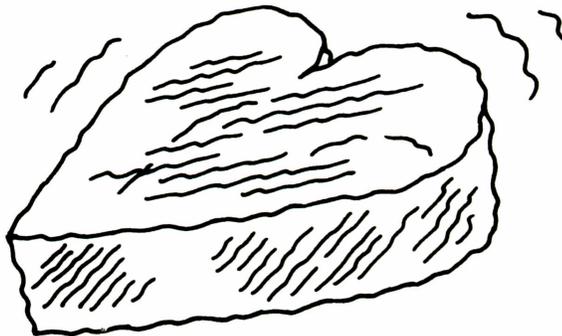


Ingredients:

2 large boxes of Jell-O gelatin
 2½ cups boiling water or apple juice

Directions:

Completely dissolve gelatin in boiling water or juice
 Pour into 9 X 13 pan.
 Chill until firm. (about 3 hours)
 To unmold, dip pan in warm water for about 15 seconds.
 Use cookie cutters to cut fun shapes. Lift from pan.
 Eat and enjoy.
 Use Wet Wipes for quick and easy cleanup.





Visual Cues Help to Improve Social Skills

Socialization Skills are often difficult for young children who are just learning to master expressive language. Feelings and emotions are abstract and some children struggle with finding words to express their thoughts. The struggle causes feelings of frustration and anxiety that sometimes are demonstrated in inappropriate social actions and behaviors.

Classroom structure, consistency, and predictability combined with the use of visual cues have proven to be an effective formula in preventing many inappropriate social behaviors.

A visual schedule like the one pictured on the Daily Living Tab, is one type of a visual cue that will help establish routine structure and consistency in the classroom.

Another type of visual cue that will help young children navigate more easily throughout their day is a symbol selected exclusively for each child. This symbol can be an object, animal, or any visual pictured symbol that has meaning for the child.

What are the benefits of using this type Visual Symbol Cues?

- **Where do I belong?**
Symbols act as visual cues to help children know their place in the classroom. Marking floor space, cubbies, and places at the table with symbols let children know exactly where they are supposed to sit, stand, or find personal belongings. It is their own personal space establishing a sense of belonging in the classroom.
- **Teaches respect**
- Symbols define other children's classroom space. Children learn to respect other children's symbols and the space it represents.
- **Maintains order in the classroom**
Fewer oral directions need to be repeated.



Transitions are less confusing. As children change from one activity to the next, their personal symbols are in place to help children know where they need to be. For example: they can move from a circle activity to finding their symbol on the floor in a line at the door... or coming in from outside they find their symbol on a placemat at the snack table.

- **Flexibility of seating**

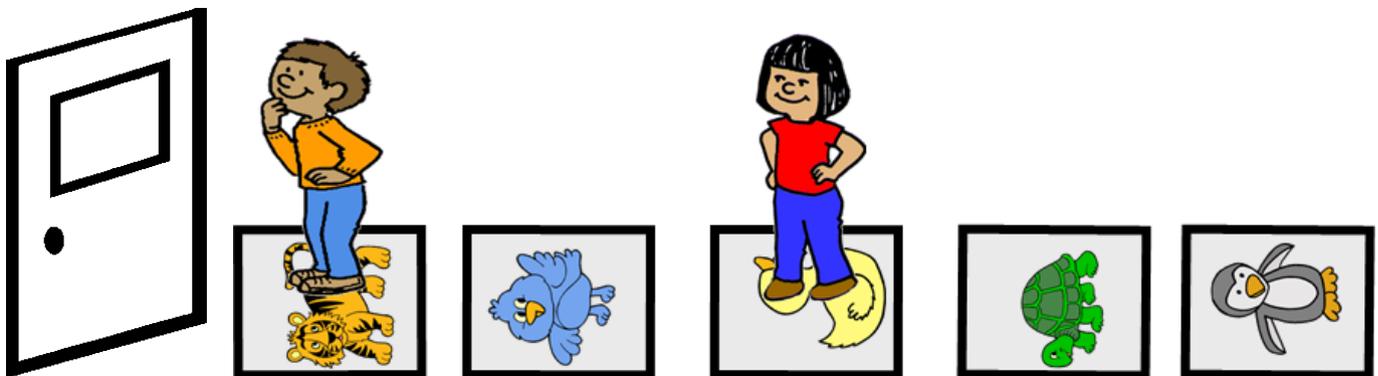
Teacher can determine the placement of each symbol whether it is in a line, at circle time, or at the snack table (close to front, next to the teacher, or away from possible conflicts which will prevent behavior problems).

- **Help children identify spatial concepts**

Young children benefit from visual cues helping them to identify where they are in "time and space." Young children need practice perfecting their motor planning skills. They are often unaware of the fact that their arms and legs are in another child's space. The teacher can make sure that symbols are placed far enough apart to allow adequate space between children avoiding accidental bumping or unwanted touching (which will prevent behavior problems).

The Read It Once Again **Preschool Classroom Management Guide** provides 25 different animal symbols designed to be used as Visual Symbol Cues.

To learn more about **The Preschool Classroom Management Guide** which contains information about how to use Visual Symbol Cues to help prevent behavior problems in the classroom, please visit our website at www.readitonceagain.com.



Socialization Goals

These social and emotional goals focus on behavior skills that are emphasized when reading *I Love You*.

TO IMPROVE SOCIAL AND EMOTIONAL SKILLS THE CHILD WILL:

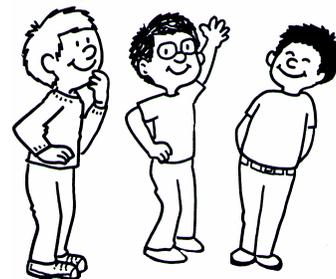
1. Appropriately use clothes and props provided in dramatic play center such as:

| | | | |
|---|---------------------|--------------|-------------|
| toy bird | imitation flowers | jump rope | whale |
| nest | bee (finger puppet) | | overalls |
| clothespins | locks | foam numbers | straw hat |
| clothesline | keys | train | rake |
| doll clothes | socks | shovels | rubber duck |
| laundry basket | shoes | pails | candles |
| toys (as found in the toy box) | | monkeys | cake |
| toy animals (as illustrated in the story) | | | ghost sheet |

2. Use appropriate verbalization to ask permission to use a toy or prop that another peer has.

3. Play cooperatively with peers.

4. Demonstrate cooperation while working together and helping each other.



5. Take turns in group activities.

6. Demonstrate the emotion of love or friendship appropriately through:

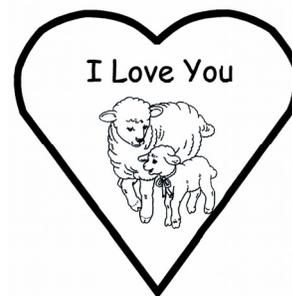
_____ verbalization (_____ is my friend.)
 _____ hugs (gestures)
 _____ preference to play with one child over another
 _____ appropriately uses sign language to symbol love or affection.



7. Identify heart as the geometric symbol for love.



Dramatic Play and Prop Suggestions



Domain:

- Socialization, Language

Materials: Dramatic corner:

| | | | |
|---|---------------------|--------------|-------------|
| toy bird | imitation flowers | jump rope | whale |
| nest | bee (finger puppet) | | overalls |
| clothespins | locks | foam numbers | straw hat |
| clothesline | keys | train | rake |
| doll clothes | socks | shovels | rubber duck |
| laundry basket | shoes | pails | candles |
| toys (as found in the toy box) | | monkeys | cake |
| toy animals (as illustrated in the story) | | | ghost sheet |



Instructions:

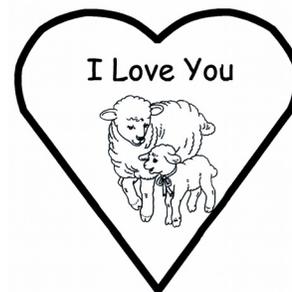
- Add a variety of objects from the story to your dramatic corner to allow the children to practice their language skills while acting out parts of the story.

Suggestions:

- Use some of these objects as props while telling the story.
- Birds and bird nests can be found in a craft stores.
- Hang clothesline next to a wall for safety precautions.
- Bees can be made by gluing black and yellow pom-poms together.
- A round 8X4 inch piece of Styrofoam can be used as a birthday cake. Decorate with permanent markers. Children can practice placing real birthday candles on the cake.



How Old Are You?

Domain:

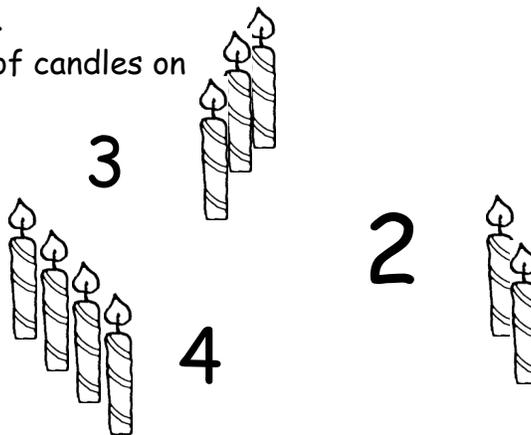
- Socialization, Language, Fine Motor, Cognitive

Goals:

- Child will identify his/her age.
- Child will place the correct number of candles on the cake to indicate his/her age.
- Child will count the number of candles on the cake.

Materials:

- *I Love You* storybook
- birthday candles
- real or imitation cake

Instructions:

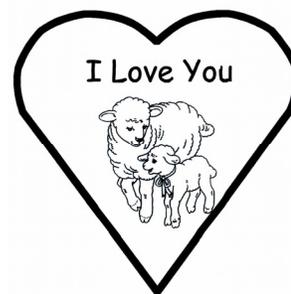
- Read *I Love You*. Emphasize the page with the illustration of the birthday cake. Discuss the reasons for candles on a birthday cake.
- Review the age of each child to insure accurate information.
- Allow each child a chance to tell his age and place the appropriate number of candles on the cake.
- Count the candles after placing them in the cake.

Suggestions:

- Different colored candles may be used to review color recognition.
- An artificial cake can be made from a round or square chunk of Styrofoam. Decorate with permanent marker or paint.



Everyone Loves a Hug Parent Party Invitation



Domain:

- Socialization, Language

Goals:

- Child will use language skills to appropriately interact with peers during *I Love You* activities.
- Child will play simple group games.

Materials:

- *Everyone Loves a Hug* Parent Party newsletter and invitation p. 239

Instructions:

- Teacher will copy *Everyone Loves a Hug* newsletter to share with parents and caregivers.
- Teacher will prepare *Everyone Loves a Hug* games, activities and special snacks for *Everyone Loves a Hug* party. See games in Socialization and snacks ideas in Self-Help sections of the curriculum guide.

Suggestions:

- Give coupons to children to use during playtime or other appropriate activities during the day.
- Use coupon as teacher reward for positive attitude, efforts or other accomplishments.



Everyone Loves a Hug

We are reading *I Love You* by Jean Marzollo. Join us as we read *I Love You*, share a special snack and enjoy some of our favorite *I Love You* activities!

Bring your coupon and be a part of the fun.

Date _____

Place _____

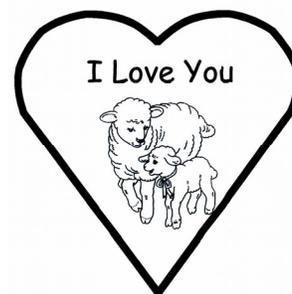
Time _____

This coupon is good for
Free Hugs
 Give One - Get One Free

Redeem on _____
Date _____ Time _____

There is no limit. Hurry while the supply lasts.

Pin the Tail on the Monkey



Domain:

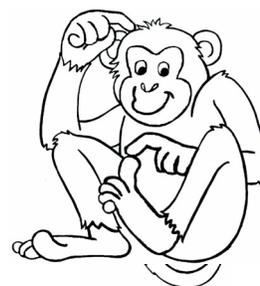
- Socialization, Language, Gross Motor

Goals:

- Child will take turns during group activity.
- Child will identify animal as monkey and object as tail.
- Child will close eyes and place tail on the monkey.

Materials:

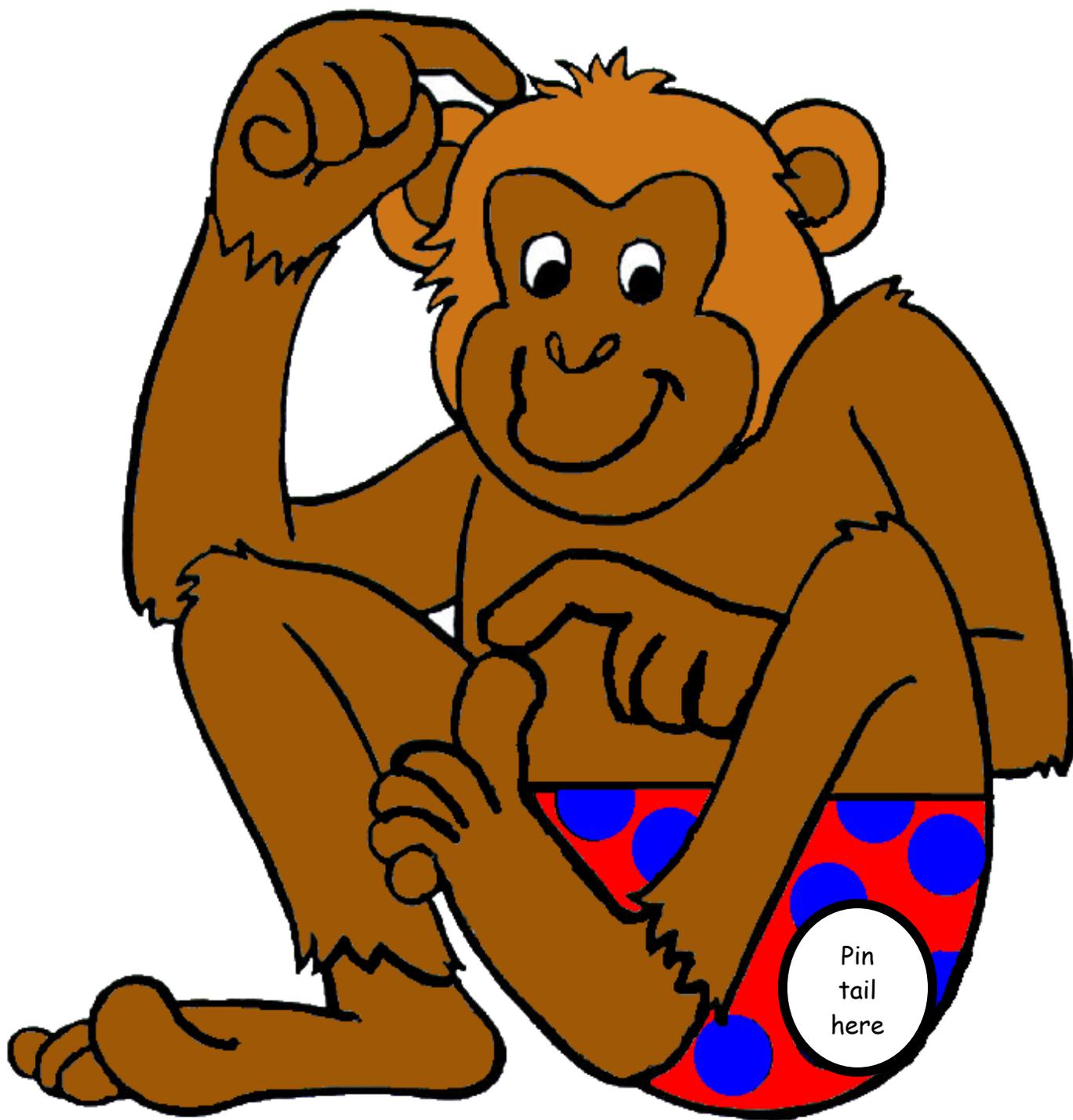
- *Pin the Tail on the Monkey* reproducible pp. 241-242
- brown 12x12 square of felt or construction paper
- velcro
- lamination or clear contact paper
- large handkerchief or blindfold



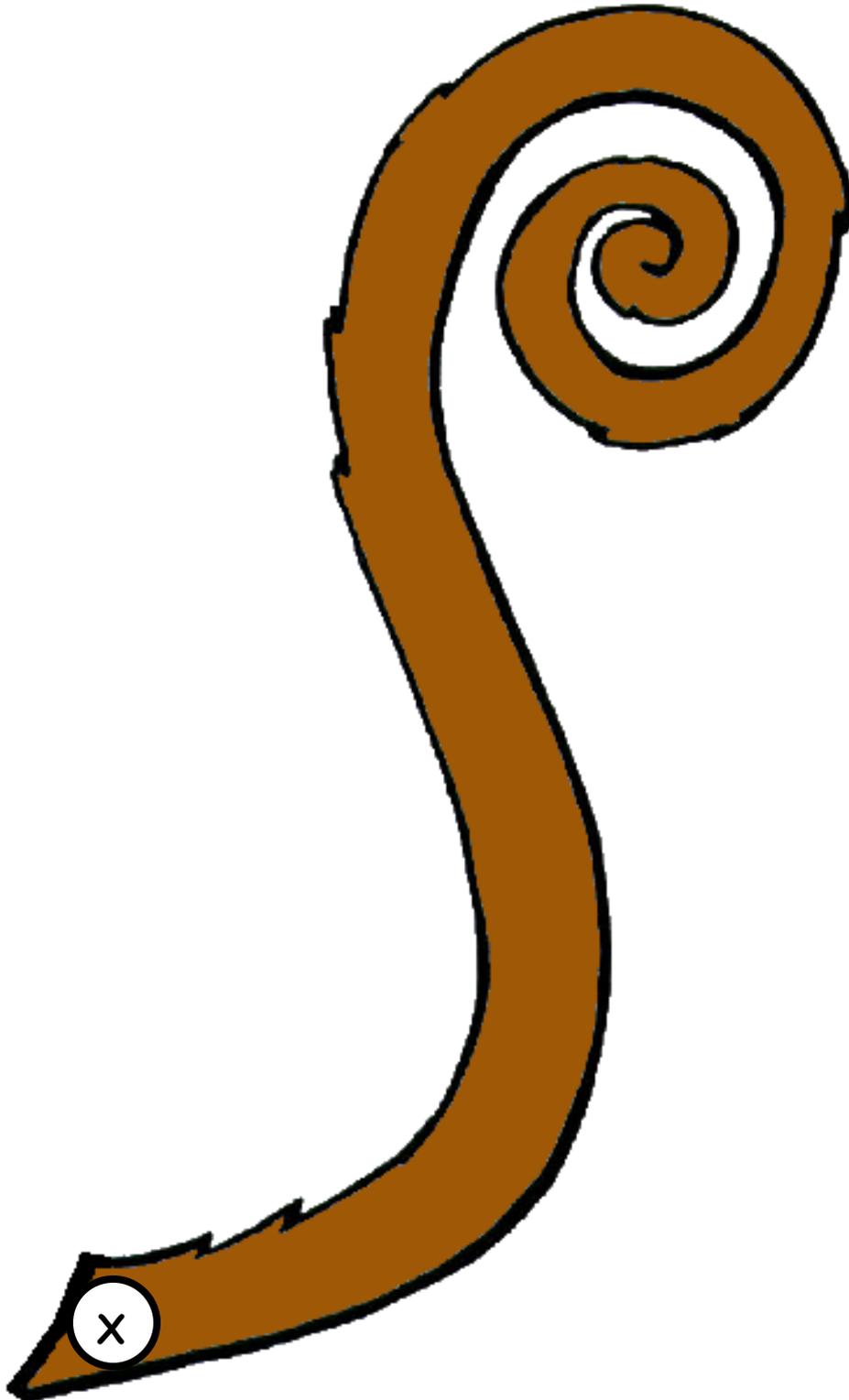
Instructions:

- Teacher will copy *Pin the Tail on the Monkey* patterns onto brown paper or felt.
- Teacher will cut monkey and tail from brown felt.
- Apply stiff Velcro on the back of the tail pattern so that it will stick to felt.
- Present various pictures of monkeys with tails.
- Discuss why monkeys have tails and where they are located on the monkey's body.
- Demonstrate how to place the tail on the monkey.
- Demonstrate how much more difficult it becomes when you attempt to place the tail after you have been blindfolded.
- Allow each child to have a chance to pin the tail on the monkey with and/or without a blindfold. DO NOT force children to wear the blindfold. This can be extremely upsetting to children with sensory issues.

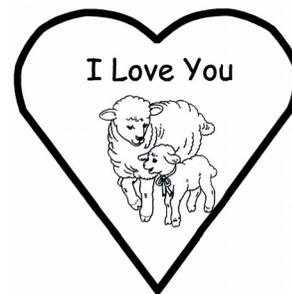
Pin the Tail on the Monkey



Pin the Tail on the Monkey



Will You Be My Friend?



Domain:

- Socialization, Language

Goals:

- Child will initiate peer interaction.
- Child will use gestures or verbalization to communicate the desire to play, or express friendship.

Materials:

- *Will You Be My Friend?* reproducible p. 244



Instructions:

- Teacher will copy multiple pages of *Will You Be My Friend?* reproducible page.
- Teacher will cut four cards from each sheet.
- Teacher will have cards available for students to use during playtime or to be used during structured activities.
- Teacher will encourage children to use cards when they desire to express friendship or initiate a play activity with another child.



Suggestions:

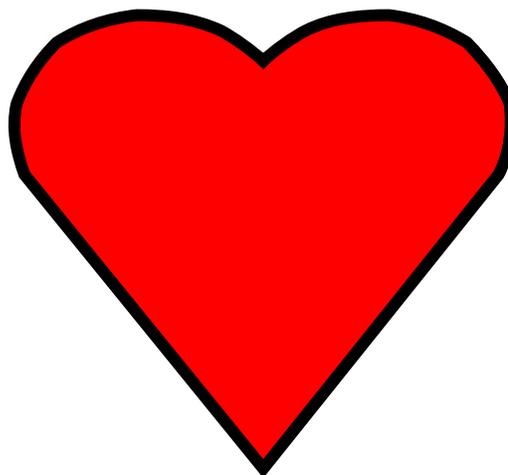
- This is a good activity to use with children with limited verbal skills who are learning to interact with peers.
- *Will You Be My Friend?* cards can be given between peers and each child is allowed to take their cards home at the end of the day. Make sure that each child has at least one card to take home.
- Cards can be copied in a variety of colors to reinforce color recognition.
- Names can be printed on the back of each card.
- Cards can be colored or decorated.



Will You Be My Friend?



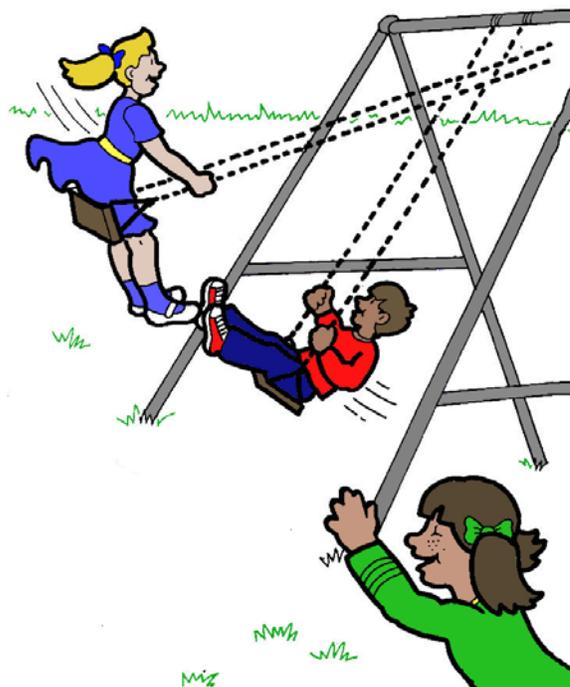
I Love you



Will you be my friend?

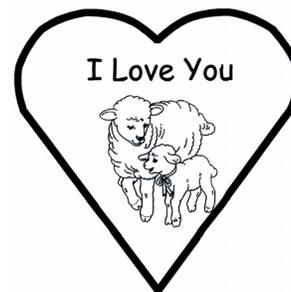


Do you need a hug?



Will you play with me?

I Love You Greeting Card



Domain:

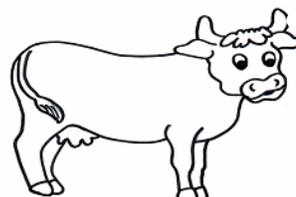
- Socialization, Language, Fine Motor

Goals:

- Child will use greeting card to express emotion of affection.
- Child will communicate the symbols for "I Love You."
- Child will paste symbols on card.

Materials:

- *I Love You Greeting Card* reproducible pp. 246-248
- *I Love You* storybook
- construction paper
- glue
- scissors
- markers, crayons

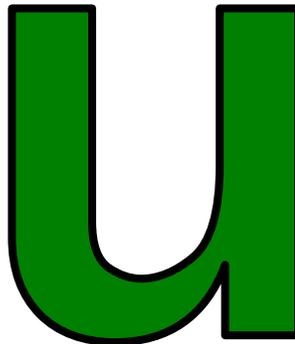
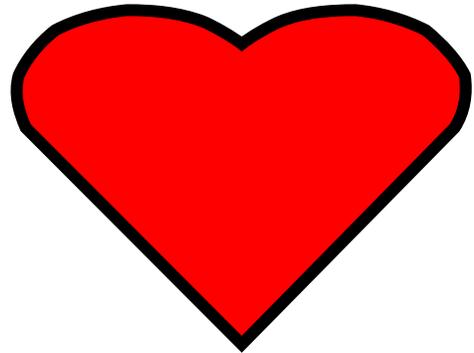
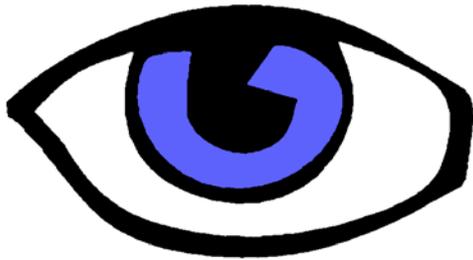
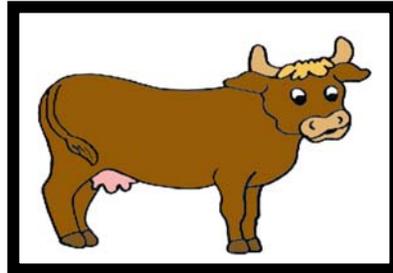
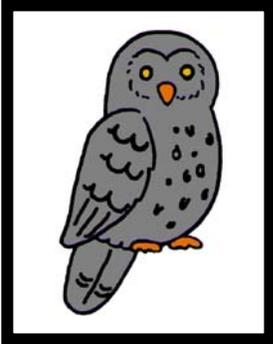


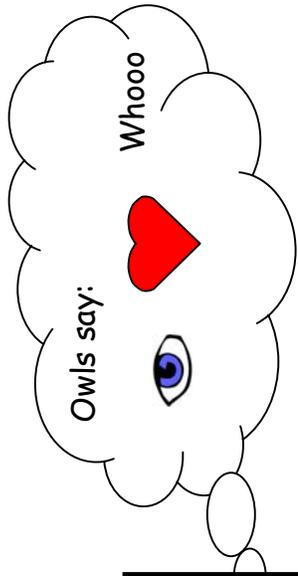
Instructions:

- Copy one *Greeting Card* front and back for each child
- Fold card so that owl and cow squares become the front of your greeting card.
- Copy one *I Love You* greeting card symbol page for each child.
- Cut cow, owl, eye, heart and U.
- Read *I Love You*. Help the children to identify the symbols for "I Love You" (eye, heart, U).
- Discuss the purpose of a greeting card.
- Provide a completed greeting card so that children are able to see the symbols and practice reading the symbols.
- Help child to select a person that he/she would like to share his/her greeting.
- Instruct children to paste cows and owls in appropriate position.
- Allow children to paste **Eye Love U** on the inside of the card in a place of their choosing.
- Encourage child to decorate back of the card with markers.
- Allow child to give the greeting card to the person of his/her choosing.

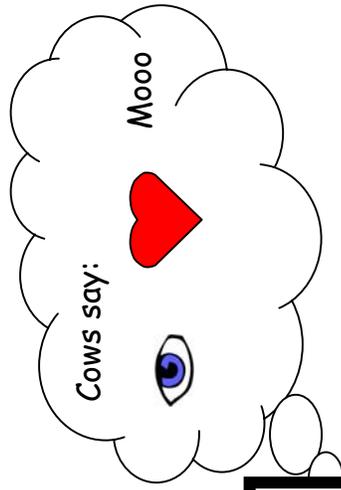
I Love You

Greeting Card





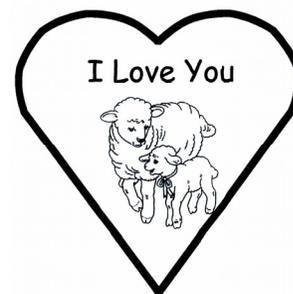
Paste
Owl
here



Paste
Cow
here

But
I
Say.....

Feed the Birds Class Bird Feeder



Domain:

- Socialization, Language, Fine Motor

Goals:

- Child will work cooperatively with peers to create food for the birds.
- Child will spread peanut butter on bread.
- Child will identify animals and objects.

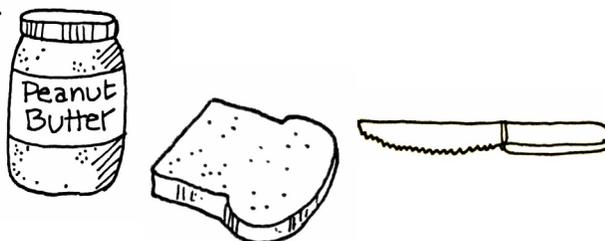
Materials:

- cookie cutter
- plastic knife
- yarn or string
- paper plate
- peanut butter
- birdseed
- bread

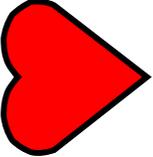


Instructions:

- Use the cookie cutter to cut a shape out of the bread.
- Punch a hole into top for the yarn to hang.
- Thread yarn through hole and tie.
- Let the bread shapes sit out for a day so they will harden and the peanut butter will be easier to spread.
- Spread peanut butter on the bread.
- Pour seeds into the paper plate.
- Press the peanut butter bread into the seeds.
- Turn it over and butter and seed the other side.
- Hang the shape bird feeder outside and watch the birds enjoy the treat.

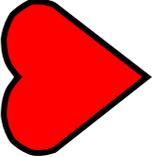


Every  loves a  and it's easy to see that

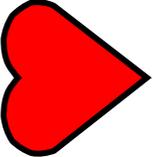
Teacher _____ Date _____

Every  loves a  and it's easy to see that

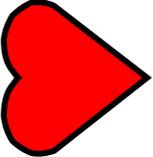
Teacher _____ Date _____

Every  loves a  and it's easy to see that

Teacher _____ Date _____

Every  loves a  and it's easy to see that

Teacher _____ Date _____

10 Quick Tips for Using Music and Mother Goose



Quick Tip #1

Kids don't care if you can't carry a tune in a bucket.

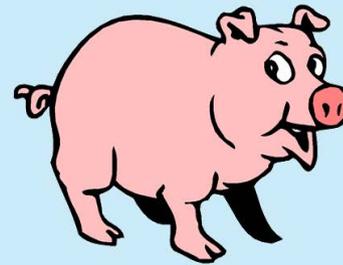


Have fun.
Sing often.



Quick Tip #2

Sing familiar melodies.



Create piggyback songs.



Quick Tip #3

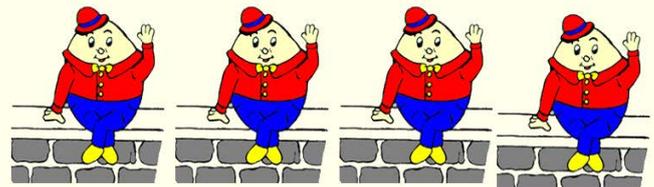


You need not play a musical instrument.



Quick Tip #4

Repetition is good.



Quick Tip #5



Break into song anytime.



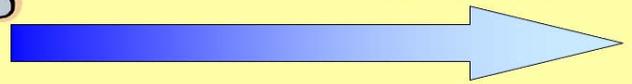
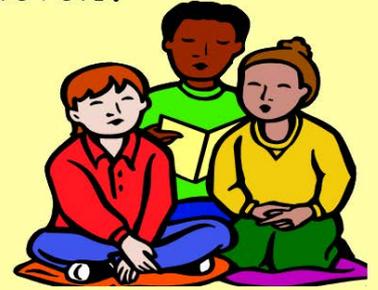
Quick Tip #6



Shake your sillies out.



Quick Tip #7 Use music to change energy levels.



Quick Tip #8



NEVER force a child to sing.



Quick Tip #9

Let Loose.
Be Silly.
Sing Nonsense Songs.



Quick Tip #10

The best tip of all!

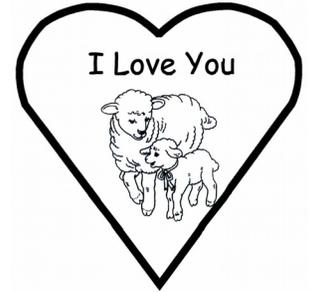
Combine music with
rhyme and literature

Use visual cues.





Mother Goose Rhymes



Domain:

- Language, Cognitive, Gross Motor

Goals:

- Child will repeat familiar words and phrases.
- Child will use visual cues to repeat rhyme in proper sequence.
- Child will participate in music and movement activities related to the nursery rhyme.

Materials:

- *Roses are Red Rebus* reproducible p. 254
- *Roses are Red Sequencing Cards* pp. 255-258
- Velcro or flannel board

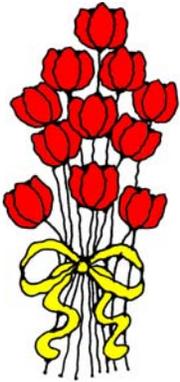
Instructions:

- Create a set of sequencing cards identical to the rebus read-along sheet. Reproduce on durable paper.
- Color objects and color words the appropriate colors.
- Cut out figures and laminate. Apply Velcro or some means to adhere to felt or flannel board.
- Use cards as visual cues when introducing the rhyme.
- Repeat rhyme daily using visual cue cards or additional props to help reinforce familiar words and phrases.
- Reproduce a copy of rebus nursery rhyme sheet for each child to send home so that they can share with parents.
- When children are familiar with words and phrases, use sequencing cards in a variety of ways:
 - o Allow children to put them in sequence while reciting rhyme.
 - o Pass out cards and allow them to put up their cards in order on the board at the appropriate time.
 - o Put cards on the floor and allow child to choose the next appropriate card as the rhyme is being repeated.
 - o Allow children to use them independently in your story telling or book center.

Suggestions:

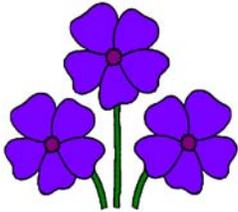
- Introduce a new rhyme each month with your new literary unit, but continue to review previous familiar rhymes.

Roses are Red



Roses are

RED

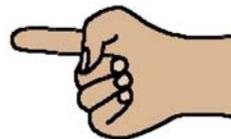


Violets are

BLUE



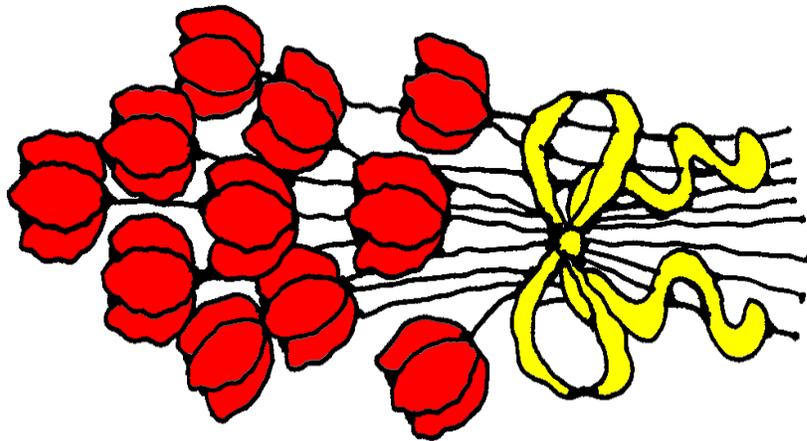
Honey is sweet,



And so are YOU!

Roses are Red

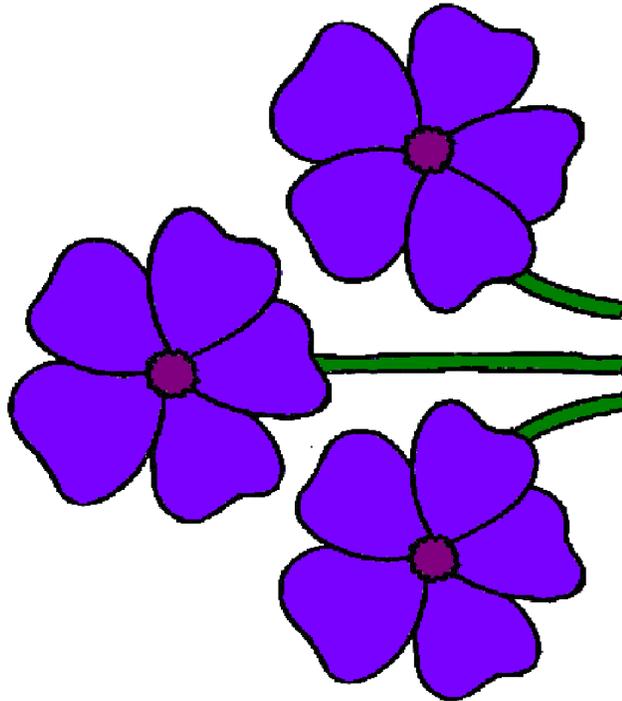
Red



Roses are...

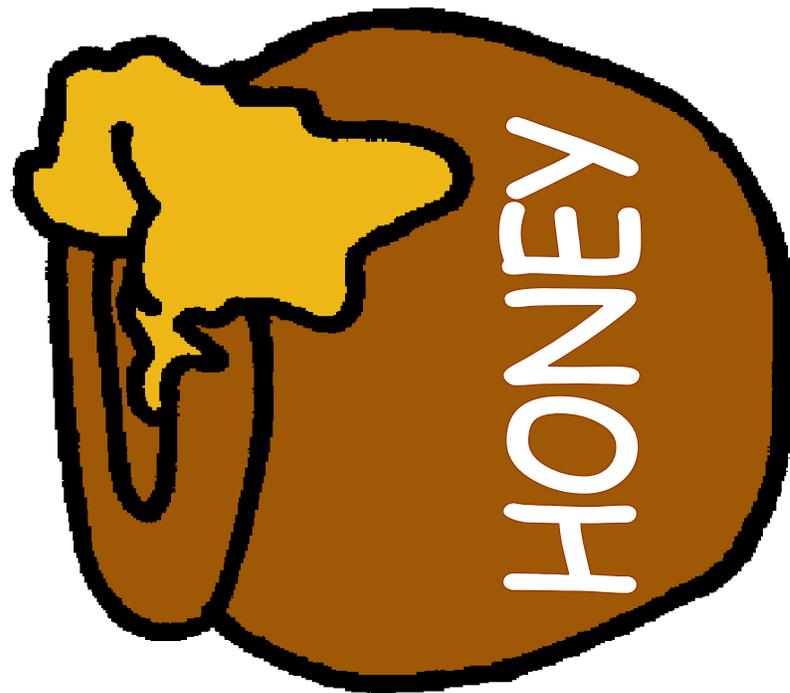
Roses are Red

Blue



Violets are...

Roses are Red

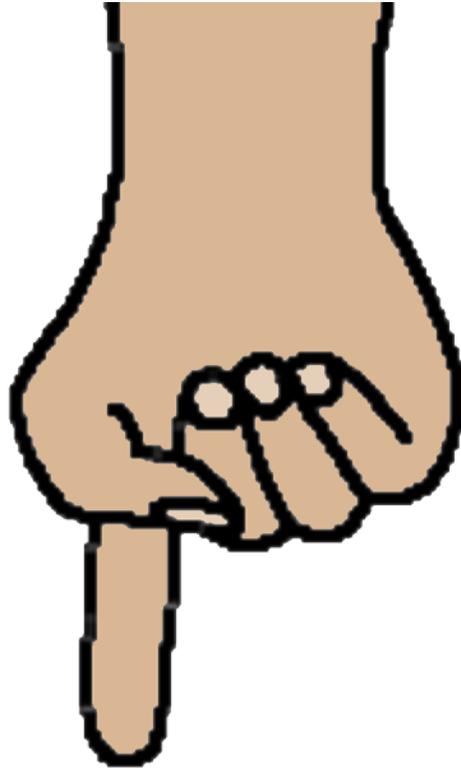
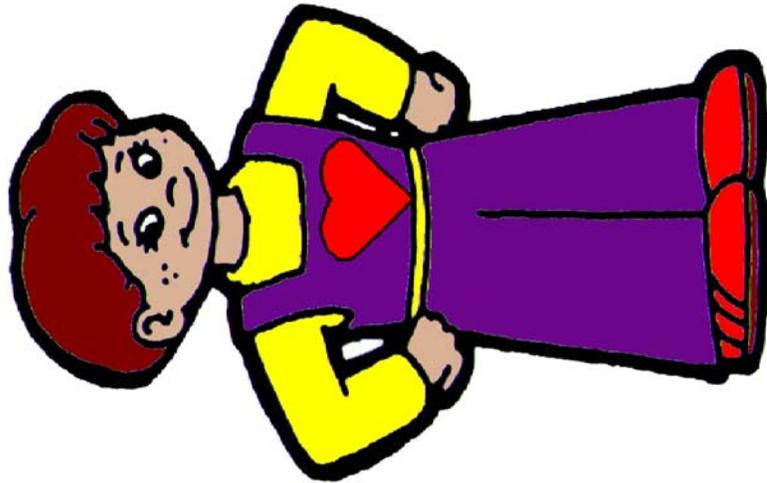


Honey



is sweet

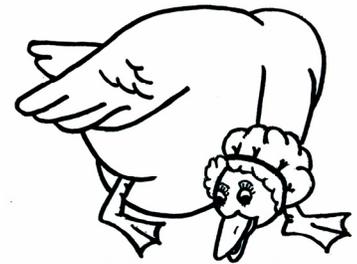
Roses are Red



And so are you!

Mother Goose Everyday

Strengthens language in every way



Domain:

- Language, Cognitive

Goals:

- Child will repeat or gesture familiar words and phrases.
- Child will use visual cues to identify Mother Goose rhyme.
- Child will improve memory skills.

Materials:

- 12"X18" white construction paper
- *Roses are Red Poster Cards* pp. 261 and 262
- markers
- glue
- velcro
- Mother Goose envelope or packet containing all Mother Goose rhymes from previous units - the number of rhymes will vary according to the number of completed units/rhymes

Instructions:

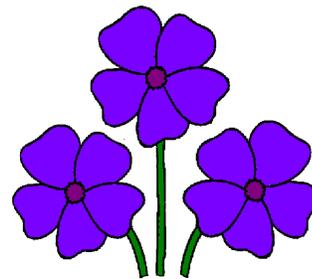
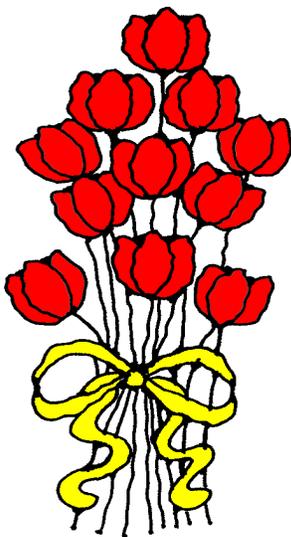
- Copy pages 261 and 262.
- Color picture and paste at the top of 12"X18" sheet of white construction paper. Paste the words on the bottom half of the construction paper creating a Mother Goose poster (lamine).
- Apply a strip of Velcro on the back so that the poster may be hung on a Velcro board during Mother Goose rhyme time.
- Use *Mother Goose Roses are Red* poster to introduce the rhyme each day as you begin your *Roses are Red* rhyme activities.
- After completing the *Roses are Red* rhyme activities each day, allow children to review and recite Mother Goose rhymes from previous units.
- Keep previous Mother Goose rhyme posters available as visual cues to enhance memory skills.
- Posters may be kept in a large envelope or packet. Packets are easily constructed by using a 22"x28" poster board folded in half and taped or glued along the edges.
- Mother Goose packets should be laminated for durability, as the packets should be used on a daily basis.
- Children should be encouraged to remove and hang posters on Velcro board.

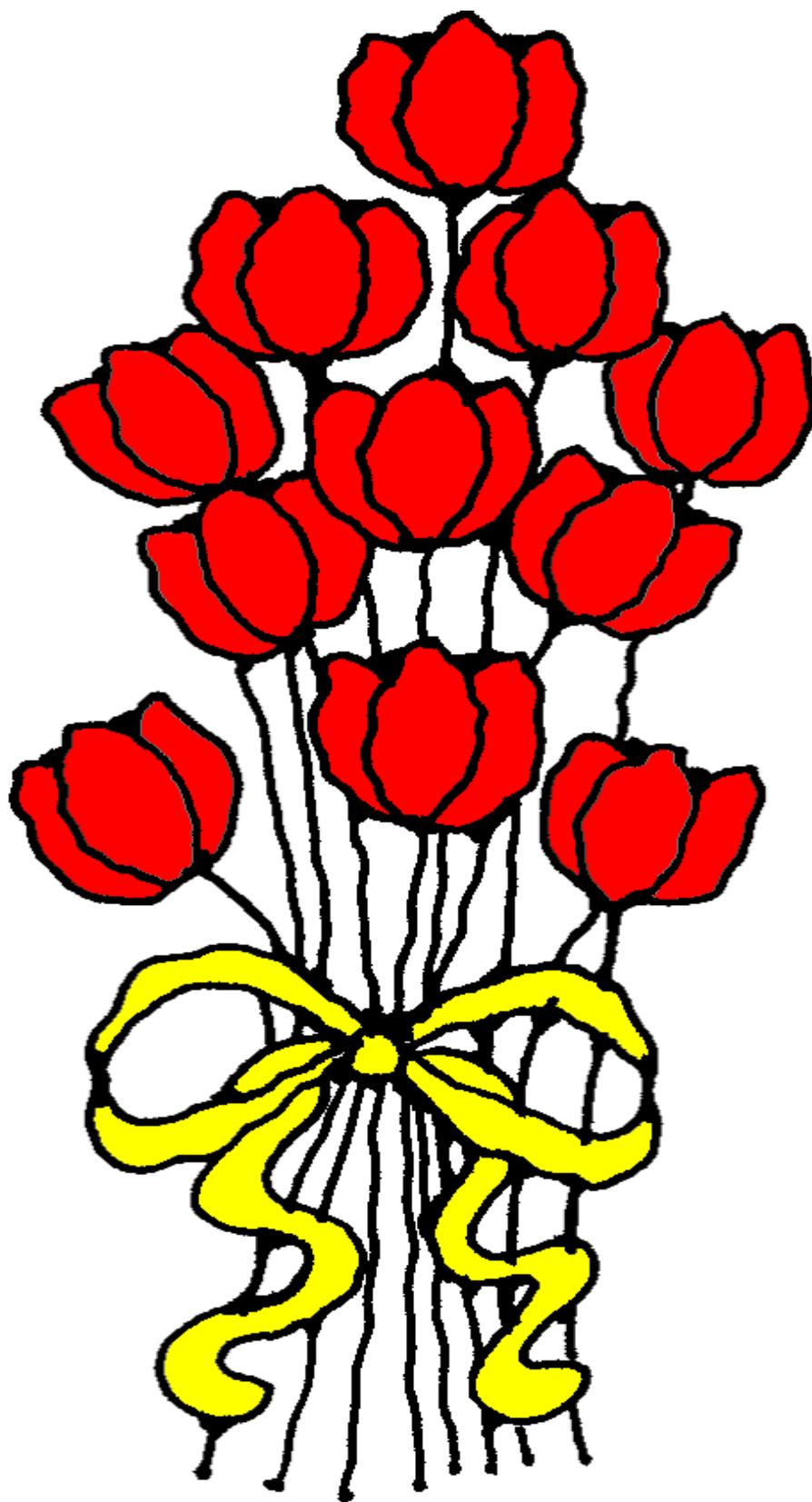
Roses are Red

(Twinkle, Twinkle Little Star)

Musical notation for the first line of the song. It features a treble clef, a key signature of one sharp (F#), and a 3/4 time signature. The melody consists of three measures: the first measure has three eighth notes (D4, E4, F#4), the second measure has a half note (G4), and the third measure has a whole note (D4). Chord symbols 'D', 'G', and 'D' are written above the staff. Below the staff, the lyrics 'Ros-es are red. Vio-lets are blue' are written, with hyphens under 'Ros-es' and 'Vio-lets' to indicate syllable placement.

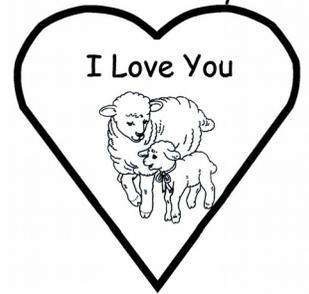
Musical notation for the second line of the song. It features a treble clef, a key signature of one sharp (F#), and a 3/4 time signature. The melody consists of four measures: the first measure has three eighth notes (A4, B4, C5), the second measure has a dotted quarter note (D5) and an eighth note (C5), the third measure has a dotted quarter note (B4) and an eighth note (A4), and the fourth measure has a whole note (G4). Chord symbols 'A', 'D', 'G', and 'D' are written above the staff. Below the staff, the lyrics 'Hon-ey is sweet and so are you.' are written, with hyphens under 'Hon-ey' to indicate syllable placement.





Roses are Red

Roses are red,
Violets are blue,
Honey is sweet,
And so are YOU!



Love, Love, Love

(Sung to "Three Blind Mice")



Love, love, love. Love, love,



love. See how it grows.



See how it grows. I love my fri-ends and

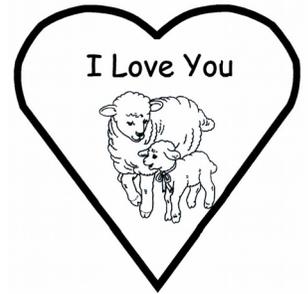


they love me. We love each oth-er it's plain to see.



There's plenty for a big fam -i -ly, Love, love love.

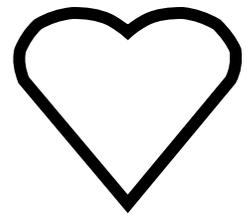
I Love You



| | |
|------------------------------------|---------------------|
| When I say "I Love You," | (point to lips) |
| It comes from my heart. | (hand on heart) |
| You hear it in your ear, | (point to ear) |
| And it sounds very smart. | (point to head) |
| I love it when you're proud of me. | (stand very tall) |
| You say it all day long. | (stretch arms wide) |
| And when I hear you say it, | (point to ear) |
| My heart sings a merry song. | (hand on heart) |

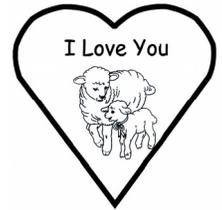
Heart Finger Play

I put my hands together, (put palms together)
 This is how I start.
 I curve my finger right around,
 And I can make a heart!



Love is a Circle

| | |
|--------------------------------------|-------------------------------------|
| Love is a circle, | (make heart with palms and fingers) |
| Round and round. | (circling motion with arm) |
| Love goes up. | (raise arms up) |
| And love comes down, | (lower arms) |
| Love is on the inside, | (pull hands toward chest) |
| Trying to get out, | (pull hands away from chest) |
| Love is whirling and twirling about! | (move hands in a spinning motion) |



Love, Love, Love Your Friends

(Sung to "Row, Row, Row Your Boat")

Musical staff 1: Treble clef, key signature of one sharp (F#), 6/8 time signature, and a handwritten 'D' chord above the staff. The melody consists of six quarter notes: F#4, G4, A4, B4, A4, G4.

Love, love, love your friends.

Musical staff 2: Treble clef, key signature of one sharp (F#). The melody consists of six quarter notes: A4, B4, A4, G4, F#4, E4.

Love them all year long.

Musical staff 3: Treble clef, key signature of one sharp (F#). The melody consists of six quarter notes: D4, E4, F#4, G4, A4, B4.

Espe-cial-ly on this

Musical staff 4: Treble clef, key signature of one sharp (F#). The melody consists of three quarter notes: D4, E4, F#4.

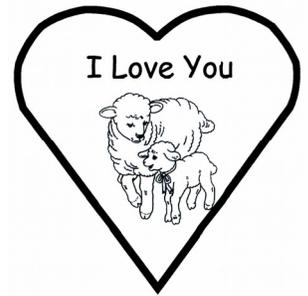
Spec-ial day.

Musical staff 5: Treble clef, key signature of one sharp (F#), and a handwritten 'A7' chord above the staff. The melody consists of six quarter notes: F#4, G4, A4, B4, A4, G4.

As we sing this song.

I Made this Hug for You

(Sung to "The Farmer in the Dell")

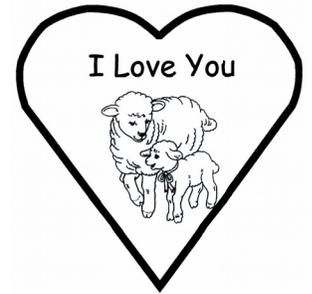


I made this hug for you. To cheer you when you're blue.



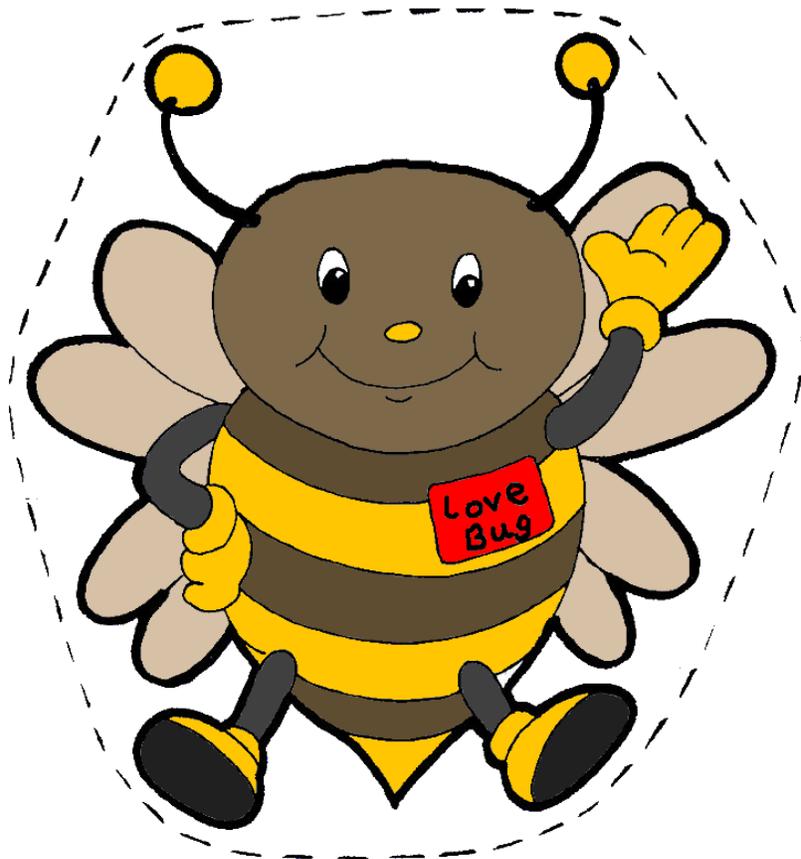
Heigh-ho the der-ry oh, I made this hug for you.





The Love Bug

| | |
|---|--------------------------------------|
| It begins with a grin, | (smile broadly) |
| It turns to giggle, | (put both hands on mouth and giggle) |
| You start to laugh, | (throw head back and laugh out loud) |
| Your legs start to wiggle. | (put feet in the air and shake) |
| You look all around for someone to hug, | (move eyes back and forth) |
| What can you do? | (shrug shoulders) |
| You've caught the love bug! | (hug another child or yourself) |



Suggestions:

- Copy one Love Bug for each child.
- Teacher or child will cut around dotted line.
- Give each child a Love Bug after completing the rhyme.
- Color or decorate.
- Attach to craft stick if desired.

Make New Friends

Make new friends,
But keep the old.
One is silver
And the other's gold.



Your Friend

A circle is round,
It has no end.
That's how long
I want to be your friend.

I Love You!

More than honey is loved by the bee,
More than sailors love the sea,
More than flowers love the dew,
More than all things,
I love you!

The Hug Song (The Farmer in the Dell)

I made this hug for you
To cheer you when you're blue
Heigh-ho, the derry-oh
I made this hug for you

Do You Love Me?

Do you love me, or do you not?
You told me once but I forgot.
I hope, I hope, I hope you do,
Because of how much I love you.

Hug O' War

I will not play at tug o' war.
I'd rather play at hug o' war.
Where everyone hugs
Instead of tugs.
Where everyone giggles
And rolls on the rug.
Where everyone kisses,
And everyone grins.
And everyone cuddles,
And everyone wins.

And I Love You

Bears love honey,
Flowers love dew,
Bankers love money
And I love you.

Love Somebody

Love somebody? Yes I do! (Nod yes)
Love somebody? Yes I do! (Nod yes)
Love somebody? Tell me, who?
Love somebody, but I won't tell who!
(Shake head no)

Curriculum Assessment Tool

This assessment tool is provided to determine the mastery level of the goals that accompany all lessons included in this unit. It is also intended to guide teacher decisions about children's progress in a timely manner and assist the teacher/therapist in the selection of appropriate activities and experiences based on individual student needs and abilities.

Components of Assessment Tool

1. Introduction Letter
 - a. Introductory Letter
 - b. At-A-Glance
 - c. Goals from each domain
2. Assessment/Conclusion Letter
 - a. Assessment Letter
 - b. At-A-Glance
 - c. Goals from each domain with rating scale
3. Assessment Grid

Implementation

Beginning the Unit

1. Using the CD accompanying each unit, open the "Parent Letter/Assessment Tool" in WORD format. Select the "edit" function found at the top left corner of your screen. Choose "Select All," then "Copy." Create a new page and select "Paste" to transfer the complete parent letter assessment document to your new pages. From this point on you will be working from this document. It is yours to manipulate as needed. Name and save this file in a folder on your computer.
2. Print the Introduction Letter. The letter may be personalized to include classroom news or specific information. You may type additional words inside the text box and add or delete graphics as necessary.
3. Print the At-A-Glance. The At-A-Glance provides parents with an overview of vocabulary and concepts that will be addressed during the unit.
4. Review the goals following the At-A-Glance. Delete those goals that may not apply and add individualized goals as necessary. For children with an IEP (Individual Educational Plan), this amended list of goals should mirror their existing IEP.
5. Print a copy of amended goals.
6. Send a copy of the Introduction Letter, the At-A-Glance, and amended goals to parents as you begin a new unit. This information will provide parents with an understanding of the focus for this unit. It also helps to give meaning to some of the activities and projects that go home with the child on a daily basis.

Ongoing Assessment and Data Collection

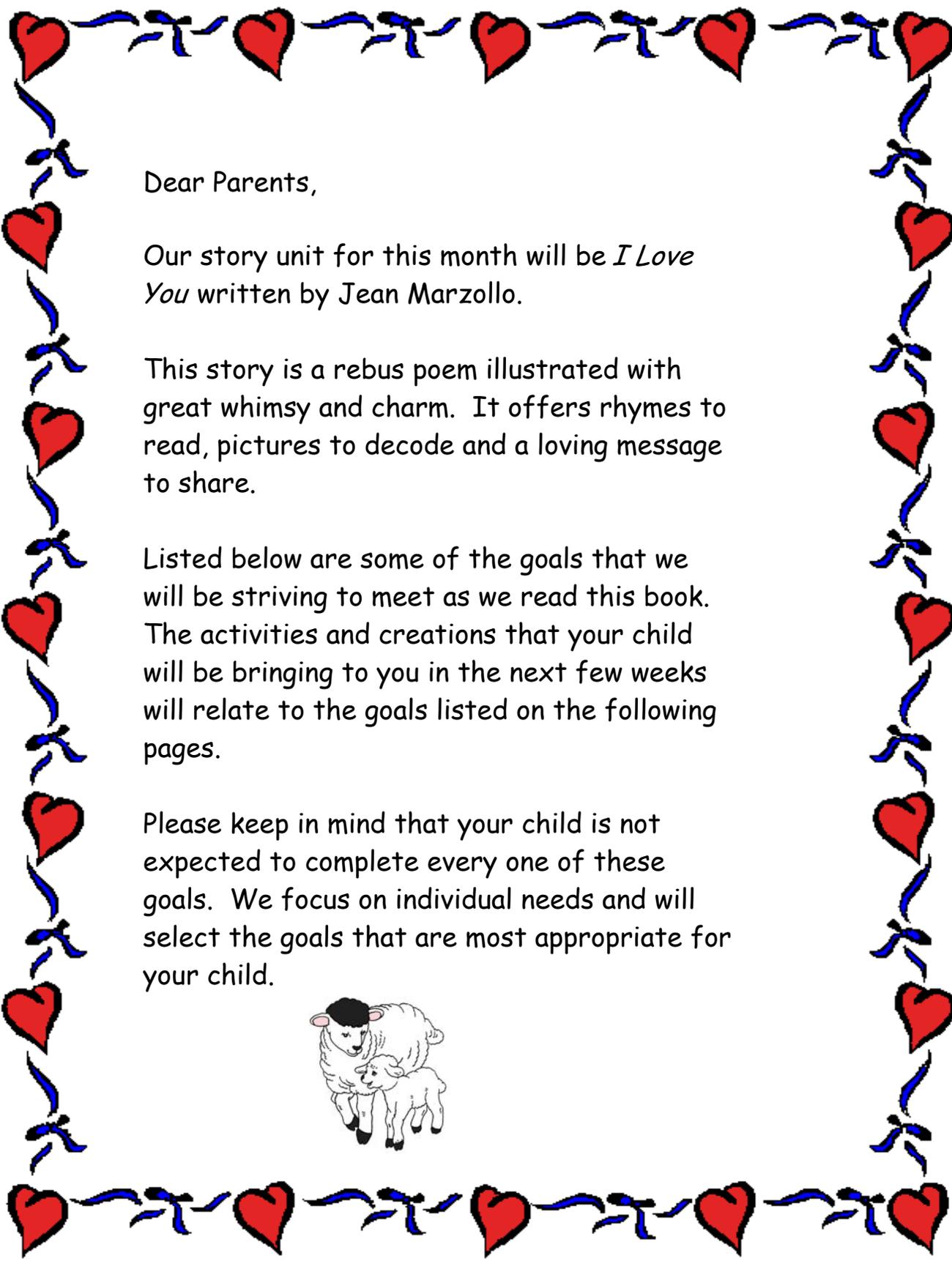
1. Print a copy of the Assessment Grid found at the end of this section or go to the CD and select Graphic/Lesson Plans/Grid. On the assessment grid, list the student names along with goals to be covered during the week.
2. Make several copies of the completed assessment grid. The grids are designed to be placed on clipboards and positioned in strategic locations around the classroom where it is most convenient to immediately document data as it is being observed.
3. Use the 1-5 rating scale at the bottom of the assessment grid to indicate mastery level of each goal. Using the assessment grid on a daily basis encourages ongoing, systematic observations as the child participates in daily activities.
4. The assessment grid should be updated weekly to adjust goals as necessary. Save past assessment grids with collected data. This observed information will be used to complete the final assessment letter.
5. On-going data collected for the final assessment letter is gathered through observation and can be recorded by teachers, therapists, or paraprofessionals.

Concluding the Unit Assessment

1. Print the concluding Assessment Letter. The letter may be personalized to include classroom news or specific information. You may type additional words inside the text box and add or delete graphics as necessary.
2. Print the At-A-Glance as a reminder of the overview of vocabulary and concepts that were addressed during the unit.
3. Print a copy of amended goals.
4. Transfer the collected data from the saved assessment grid to the amended goals.
5. Make 2 copies of the assessed goals, one to be kept in the student's file and one for the parents.
6. Send home a copy of the concluding Assessment Letter along with the At-A-Glance and assessed list of goals.

Suggestions

1. Send a copy of the storybook along with the concluding Assessment Letter. Providing the child with his/her own storybook to keep at home promotes literacy in the home. With the information from the assessed goals, parents are able to focus on their child's needs as they read the storybook together with their child. In this way, learning introduced in the classroom can now be continued in the home as well. Storybooks for each unit are available at a discount from Scholastic Literacy Partners (See catalog or website for ordering information).
2. Use past assessed goals along with work samples and unit activities as information showing student progress to be presented at parent teacher conferences or IEP meetings.
3. Use past assessed goals to update or create new IEP's.
4. An electronic version of the assessment grid is available on the CD for those who choose to enter and save data electronically.



Dear Parents,

Our story unit for this month will be *I Love You* written by Jean Marzollo.

This story is a rebus poem illustrated with great whimsy and charm. It offers rhymes to read, pictures to decode and a loving message to share.

Listed below are some of the goals that we will be striving to meet as we read this book. The activities and creations that your child will be bringing to you in the next few weeks will relate to the goals listed on the following pages.

Please keep in mind that your child is not expected to complete every one of these goals. We focus on individual needs and will select the goals that are most appropriate for your child.





At- A- Glance
Vocabulary and Teachable Concepts

These key vocabulary words and phrases are found in *I Love You*.

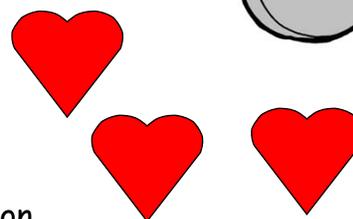
Objects and Nouns

| | | | | | |
|--------|------|-------|--------|--------|--------|
| every | key | sock | shovel | wave | candle |
| bird | lock | shoe | pail | whale | cake |
| tree | I | ghost | monkey | farmer | |
| flower | you | boo | tail | rake | |
| bee | One | two | duck | lake | |



Verbs and Action Words

loves love



Object or Animal Identification

| | | | |
|-------------|------------|-------------|--------------|
| sheep/lamb | toy box | eye | garden |
| heart | teddy bear | "U" | swim suit |
| leaves | doll | train | bathing hats |
| clothesline | giraffe | Koala bear | |
| picture | kite | sand castle | |
| toys | pig/piglet | rabbit | |



Teachable Concepts

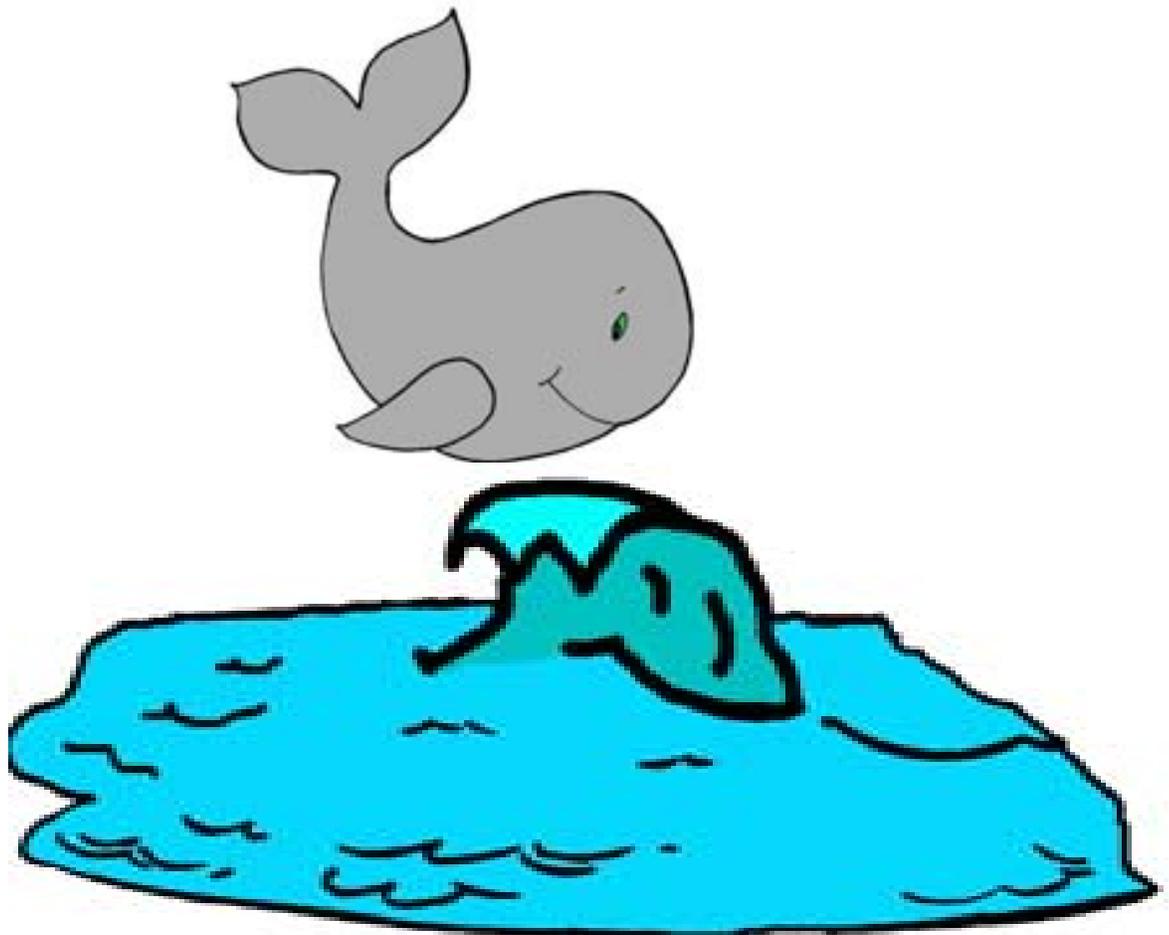
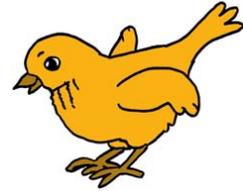
animal identification
number concepts
one-to-one correspondence
color identification
rhyming words
shape identification

matching mother and baby animals
object association:
(lock and key, shovel and pail)
caring for another person:
(love, friendship)



Color Identification

| | |
|--------|------------------------|
| red | shoe, train |
| yellow | bird, bee, ghost, cake |
| green | tree, leaves |
| orange | key |
| blue | shoe, farmer, candle |
| pink | pig |
| brown | rabbit, koala bears |
| gray | whale, lock |



Speech and Language Goals

These speech goals focus on language skills that are emphasized when reading *I Love You*.

TO IMPROVE SPEECH AND LANGUAGE SKILLS, THE CHILD WILL:

1. Increase the number of spoken or signed words in his/her vocabulary.

2. Repeat familiar 2, 3, 4, 5 word phrases:

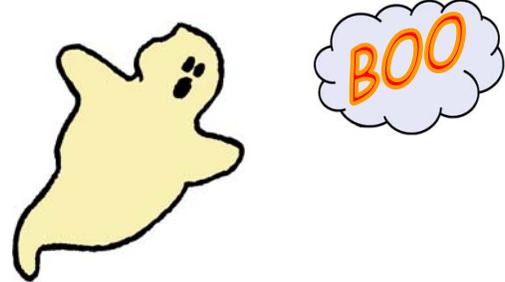
Every _____ loves a _____.

3. Answer who, what, and where questions:

Who loves a rake? (farmer)

What does a ghost say? (boo)

Where do the ducks swim? (lake)



4. Point to or name pictures that match according to association.

key/lock

candle/cake

bird/tree

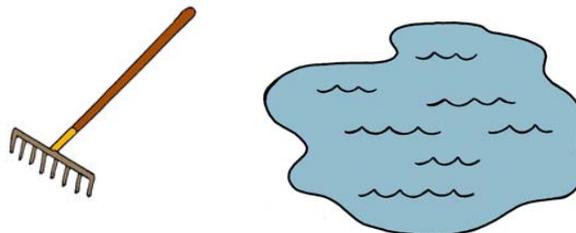


5. Relate experiences with some understanding of sequence, beginning and closure.

6. Tell a familiar story using picture cues.

7. Sing familiar songs and repeat rhymes or finger plays associated with the story.

8. Identify familiar rhyming words, pictures, or sounds.



9. _____ Point to _____ Name objects that are pictured in the story:

- | | | | |
|-------------|------------|-------------|--------------|
| sheep/lamb | toy box | eye | garden |
| heart | teddy bear | "U" | swim suit |
| leaves | doll | train | bathing hats |
| clothesline | giraffe | Koala bear | bee |
| picture | kite | sand castle | key |
| toys | pig/piglet | rabbit | lock |
| bird | tree | flower | one |
| two | sock | shoe | ghost |
| shovel | pail | monkey | tail |
| duck | lake | wave | whale |
| farmer | rake | candle | cake |

10. Use the pronouns I and you correctly when repeating the familiar phrase "I love you."



Cognitive Goals

These goals focus on cognitive skills that are emphasized when reading *I Love You*.

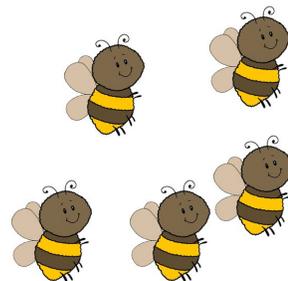
TO IMPROVE GENERAL KNOWLEDGE AND COGNITIVE SKILLS, THE CHILD WILL:

1. Follow along in a book as it is being read.
2. Increase attention span to remain focused on the story.



3. _____ Match _____ Sort _____ Point to _____ Name these colors:

| | | | |
|--------|--------|--------|--------|
| red | red | red | red |
| blue | blue | blue | blue |
| green | green | green | green |
| orange | orange | orange | orange |
| brown | brown | brown | brown |
| yellow | yellow | yellow | yellow |
| white | white | white | white |



4. Count _____ animals or objects from the story.
 1 1-3 1-5 1-10 10 or more

5. Describe action depicted in pictures.

6. Improve memory skills and the ability to predict what objects or animals will come next.

7. Point to or name pictures described by their use.
 What do you use to open a lock? (key)
 What do you wear on your feet? (shoes or socks)
 What can you use to dig in the sand? (shovel)



8. Take part in reading by filling in repetitive familiar words and phrases.

Every _____ loves a _____.

- | | |
|--------|-------|
| bird | tree |
| flower | bee |
| lock | key |
| sock | shoe |
| ghost | boo |
| one | two |
| monkey | tail |
| wave | whale |
| farmer | rake |
| duck | lake |
| candle | cake |



I Love You.

9. Use visual discrimination to match small, medium and large.

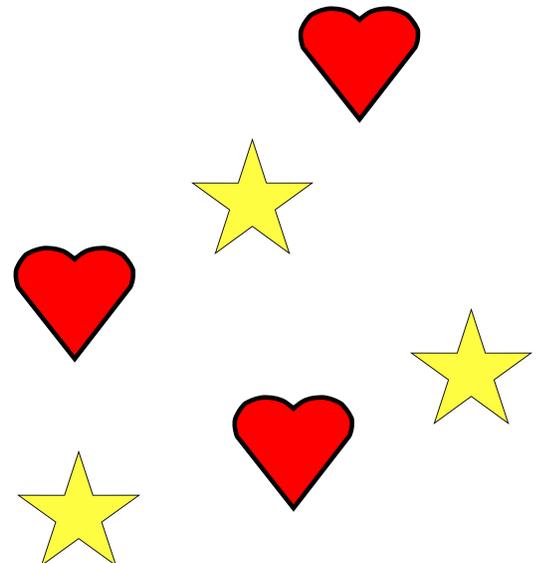
10. _____ Point to _____ Identify these animals and insects.

- | | | |
|------------|--------|-------|
| bird | bee | pig |
| koala bear | monkey | whale |
| rabbit | duck | sheep |



11. Identify these shapes:

- | | | | |
|-------|---|-------|---|
| _____ | ○ | _____ | △ |
| _____ | □ | _____ | ♥ |
| _____ | ◇ | _____ | ☆ |
| _____ | ◉ | _____ | ▭ |



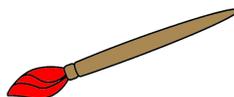
Gross Motor Goals

These goals focus on gross motor skills that are emphasized when reading *I Love You*.

TO IMPROVE GROSS MOTOR SKILLS THE CHILD WILL:

1. Demonstrate both gross and fine motor coordination when using a primary brush to apply paint to large pre-drawn object on an easel.

- _____ hand over hand
 _____ minimal assistance
 _____ independently



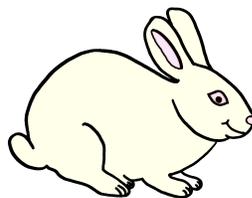
2. Reinforce balance and coordination by following a path using these gross motor movements.

___ Walking ___ Hopping ___ Crawling ___ Walking on tiptoe



3. Imitate animal movements:

- _____ swim like whale
 _____ hop like rabbit
 _____ waddle like a duck
 _____ fly like a bird or bee
 _____ climb like a monkey



4. Improve gross motor skills through movements related to familiar songs and finger plays.



5. Toss bees (beanbags) into a pail.

6. Practice these jumping skills in imitation of children jumping over a rope in the story:

- _____ Jump with hands held.
 _____ Jump independently without hands held.
 _____ Jump off floor with both feet.
 _____ Jump over line or rope lying on the floor.
 _____ Jump over rope held 2 inches off the floor.
 _____ Jump over moving rope gently swung back and forth.

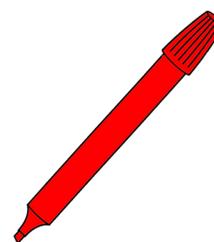
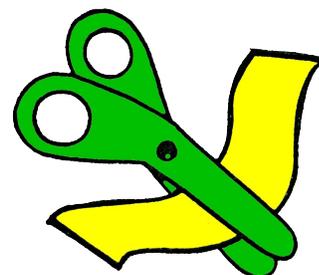
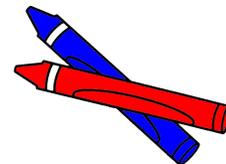


Fine Motor Goals

These goals focus on fine motor skills that are emphasized when reading *I Love You*.

TO IMPROVE FINE MOTOR SKILLS THE CHILD WILL:

1. Complete pasting activities which focus on fine motor skills necessary to appropriately complete a given project.
2. Use appropriate pencil grip when using markers, pencils or crayons to complete art or academic activities.
3. Demonstrate appropriate scissor skills by completing projects that require:
 - _____ holding a scissors correctly
 - _____ holding the paper in preparation for cutting
 - _____ snipping
 - _____ cutting 5 inch straight line
 - _____ cutting a curved line
 - _____ cutting a closed shape (circle, square, oval)
4. Complete projects that require lacing skills.
 - _____ lace and thread yarn or ribbon in and out of holes
 - _____ sequence holes in correct order
5. Use marker or crayon to trace a:
 - _____ vertical line
 - _____ horizontal line
 - _____ curved line
 - _____ closed figure (circle, square, triangle, oval)
6. Use a marker or crayon to independently copy a:
 - _____ vertical line
 - _____ horizontal line
 - _____ curved line
 - _____ closed figure (circle, square, triangle, oval)
7. Flatten play dough in preparation for using heart shaped cookie cutter.



Daily Living, Cooking and Self-help Goals

These self-help goals focus on daily living skills that are emphasized when reading *I Love You*.

TO IMPROVE SELF-HELP AND DAILY LIVING SKILLS THE CHILD WILL:

1. Use one-to-one correspondence concepts to prepare table for snack time/lunch.

one napkin, one spoon, one cup, one bowl

2. Assist teacher in snack preparation by measuring, pouring, stirring or scooping ingredients.

3. Use spoon with minimal spilling.

4. Use knife to appropriately spread butter or food of similar consistency.

5. Drink from cup or straw with minimal assistance.

6. Tolerate a variety of food with different tastes and textures.

7. Demonstrate appropriate use of a napkin.



8. Use appropriate vocalization or gestures to ask for more food during snack or lunch time.

9. Use appropriate vocalization or gestures to indicate hunger.

10. Clear individual area at table at the end of snack or lunch activity.

11. Wash hands before snack and after using restroom.

- _____ hand over hand
- _____ minimal assistance
- _____ independently



12. Dry hands.

- _____ hand over hand
- _____ minimal assistance
- _____ independently



13. Take shoes and socks off.

- _____ hand over hand
- _____ minimal assistance
- _____ independently



14. Put on socks.

- _____ hand over hand
- _____ minimal assistance
- _____ independently



15. Put shoes on.

- _____ hand over hand
- _____ minimal assistance
- _____ independently

16. Use appropriate gesture or vocalization to indicate the need to use the bathroom.

17. Use restroom.

- _____ maximum assistance
- _____ minimum assistance
- _____ independently

18. Follow classroom routine upon entering and leaving the classroom.

- _____ hang up bag/backpack in appropriate place
- _____ hang up jacket or sweater in appropriate place



Socialization Goals

These social and emotional goals focus on behavior skills that are emphasized when reading *I Love You*.

TO IMPROVE SOCIAL AND EMOTIONAL SKILLS THE CHILD WILL:

1. Appropriately use clothes and props provided in dramatic play center such as:

| | | | |
|---|---------------------|--------------|-------------|
| toy bird | imitation flowers | jump rope | whale |
| nest | bee (finger puppet) | | overalls |
| clothespins | locks | foam numbers | straw hat |
| clothesline | keys | train | rake |
| doll clothes | socks | shovels | rubber duck |
| laundry basket | shoes | pails | candles |
| toys (as found in the toy box) | | monkeys | cake |
| toy animals (as illustrated in the story) | | | ghost sheet |

2. Use appropriate verbalization to ask permission to use a toy or prop that another peer has.

3. Play cooperatively with peers.

4. Demonstrate cooperation while working together and helping each other.



5. Take turns in group activities.

6. Demonstrate the emotion of love or friendship appropriately through:

_____ verbalization (_____ is my friend.)

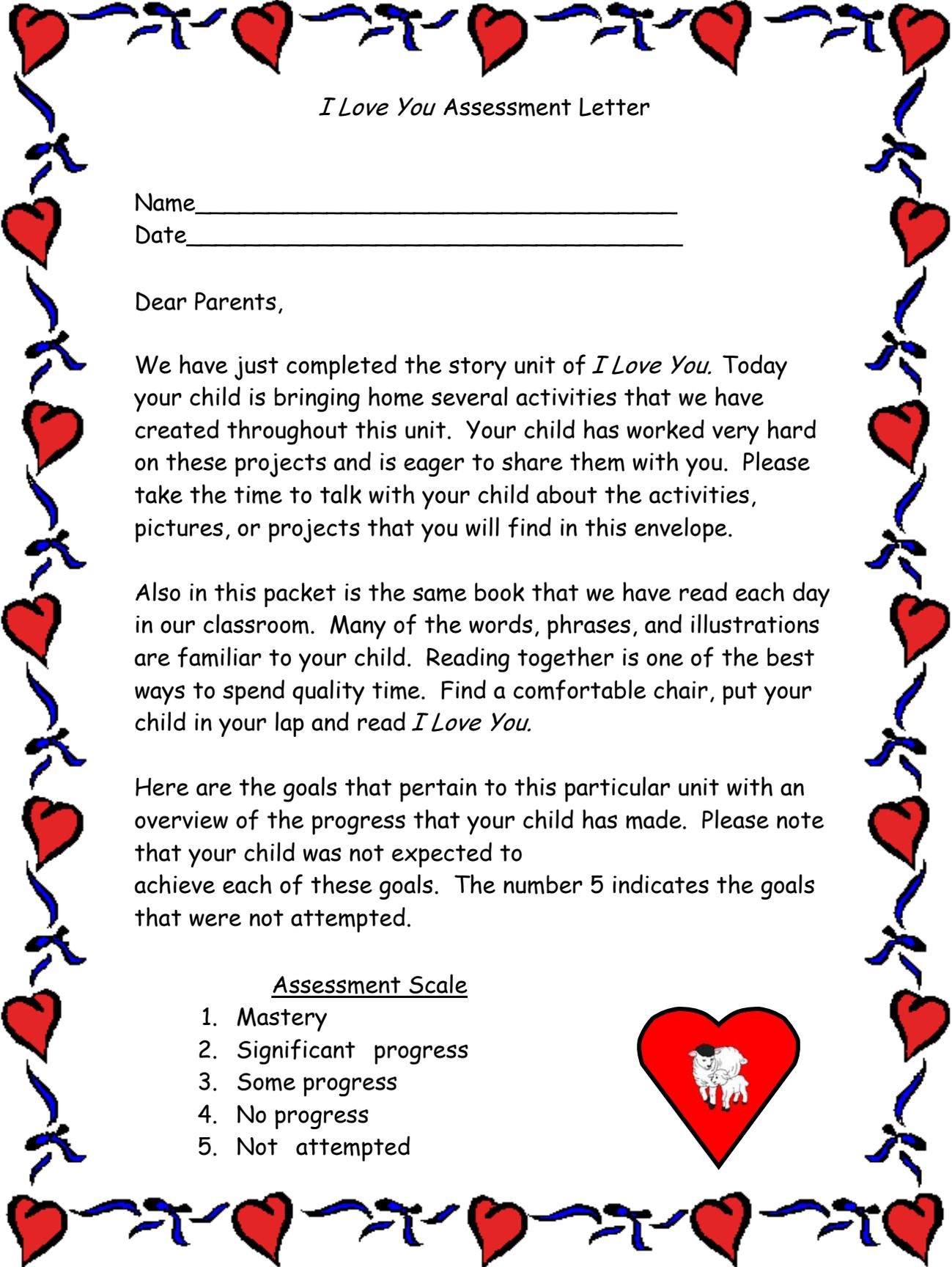
_____ hugs (gestures)

_____ preference to play with one child over another

_____ appropriately uses sign language to symbol love or affection.

7. Identify heart as the geometric symbol for love.





I Love You Assessment Letter

Name _____

Date _____

Dear Parents,

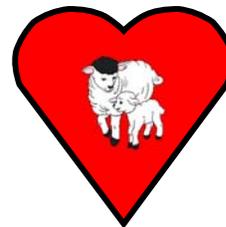
We have just completed the story unit of *I Love You*. Today your child is bringing home several activities that we have created throughout this unit. Your child has worked very hard on these projects and is eager to share them with you. Please take the time to talk with your child about the activities, pictures, or projects that you will find in this envelope.

Also in this packet is the same book that we have read each day in our classroom. Many of the words, phrases, and illustrations are familiar to your child. Reading together is one of the best ways to spend quality time. Find a comfortable chair, put your child in your lap and read *I Love You*.

Here are the goals that pertain to this particular unit with an overview of the progress that your child has made. Please note that your child was not expected to achieve each of these goals. The number 5 indicates the goals that were not attempted.

Assessment Scale

1. Mastery
2. Significant progress
3. Some progress
4. No progress
5. Not attempted





At- A- Glance
Vocabulary and Teachable Concepts

These key vocabulary words and phrases are found in *I Love You*.

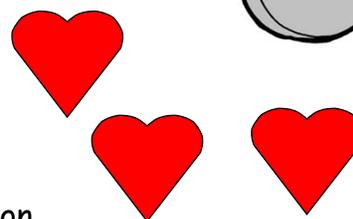
Objects and Nouns

| | | | | | |
|--------|------|-------|--------|--------|--------|
| every | key | sock | shovel | wave | candle |
| bird | lock | shoe | pail | whale | cake |
| tree | I | ghost | monkey | farmer | |
| flower | you | boo | tail | rake | |
| bee | One | two | duck | lake | |



Verbs and Action Words

loves love



Object or Animal Identification

| | | | |
|-------------|------------|-------------|--------------|
| sheep/lamb | toy box | eye | garden |
| heart | teddy bear | "U" | swim suit |
| leaves | doll | train | bathing hats |
| clothesline | giraffe | Koala bear | |
| picture | kite | sand castle | |
| toys | pig/piglet | rabbit | |



Teachable Concepts

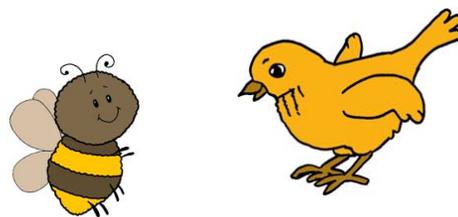
animal identification
number concepts
one to one correspondence
color identification
rhyming words
shape identification

matching mother and baby animals
object association:
(lock and key, shovel and pail)
caring for another person:
(love, friendship)



Color Identification

| | |
|--------|------------------------|
| red | shoe, train |
| yellow | bird, bee, ghost, cake |
| green | tree, leaves |
| orange | key |
| blue | shoe, farmer, candle |
| pink | pig |
| brown | rabbit, koala bears |
| gray | whale, lock |

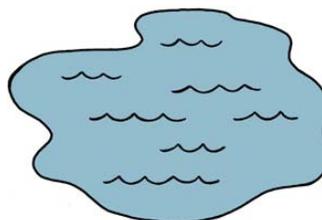


Speech and Language Goals

These speech goals focus on language skills that are emphasized when reading *I Love You*.

TO IMPROVE SPEECH AND LANGUAGE SKILLS, THE CHILD WILL:

- _____ 1. Increase the number of spoken or signed words in his/her vocabulary.
- _____ 2. Repeat familiar 2, 3, 4, 5 word phrases:
Every _____ loves a _____.
- _____ 3. Answer who, what, and where questions:
Who loves a rake? (farmer)
What does a ghost say? (boo)
Where do the ducks swim? (lake)
- _____ 4. Point to or name pictures that match according to association.
key/lock
candle/cake
bird/tree
- _____ 5. Relate experiences with some understanding of sequence, beginning and closure.
- _____ 6. Tell a familiar story using picture cues.
- _____ 7. Sing familiar songs and repeat rhymes or finger plays associated with the story.
- _____ 8. Identify familiar rhyming words, pictures, or sounds.



9. _____ Point to _____ Name objects that are pictured in the story:

- | | | | |
|--------------|------------|-------------|--------------|
| sheep/lamb | toy box | eye | garden |
| heart | teddy bear | "U" | swim suit |
| leaves | doll | train | bathing hats |
| clothes line | giraffe | Koala bear | bee |
| picture | kite | sand castle | key |
| toys | pig/piglet | rabbit | lock |
| bird | tree | flower | one |
| two | sock | shoe | ghost |
| shovel | pail | monkey | tail |
| duck | lake | wave | whale |
| farmer | rake | candle | cake |

_____ 10. Use the pronouns I and you correctly when repeating the familiar phrase "I love you."



Cognitive Goals

These goals focus on cognitive skills that are emphasized when reading *I Love You*.

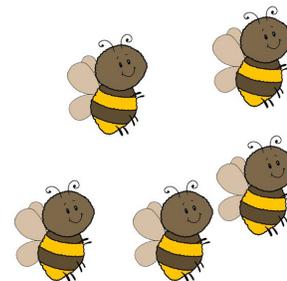
TO IMPROVE GENERAL KNOWLEDGE AND COGNITIVE SKILLS, THE CHILD WILL:



- _____ 1. Follow along in a book as it is being read.
- _____ 2. Increase attention span to remain focused on the story.

3. _____ Match _____ Sort _____ Point to _____ Name these colors:

- | | | | |
|--------|--------|--------|--------|
| red | red | red | red |
| blue | blue | blue | blue |
| green | green | green | green |
| orange | orange | orange | orange |
| brown | brown | brown | brown |
| yellow | yellow | yellow | yellow |
| white | white | white | white |



- _____ 4. Count _____ animals or objects from the story.

1 1-3 1-5 1-10 10 or more

- _____ 5. Describe action depicted in pictures.
- _____ 6. Improve memory skills and the ability to predict what objects or animals will come next.

- _____ 7. Point to or name pictures described by their use.
 What do you use to open a lock? (key)
 What do you wear on your feet? (shoes or socks)
 What can you use to dig in the sand? (shovel)



_____ 8. Take part in reading by filling in repetitive familiar words and phrases.

Every _____ loves a _____.

- | | |
|--------|-------|
| bird | tree |
| flower | bee |
| lock | key |
| sock | shoe |
| ghost | boo |
| one | two |
| monkey | tail |
| wave | whale |
| farmer | rake |
| duck | lake |
| candle | cake |



I Love You.

_____ 9. Use visual discrimination to match big, bigger and biggest.

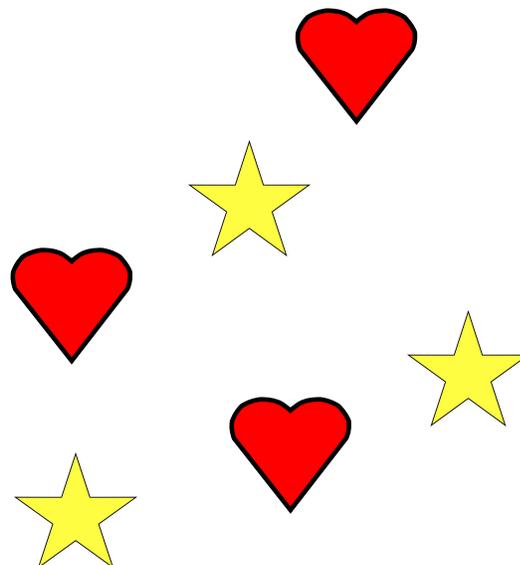
_____ 10. _____ Point to _____ Identify these animals and insects.

- | | | |
|------------|--------|-------|
| bird | bee | pig |
| koala bear | monkey | whale |
| rabbit | duck | sheep |



_____ 11. Identify these shapes:

- | | | | |
|-------|---|-------|---|
| _____ | ○ | _____ | △ |
| _____ | □ | _____ | ♡ |
| _____ | ◇ | _____ | ☆ |
| _____ | ◌ | _____ | ▭ |



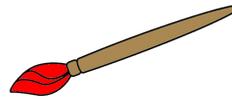
Gross Motor Goals

These goals focus on gross motor skills that are emphasized when reading *I Love You*.

TO IMPROVE GROSS MOTOR SKILLS THE CHILD WILL:

_____ 1. Demonstrate both gross and fine motor coordination when using a primary brush to apply paint to large pre-drawn object on an easel.

- _____ hand over hand
- _____ minimal assistance
- _____ independently



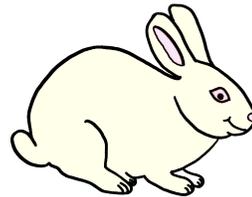
_____ 2. Reinforce balance and coordination by following a path using these gross motor movements.

- _____ Walking
- _____ Hopping
- _____ Crawling
- _____ Walking on tiptoe



_____ 3. Imitate animal movements:

- _____ swim like whale
- _____ hop like rabbit
- _____ waddle like a duck
- _____ fly like a bird or bee
- _____ climb like a monkey



_____ 4. Improve gross motor skills through movements related to familiar songs and finger plays.

_____ 5. Toss bees (beanbags) into a pail.



_____ 6. Practice these jumping skills in imitation of children jumping over a rope in the story:

- _____ Jump with hands held.
- _____ Jump independently without hands held.
- _____ Jump off floor with both feet.
- _____ Jump over line or rope lying on the floor.
- _____ Jump over rope held 2 inches off the floor.
- _____ Jump over moving rope gently swung back and forth

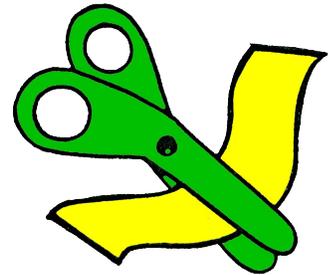
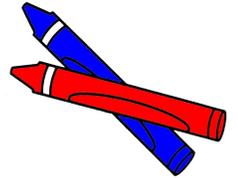


Fine Motor Goals

These goals focus on fine motor skills that are emphasized when reading *I Love You*.

TO IMPROVE FINE MOTOR SKILLS THE CHILD WILL:

- _____ 1. Complete pasting activities which focus on fine motor skills necessary to appropriately complete a given project.
- _____ 2. Use appropriate pencil grip when using markers, pencils or crayons to complete art or academic activities.
- _____ 3. Demonstrate appropriate scissor skills by completing projects that require:
- _____ holding a scissors correctly
 - _____ holding the paper in preparation for cutting
 - _____ snipping
 - _____ cutting 5 inch straight line
 - _____ cutting a curved line
 - _____ cutting a closed shape (circle, square, oval)
- _____ 4. Complete projects that require lacing skills:
- _____ lace and thread yarn or ribbon in and out of holes
 - _____ sequence holes in correct order
- _____ 5. Use marker or crayon to trace a:
- _____ vertical line
 - _____ horizontal line
 - _____ curved line
 - _____ closed figure (circle, square, triangle, oval)
- _____ 6. Use a marker or crayon to independently copy a:
- _____ vertical line
 - _____ horizontal line
 - _____ curved line
 - _____ closed figure (circle, square, triangle, oval)
- _____ 7. Flatten play dough in preparation for using heart shaped cookie cutter.



- _____ 12. Dry hands.
 _____ hand over hand
 _____ minimal assistance
 _____ independently



- _____ 13. Take shoes and socks off.
 _____ hand over hand
 _____ minimal assistance
 _____ independently



- _____ 14. Put on socks.
 _____ hand over hand
 _____ minimal assistance
 _____ independently



- _____ 15. Put shoes on.
 _____ hand over hand
 _____ minimal assistance
 _____ independently

- _____ 16. Use appropriate gesture or vocalization to indicate the need to use the bathroom.

- _____ 17. Use restroom.
 _____ maximum assistance
 _____ minimum assistance
 _____ independently

- _____ 18. Follow classroom routine upon entering and leaving the classroom.
 _____ hang up bag/backpack in appropriate place
 _____ hang up jacket or sweater in appropriate place



Socialization Goals

These social and emotional goals focus on behavior skills that are emphasized when reading *I Love You*.

TO IMPROVE SOCIAL AND EMOTIONAL SKILLS THE CHILD WILL:

- _____ 1. Appropriately use clothes and props provided in dramatic play center such as:

| | | | |
|---|---------------------|--------------|-------------|
| toy bird | imitation flowers | jump rope | whale |
| nest | bee (finger puppet) | | overalls |
| clothespins | locks | foam numbers | straw hat |
| clothesline | keys | train | rake |
| doll clothes | socks | shovels | rubber duck |
| laundry basket | shoes | pails | candles |
| toys (as found in the toy box) | | monkeys | cake |
| toy animals (as illustrated in the story) | | | ghost sheet |

- _____ 2. Use appropriate verbalization to ask permission to use a toy or prop that another peer has.

- _____ 3. Play cooperatively with peers.

- _____ 4. Demonstrate cooperation while working together and helping each other.

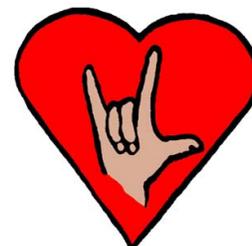


- _____ 5. Take turns in group activities.

- _____ 6. Demonstrate the emotion of love or friendship appropriately through:

_____ verbalization (_____ is my friend.)
 _____ hugs (gestures)
 _____ preference to play with one child over another
 _____ appropriately uses sign language to symbol love or affection.

- _____ 7. Identify heart as the geometric symbol for love.



Scope and Sequence for Activities Daily Lesson Plans

Read It Once Again provides a Scope and Sequence with one month of suggested lesson plans.

| Week | September 5-9 | | | | | | | Lesson Plans | Unit |
|------|---|-----------------------------------|---|--|--|--|------------------------------------|--------------|------|
| | The Very Hungry Caterpillar | | | | | | | | |
| | | | | | | | | | |
| Date | Socialization Arrival Centers Play Activities | Fine Motor Object to be painted | Language/Cognitive Circle Time Greetings/Calendar Mother Goose | Fine Motor/Cognitive Busy Fingers Fine Motor Coactive Activities | Language/Cognitive Story time Supporting Activity | Gross Motor/Language Music Movement Rhymes | Self-Help Language Snack | | |
| M 5 | Dramatic corner props: pp. 234 | Leaf Green pp. 169 pp. 299 | Little Miss Muffet Sequencing Cards pp. 259-261 <i>See, say, and use cards everyday</i> | Crawling on the Wall pp. 175 | Read Story Hungry Caterpillar Identify objects. Repeat key words and phrases. | Ten Little Caterpillars pp. 270 | Nice Green Leaf pp. 229 | | |
| Tu 6 | Dramatic corner props: pp. 234 | Leaf Green pp. 169 pp. 299 | Little Miss Muffet Sequencing Cards pp. 259-261 <i>See, say, and use cards everyday</i> | Butterfly Finger puppet pp. 39 | Read Story Hungry Caterpillar Identify objects. Repeat key words and phrases. | Caterpillar Wiggle Walk pp. 161 | Your choice | | |
| W 7 | Play dough pp. 171 roll green dough into caterpillars leaves, pears | Leaf Green pp. 169 pp. 299 | Little Miss Muffet Pass out seq. cards to children. Say rhyme, and put cards in order on the board. | Fly Away Butterfly pp. 185 | Read Story Hungry Caterpillar As you read story, use sequencing cards. | Now I'm a Butterfly pp. 165 | Pretzel Butterfly pp. 229 | | |
| TH 8 | Now I'm a Butterfly pp. 165 | Caterpillar Green pp. 169 pp. 300 | Little Miss Muffet Put seq cards on floor. Children choose and put in order on the board. | Caterpillars in a Cocoon (pocket cutting) pp. 187 | Read Story Hungry Caterpillar We Feed the Caterpillar 237-252 Use sock puppet to tell story and teacher place fruit and food on puppet in order. | Butterfly Colors pp. 159 | Your choice | | |
| F 9 | Cutting Grids pp. 191 | Caterpillar Green pp. 169 pp. 300 | Little Miss Muffet Bring in props and tell the rhyme. Stool, spider, bowl, spoon. | Picture This! pp. 235 | Read Story Hungry Caterpillar Memory Game pp. 30 | I'm a Hungry Caterpillar The Fuzzy Caterpillar pp. 268 | Salami cheese and cracker! pp. 226 | | |

| Week | Lesson Plans | | | | | Unit |
|---------|-----------------------------|----------------------|---|--|--|--|
| | The Very Hungry Caterpillar | | | | | |
| D a t e | Socialization Center Time | Motor Object Painted | Socialization, Cognitive, Language Circle Time Mother Goose | Fine Motor, Cognitive, Language Busy Fingers | Socialization Cognitive, Language Story Time Focus | Motor, Cognitive, Language Music/ Movement |
| M | | | | | Focus: | |
| T | | | | | Story Time Teaching: | |
| W | | | | | Focus: | |
| TH | | | | | Story Time Teaching: | |
| F | | | | | Focus: | |
| | | | | | Story Time Teaching: | |

Read It Once Again

The Very Hungry Caterpillar Level 1

An Empty lesson plan grid is included with every unit to allow you to plan for the individual needs of the children in your classroom.

Week 4

Week 3

Week 2

Week 1

Week 1 September 5-9

Lesson Plans

Unit The Very Hungry Caterpillar

| Date | Socialization Arrival Centers Play Activities | Fine Motor Object to be painted | Language/Cognitive Circle Time Greetings/Calendar Mother Goose | Fine Motor/Cognitive Busy Fingers Fine Motor Coactive Activities | Language/Cognitive Story time Supporting Activity | Gross Motor/Language Music Movement Rhymes | Self-Help Language Snack |
|------|---|-----------------------------------|---|--|--|--|------------------------------------|
| M 5 | Dramatic corner props: pp. 234 | Leaf Green pp. 169 pp. 299 | Little Miss Muffet Sequencing Cards pp. 259-261 <i>See, say, and use cards everyday</i> | Crawling on the Wall pp. 175 | Read Story Hungry Caterpillar Identify objects. Repeat key words and phrases. | Ten Little Caterpillars pp. 270 | Nice Green Leaf pp. 229 |
| Tu 6 | Dramatic corner props: pp. 234 | Leaf Green pp. 169 pp. 299 | Little Miss Muffet Sequencing Cards pp. 259-261 <i>See, say, and use cards everyday</i> | Butterfly Finger puppet pp. 39 | Read Story Hungry Caterpillar Identify objects. Repeat key words and phrases. | Caterpillar Wiggle Walk pp. 161 | Your choice |
| W 7 | Play dough pp. 171 roll green dough into caterpillars leaves, pears | Leaf Green pp. 169 pp. 299 | Little Miss Muffet Pass out seq. cards to children. Say rhyme, and put cards in order on the board. | Fly Away Butterfly pp. 185 | Read Story Hungry Caterpillar As you read story, use sequencing cards. | Now I'm a Butterfly pp. 165 | Pretzel Butterfly pp. 229 |
| TH 8 | Now I'm a Butterfly pp. 165 | Caterpillar Green pp. 169 pp. 300 | Little Miss Muffet Put seq cards on floor. Children choose and put in order on the board. | Caterpillars in a Cocoon (pocket cutting) pp. 187 | Read Story Hungry Caterpillar We Feed the Caterpillar 237-252 Use sock puppet to tell story and teacher place fruit and food on puppet in order. | Butterfly Colors pp. 159 | Your choice |
| F 9 | Cutting Grids pp. 191 | Caterpillar Green pp. 169 pp. 300 | Little Miss Muffet Bring in props and tell the rhyme. Stool, spider, bowl, spoon. | Picture This! pp. 235 | Read Story Hungry Caterpillar Memory Game pp. 30 | I'm a Hungry Caterpillar The Fuzzy Caterpillar pp. 268 | Salami cheese and cracker! pp. 226 |

Week 2 September 12-16

Lesson Plans

Unit The Very Hungry Caterpillar

| Date | Socialization Arrival Centers Play Activities | Fine Motor Object to be painted | Language/Cognitive Circle Time Greetings/Calendar Mother Goose | Fine Motor/Cognitive Busy Fingers Fine Motor Coactive Activities | Language/Cognitive Story time Supporting Activity | Gross Motor/Language Music Movement Rhymes | Self-Help Language Snack |
|------|---|-----------------------------------|---|--|--|--|------------------------------------|
| M 5 | Dramatic corner props: pp. 234 | Leaf Green pp. 169 pp. 299 | Little Miss Muffet Sequencing Cards pp. 259-261 <i>See, say, and use cards everyday</i> | Crawling on the Wall pp. 175 | Read Story Hungry Caterpillar Identify objects. Repeat key words and phrases. | Ten Little Caterpillars pp. 270 | Nice Green Leaf pp. 229 |
| Tu 6 | Dramatic corner props: pp. 234 | Leaf Green pp. 169 pp. 299 | Little Miss Muffet Sequencing Cards pp. 259-261 <i>See, say, and use cards everyday</i> | Butterfly Finger puppet pp. 39 | Read Story Hungry Caterpillar Identify objects. Repeat key words and phrases. | Caterpillar Wiggle Walk pp. 161 | Your choice |
| W 7 | Play dough pp. 171 roll green dough into caterpillars leaves, pears | Leaf Green pp. 169 pp. 299 | Little Miss Muffet Pass out seq. cards to children. Say rhyme, and put cards in order on the board. | Fly Away Butterfly pp. 185 | Read Story Hungry Caterpillar As you read story, use sequencing cards. | Now I'm a Butterfly pp. 165 | Pretzel Butterfly pp. 229 |
| TH 8 | Now I'm a Butterfly pp. 165 | Caterpillar Green pp. 169 pp. 300 | Little Miss Muffet Put seq cards on floor. Children choose and put in order on the board. | Caterpillars in a Cocoon (pocket cutting) pp. 187 | Read Story Hungry Caterpillar We Feed the Caterpillar 237-252 Use sock puppet to tell story and teacher place fruit and food on puppet in order. | Butterfly Colors pp. 159 | Your choice |
| F 9 | Cutting Grids pp. 191 | Caterpillar Green pp. 169 pp. 300 | Little Miss Muffet Bring in props and tell the rhyme. Stool, spider, bowl, spoon. | Picture This! pp. 235 | Read Story Hungry Caterpillar Memory Game pp. 30 | I'm a Hungry Caterpillar The Fuzzy Caterpillar pp. 268 | Salami cheese and cracker! pp. 226 |

Week 3 September 19-23

Lesson Plans

Unit The Very Hungry Caterpillar

| Date | Socialization Arrival Centers Play Activities | Fine Motor Object to be painted | Language/Cognitive Circle Time Greetings/Calendar Mother Goose | Fine Motor/Cognitive Busy Fingers Fine Motor Coactive Activities | Language/Cognitive Story time Supporting Activity | Gross Motor/Language Music Movement Rhymes | Self-Help Language Snack |
|------|---|-----------------------------------|---|--|--|--|------------------------------------|
| M 5 | Dramatic corner props: pp. 234 | Leaf Green pp. 169 pp. 299 | Little Miss Muffet Sequencing Cards pp. 259-261 <i>See, say, and use cards everyday</i> | Crawling on the Wall pp. 175 | Read Story Hungry Caterpillar Identify objects. Repeat key words and phrases. | Ten Little Caterpillars pp. 270 | Nice Green Leaf pp. 229 |
| Tu 6 | Dramatic corner props: pp. 234 | Leaf Green pp. 169 pp. 299 | Little Miss Muffet Sequencing Cards pp. 259-261 <i>See, say, and use cards everyday</i> | Butterfly Finger puppet pp. 39 | Read Story Hungry Caterpillar Identify objects. Repeat key words and phrases. | Caterpillar Wiggle Walk pp. 161 | Your choice |
| W 7 | Play dough pp. 171 roll green dough into caterpillars leaves, pears | Leaf Green pp. 169 pp. 299 | Little Miss Muffet Pass out seq. cards to children. Say rhyme, and put cards in order on the board. | Fly Away Butterfly pp. 185 | Read Story Hungry Caterpillar As you read story, use sequencing cards. | Now I'm a Butterfly pp. 165 | Pretzel Butterfly pp. 229 |
| TH 8 | Now I'm a Butterfly pp. 165 | Caterpillar Green pp. 169 pp. 300 | Little Miss Muffet Put seq cards on floor. Children choose and put in order on the board. | Caterpillars in a Cocoon (pocket cutting) pp. 187 | Read Story Hungry Caterpillar We Feed the Caterpillar 237-252 Use sock puppet to tell story and teacher place fruit and food on puppet in order. | Butterfly Colors pp. 159 | Your choice |
| F 9 | Cutting Grids pp. 191 | Caterpillar Green pp. 169 pp. 300 | Little Miss Muffet Bring in props and tell the rhyme. Stool, spider, bowl, spoon. | Picture This! pp. 235 | Read Story Hungry Caterpillar Memory Game pp. 30 | I'm a Hungry Caterpillar The Fuzzy Caterpillar pp. 268 | Salami cheese and cracker! pp. 226 |

Week 4 September 26-30

Lesson Plans

Unit The Very Hungry Caterpillar

| Date | Socialization Arrival Centers Play Activities | Fine Motor Object to be painted | Language/Cognitive Circle Time Greetings/Calendar Mother Goose | Fine Motor/Cognitive Busy Fingers Fine Motor Coactive Activities | Language/Cognitive Story time Supporting Activity | Gross Motor/Language Music Movement Rhymes | Self-Help Language Snack |
|------|---|-----------------------------------|---|--|--|--|------------------------------------|
| M 5 | Dramatic corner props: pp. 234 | Leaf Green pp. 169 pp. 299 | Little Miss Muffet Sequencing Cards pp. 259-261 <i>See, say, and use cards everyday</i> | Crawling on the Wall pp. 175 | Read Story Hungry Caterpillar Identify objects. Repeat key words and phrases. | Ten Little Caterpillars pp. 270 | Nice Green Leaf pp. 229 |
| Tu 6 | Dramatic corner props: pp. 234 | Leaf Green pp. 169 pp. 299 | Little Miss Muffet Sequencing Cards pp. 259-261 <i>See, say, and use cards everyday</i> | Butterfly Finger puppet pp. 39 | Read Story Hungry Caterpillar Identify objects. Repeat key words and phrases. | Caterpillar Wiggle Walk pp. 161 | Your choice |
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| TH 8 | Now I'm a Butterfly pp. 165 | Caterpillar Green pp. 169 pp. 300 | Little Miss Muffet Put seq cards on floor. Children choose and put in order on the board. | Caterpillars in a Cocoon (pocket cutting) pp. 187 | Read Story Hungry Caterpillar We Feed the Caterpillar 237-252 Use sock puppet to tell story and teacher place fruit and food on puppet in order. | Butterfly Colors pp. 159 | Your choice |
| F 9 | Cutting Grids pp. 191 | Caterpillar Green pp. 169 pp. 300 | Little Miss Muffet Bring in props and tell the rhyme. Stool, spider, bowl, spoon. | Picture This! pp. 235 | Read Story Hungry Caterpillar Memory Game pp. 30 | I'm a Hungry Caterpillar The Fuzzy Caterpillar pp. 268 | Salami cheese and cracker! pp. 226 |

Graphics/ Lesson Plans/Grids



Enhance Language Development Using Interactive White Boards

Read It Once Again offers Interactive White Board CDs containing activities in color taken directly from your unit. Most of the activities contain identical grids and answers as found in the unit. When appropriate, the answers are offered separately which allows them to be moveable and interactive for your students.

Regardless of what IWB software a teacher chooses to use, our literacy unit graphics are ready to be imported to create colorful and interactive white board lessons that complement and supplement our already established literacy unit activities. A teacher can easily import a completed activity from our CD or design their own activity using the individual graphics.

Using IWB technology provides a true multisensory approach to learning that is fun and exciting.

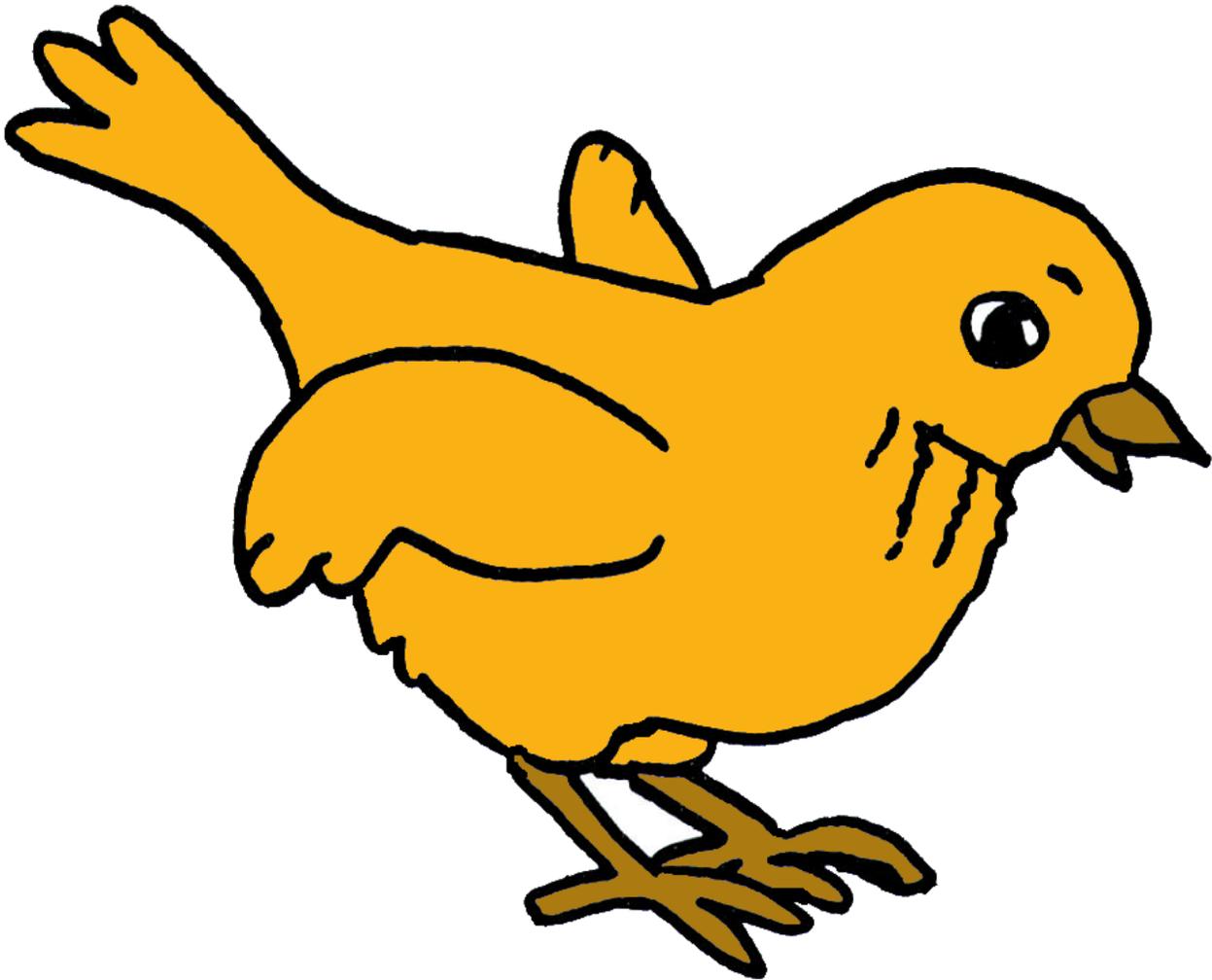


Paint Master



Shoe/red or blue

Paint Master



Bird/ yellow

Paint Master



Bee/Yellow

Paint Master



Ghost/yellow

Paint Master



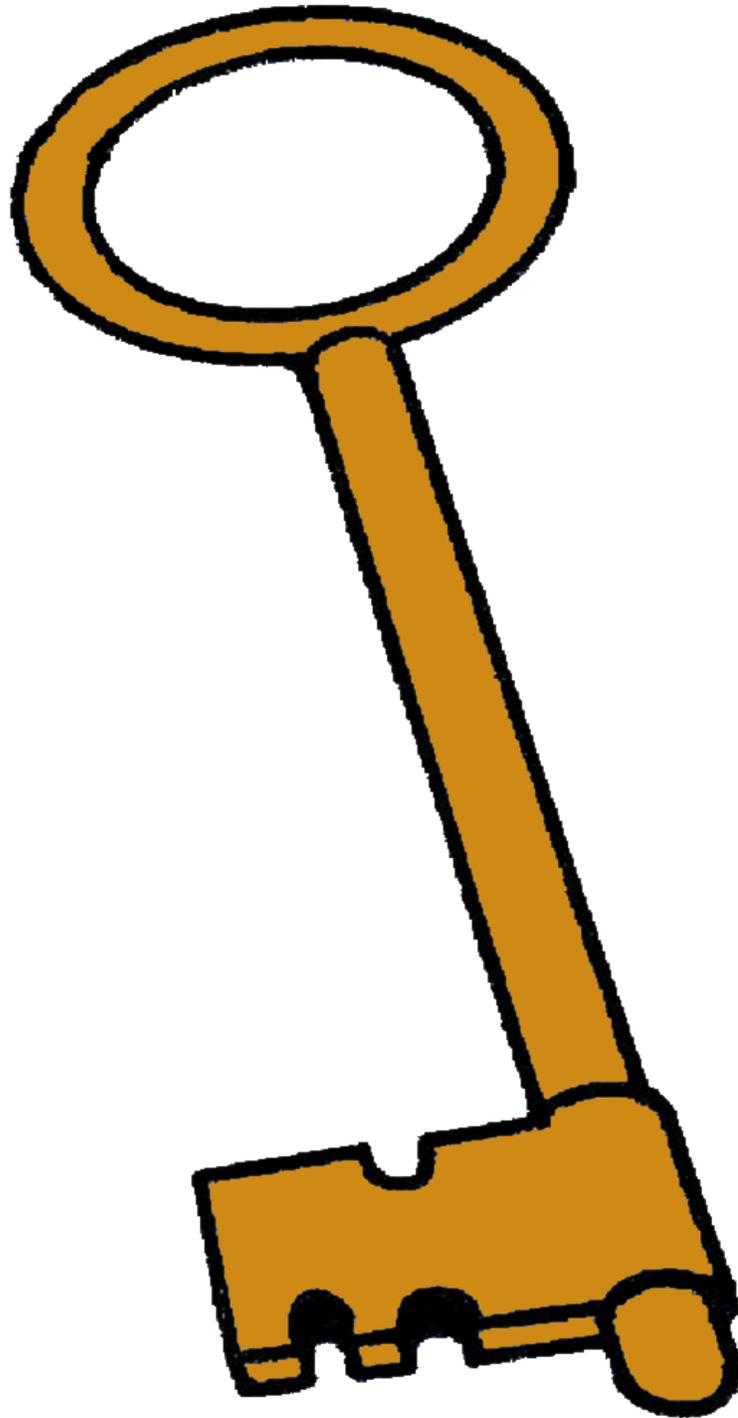
Cake/yellow

Paint Master



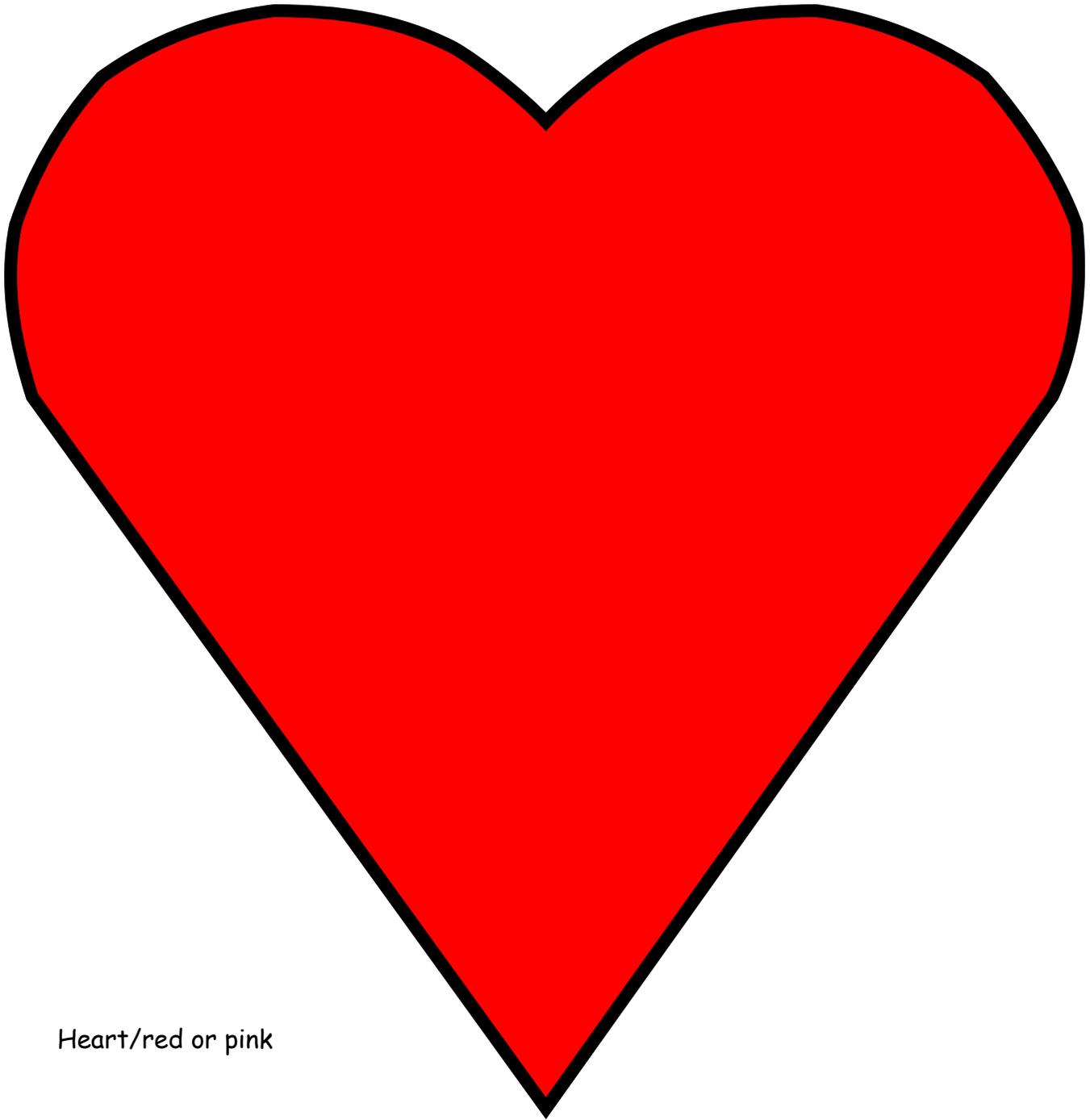
Tree/green

Paint Master



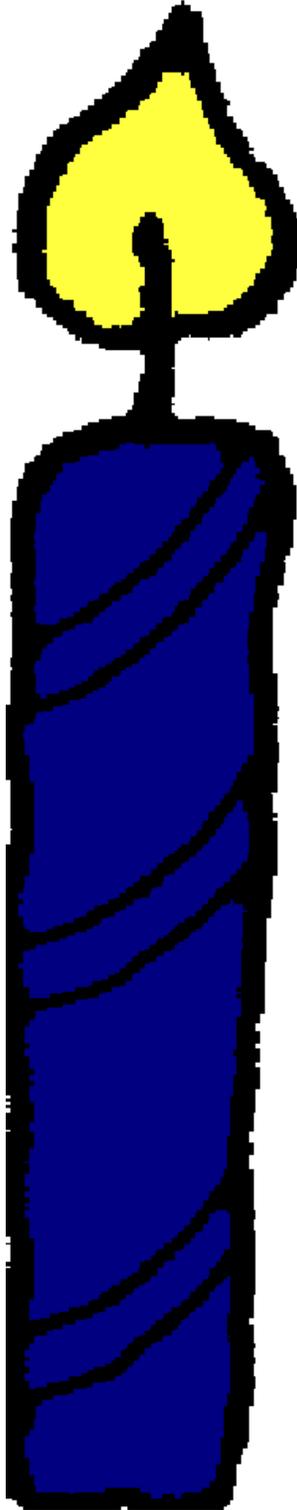
Key/orange

Paint Master



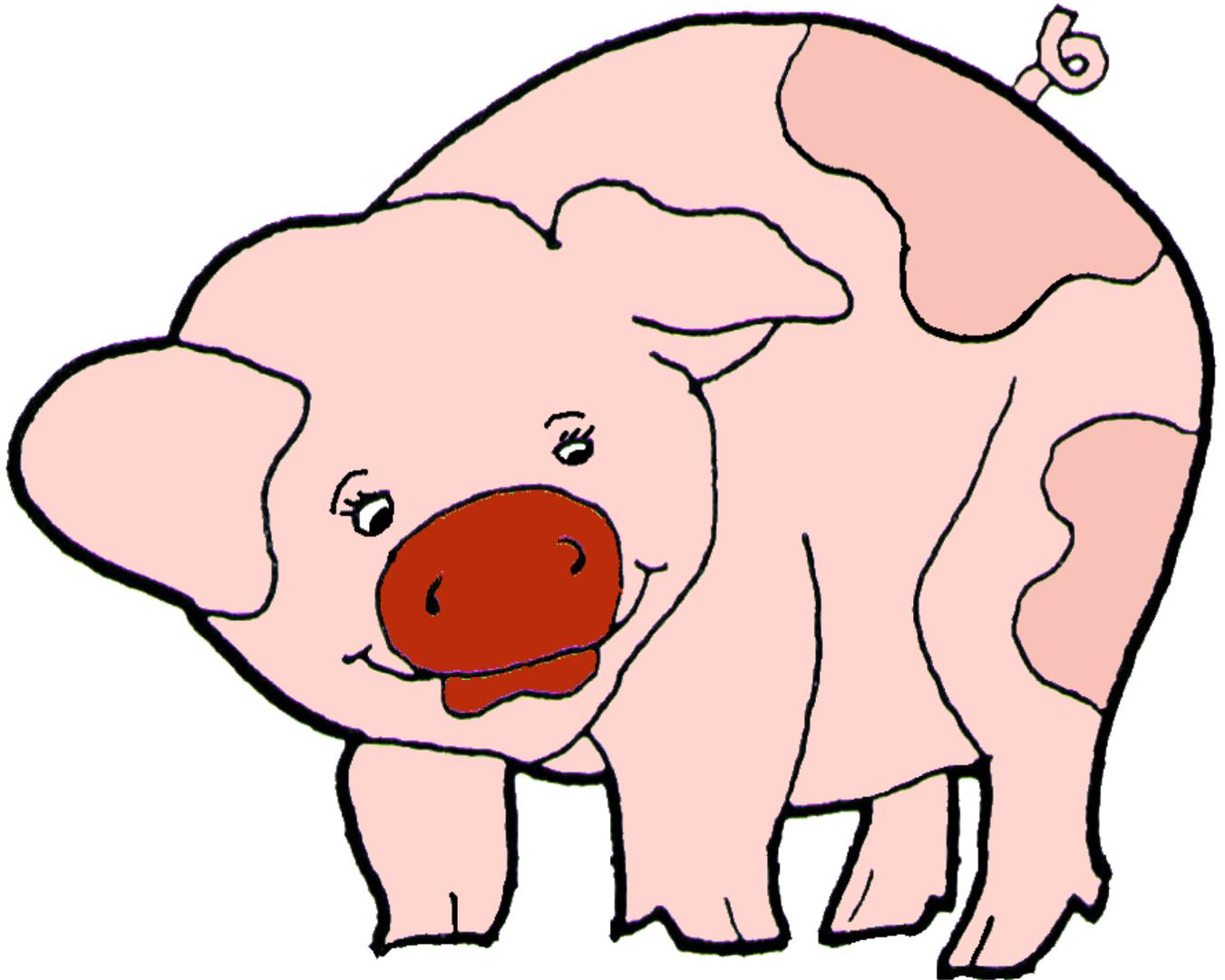
Heart/red or pink

Paint Master



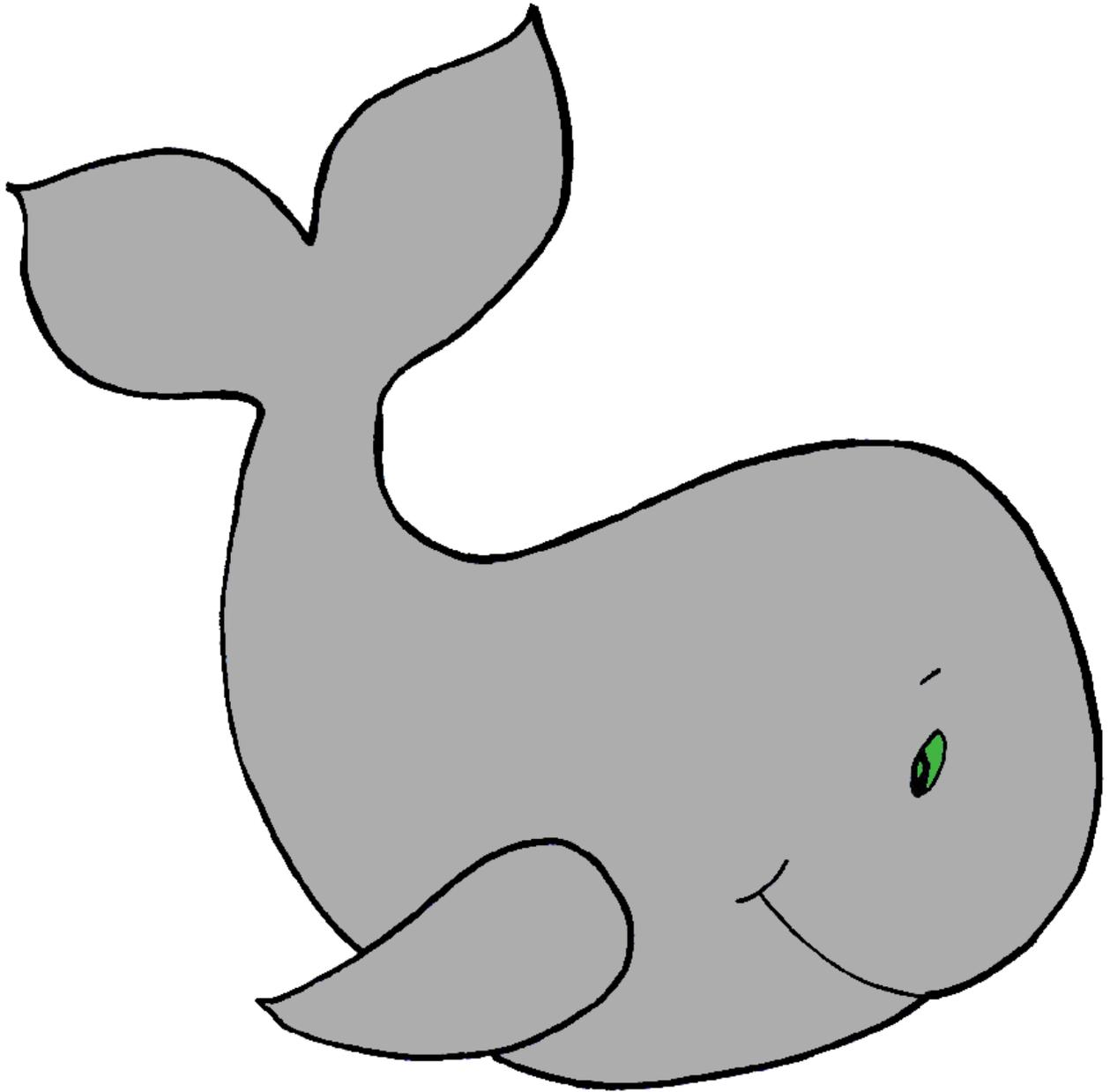
Candle/blue

Paint Master



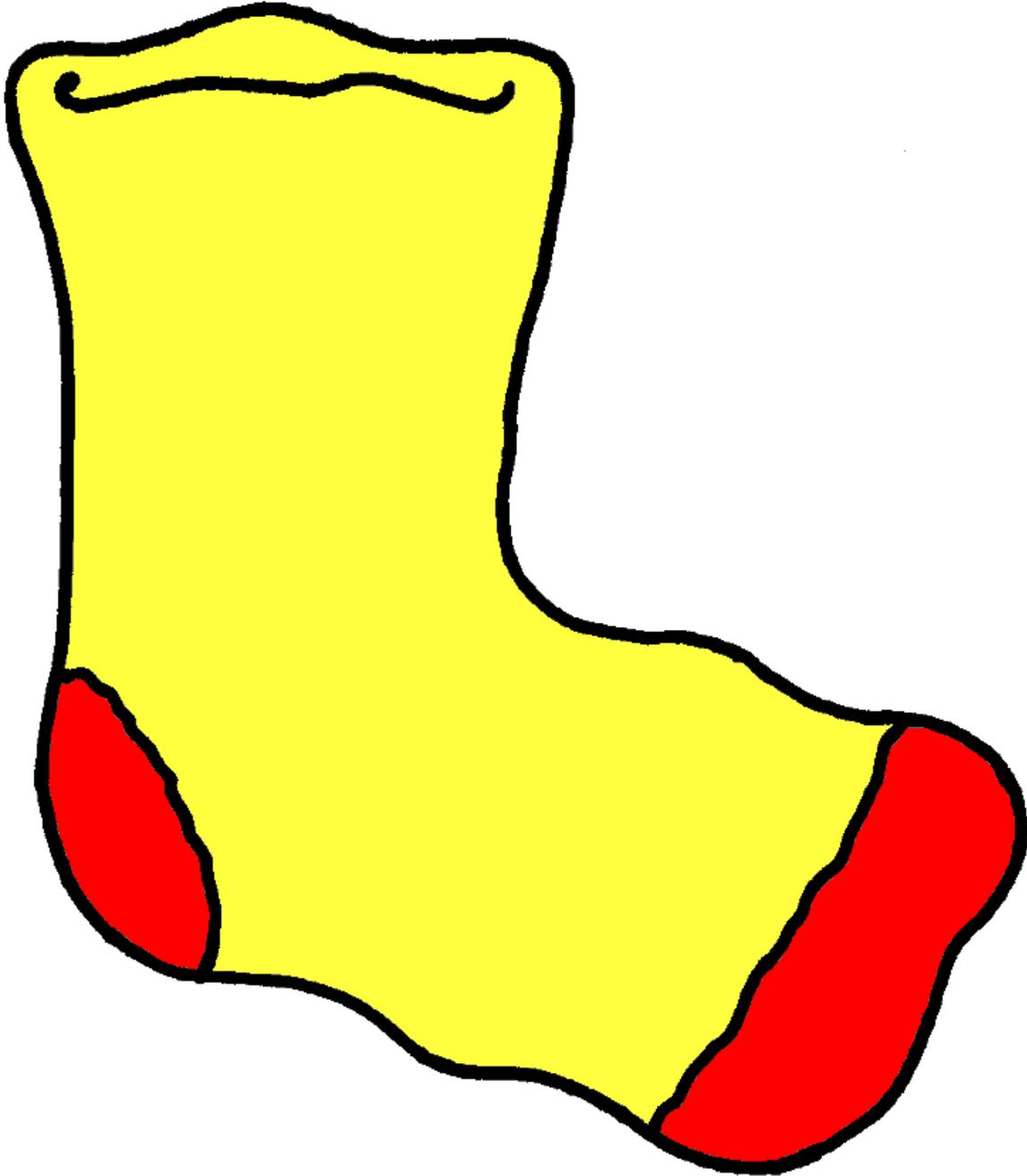
Pig/pink

Paint Master



Whale/gray

Paint Master



Sock/yellow

Sample Lesson Plans

Pages 313-316

This sample lesson plan should be used only as a guide for establishing your own monthly schedule. It is intended to give you a visual example of how the activities in this unit can be incorporated throughout the entire classroom. This plan is based on a classroom with approximately 8 three and four year olds in a self-contained setting.

The activities that **you** pick will depend on:

- age of your students
- ability of your students
- class size
- length of day



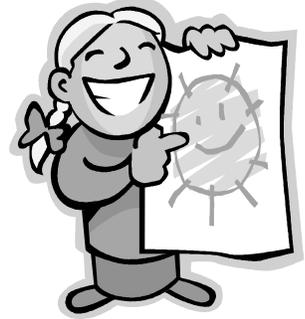
Additional Comments:

- Not all activities in the unit are represented in this lesson plan.
- Use your own ideas and lessons in addition to the activities included in the unit.
- If there are multiple classrooms using this curriculum, cooperative group planning saves time and prompts the exchange of creative ideas.
- The empty lesson plan grid on page 311 may be copied four times giving you one planning page for each week.
- Activities in this unit do not have to be carried out in any specific order. How you use them will depend on the abilities of your children.
- This lesson plan schedule does not include routine activities that take place in your classroom (additional circle activities, greeting children, calendar time, bathroom breaks).
- Activities suggested for structured play/ center time are intended to be used in addition to your regular centers.
- Painting at the easel is generally considered one of the stations during center time.
- Allow only one child to paint at a time. Supervision is highly advised.

Painting Grid

Page 312

The painting grid can help you see at a glance which object a child has painted and which ones need to be completed.



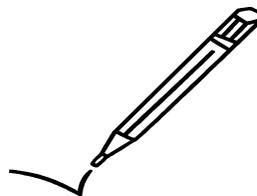
Assessment Sample Grid

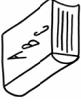
Page 317

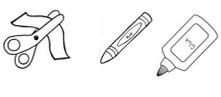
This grid is designed to help you record daily target goals for each child. It is especially helpful in completing the assessment letter at the end of this unit.

Additional Comments:

- Choose goals where you can obtain measurable data. Not every goal and objective in the assessment letter needs to be included on your assessment grid.
- The target goals may be updated as often as necessary; once a week, once every two weeks, or you may keep the same target goals for the entire month. How often you change the target goals will depend on the progress of your children.
- For those teaching children with special needs, incorporate target goals from the child's IEP.
- Review target goals with other professionals (assistants or therapists) working in your classroom. Use all resources for obtaining assessment information.
- The empty assessment grid on page 318 may be copied as many times as necessary to accommodate the number of target goals needed.
- It is not imperative that you use the Assessment Grid. It is included for your convenience to record data.



| Lesson Plans | | Unit <u> </u> I Love You | | | | |
|----------------------|--|--|--|---|-------------|------------|
| Week <u> </u> | |  Language/Cognitive Story time Supporting Activity |  Gross Motor/Language Music Movement Rhymes |  Self-Help Language Snack | | |
| |  Fine Motor/Cognitive Busy Fingers Fine Motor Coanitive Activities | Read Story | | | | |
| |  Language/Cognitive Circle Time Greetings/Calendar Mother Goose | Read Story | | | | |
| |  Fine Motor Object to be painted | Read Story | | | | |
| |  Socialization Arrival Centers Play Activities | Read Story | | | | |
| |  Date | M — | Tu — | W — | TH — | F — |

| Week <u>September 5-9</u> Week 1 | | Lesson Plans | | | Unit <u>I Love You</u> | | |
|---|---|---|---|--|---|---|---|
|  |  |  |  |  |  |  |  |
| Date | Socialization Arrival Centers Play Activities | Fine Motor Object to be painted | Language/Cognitive Circle Time Greetings/Calendar Mother Goose | Fine Motor/Cognitive Busy Fingers Fine Motor Coanitive Activities | Language/Cognitive Story time Supporting Activity | Gross Motor/Language Music Movement Rhymes | Self- Help Language Snack |
| M 5 | Dramatic corner props: p. 236 | Heart/red p. 304 p. 167 | Roses are Red <u>sing and say and use cards everyday pp. 255-258</u> | Every Ghost Loves a Boo p.188 | Read Story I Love You Identify animals and object. Repeat key words and phrases. | One, Two, I Love You p. 157 | Jell-O Jigglers p. 232 |
| Tu 6 | Dramatic corner props: p. 236 | Heart/red p. 304 p. 167 | Roses are Red <u>sing and say and use cards everyday pp. 255-258</u> | Pigs of All Sizes p. 116 | Read Story I Love You Identify animals and object. Repeat key words and phrases. | Bunny Hop p. 155 | Your Choice |
| W 7 | Play dough Heart shaped Cookie cutters p. 166 | Heart/red p. 304 p. 167 | Roses are Red Pass out seq. cards to children, say rhyme, put cards in order on board | Big Animal. Little Animal pp. 54 or 55 | Read Story I Love You Reinforce story using Story Telling Cards pp. 28-40 | Follow the Path p. 162 | Heart Shape Cookie p. 231 |
| TH 8 | Will You Be My Friend? p. 243 | Shoe/Blue p. 297 p. 167 | . Roses are Red Put seq. cards on floor. Children choose & put in order on board. | The Love Bug p. 267 | Read Story I Love You Memory Game p. 41 | Mr. Happy Sock p. 215 | Your Choice |
| F 9 | Wash Our Clothes p. 218 | Shoe/Blue p. 304 p. 167 | Roses are Red Taste Honey on bread or crackers Discuss Sweet. | Where Do You Live? p. 221 | Read Story I Love You I Found a Pair of Socks pp. 133 or 134 | Monkeys in My Shoes p. 217 | Plant Farmer Garden p. 223 |

| Week <u>September 12-16 Week 2</u> | | Lesson Plans | | | Unit <u>I Love You</u> | | |
|------------------------------------|--|--|---|--|--|---|------------------------------------|
| Date | Socialization Arrival Centers Play Activities | Fine Motor Object to be painted | Language/Cognitive Circle Time Greetings/Calendar Mother Goose | Fine Motor/Cognitive Busy Fingers Fine Motor Coanitive Activities | Language/Cognitive Story time Supporting Activity | Gross Motor/Language Music Movement Rhymes | Self- Help Language Snack |
| M <u>12</u> | Hide and Seek Keys p. 169 | Shoe/Blue p. 297 p. 167 | Roses are Red Pass out seq. cards to children, say rhyme, put cards in order on board | Toys in the Toy Box p. 171 | Read Story I Love You Matching Colored Socks pp. 84 or 85 | One, Two, I Love You p. 157 | Honey Butter p. 226 |
| Tu <u>13</u> | Cutting Grids p. 174 | Tree/green p. 302 p. 167 | Roses are Red Sequencing cards in the wrong order. Have children put in correct order. | I Love to Lace p. 180 | Read Story I Love You Every 1 Loves a 2 p. 67. Use as large group activity. | Pin the tail on the Monkey p. 240 | Your Choice |
| W <u>14</u> | I Love to Lace p. 180 | Tree/green p. 302 p. 167 | Roses are Red Bring in live Roses. Smell and touch. | Every 1 Loves a 2 p. 67 | Read Story I Love You Every Cake Has a Candle Every Cake Has a Number pp. 89 or 95 | Every Duck Loves a Lake p. 163 | Fresh From Garden p. 225 |
| TH <u>15</u> | Fill My Pail p. 160 | Tree/green p. 302 p. 167 | Roses are Red Put seq. cards on floor. Children choose & put in order on board. | More Bees Please p. 101 | Read Story I Love You Every Shovel Loves a Pail p. 118 | I'll Jump Rope for You p. 159 | Your Choice |
| F <u>16</u> | Making Sand Castles p. 161 | Bird/yellow p. 298 p. 167 | Roses are Red Pass out seq. cards to children, say rhyme, put cards in order on board | Birds, Bees, and Trees p. 50 | Read Story I Love You Every Whale Loves a Shape p. 109 | Feed the Birds p. 249 | Bird Nest p. 227 |

| Week <u>September 19-23</u> Week 3 | | Lesson Plans | | | Unit <u>I Love You</u> | | |
|------------------------------------|--|--|--|--|---|---|------------------------------------|
| Date | Socialization Arrival Centers Play Activities | Fine Motor Object to be painted | Language/Cognitive Circle Time Greetings/Calendar Mother Goose | Fine Motor/Cognitive Busy Fingers Fine Motor Coanitive Activities | Language/Cognitive Story time Supporting Activity | Gross Motor/Language Music Movement Rhymes | Self- Help Language Snack |
| M 18 | Will You Be My Friend? p.243 | Bird/yellow p. 298 p. 167 | Roses are Red Put seq. cards on floor. Children choose & put in order on board. | Monkey Shape Matching p. 114 | Read Story I Love You What Do You Use? p. 120 | Bunny Hop p. 155 | Mashed Potato Ghosts p. 229 |
| Tu 19 | Hide and Seek Keys p. 169 | Bird/yellow p. 298 p. 167 | Roses are Red Bring in Blue Violets Smell and touch | Every Bird Loves a Number p. 105 | Read Story I Love You Which One is Different? as a large group activity p. 63 | Monkeys in My Shoes p. 217 | Your Choice |
| W 20 | Play dough Heart shaped Cookie cutters p. 166 | Key/Orange p. 303 p. 167 | Roses are Red Sequencing cards in the wrong order. Have children put in correct order. | Which One is Different? p. 63 | Read Story I Love You Everyone Loves a Rhyme p. 42 | Every Duck Loves a Lake p. 163 | Mon- key Bread p. 228 |
| TH 21 | Cutting Grids p. 174 | Key/Orange p. 303 p. 167 | Roses are Red Compare the taste of honey (sweet) Lemon (sour) | Rhyme Time p. 43 | Read Story I Love You Who, What and Where as a large group activity p. 59 | Follow the Path p. 162 | Your Choice |
| F 22 | Wash Our Clothes p. 218 | Key/Orange p. 303 p. 167 | Roses are Red Pass out seq. cards to children, say rhyme, put cards in order on board | Complete the Pattern p. 129 | Read Story I Love You Animal Memory Game p. 124 | How Old Are You? p. 237 | Frozen monkey pops p. 224 |

| Week <u>September 26-30</u> Week 4 | | Lesson Plans | | | Unit <u>I Love You</u> | | |
|---|---|---|--|--|--|---|---|
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| Date | Socialization Arrival Centers Play Activities | Fine Motor Object to be painted | Language/Cognitive Circle Time Greetings/Calendar Mother Goose | Fine Motor/Cognitive Busy Fingers Fine Motor Coanitive Activities | Language/Cognitive Story time Supporting Activity | Gross Motor/Language Music Movement Rhymes | Self- Help Language Snack |
| <u>M</u> 26 | Clothespins and Clothes- lines p. 170 | Whale/gray p. 307 p. 167 | Roses are Red Pass out seq. cards to children, say rhyme, put cards in order on board | Follow the Path p. 191 | Read Story I Love You Who, What and Where? as a large group activity p. 59 | Every Wave Loves a Whale p. 165 | Honey Butter On Toast p. 226 |
| <u>Tu</u> 27 | Bookless Story time p. 74 | Whale/gray p. 307 p. 167 | Roses are Red Bring, in Roses, violets and honey, Act out Rhyme | Complete the Picture pp. 203 | Read Story I Love You What Do You Use? p. 120 | I'll Jump Rope for You p. 159 | Your Choice |
| <u>W</u> 28 | Making Sand Castles p. 161 | Whale/gray p. 307 p. 167 | Roses are Red Bring, in Roses, violets and honey, Act out Rhyme | I Love You Greeting Card p. 245 | Read Story I Love You Every 1 Loves a 2 p. 67. Use as large group activity. | Every Wave Loves a Whale p. 165 | Hugs and kisses p. 230 |
| <u>TH</u> 29 | Will You Be My Friend? p. 243 | Painting catch-up day | Roses are Red Bring, in Roses, violets and honey, Act out Rhyme | Packet Making Day p. 76 | Read Story I Love You Memory Game p. 41 | One, Two, I Love You p. 157 | Your Choice |
| <u>F</u> 30 | Play dough Heart shaped Cookie cutters p. 166 | Take your packet home | Roses are Red Sequencing cards in the wrong order. Have children put in correct order. | Take Your Packet Home pp. 77 | Read Story I Love You Everyone Loves a Rhyme p. 42 | Pin the tail on the Monkey p. 240 | Heart Cookies p. 231 |

