

UNIT 1: FAMILY

CORE STORYBOOK: PETER'S CHAIR

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. Ask if they remember your name. If not, 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 M [point to it], and the next letter is i and then a at the end.***"
 - o Or, "***Look. Paula's begins with a different letter [point to it]. It has a long vertical line and a bump. She has an a at the end of her name just like Mia.***"

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 the elements of the Jumpstart session. Then, tell children that you will next read the book, *Peter's Chair*, in Reading, and after that sing songs, recite poems, and play word games in Circle Time.
- Begin reading.

Reading

Approximately 15 minutes

Peter's Chair by Ezra Jack Keats

- Story Summary: Peter's parents paint his old baby furniture for his new baby sister. Peter is angry about losing these items and not getting attention. He leaves home, taking his old chair. Peter then sees that he has outgrown his chair, so he helps his dad paint it for the baby.
- Vocabulary List
 - o **cradle**, a small bed for a baby, usually on rockers
 - o **crib**, a small bed with high sides to keep a baby from falling out
 - o **crocodile**, a large, scaly animal with a long body, four short legs, thick skin, a pointed snout, and a long tail
 - o **rascal**, a person who does playful tricks
 - o **signs**, clues
 - o **stretched**, reached out one's arms and legs

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 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.
 - Point out the boy, the picture of the baby, and other items, such as the chair and the crocodile. For example, **"The boy on the cover is Peter. He seems to be looking at some things...his toy crocodile and his blue chair."** Then point to and read the title and author's name. **"Maybe this story is about Peter's blue chair. Let's read it 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).
 - For example, explain how Peter feels when he sees that his things are used for his new sister Susie. **"It sounds like the cradle used to belong to Peter but now it's being used for Susie and Peter is surprised that his mom and dad painted it pink! I don't think Peter is happy about sharing with his sister."**
- 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.
 - For example, mimic Peter's stretching while reading the word "stretched". After reading the text on the page, deepen understanding of "stretched". For example, **"Wow! The building that Peter made is taller than him so he had to stretch his arms and go on his tip toes to put his toy crocodile on the very top."**
 - Point to the cradle in the illustration while reading the text and then briefly explain that a cradle is a small bed used for babies – like Peter's sister Susie.
- 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. For example,
 - **"How did Peter trick his mother?"** [He hid his shoes behind the curtain so that she would think he was hiding there but he was behind the chest of drawers.]
 - **"So Peter decided to paint the chair pink and give it to his baby sister after all."**
 - If children make a comment on something that isn't related to the context to the tone of the story, the events happening in the story or to character's feelings and actions, draw them back naturally. For example, children may begin to talk about a dog that they have at home or a friend's dog in response to the many illustrations of Peter's dog Willie. In this case, simply acknowledge children's comments and then bring them back to the story. **"Oh yes, that dog is named Willie. He's Peter's dog. It looks like he and Peter spend a lot of time together. Let's keep reading to find out more about what happens."**
- 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.
 - For example, **"I was surprised by the ending because he was so upset when he first saw his cradle, crib and high chair painted pink. Why do you think Peter changed his mind about his chair?"**

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.
 - For example, **"I remember this part of the story. This is when Peter was still upset about sharing things with his new sister so he packed up his old things, like his toy crocodile, and he thought he would run away."**



- 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.
 - For example, **“Hmm. What’s going on here?”** Wait for children to respond and then confirm and/or clarify. For example, **“That’s right! Willie did knock down Peter’s tall building. Read text, *Crash! Down it came. How do we know that Peter’s mother heard the blocks crash?”***
 - Discuss what happened when Peter realized that his old things were being painted for his baby sister Susie. For example, **“It looks like Peter’s unhappy. He’s frowning. I don’t think Peter’s parents told him that they were going to paint his old baby furniture to use for his sister Susie.”**
- Ask questions, like “what’s happening here” to diagnose what children remember. Follow up with comments to clarify and extend children’s comments.
 - For example, **“Why were Peter and Willie moving some of their favorite things outside?”** or if children point out something else in the illustration, bring them back to the central idea. For example, **“Yes, that is Peter’s toy crocodile and his dog Willie. And I see him trying to sit in his blue chair but it looks like it’s too small. He couldn’t fit in the chair. He was too big!”**
- Deepen children’s comprehension and content knowledge by referring to the illustrations.
 - For example, **“It looks like Peter decided to come back inside. How did Peter’s mother know that he had come back inside?”**
- 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.
 - For example, **“Peter decided it was okay for his baby sister to have some of his old baby furniture. I wonder if Peter will give her any of his toys. What do you think?”** Respond to children’s answers. **“Why do you think he won’t give baby Susie his toy crocodile?”**
- 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.
 - For example, **“Yes, this is the first time Peter realized that some of his baby furniture had been painted. He sees his old cradle, the first bed he slept in when he was a baby.”**
- 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:
 - **“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) "Bingo"

PURPOSE: Children develop **alphabet knowledge** as they learn the letters in a dog's name.

Team leader role:

- 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.
 - **"We're going to start out by singing a song, called 'Bingo' It goes like this."**
- Place the picture card of the dog and the letters *BINGO* on the easel. Explain that these letters are used to write *BINGO*, which is the dog's name.
- Sing the song, pointing to the letters in *Bingo* as you say them.
- Turn the *B* over. Explain that you will sing the song again, but this time you will clap instead of saying the letter *B*. Sing and demonstrate this for the children.
- Continue turning over the letters and repeating the song, clapping in place of each turned over letter. Sing the song slowly so children can follow along.

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

PURPOSE: Children develop **alphabet knowledge** as they learn to name the uppercase letters that begin their names and the names of their classmates.

Team leader role:

- Tell children that they will now play a game with the first letter in each of their names.
- Hold up the letter that begins your own name.
 - Say: **"If your name starts with [name the letter], raise your hand. My name starts with [name the letter], so I'm raising my hand."**
- Repeat, choosing another letter. If a child whose name starts with a letter you are holding up does not respond, pull out that child's name card from the set of name cards.
 - Point to the first letter and say, **"Your name starts with E, Eddie, so it's your turn to raise your hand."**
- Repeat the activity until at least half of the children has had a chance to raise their hands.

3) "Diddle, Diddle, Dumpling"

PURPOSE: Children develop **phonemic awareness and rhyme awareness** as they listen to "Diddle, Diddle, Dumpling" and begin to notice that some words begin with the same sound.

Team leader role:

- Tell children you will read a poem about a little boy whose name is John. Recite the poem slowly, without showing them the picture in the *Poetry Poster*. This will help them learn to attend to the words first.
- As you read, point to your socks (stockings), shoes, and feet. Some children will join you, but many will just watch during this first presentation
- Read the poem again, this time displaying the poem in the *Poetry Poster*. This time you might point to the pictures of John's shoes, socks, and feet.
- When you finish, explain that *diddle* and *dumpling* begin with the same sound. Emphasize /d/ at the beginning of each word and repeat the /d/ sound a few times.
 - Tell children, **"Both words begin with /d/. I think that's interesting."**

***NOTE:** When you implement the session a second time, read the poem and hesitate before some words so children can join in on the rhyming words.

- **"... my son John./ He went to bed with his stockings...[pause] on."**

4) "Eentsy, Weentsy Spider"

PURPOSE: Children develop **rhyme awareness by chiming in with rhyming words** while singing "Eentsy, Weentsy Spider" and use hand motions to show the actions in the song.

Team leader role:

- Explain that they will sing a song about something very small—much smaller than a boy like Peter or John—a spider.
- Sing slowly and pause briefly to accentuate the rhyming words at the end of each phrase of the song and encourage children to chime in.
- Do the motions in a way that invites children to participate if they wish. Children can join in with both words and motions, but many will watch the first time, without participating fully.
- Tell children that you can use your fingers to show parts of the song: the spider walking, rain falling, and the sun shining. Sing the song once more and encourage children to join in saying the words and making the motions.



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 might demonstrate how to brush glue on construction paper and add tissue pieces to make a collage. **"I'm going to use my brush to spread a little glue on my construction paper. Then I'll paste a round piece of yellow tissue paper on top of it."**
- 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 how to make things out of paper. Remember in Oonga Boonga Daniel had a paper airplane that he held in his hand and we are going to explore how to make objects like that out of paper. I am going to read the names on my list of who will come to Let's Find Out About It with me. Marissa, Franky, Manuel, Giselle, and Shante will come to Let's Find Out About It. If you don't get a turn today, everyone will have a turn to come Let's Find Out About It another time."**
- 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: Paper Folding – approx 15 minutes

PURPOSE: Children develop **vocabulary** and **comprehension** as they learn that simple objects can be made out of paper and learn about how these objects can be used to explore air around us.

Vocabulary List – use these words throughout the activity: **airplane, crease, fan, steps, cool, fold**

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 the words from the vocabulary list above.
- Show children the page in *Oonga Boonga* where Daniel is holding a paper airplane. Talk with children about what it is and then explain that Daniel made his airplane by folding paper.
- Tell children that they are going to learn about how paper can be folded to make things. Tell them that after you show them a couple of things that are made from folded paper, and how they are made, they will get to make some things.
- Show children two to three objects made from folded paper. Start with the envelope and unfold it to show children how it is made of folded paper. Do the same with the toothpaste tube box. Explain what you are doing and use some of the vocabulary words.
- Show children the paper airplane that you made. Hold up a sheet of newspaper (unfolded) and tell children this is what you used to make the airplane.
- Show children how you folded the paper to make the airplane. Describe the steps as you complete them.
 - For example, **"The first thing to do is fold the piece of newspaper in half this way."**
- Tell children another thing that can be made with folded paper is a paper fan.
- Demonstrate how to make a fan using newspaper, explaining each of the illustrated steps of the directions chart as you complete each step.
- Invite children to work with Corps members to make a paper fan or, if they are interested, a paper airplane.
- Explain that children's names should be written on the paper before it is folded.



- Explain to children that the airplanes or fans they make will be collected at the end of Let's Find Out About It and will be given back at the end of session so they can take them home.
 - Tell children that they can test out their fan after it is made but the airplane cannot be tested out because they should be used where there is more room.
- *NOTE:** If space allows in the classroom teams may choose to allow children to test the paper airplanes. Share decision with children prior to them making their paper creations.
- After children have finished making their fan or airplane, collect them in a box or bag. Tell children when they leave Jumpstart they can take their fan or airplane with them.
- 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 paper fan or paper airplane. Verbally reinforce the steps children take as the fold the paper to make their creation.
 - Help children by having your own piece of paper, make one yourself, systematic, to model, and then help them in doing this step.
 - Remind children that they can only test out the fan because there is not enough room to test out the airplane or share alternate team decision.
 - Work with children to choose a center. Remind them of the Center Time activities available

Center Time

- Team leader role:
- Model and coach high quality adult-child interactions and support classroom management.

Writing

Storytelling Through Pictures and Words

- PURPOSE: Children develop **vocabulary** and an understanding of **meaning and use of print** as they create drawings in a blank book and then talk about the drawings, sharing a real or imaginary story.
- Corps member role:
- Let children draw freely in his or her blank book. Ask children about these drawings and encourage the child to talk about real or make-believe experiences and stories.
 - **"When did that happen?"** or **"Where were you? Who else was there?"**
 - Listen carefully and expand on what children are saying. Ask questions to get children to clarify and to tell you more.
 - Accept scribble marks and very rudimentary letters if children are satisfied with them. Help with letter formation if children ask for it.
 - Ask children to identify things in their picture in both English and their first language, if appropriate.
 - Offer to write labels for the pictures or to take dictation of his or her stories.

Books

Exploring Books

- PURPOSE: Children develop **vocabulary** and **comprehension** as they select books to "read" to an adult, or learn more about a book when an adult reads to them.
- Corps member role:
- 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.
 - Start a conversation by talking with children about the pictures, the text, and what is happening in the story.

Puzzles and Manipulatives

Uppercase Letter Matching

- PURPOSE: Children develop **alphabet knowledge** as they learn to recognize uppercase letters.
- Corps member role:
- Show children the materials. Explain that this game is about matching letters.
 - Point to a letter on the alphabet matching board and ask children to find the letter tile that matches it. When a child finds a match, show him or her how to attach it to the board using Velcro.
 - Say the names of the letters as much as possible as you engage your children in the activity. Help children to look closely at the parts of the letters and notice the similarities and differences.
 - For example, **"B has two parts on this side and P has just one. That makes them different letters. This letter is B and this letter is P."**

Dramatic Play

Painting Furniture

PURPOSE: Children develop **vocabulary** as they engage in playing house, exploring materials, and commenting on the activity to another child or an adult.

Corps member role:

- Observe children as they play house. Join in and play house with the group.
- Join in and play house with the children, participating in their conversation and commenting on their actions. Support children's efforts to pretend to paint a chair, and to act out baby care and comfort behavior.
 - For example, **"What color are you pretending the chair will be when you're done?"**
- Use vocabulary from *Peter's Chair* in your conversation when possible.
 - For example, **"Your baby looks tired. Maybe it is time to put her in the cradle to have a nap?"**

Art

Making Paper Collages

PURPOSE: Children develop **vocabulary** as they describe their work while they experiment with various materials and construct a paper collage.

Corps member role:

- Demonstrate how to brush glue on the construction paper and add tissue pieces. Describe your actions as you demonstrate.
 - **"I'm going to use my brush to spread a little glue on my construction paper and then I'll paste a round piece of blue tissue paper on top of it."**
- If needed, help children to use the materials
- Talk with children about his or her collage. Ask children to describe their collage to you and to tell you about the colors and shapes that he or she is making.
 - **"Oh, I see you put a big red rectangle in the middle of your paper."**
- Invite your children to write his or her name on the collage with a crayon and give children the option to display this work or to take it home. Provide help writing if requested. Accept scribble marks if these are used.

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, literacy game, or material, a piece of artwork, or a writing sample from the four children selected to share for 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.
 - **"Please put the book back in the book shelf 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 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 session today, 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 new vocabulary from the core storybooks 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 see you putting the baby in the cradle in Dramatic Play but it was not painted pink like the one Peter's mother was fussing with for his new baby sister. I remember that Peter was not too happy that it got painted pink."**
- 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.
 - **"The next time you come to Jumpstart, we will read Peter's Chair 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, Noisy Nora, and learn a new song, The Wheels on the Bus."**
- 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>Peter's Chair</i> by Ezra Jack Keats (one per Corps member)
Circle Time	<p>1) <u>"Bingo"</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Song Chart – "Bingo" <input type="checkbox"/> Big picture card of a dog <input type="checkbox"/> Uppercase letter cards: B,I,N,G,O <input type="checkbox"/> Easel/place to display letters <p>2) <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 of the children's names <input type="checkbox"/> Name cards with metal binder rings <p>3) <u>"Diddle, Diddle, Dumpling"</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Poetry Poster</i>, "Diddle, Diddle, Dumpling" <p>4) <u>"Eentsy, Weentsy Spider"</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Song chart- "Eentsy, Weentsy Spider" <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: Paper folding</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Oonga Boonga</i> (one per team leader) <input type="checkbox"/> One envelope per LFOAI group <input type="checkbox"/> One empty toothpaste box per LFOAI group <input type="checkbox"/> One additional common object that is made from paper <input type="checkbox"/> Directions chart: "Make a Paper Fan" <input type="checkbox"/> Directions chart: "Make a Paper Airplane" <input type="checkbox"/> Sample paper fan and paper airplane <input type="checkbox"/> Paper <input type="checkbox"/> Newspaper <input type="checkbox"/> Crayons or markers <p><u>Writing: Storytelling Through Pictures and Words</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Crayons, markers and pencils <input type="checkbox"/> Blank books: 4-5 half sheets of 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"/> Core storybooks from previous sessions <input type="checkbox"/> <i>Poetry Poster</i>, "Diddle, Diddle, Dumpling" <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: Uppercase Letter Matching</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Alphabet matching board: poster board, uppercase letter tiles, construction paper, glue tubes, hook and loop tape (Velcro), scissors, Ziploc bags <p><u>Dramatic Play: Painting Furniture</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Basic house-play materials including: empty paint cans, large paint brushes, chairs <p><u>Art: Making Paper Collages</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Paper – construction paper, tissue paper cut into shapes <input type="checkbox"/> Glue tubes <input type="checkbox"/> Paint brushes <input type="checkbox"/> Crayons

	<input type="checkbox"/> Smocks
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Session Plan 2

Materials Preparation

Welcome

Preparation

- Gather name cards.

Reading

Preparation

- Prepare core storybook *Peter's Chair* according to the appropriate read strategy.

Circle Time

Preparation

- 1) "Bingo": Gather song materials and practice with Corps members.
Verse 1: There was a farmer had a dog
And Bingo was his name-o
B – I – N – G- O (three times)
And Bingo was his name-o
Verse 2: There was a farmer had a dog
And Bingo was his name-o
_ - I –N – G – O...
- 2) If Your Name Starts with This Letter, Raise Your Hand: Gather uppercase letter 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.
- 3) "Diddle, Diddle, Dumpling": Gather *Poetry Poster*; Practice and/or write down poem.
Diddle, diddle, dumpling, my son John, / He went to bed with his stockings on.
One shoe off, and one shoe on, / Diddle, diddle, dumpling, my son John.
- 4) "Eentsy, Weentsy Spider": Gather song chart and practice with Corps members.
Verse 1: The eentsy, weentsy spider went up the waterspout
Down came the rain and washed the spider out
Out came the sun and dried up all the rain
And the eentsy, weentsy spider went up the spout again

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: Paper folding

- Make a paper airplane out of newspaper cut to 8 ½" x 11", following the directions in the book, Paperfolding.
- Make a sample paper fan made out of newspaper cut to 8 ½" x 11".
- Create a directions chart for the airplane and paper fan. Note: These could have been made during pre-service training. If not, see below for instructions.
 - Directions Chart: "Make a Paper Fan"
 - 1) Place a sheet of paper on the table in front of you.
 - 2) Fold the bottom of the sheet up about 1 inch and crease it all the way down.
 - 3) Turn the paper over and make another 1-inch fold and crease it all the way down.
 - 4) Repeat steps until the entire piece of paper is folded into a narrow strip.
 - 5) Gather the bottom in your hand and fan yourself.
 - Directions Chart: "Make a Paper Airplane"
 - 1) Fold the paper in half lengthwise, or the long way, and crease the fold.
 - 2) Re-open the paper so that you have a crease separating two halves.
 - 3) Fold the top left and right corners to the center line and crease. Now you have a triangle at the top of your paper.
 - 4) Fold the left and right edges of this triangle to the center crease. Crease these folds.
 - 5) Fold the sheet lengthwise, along the center crease again. Now you have a wing on each side.
 - 6) Fold the left wing down so that it touches the bottom edge of the "plane" and crease the fold.
 - 7) Turn the paper over, and do the same with the right wing as you did in step 6.
 - 8) Lift the wing flaps so that the wings stick out at the sides of the plane.

- Pictures to accompany the paper airplane directions can be found here:
<http://www.10paperairplanes.com/how-to-make-paper-airplanes/03-the-arrow.html>
- Practice creating a paper fan and airplane so that you can support children in creating their paper fan and airplane.
- Bookmark the page in *Oonga Boonga* where Daniel is holding a paper airplane.
- Gather envelope and toothpaste tube box.

Writing: Storytelling Through Pictures and Words

- Gather writing materials.
- Create blank books by stapling 4-5 sheets of paper together

Books: Exploring Books

- Gather session library books.

Puzzles And Manipulatives: Uppercase Letter Matching

- Gather alphabet matching board. NOTE: This could have been made during pre-service training. If not, see following page for instructions.

Dramatic Play: Painting Furniture

- Gather materials.

Art: Painting with Primary Colors

- Gather materials.

Session Plan 2

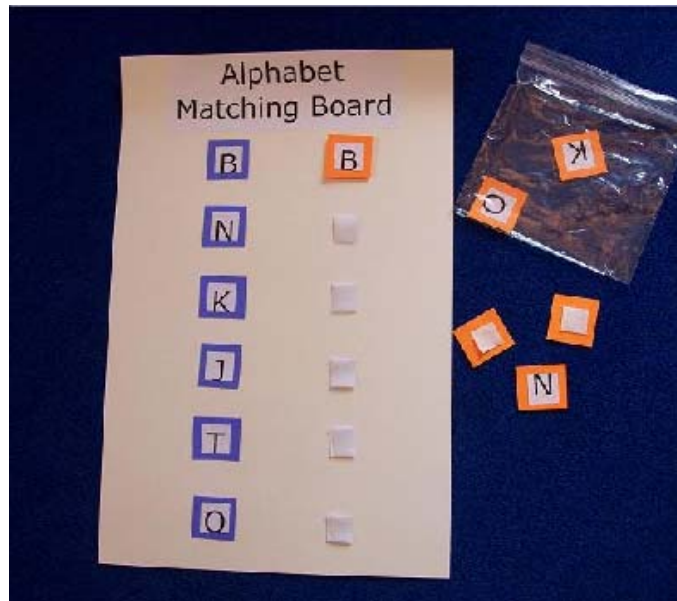
Looking Ahead and Alphabet Matching Board

Looking Ahead

Preparation
<ul style="list-style-type: none"> Family Involvement: Create a list of empty food and household product containers to be used in an upcoming grocery store activity and ask family members to bring in any items on the list instead of throwing these materials out. Suggestions might include: cereal boxes, yogurt or milk containers that have been washed out, empty tissue boxes, and any other empty containers that reflect families' home cultures and languages.

Alphabet Matching Board and Letter Tiles

Materials	Directions
<ul style="list-style-type: none"> 3 pieces of poster board 18 pairs of uppercase letter tiles (select letters used in children's names from template on the following page). Scissors Glue tubes Hook and loop tape (Velcro) Ziploc Bags Laminating machine or clear adhesive (optional) 	<p>Alphabet Matching Game Board:</p> <ol style="list-style-type: none"> 1) Cut poster board into three 11" X 17" boards. Label the board with the title "Alphabet Matching Board". 2) Select 18 letters from children's names to place on 3 boards, 6 on each board. Print out 1" x 1" letter tiles from the template on the following page. For each letter selected, you will need to make two "tiles": one to attach as a part of the game board and one for children to use as a matching game piece. 3) If possible, laminate poster and letter tiles for durability before attaching hook and loop tape (Velcro). 4) Before attaching to the board, mount letter tiles on colored construction paper for durability. 5) On the left side of the poster board, going from top to bottom, mount 6 uppercase letter tiles in a row. Attach one piece of hook and loop tape (Velcro) next to each mounted letter to make a column next to the mounted letters. Be sure to attached the other half of the hook and loop tape (Velcro) to the game pieces. 6) Make 3 posters this way, with a different collection of letters on each one. 7) Store game pieces in a Ziploc bag.



A	R	F	A	R	F
E	S	C	E	S	C
I	T	B	I	T	B
O	L	K	O	L	K
U	N	J	U	N	J
D	M	H	D	M	H