

UNIT 1: FAMILY

CORE STORYBOOK: OONGA BOONGA

In Unit 1, children will learn about families and the many ways in which family members relate to and help one another.

Welcome

Approximately 2-5 minutes

PURPOSE: Children develop **alphabet knowledge** through exploration of name cards. Children transition to Jumpstart from their previous activity.

Team leader role:

- Set up each small group of children's name cards in a consistent meeting space. Spread groups out around the classroom.
- Welcome children and support the transition into their small group.
- Model and support problem solving and adult-child interactions.

Corps member role:

- Welcome partner children as they come in. Introduce yourself.
- Take your partner children to your group's consistent meeting space in the classroom.
- Place the cards so children can see them easily and invite children to try and do the following two things: find their own name card, identify and talk about different letters in their names.
- If some children are ready invite them to talk about the letters in other children's names and any similarities to others' names.
- Observe and support the different abilities of each child to identify their name card and letters.
 - o For example, "**I see that your name begins with R [point to it], and the next letter is i and then c and then o at the end.**"
 - o Or, "**Look. Ronnie's name also begins with R [point to it]. It has a long vertical line, a bump and a diagonal line, like your name Rashid.**"

Transition

Team leader role:

- Support the transition and collect all children's name cards.
- After Corps members and children have finished reviewing name cards, announce "**It's time for Reading.**"

Corps member role: Transition leader

- Stay seated in the same space for Reading.
- Quickly review all the elements of the Jumpstart session. Then, tell children that you will next read the book, *Oonga Boonga*, in Reading, and after that sing songs, recite poems, and play word games in Circle Time.
- Begin reading.

Reading

Approximately 15 minutes

Oonga Boonga by Frieda Wishinsky

- Story Summary: Babies need a lot of care and all family members try to soothe Baby Louise. Only her brother Daniel can make her stop crying by saying the words "oonga boonga" and "bunka wunka."
- Vocabulary List
 - o **brother**, a boy in a family with other children
 - o **faded**, went away little by little
 - o **gently**, softly and tenderly
 - o **harmonica**, a musical instrument
 - o **jig**, a lively dance
 - o **lullaby**, a song that quiets a baby like "Hush Little Baby" or "This Little Light of Mine"
 - o **sobs**, cries with short quick breaths
 - o **tears**, water coming from the eyes when crying
 - o **unison**, together; at the same time
 - o **wails**, loud cries



- o **whispered**, spoke softly and low

Team leader role:

- Model and coach high quality adult-child interactions and support classroom management.

Corps member role:

- Read the core storybook using the appropriate reading strategy, review selected vocabulary.
- If time allows, select and read other books from the session library.

Read for Enjoyment

PURPOSE: Children develop an interest in and enjoyment of stories, develop initial understanding of selected **vocabulary**, and develop **comprehension** of the story and related content knowledge.

Corps member role:

- Introduce the story by making a few comments that are related to the illustration on the cover. Be responsive to children’s comments but limit the discussion to two to three minutes and conclude by reviewing the title, names of the author and illustrator.
 - o For example, **“I see a boy and a baby on the front cover of this story. They are looking at each other, nose to nose, and they are both smiling.”** Point out their facial expressions. Tell children, **“This book is called Oonga Boonga. Frieda Wishinsky is the author, the person who wrote this story. [Underline her name.] Carol Thompson is the illustrator, the person who drew the pictures in the book. [Underline her name.]”** Comment about the funny words in the title: **“Oonga boonga are funny words, aren’t they? I wonder why the author would use such funny words as the name of the book. Let’s read the story and find out.”**
- Read the story expressively to draw children in and help them understand tone, events and characters. Develop children’s comprehension of the story by discussing higher-level information (e.g. link characters’ feelings to their actions and/or events in the story, predict what might happen, summarize chunks of text).
 - o For example, **“Daniel could always get Baby Louise to stop crying, couldn’t he? Baby Louise stopped crying when he was around. I wonder why. What do you think?”**
- Develop children’s understanding of vocabulary by choosing four to six words from the vocabulary list to introduce. Use gestures and tone of voice, pointing to illustrations, and/or providing brief explanations soon after reading the words in the story.
- Listen for children’s comments and questions and respond briefly to confirm or clarify. Provide information to extend children’s understanding and ask questions that prompt children to express thoughts more clearly.
- If time allows at the end of the story, deepen children’s comprehension and content knowledge by prompting further discussion about the theme or the moral of the story.
 - o Some children may notice literal details of the story rather than pulling out deeper comprehension around the theme or moral of the story. For example, if children simply point out the rabbit that is frequently seen in the illustrations, acknowledge the comment quickly and then comment about what the rabbit is doing and how it relates to Baby Louise’s actions or feelings. For example, when Baby Louise’s mother is comforting her, read the text and use your fingers to trace the tears to the rabbit and the boat floating on the water and explain that the rabbit is floating on Baby Louise’s river of tears. Also quickly explain that Baby Louise might really like the rabbit and it might make her feel better when she’s upset, similar to how Daniel helps her to feel better.

Read to Reconstruct

PURPOSE: Children develop an interest in and enjoyment of stories, deepen understanding of selected **vocabulary**, develop **comprehension** of the story and related content knowledge.

Corps member role:

- Before opening the book make a comment related to the cover that is also representative to a central idea from the story. Be responsive to children’s comments but limit the discussion to two to three minutes.
 - o For example, **“Oh, there’s Daniel and Baby Louise and she looks really happy here! I remember exactly where that happened. This was when she was really happy after Daniel said oonga boonga to help her stop crying.”**
- Reconstruct the story with children and read some of the text to support/reinforce children’s comprehension or content knowledge. Corps member’s comments should deepen children’s comprehension and content knowledge.



- o Discuss what happened when Baby Louise was crying to help children understand just how sad and upset Louise was. For example, **"Wow she was crying so hard that her wails were shaking the pictures off of the walls. She must have been really sad."**
- Ask questions, like "what's happening here" to diagnose what children remember. Follow up with comments to clarify and extend children's comments.
- Deepen children's comprehension and content knowledge by referring to the illustrations.
 - o Discuss how each character has tried something different. For example, **"Now grandma is trying to give her a bottle because she thinks that Baby Louise is hungry. Why do you think Baby Louise is upset?"**
 - o Respond to children. For example, **"She may not be hungry if she is still crying after grandma gave her the bottle."**
 - o Talk about what happened to the animals because of baby Louise's crying. For example, **"She is still crying so loud that something strange is going on with all of the dogs and cats in the neighborhood."** Point to the illustrations of the dogs and the cats. Respond to children's comments, **"You're right. They are saying 'meow' and 'woof'. This dog is howling. I wonder what they are thinking about the crying they hear."**
 - o Continue to discuss who else tries to get Baby Louise to stop crying and the different things that they try and the reasons they are trying each strategy.
- Ask questions that require thinking rather than asking children to only recall literal details of the story. Wait for children to respond, acknowledge what is said and add ideas.
 - o Discuss what happened that finally made Louise stop crying. For example, **"Nothing anyone tried worked, did it? But wait- then something did work. Remember who came home from school?"**
 - o Note the difference in Louise in each illustration. For example, **"There were still tears streaming down her face here. Then Daniel said oonga boonga again and this time there was only one little tear right there on her face. And then the third time he said oonga boonga, Baby Louise broke into a big smile. I wonder why?"**
 - o Then note that when Daniel left, nothing worked again. All the grown-ups are saying oonga boonga but Baby Louise is still crying.
- Deepen children's understanding of vocabulary that children were exposed to during Read for Enjoyment by using vocabulary naturally rather than asking directly, "What does ____ mean?" and choose a few more words from the list to introduce.
 - o For example, when the whole family says oonga boonga you might say, **"Now the whole family says oonga boonga together, in unison,"** while pointing to the illustration **"and Baby Louise keeps smiling. Do you remember what happens next?"** Wait for children's responses and then confirm or expand upon their answers and reading some text, **"That's right. Daniel is taking his paper airplane out to play. It says here: 'But as soon as he left, Louise's smile faded.' Her smile went away little by little, and she started to cry again."**
- If children's reconstruction of the story has been brief and/or incomplete, at the end of the story go back and reconstruct from where children showed interest or where further content knowledge can be developed.
- Conclude by saying the book will be available during Center Time if they want to read the book again.

Transition

Team leader role:

- Give a one minute warning to each reading group to let Corps members and children know that Circle Time will be next.
- After the minute is up begin singing a short transition song.
- Sing the same song each session. Either choose the one below or use a transition song children know from their classroom.
- Sing or chant the following:
 - o **"It's time to put the books away, books away, books away, it's time to put the books away and come to Circle Time."**

Corps member role: Transition leader

- Join the team leader in the transition song and encourage children to sing along.
- Bring children to the circle and get ready to work and play.



Circle Time

Approximately 15 minutes

Team leader role: Activity leader

Corps member role:

- Actively participate on children's level and encourage child participation
- Consider pace, variance in tone, and Corps member volume

1) "If You're Happy"

PURPOSE: Children develop **phonemic awareness** as they learn about beginning sounds in words.

Team leader role:

- Start right away as soon as the majority of the group is seated on the floor together. Avoid waiting.
- Greet all the children. Explain that it is Circle Time and that they will sing some songs, say some poems and play some games together.
- Introduce the first song with the provided song chart.
 - **"We're going to start out by singing a song, called "If You're Happy." "It goes like this."**
- Invite children to sing along. Sing three verses of "If You're Happy," using clapping hands, stomping feet, and shouting "Hurray" (raise your hands in the air as you shout) for each motion described.
- After singing, point out the sounds that repeat during the song. Demonstrate the sounds for children that are the same, saying the letters aloud.
 - **"I noticed that some of the words in that song begin with the same sound. Happy and hands begin with the same sound. Listen, /h/ happy and /h/ hands. That's interesting isn't it? /h/ happy and /h/ hands. Some words begin with the same sound. Happy and hands begin with the same sound."**

2) Let's Clap Our Names

PURPOSE: Children develop **phonemic awareness** as they clap the syllables in their names.

Team leader role:

- Explain the clapping game. Model what to do by starting with your name and then another Corps member's name. First, say the names to emphasize the syllables in each name.
 - **"First we say a name, and then we clap the parts we hear in the name."**
 - **"This is how we do it." [Say a name, stressing each syllable. "Joe." "Will-ie."]**
- Then, say your name and another adult's name again, clapping once for each syllable.
- Explain to children that some of them will have a turn today and others will have turns at the next Circle Time.
- Use name sticks as a consistent turn-taking strategy so children can predict turns. Offer turns to 6-8 children in the group.
 - Put the name of each child on a craft stick and keep them in a brown paper bag, bucket, or basket.
 - Tell children you have some special name sticks that will be used to choose turns.
 - Pull 6-8 name sticks (depends on size of class) to identify whose turn it will be for the activity.
- Go around the circle, saying the child's name on the name stick, breaking it into syllables, and then saying the name again, clapping once before each syllable.
- Invite all children and Corps members to participate with you in clapping each child's name.

***NOTE:** Leave name sticks out of the bag so that when you implement the session a second time you can choose 6-8 new name sticks.

3) If Your Name Starts with This Letter, Raise Your Hand

PURPOSE: Children develop **alphabet knowledge** as they learn the uppercase letters that begin their names and other children's.

Team leader role:

- Tell children that now everyone will play another game using their names.
 - **"Now we're going to play another game. This game uses the first letter in each of your names."**
- Explain that you are going to hold up a letter. When children and Corps members see the letter their names start with, they should raise their hands.
 - Demonstrate by holding up the first letter of your name and saying, **"My name starts with this letter, the letter B, so I'm going to raise my hand."**



- If a child whose name starts with the letter you are holding up does not respond, pull out that child's name card. Point to the first letter and tell the child that his or her name starts with the letter and that it is his or her turn to raise a hand.
 - Play the game with the letters for half of the children's names during the first implementation.
- *NOTE:** When you implement the session a second time choose the letters of the other half of the children.

4) "Ten Little Fingers"

PURPOSE: Children develop **phonemic awareness** as they listen to the poem and **rhyme awareness** as they chime in with rhyming words.

Team leader role:

- Introduce the last Circle Time activity.
- First, recite the poem, "Ten Little Fingers," to the children and do the motions indicated by the pictures on the page.
- When you are finished, highlight the connection between the motions and the poem and say the poem again.
 - **"It's fun to use our hands to show what the words mean in the poem."**
- Now, display the words to the poem using the *Poetry Poster*. Encourage children to say some of the words with you. Pause briefly as you begin to recite the second word in each pair of rhyming words to encourage children to chime in.
 - **"I have ten little fingers / and they all belong to me. / I can make them do things. / Would you like to ... [wait for children to fill in the word] see."**
- Hold up both hands with fingers spread wide, and ask children to do the same. Lead them in counting by folding down one finger at a time on one hand and then on the other until all fingers have been counted.
 - **"There's something else we can do with our fingers. We can count them. Hold up your hands like mine and count along with me. One. Two. Three..."**

Introduction of Center Time Activities

Approximately 5 minutes

Team leader role: Activity leader

- Introduce children to each center activity by showing selected objects from each and briefly demonstrate one to two activities. Use rich vocabulary and full explanations but do not engage children in a discussion.
 - For example, **"You may use markers to write and draw. You can remove the marker cap and attach it to the end, like this, while you use the marker. Then, when you finish, place the cap on the marker's tip, like this."**
- Review the small group chart for Let's Find Out About It to remind children and Corps members of their group and to let them know who will be participating in the activity first. Remind children that everyone will have the chance to participate in Let's Find Out About It.
 - For example, **"Today for Let's Find Out About It we are going to learn about harmonicas, the instrument that Grandpa played in Oonga Boonga to try and help Baby Louise stop crying, and other musical instruments. I am going to read the names on my list of who will come to Let's Find Out About It with me. Tony, Maria, Francesco, Sasha, Frank, and Zoe will come to Let's Find Out About It. If you don't get a turn today, everyone will have a turn to come to Let's Find Out About It."** Remind the group which adults will join the activity.
- Dismiss the selected small group of children and Corps members for Let's Find Out About It. Tell them to go to where the activity is set up.
- Tell the remaining Corps members and children not attending Let's Find Out About It to talk about their first Center Time choice.
 - For example, **"Everyone else should tell a Corps member or teacher (name)____, what their first choice will be for Center Time. Don't forget all the interesting things I showed you in Introduction of Center Time Activities."**

Corps member role:

- If supporting Let's Find Out About It, support transition of small group to activity space.
- If not, turn to the two to three children sitting closest to you and listen to their choice.
- Use the names of the centers to support children as they make a choice.
- Go to centers and support children's engagement. Don't hurry children from one center to another. If children want to stay at one center this is fine; the most important thing is to engage



children in rich dialogue and be a partner in play.

Center Time

Approximately 45-50 minutes

Let's Find Out About It: Bottle Shakers– approximately 15 minutes

PURPOSE: Children develop **vocabulary** and **comprehension** as they build knowledge about a harmonica and other musical instruments. Children learn how to use informational books or photographs of musical instruments to find out information. Children learn to follow directions to create a musical instrument – a bottle shaker.

Team leader role: Activity leader

- Start right away as soon as the majority of the group has assembled. Avoid waiting.
- Throughout the activity try to use words from the vocabulary list used during Reading
- Show children the book, *Oonga Boonga*. Return to the page where grandpa plays his harmonica. Point to the harmonica and tell children that they are going to learn about the musical instrument that Daniel's grandpa plays as well as some other instruments and then they're going to make their own musical instruments.
- Show children a picture of a harmonica in a book or a photo from the internet and talk about how it is played.
- Show a real harmonica and play it. Explain what you are doing (blowing into the holes in it, moving from one end to the other to make different sounds).
- Refer back to *Oonga Boonga* and use some of the vocabulary to talk about the harmonica.
 - For example, **"Remember how Grandpa played a "happy tune" on the harmonica to try and get Baby Louise to stop crying and that he did a little jig, a lively dance. I can play a happy tune and can change the sound of it by blowing gently or with more force."**
- Show children a few other musical instruments in the book or photos, or samples of instruments that are in the classroom already (e.g., maraca, drum, symbol, triangle) and comment about how they are played. Corps members who own instruments may want to bring them in and demonstrate how to play them.
- Explain that they can clap their hands or stomp their feet to make a musical beat and that they can use their voices as musical instruments like how mother did when she sang a lullaby to comfort Baby Louise.
- Next, discuss how musical instruments can be made out of everyday objects like spoons, chopsticks, and buckets.
- Introduce the bottle shaker activity by telling children that they will be making their own musical instruments made out of everyday objects– a bottle and some other things. Show children the bottle shaker that has been made.
- Read through the directions on the directions chart with children step by step, while running a finger under the lines of print, and pointing out how each step was done on the bottle shaker that was already made.
 - **"The first thing we do is ____ [Underline]. You can see how I did this with my bottle shaker by _____. The second thing we do is ____ [Underline]"** (and so on).
- Give a bottle to each child and refer back to the directions chart. Pass out the materials for children to complete the first step. Corps members present should verbally reinforce the step as the children participate. When the majority of the children have completed the first step move on to the second step – and so on.
- After all of the children have finished making their bottle shakers, label the bottles with children's names. Collect children's bottle shakers in a box or bag. Tell children when they leave Jumpstart they can take their bottle shaker with them to make music at home.

Transitions:

- Prompt Corps members to talk with children to choose a center.
- If immediately implementing with a second group, clean up and reset the activity, and use a consistent strategy to transition the second group to Let's Find Out About It.

Corps member role: Activity support

- Work with children to make a bottle shaker. Verbally reinforce the steps as the children make their bottle shakers and refer children to the directions chart.
- Once children complete the activity, help children label their bottle shaker with their name.
- Work with children to choose a center. Remind them of the Center Time activities available.



Center Time

Team leader role:	
<ul style="list-style-type: none">• Model and coach high quality adult-child interactions and support classroom management.	
Writing	
Draw and Label Pictures of Family	
PURPOSE: Children develop alphabet knowledge and an understanding of meaning and use of print as they draw and label pictures of people that make up a family.	
Corps member role:	
<ul style="list-style-type: none">• Explain that <i>Oonga Boonga</i> is a story about a family. Tell children that people like mothers, fathers, grandmothers, grandfathers, aunts, uncles, and children make up families.• Invite children to draw and label a picture of their families. Ask children to name the people and/or animals in the picture, both in English and in his or her first language (where appropriate).• Ask questions to prompt children to add details to the drawing if he or she is ready.<ul style="list-style-type: none">◦ For example, "What does your brother do to make you stop crying or make you feel better?"• Use descriptive words (about clothing, jewelry, physical features, etc.) to talk about the child's family picture. Offer to write the names of the family members drawn if children wish.	
Books	
Exploring Books	
PURPOSE: Children develop vocabulary and comprehension as they select books to "read" them to an adult, or learn more about a book when an adult reads to them.	
Corps member role:	
<ul style="list-style-type: none">• Read together a book that children select. Most of the time, children will want you to read. Sometimes, he or she may want to "read" a book to you or on his own. Support children in this choice.• Talk with children about the pictures and the text. Name objects, animals, and people in the book as children ask you about them.	
Puzzles and Manipulatives	
Constructing Puzzles	
PURPOSE: Children develop alphabet knowledge as they explore and experiment with constructing puzzles.	
Corps member role:	
<ul style="list-style-type: none">• Join children in removing puzzle pieces and re-assembling them. As you do so, discuss the shapes and alphabet letters of the puzzle pieces and/or the picture details.<ul style="list-style-type: none">◦ For example, "What animal goes in this spot?" or "Do you think the C would fit here?"• Comment about attempts to place wrong letters in spaces.<ul style="list-style-type: none">◦ "Yes, the E looks like it might fit here, but there is no room for the bottom part. Maybe F would fit better because it only has two horizontal lines. Where's F?"• Teach children about corner and outside puzzle pieces so that they can locate their correct positions. Explain that a corner piece has a point and two straight sides. Show children a corner piece (if the puzzle has curved corners, explain this). Then show children all four corner pieces and help them to place these pieces within the puzzle. Then explain to them that the other pieces are inside pieces.	
Dramatic Play	
Playing House	
PURPOSE: Children develop vocabulary as they engage in playing house, exploring materials and commenting on the activity to another child or adult.	
Corps member role:	
<ul style="list-style-type: none">• Observe children as they play house alone or with other children. Listen to the children's conversations as they play.• Join in and play house with the children, participating in their conversation and commenting on their actions. Support children's efforts to act out baby care and comfort behavior. Use vocabulary from <i>Oonga Boonga</i> in your conversation. For example:<ul style="list-style-type: none">◦ "It sounds like your baby is upset. I can hear her sobs."◦ "Maybe a lullaby would help your baby to go to sleep."	



Art

Painting with Primary Colors

PURPOSE: Children develop **vocabulary** as they paint freely and talk about their work to an adult. Children experiment with mixing primary colors and talk about new colors.

Corps member role:

- Observe as children paint freely. Comment on the colors children use and listen as they talk about the painting as it is created.
- Encourage children to talk about what happens when two colors are mixed and to identify the new color that is made. For example:
 - **"Oh look. I see a bit of orange where this red paint touches the yellow paint."**
- Give children markers to write their name on the painting. Provide help in writing letters if asked. Accept scribble marks if children use them.

TIPS FOR OBSERVING AND TALKING WITH CHILDREN

- Observe children as they engage in center activities. Talk with children about their work and join in to do the activity together if space allows.
- To help children hear and learn vocabulary words integrate their use into conversations. If children choose a classroom center make connections to vocabulary words and the unit theme.
- When children appear to be ready to move to another center, help them look around to see where there is space available.
- Comment or explain the activities available in these places and prompt the children to choose where to go next.

Transition

Team leader role:

- Give a warning signal before the end of Center Time. Walk around and tell children and Corps members that in five minutes it will be time to clean up.
- Let Corps members and children know when there is one minute before clean up begins. After the minute is up begin singing a short transition song.
- Sing the same song each session. Either choose the one below or use a transition song children know from their classroom.
- Sing or chant the following:
 - **"It's clean up time, it's clean up time, so let's all clean up."** [repeat]
 - Model cleaning up by joining in the fun.
- Collect an object such as a book, puzzle, or material, a piece of artwork, or a writing sample from the four children selected for sharing during Sharing & Goodbye.

Corps member role:

- When the team leader gives the one minute warning, tell children that Center Time will be over in a short time and to start finishing their activity.
- Model cleaning up by joining in singing and chanting. Be playful and clean up alongside children.
- During clean up, help children to put things away by providing them with specific verbal directions that indicate where things belong. For example:
 - **"Please put your puzzle back in the puzzle rack where you found it."**
 - **"Please set your glue dish in the sink."**



Sharing & Goodbye

Approximately 5 minutes

PURPOSE: Children deepen **vocabulary** and **comprehension** as they talk and listen to others. Children talk about favorite activities, and begin to look ahead and think about the activities in the next session.

Team leader role:

- Circle up and start right away as soon as the majority of the group is gathered. Avoid waiting.
- Begin with a **quick** song or poem from Circle Time that day or the previous session plan. Sing or read one verse only.
- Next explain what happens during Sharing & Goodbye: it is time for some children to share and talk about favorite activities from today's session, to talk about some fun things coming up the next time they come to Jumpstart, and then end with singing a goodbye song.
- Plan ahead for only four children to share one thing about their favorite activity from session. Use the name sticks strategy from Circle time to communicate which children will have a turn.
- Show the object or work sample for each of the four children who will share. Ask children to talk about what they did or how they used the object during Center Time.
- Encourage children to use vocabulary from the core storybook and make comments about what they say.
- Respond with a brief acknowledgement and try to use words from the vocabulary list in Reading,
 - **"I did hear you singing a song to the baby. You sang her a lullaby, just like Baby Louise's mother did in Oonga Boonga."**
- If children are not engaged in Sharing do not continue and move on to talk about what will happen in the next Jumpstart session.
- Next say something that will help children look forward to the next Jumpstart session.
 - For example, **"The next time you come to Jumpstart, we will read Oonga Boonga again and sing some of the songs, and do some fun Center Time activities."**
- After the second session say something like,
 - **"Next session, we will read a new book, Peter's Chair, and learn a new song, Bingo."**
- To end session, tell children it is time to say goodbye to Jumpstart.
- Close Sharing & Goodbye by singing the same song each session. Either choose the one below or use a goodbye song children know from their classroom.
- Sing or chant the following:
 - **"Goodbye Jumpstart, goodbye Jumpstart, goodbye Jumpstart, it's time for us to part."**

Corps member role:

- Help children to move to the large group meeting area for Sharing & Goodbye.
- Sing along to model and encourage children to join in.
- Understand which children will be sharing and encourage others to listen.
- Support children as they transition out of Jumpstart.

***NOTE:** At the end of session children may transition out of Jumpstart in a variety of ways. For example, if children are expected to stay in the large group, ensure the teacher is aware session ends with the goodbye song. If children are to be dismissed call out the name of each Corps members' partner children and ask them to leave the large group.

- For example, **"Cecelia, Paul, and Donette, please stand up and walk with your Jumpstart buddy to the door to meet your teacher."**

Family Involvement

Communicate with Families: Share with family members the books children have read, the songs sang, and the activities children participated in during Center Time.



Material List	
Welcome	<input type="checkbox"/> Name cards with metal binder rings
Reading	<input type="checkbox"/> <i>Oonga Boonga</i> by Frieda Wishinsky (one per Corps member)
Circle Time	<p>1) <u>"If You're Happy"</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Song Chart – "If You're Happy" <p>2) <u>Let's Clap Our Names</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Name sticks with the names of each child in a paper bag or basket <p>3) <u>If Your Name Starts With This Letter, Raise Your Hand</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Uppercase letter cards of the first letters in half the children's names <input type="checkbox"/> Name cards with metal binder rings <p>4) <u>"Ten Little Fingers"</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Poetry Poster, "Ten Little Fingers"</i> <p><u>Introduction of Center Time Activities</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Small group chart for Let's Find Out About It <input type="checkbox"/> Trays or shoe boxes for presenting available Center Time activities <input type="checkbox"/> At least one material from each Center Time activity
Center Time	<p><u>Let's Find Out About It: Bottle Shakers</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Oonga Boonga</i> (one per team leader) <input type="checkbox"/> Directions chart: "Make a Bottle Shaker" <input type="checkbox"/> Sample bottle shaker <input type="checkbox"/> Harmonica <input type="checkbox"/> Big picture cards and/or books and photographs of harmonicas and other musical instruments. <input type="checkbox"/> Small plastic drinking bottles with screw-on caps <input type="checkbox"/> Paper clips, beads, buttons, pebbles, or beans <input type="checkbox"/> Peel & Stick flexible shape stickers <input type="checkbox"/> Small, flat dishes to hold materials <input type="checkbox"/> Glue Tubes <input type="checkbox"/> Markers <input type="checkbox"/> Stick-on labels (optional) <input type="checkbox"/> Box or bag to collect bottle shakers (optional) <input type="checkbox"/> Small group chart for Let's Find Out About It <p><u>Writing: Draw and Label Pictures of Family</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Name cards with metal binder rings <input type="checkbox"/> Crayons and markers <input type="checkbox"/> Drawing paper <p><u>Books: Exploring Books</u></p> <p>Session library: 3-5 of these books or other books that support the unit theme</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Oonga Boonga</i> by Frieda Wishinsky <input type="checkbox"/> <i>Poetry Poster, "Ten Little Fingers"</i> <input type="checkbox"/> <i>My Family Plays Music</i> by Judy Cox <input type="checkbox"/> <i>Manuelo the Playing Mantis</i> by Don Freeman <input type="checkbox"/> <i>A Baby Sister for Francis</i> by Russell and Lillian Hoban <input type="checkbox"/> <i>Where the Wild Things Are</i> by Maurice Sendak <input type="checkbox"/> <i>New Moon</i> by Pegi Deitz Shea <input type="checkbox"/> <i>Time for Bed</i> by Mem Fox; <input type="checkbox"/> <i>Color</i> by Ruth Heller <input type="checkbox"/> <i>Paperfolding</i> by Clive Stevens <input type="checkbox"/> <i>Zin! Zin! Zin! A Violin</i> by Lloyd Moss and Marjorie Priceman <input type="checkbox"/> <i>Feast for Ten</i> by Cathryn Fallwell <input type="checkbox"/> <i>The Itsy Bitsy Spider</i> by Iza Trapani <p><u>Puzzles and Manipulatives: Constructing Puzzles</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Alphabet photo floor puzzle <input type="checkbox"/> Zoo Animals Puzzle <input type="checkbox"/> Optional: simple puzzles with less than 10 pieces <p><u>Dramatic Play: Playing House</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Basic house-play materials <input type="checkbox"/> Baby dolls (if available)

Art: Painting with Primary Colors

- Paper
- Paint supplies – paintbrushes, tempera paint (primary colors: blue, red, yellow)
- Smocks
- Cups for paint
- Marker
- Cups for water



Session Plan 1

Materials Preparation

Welcome

Preparation

- Gather name cards (If not made during pre-service training, see instructions on following page)
- Be sure to make name cards for any new students enrolled

Reading

Preparation

- Prepare core storybook *Oonga Boonga* according to the appropriate read strategy.

Circle Time

Preparation

- 1) "If You're Happy": Gather song materials and practice with Corps members.
 - Verse 1: If you're happy and you know it, clap your hands. (clap twice)
If you're happy and you know it, clap your hands. (clap twice)
If you're happy and you know it, then your face will surely show it.
If you're happy and you know it, clap your hands. (clap twice)
 - Verse 2: ...Stomp your feet. (stomp twice)
 - Verse 3: ...Shout, "Hurray!" ("Hurray!")
 - Verse 4: ...Do all three. (do all three motions)
- 2) Let's Clap Our Names: Create name sticks for use as a turn-taking strategy.
 - Put the name of each child on a craft stick and keep them in a brown paper bag, bucket, or basket.
- 3) If Your Name Starts with This Letter, Raise Your Hand: Gather uppercase alphabet cards of the first letters in half the children's names, and the same children's name cards. For the second implementation, use other half of children's names.
- 4) "Ten Little Fingers": Gather *Poetry Poster*; Practice and/or write down poem.
 - I have ten little fingers / And they all belong to me.
 - I can make them do things / Would you like to see?
 - I can shut them up tight / Or open them all wide,
 - Put them together / Or make them all hide.
 - I can make them jump high / I can make them jump low,
 - I can fold them quietly / And hold them all just so.

For Introduction Of Center Time Activities

- Gather objects to use when introducing available Center Time activities in trays or shoe boxes.
- Prepare and practice introducing all activities, and demonstrating 1-2 activities.
- Create a chart displaying the names of the designated small groups of children. These small groups will meet together for Let's Find Out About It.

Center Time

Preparation

Let's Find Out About It: Bottle Shakers

- Make a sample bottle shaker.
- Write the directions below on a poster board for reference during Let's Find Out About It. Refer to the following page for more information.
 - Directions Chart: "Make a Bottle Shaker"
 - 1) Unscrew cap from bottle.
 - 2) Choose items to put in bottle.
 - 3) Put a little glue on inside of bottle cap.
 - 4) Screw cap back on the bottle.
 - 5) Decorate bottle with stickers.
 - 6) Label bottle with name.
 - 7) Shake the bottle shaker!
- Bookmark the page in *Oonga Boonga* where grandpa plays his harmonica.
- Gather books from a library and/or photographs from the internet of both harmonicas and other musical instruments. Bookmark necessary pages to show children.

Writing: Draw and Label Pictures of Family

- Gather materials.

Books: Exploring Books

- Gather session library books.

Puzzles And Manipulatives: Constructing Puzzles

- Gather puzzles.

Dramatic Play: Playing House

- Gather materials.


Art: Painting with Primary Colors

- Gather materials.

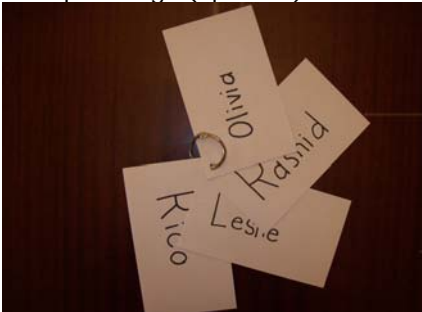
Session Plan 1

Name Cards and Bottle Shaker Preparation

Name Sticks

Materials	Directions
<ul style="list-style-type: none"> • Craft Sticks • Sharpie or permanent marker • Paper bag or basket • List of children's names • Samples of Abc Print font 	<ol style="list-style-type: none"> 1) Put the name of each child on one stick 2) Use Abc Print font <p>Example: </p>

Name Cards

Materials	Directions
<ul style="list-style-type: none"> • Tagboard, poster board, or index cards • Scissors (if using tagboard or poster board) • Markers • Metal binder rings • Hole puncher • List of children's first names • Alphabet written out in Abc Print font (both uppercase and lowercase) for reference • Laminating machine or clear adhesive (optional) • Ziploc bags (optional) <p>*Note: Heavy paper, such as tagboard and poster board, is more durable and may withstand handling by the children for longer as these are used in every session.</p>	<ol style="list-style-type: none"> 1) If using large tagboard or poster board, use scissors to cut the paper into smaller, reasonable sizes (about the size of an index card). 2) Gather as many cards (from either cut up tagboard or poster board, or purchased index cards) as there are children; each child should have a name card. 3) Use a marker to write each child's first name on an individual card, using Abc Print font. Write each child's name using an uppercase letter for the first letter, and writing the remaining letters in lowercase letters. 4) If desired, laminate the cards. 5) Use the hole puncher to punch holes in the top left corner of each name card. 6) Arrange the cards by each small group of children. These groups of names should reflect the same groups of children who will be consistently meeting during Welcome and Reading. 7) Put one metal binder ring through the holes of one group of cards, and close the ring tightly to secure the name cards together. Repeat this until all of the cards are bound in their groups with metal binder rings. Repeat this with the rest of the groups of cards. 8) Store name cards in Ziploc bags (optional). 

Bottle Shakers

Materials	Directions
<ul style="list-style-type: none"> • Small plastic bottles with screw caps • Paper clips, beads, buttons, pebbles, beans • Small flat dishes to hold materials • Peel & Stick flexible shape 	<ol style="list-style-type: none"> 1) Distribute the bottles. 2) Place stickers and sound-makers in selected containers within easy reach. 3) Have children decorate the bottles and put a few objects inside. 4) Dab glue inside the bottle caps, and help children twist them on. 5) Help children write their names or initials on stick-on labels and put them on the bottles, or write on the bottle caps.

<p>stickers</p> <ul style="list-style-type: none"> • Stick-on labels • Markers • Glue tubes • Directions Chart "Make a Bottle Shaker" (In Materials Preparation guide above) 	
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Alphabet Cards

Materials	Directions
<ul style="list-style-type: none"> • Tag board, card stock or poster board • Printed sets of upper and lowercase alphabet pairs • Scissors • Glue tubes • Ziploc Bags • Optional: lamination machine or clear adhesive 	<p>Note: You will need 2 sets per team of uppercase and lowercase letters</p> <p>If you can print directly onto card stock:</p> <ol style="list-style-type: none"> 1) Use templates provided (attached) 2) Print 2 sets directly onto card stock 3) Cut out all of the letters 4) If possible, laminate or cover with clear adhesive for longer term use 5) Put each set of uppercase letters and each set of lowercase letters in their own Ziploc bag <p>If you cannot print templates directly only card stock:</p> <ol style="list-style-type: none"> 1) Use templates provided (attached) 2) Print 2 sets of letters onto regular paper 3) Cut out all of the letters 4) Glue onto tag or poster board and cut out cards 5) If possible laminate or cover with clear adhesive for longer term use 6) Put each set of uppercase letters and each set of lowercase letters in their own Ziploc bag

A

a

B

b

C

c

D

d

E

e

F

f

G

g

H

h

I

i

J

j

K

k

L

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