

## Early Childhood Literacy Curriculum for the four year old

### **GOALS:**

The early childhood literacy curriculum for the four year old uses a collaborative learning process to actively involve children to demonstrate their understanding of how words and images communicate. Language and images enable people to get things done, to take charge of their lives, to express opinions and feelings, to experience emotions, and to function as productive citizens. Bench marked Standards from the English Language Arts Contents Standards of the Maine Learning Results is the Language and Images Standard. Using the umbrella theme of children recognizing the characteristic sounds and rhythms of language, including the relationship between sounds and letters, children will learn through twelve units that words are sounds and letters are symbols for words and the correlation between the symbols and sounds/pictures.

The Curriculum will utilize the seven developmental components of literacy to influence the child's understanding of language through sounds, rhythms, and the relationships between sounds and letters (seven developmental components: sensory, fine & gross motor skills, language: receptive & expressive, social/emotional, creativity, & thinking/problem solving skills).

The units are: Music, fears (transition, change & unknown), nature (animals, weather, seasons, eco-systems, ocean, world (maps), I'm important (hygiene, my body, safety, self-care, emotions), social skills (emotions, manners, rules, helping, sharing, responsibility, gifts), Time, Nutrition (chemistry & cooking), Money (work, chores), story-telling (performing arts, theatre), physical activity (sports). Each unit will take two months to complete.

### **OBJECTIVES:**

#### **Four year old children will...**

1. Demonstrate their understanding that words are sounds and letters are symbols for words and the correlation between symbols & sounds/pictures.
2. Demonstrate the ability to assign appropriate labels to objects and people in the environment (colors, shapes, numbers and alphabet).
3. Demonstrate the ability to use writing implements to form the symbols needed for pre-reading, pre-literacy & literacy skills.

## **EVALUATION TOOLS AND METHODS:**

By the age of four, children should have the following knowledge and skills. A formative assessment rubric has been created for each skill and the parent and instructor will complete the rubric with suggestions and comments on how to improve the skill. A pre and post Ages & Stages test is given to all children in the program. Other assessments include parent and instructor logs and conversations for additional strategies needed to help children increase their pre-reading, pre-literacy and literacy skills to be ready for the school environment.

### **Reading**

- Know that alphabet letters are a special category of visual graphics that have individual names.
- Recognize when there is print in the environment.
- Know that it is print that is read in stories.
- Understand that different text forms are used for different functions of print (i.e. list for groceries)
- Be aware of some sequences of events in stories.
- Connect information and events in stories to life experiences.
- Demonstrate understanding of literal meaning of stories through questions and comments.
- Identify by name 10 alphabet letters.
- Identify 5 colors.

### **Speech and Language:**

- Pay attention to separable and repeating sounds in language (i.e. Peter Peter Pumkin eater).
- Possibly begin rhyming sounds.
- Name familiar animals.
- Use at least four prepositions or demonstrate understanding of their meaning when given commands.
- Repeat four digits when stated slowly.
- Repeat words of 4 syllables.
- Demonstrate understanding of over and under
- Have most vowels and diphthongs ('ai', 'ei') and the consonants p, b, m, w, n well established.

- Often indulge in make believe.
- Use extensive language while carrying out activities.
- Understand such concepts as longer, larger, when a contrast is presented.
- Readily follow simple commands even when object of the command is not in sight.
- Use much repetition of words, phrases, syllables and sounds.
- Recognize up to 1500 words.
- Ask questions constantly.
- Demonstrate an ability to generalize.
- Master the phonemes p, d, g, k, y, l & t.
- Recognize gender difference pronouns (he/she).
- Comprehend complex and compound sentences.
- Follow two-step commands containing after and before.
- Speak 900-1500 words.
- Talk in 4-5 word sentences.
- Speak intelligibly 90 – 100% of the time. Still some trouble with sentence structure.
- Carry on long conversations with adults and moderate conversations with peers.
- Use words what, where and how correctly.
- Use the pronoun 'we'.
- Complete opposite analogies: brother/sister, wet/dry.
- Count 5 objects independently.

# Maine Adult Education Curriculum Design Template

## **Outcomes or Essential Understandings:**

MLR: English Language Arts  
C 2 (Elementary Grades (Pre-K –2)  
Curriculum will utilize the 7 developmental components of literacy to influence the child's understanding of language through sounds, rhythms, and the relationships between sounds and letters (7 developmental components: sensory, fine & gross motor skills, language: receptive & expressive, social/emotional, creativity, & thinking/problem solving skills)

## **Tools and Resources:**

### Units in curriculum:

Music, art, people (family, community, worker, friends & culture), fears (transition, change & unknown), nature (animals, weather, seasons, eco-systems, ocean, world (maps), I'm important (hygiene, my body, safety, self-care, emotions), social skills (emotions, manners, rules, helping, sharing, responsibility, gifts), Time, Nutrition (chemistry & cooking), Money (work, chores), story-telling (performing arts, theatre), physical activity (sports)

## **Theme or Topic:**

Early Childhood Literacy Curriculum – age 4

## **Essential Question:**

How can children demonstrate an understanding of how words & images communicate?

## **Assessment:**

### Pre-Assessment:

Ages & Stages  
Conversations with parent & child  
Observations from teacher

### Ongoing:

Formative rubric  
Conversations with parent & child  
Observations from teacher

### Final:

Ages & Stages  
Conversations with parent & child  
Observations from teacher

## **Knowledge and Skills: Children will...**

1. Demonstrate their understanding that words are sounds and letters are symbols for words and the correlation between symbols & sounds/pictures.
2. To demonstrate the ability to assign appropriate labels to objects and people in the environment (colors, shapes, numbers and alphabet)
3. Demonstrate the ability to use writing implements to form the symbols needed for pre-reading, pre-literacy & literacy skills

**Formative Curriculum Assessment Rubric**

**THEME:**

**Music**

**OUTCOME**

Demonstrate the ability to recognize repeating sounds

**SKILL/KNOWLEDGE GAINED**

Vocalize sounds and rhymes

**Does Not Meet**   **Partially Meets**   **Meets**   **Exceeds Expectation**


**Teacher comments:**

---

---

---

---

---

---

**Parent/child feedback:**

---

**What happens next?**

---

---

---

---

## Activities by Unit List

### Social Skills:

- Pg. 52 – Self Esteem Games – faces have feelings
- Pg. 86 – Self Esteem Games – Do What I say, Not What I do
- Pg. 146 – Bright Start – Hey, A Survey!
- Pg. 147 – Bright Start – Puppet Problems
- Pg. 148 – Bright Start – Say it another way.
- Pg. 20-21 – Little Hands Art Book – Paper Bag Project
- Pg. 108 – Little Hands Art Book – Picture Mail
- Pg. 112-115 – Sound Matching Sheets – Five Little monkeys jumping on the bed.
- Shoots N Ladders game
- Nurturing Game

### Story-Telling:

- Pg. 156 – Self Esteem Games – Act out a situation
- Pg 157-160 – Self Esteem Games – Act out Story time, Nursery Rhymes, action and play pretend
- Pg. 164 – Self Esteem Games – What’s happening now?
- Pg. 141 – Bright Start – What would you do?
- Pg. 149 – Bright Start – Acting out musical stories.
- Pg. 151 – 152 – Bright Start – Accumulating Memories & once upon a prop
- Pg. 159 – Bright Start – Sequel Story

### Physical Activity:

- Pg. 85 – Self Esteem Games – Freeze Run
- Pg. 87 – Self Esteem Games – Do this, do that
- Pg. 91-92 – Self Esteem Games – Run wild, run free
- Pg. 105-107 – Self Esteem Games – up and down & hello, goodbye
- Pg. 113-114 – Self Esteem Games – Eight beats
- Pg. 140 – Self Esteem Games – Walk this way
- Pg. 153 – Bright Start – Word Search
- Pg. 156 – Bright Start – Olympic Distances

### I’m Important:

- Pg. 91 – Little Hands Art Book – Handprint paperweight
- Pg. 88-89 – Creating Readers – Journal Writing & Wordless books
- Pg. 147 – Bright Start – Puppet Problems
- Pg. 151 – Bright Start – Accumulating Memories
- Pg. 156 – Bright Start – Olympic Distances
- Pg. 160 – Bright Start – Personal Time Capsule
- The Way I feel book
- When You’re Happy, Mad, Silly, Shy and You know it books
- I love Mud and Mud loves me book

- When I was little: A 4-years old memoir of her youth book
- Huggies Big Mess book
- Bedhead book
- Alexander and the Terrible, Horrible, No Good, Very Bad day book
- All about myself book
- Being rude, selfish, your best books
- Everyone poops book
- Go away big green monster book
- I can do it myself book
- I can read with my eyes shut book
- I was so mad book
- I'm mad at you book
- The gas we pass book
- The human body book
- Building self-esteem in your child cassette
- Phonemic Awareness: songs & rhymes cassette
- Pg. 110-112 – 10 Minute Life Lessons for Kids
- Pg. 14 & Pg. 50 – Ultimate Book of Concoctions
- She's Gonna Blow book
- Maisy Colorforms
- Match N Spell Boardgame

### **Time:**

- Pg. 57-59 – Everything for Early Learning
- Pg. 133 – Bright Start – It sounds like this
- Just a minute book
- The Biggest Leaf pile book
- Tell me again about the night I was born book
- The Runaway Turkey book
- Be my Valentine book
- Bigou's Big Adventure book
- Blueberries for Sal book
- Wait til the moon is full book
- In the dark of the night book

### **Nature:**

- Pg. 89 – Self Esteem Games – What's Inside, What's Outside?
- Pg. 116 – Self Esteem Games – Seed to Flower to Seed
- Pg. 152 – Self Esteem Games – Duck Walk
- Pg. 155 – Self Esteem Games – Be a Tree
- Pg. 14-15 – Little Hands Art Book – Muffin cup bird & Eggs in a nest
- Pg. 18-19 – Little Hands Art Book – Leaf prints
- Pg. 24-26 – Little Hands Art Book – Paper Plate Spider & Salt Shaker Sand
- Pg. 30-31 – Little Hands Art Book – Egg Carton Caterpillar

- Pg. 36 – 37 – Little Hands Art Book – Paper Bowl Turtle
  - Pg. 64-66 – Little Hands Art Book – Rainbows & Flower Garden
  - Pg. 76 – Little Hands Art Book – Clothespin Butterfly
  - Pg. 84 – 86, 88 – Little Hands Art Book – Tiny Trees, Clay Bird nest, Clay porcupine, Clay octopus
  - Pg. 91 - 94 – Sound Matching Sheets – The very hungry caterpillar
  - Winnie the Pooh Magazine – Fun with Flowers & Hide N Seek activity sheets
  - Little Polar Bear Memory Game
  - Barrel of Monkey’s Game
  - Write Stuff Game
  - The Four Seasons book
  - Snowflake Bentley book
  - Dear Rebecca, Winter is here book
  - Halloween parade book
  - Happy Winter book
  - Manatee Winter book
  - An Apple Tree’s year book
- From Little Hands Art book:*
- Snowflake decoration
  - Valentine mobile
  - Clay snowman
  - Snowy days
  - Autumn wreath

**Music:**

- Pg. 19 – Creating Readers – sound sequencing with instruments
- Pg. 149 – Bright Start – Acting out musical stories
- Pg. 135 – Bright Start – Water melodies

**Fear:**

- Pg. 50 – Self Esteem Games – Acting out fear
- Pg. 158 – Bright Start – What’s the opposite?
- Pg. 48 – Little Hands Art Book – Paper moon & stars (fear of dark)
- Pg. 39 – Kid’s Crazy Art Concoctions – Scary Stuff
- Pg. 58 – Kid’s Crazy Art Concoctions – Monster Magnets
- Pg. 103 – Kid’s Crazy Art Concoctions – Outrageous Headgear
- Pg. 59 – 66 – Sound Matching Sheets – Three Little Pigs & Where the wild things are
- Shadows everywhere book and cassette

**Money:**

- Pg. 145 – Bright Start – Finding the ‘In Group’ using money
- Pg. 154 – Bright Start – Taking it to the bank
- Clifford Magnet Math

- Counting 1-10 worksheets
- Uno game
- Same/different game (with cards)
- Use dice for counting
- Busy Bugs Games

**Nutrition:**

- Kinder Krunchies cook book
- Pg. 157 – Bright Start – Can you Tipplefizzy me?
- Pg. 12-13 – Little Hands Art Book – paper bag picnic basket
- Pg. 70 – Little Hands Art Book – Vegetable prints
- Pg. 100-101 – Little Hands Art Book – Sewing pictures (choose foods)
- Pg. 19-20, 25-26, 52, 73, 75, 78, 94, 101, 104, 115, 119, 140, 156, 163, 169 Early Skills Worksheets
- Winnie the Pooh Magazine – Roo’s Strawberry Patch
- Lil Chef Discovery Toy Kitchen

# Maine Adult Education Curriculum Unit Design Template

## **Outcomes or Essential Understandings:**

- Demonstrate the ability to understand and use age appropriate rhyming words (even nonsense words)
- Demonstrate the ability to use appropriate language when displaying various emotions.

## **Tools and Resources:**

- LIFE Library items
- Give-away items
- Environment
- Activity Books
- Tape player/CD's/cassettes
- Child Development supplies
- Toys

## **Theme or Topic:**

Social Skills

## **Essential Question:**

How does having social skills influence the development of social/emotional component of a child's literacy skills?

## **Assessment:**

Pre-Assessment: Ages & Stages

Pre-assessment Rubric

Ongoing:

Ask Questions

Oral Response

Formative assessment rubric

Final:

Compilation of all formative assessments

Post assessment rubric

Ages & Stages

Evaluation: Does Not Meet/Met/Partially Met (50% of time)

## **Knowledge and Skills:**

- Ability to appropriately express feelings: mad, scared, sad, silly, happy through words, songs and projects.
- Ability to say 'please' and 'thank you' correctly.
- Demonstrate proper use of scissors.
- Demonstrate ability to rhyme words (i.e. Monkey, we, see, free, tree)

# Maine Adult Education Curriculum Unit Design Template

## Outcomes or Essential Understandings:

- Ability to recognize the feeling of fear.
- Ability to verbalize the difference between real and imagined sources of fear (but doesn't believe in the difference).
- Ability to discuss the fear experience with adults.

## Tools and Resources:

- LIFE Library items
- Give-away items (emotion books)
- Environment
- Activity Books
- Tape player/CD's/cassettes
- Child Development supplies
- Toys

## Theme or Topic:

FEAR

## Essential Question:

How does the experience of fear impact a child's social-emotional component of language development?

## Assessment:

Pre-Assessment: Ages & Stages

Pre-assessment Rubric

Ongoing:

Teacher observation

Parent observation

Formative assessment rubric

Final:

Compilation of all formative assessments

Post assessment rubric

Ages & Stages

Evaluation: Does Not Meet/Met/Partially Met (50% of time)

## Knowledge and Skills:

- Use appropriate words to express fear feeling (word choice: That scares me, I'm scared, then say what causes the fear)
- Ability to use words to say what people, places, and things produce the fear, worry or concern feeling. (That dog is big and scares me)
- Ask adults questions about the cause of a specific fear. (i.e. transition to Kindergarten, scared of the dark)
- Verbalize letters F and M

Lesson Plan for: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Goal: \_\_\_\_\_ Theme: FEAR

**7 Developmental Components to Literacy Objectives:**

**Lesson Objective(s):**  
1. To verbalize the letters F and M.  
2. To learn about night and darkness.

**Activity(s):**  
1. Discuss what it's like when it's dark and color the paper moon and stars.  
(found in Little Hands Art Book - page 48)  
2. Read 'There's a nightmare in my closet'  
3. Use letter F and M in alphabet sponge art kit and paint.

7 Developmental Components to Literacy Met:			Component of 'Play'
X	Sensory	_____	Language: Receptive
X	Fine Motor	X	Language: Expressive
_____	Gross Motor	X	Social/Emotional
X	Creativity	_____	Thinking and Problem Solving
_____	_____	_____	Functional
_____	_____	_____	Constructive
_____	_____	_____	Sociodramatic
_____	_____	_____	Games w/ rules

**Comments:**

**Rare Words:**

Materials needed	Giveaway(s)
_____	_____
_____	<b>Library item(s):</b> Goodnight Gorilla, If you hold my hand, Peter and the Wolf - cassette, Sam Find's a monster, Sherlock Holmes for children, Bright Start Legendary list (pg. 138)

**Parent Indirect Actions to be taken**  
1. Read 'Everything for Learning - F' (pgs 16, 137-138, 79-81, 33-35)  
2. Read 'I Spy' - find words which begin with 'F' and 'M'  
3. Read 'Bright Start' (pg 125) story cards - pictures of M and F objects.  
4. Read 'Winnie the Pooh Early Skills' (pg 124)

**Evaluation**

Were objectives met? \_\_\_\_\_

Were objectives appropriate? \_\_\_\_\_

How many trials did child require? \_\_\_\_\_

Did materials influence learning? \_\_\_\_\_

Was attending behavior maintained? \_\_\_\_\_

# Maine Adult Education Curriculum Unit Design Template

## Outcomes or Essential Understandings:

- Ability to use all opposite analogies listed in skills
- Use at least two four-syllable words correctly.
- Ability to recognize five colors.
- Write 'scribble' messages as part of play activity.
- Attempt to use alliteration in rhyme through reading books and singing songs.

## Tools and Resources:

- LIFE Library items
- Give-away items (emotion books)
- Environment
- Activity Books
- Tape player/CD's/cassettes
- Child Development supplies
- Toys

## Theme or Topic:

Nutrition

## Essential Question:

How does nutritional information influence a child's pre-reading, pre-literacy, and reading skills?

## Assessment:

Pre-Assessment: Ages & Stages  
Pre-assessment Rubric

### Ongoing:

Teacher observation  
Parent observation  
Formative assessment rubric

### Final:

Compilation of all formative assessments  
Post assessment rubric  
Ages & Stages

Evaluation: Does Not Meet/Met/Partially Met (50% of time)

## Knowledge and Skills:

- Demonstrate use of opposite words: wet/dry, hot/cold, longer/shorter.
- Identify and say two four-syllable words (watermelon, pistachio, pepperoni)
- Identify five colors (red – apple, yellow – lemon, orange – orange, blue – berries, green – vegetables.)
- Ability to color within lines.
- Play restaurant and write 'scribble' to take orders from customers.
- Try two times to say rhymes (Peter Peter Pumpkin Eater)
- Use phoneme 'P', 'M', 'L' and 'T' correctly.
- Count 1 to 10
- Identify Triangle, Rectangle
- Identify letters: A, V, M, C, L, S, T, B

# Maine Adult Education Curriculum Unit Design Template

## Outcomes or Essential Understandings:

- Ability to make appropriate choices in behavior while responding to emotions.
- Ability to recognize 2-3 part commands appropriately.
- Ability to play independently (quietly).
- Ability to describe personal accomplishments.

## Tools and Resources:

- LIFE Library items
- Give-away items (emotion books)
- Environment
- Activity Books
- Tape player/CD's/cassettes
- Child Development supplies

## Theme or Topic:

I'M IMPORTANT

## Essential Question:

How does self worth influence a child's development of language?

## Assessment:

Pre-Assessment: Ages & Stages

Pre-assessment Rubric

Ongoing:

Teacher observation

Parent observation

Formative assessment rubric

Final:

Compilation of all formative assessments

Post assessment rubric

Ages & Stages

Evaluation:

Does Not Meet/Met/Partially Met  
(50% of time)

20-30 min. structured play alone  
child tells story (4-6 word  
sentences)

## Knowledge and Skills:

- Identify own emotions (label appropriately – I'm mad, I'm sad)
- Ability to make appropriate behavioral choice while experiencing emotions (What do you do when you're mad or sad?)
- Ability to independently follow commands: brush teeth, wash, dress, eat, follow, lead, stop, listen, make activity chart, and do.
- Ability to make choices for quiet play
- Share/tell personal experiences about self
- Use expanded vocabulary and compound sentence structure (appropriate use of specific words used in a conversation)
- Draw recognizable objects.
- Proper use of pronoun 'we'.
- Use question words: what, when and where correctly.
- Know gender differences (that someone is a boy and someone is a girl)
- Unbutton more than one button.
- Use scissors.

Lesson Plan for: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Goal: \_\_\_\_\_ Theme: I'm Important

**7 Developmental Components to Literacy Objectives:**

**Lesson Objective(s):**

- 1. To make up stories using predetermined words (2 per story) through expressive lang.

**Activity(s):**

- 1. Begin sight word game - making sentences
- 2. Read 'Bamboozled' and 'Back to School, Cool'

**7 Developmental Components to Literacy Met:**

_____	Sensory	X	Language: Receptive	Functional	_____
_____	Fine Motor	X	Language: Expressive	Constructive	_____
_____	Gross Motor	_____	Social/Emotional	Sociodramatic	_____
X	Creativity	X	Thinking and Problem Solving	Games w/ rules	X

**Comments:**

**Rare Words:**

Respectful

**Materials needed**

**Giveaway(s)**  
Word Search

**Library item(s)**  
Beginning Sight Word Game  
Bamboozled  
Concoctions for Kids

**Parent Indirect Actions to be taken**

- 1. Parent and Child will work on word search together
- 2. Child will learn to play beginning sight word game
- 3. Child will prepare story for SPICE Speaks!

**Evaluation**

Were objectives met?

Were objectives appropriate?

How many trials did child require?

Did materials influence learning?

Was attending behavior maintained?

Lesson Plan for: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Goal: \_\_\_\_\_ Theme: I'm Important

**7 Developmental Components to Literacy Objectives:**

**Lesson Objective(s):**  
1. To increase child's self help skills and self esteem, the child will make an activity board and a social story around self help and hygiene.

**Activity(s):**  
1. Make a chart about bathing, brushing teeth  
2. Make social story and write it together.

<b>7 Developmental Components to Literacy Met:</b>			<b>Component of 'Play'</b>	
_____	Sensory	X _____	Language: Receptive	Functional _____
X _____	Fine Motor	X _____	Language: Expressive	Constructive _____
_____	Gross Motor	X _____	Social/Emotional	Sociodramatic X _____
X _____	Creativity	_____	Thinking and Problem Solving	Games w/ rules _____

**Comments:**

**Rare Words:**

<b>Materials needed</b>	<b>Giveaway(s)</b>
Poster Board	
	<b>Library item(s)</b>

**Parent Indirect Actions to be taken**  
1. Parent and child will put together the chart & talk about bathing and brushing teeth.  
2. Child will work on doing these activities (increasing self help skills)

<b>Evaluation</b>
Were objectives met?
Were objectives appropriate?
How many trials did child require?
Did materials influence learning?
Was attending behavior maintained?

**Lesson Plan for:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent Goal:** \_\_\_\_\_ **Theme:** I'm Important

7 Developmental Components to Literacy Objectives: sensory, fine motor, gross motor, Creativity, Language: Receptive & Expressive, Social/emotional, Thinking/problem solving

**Lesson Objective's):**

1. Upon completion of reading a book and discussion the child will demonstrate through song the emotions: mad, happy , silly & shy.
2. Upon completion of reading activity books & demonstrating through song a comprehension of happy, mad, silly, shy, the child will talk about different times, they felt these emotions.
3. While listening to 'If you're happy and you know it', the child will be able to follow the commands appropriately with modeling.

**Activity's):**

1. Read 'When you're happy and you know it', 'When you're mad and you know it', 'When your silly and you know it', 'When you're shy and you know it'
2. Sing 'When you're happy and you know it', acting out emotions.

**7 Developmental Components to Literacy Met:**

_____ Sensory	X	_____ Language: Receptive	_____ Component of 'Play'
_____ Fine Motor	X	_____ Language: Expressive	Functional
X _____ Gross Motor	X	_____ Social/Emotional	Constructive
X _____ Creativity		_____ Thinking and Problem Solving	Sociodramatic X
			Games w/ rules

**Comments:**

**Rare Words:**  
emotions

<b>Materials needed</b> Mask making kits	<b><u>Giveaway's</u></b> When you're 'emotion' and you know it (4 books)
	<b><u>Library item's</u></b> Cassette player cassette ' We all live together - Vol #3

**Parent Indirect Actions to be taken (PACT)**

1. Talk about specific emotion child is feeling at least once a day and then other emotions expanding the child's sentences.
2. Make masks together - happy, sad, mad, silly & shy

**Evaluation**

- Were objectives met?
- Were objectives appropriate?
- How many trials did child require?
- Did materials influence learning?
- Was attending behavior maintained?

Lesson Plan for: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Goal: \_\_\_\_\_ Theme: I'm Important

**7 Developmental Components to Literacy Objectives:** sensory, fine motor, gross motor, Creativity, Language: Receptive & Expressive, Social/Emotional, Thinking/Problem solving

**Lesson Objective's):**  
1. Given a number of activities to choose from the child will make choices for quiet play and discuss the plan.  
2. Given a number of self help activities the child will plan the sequence to follow and discuss the plan.

**Activity's:**  
1. Make activity chart - choice chart - includes brush teeth, wash, dress, eat, play ideas  
2. Read 'I love Mud & Mud loves me'  
3. Read 'Huggly's Big Mess'

<b>7 Developmental Components to Literacy Met:</b>			<b>Component of 'Play'</b>	
_____	Sensory	X	Language: Receptive	Functional
X	Fine Motor	X	Language: Expressive	Constructive
_____	Gross Motor	X	Social/Emotional	Sociodramatic
_____	Creativity	X	Thinking and Problem Solving	Games w/ rules

**Comments:**

**Rare Words:**  
Smudges, scooped, hygiene

<b>Materials needed</b> Fantastic finger paint recipe chart paper pictures of activities to Velcro	<b>Giveaway's</b> bath toy or supplies for bath/finger paint  <b>Library item's</b> 'I love Mud & Mud loves me' 'Huggly's Big Mess'
---	--

**Parent Indirect Actions to be taken (PACT)**  
1. Make bath finger paint together  
2. Daily work with choice/activity board. Discuss the plan. Parent will expand the child's sentences using the child's words and adding to the sentence.  
3. Provide opportunities for the child to follow the plan.

**Evaluation**  
Were objectives met?  
Were objectives appropriate?  
How many trials did child require?  
Did materials influence learning?  
Was attending behavior maintained?

Lesson Plan for: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Goal: \_\_\_\_\_ Theme: I'm Important

**7 Developmental Components to Literacy Objectives:**

**Lesson Objective(s):**

1. To encourage child to control emotions especially around bedtime and morning routines.
2. To learn to follow directions.

**Activity(s):**

1. Make Choice Chart (put together and discuss)
2. Discuss 'How to avoid bedtime hassles' handout.
3. Discuss parent education referral.

**7 Developmental Components to Literacy Met:**

X	Sensory	X	Language: Receptive	Functional	_____
X	Fine Motor	X	Language: Expressive	Constructive	_____
	Gross Motor	X	Social/Emotional	Sociodramatic	_____
X	Creativity	X	Thinking and Problem Solving	Games w/ rules	X

**Comments:**

**Rare Words:**

<b>Materials needed</b>	<b>Giveaway(s)</b> When you're mad and you know it Choice Chart materials
	<b>Library item(s)</b> How do dinosaurs say goodnight? Chutes & Ladders game There's a nightmare in my closet.

**Parent Indirect Actions to be taken**

1. Play Chutes & Ladders
2. Cook together
3. Continue with using and discussing choice chart

**Evaluation**

- Were objectives met?
- Were objectives appropriate?
- How many trials did child require?
- Did materials influence learning?
- Was attending behavior maintained?

# Maine Adult Education Curriculum Unit Design Template

## Outcomes or Essential Understandings:

- Demonstrate ability to vocalize sequence of time periods (night, day, AM, PM, bed, eat, play)
- Demonstrate the ability to articulate abstract time concepts (before, after, first, last, and when)

## Tools and Resources:

- Jump Start Curriculum
- Erik Hendrik's Psychosocial chart
- LIFE Library
- Child Development supplies

## Theme or Topic:

TIME

## Essential Question:

How does time concepts influence the development of the language receptive and expressive component of a child's literacy skills?

## Assessment:

Pre-Assessment: Ages & Stages  
Pre-assessment Rubric

Ongoing:  
Ask Questions  
Oral Response  
Formative assessment rubric

Final:  
Compilation of all formative assessments  
Post assessment rubric  
Ages & Stages

Evaluation: Does Not Meet/Met/Partially Met (50% of time)

## Knowledge and Skills:

- Ability to identify day and night. What happens at these times? (Bedtime at night, brush teeth at day)
- Use the words 'before' and 'after' correctly.
- Use the words 'first' and 'last' correctly.
- Use of the word 'when' correctly.
- Count out loud and point to the numbers on a clock
- Use scissors correctly.
- Ability to color within lines.
- Recognize letters W and U.
- Use the words more and fewer correctly.
- Recognize the phoneme 'K'.

**Lesson Plan for:** John Smith **Date:** #####

**Parent Goal:** #1 **Theme:** TIME

**7 Developmental Components to Literacy Objectives:** Sensory, Fine Motor, Gross Motor, Creativity, Language: Receptive & Expressive, Social/Emotional, Thinking/problem solving

- Lesson Objective's):**
1. Given a clock (see attached example), John will demonstrate his ability to count numbers on a clock.
  2. Given a series of questions, John will determine the difference between day and night.
  3. Given a series of questions, John will state the difference between before and after.

- Activity's):**
1. Read book: Tick-Tock Pooh's Clock
  2. Read book: It Could Have Been Worse
  3. Ask questions regarding: day/night and before/after
  4. Paint clock, count/point to numbers (matching)
  5. Using clock - count dots & trace number with finger & state the number aloud.

<b>7 Developmental Components to Literacy Met:</b>				<b>Component of 'Play'</b>	
X	Sensory	X	Language: Receptive	Functional	
X	Fine Motor	X	Language: Expressive	Constructive	X
	Gross Motor	X	Social/Emotional	Sociodramatic	
X	Creativity	X	Thinking and Problem Solving	Games w/ rules	X

**Comments:** John appeared to enjoy this activity. He used his fine motor skills to trace the numbers on the clock he created.

**Rare Words:** before, after, evening, morning, first, last ,thistle, balance, scurrying, thorns, trotted, skidded, paddled

<p><b>Materials needed:</b> Invisible drawing of a clock, water colors, paint brush, construction paper, scissors, glue, 1 - 12 cutouts, fasteners</p>	<p><b>Giveaway's)</b> glue, scissors, clockmaking kit</p> <p><b>Library item's)</b> It Could Have Been Worse Tick-Tock Pooh's Clock</p>
--	---

- Parent Indirect Actions to be taken (Parent and Child Together Time - PACT)**
1. Construct clock together - count dots on numbers together
  2. Talk about everyday things - find ways to discuss what are before and after, what you do during the day or at night.
  3. Parent to help the child to act out 'It Could Have Been Worse'.
  4. Handout of 'The Monster Camp Out' - color/draw own night/day pictures. (pg 293 & 294)

**Evaluation/Assessment**

Were objectives met?

Were objectives appropriate?

How many trials did child require?

Did materials influence learning?

Was attending behavior maintained?

# Maine Adult Education Curriculum Unit Design Template

## **Outcomes or Essential Understandings:**

- Demonstrate the ability to indulge in make-believe through the use of words.
- Demonstrate the ability to use extensive language while engaging in activities.
- Ability to have conversations with adults and peers over a period of time.

## **Tools and Resources:**

- LIFE Library items
- Give-away items
- Environment
- Activity Books
- Tape player/CD's/cassettes
- Child Development supplies
- Toys

## **Theme or Topic:**

Story-Telling

## **Essential Question:**

How does the activity of story-telling influence the development of the language receptive and expressive component of a child's literacy skills?

## **Assessment:**

Pre-Assessment: Ages & Stages  
Pre-assessment Rubric

Ongoing:  
Ask Questions  
Oral Response  
Formative assessment rubric

Final:  
Compilation of all formative assessments  
Post assessment rubric  
Ages & Stages

Evaluation: Does Not Meet/Met/Partially Met (50% of time)

## **Knowledge and Skills:**

- Recognize the letters 'p', 'd', 'g', 'k', 'y', 'l', and 't'.
- Ability to recognize gender differences (boy and girl)
- Use pronouns 'he' and 'she' correctly.
- Ability to use language to express story (beginning, middle and end) to adults and peers.

# Maine Adult Education Curriculum Unit Design Template

## **Outcomes or Essential Understandings:**

- Demonstrate the ability to understand concepts of contrast. (Up and down and line and circle) through playing organized games.
- Demonstrate the ability to use and understand language while engaging in activities.
- Demonstrate pre-numeracy and numeracy skills through counting.

## **Tools and Resources:**

- LIFE Library items
- Give-away items
- Environment
- Activity Books
- Tape player/CD's/cassettes
- Child Development supplies
- Toys

## **Theme or Topic:**

Physical Activity

## **Essential Question:**

How does physical activity influence the development of gross and fine motor skills and the language receptive and expressive components of a child's literacy skills?

## **Assessment:**

Pre-Assessment: Ages & Stages

Pre-assessment Rubric

Ongoing:

Ask Questions

Oral Response

Formative assessment rubric

Final:

Compilation of all formative assessments

Post assessment rubric

Ages & Stages

Evaluation: Does Not Meet/Met/Partially Met (50% of time)

## **Knowledge and Skills:**

- Ability to follow commands even if object is not in sight (i.e. clap, sit, stand, jump, hop, march, stare, wiggle)
- Ability to count 1-10 through chants, rhymes and song.
- Ability to properly use and understand the contrast words: up and down, sit and stand, form a line and circle, high and low

# Maine Adult Education Curriculum Unit Design Template

## Outcomes or Essential Understandings:

- Demonstrate the ability to recognize repeating sounds.
- Demonstrate the ability to recognize first letter sounds.
- Demonstrate the ability to follow simple vocalized commands.
- Demonstrate the ability to pretend along with song.

## Tools and Resources:

- LIFE Library items
- Give-away items
- Environment
- Toys-instruments
- Activity Books
- Tape player/CD's/cassettes
- Child Development supplies

## Theme or Topic:

MUSIC

## Essential Question:

How does music influence the development of pre-reading, pre-literacy, and literacy skills of a child?

## Assessment:

Pre-Assessment: Ages & Stages  
Pre-assessment Rubric

### Ongoing:

Teacher observation  
Parent observation  
Examples of Child's work  
Formative assessment rubric

### Final:

Compilation of all formative assessments  
Post assessment rubric  
Ages & Stages

Evaluation: Does Not Meet/Met/Partially Meets (50%) of time  
Teacher/parent narrative

## Knowledge and Skills:

- Use simple prepositions (on/off)
- Follow simple 2-step commands (Follow me)
- Try twice to vocalize sounds and rhymes
- Identify simple word meaning and word/picture characteristics through play (pretend to be in a parade, and find the symbol H)

## Maine Adult Education Lesson Plan Template

<b>Date:</b>	<b>Name:</b>
<b>NRS Level:</b>	Maine Learning Result: English Language Arts: Elementary Grades Pre-K – 2 (C - 2 & 3) Page 16
<b>Theme/Topic:</b>	Music
<b>Lesson Plan Title:</b>	“O”
<b>Essential Understandings:</b> (Outcomes)	Ability to recognize first letter sounds
<b>Learning Objectives:</b> (What will the student be able to do and know by the end of the lesson).	<ul style="list-style-type: none"> <li>• Recognize the words ‘On’ and ‘Off’</li> <li>• Follow 2-step commands through song (sit here)</li> <li>• Demonstrate the use of words ‘on’ and ‘off’ correctly</li> <li>• Demonstrate matching ability</li> <li>• Identify the symbol ‘O’</li> </ul>
<b>EFF Tools Used:</b>	N/A
<b>Learning Activities:</b>	<ul style="list-style-type: none"> <li>• Sing ‘O’ songs</li> <li>• Play game ‘On &amp; Off’ (modified musical chairs)</li> <li>• Play matching musical instrument game</li> <li>• Play find the ‘O’ game with ‘O’ song music background</li> </ul>
<b>Tools/Resources:</b>	<ul style="list-style-type: none"> <li>• ‘Creating Readers’ by Pam Shiller</li> <li>• Cassette player/cassette/chair</li> <li>• Large “O” - environment</li> <li>• Matching game pieces</li> </ul>
<b>Assessment:</b> • <b>Prior</b> –  • <b>Ongoing</b> –	Ages & Stages  Formative Assessment Rubric
<b>Closure:</b> (Recap key concepts, help students consolidate knowledge)	<ul style="list-style-type: none"> <li>• Find the ‘O’ will meet the learning objectives</li> <li>• Leave musical instrument with family</li> </ul>
<b>Follow up lessons/activities:</b>	<ul style="list-style-type: none"> <li>• Leave ‘O’ songs/matching game with parents</li> <li>• Model session with parent of games and songs</li> </ul>

## Maine Adult Education Lesson Plan Template

<b>Date:</b>	<b>Name:</b>
<b>NRS Level:</b>	Maine Learning Result: English Language Arts: Elementary Grades Pre-K – 2 (C – 2 &3) Page 16
<b>Theme/Topic:</b>	Music
<b>Lesson Plan Title:</b>	‘H’
<b>Essential Understandings:</b> (Outcomes)	<ul style="list-style-type: none"> <li>• Ability to follow vocalized simple commands</li> <li>• Demonstrate ability to pretend along with song</li> </ul>
<b>Learning Objectives:</b> (What will the student be able to do and know by the end of the lesson).	<ul style="list-style-type: none"> <li>• Through song, identify specific body parts (Heads, Shoulders, Knees &amp; Toes)</li> <li>• Follow simple 2-step commands (Stop now, come here)</li> <li>• Demonstrate the use of words ‘High’ &amp; ‘Low’ correctly</li> <li>• Identify the symbol ‘H’</li> </ul>
<b>EFF Tools Used:</b>	N/A
<b>Learning Activities:</b>	<ul style="list-style-type: none"> <li>• Make hats, then engage in hat parade with musical instruments</li> <li>• Sing ‘Heads, Shoulders, Knee, &amp; Toes</li> <li>• Play “High/Low’ Game</li> <li>• Decorate the ‘H’ on the hat</li> </ul>
<b>Tools/Resources:</b>	<ul style="list-style-type: none"> <li>• ‘Creating Readers’ – By: Pam Shiller</li> <li>• hat/decoration supplies</li> <li>• musical instruments from SPICE library</li> </ul>
<b>Assessment:</b> • <b>Prior</b> –  • <b>Ongoing</b> –	Ages & Stages
<b>Closure:</b> (Recap key concepts, help students consolidate knowledge)	Formative Assessment Rubric <ul style="list-style-type: none"> <li>• At end of parade, parent and child will form ‘H’ with body</li> </ul>
<b>Follow up lessons/activities:</b>	<ul style="list-style-type: none"> <li>• Leave ‘H’ songs with parents</li> <li>• Model session with parents of games and songs</li> </ul>

# Maine Adult Education Curriculum Unit Design Template

## **Outcomes or Essential Understandings:**

- Demonstrate ability to vocalize nature theme words (animal words and sounds)
- Demonstrate the ability to use gross and fine motor skills in playing nature 'games'. (Itsy, bitsy spider, Bear Hunt)

## **Tools and Resources:**

- Jump Start Curriculum
- Erik Hendrik's Psychosocial chart
- LIFE Library
- Child Development supplies

## **Theme or Topic:**

Nature

## **Essential Question:**

How do nature themes influence the development of the language receptive and expressive component of a child's literacy skills?

## **Assessment:**

Pre-Assessment: Ages & Stages  
Pre-assessment Rubric

Ongoing:  
Ask Questions  
Oral Response  
Formative assessment rubric

Final:  
Compilation of all formative assessments  
Post assessment rubric  
Ages & Stages

Evaluation: Does Not Meet/Met/Partially Met (50% of time)

## **Knowledge and Skills:**

- Ability to mimic various animal sounds.
- Identify the 'b' and 'd' letters correctly.
- Play 'games with rules' correctly. (Bear Hunt)
- Appropriate use of fine/gross motor skills through play (Itsy, bitsy spider, I have a little duck)

Lesson Plan for: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Goal: \_\_\_\_\_ Theme: Nature (Animals)

**7 Developmental Components to Literacy Objectives:**

**Lesson Objective's):**

- 1. Practice language through the use of words while playing a board game.
- 2. Practice applying instructions for the board game.

**Activity's):**

- 1. Play "My First Board Game"
- 2. Read 'Animals Wear Hats' book
- 3. Discuss animals: where live, how to take care of them, sounds they make.

**7 Developmental Components to Literacy Met:**

X	Sensory	X	Language: Receptive	Functional	_____
X	Fine Motor	X	Language: Expressive	Constructive	_____
_____	Gross Motor	X	Social/Emotional	Sociodramatic	_____
_____	Creativity	X	Thinking and Problem Solving	Games w/ rules	X

**Comments:**

Parent can use this lesson plan to expand the sentences that the child uses.

**Rare Words:** white penguin, sea lion, sea urchin, dictionary, blue, yellow, red, green, brown, purple, black

<b>Materials needed</b>	<b>Giveaway's)</b> Animals Wear Hats Animal color board book Children's Dictionary
	<b>Library item's)</b> My First Board Game

**Parent Indirect Actions to be taken**

- 1. Parent and child play 'My First Board Game'
- 2. Parent and child continue to expand/build expressive language through verbal exchange

**Evaluation**

- Were objectives met?
- Were objectives appropriate?
- How many trials did child require?
- Did materials influence learning?
- Was attending behavior maintained?

Lesson Plan for: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Goal: \_\_\_\_\_ Theme: Nature (Animals)

7 Developmental Components to Literacy Objectives:

Lesson Objective(s):  
1. Learn animal sounds

Activity(s):  
1. Read 'Animal Noises'

7 Developmental Components to Literacy Met:			Component of 'Play'	
X _____	Sensory	X _____	Language: Receptive	Functional _____
_____	Fine Motor	X _____	Language: Expressive	Constructive _____
_____	Gross Motor	X _____	Social/Emotional	Sociodramatic X _____
_____	Creativity	_____	Thinking and Problem Solving	Games w/ rules _____

Comments:

Rare Words:  
Lion, Noises, Sound, Tiger

Materials needed	Giveaway(s) Zoo Board Book
	Library item(s) Animal Noises

Parent Indirect Actions to be taken  
1. Parent and child to read 'Animal Noises' together

Evaluation
Were objectives met?
Were objectives appropriate?
How many trials did child require?
Did materials influence learning?
Was attending behavior maintained?

Lesson Plan for: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Goal: \_\_\_\_\_ Theme: Nature (Animals)

**7 Developmental Components to Literacy Objectives:**

**Lesson Objective(s):**  
1. Match pictures of animals with their names  
2. Increase vocabulary through discussion of animal homes.  
3. Provide 2-step directions for child to follow.

**Activity(s):**  
1. Read 'My First Look at Animals'  
2. Play 'My First Board Game'

7 Developmental Components to Literacy Met:			Component of 'Play'
_____	Sensory	X	Functional _____
X	Fine Motor	X	Constructive _____
_____	Gross Motor	X	Sociodramatic _____
_____	Creativity	X	Games w/ rules X
_____	_____	Language: Receptive	_____
_____	_____	Language: Expressive	_____
_____	_____	Social/Emotional	_____
_____	_____	Thinking and Problem Solving	_____

**Comments:**

**Rare Words:**

<b>Materials needed</b> My First Board Game	<b>Giveaway(s)</b> Animals Wear Hats Small board book with Giraffe
	<b>Library item(s)</b> My First Board Game

**Parent Indirect Actions to be taken**  
1. Parent and child to play board game

<b>Evaluation</b>
Were objectives met?
Were objectives appropriate?
How many trials did child require?
Did materials influence learning?
Was attending behavior maintained?

Lesson Plan for: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Goal: \_\_\_\_\_ Theme: Nature (Animals)

**7 Developmental Components to Literacy Objectives:**

**Lesson Objective(s):**  
1. Match pictures of animals with their names  
2. Explore matching letters on the flip chart

**Activity(s):**  
1. Play My First Board Game. (Pull animal cards in board game)  
2. Use flip chart to match letters 'b' and 'd'

<b>7 Developmental Components to Literacy Met:</b>			<b>Component of 'Play'</b>
_____ Sensory	X _____	Language: Receptive	Functional _____
X _____ Fine Motor	X _____	Language: Expressive	Constructive _____
_____ Gross Motor	X _____	Social/Emotional	Sociodramatic _____
_____ Creativity	X _____	Thinking and Problem Solving	Games w/ rules X

**Comments:**

**Rare Words:**

<b>Materials needed</b> My First Board Game Flip Chart	<b>Giveaway(s)</b> Munchkin ABC Flip Chart Blues Clues notebook 2 sets of crayons
	<b>Library item(s)</b> Kids Create Concoctions for Kids

**Parent Indirect Actions to be taken**  
1. Parent and child to play board game  
2. Child to play with animal cards from game  
3. Parent and child to use flip chart to match letters

**Evaluation**

Were objectives met? \_\_\_\_\_

Were objectives appropriate? \_\_\_\_\_

How many trials did child require? \_\_\_\_\_

Did materials influence learning? \_\_\_\_\_

Was attending behavior maintained? \_\_\_\_\_



Lesson Plan for: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Goal: \_\_\_\_\_ Theme: Nature (seasons)/Time

**7 Developmental Components to Literacy Objectives:**

**Lesson Objective's):**  
1. To learn letter 'W'.  
2. To learn about seasons of the year.  
3. To learn about different types of weather phenomena.

**Activity's):**  
1. Read 'It sounds like this' (pg. 133 Bright Starts)  
2. Read 'Little Scientists Learn about the changing seasons'  
3. Mark birthday's on calendar and ask what season the birthday is in.  
4. Discuss what happens with the weather during this season.

7 Developmental Components to Literacy Met:			Component of 'Play'	
X	Sensory	X	Language: Receptive	Functional _____
X	Fine Motor	X	Language: Expressive	Constructive _____
	Gross Motor	X	Social/Emotional	Sociodramatic <input checked="" type="checkbox"/>
X	Creativity	X	Thinking and Problem Solving	Games w/ rules _____

**Comments:**

**Rare Words:**

Materials needed	Giveaway(s):
	<b>Library item(s):</b> Chimp and Zee and the Big Storm, Spring Surprise, Just a Minute, To Every thing there is a season, Time for Bed, Clifford the weather dog, Four Seasons, Happy Winter

**Parent Indirect Actions to be taken**  
1. Read 'Everything for Learning (pg. 144-145, 193, 214-216)  
2. Read 'Snowy Days' (pg. 122)  
3. Read ' Winnie the Pooh Early Skills - letter 'W' (pg. 141, 164  
4. Paint snowflake cutout  
5. Paint the rainbow cutout

**Evaluation**

Were objectives met?

Were objectives appropriate?

How many trials did child require?

Did materials influence learning?

Was attending behavior maintained?

# Maine Adult Education Curriculum Unit Design Template

## Outcomes or Essential Understandings:

- Demonstrate pre-numeracy skills (counting)
- Recognize complex and/or compound sentences when spoken.
- Demonstrate the ability to use play in make believe games.
- Understand the concept of larger & smaller.

## Tools and Resources:

- LIFE Library items
- Give-away items (emotion books)
- Environment
- Activity Books
- Tape player/CD's/cassettes
- Child Development supplies
- Toys

## Theme or Topic:

Money

## Essential Question:

How does money concepts influence a child's ability to speak and enhance problem solving skills?

## Assessment:

Pre-Assessment: Ages & Stages  
Pre-assessment Rubric

### Ongoing:

Teacher observation  
Parent observation  
Formative assessment rubric

### Final:

Compilation of all formative assessments  
Post assessment rubric  
Ages & Stages

Evaluation: Does Not Meet/Met/Partially Met (50% of time)

## Knowledge and Skills:

- Ability to count one to five in order.
- Match three coins (real to picture)
- Follow commands in compound and/or complex sentences (Go to the bathroom and brush your teeth. Wash your hands in the sink and dry them on the towel)
- Play 'store' game, making pretend change when 'buying' items.
- Demonstrate use of words larger and smaller correctly. (This dime is smaller than the quarter)
- Use the phoneme 'd' and 'b' correctly.

Lesson Plan for: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Goal: \_\_\_\_\_ Theme: Money

**7 Developmental Components to Literacy Objectives:**

**Lesson Objective(s):**

- 1. To demonstrate the correct use of the letter 'B' and \$ symbol.

**Activity(s):**

- 1. Using the Bright Start, find the 'In group' using the \$ symbol (pg. 145)
- 2. Play 'Taking it to the Bank' in Bright Start (pg. 154)

**7 Developmental Components to Literacy Met:**

_____	Sensory	X	Language: Receptive	Functional	_____
_____	Fine Motor	X	Language: Expressive	Constructive	_____
X	Gross Motor	_____	Social/Emotional	Sociodramatic	_____
X	Creativity	X	Thinking and Problem Solving	Games w/ rules	X

**Comments:**

**Rare Words:**

<b>Materials needed</b>	<b>Giveaway(s)</b>
	<p><b>Library item(s):</b> Binoculars          Boo and Blossom cassette/book          Counting is for the birds book          Counting Rhymes book</p>

**Parent Indirect Actions to be taken**

- 1. Count 1 - 10 with child using the worksheets.
- 2. Read 'Winnie the Pooh- Early Start' (pg. 94, 120, 147).
- 3. Use Binoculars to find 'B' words in environment.

**Evaluation**

Were objectives met?

Were objectives appropriate?

How many trials did child require?

Did materials influence learning?

Was attending behavior maintained?

Lesson Plan for: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Goal: \_\_\_\_\_ Theme: Money

**7 Developmental Components to Literacy Objectives:**

**Lesson Objective(s):**  
1. To demonstrate the correct use of the letter 'R' , 'S' and \$ symbol.  
2. To demonstate 'counting' skills with money symbols.

**Activity(s):**  
1. Play 'store' or 'restaurant'.  
2. Children will 'write' down orders and using \$ symbol for cost of items purchased.  
3. Use play money bills and coins to 'purchase' items.

<b>7 Developmental Components to Literacy Met:</b>				<b>Component of 'Play'</b>	
_____	Sensory	X	Language: Receptive	Functional	_____
X	Fine Motor	X	Language: Expressive	Constructive	_____
X	Gross Motor	_____	Social/Emotional	Sociodramatic	X
X	Creativity	X	Thinking and Problem Solving	Games w/ rules	_____

**Comments:**

**Rare Words:**

<b>Materials needed</b>	<b>Giveaway(s)</b>
	<b>Library item(s):</b> George's Store at the Shore

**Parent Indirect Actions to be taken**  
1. Count 1 - 10 with child using the worksheets.  
2. Read 'Winnie the Pooh- Early Start' (pg. 108, 112, 160, 136).  
3. Play 'Clifford Magnet Math' game.  
4. Play 'Busy Bugs' game.

**Evaluation**

Were objectives met? \_\_\_\_\_

Were objectives appropriate? \_\_\_\_\_

How many trials did child require? \_\_\_\_\_

Did materials influence learning? \_\_\_\_\_

Was attending behavior maintained? \_\_\_\_\_