

Schoenbaum Family Center and Crane Center for Early Childhood Research and Policy



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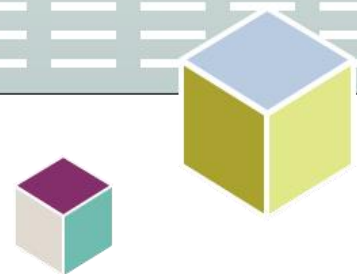


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Important Notices

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Introduction

Summer Success is a kindergarten readiness curriculum that was developed in consultation with researchers, educators and community partners in the field of early childhood education. It is designed to be implemented during the summer prior to kindergarten entry for children who have had little-to-no formal early childhood education experience. The curriculum is intended to deliver a four-week, 140-hour intensive program with low teacher-to-child ratios that allows for high-quality, individualized instruction. Summer Success aims to provide explicit instruction in the domains of: (1) language and literacy, (2) math, (3) social-emotional, and (4) motor skills development within the context of a 'camp-based environment.' Creative arts and auxiliary activities, such as field trips, are included throughout the program to reinforce and expand upon instruction across these domains. Caregiver and family engagement strategies are also emphasized in this curriculum to continue children's learning at home.

The Summer Success curriculum materials, including daily lesson plans, sample schedules, recommended storybooks, suggested creative and auxiliary activities, and select screening and assessment materials, are provided in this manual free of charge to early childhood educators and community partners who are interested in providing high-quality, individualized instruction to children preparing to enter kindergarten.

The Summer Success curriculum was piloted in the summer of 2016 and 2017. An evaluation of the curriculum demonstrated that it could be feasibly implemented in a camp-based environment, and was associated with significant gains in participating children's kindergarten readiness skills. For further information about the validation of the Summer Success curriculum, please consult the Crane Center for Early Childhood Research and Policy's Fall 2017 whitepaper titled, "Summer Success: A Comprehensive Kindergarten Readiness Camp" at earlychildhood.ehe.osu.edu



Domains of Instruction

The Summer Success curriculum focuses on providing explicit instruction in four distinct domains considered important for kindergarten readiness by the researchers, educators, and community partners consulted when developing this program. These domains are: (1) language and literacy, (2) math, (3) social-emotional, and (4) motor skills. Table 1 lists these domains, along with their corresponding learning targets. Table 2 provides an overview of when the learning targets are presented throughout the course of the four-week Summer Success program.

Table 1. Summer Success domains of instruction and their corresponding learning targets.

Domain	Learning Target
Language and Literacy	<ol style="list-style-type: none"> 1. Understand and identify story components, such as setting, characters, and events; <ul style="list-style-type: none"> • OELDS: Retell or re-enact familiar stories 2. Identify and sequence story events; <ul style="list-style-type: none"> • OELDS: Identify characters and major events in a story 3. Identify and isolate the initial sounds of words; <ul style="list-style-type: none"> • OELDS: With modeling and support Identify initial and final sounds in spoken words 4. Identify and isolate phonemes (i.e., sounds within words), and count the number of phonemes; and <ul style="list-style-type: none"> • OELDS: With modeling and support identify, blend and segment syllables in spoken words 5. Identify upper- and lower-case letters of the alphabet. <ul style="list-style-type: none"> • OELDS: With modeling and support, recognize and name some upper and lower case letters in addition to those in first name
Math	<ol style="list-style-type: none"> 1. Count numbers 1-20; <ul style="list-style-type: none"> • OELDS: Count to 20 with increasing accuracy 2. Count and identify the total number of objects in a set; <ul style="list-style-type: none"> • OELDS: Understand that the last number spoken tells the number of objects counted 3. Sort and classify objects by some property and identify common and differing features among sets; and <ul style="list-style-type: none"> • OELDS: Sort and classify objects by one or more attributes 4. Demonstrate understanding and use quantity/size comparisons (e.g., more/less, and same/different). <ul style="list-style-type: none"> • OELDS: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group up to 10
Social-Emotional	<ol style="list-style-type: none"> 1. Demonstrate self-regulation skills, such as compliance with routines and transitions, following rules, and turn-taking; and <ul style="list-style-type: none"> • OELDS: Demonstrate cooperative behaviors and fairness in social interactions 2. Understand emotions and their expression, (e.g., identify emotion based on facial expressions, predict how others might feel, use emotion language). <ul style="list-style-type: none"> • OELDS: With modeling and support, negotiate to solve social conflicts with peers



Motor Skills	<ol style="list-style-type: none"> 1. Demonstrate object control skills (i.e., rolling, catching, throwing, kicking, dribbling, and striking); and <ul style="list-style-type: none"> • OELDS: Demonstrate coordination in using objects during active play (E.G., throwing, catching, kicking balls, riding tricycle) 2. Engage in daily physical activity. <ul style="list-style-type: none"> • OELDS: Demonstrate locomotor skills with control, coordination and balance during active play (e.g., running, hopping, skipping)
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Note: Corresponding Ohio Early Learning and Development (OELDS) domain follows each learning target in the table

Table 2. Overview of learning targets presented in Summer Success curriculum.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Lang. & Lit. 1 Social-Emotional 2	Lang. & Lit. 1 Social-Emotional 2	Lang. & Lit. 1 Math 1 Motor Skills 1	Lang. & Lit. 2 Math 1	Lang. & Lit. 1 Social-Emotional 2
Week 2	Lang. & Lit. 5 Math 1 Motor Skills 1	Lang. & Lit. 2 Math 4 Motor Skills 1	Lang. & Lit. 3 Lang. & Lit. 5 Math 2 Motor Skills 1	Lang. & Lit. 3 Lang. & Lit. 5 Math 2	Lang. & Lit. 2 Math 4
Week 3	Lang. & Lit. 3 Lang. & Lit. 4 Motor Skills 1	Lang. & Lit. 1 Lang. & Lit. 4 Motor Skills 1	Lang. & Lit. 1 Lang. & Lit. 4 Motor Skills 1	Math 3 Math 4	Math 3 Math 4
Week 4	Math 3 Lang. & Lit. 4 Motor Skills 1	Math 2 Math 3	Lang. & Lit. 2 Social-Emotional 2	Social-Emotional 2 Lang. & Lit. 4	Lang. & Lit. 2 Math 2

Note. The learning targets, “Demonstrate self-regulation skills, such as compliance with routines and transitions, following rules, and turn-taking” (Social-Emotional 1) and “Engage in daily physical activity” (Motor Skills 2) are not included in the table above. They should be addressed during mealtimes, transitions, daily lessons, and free choice and auxiliary activities throughout the program, when appropriate.

Domain 1: Language and Literacy

The Language and Literacy domain of the Summer Success curriculum focuses on five learning targets: (1) Understand and identify story components, such as setting, characters, and events; (2) Identify and sequence story events; (3) Identify and isolate the initial sounds of words; (4) Identify and isolate phonemes (sounds within words) and count the number of phonemes; and (5) Identify the upper- and lower-case letters of the alphabet. These five learning targets are introduced in the Summer Success curriculum in a developmentally appropriate sequence. For example, children are provided with instruction in understanding and identifying story components prior to identifying and sequencing story events. Further, children are exposed to instruction in identifying upper- and lower-case letters of the alphabet prior to instruction in identifying and isolating phonemes.

Acquiring narrative, or storytelling, skills prior to kindergarten entry, including the ability to understand and identify story components, such as setting, characters, and events, and the ability to identify and sequence story events, is predictive of later reading abilities and academic success



(Zucker, Cabell, Justice, Pentimonti, & Kaderavek, 2013). Having a strong foundational knowledge regarding narrative structure facilitates children's comprehension of stories and helps children to organize information when telling their own stories (Khan, Gugiu, Justice, Bowles, Skibbe, & Piasta, 2016). Narratives, or stories, typically include orientation to the setting and main characters in the story, as well as an "episode," which consists of: (a) an initiating event that launches the main character into forming a goal plan, (b) an attempt to achieve the goal, and (c) the outcome or consequence of the attempt.

Developing phonological awareness skills, such as the ability to identify and isolate the initial sounds of words and phonemes (sounds within words), and count the number of phonemes, is an important precursor to reading and spelling (Burgess & Lonigan, 1998; MacDonald & Cornwall, 1995). Alphabet knowledge, including the ability to identify the upper- and lower-case letters of the alphabet, also represents an important component of emergent literacy with research demonstrating that it is the best predictor of children's later reading and spelling abilities (Leppanen, Aunola, Niemi, & Nurmi, 2008; Lonigan, Burgess, & Anthony, 2000).

Domain 2: Math

The Math domain of the Summer Success curriculum focuses on four learning targets: (1) Count and write numbers 1-20; (2) Count and identify the total number of objects in a set; (3) Sort and classify objects by some property and identify common and differing features among sets; and (4) Demonstrate understanding and use quantity/size comparisons, such as more/less, and same/different. These four learning targets are introduced in the Summer Success curriculum in a developmentally appropriate sequence. For example, children are provided with instruction in counting from 1-20 before they are presented with instruction in identifying the total number of objects in a set. Further, children are exposed to simple sorting and classification tasks before being asked to sort or classify objects according to more complex patterns.

Counting, including the ability to verbally count and write numbers 1-20, is a foundational number skill that strongly predicts children's future mathematical abilities (Aunola, Leskinen, Lerkkanen, & Nurmi, 2004). Research shows that verbal math skills such as counting are often delayed in children from low-income backgrounds, and indicates that these skills are highly dependent on input, instruction, and experience (Bradley & Corwyn, 2016; Rittle-Johnson, Fyfe, Hofer, & Farran, 2016).

Cardinality, or the ability to count and identify the total number of objects in a set, is an important precursor to the ability to quantify how much/how many and more/less, and perform arithmetic manipulations on a set such as adding and subtracting (Chu, vanMarle, & Geary, 2015). Children's understanding of cardinality follows a predictable developmental trajectory – in the first stage, children use a global visual perceptual strategy to determine if two sets have the same number of objects. Gradually, they begin to understand how to match items one-to-one in each set to determine equivalence in quantity. Finally, once this one-to-one pairing is established, they begin to understand that the last counting word represents all the items in the set.

Pattern-seeking, including the ability to sort and classify objects by some property and identify common and differing features among sets, is a critical building block in children's mathematical reasoning. Research shows that children's understanding of patterns contributes to their counting strategy development, problem-solving, generalizations about number combinations, and algebraic thinking (Copley, 2000).



Quantitative mathematical language ability, including demonstrating understanding and using quantity/size comparisons, such as more/less, and same/different is critical for early numeracy development and comprehension of exact mathematical concepts such as cardinal number knowledge (Toll & Van Luit, 2014). Moreover, knowledge of mathematical language has been hypothesized to be a critical ingredient in the success of early mathematics curricula (Chard et al., 2008).

Domain 3: Social-Emotional

The Social-Emotional domain of the Summer Success curriculum focuses on two learning targets: (1) Demonstrate self-regulation skills, such as compliance with routines and transitions, following rules, and turn-taking; and (2) Understand emotions and their expression, (i.e. identify emotion based on facial expressions, predict how others might feel, and use emotion language). The first social-emotional learning target is not explicitly included in the daily lesson plans, but should be incorporated regularly into other educational and free choice activities, mealtimes, and transitions, as appropriate.

Self-regulation skills, such as compliance with routines and transitions, following rules, and turn-taking, are predictive of children's positive adaptation to school and the development of early social skills and academic abilities (Willoughby, Kupersmidt, Voegler-Lee, & Bryant, 2011). Emotion recognition, including the ability to understand emotions and their expression (i.e. identify emotion based on facial expressions, predict how others might feel, and use emotion language), is important in helping children maintain emotional health and develop prosocial and cooperative behaviors (Izard et al., 2001).

Domain 4: Motor Skills

The Motor Skills domain of the Summer Success curriculum is based on the Successful Kinesthetic Instruction for Preschoolers (SKIP) program developed by Dr. Jacqueline D. Goodway and colleagues that has been implemented at the Ohio State University over the past 19 years (Goodway & Robinson, 2006). It focuses on two learning targets: (1) Demonstrate object control skills (rolling; catching; throwing; kicking; dribbling; and striking); and (2) Engage in daily physical activity. The first learning target is presented in a developmentally-appropriate sequence in the Summer Success curriculum during a dedicated gym session. Object control skills that include a greater number of developmental stages are presented more frequently than object control skills with a fewer number of developmental stages. The second motor skills learning target is not explicitly included in the daily lesson plans, but should be incorporated regularly into warm-ups and transitions for gym class, other educational and free choice activities, mealtimes, and transitions, as appropriate.

Fundamental motor skills (FMS), which include object control (OC) and locomotor skills, are considered the "base camp" from which all individuals start their journey toward the performance of more advanced movement patterns like sport skills (Gallahue, Ozmun, & Goodway, 2012). The Summer Success curriculum focuses on object control skills, rather than locomotor skills. Object control skills, or a set of skills used to manipulate or control an object by the hand or foot, have developmental stages that progress from simpler movement to more proficient movement. They include throwing, catching, kicking, striking, rolling and dribbling. Skills of throwing and catching have five developmental stages, and kicking and striking have four stages of development. Rolling



and dribbling do not have developmental stages that have been identified in the research literature.

FMS do not naturally emerge as part of the maturational process, and thus, structured programs are needed to promote FMS development in children (Gallahue et al., 2012; Goodway & Branta, 2003; Goodway, Crowe, & Ward, 2003). Research has reported that preschool children from low-income backgrounds in the United States are delayed in their FMS development (Goodway & Branta, 2003; Goodway, Robinson, & Crowe, 2010; Martin, Rudisill, & Hastie, 2009; Robinson & Goodway, 2009). Furthermore, a number of studies (Barnett, van Beurden, Morgan, Brooks, & Beard, 2009; Cohen, Morgan, Plotnikoff, Callister, & Lubans, 2015; Holfelder & Schott, 2014; Lubans, Morgan, Cliff, Barnett, & Okely, 2010) have provided evidence that object control skill competence in childhood is particularly important and related to physical activity outcomes in adolescence.

Physical activity is any bodily movement produced by skeletal muscles that require energy expenditure. Physical activity can be categorized into light physical activity, which is movement that does not increase the heart rate; moderate to vigorous physical activity (MVPA), which is movement that increase the heart rate moderately; and vigorous physical activity that refers to movement that intensively increases the heart rate. MVPA promotes a healthy developmental trajectory by improving cardiovascular health, adequate bone and motor development, as well as positive cognitive and social development.



Lesson Plans

The Summer Success curriculum includes four domains of learning: (1) language and literacy; (2) math; (3) social-emotional; and (4) motor skills, along with their corresponding learning targets across 20 total days of instruction. Each learning target is introduced in a specific sequence to allow for scaffolding of difficulty. For example, math learning target 1: Count and write numbers 1-20 is presented before math learning target 4: Demonstrate understanding and use quantity/size comparisons, such as more/less, and same/different. This is to promote understanding of foundational skills before introducing concepts that are more challenging.

Each daily lesson plan addresses two or more learning targets and includes the following components: (a) reading of storybooks in a large group, (b) group discussion of these storybooks, (c) free choice activities, and (d) large group instruction. While each daily lesson plan includes a specific free choice activity, teachers may implement these activities during any day of the week. For each day, educators are provided with explicit instruction regarding how to implement activities. Supplemental activities are included throughout the lesson plans when appropriate.

A complete list of recommended books that correspond with these daily lesson plans and a sample daily schedule can be found in the appendices of this manual.

Lesson plans include the following information:

- **Week and Day of Each Lesson:** Details when each daily lesson plan should be implemented.
- **Domains and Learning Targets:** Lists the domains and learning targets being addressed during each daily lesson plan.
- **Books:** Lists the books recommended for the group book discussion for each daily lesson plan.
- **Materials:** Lists all of the materials required to implement each daily lesson plan.
- **Book Discussion:** Describes the group book discussions and ways to scaffold learning for each child.
- **Morning Meeting:** This time is used to introduce the children to the table choices that are available to them that day. This is a time when teachers can remind the children which teacher they will be working with and to extend the discussion from the first book discussion. This is not listed in the lesson plans and should be tailored to fit each group.
- **Table Choice Activities:** These activities are done in small groups that are teacher facilitated and focus on the daily learning targets. The goal is to have each child work on table choice each day. A majority of these activities will be done at tables, but some involve movement.
- **Free Choice Activities:** These activities include building and dramatic play and change weekly. The weekly breakdown allows program staff to determine the best choice for their group. These spaces are explored independently by children with support from the teachers.
- **Large Group Activities:** These activities are done with the group as a whole and incorporate the daily learning targets. These activities can be done during transition waiting times or during outside play.
- **Supplements:** Describes supplemental activities that may be used to reinforce various learning targets during any day of the week corresponding to that daily lesson plan.



Week 1 Schedule Breakdown

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Targets	<ul style="list-style-type: none"> Understand and identify story components Understand emotions and their expressions 	<ul style="list-style-type: none"> Understand and identify story components Understand emotions and their expression 	<ul style="list-style-type: none"> Understand and identify story components Count numbers 1-20 	<ul style="list-style-type: none"> Identify and sequence story events Count numbers 1-20 	<ul style="list-style-type: none"> Understand and identify story components Understand emotions and their expression
Books Needed	<ol style="list-style-type: none"> <i>Where the Wild Things Are</i> <i>The Way I Feel</i> 	<ol style="list-style-type: none"> <i>The Curious Garden</i> <i>My Many Colored Days</i> 	<ol style="list-style-type: none"> <i>Ten Black Dots</i> <i>The Very Hungry Caterpillar</i> 	<ol style="list-style-type: none"> <i>Where's my Teddy?</i> <i>Counting Crocodiles</i> 	<ol style="list-style-type: none"> <i>Caps for Sale</i> <i>The Way I Feel</i>
Table Choices	<ul style="list-style-type: none"> <i>Where the Wild Things Are</i> Drawings Make a Puppet Emotions Bingo Create a face 	<ul style="list-style-type: none"> Make a Garden Dice charades Emotions Bingo Puppet Show 	<ul style="list-style-type: none"> Puppet Show Hungry Caterpillar Sequencing Play Dough Cardinality Bead Bracelets 	<ul style="list-style-type: none"> Story cards Butterfly Life cycle sort and draw Bug count Bead Bracelets 	<ul style="list-style-type: none"> Puppet Show Dice Charades Create a Face Play Dough Cardinality
Supplement Activities	<ul style="list-style-type: none"> First name writing 	<ul style="list-style-type: none"> First name writing 	<ul style="list-style-type: none"> Decorate flower pots 	<ul style="list-style-type: none"> Planting flowers 	<ul style="list-style-type: none"> Butterfly Names
Large Group	<ul style="list-style-type: none"> Emotions chart 	<ul style="list-style-type: none"> How Seeds Grow 	<ul style="list-style-type: none"> Life Cycle of a Butterfly 	<ul style="list-style-type: none"> How Many Letters are in Your Name? 	<ul style="list-style-type: none"> Parachute with Feelings Emotions Graph

Note: Chart does not include a space for free choice activities. Use the spaces below to determine free choices activities for the week. Examples of free choice activities can be found on page 68.

Week 1 Free Choice Activities:

Choice 1: _____

Choice 2: _____



Week 1, Day 1

Domains: Language and Literacy, Social-Emotional

Learning Targets:

1. Understand and identify story components, such as setting, characters, and events.
2. Understand emotions and their expression, (i.e. identify emotion based on facial expressions, predict how others might feel, use emotion language).

Books:

1. *Where the Wild Things Are (WTWTA)* by Maurice Sendak
2. *The Way I Feel* by Janan Cain

Materials:

- Paper bags or socks
- Coloring utensils
- Yarn, googly eyes, scrap paper
- Glue
- *Emotions Bingo* boards
- Bingo pieces
- *Emotions Chart*
- *First Name Writing* cards
- *Create a Face* blank faces
- Emotion word cards
- Dry erase markers
- Blank paper

Target 1: Understand and identify story components, such as setting, characters, and events.

Book Discussion: Read *Where the Wild Things Are*. Highlight characters and settings within the book. Explain the terms “character” (who is in the book) and “setting” (where the book takes place).

Table Choice activities:

- *Make a Puppet:* Using paper bags or socks, encourage children to create a puppet that will be used throughout the program. This puppet can be of themselves or of a character from a familiar story. Talk about what setting they might need to use their puppet in a show. For example, if they create a wolf puppet they might need to create the dark woods and also create a little girl puppet to tell the story of Little Red Riding Hood.
- *WTWTA Drawings:* Have the children draw a picture from the book *Where the Wild Things Are* and ask the child to describe their picture. Prompt them to use the words setting and characters when discussing these parts of their drawing.

Target 2: Understand emotions and their expression, (i.e. identify emotion based on facial expressions, predict how others might feel, use emotion language).

Book Discussion: While reading *The Way I Feel*, prompt children to identify the emotion on each page. Discuss how the colors on each page represent the emotion on each page (e.g.,



'happy' is represented by bright yellow and orange, while 'scared' is represented by black and dark blue). Encourage the children to make the faces for each emotion.

Table Choice activities:

- *Emotions Bingo:* Create 3 x 3 bingo cards with pictures of children expressing at least six different emotions (e.g., happy, sad, angry, scared, tired, and/or disgusted). Call out an emotion and ask children to identify the picture corresponding to that emotion, and place bingo pieces on top of the picture corresponding to that emotion. Continue activity until children have identified all of the emotions on their cards.
- *Create a Face:* Create emotion word cards and pages with blank faces and laminate. Encourage the children to use dry erase markers to draw the different parts of the face to show how they are feeling. Have the children identify their feelings, using the book *The Way I Feel* as a prompt when needed. Have the children write their feeling on the face, using the emotion word cards for support, and talk about things that make them feel this way.

Large Group activities:

- *Emotions Chart:* Using large pieces of butcher paper, prepare separate charts for two or three emotions (e.g., a chart for "happy", "sad", "angry". Refer to each chart individually and discuss events or things that can make someone to feel the emotion depicted on the chart. Prompt children to share events or things that make them feel the same way. Then ask children to draw pictures representing the events or things that make them feel the emotions depicted on the charts.

Supplements:**Table Choice activities:**

- *First Name Writing:* Type, print, cut out, and laminate cards containing children's first names. Include spaces or boxes underneath each letter in the children's first names for children to practice writing each letter of their first name. Set out dry erase markers or other writing utensils for children to use in their name-writing practice.



Week 1, Day 2

Domains: Language and Literacy, Social-Emotional

Learning Targets:

1. Understand and identify story components, such as setting, characters, and events.
2. Understand emotions and their expression, (i.e. identify emotion based on facial expressions, predict how others might feel, use emotion language).

Books:

1. *The Curious Garden* by Peter Brown
2. *My Many Colored Days* by Dr. Seuss

Materials:

- Large blank paper
- Garden cutouts (i.e. flowers, vegetables, trees, grass)
- Scrap paper
- Scissors
- Coloring utensils
- Glue
- *Dice Charades* animals and emotions dice
- *Emotions Bingo* boards
- Bingo Pieces
- *How a Seed Grows* chart
- *First Name Writing* cards
- *Dry erase markers*

Target 1: Understand and identify story components, such as setting, characters, and events.

Book Discussion: Read *The Curious Garden* and highlight the characters and setting within the book. Talk about how the setting changed from the beginning of the book to the end of the book. It is still the same place, but the garden made the city lush and green and made the characters in the story happier. Discuss items found in a garden (e.g., food, flowers, bugs, worms, etc.) and prompt children to identify and discuss the various items in Liam's garden and the places that things grew.

Table Choice activities:

- *Make a Garden:* Have the children think back to the items they saw in *The Curious Garden* and talk about the different items they would like to put in their garden. Show them the various cutouts of items and let them know they can use these items or the paper to create a garden. Let the children know that everyone will be working on the garden during table choices and the garden will be hung in the classroom for everyone to explore.
- *Puppet Show:* Encourage children to create their own stories using the puppets they created as characters and imagining various settings for their stories to take place. If children find it difficult to create their own stories, encourage them to recall and/or reenact *The Curious Garden*, *Where the Wild Things Are*, and *The Way I Feel*. These books can be available for the children to refer to during play.



Target 2: Understand emotions and their expression, (i.e. identify emotion based on facial expressions, predict how others might feel, use emotion language).

Book Discussion: While reading *My Many Colored Days*, prompt children to identify the emotion described on each page and the color the author associated with each emotion (e.g., “The blue-colored page represents sadness.” Prompt children to recall *The Way I Feel* to assist them with identifying the emotions and associated colors described on each page.

Free Choice activities:

- *Dice Charades:* Using a cube tissue box for die, glue or tape pictures of emotions to each of the six sides of the tissue box. Go through each side of the die and have the children identify the emotion. Tell children that they are going to take turns rolling the die and acting out the different emotions. Encourage the children to act out the emotion that they roll and ask them when they might feel this way.
- *Emotions Bingo:* Create 3 x 3 bingo cards with pictures of children expressing at least six different emotions (e.g., happy, sad, angry, scared, tired, and/or disgusted). Call out an emotion and ask children to identify the picture corresponding to that emotion, and place bingo pieces on top of the picture corresponding to that emotion. Continue activity until children have identified all of the emotions on their cards.

Supplements:

Large Group activities:

- *How Seeds Grow Chart:* Prepare a chart depicting the life cycle of a flower in three stages: (1) seeds, (2) sprout, and (3) flower. Discuss with children how flowers grow, emphasizing the words, “first, next and last.” Prompt the children to repeat the stages back to the teacher, using the words, “first, next, and last.” Let the children know that they will be decorating flower pots and planting flowers later in the week and they will be growing these flowers during camp.

Table Choice activities:

- *First Name Writing:* Have children use dry erase markers to practice writing their name. Talk about the letters in their name as they write.



Week 1, Day 3

Domains: Language and Literacy, Math, Motor Skills

Learning Targets:

1. Understand and identify story components, such as setting, characters, and events.
2. Count and write numbers 1-20.
3. Demonstrate object control skills (rolling; catching; throwing; kicking; dribbling; and striking)

Books:

1. *Ten Black Dots* by Donald Crews
2. *The Very Hungry Caterpillar* by Eric Carle

Materials:

- Puppets
- *Hungry Caterpillar Sequencing* story cards
- *Hungry Caterpillar Sequencing* caterpillars
- Playdough
- Number Cards
- Beads
- Pipe Cleaners
- *How Many Letters in Your Name?* chart
- Paper
- Markers
- Flower Pots/cups
- Permanent markers or Paint
- Beach balls
- Foam balls
- Tennis balls
- Scarfs
- Beanbags
- Poly spots

Target 1: Understand and identify story components, such as setting, characters, and events.

Book Discussion: After reading *The Very Hungry Caterpillar*, prompt children to identify the characters and events in the story. For example, have the children recall what foods the caterpillar ate before he turned into a butterfly. Point out that our story only has one character, the caterpillar/butterfly.

Table Choice activities:

- *Hungry Caterpillar Sequencing:* Copy and print pictures from *The Very Hungry Caterpillar* to create story cards and attach story cards to clothespins. Decorate paint stir-sticks to resemble caterpillars. Prompt children to attach the story events to the stir-sticks in order. Use the book to scaffold children who need extra support.
- *Puppet Show:* Encourage children to create their own stories using the puppets they created as characters and imagining various settings for their stories to take place. If



children find it difficult to create their own stories, encourage them to recall and/or reenact *The Curious Garden*, *Where the Wild Things Are*, and *The Way I Feel*. You can have these books available for the children to refer to during play.

Target 2: Count and write numbers 1-20.

Book Discussion: As you read, *Ten Black Dots*, prompt children to count the dots on each page while you point to each dot. Discuss the images the dots create on each page (e.g., “The dots create a snake on one page, but marbles on another.”)

Table Choice activities:

- *Bead Bracelets:* Using pipe cleaners and beads, give each child a number from 1-20 and prompt him or her to string the corresponding number of beads onto a pipe cleaner. Once children have added the correct number of beads to their pipe cleaners, encourage them to use a new pipe cleaner to try a different number. Repeat the activity and prompt the children to practice counting the number of beads on their pipe cleaners. Ask questions such as, “Are there more or less beads on your second pipe cleaner?” or “Which friend has more or less beads on their bracelet?”
- *Playdough Cardinality:* Tell the children that they will be using playdough to count different numbers. Have the children practice rolling balls of playdough using their hands. Call out a number 1-20 and prompt children to make simple shapes from playdough to represent that number, such as ‘9 balls’ or ‘6 pancakes.’

Large Group activities:

- *Life Cycle of a Butterfly:* Discuss the life cycle of a butterfly in four stages: (1) egg, (2) caterpillar, (3) chrysalis, and (4) butterfly. Emphasize words such as ‘first, next, and last’ to describe the sequence of the four stages. Use an accompanying chart with drawings or pictures of the stages as a visual aid.

Supplements:

Table Choice activities:

- *Decorate Flower Pots:* Using flowerpots or cups have the children decorate the flowerpot they will use to plant their flower. Encourage them to use a variety of colors and to write their name on the pot. These will be used on Week 1, Day 4.

Target 3: Demonstrate object control skills (rolling; catching; throwing; kicking; dribbling; and striking).

Gym Class:

- *Warm-Up* (3-4 minutes, using music to encourage movement)
- *Catching Activities* (12 minutes):
 - When children are not able to catch a tossed ball:
 - Roll and catch a ball with a partner on the floor back and forth.
 - Toss and catch a ball with a friend over a short distance
 - Self-toss and catch a scarf.
 - When children are able to catch a ball with their arms but not with their hands:
 - Self-toss and catch a beach ball
 - Toss and catch a ball with a friend over a short distance and slowly progress to a further distance. Start with a large ball like a beach ball



and progress to smaller balls like a medium-sized foam ball and then a tennis ball.

- *Throwing Activities* (12 minutes):
 - When children can throw front-facing and with a “chopping” action of the arm:
 - Step onto a poly spot and throw to the wall. Progress from stepping with the same side foot to throwing hand to stepping with the opposite foot to hand.
 - When children are able to step and throw with opposite foot to hand:
 - Throw a beanbag to a big target on the wall from a short distance. Slowly increase difficulty by using smaller targets and increasing the distance from the wall.
 - Throw a beanbag, beginning with a wind-up of the arm from behind the body to a follow-through of the arm across the body.
- *Cool-Down/Stretching* (3 minutes)



Week 1, Day 4

Domains: Language and Literacy, Math

Learning Targets:

1. Identify and sequence story events.
2. Count and write numbers 1-20.

Books:

1. *Where's My Teddy?* by Jez Alborough
2. *Counting Crocodiles* by Judy Sierra

Materials:

- Pictures of butterfly life cycle stages
- *Where the Wild Things Are* story cards
- Pipe Cleaners
- Beads
- Bugs
- Shovels
- Tweezers
- Cups/bowls
- Playdough
- Number Cards
- Decorated Pots
- Potting soil
- Flower seeds
- *How Many Letters in Your Name?* chart
- Small dry erase board for each child
- Dry erase marker for each child

Target 1: Identify and sequence story events.

Book Discussion: After reading *Where's My Teddy*, prompt children to retell the events of the story by referring to the pictures in the book. Ask questions such as, "What was Eddie doing first? What happened next? And what happened after that?" to encourage children to sequence the events in the story.

Table Choice activities:

- *Butterfly Life Cycle Sort:* Print pictures of the four stages of the butterfly life cycle on separate sheets of paper. Facilitate children working collaboratively to place the pictures in the correct sequence, prompting them to use the words, "first, next, and last." Have the children draw the stages of a butterfly's life and write the words of each stage below the picture (i.e. egg, caterpillar, chrysalis, and butterfly).
- *Story Cards:* Copy and print the illustrations from different pages of *WTWTA* to make story cards. Place the book on the table as reference for the children. Prompt children to arrange the story cards in chronological order, using the words "first, next, and last" to describe the different parts of the story.



Target 2: Count and write numbers 1-20.

Book Discussion: After reading *Counting Crocodiles*, read the book again while encouraging children to help count the crocodiles on each page. Practice counting forwards from 1-10 and backwards from 10-1. Encourage the children to jump or clap while counting.

Table Choice activities:

- *Bead Bracelets:* Using pipe cleaners and beads, give each child a number from 1-20 and prompt him or her to string the corresponding number of beads onto a pipe cleaner. Once children have added the correct number of beads to their pipe cleaners, encourage them to use a new pipe cleaner to try a different number. Repeat the activity and prompt the children to practice counting the number of beads on their pipe cleaners. Ask questions such as, “Are there more or less beads on your second pipe cleaner?” or “Which friend has more or less beads on their bracelet?” Have the children choose a pipe cleaner to turn into a bracelet.
- *Bug Count:* Fill a large tub with soil and scatter plastic bugs within the soil. Encourage children to dig for bugs and use the tweezers to pick the bugs up and place them into numbered cups. Have the children count the bugs as they put them into the cups. Show the children that the number on the cup represents the total number of bugs.

Large Group activities:

- *How Many Letters are in Your Name? Chart:* Prepare a large chart that includes the names of children participating in the program. Prompt each child to approach the chart and count the number of letters in their name. Use a graph to compare the number of letters in each child’s name and talk about which name has more/less/the same number of letters. On small dry erase boards, encourage the children to practice writing their name and counting the number of letters.

Supplements:**Table Choice activities:**

- *Planting Flowers:* Using flowerpots or cups have the children decorate the flowerpot they will use to plant their flower. Encourage them to use a variety of colors and to write their name on the pot. These will be used on Week 1, Day 4.



Week 1, Day 5

Domains: Language and Literacy, Social-Emotional

Learning Targets:

1. Understand and identify story components, such as setting, characters, and events.
2. Understand emotions and their expression, (i.e. identify emotion based on facial expressions, predict how others might feel, use emotion language).

Books:

1. *Caps for Sale* Esphyr Slobodkina
2. *The Way I Feel* by Janan Cain

Materials:

- Variety of puppets
- *Dice Charades* die
- *Create a Face* faces
- Dry erase markers
- Emotion word cards
- Playdough
- Number Cards
- Butcher paper
- Markers
- Play parachute
- Butterfly outlines
- Velcro
- *First Name Writing* cards
- Watercolors
- Paintbrushes

Target 1: Understand and identify story components, such as setting, characters, and events.

Book Discussion: While reading *Caps for Sale*, prompt to children identify the setting and the characters introduced on each page. Encourage children to act out the pages while the teacher reads (e.g., assign one child to act out the part of the peddler while the other children act out the part of the monkeys).

Table Choice activities:

- *Puppet Show:* Encourage children to create their own stories using puppets as the characters and imagining various settings for their stories to take place. If children find it difficult to create their own stories, encourage them to reenact a familiar story from a book or something they have done (i.e. going to the grocery store or *Caps for Sale*). These books can be available for the children to refer to during play.

Target 2: Understand emotions and their expression, (i.e. identify emotion based on facial expressions, predict how others might feel, use emotion language).



Book Discussion: Before reading each page of *The Way I Feel*, ask the children how the person on each page might feel. Ask questions such as, “How do we know this person feels this way? Have you felt this way before? What did you do when you felt that way?”

Table Choice activities:

- *Dice Charades:* Using a cube tissue box for the die, glue or tape pictures of emotions to each side of the tissue box. Review each side of the die and have the children identify the emotion. Tell the children they are going to take turns rolling the die and acting out the different emotions. Encourage the children to act out the emotion they roll and ask them when they might feel this way.
- *Create a Face:* Create emotion word cards and pages with blank faces and laminate. Encourage the children to use dry erase markers to draw the different parts of the face to show how they are feeling. Have the children identify their feelings, using the book *The Way I Feel* as a reference when needed. Have the children write their feeling on the face, using the emotion word cards for support, and talk about things that make them feel this way.

Large Group activities:

- *Emotions Graph:* Ask children what emotion they are feeling today. Using butcher paper, draw a graph to record the number of children feeling each emotion. Prompt children to count the number of peers feeling each emotion on the graph. Identify which emotion the most peers are feeling, and which emotion the least friends are feeling.
- *Parachute with Feelings:* Using a play parachute, encourage children to make large, small, fast, and slow waves. Expand this activity by encouraging children to move under the parachute in different ways based on how they feel (e.g., “Crawl under the parachute if you are feeling happy.”)

Supplements:

Table Choice activities:

- *Butterfly Names:* Print outlines of butterflies for each child. Encourage children to paint their butterflies. Write children’s names on their butterflies. Attach Velcro to the butterflies and to a large piece of butcher paper. Prompt children to identify their butterflies by their names and attach them to the paper. Expand this activity by encouraging children to attach their butterflies each day that they return to Summer Success.
- *Playdough Cardinality:* Tell the children that they will be using playdough to count different numbers. Have the children practice rolling balls of playdough using their hands. Call out a number 1-20 and prompt children to make simple shapes from playdough to represent that number, such as ‘9 balls’ or ‘6 pancakes’.



Week 2 Schedule Breakdown

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Domains and Targets	<ul style="list-style-type: none"> Identify upper- and lower-case letters of the alphabet Count numbers 1-20 	<ul style="list-style-type: none"> Identify and sequence story events Demonstrate understanding and use quantity/size comparisons 	<ul style="list-style-type: none"> Identify and isolate the initial sounds of words Identify upper and lower case letters Count and identify the total number of objects in a set 	<ul style="list-style-type: none"> Identify and isolate the initial sounds of words Identify upper and lower case letters Count and identify the total number of objects in a set 	<ul style="list-style-type: none"> Identify and sequence story events Demonstrate understanding and use quantity/size comparisons
Books Needed	<ol style="list-style-type: none"> <i>The Letters Are Lost</i> <i>Caps for Sale</i> 	<ol style="list-style-type: none"> <i>The Little Mouse, The Red Ripe Strawberry, and the Big Hungry Bear</i> <i>Albert's Bigger than Big Idea</i> 	<ol style="list-style-type: none"> <i>Chicka Chicka Boom Boom</i> <i>Pete the Cat and His Four Groovy Buttons</i> 	<ol style="list-style-type: none"> <i>Z is for Moose</i> <i>Over in the Garden</i> 	<ol style="list-style-type: none"> <i>The Three Little Fish and the Big Bad Shark</i> <i>I'm the Biggest Thing in the Ocean</i>
Table Choices	<ul style="list-style-type: none"> Sandbox Letters First Letter Name Art Fingerprint Art Lego Measuring 	<ul style="list-style-type: none"> <i>The Little Mouse</i> story cards Fantastic Fish Measuring Lego Measuring Event Sequencing 	<ul style="list-style-type: none"> Initial Sounds Puzzle Sandbox with Letters Fingerprint Art Lego Measuring 	<ul style="list-style-type: none"> Letter Bingo Sandbox Letters Race to fill the cup Shape pizza 	<ul style="list-style-type: none"> Three Little Fish story cards Fantastic Fish Event Sequencing Lego Measuring
Supplement Activities	<ul style="list-style-type: none"> Free Write Station 	<ul style="list-style-type: none"> Free Write Station 	<ul style="list-style-type: none"> Free Write Station 	<ul style="list-style-type: none"> Free Write Station 	<ul style="list-style-type: none"> Free Write Station
Large Group	<ul style="list-style-type: none"> Musical Alphabet Game 	<ul style="list-style-type: none"> Hungry Caterpillar Food Toss 	<ul style="list-style-type: none"> Hopscotch Bean Bag Toss 	<ul style="list-style-type: none"> Number Hunt 	<ul style="list-style-type: none"> Building Houses

Note: Chart does not include a space for free choice activities. Use the spaces below to determine free choices activities for the week. Examples of free choice activities can be found on page 68.

Week 2 Free Choice Activities:

Choice 1: _____

Choice 2: _____



Week 2, Day 1

Domains: Language and Literacy, Math, Motor Skills

Learning Targets:

1. Identify upper- and lower-case letters of the alphabet.
2. Count and write numbers 1-20.
3. Demonstrate object control skills (rolling; catching; throwing; kicking; dribbling; and striking)

Books:

1. *The Letters Are Lost* by Lisa Ernst
2. *Caps for Sale* by Esphyr Slobodkina

Materials:

- Dry erase board, chalk board or butcher paper
- Plastic tub
- Sand
- Scrabble pieces or plastic letters
- Paper cut into the first letter of each child's name
- Writing utensils
- Coloring utensils
- *Musical Alphabet Game* letter-circles
- *Fingerprint Art* flowers or ladybug printouts
- Inkpads
- Legos™
- Classroom objects of various sizes
- Poly spots
- Beanbags
- Tees
- Tee ball bats
- Tee balls

Target 1: Identify upper- and lower-case letters of the alphabet.

Book Discussion: While reading *The Letters are Lost*, prompt children to identify the letters of the alphabet on the page and guess the letter on the next page. Discuss which sound each letter makes. After reading the book, choose several letters and encourage the children to give examples of words that start with each letter. Write the words on a dry erase board, chalk board or butcher paper. Point to each word and its initial letter.

Table Choice activities:

- *Sandbox with Letters:* Fill a large tub with sand and hide scrabble pieces or plastic letters in the sand. Encourage children to dig for letters and practice writing each letter they find either in the sand or using paper and writing utensils.
- *First Letter Name Art:* Using construction paper, create a large outline of the first letter of each child's name. Leave enough space inside each letter to draw pictures and write words that start with that first letter (e.g., a child with a name that begins with the letter



'C' might write the words "cat" or "car" or draw corresponding pictures). To scaffold children, provide printed pictures corresponding to children's names to serve as prompts.

Large Group activities:

- *Musical Alphabet Game*: Cut large circles out of construction paper, write a letter on each circle and laminate the letter-circles. Place the letter-circles on the floor, either in alphabetical order or randomly. Play music and prompt children to walk around the room, stepping on one letter at a time. Stop the music and prompt children to identify the letter-name and letter-sound of the letter they are standing on. Repeat activity multiple times.

Target 2: Count and write numbers 1-20.

Book Discussion: While reading *Caps for Sale*, prompt children to count the number of blue, red, brown, and gray caps, as well as the total number of caps. Encourage the children to act out the pages while the teacher reads (e.g., assign one child to act out the part of the peddler while the other children act out the part of the monkeys).

Table Choice activities:

- *Fingerprint Art*: Print pictures of ladybugs without spots and/or flowers without petals. Write a number 1-20 on each ladybug and/or flower. Prompt children to use inkpads and their fingers to stamp the corresponding number of spots/petals on each ladybug and/or flower.
- *Lego™ Measuring*: Set out different classroom objects (e.g., books, markers, pencils), along with Lego™ pieces. Prompt children to stack Legos™ to the same height or length of the object. Then, encourage children to count the number of Legos™ required to "measure" the object.

Target 3: Demonstrate object control skills (rolling; catching; throwing; kicking; dribbling; and striking)

Gym Class:

- *Warm-Up* (3-4 minutes, using music to encourage movement)
- *Throwing Activities* (12 minutes):
 - When children can throw front-facing and with a "chopping" action of the arm:
 - Step onto a poly spot and throw to the wall. Progress from stepping with the same side foot to throwing hand to stepping with the opposite foot to hand.
 - When children are able to step and throw with opposite foot to hand:
 - Throw a beanbag to a big target on the wall from a short distance. Slowly increase difficulty by using smaller targets and increasing the distance from the wall.
 - Throw a beanbag, beginning with a wind-up of the arm from behind the body to a follow-through of the arm across the body.
- *Striking Activities* (12 minutes):
 - When children can strike a ball off of a tee downward, or front-facing, or one-handed:
 - Practice gripping the bat properly (the dominant hand should grip the bat above the non-dominant hand).



- Strike a ball off a tee to the wall or a target with one hand while standing on a poly spot placed to the side of the tee.
- When children are able to strike a ball off of a tee using two hands:
 - Strike a ball off a tee to the wall or a target using a step to swing-through motion. Child may progress from stepping with the same side foot and dominant hand to stepping with the opposite foot to dominant hand.
 - Strike a ball off a tee to the wall or a target by swinging the bat back and then following through across the body. Gradually increase the distance of the ball to the wall/target.
- *Cool-Down/Stretching* (3 minutes)

Supplements:

Table Choice activities:

- *Free Write Station*: Set out white paper, writing utensils, and coloring utensils for children to practice writing letters and numbers, or to free draw.



Week 2, Day 2

Domains: Language and Literacy, Math, Motor Skills

Learning Targets:

1. Identify and sequence story events.
2. Demonstrate understanding and use quantity/size comparisons, such as more/less, and same/different.
3. Demonstrate object control skills (rolling; catching; throwing; kicking; dribbling; and striking)

Books:

1. *The Little Mouse, The Red Ripe Strawberry, and the Big hungry Bear* by Audrey Wood
2. *Albert's Bigger than Big Idea* by Eleanor May

Materials:

- *Little Mouse and the Red Ripe Strawberry* story cards
- *Hungry Caterpillar Food Toss* trifold poster board
- Plastic foods or bean bags
- Paper label “long” and “short”
- Fish cutouts of various lengths
- Writing utensils
- *Event Sequencing Cards*
- Plastic tub
- Sand
- Scrabble pieces or plastic letters
- Legos™
- Classroom objects of various sizes
- Basketballs or gym balls

Target 1: Identify and sequence story events.

Book Discussion: After reading *The Very Hungry Caterpillar*, discuss the foods that the caterpillar ate, using words such as “first, next, and last” (e.g., “What did the caterpillar eat first?”). Prompt children to discuss the sequence of events in the book and encourage children to recall the life cycle of a butterfly discussed during the previous week.

Table Choice activities:

- *The Little Mouse Sequencing:* Copy and print pictures from *The Little Mouse and the Red Ripe Strawberry* to create story cards. Prompt children to put the story cards in order and use the story cards to retell the story. Use the book to scaffold children who need extra support.
- *Event Sequencing:* Create picture cards depicting the steps of familiar routines (i.e. getting ready for bed, school schedule, or brushing your teeth). Have the children put the cards in order using the words first, next, and last. For children needing more support, go through the cards together first, have the children repeat the steps, and then have the child put the cards in order on their own.



Large Group activities:

- *Hungry Caterpillar Food Toss Game:* Using a large trifold board, create a large cardboard cutout of the caterpillar's face and cut out an opening for the mouth. This opening should be large enough for children to toss in various plastic foods. Prompt children to toss foods into the caterpillar's mouth in the same order and amount as they appeared in the story (e.g. one apple, two pears).

Target 2: Demonstrate understanding and use quantity/size comparisons, such as more/less, and same/different.

Book Discussion: While reading *Albert's Bigger than Big Idea*, ask children questions such as, "Why did Albert need a bigger bag?" After the story, show children various plastic fruits, and prompt them to identify which is larger and which is smaller.

Table Choice activities:

- *Fantastic Fish Measuring:* Using two sheets of paper, label the top of one paper "short" and the top of the second paper "long." Tell the children that they will be sorting the fish by their length. Some of the fish are short and some are long. Prompt the children to lay the fish out and determine which are long and which are short. Have them place the fish on the matching paper. Have the children work in pairs to complete this task. Expand this by having the children put the fish in order from longest to shortest.
- *Lego Measuring:* Set out different classroom objects (e.g., books, markers, pencils), along with Lego™ pieces. Prompt children to stack Legos™ to the same height or length of the object. Then, encourage children to count the number of Legos™ required to "measure" the object.

Target 3: Demonstrate object control skills (rolling; catching; throwing; kicking; dribbling; and striking).

Gym Class:

- *Warm-Up* (3-4 minutes, using music to encourage movement)
- *Rolling Activities* (12 minutes):
 - When children are able to toss a ball, but cannot roll a ball on the floor:
 - Bend knees and roll a ball on the floor to a target/pins.
 - When children are able to roll a ball on the floor:
 - Step, bend knees, and roll a ball on the floor to a target. Child may progress from stepping with the same side foot and rolling hand to stepping with the opposite foot to hand.
 - Step, bend knees, and roll a ball on the floor beginning with a backwards swing with the rolling hand to rolling the ball forward.
- *Dribbling Activities* (12 minutes):
 - When children are not able to dribble a ball:
 - Bounce a ball on the floor and catch it using two hands. Child may start on their knees and progress to bouncing and catching while standing.
 - Children on their knee and dribble with one hand 2 times, and catch with 2 hand, and progress to dribble more.
 - When children are able to dribble a ball:
 - Dribble a ball while stationary and standing.
 - Dribble a ball using the pads of fingers and practice bouncing the ball no higher than belly button.



- *Cool-Down/Stretching* (3 minutes)

Supplements:

Table Choice activities:

- *Sandbox with Letters*: Fill a large tub with sand and hide scrabble pieces or plastic letters in the sand. Encourage children to dig for letters and practice writing each letter they find either in the sand or using paper and writing utensils.
- *Free Write Station*: Set out white paper, writing utensils, and coloring utensils for children to practice writing letters and numbers, or to free draw.



Week 2, Day 3

Domains: Language and Literacy, Math, Motor Skills

Learning Targets:

1. Identify and isolate the initial sounds of words.
2. Identify upper- and lower-case letters of the alphabet.
3. Count and identify the total number of objects in a set.
4. Demonstrate object control skills (rolling; catching; throwing; kicking; dribbling; and striking)

Books:

1. *Chicka Chicka Boom Boom* by Bill Martin Jr.
2. *Pete the Cat and His Four Groovy Buttons* by Eric Litwin

Materials:

- Laminated letters
- *Initial Sounds Puzzles*
- Plastic Tub
- Sand
- Scrabble letters or plastic letters
- *Fingerprint Art* pages
- Inkpads
- Legos™
- Classroom objects of various sizes
- Beanbag
- Sidewalk chalk
- White paper
- Writing utensils
- Coloring utensils
- Soccer balls, basketballs, and/or gym balls

Target 1: Identify and isolate the initial sounds of words, and identify upper- and lower-case letters of the alphabet.

Book Discussion: Print and laminate individual letters of the alphabet. Before reading *Chicka Chicka Boom Boom*, pass out a laminated letter to each child. As you read *Chicka Chicka Boom Boom*, prompt children to hold up their letters when they are introduced in the story.

Table Choice activities:

- *Initial Sounds Puzzle:* Crate and print cards that have a letter on one side and a picture of an object that begins with that letter on the other side. Cut these to create sides that match and laminate. Have the children work to match the picture pieces with the letter pieces while emphasizing the beginning sound of each word to help the child identify the letter they need.



- *Sandbox with Letters*: Fill a large tub with sand and hide letters in the sand. Encourage children to dig for letters and practice writing each letter they find either in the sand or using paper and writing utensils.

Target 2: Count and identify the total number of objects in a set.

Book Discussion: While reading *Pete the Cat and His Four Groovy Buttons*, ask children to count the total number of buttons on each page. While reading, also point out the numeral for each corresponding number of buttons. As the buttons go missing, ask children whether there are more or less buttons (e.g. “If there are three buttons, is that more or less than four buttons?”).

Free Choice activities:

- *Fingerprint Art*: Print pictures of ladybugs without spots and/or flowers without petals. Write a number 1-20 on each ladybug and/or flower. Prompt children to use inkpads and their fingers to stamp the corresponding number of spots/petals on each ladybug and/or flower.
- *Lego™ Measuring*: Set out different classroom objects (e.g., books, markers, pencils), along with Lego™ pieces. Prompt children to stack Legos™ to the same height or length of the object. Then, encourage children to count the number of Legos™ required to “measure” the object.

Large Group activities:

- *Hopscotch Bean Bag Toss*: Using sidewalk chalk, create a hopscotch outline, numbered 1-10, on the playground or another outdoor space. Line children up. Prompt the first child in line to toss a beanbag onto a number on the hopscotch outline, and identify the number aloud. Then, encourage the child hop through each square of the hopscotch, counting aloud as they hop. Challenge the children to hop with both feet or to hop on just one foot. For larger groups of children, creating more than one hopscotch board will minimize wait time and allow the children to do the activity more than once.

Target 3: Demonstrate object control skills (rolling; catching; throwing; kicking; dribbling; and striking)

Gym Class:

- *Warm-Up* (3-4 minutes, using music to encourage movement)
- *Kicking Activities* (12 minutes):
 - When children can stand stationary behind a ball, but are not able to kick a ball very well:
 - Stand on one leg and, holding the wall or a friend’s hand, swing free leg back-and-forth.
 - Stand behind a line. Step over the line onto a spot and kick the ball toward the wall.
 - When children are able to step and kick the ball:
 - Stand on a spot about five feet from the ball. Jog to the ball and kick the ball to a wall. Increase the distance of the ball to the wall and the distance of the child to the ball.
 - Dribble the ball using gentle tapping movements of the feet.
- *Dribbling Activities* (12 minutes):



- When children are not able to dribble a ball:
 - Bounce a ball on the floor and catch it using two hands. Child may start on their knees and progress to bouncing and catching while standing.
 - Children on their knee and dribble with one hand 2 times, and catch with 2 hand, and progress to dribble more.
- When children are able to dribble a ball:
 - Dribble a ball while stationary and standing.
 - Dribble a ball using the pads of fingers and practice bouncing the ball no higher than belly button.
- *Cool-Down/Stretching* (3 minutes)

Supplements:

Free Choice activities:

- *Free Write Station*: Set out white paper, writing utensils, and coloring utensils for children to practice writing letters and numbers, or to free draw.



Week 2, Day 4

Domains: Language and Literacy, Math

Learning Targets:

1. Identify and isolate the initial sounds of words;
2. Identify upper- and lower-case letters of the alphabet.
3. Count and identify the total number of objects in a set.

Books:

1. *Z is for Moose* by Kelly Bingham
2. *Over in the Garden* by Jennifer Ward

Materials:

- Letter Bingo board
- Bingo pieces
- Plastic Tub
- Sand
- Scrabble letters or plastic letters
- Cups
- Small objects (i.e. counting bears or small blocks)
- Number cards (1-10)
- Paper plates
- Shape Pizzas toppings
- Shape Pizzas recipe cards
- Paper
- Writing utensils
- Large laminate numbers

Target 1 & 2: Identify and isolate the initial sounds of words, and identify upper- and lower-case letters of the alphabet.

Book Discussion: While reading *Z is for Moose*, prompt children to make the sounds of the letters introduced on each page. For some of the pages, cover up the picture with your hand or a piece of paper, and ask children to guess what picture will be used to represent each letter.

Table Choice activities:

- *Letter Bingo:* Create or purchase an alphabet bingo game that includes both upper- and lower-case letters. Tell the children that the teacher will be calling out a letter and they will be looking for the letter on their board. Let the children know that they will not have every letter and they will have to listen carefully for the letters on their board to be called. Before calling out letters, have the children take turns identifying the letters on their boards, giving support when needed. When you begin calling out letters, show the children how they cover the letter called to know when they have bingo. Continue calling letters until all children have bingo. This activity can be expanded by providing only the letter-sound or an example of a word that begins with each letter.



- *Sandbox with Letters:* Fill a large tub with sand and hide scrabble pieces or plastic letters in the sand. Encourage children to dig for letters and practice writing each letter they find either in the sand or using paper and writing utensils.

Target 3: Count and identify the total number of objects in a set.

Book Discussion: While reading *Over in the Garden*, have children take turns coming up to count the number of bugs on each page. Show children that they are only counting the small “baby” bugs on the page. Show the children the numeral for each number that is hidden on each page.

Table Choice activities:

- *Race to Fill the Cup:* Give each child an empty cup, along with small objects to fill the cups. Place number cards in a pile on the table and have each child take a turn flipping a card over and counting out the correct number of objects to put in their cup. When the first child fills their cup, have everyone dump out their cup and start again.
- *Shape Pizzas:* Using various colors of construction paper, cut out various shapes (e.g. rectangles, triangles, circles) to represent pizza toppings. A paper plate will serve as the “pizza.” Create recipe cards and direct children to make pizzas by counting out a specific number of toppings and adding them to each pizza based on the recipe card (e.g. 5 pieces of cheese/orange triangles), 7 peppers/green rectangles, or 6 pepperonis/red circles). As a free art activity, allow children to create their own pizzas, using any leftover shapes.

Large Group activities:

- *Number Hunt:* Print and laminate numbers 1-20. Hide the numbers in the classroom or outside and challenge the children to search for them. After all of the numbers are found, prompt the children to identify the numbers and work together to place the numbers in order.

Supplements:

Table Choice activities:

- *Free Write Station:* Set out white paper, writing utensils, and coloring utensils for children to practice writing letters and numbers, or to free draw.



Week 2, Day 5

Domains: Language and Literacy, Math

Learning Targets:

1. Identify and sequence story events.
2. Demonstrate understanding and use quantity/size comparisons, such as more/less, and same/different.

Books:

1. *The Three Little Fish and the Big Bad Shark* by Will Grace
2. *I'm the Biggest Thing in the Ocean* by Kevin Sherry

Materials:

- *The Three Little Fish and the Big Bad Shark* story cards
- Paper label “long” and “short”
- Fish cutouts of various lengths
- Writing utensils
- Cups
- Small objects (i.e. counting bears or small blocks)
- Number cards (1-10)
- *Event Sequencing* cards
- Legos™
- Classroom objects of various sizes
- Blank paper
- Building materials (e.g. Popsicle sticks, blocks, Legos™, and paper cups)

Target 1: Identify and sequence story events.

Book Discussion: After reading *The Three Little Fish and the Big Bad Shark*, prompt children to recall the sequence of events in the story using the words “beginning, middle, and end.” Talk about the different materials the fish used to build their homes and tell the children that later in the day they will be working together to build their own houses using classroom materials and testing which of the materials are the strongest.

Table Choice activities:

- *Three Little Fish Sequencing:* Copy and print illustrations from *The Three Little Fish and the Big Bad Shark* to make story cards. Prompt children to place the story cards in chronological order using the book as a reference. Emphasize the words, “first, next, and last,” when talking with the children.
- *Event Sequencing:* Create picture cards depicting the steps of familiar routines (i.e. getting ready for bed, school schedule, or brushing your teeth). Have the children put the cards in order using the words first, next, and last. For children needing more support, go through the cards together first, have the children repeat the steps, and then have the child put the cards in order on their own.



Target 2: Demonstrate understanding and use quantity/size comparisons, such as more/less, and same/different.

Book Discussion: While reading *I'm the Biggest Thing in the Ocean*, use words such as “bigger, smaller, more, less, and fewer” to compare the size and shape of the characters. Count the animals that are smaller and bigger than the main character. Ask the children if more/less animals are smaller/bigger than the squid.

Table Choice activities:

- *Fantastic Fish Measuring:* Using two sheets of paper, label the top of one paper “short” and the top of the second paper “long.” Tell the children that they will be sorting the fish by their length. Some of the fish are short and some are long. Prompt the children to lay the fish out and determine which are long and which are short. Have them place the fish on the matching paper. Have the children work in pairs to complete this task. Expand this by having the children put the fish in order from longest to shortest.
- *Lego™ Measuring:* Set out different classroom objects (e.g., books, markers, pencils), along with Lego™ pieces. Prompt children to stack Legos™ to the same height or length of the object. Then, encourage children to count the number of Legos™ required to “measure” the object. Talk about which objects used more Lego™ pieces and which used less.

Supplements:

Table Choice activities:

- *Free Write Station:* Set out white paper, writing utensils, and coloring utensils for children to practice writing letters and numbers, or to free draw.

Large Group activities:

- *Building Houses:* After reading *The Three Little Fish*, create stations containing different building materials, such as Popsicle sticks, blocks, Legos™, and paper cups. Prompt children to use each of the materials to create a house. Encourage children to test the strength of each house by blowing on it or tapping it lightly. Rotate children through each of the stations. Discuss which houses are stronger and which are weaker.



Week 3 Schedule Breakdown

Week 3	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Domains and Targets	<ul style="list-style-type: none"> Identify and isolate the initial sounds of words Identify and isolate phonemes and count the number of phonemes 	<ul style="list-style-type: none"> Understand and identify story components Identify and isolate phonemes and count the number of phonemes 	<ul style="list-style-type: none"> Understand and identify story components Identify and isolate phonemes and count the number of phonemes 	<ul style="list-style-type: none"> Sort and classify objects by some property and identify common and differing features among sets Demonstrate understanding and use quantity/size comparisons 	<ul style="list-style-type: none"> Sort and classify objects by some property and identify common and differing features among sets Demonstrate understanding and use quantity/size comparisons
Books Needed	<ol style="list-style-type: none"> <i>Silly Sally</i> <i>Chicka Chicka Boom Boom</i> 	<ol style="list-style-type: none"> <i>Click, Clack, Moo: Cows That Type</i> <i>Jump!</i> 	<ol style="list-style-type: none"> <i>Let's Sing a Lullaby with the Brave Cowboy</i> <i>Silly Sally</i> 	<ol style="list-style-type: none"> <i>Pattern Fish</i> <i>The Napping House</i> 	<ol style="list-style-type: none"> <i>Pattern Fish</i> <i>A Big Guy Took My Ball</i>
Table Choices	<ul style="list-style-type: none"> Alphabet memory game Letter sort chart Phoneme Counting Cards Salt Writing 	<ul style="list-style-type: none"> Salt Writing Initial Sounds Writing Puppet Show Phoneme Counting Cards 	<ul style="list-style-type: none"> Letter sort chart Alphabet memory Phoneme Hopping Puppet Show 	<ul style="list-style-type: none"> Pattern Fish Building Patterns Napping House Sorting Water Measuring 	<ul style="list-style-type: none"> Bug Sort with patterns Building patterns Salt Writing Number Building
Supplement Activities	<ul style="list-style-type: none"> Free Writing 	<ul style="list-style-type: none"> Free Writing 	<ul style="list-style-type: none"> Free Writing 	<ul style="list-style-type: none"> Free Writing 	<ul style="list-style-type: none"> Free Writing
Large Group	<ul style="list-style-type: none"> Moving with the alphabet 	<ul style="list-style-type: none"> Story Bag 	<ul style="list-style-type: none"> Bravery Discussion 	<ul style="list-style-type: none"> Musical Sounds Game 	<ul style="list-style-type: none"> Parachute

Note: Chart does not include a space for free choice activities. Use the spaces below to determine free choices activities for the week. Examples of free choice activities can be found on page 68.

Week 3 Free Choice Activities:

Choice 1: _____

Choice 2: _____



Week 3, Day 1

Domains: Language and Literacy, Motor Skills

Learning Targets:

1. Identify and isolate the initial sounds of words.
2. Identify and isolate phonemes (sounds within words), and count the number of phonemes.
3. Demonstrate object control skills (rolling; catching; throwing; kicking; dribbling; and striking).

Books:

1. *Silly Sally* by Audrey Wood
2. *Chicka Chicka Boom Boom* by Bill Martin Jr.

Materials:

- *Phoneme Counting* cards
- Counting Bears or similar small object
- Salt
- Shallow trays or baking sheets
- Alphabet sheets
- *Letter Sort* chart
- *Letter Sort* cards
- *Alphabet Memory Cards*
- Blank Paper
- Writing Utensils
- Dry erase board
- Butcher paper, dry erase board, or chalk board
- Beach balls
- Foam balls
- Tennis balls
- Soccer balls/gym balls
- Scarfs

Target 1: Identify and isolate the initial sounds of words

Book Discussion: Before reading *Chicka Chicka Boom Boom*, talk about how letters are what make up words. Point to the title and count the letters in the word “chicka” and the word “boom”. Tell the children that there are six letters in the word “chicka” and four letters in the word “boom”. Point to the first letter of each word in the title and make the sound. Have the children repeat the sounds with you.

Table Choice activities:

- *Alphabet Memory:* Create a set of cards with upper- and lower-case letters of the alphabet on one side of the cards. Choose up to ten pairs of cards and prompt children to practice identifying the letters and matching the upper- and lower-case letters. Expand this activity by flipping the cards over and encouraging the children to take turns flipping over two cards at a time to identify matching upper- and lower-case letters. Repeat until all matches are found.



- **Salt Writing:** Cover a shallow tray, such as a baking sheet, with table salt, making sure it is deep enough to write in with your finger. Provide the children with a page of the letters of the alphabet and encourage them to practice writing the letters in the sand. Encourage them to try writing their name or other familiar words. For children who are not ready to write words, encourage them to think of words that start with the first letter of their name and draw pictures of those items (e.g., a child whose name begins with the letter 'k' could draw pictures of a kangaroo, kite, and kicking).
- **Letter Sort Chart:** Create a large chart of the letters of the alphabet with space below each letter to place a small picture. Include both upper- and lower-case letters on the chart. Find a picture that begins with each letter of the alphabet. Have the children take turns matching the pictures with the initial sound. To extend this activity, make it a game to remove the pictures. Give each child a clue by either saying the letter name or sound and have them take the picture off of that letter.

Target 2: Identify and isolate phonemes (sounds within words), and count the number of phonemes.

Book Discussion: Before reading *Silly Sally*, discuss rhyming words (e.g. “rhyming words are words that sound the same at the end”). Provide children with simple examples of rhyming words (e.g. “dog and log” and “cat and mat”). While reading *Silly Sally*, help children to identify the rhyming words on each page. After reading the story, prompt children to recall some of the rhyming words from the story. Using a dry erase board, chalk board or butcher paper, write each of the rhyming words that the children identify and highlight the rhyming endings of the words.

Table Choice activities:

- **Phoneme Counting Cards:** Create individual cards with words that have 2-4 phonemes with a box below the word for each phoneme (i.e. for the word ‘dog’ include three boxes below the word and the word egg would have two boxes). Tell the children that they are going to count the phonemes for each word, reminding the children that phonemes are the sounds that make up the words. Work with the children to practice a few of the phoneme cards, showing them to place a bear in a box each time they hear a sound and then count the bears together. Have the children try this on their own, with support from the teacher.

Large Group activities:

- **Moving with the Alphabet:** Compile a list of movements whose initial letter-sound corresponds to each letter of the alphabet (e.g., “J for Jumping Jacks”). Prompt children to act out the movements for each letter. This activity can be used with yoga poses as a quiet time or transition activity.

Target 3: Demonstrate object control skills (rolling; catching; throwing; kicking; dribbling; and striking).

Gym Class:

- **Warm-Up** (3-4 minutes, using music to encourage movement)
- **Catching Activities** (12 minutes):
 - When children are not able to catch a tossed ball:
 - Roll and catch a ball with a partner on the floor back and forth.
 - Toss and catch a ball with a friend over a short distance



- Self-toss and catch a scarf.
- When children are able to catch a ball with their arms but not with their hands:
 - Self-toss and catch a beach ball
 - Toss and catch a ball with a friend over a short distance and slowly progress to a further distance. Start with a large ball like a beach ball and progress to smaller balls like a medium-sized foam ball and then a tennis ball.
- *Kicking Activities* (12 minutes):
 - When children can stand stationary behind a ball, but are not able to kick a ball very well:
 - Stand on one leg and, holding the wall or a friend's hand, swing free leg back-and-forth.
 - Stand behind a line. Step over the line onto a spot and kick the ball toward the wall.
 - When children are able to step and kick the ball:
 - Stand on a spot about five feet from the ball. Jog to the ball and kick the ball to a wall. Increase the distance of the ball to the wall and the distance of the child to the ball.
 - Dribble the ball using gentle tapping movements of the feet.
- *Cool-Down/Stretching* (3 minutes)

Supplements:

Table Choice activities:

- *Free Writing*: Set out white paper, writing utensils, and coloring utensils for children to practice writing letters and numbers, or to free draw.



Week 3, Day 2

Domain: Language and Literacy, Motor Skills

Learning Targets:

1. Understand and identify story components, such as setting, characters, and events.
2. Identify and isolate phonemes (sounds within words), and count the number of phonemes.
3. Demonstrate object control skills (rolling; catching; throwing; kicking; dribbling; and striking)

Books:

1. *Click, Clack, Moo* by Doreen Cronin
2. *Jump!* by Scott M. Fischer

Materials:

- Puppets
- Salt
- Shallow tray or baking sheet
- Empty bag
- Small objects (i.e. small animal figures, plastic fruit, felt shapes)
- *Initial Sound Writing Cards*
- Dry erase markers
- *Free Writing* materials (Week 2, Day 3)
- Beach balls
- Foam balls
- Tennis balls
- Scarfs
- Poly spots
- Beanbags

Target 1: Understand and identify story components, such as setting, characters, and events.

Book Discussion: After reading *Click, Clack, Moo*, prompt children to identify the setting and various characters. Discuss with children how characters can be both animals and people.

Table Choice activities:

- *Puppet Show:* Encourage children to create their own stories using puppets as the characters and imagining various settings for their stories to take place. If children find it difficult to create their own stories, encourage them to reenact a familiar story from a book or something they have done (i.e. going to the grocery store or *Caps for Sale*). You can have books available for the children to refer to during play.

Large Group activities:

- *Story Bag:* Fill a bag with miscellaneous objects used to prompt the telling of a story (e.g. small animal figurines, plastic fruits, and felt shapes). Pass the bag around the room and prompt children to pull an item out of the bag that they will use to tell their portion of the story. Encourage a child to begin the story. Teachers can scaffold children who need extra support by modeling the use of the phrase “Once upon a



time...” to begin telling the story. Facilitate children to continue taking turns adding to the story. Encourage the final child in the classroom to end the story. Teachers can scaffold children who need extra support by modeling the use of the phrases ‘next’, ‘and then’, and ‘The End’ to show that the story is over.

Target 2: Identify and isolate phonemes (sounds within words), and count the number of phonemes.

Book Discussion: Before you read *Jump!* choose 3-4 words that have 2-4 phonemes (i.e. bug, frog, cat, and shark). This is done by the teachers when preparing for the daily lesson. These words will be used after you read the book. While reading *Jump!* prompt children to identify the words that rhyme on each page. After reading the book, write the words chosen before reading, on a piece of paper or board. Have the children count the number of phonemes in each word with you, this can be made more engaging by having the group jump for each phoneme as you say the sounds together.

Free Choice activities:

- *Phoneme Counting Cards:* Create individual cards with words that have 2-4 phonemes with a box below the word for each phoneme (i.e. for the word ‘dog’ include three boxes below the word and the word egg would have two boxes). Tell the children that they are going to count the phonemes for each word, reminding the children that phonemes are the sounds that make up the words. Work with the children to practice a few of the phoneme cards, showing them to place a bear in a box each time they hear a sound and then count the bears together. Have the children try this on their own, with support from the teacher.

Target 3: Demonstrate object control skills (rolling; catching; throwing; kicking; dribbling; and striking)

Gym Class:

- *Warm-Up* (3-4 minutes, using music to encourage movement)
- *Catching Activities* (12 minutes):
 - When children are not able to catch a tossed ball:
 - Roll and catch a ball with a partner on the floor back and forth.
 - Toss and catch a ball with a friend over a short distance
 - Self-toss and catch a scarf.
 - When children are able to catch a ball with their arms but not with their hands:
 - Self-toss and catch a beach ball
 - Toss and catch a ball with a friend over a short distance and slowly progress to a further distance. Start with a large ball like a beach ball and progress to smaller balls like a medium-sized foam ball and then a tennis ball.
- *Throwing Activities* (12 minutes):
 - When children can throw front-facing and with a “chopping” action of the arm:
 - Step onto a poly spot and throw to the wall. Progress from stepping with the same side foot to throwing hand to stepping with the opposite foot to hand.
 - When children are able to step and throw with opposite foot to hand:



- Throw a beanbag to a big target on the wall from a short distance. Slowly increase difficulty by using smaller targets and increasing the distance from the wall.
- Throw a beanbag, beginning with a wind-up of the arm from behind the body to a follow-through of the arm across the body.
- *Cool-Down/Stretching* (3 minutes)

Supplements:

Free Choice activities:

- *Initial Sounds Writing*: Create cards that have pictures of three and four letter words (i.e. “dog,” “jump,” and “cow”) with empty four empty boxes to write letters. Beneath each picture, write the letters of the word in boxes, leaving the first box empty. Encourage children to say the word aloud and identify the initial letter-sound. Then, write the missing letter in the empty box. Extend this activity by removing the remaining letters and encouraging children to identify the missing letters of each word.
- *Salt Writing*: Cover a shallow tray, such as a baking sheet, with table salt, making sure it is deep enough to write in with your finger. Provide the children with a page of the letters of the alphabet and encourage them to practice writing the letters in the sand. Encourage them to try writing their name or other familiar words. For children who are not ready to write words, encourage them to think of words that start with the first letter of their name and draw pictures of those items (e.g., a child whose name begins with the letter ‘k’ could draw pictures of a kangaroo, kite, and kicking).
- *Free Write Station*: Set out white paper, writing utensils, and coloring utensils for children to practice writing letters and numbers, or to free draw.



Week 3, Day 3

Domain: Language and Literacy, Motor Skills

Learning Targets:

1. Understand and identify story components, such as setting, characters, and events.
2. Identify and isolate phonemes (sounds within words), and count the number of phonemes.
3. Demonstrate object control skills (rolling; catching; throwing; kicking; dribbling; and striking)

Books:

1. *Let's Sing a Lullaby with the Brave Cowboy* by Jan Thomas
2. *Silly Sally* by Audrey Wood

Materials:

-
- Letter Sort chart
- Letter Sort cards
- Alphabet Memory cards
- Salt
- Shallow tray or baking sheet
- Blank Paper
- Writing Utensils
- Puppets
- Dry Erase board or large paper
- Marker
- Poly spots
- Beanbags
- Tees
- Tee ball bats
- Tee balls

Target 1: Understand and identify story components, such as setting, characters, and events.

Book Discussion: While reading *Let's Sing a Lullaby with the Brave Cowboy*, prompt children to identify the characters and setting of the story. Ask children to predict what they think will happen to the characters throughout the story. Ask questions such as, "Are there any new characters on this page?" and, "How do you think the wolf feels about lullabies?" to encourage discussion.

Table Choice activities:

- *Puppet Show:* Encourage children to create their own stories using puppets as the characters and imagining various settings for their stories to take place. If children find it difficult to create their own stories, encourage them to reenact a familiar story from a book or something they have done (i.e. going to the grocery store or *Caps for Sale*). You can have books available for the children to refer to during play.



Target 2: Identify and isolate phonemes (sounds within words), and count the number of phonemes.

Book Discussion: Before starting the book discussion, teachers should choose 3-4 words that have 2-4 phonemes (i.e. pig, jig, down, and loon). These words will be used after you read the book. While reading *Silly Sally*, prompt children to identify the words that rhyme on each page. After reading the book, write the words chosen before reading, on a piece of paper or dry erase board. Have the children count the number of phonemes in each word with you.

Table Choice activities:

- *Phoneme Hopping:* Place poly spots on the floor in a circle and have the children stand on a spot. Tell the children that they are going to listen as the teacher says a word and jump for each sound in the word. Practice with the children by calling out a word and having them hop for the correct number of sounds, show the children by jumping with them (e.g., Say the word frog and have the children jump three times while making the sounds fr/o/g) and repeat this several times with different words.

Target 3: Demonstrate object control skills (rolling; catching; throwing; kicking; dribbling; and striking).

Gym Class:

- *Warm-Up* (3-4 minutes, using music to encourage movement)
- *Throwing Activities* (12 minutes):
 - When children can throw front-facing and with a “chopping” action of the arm:
 - Step onto a poly spot and throw to the wall. Progress from stepping with the same side foot to throwing hand to stepping with the opposite foot to hand.
 - When children are able to step and throw with opposite foot to hand:
 - Throw a beanbag to a big target on the wall from a short distance. Slowly increase difficulty by using smaller targets and increasing the distance from the wall.
 - Throw a beanbag, beginning with a wind-up of the arm from behind the body to a follow-through of the arm across the body.
- *Striking Activities* (12 minutes):
 - When children can strike a ball off of a tee downward, or front-facing, or one-handed:
 - Practice gripping the bat properly (the dominant hand should grip the bat above the non-dominant hand).
 - Strike a ball off a tee to the wall or a target with one hand while standing on a poly spot placed to the side of the tee.
 - When children are able to strike a ball off of a tee using two hands:
 - Strike a ball off a tee to the wall or a target using a step to swing-through motion. Child may progress from stepping with the same side foot and dominant hand to stepping with the opposite foot to dominant hand.
 - Strike a ball off a tee to the wall or a target by swinging the bat back and then following through across the body. Gradually increase the distance of the ball to the wall/target.
- *Cool-Down/Stretching* (3 minutes)



Supplements:

Table Choice activities:

- *Letter Sort Chart:* Create a large chart of the letters of the alphabet with space below each letter to place a small picture. Include both upper- and lower-case letters on the chart. Find a picture that begins with each letter of the alphabet. Have the children take turns matching the pictures with the initial sound. To extend this activity, make it a game to remove the pictures. Give each child a clue by either saying the letter name or sound and have them take the picture off of that letter.
- *Alphabet Memory:* Create a set of cards with upper- and lower-case letters of the alphabet on one side of the cards. Choose up to ten pairs of cards and prompt children to practice identifying the letters and matching the upper- and lower-case letters. Expand this activity by flipping the cards over and encouraging the children to take turns flipping over two cards at a time to identify matching upper- and lower-case letters. Repeat until all matches are found.

Large Group activity:

- *Bravery Discussion:* Revisit *Let's Sing a Lullaby with the Brave Cowboy* and have the children recall what happened in the story. Discuss with the children what it means to be brave and ask them how they think the cowboy was brave in the story. Provide the children with an example of being brave and encourage the children to describe instances of bravery in their own lives or to imagine how they could show bravery in the future.



Week 3, Day 4

Domain: Math

Learning Targets:

1. Sort and classify objects by some property and identify common and differing features among sets.
2. Demonstrate understanding and use quantity/size comparisons, such as more/less, and same/different.

Books:

1. *Pattern Fish* by Trudy Harris
2. *The Napping House* by Audrey Wood

Materials:

- Fish Outline
- Assorted arts and crafts materials
- Small building blocks or cubes
- Various measuring tools
- Plastic Tub
- Water
- Blank Paper
- Writing Utensils
- *Napping House Sorting* cards
- *Musical Alphabet Game* alphabet circles

Target 1: Sort and classify objects by some property and identify common and differing features among sets

Book Discussion: Before reading *Pattern Fish*, define and explain patterns. Draw examples of *ABAB* patterns (e.g., red, blue, red, blue) or *ABCABC* patterns (e.g., red, blue, yellow, red, blue, yellow) on a board. While reading the story, prompt children to identify patterns in the illustrations and to complete the patterns. For example, say, “Blue, yellow, blue, yellow, blue... What comes next?”

Table Choice activities:

- *Pattern Fish:* Give each child a fish outline. Tell children that they will be creating their very own pattern fish like in the story *Pattern Fish*. Have the book available to remind the children of the patterns they saw in the story. Prompt children to create a pattern on their fish using various art materials such as crayons, scrap paper, or buttons. Say things such as, “Oh, I see that you have a blue stripe and then a yellow stripe. What color stripe is going to go next?”
- *Building Patterns:* Using small blocks or cubes, prompt children to create *ABAB* or *AABB* patterns with different colors (e.g., red, blue, red, blue.) Scaffold children who need extra support to create patterns activity by modeling examples of patterns for children to recreate. Encourage children to compare the size of their block-building patterns with other children. Ask questions such as, “Which block patterns are taller? Which are shorter?” or “Which have more cubes? Which have less cubes?”



Target 2: Demonstrate understanding and use quantity/size comparisons.

Book Discussion: After reading *The Napping House*, encourage children to stand up and reenact each event in the story (e.g., have children claw the air, representing when the cat claws the dog). Have the children identify which item in the bed is the largest and which item is the smallest.

Table Choice activities:

- *Water Measuring:* Fill a plastic tub with water and various measuring tools (i.e. measuring cups, measuring spoons, plastic syringes). Encourage the children to use the various object to dump and fill. As the children are working, discuss which items hold more water, which items hold less water, and talk about how the smaller objects can be used to fill the larger objects.
- *Napping House Sorting:* Create cutouts or cards for each object and character in the *Napping House*. Have the children sort the objects and characters from largest to smallest, starting with the bed and ending with the flea. Talk about the difference in size for each character, using words such as largest, smallest, first, and last to describe size and their place in the pile.

Supplements:

Table Choice activities:

- *Free Writing:* Set out white paper, writing utensils, and coloring utensils for children to practice writing letters and numbers, or to free draw.

Large Group activity:

- *Musical Sounds Game:* Using the letter circles from the *Musical Alphabet Game* (Week 2, Day 1), place the letters in a circle on the floor, either in alphabetical order or randomly. Play music and prompt children to walk around the room, stepping on one letter at a time. Stop the music and prompt children to identify the sound of the letter they are standing on. Repeat activity multiple times.



Week 3, Day 5

Domain: Math

Learning Targets:

1. Sort and classify objects by some property and identify common and differing features among sets.
2. Demonstrate understanding and use quantity/size comparisons, such as more/less, and same/different.

Books:

1. *Pattern Fish* by Trudy Harris
2. *A Big Guy Took My Ball* by Mo Willems

Materials:

- *Pattern Fish* fish manipulatives
- Plastic Tub
- Plastic bugs of various shapes, colors, and sizes
- Dirt
- Tweezers
- Trays
- Small blocks or cubes
- Salt
- Shallow trays or baking sheets
- Popsicle sticks
- Pipe cleaners
- Blank Paper
- Writing Utensils
- Parachute

Target 1: Sort and classify objects by some property and identify common and differing features among sets

Book Discussion: Before reading *Pattern Fish*, prepare laminated fish with patterns that match the fish in the book and the pieces you will use to fish the pattern. Use Velcro to attach the pieces that finish the pattern. While reading the story, have children take turns coming up to help you finish the pattern on the laminated fish and have them repeat the pattern for the rest of the children. Repeat this for each page.

Table Choice activities:

- *Bug Sort with Patterns:* Fill a plastic tub with plastic bugs and dirt. Prompt the children to use their hands to dig through the dirt to find the bugs and use the tweezers to lift the bugs from the dirt. Have the children identify the color of the bug and place it on the correct tray. Once the bugs have been found, encourage the children to use the bugs to create AB and ABC patterns.
- *Building Patterns:* Using small blocks or cubes, prompt children to create ABAB or AABB patterns with different colors (e.g., *red, blue, red, blue.*) Scaffold children who need extra support to create patterns activity by modeling examples of



patterns for children to recreate. Encourage children to compare the size of their block-building patterns with other children. Ask questions such as, “Which block patterns are taller? Which are shorter?” or “Which have more cubes? Which have less cubes?”

Target 2: Demonstrate understanding and use quantity/size comparisons.

Book Discussion: Before reading *A Big Guy Took My Ball*, discuss the words “big, little, larger, and smaller” with the children. While reading the book, engage children in discussion about why Piggie thinks the ball is “big,” but Whale thinks the ball is “small.” Explain that the text describing Whale’s voice is large because he is a large animal, but that the text describing Gerald and Piggie’s voice is large when they have “large” emotions like feeling upset or worried. Encourage children to recall a time when they were upset. Ask questions like, “How does your voice sound when you are upset?” and “Have you ever had a really big emotion?”

Table Choice activities:

- *Number Building:* Using craft sticks and pipe cleaners, prompt children to create different numerals. Discuss how the craft sticks can be used to create the straight lines and the pipe cleaners can be used to create the curved sections of the numerals. Scaffold children who need extra support by using number cards or modeling examples of numeral building. Once the children build a number, have them use small blocks to count out the correct number of blocks and discuss which child has more and which child has less.

Large Group activity:

- *Parachute:* Use a parachute to demonstrate large and small movements. For example, prompt children to make waves with the parachute that start small and slow, and gradually grow larger and faster. Extend this activity by raising the parachute and encouraging children to make large movements under the parachute (e.g. jumping and skipping) or lowering the parachute and encouraging children to make small movements under the parachute (e.g. crawling and crab walking). Encourage children to suggest and act out additional movements to represent the words “big” and “small.”

Supplements:

Table Choice activities:

- *Free Writing:* Set out white paper, writing utensils, and coloring utensils for children to practice writing letters and numbers, or to free draw.
- *Salt Writing:* Cover a shallow tray, such as a baking sheet, with table salt, making sure it is deep enough to write in with your finger. Provide the children with a page of the letters of the alphabet and encourage them to practice writing the letters in the sand. Encourage them to try writing their name or other familiar words. For children who are not ready to write words, encourage them to think of words that start with the first letter of their name and draw pictures of those items (e.g., a child whose name begins with the letter ‘k’ could draw pictures of a kangaroo, kite, and kicking).



Week 4 Schedule Breakdown

Week 4	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Domains and Targets	<ul style="list-style-type: none"> Sort and classify objects by some property and identify common and differing features among sets Identify and isolate phonemes and count the number of phonemes 	<ul style="list-style-type: none"> Count and identify the total number of objects in a set Sort and classify objects by some property and identify common and differing features among sets 	<ul style="list-style-type: none"> Identify and sequence story events Understand emotions and their expression 	<ul style="list-style-type: none"> Identify and isolate phonemes and count the number of phonemes Understand emotions and their expression 	<ul style="list-style-type: none"> Identify and sequence story events Count and identify the total number of objects in a set
Books Needed	<ol style="list-style-type: none"> <i>Little Cloud</i> <i>Rhyming Dust Bunnies</i> 	<ol style="list-style-type: none"> <i>Pete the Cat and the Missing Cupcakes</i> <i>The Rainbow Fish</i> 	<ol style="list-style-type: none"> <i>Chalk</i> <i>The Way I Feel</i> 	<ol style="list-style-type: none"> <i>Silly Sally</i> <i>Caps for Sale</i> 	<ol style="list-style-type: none"> <i>The Three Little Fish and the Big Bad Shark</i> <i>Pete the Cat and the Missing Cupcakes</i>
Table Choices	<ul style="list-style-type: none"> Building Patterns Bug Sort Slime Phoneme Counting Cards 	<ul style="list-style-type: none"> Smack the number Bug sort with patterns Building patterns Slime 	<ul style="list-style-type: none"> Story Bag F-N-L Dice Charades Create a Face Slime 	<ul style="list-style-type: none"> Phoneme Hopping Rhyming Word Sort Dice Charades Slime 	<ul style="list-style-type: none"> Story Bag F-N-L Dice Charades Slime Smack the Number
Supplement Activities	<ul style="list-style-type: none"> Book writing 	<ul style="list-style-type: none"> Book writing 	<ul style="list-style-type: none"> Book Writing 	<ul style="list-style-type: none"> Book Writing 	<ul style="list-style-type: none"> Book Writing
Large Group	<ul style="list-style-type: none"> Cloud Paint 	<ul style="list-style-type: none"> Moving with numbers 	<ul style="list-style-type: none"> F-N-L Obstacle Course 	<ul style="list-style-type: none"> Cloud and Rain Experiment 	<ul style="list-style-type: none"> Cupcake Monster Game

Note: Chart does not include a space for free choice activities. Use the spaces below to determine free choices activities for the week. Examples of free choice activities can be found on page 68.

Week 4 Free Choice Activities:

Choice 1: _____

Choice 2: _____



Week 4, Day 1

Domains: Language and Literacy, Math, Motor Skills

Learning Objectives:

1. Sort and classify objects by some property and identify common and differing features among sets.
2. Identify and isolate phonemes (sounds within words), and count the number of phonemes.
3. Demonstrate object control skills (rolling; catching; throwing; kicking; dribbling; and striking)

Books:

1. *Little Cloud* by Eric Carle
2. *Rhyming Dust Bunnies* by Jan Thomas

Materials:

- Small blocks or cubes
- Plastic Tub
- Plastic bugs
- Tweezers
- Small Trays
- Slime
- Scissors, rolling pins, and other manipulatives
- *Phoneme Counting* cards
- Construction Paper
- White finger paint
- *Book Writing* storybooks
- Beach balls
- Foam balls
- Tennis balls
- Scarfs
- Poly spots
- Bean bags
- Soccer balls, basketballs and/or gym balls
- Tees
- Tee ball bats
- Tee balls

Target 1: Sort and classify objects by some property and identify common and differing features among sets.

Book Discussion: While reading *Little Cloud*, discuss common and differing characteristics between the little cloud and the object the cloud becomes on each page. Ask questions like, “What do clouds and sheep have in common? How are clouds and airplanes alike? How are they different?”

Table Choice activities:



- *Building Patterns:* Using small blocks or cubes, prompt children to create *ABAB* or *AABB* patterns with different colors (e.g., *red, blue, red, blue.*) Scaffold children who need extra support to create patterns activity by modeling examples of patterns for children to recreate. Encourage children to compare the size of their block-building patterns with other children. Ask questions such as, “Which block patterns are taller? Which are shorter?” or “Which have more cubes? Which have less cubes?”
- *Bug Sort:* Fill a plastic tub with plastic bugs and dirt. Label the plastic trays with different bug characteristics (i.e. the number of legs, with antennae, wings, etc.) Before beginning, show the children the different trays and talk about what each label says on the trays. Prompt the children to use their hands to dig through the dirt and find the bugs. Have the children use tweezers to lift the bugs from the dirt. Have the children look at the bugs they find and identify on which tray that bug belongs.

Target 2: Identify and isolate phonemes (sounds within words), and count the number of phonemes.

Book Discussion: While reading *Rhyming Dust Bunnies*, ask children to identify rhyming words on each page. Write these words on a piece of paper or dry erase board. After reading the book, have the children count the number of phonemes. Make this interactive by having the children chose if they want to jump or clap the number of phonemes in each word.

Table Choice activities:

- *Phoneme Counting Cards:* Create individual cards with words that have 2-4 phonemes with a box below the word for each phoneme (i.e. for the word ‘dog’ include three boxes below the word and the word egg would have two boxes). Tell the children that they are going to count the phonemes for each word, reminding the children that phonemes are the sounds that make up the words. Work with the children to practice a few of the phoneme cards, showing them to place a bear in a box each time they hear a sound and then count the bears together. Have the children try this on their own, with support from the teacher as necessary.

Target 3: Demonstrate object control skills (rolling; catching; throwing; kicking; dribbling; and striking).

Gym Class:

- *Warm-Up* (3-4 minutes, using music to encourage movement)
- *Rolling Activities* (4 minutes):
 - When children are able to toss a ball, but cannot roll a ball on the floor:
 - Bend knees and roll a ball on the floor to a target/pins.
 - When children are able to roll a ball on the floor:
 - Step, bend knees, and roll a ball on the floor to a target. Child may progress from stepping with the same side foot and rolling hand to stepping with the opposite foot to hand.
 - Step, bend knees, and roll a ball on the floor beginning with a backwards swing with the rolling hand to rolling the ball forward.
- *Catching Activities* (4 minutes):
 - When children are not able to catch a tossed ball:
 - Roll and catch a ball with a partner on the floor back and forth.
 - Toss and catch a ball with a friend over a short distance



- Self-toss and catch a scarf.
 - When children are able to catch a ball with their arms but not with their hands:
 - Self-toss and catch a beach ball
 - Toss and catch a ball with a friend over a short distance and slowly progress to a further distance. Start with a large ball like a beach ball and progress to smaller balls like a medium-sized foam ball and then a tennis ball.
- *Throwing Activities* (4 minutes):
 - When children can throw front-facing and with a “chopping” action of the arm:
 - Step onto a poly spot and throw to the wall. Progress from stepping with the same side foot to throwing hand to stepping with the opposite foot to hand.
 - When children are able to step and throw with opposite foot to hand:
 - Throw a beanbag to a big target on the wall from a short distance. Slowly increase difficulty by using smaller targets and increasing the distance from the wall.
 - Throw a beanbag, beginning with a wind-up of the arm from behind the body to a follow-through of the arm across the body.
- *Kicking Activities* (4 minutes):
 - When children can stand stationary behind a ball, but are not able to kick a ball very well:
 - Stand on one leg and, holding the wall or a friend’s hand, swing free leg back-and-forth.
 - Stand behind a line. Step over the line onto a spot and kick the ball toward the wall.
 - When children are able to step and kick the ball:
 - Stand on a spot about five feet from the ball. Jog to the ball and kick the ball to a wall. Increase the distance of the ball to the wall and the distance of the child to the ball.
 - Dribble the ball using gentle tapping movements of the feet.
- *Dribbling Activities* (4 minutes):
 - When children are not able to dribble a ball:
 - Bounce a ball on the floor and catch it using two hands. Child may start on their knees and progress to bouncing and catching while standing.
 - Children on their knee and dribble with one hand 2 times, and catch with 2 hand, and progress to dribble more.
 - When children are able to dribble a ball:
 - Dribble a ball while stationary and standing.
 - Dribble a ball using the pads of fingers and practice bouncing the ball no higher than belly button.
- *Striking Activities* (12 minutes):
 - When children can strike a ball off of a tee downward, or front-facing, or one-handed:
 - Practice gripping the bat properly (the dominant hand should grip the bat above the non-dominant hand).
 - Strike a ball off a tee to the wall or a target with one hand while standing on a poly spot placed to the side of the tee.
 - When children are able to strike a ball off of a tee using two hands:



- Strike a ball off a tee to the wall or a target using a step to swing-through motion. Child may progress from stepping with the same side foot and dominant hand to stepping with the opposite foot to dominant hand.
- Strike a ball off a tee to the wall or a target by swinging the bat back and then following through across the body. Gradually increase the distance of the ball to the wall/target.
- *Cool-Down/Stretching* (3 minutes)

Supplements:

Table Choice activities:

- *Slime*: Create slime using an online recipe. Encourage the children to feel the slime and talk about how the slime feels. Is it hard or soft, wet or dry, does it have a smell? Encourage the children to use cookie cutters, scissors, and rolling pins to manipulate the slime and discuss what happens.
- *Book Writing*: Create multiple books by folding sheets of white copy paper, placing them inside a folded construction paper cover and stapling the pages together. Set out coloring and writing utensils and encourage children to create their own storybooks by drawing or writing their own stories inside. Have children decorate the cover with a title and an author's (their) name. When they finish their storybooks, encourage children to read them to their classmates.

Large Group activity:

- *Cloud Paint*: Take children outside to look at the clouds in the sky. Revisit the book *Little Cloud* and tell the children that they are going to look for shapes in the clouds outside. Encourage the children to lay on their backs and observe the clouds for a few minutes. Have the children sit up and discuss the different shapes that they saw in the sky. Give each child a piece of construction paper and a small cup of white paint. Prompt children to use the white paint to recreate the clouds/shapes they saw in the sky. Have the children tell a teacher about their painting and write the story on their paper.



Week 4, Day 2

Domain: Math

Learning Targets:

1. Count and identify the amount of objects in total.
2. Sort and classify objects by some property and identify common and differing features among sets.

Books:

1. *Pete the Cat and the Missing Cupcakes* by Kimberly and James Dean
2. *The Rainbow Fish* By Marcus Pfister

Materials:

- *Pete the Cat and the Missing Cupcakes* papers
- Writing and coloring utensils
- *Smack the Number* cards
- Bingo Dabbers
- Plastic Tub
- Dirt
- Plastic Bugs
- Trays labeled with colors
- Tweezers
- Small blocks or cubes
- Slime
- Cookie cutters, rolling pins, scissors
- *Book Writing* storybooks

Target 1: Sort and classify objects by some property and identify common and differing features among sets.

Book Discussion: While reading *The Rainbow Fish* talk with the children about what makes rainbow fish unique (or different) from the other fish. What things do they have in common (or that make them the same)? As you read the story, talk about how rainbow fish is feeling and how that changes at the end of the story.

Free Choice activities:

- *Bug Sort with Patterns:* Fill a plastic tub with plastic bugs and dirt. Prompt the children to use their hands to dig through the dirt to find the bugs and use the tweezers to lift the bugs from the dirt. Have the children identify the color of the bug and place it on the correct tray. Once the bugs have been found, encourage the children to use the bugs to create AB and ABC patterns.
- *Building Patterns:* Using small blocks or cubes, prompt children to create *ABAB* or *AABB* patterns with different colors (e.g., *red, blue, red, blue.*) Scaffold children who need extra support to create patterns activity by modeling examples of patterns for children to recreate. Encourage children to compare the size of their block-building patterns with other children. Ask questions such as, “Which block patterns are taller?”



Target 2: Count and identify the amount of objects in total

Book Discussion: Before reading *Pete the Cat and the Missing Cupcakes*, create or print handouts on white paper containing 10 circles to represent the cupcakes in the story. While you read, prompt children color/fill-in the cupcakes as they go missing. Each time cupcakes go missing, have the children count how many cupcakes are left.

Free Choice activities:

- *Smack the Number:* Before beginning the activity, write the numbers 1-20 on an 8 ½" x 11" piece of paper and laminate. Create enough of these for each child that will sit at the table. Give each child a bingo dabber and tell that the teacher is going to call out a number and they are going find the number and cover it with a dot from their bingo dabber. Call out the numbers 1-20 in random order, giving support to those children who may need it. For children who need a visual clue, use the number cards from the *Playdough Cardinality* activity.
- *Slime:* Create slime using an online recipe. Encourage the children to manipulate the slime using scissors and cookie cutters. Have the children count the number of pieces they have cut with their scissors. When they count, remind the children that the last number that they say is the total number of pieces (e.g., A child cuts out 5 pieces of slime. Have the child count the pieces. Ask the child how many pieces. If the child says 1-2-3-4-5, model counting the objects for the child and then say, "You cut out five pieces. Let's say it together, 'Five pieces'").

Large Group activity:

- *Moving with Numbers:* Take children to a large open space. Prompt them to perform an action for a specified number of times (e.g., 5 jumping jacks, or 13 bunny hops.) Encourage children to count the movements aloud, together. Expand the activity by prompting children to create a pattern using their movements (e.g., jump, clap, jump, clap).

Supplements:**Free Choice activities:**

- *Book Writing:* Create multiple books by folding sheets of white copy paper, placing them inside a folded construction paper cover and stapling the pages together. Set out coloring and writing utensils and encourage children to create their own storybooks by drawing or writing their own stories inside. Help children decorate the cover with a title and an author's (their) name. When they finish their storybooks, encourage children to read them aloud to the class.



Week 4, Day 3

Domains: Language and Literacy, Social-Emotional

Learning Targets:

1. Identify and sequence story events.
2. Understand emotions and their expression, (i.e. identify emotion based on facial expressions, predict how others might feel, use emotion language).

Books:

1. *Chalk* By Bill Thomson
2. *The Way I Feel* by Janan Cain

Materials:

- Dry erase board or large piece of paper
- Empty Bag
- Small objects
- *Dice Charades* Dice
- *Create a Face* blank faces
- Dry Erase Markers
- Slime
- Scissors
- Drying Racks
- Wooden Blocks
- Trays
- *Book Writing* storybooks
- Writing Utensils
- *F-N-L Obstacle Course* materials (e.g., chairs, pillows, pool noodles)

Target 1: Identify and sequence story events.

Book Discussion: Before reading the book *Chalk*, take a book walk with the children and look at the pages. Have the children look closely and ask them to tell you what is missing from the pages (the words). Tell the children that *Chalk* is a wordless story and they are going to work together to tell the story using the illustrations. As you read each page, have the children take turns tell part of the story using the illustrations. Prompt them to use words such as ‘first, next, and then, and last’ as they tell the story. After you read, have the children recall what happened and write their words on a large piece of paper or dry erase board.

Table Choice activities:

- *Story Bag F-N-L:* Fill a bag with miscellaneous objects used to prompt the telling of a story (e.g. small animal figurines, plastic fruits, and felt shapes). Have the children take turns pulling an object out of the bag and using that item to tell a story. Teachers can scaffold children who need extra support by modeling the use of the words, “First, next, and then, and the end,” to tell their story.



Large Group activity:

- *F-N-L Obstacle Course:* Use different objects to create an obstacle course (e.g., chairs, pillows, pool noodles). Review the obstacle course with the children, using the words, “first, next, and last” to describe the order in which the tasks are to be completed. Instruct children to go through the obstacle course in a specific order (e.g., First, jump over the pool noodle. Next, climb over the chair. Last, jump on the pillows). Expand the activity and increase difficulty by changing the order of the movements and the number of objects.

Target 2: Understand emotions and their expression, (i.e. identify emotion based on facial expressions, predict how others might feel, use emotion language).

Book Discussion: While reading each page of *The Way I Feel*, ask children to identify the emotion depicted on the page. Ask questions such as, “How do we know this person feels this way? Have you felt this way before? What did you do when you felt that way?”

Table Choice activities:

- *Dice Charades:* Using a cube tissue box for the die, glue or tape pictures of emotions to each side of the tissue box. Create a second die that has pictures of animals on each side. Review each side of the dice and have the children identify the emotions and animals. Tell the children you are going to take turns rolling the dice and acting out the different emotions and animals. Encourage the children to act out the emotions as if they were the different animals (i.e. sad money, happy shark).
- *Create a Face:* Create emotion word cards and pages with blank faces and laminate. Encourage the children to use dry erase markers to draw the different parts of the face to show how they are feeling. Have the children identify their feelings, using the book *The Way I Feel* as a reference when needed. Have the children write their feeling on the face, using the emotion word cards for support, and talk about things that make them feel this way.

Supplements**Table Choice activity:**

- *Slime:* Create slime using an online recipe. Prop cooling racks up using blocks and place over trays. Have the children place the slime on the cooling racks. Talk about how the slime is falling through the holes and dripping down. Have the children use scissors to cut off pieces of slime as it falls.
- *Book Writing:* Create multiple books by folding sheets of white copy paper, placing them inside a folded construction paper cover and stapling the pages together. Set out coloring and writing utensils and encourage children to create their own storybooks by drawing or writing their own stories inside. Have children decorate the cover with a title and an author’s (their) name. When they finish their storybooks, encourage children to read them to their classmates.



Week 4, Day 4

Domains: Language and Literacy, Social-Emotional

Learning Targets:

1. Identify and isolate phonemes (sounds within words), and count the number of phonemes.
2. Understand emotions and their expression, (i.e. identify emotion based on facial expressions, predict how others might feel, use emotion language).

Books:

1. *Silly Sally* by Audrey Wood
2. *Caps for Sale* by Esphyr Slobodkina

Materials:

- Poly spots
- *Rhyming Word Sort* cards
- *Dice Charades* dice
- *Book Writing* storybooks
- Writing Utensils
- Slime
- Drying Rack
- Wooden Blocks
- Trays
- Small clear cups
- Water
- Shaving cream
- Blue food dye

Target 1: Identify and isolate phonemes (sounds within words), and count the number of phonemes.

Book Discussion: Before you read *Silly Sally* choose 3-4 words that have 2-4 phonemes (i.e. pig, jig, down, and loon). The teachers will do this when preparing for the daily lesson. These words will be used after you read the book. While reading *Silly Sally*, prompt children to identify the words that rhyme on each page. After reading the book, write the words chosen before reading, on a piece of paper or board. Have the children count the number of phonemes in each word with you, encouraging them to jump or clap for each phoneme.

Table Choice activities:

- *Phoneme Hopping:* Place poly spots on the floor in a circle and have the children stand on a spot. Tell the children that they are going to listen as the teacher says a word and jump for each sound in the word. Practice with the children by calling out a word and having them hop for the correct number of sounds, show the children by jumping with them (e.g., Say the word frog and have the children jump three times while making the sounds fr/o/g) and repeat this several times with different words.
- *Rhyming Word Sort:* Create a set of cards that has rhyming words that match. Spread the cards out on a table and prompt children to look for the matching pairs. Begin with



a small number of cards face-up on the table. As children become more proficient, increase the number of cards or place the cards face-down. When children make a match, encourage them to say the rhyming words aloud and identify another word that rhymes with the pictures.

Target 2: Understand emotions and their expression, (i.e. identify emotion based on facial expressions, predict how others might feel, use emotion language).

Book Discussion: While reading *Caps for Sale*, ask children to infer how the peddler might be feeling at different moments in the story. Ask questions such as, “How do you think the peddler feels? Why do you think he feels this way?” Prompt children to act out the story by calling out “Caps for sale!” and repeating, “Tsz, tsz, tsz,” when the peddler asks for his caps back.

Table Choice activities:

- *Dice Charades:* Using a cube tissue box for the die, glue or tape pictures of emotions to each side of the tissue box. Create a second die that has pictures of animals on each side. Review each side of the dice and have the children identify the emotions and animals. Tell the children you are going to take turns rolling the dice and acting out the different emotions and animals. Encourage the children to act out the emotions as if they were the different animals (i.e. sad money, happy shark).

Supplements:

Free Choice activities:

- *Slime:* Create slime using an online recipe. Prop cooling racks up using blocks and place over trays. Have the children place the slime on the cooling racks. Talk about how the slime is falling through the holes and dripping down. Have the children use scissors to cut off pieces of slime as it falls.
- *Book Writing:* Create multiple books by folding sheets of white copy paper, placing them inside a folded construction paper cover and stapling the pages together. Set out coloring and writing utensils and encourage children to create their own storybooks by drawing or writing their own stories inside. Have children decorate the cover with a title and an author’s (their) name. When they finish their storybooks, encourage children to read them to their classmates.

Large Group activities:

- *Clouds and Rain Demonstration:* Before beginning the experiment, revisit the book *Chalk* from earlier in the week. Have the children look at the illustrations of the rain clouds and explain that the children will be creating their own rain clouds. Give each child a clear cup and then use the words “first, next, and last” to give the children step-by-step instructions to create their rain cloud. First, provide the children with jars of water and have them pour water into their cup. Top each child’s cup with a thick layer of shaving cream, making sure to cover all of the water. Tell the children that the water is the air we breathe and the shaving cream is the clouds in the sky. Next, have the children use droppers to drip the blue watercolor paint into the shaving cream. Tell them to repeat this until the blue drips through the shaving cream. Last, have the children observe what happens when the paint drips through. Explain that this is what happens when clouds fill with water and get too heavy.



Week 4, Day 5

Domains: Language and Literacy, Math

Learning Targets:

1. Identify and sequence story events.
2. Count and identify the amount of objects in total.

Books:

1. *The Three Little Fish and the Big Bad Shark* by Will Grace
2. *Pete the Cat and the Missing Cupcakes* by Kimberly and James Dean

Materials:

- Empty Bag
- Small Objects
- *Book Writing* storybooks
- *Pete the Cat and the Missing Cupcakes* handouts/printouts
- Writing and coloring utensils
- *Dice Charades* Dice
- *Smack the Number* cards
- Bingo Dabbers
- Slime
- Cookie cutters, scissors
- Cupcake wrappers

Target 1: Identify and sequence story events.

Book Discussion: After reading *The Three Little Fish*, use the pictures in the book to prompt children to retell the story. Discuss what happened at the beginning, the middle, and the end of the story. Ask questions such as, “What happened first? What happened next?” for children who need support.

Table Choice activities:

- *Story Bag F-N-L:* Fill a bag with miscellaneous objects used to prompt the telling of a story (e.g. small animal figurines, plastic fruits, and felt shapes). Have the children take turns pulling an object out of the bag and using that item to tell a story. Teachers can scaffold children who need extra support by modeling the use of the words, “First, next, and then, and the end,” to tell their story.

Target 2: Count and identify the amount of objects in total.

Book Discussion: Before reading *Pete the Cat and the Missing Cupcakes*, create or print handouts on white paper containing 10 circles to represent the cupcakes in the story. While you read, prompt children color/fill-in the cupcakes as they go missing. Each time cupcakes go missing, have the children count how many cupcakes are left.

Table Choice activities:

- *Dice Charades:* Using a cube tissue box for the die, glue or tape pictures of animals to each side of the tissue box. Create a second die that has pictures of numbers on



each side. Review each side of the dice and have the children identify the animals and numbers. Tell the children that they are going to take turns rolling the dice and the group is going to count the number rolled using the sound of the animal rolled (e.g., a child rolls the number 4 and the monkey. The group will make a monkey sound four times. A teacher can count the number in a regular voice as needed.)

- *Smack the Number*: Before beginning the activity, write the numbers 1-20 on an 8 ½" x 11" piece of paper and laminate. Create enough of these for each child that will sit at the table. Give each child a bingo dabber and tell that the teacher is going to call out a number and they are going to find the number and cover it with a dot from their bingo dabber. Call out the numbers 1-20 in random order, giving support to those children who may need it. For children who need a visual clue, use the number cards from the *Playdough Cardinality* activity.

Large Group activities:

- *Cupcake Monster Game*: After reading *Pete the Cat and the Missing Cupcakes*, tell the children you are going to play a game. Tell the children that they are going to take turns being the cupcake monster while the other children are Pete and his friends. Tell the children that the cupcake monster will close their eyes and count to 10 slowly while the other children hide their cupcake wrappers. Show the children the cupcake wrappers and have them count how many wrappers there are. Choose one child to be the cupcake monster and have them give the other children a cupcake wrapper. Have the monster close their eyes and count slowly to 10. Tell the other children to hide their cupcake wrappers in the classroom and then sit down on the carpet. Encourage the cupcake monster to search for the cupcake wrappers. After each cupcake wrapper is found, have the cupcake monster bring them back to the group and help you count to make sure all of the wrappers were found. Repeat the activity, giving the other children a chance to be the monster.

Supplements:

Table Choice activities:

- *Book Writing*: Create multiple books by folding sheets of white copy paper, placing them inside a folded construction paper cover and stapling the pages together. Set out coloring and writing utensils and encourage children to create their own storybooks by drawing or writing their own stories inside. Have children decorate the cover with a title and an author's (their) name. When they finish their storybooks, encourage children to read them to their classmates.
- *Slime*: Create slime using an online recipe. Prop cooling racks up using blocks and place over trays. Have the children place the slime on the cooling racks. Talk about how the slime is falling through the holes and dripping down. Have the children use scissors to cut off pieces of slime as it falls



Classroom Resources

Guidance and Discipline

Guidance and discipline are an integral part of Summer Success and children's early school readiness. Guidance and discipline refers to all the activities and interactions that serve to enhance each child's development of self-control and positive social interactions. Guidance and discipline support children working with others, negotiating materials and resolving conflicts, which are critical skills for later school success. Conflict situations are embraced by teachers as learning situations, and active learning allows children to have an important role in solving these problems. Problem solving and limit-setting encourage children to develop an internal sense of control, promotes autonomy and self-discipline and gives children more responsibility over age-appropriate actions.

General Guidelines

- 1. Modeling.** We expect that children will grow in self-control and respect for others by watching adults behave in positive, supportive cooperation and meaningful interactions. Children will imitate the social behavior of adults they admire.
Examples: Teachers model classroom expectations and routines such as washing hands, walking safely in the hallways, and treating other adults and children with respect.
- 2. Identification.** We know that children want to become like people who express warmth and support. Children also want to become like people who are important to them. Through identification, children take on the values and attitudes of those whom they admire. In the program, guidance occurs partly through each child's identification with the ideals and actions of the teachers.
Examples: Teachers are supportive and consistent facilitators of learning and daily classroom routines. Teachers speak kindly and quietly with children and follow-through expectations and limits that are set.
- 3. Explanation.** Children may not always understand the effect of their behaviors on others. They may not anticipate that something which them happy may make another child sad, or that an action that makes them feel strong causes pain to another child. Adults contribute to guidance by explaining the consequences of a child's behavior and by pointing out the impact of that behavior on others.
Examples: Teachers use I-messages to point out causes of concern and permit children to come to their own best conclusion. "I'm worried when you run in the classroom because you may run into others. How can you move safely from the block area to the table?"
- 4. Problem Solving.** We know that children want to be independent and have their decisions respected. We encourage children to test their ideas and provide a setting where their creativity can be used to help fit the needs of each other and the group.
Examples: Teachers use group time for discussion and problem solving or meet with a small group of children who have encountered a challenge. "We seem to have a hard time cleaning up the block area in the afternoon and it is taking so long! What are some ideas you have so that we can make clean up time in the block area go faster?" Children's ideas are written down, displayed and referred to at each clean up time to emphasize their importance and encourage follow-through.



5. **Redirection.** When children are engaged in behaviors that are harmful to themselves, to others in the classroom, or the environment, these behaviors must be limited. However, the feelings or motives behind the behaviors are real. They are immediate to the child and a part of the child's ability to achieve self-understanding. Our approach is to try to understand the feelings and to find some way to talk about or express the feelings that would not be harmful. Expression may take place through talking, physical activity, or by having a quiet time for thinking things through.

Examples: Depending on the nature of the behavior, there are many age-appropriate ways to utilize redirection. A child who is running joyfully through the classroom may be redirected to run in a safe, larger area of the classroom. A child who is angry and pushed another may be redirected to push a pillow when they are frustrated. A child who is spitting can be redirected to spit in a trashcan rather than in the classroom.

6. **Natural or Logical Consequences.** We know that young children need to anticipate what will happen next and understand how their actions affect other people in concrete ways. We explain the logical consequences that will occur and (factors which are likely to occur under natural circumstances) describe predictable limits, offering the child acceptable choices of actions.

Examples: Teachers may explicitly point out that the natural consequences of hitting is that children are stating they don't want to include the child in their play. Teachers may set the logical consequence that a child who persistently runs ahead of the group in the hallway has to hold a teacher's hand when walking in the hallway to ensure safety.

7. **Planned Ignoring.** Most children younger than five will experience a tantrum at some point in their childhood. Tantrums are very common in early childhood classrooms and teachers have experience with them in a variety of situations. Tantrums may include screaming, crying, throwing themselves on the floor, etc. It is important that adults remain calm and not provide attention to a child having a tantrum and reinforce that tantrums are not an effective way to communicate with others. Teachers will use planned ignoring if a child is having a tantrum or is engaging in other attention-seeking behavior such as spitting: the child is kept within teachers' eyesight and if in a safe space, but that classroom activities continue and the child may rejoin activities when they have calmed down.

Examples: A child who is having a tantrum may be redirected to a quiet calm down space and kept within teacher eyesight until they are ready to rejoin the group. Once a child is able to talk, teachers can calmly address the source of the tantrum and problem solve solutions with the child.

8. **Blocking.** Some children may become so caught up in a tantrum that they begin to harm themselves, teachers, peers, and/or the school environment. If a child is harming a person or the environment (i.e. throwing objects, kicking over furniture) a teacher may employ the technique of blocking: physically preventing or "blocking" the child from engaging in the challenging behavior. At the same time, teachers will try to provide the child with as little attention and physical interaction as possible while blocking the inappropriate behavior. We only want to provide attention when the child is doing something positive! As soon as the child stops the negative behavior, the teacher will redirect the child to a positive activity and provide positive attention.

Examples: A child who is having a tantrum may be redirected back to the calm down space while they are still exhibiting tantrum like behavior, but welcomed back to classroom activity when recovered.



9. **Physical Punishment.** Physical punishment is never used in the program. A central tool for development within the school setting is the bond of trust that develops between the child, their classmates, and the teachers. This bond enables the child to take risks and explore new experiences and ideas and contributes to the child's ability to act in a caring way toward other children in the class. Physical punishment can be destructive to the bond of trust between the child and adult and models that physically harming another is acceptable. Physical punishment is never used as a form of discipline.

Guidance Strategies in the Classroom

1. We establish the basic rules for safety with the children, giving clear explanations. During the year, we use problem solving with the group to construct other classroom rules as needed.
2. When small conflicts arise between children, we facilitate problem solving and exchange of viewpoints between them, e.g., "We need to find a way for you to play together in the block area without getting angry and hurting each other. What are you going to do?"
3. When small problems arise concerning use of the setting, we try redirection and induction first. For example, we might say, "Stephanie, I'm worried that you might get hurt if you sit on the table. Can you find another way to get closer to the picture you're working on?" Notice the solution was not provided by the teacher in this redirection example. The teacher would stay with the children until a solution was "found".
4. If a child needs to regain control, we use redirection. On occasion, we ask children to move away from an activity until they feel that they can better control their own words and actions allowing for full participation in the activity.
5. If redirection, explanation, and problem solving fail to achieve compliance or harmony, we present natural/logical consequences to the child. We might say, "I need you to find a way to play without splashing the water Bobby. No one wants to get their clothes wet. If you can't find a way to do this, you will need to play somewhere else."
6. Families and teachers of children who exhibit consistent behavioral challenges may decide together that a child would benefit from additional referrals through their local school district, county agency or private therapist.

Classroom Setup

A successful environment should act as a "third teacher" for the classroom. Having the classroom environment ready for the children to engage and explore gives them a sense of consistency and predictability that sets the tone for the learning day. Spaces should provide natural boundaries and support as children navigate the space. When determining the room design, ensure that you think about the noise level of the activities. Place activities that are designed for more emphatic play close to each other (i.e. block play and sensory bins), while activities that are designed to be calm are in places that allow that to happen (i.e. calm down space and book reading).

Classroom environments should support and invite engagement with materials, while conveying messages of appropriate activities. Ensuring that children can function independently is essential in making children feel successful in the classroom. Creating clearly defined spaces



that give children easy access to materials that are at eye level encourages this independent exploration.

Classroom materials should be inviting to the children throughout the day. Starting the day with an organized classroom allows for a fresh start and gives the children visual access to all materials. Teachers should work together to do regular resets of materials when groups of children leave a space. This includes ensuring all trash has been thrown away, writing utensils are ready and able to be used, and the materials are ready for the next group of children. It also allows the children to anticipate how to use the materials and feel a sense of calm when they approach an activity.

Free Choice Activities

Free choice activities are a time for children to explore the concepts they have practiced during shared book reading and table choice activities through independent exploration. During this time, teachers can support further exploration by engaging in conversations that introduce new vocabulary and modeling prosocial behaviors. When choosing activities to use within the program each week, teachers should include one building activity and one dramatic play activity. Play in these areas can incorporate the learning targets throughout the week by having children count, practice prosocial behaviors, use storytelling, and sort objects by different characteristics. Free choice activities should be high interest activities that all children can be successful when engaging and offer the children high reward for their time spent in the space. Below is a list of building ideas and dramatic play themes for use throughout the program.

Dramatic Play

- Kitchen/House
- Veterinarian Office
- Restaurant
- Flower Shop
- Doctor's Office
- Outer Space
- Pizza Shop
- Bakery

Building Play

- Magna Tiles
- Legos
- Large Wooden Blocks
- Bristle Blocks
- Cardboard Boxes



Auxiliary Activities

Field Trips

The pilot implementation of the Summer Success program in the summer of 2016 and 2017 included field trip opportunities donated by our community partners. These field trips were selected based on their ability to reinforce the learning targets addressed in the Summer Success curriculum and to provide rich learning experiences that otherwise may not have been available to Summer Success participants. Programs that are interested in supplementing this curriculum with field trip experiences could likewise consider contacting community partners that have a vested interest in early childhood learning, such as local art museums, science centers, and zoos, to explore options for discounted or free admission. If transportation arrangements prove challenging, we recommend replacing field trips with on-site experiences offered by community partners or replicating these experiences in-house.

The following field trips were included in the pilot implementation of the Summer Success program in the summer of 2016 and 2017 and are provided below as examples of experiences programs may consider offering to enrich the Summer Success curriculum. Field trips are described below, along with suggestions for replicating in-house.

1. **The Center of Science and Industry (COSI):**

This field trip reinforced the math learning target: (1) Demonstrate understanding and use quantity/size comparisons, such as more/less, and same/different. It included exploration of math and science concepts through interactive, hands-on experiences, such as determining how many children were needed to lift a car. A similar experience could be provided in-house with sensory bins, water tables, or an on-site visit from a local science center.

2. **The Columbus Museum of Art:** The field trip reinforced the math learning targets: (1) Sort and classify objects by some property and identify common and differing features among sets; and (2) Demonstrate understanding and use quantity/size comparisons, such as more/less, and same/different. It included a tour led by the museum's early childhood staff, and a self-guided exploration of the museum's child-friendly exhibits. This experience could be replicated in-house by creating art projects and displaying them in an art gallery to exhibit to parents and caregivers, or taking a web-based virtual tour of an art museum.



3. **The Franklin Park Conservatory and Botanical Gardens:** This field trip reinforced the language and literacy learning target: (1) Identify and sequence story events; and the math learning targets: (1) Count and identify the amount of objects in total; and (2) Sort and classify objects by some property and identify common and differing features among sets. The field trip included self-guided exploration of various habitats, plant varieties, and the butterfly life cycle through interactive, child-friendly exhibits. This experience could be replicated in-house by providing opportunities for children to care for live plants in their classroom and/or observe the butterfly life cycle, either directly or through web-based videos.
4. **The Columbus Metropolitan Library:** The field trip reinforced the language and literacy targets: (1) Understand and identify story components, such as setting, characters, and events; and (2) Identify and sequence story events. It included a tour of the newly renovated downtown library branch, a storytime experience led by library staff, and a self-guided exploration of the branch's child-friendly space. This experience could be replicated in-house through an on-site visit from local library staff or setting up a library in the dramatic play center that would allow children to browse for and check out books.



Glass Art

The pilot implementation of the Summer Success program in the summer of 2016 and 2017 included a glass art experience led by a local artisan. While the developers of the Summer Success curriculum recognize that providing a glass art experience is not feasible for many programs, many of these activities can be replicated using other art mediums, utilizing low-cost materials. Descriptions of the glass art projects completed during the pilot implementation of Summer Success are below, along with the learning targets addressed during each art project. Suggestions for replicating each of the glass art projects utilizing readily available, low-cost materials are also included.

1. **Glass Gardens:** This glass art project introduced children to working with glass and several math learning targets, including: (1) Count and write numbers 1-20; (2) Count and identify the amount of objects in total; and (3) Sort and classify objects by some property and identify common and differing features among sets. Children built upon prior concepts introduced earlier in the curriculum related to gardening. Summer Success staff members engaged children in discussion regarding shapes and patterns visible in the garden (e.g. rows). The children were then provided with a variety of glass shapes in different colors to create their own unique garden. This project could be easily replicated using garden objects cut from construction paper and glue.



2. **Self Portraits:** This glass art project focused on self-expression, rather than a particular learning target. To represent the diverse learners in the group, children were offered a variety of skin tone glass pieces and glass shapes to represent their faces. Children were then encouraged to apply pieces to represent themselves in the manner of their choice. This project could be easily replicated using construction/contact/tissue paper and glue.



3. **Glass Bugs:** This glass art project reinforced the math learning targets: (1) Count and write numbers 1-20; (2) Count and identify the amount of objects in total; and (3) Sort and classify objects by some property and identify common and differing features among sets. Children selected and counted the legs, antennae, and eyes for their bugs and discussed patterns related to bug anatomy. This project could be easily replicated using contact paper, foam shapes, and permanent/paint markers.
4. **Family Keychains:** This glass art project reinforced the math learning targets: (1) Count and write numbers 1-20; (2) Count and identify the amount of objects in total; and (3) Demonstrate understanding and use quantity/size comparisons, such as more/less, and same/different. Children created gifts for caregivers and other important individuals in their lives. Children matched the number of keychains they had created to the number of people in their families. This project could be easily replicated using air-dry clay, or jewelry beads and string.



Drama Class

The pilot implementation of the Summer Success program in the summer of 2016 and 2017 included a drama class component to reinforce the social-emotional learning targets: (1) Demonstrate self-regulation skills, such as compliance with routines and transitions, following rules, and turn-taking, and (2) Understand emotions and their expression, (i.e. identify emotion based on facial expressions, predict how others might feel, use emotion language); the math learning target: (3) Sort and classify objects by some property and identify common and differing features among sets; and the motor skills learning target: (4) Engage in daily physical activity. All drama class sessions offered during the pilot session included the following sequence: (1) a warm-up activity, (2) an 'ensemble-building' activity, and (3) 'creative movement and improvisation' activities. Below are examples of drama class activities offered during the pilot implementation of the Summer Success program that can be easily replicated by other programs utilizing this curriculum:


1. **Ducks and Cows:** Children stand in various locations around the room and close their eyes. Staff members circulate around the room and whisper to each child whether they are a "duck" or a "cow." When staff members say the word 'Go', children are instructed to "act out" their designated animal using sound and movement. Children then must group themselves with the other "ducks" or "cows." As children become more comfortable with this activity, staff members may choose to add more animals.
2. **Morphing Movement:** Children stand on one side of the classroom. Staff members instruct children to walk across the room while "acting out" a character or animal. For example, staff members may instruct children to, "Walk across the room like a hungry lion;" "Walk across the room like a really old man;" or "Walk across the room like a celebrity."
3. **Musical Statutes:** Staff members play music and encourage children to dance. Staff members stop the music and instruct children to pretend that they are statues. Staff members then resume the music and instruct children to resume dancing. Staff members may also instruct individual children or the whole class to "act out" other animals or objects, such as a dog, tree, or spider.
4. **Emotion Dance:** Prior to this activity, staff members should select several songs that evoke very different emotions. Staff members should then play each song and encourage children to identify the emotions evoked by that song. Staff members should then encourage children to dance in a way that matches the emotion evoked by the song.



Family Engagement

Family engagement was critical to supporting the learning objectives of the pilot implementations of the Summer Success program. The pilot sessions of Summer Success included two key family engagement strategies:

1. **Family Information Night:** Consisted of a brief introduction to the Summer Success program and its goals, dinner, and a demonstration of a large-group book-reading session.
2. **Weekly Newsletters:** Highlighted activities and lesson plans from the week, along with corresponding learning targets; recommended activities and strategies for families to enhance learning at home; and provided individualized feedback to each family on their child's progress that week.



Schoenbaum Family Center

Summer Success

CAMP *The fun way to be ready for kindergarten*

Highlighted activities of the week:

Target #1: Storytelling

- **Highlight characters/settings in books:** Read *Where the Wild Things Are* by Maurice Sendak and talked about the characters in the book (*who* was in the story) and the setting (*where* the story took place).

Target # 2: Emotions

- **Emotion Book:** Children discussed different emotions and created a book depicting when they might feel those emotions.

Target #3: Counting

- **Number Hunt:** Children searched for hidden numbers (1-20) scattered throughout the playground and worked together to put the numbers in order.

Recommended home activities:

- Read books together and talk about the characters/settings.
- Use emotion words when talking with your children about how they feel. For example, if your child is upset about not getting to go to the playground you could say, "I know it is disappointing when you don't get to do something that you really want to do. Let's make a plan to go to the playground another day."
- Have your child count and group objects while you play outside. Show your child that you can show numbers in different ways, i.e. the number 3, three circles, or three sticks.

Helpful tips for parents:

- Sit next to your child as you read book or complete activity.
- Ask your child open-ended questions to encourage your child to think about their response when you ask them questions.
- Don't stress about finishing an entire book every time you read. If you have a reluctant reader, encourage them to take a book walk and try to predict the story using the illustrations and then read the story together to see if their predictions were correct.

Progress Update

This week Scarlett was able to:

- Identify the emotions happy, sad, mad, and frustrated
- Count to the number 12
- Identify the setting of the book *Where the Wild Things Are*
- Planted her flower that we will observe and record as it grows during camp!

Keep working on at home:

- Read the Emotion book your child created, talk about the emotions featured in the book, and what people do when they feel a certain way
- Practice counting the numbers 1-20. Make this exciting for your child by challenging them to do different actions such as jump or stomp as they count.

Special Points of Interest

Next week's field trip date:

Date:

Depart:

Return:



Appendices

Sample Daily Schedule

Summer Success' daily schedule is designed to provide children with a balance of large group, small group free-choice activity sessions. This balance between large group, small group, and free-choice activity sessions is included intentionally in order to represent a "camp-based environment," while still maintaining realistic expectations for transition to the kindergarten classroom. The Sample Daily Schedule below illustrates how large group, small group and free-choice activity formats could be distributed during the programmatic day, and includes optional auxiliary activities, such as field trips and glass art. This sample daily schedule may be adjusted to suit the needs and resources of specific program.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00	Drop-off & Breakfast	Drop-off & Breakfast	Drop-off & Breakfast	Drop-off & Breakfast	Drop-off & Breakfast
9:00-9:30	Gym Class	Playground	Gym Class	Playground	Gym Class
9:30-10:00	Music and Movement	Music and Movement	Music and Movement	Music and Movement	Music and Movement
10:00-10:15	Book Reading	Book Reading	Book Reading	Book Reading	Book Reading
10:15-10:30	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
10:30-11:15	Table Choices	Table Choices	Table Choices	Table Choices	Table Choices
11:15-12:00	Free Choices	Free Choices	Free Choices	Free Choices	Free Choices
12:00-12:20	Music & Transition	Music & Transition	Music & Transition	Music & Transition	Music & Transition
12:20-12:50	Lunch	Lunch	Lunch	Lunch	Lunch
12:50-1:05	Afternoon Book Reading	Afternoon Book Reading	Afternoon Book Reading	Afternoon Book Reading	Afternoon Book Reading
1:05-1:45	Free Choice	Free Choice	Free Choice	Free Choice	Free Choice
1:45-2:00	Transition	Transition	Transition	Transition	Transition
2:00-2:30	Playground/ Pick-up	Playground/ Pick-up	Playground/ Pick-up	Playground/ Pick-up	Playground/ Pick-up



Recommended Book List

The books recommended in the list below were selected for the Summer Success curriculum because of their quality and their content, particularly as it corresponds to the domains and learning targets addressed in this curriculum. However, books may be substituted and group book discussions adapted as needed or appropriate. Nevertheless, when substituting one book for another, it is important to ensure that the content of the book addresses the appropriate learning target for the daily lesson plan. For example, if substituting the book *The Way I Feel* in Week 1, Day 1, one should ensure that the replacement book addresses the learning target, “Understand emotions and their expression, (i.e. identify emotion based on facial expressions, predict how others might feel, use emotion language).” Further, some of the recommended books included in the list below are repeated across several daily lesson plans in order to reinforce learning targets.

1. *A Big Guy Took my Ball* by Mo Willems
2. *Albert’s Bigger Than Big Idea* by Eleanor May
3. *Caps for Sale* by Esphyr Slobodkina
4. *Chalk* by Bill Thomson
5. *Chicka Chicka Boom Boom* by Bill Martin Jr.
6. *Click, Clack, Moo* by Doreen Cronin
7. *Counting Crocodiles* by Judy Sierra
8. *I’m the Biggest Thing in the Ocean* by Kevin Sherry
9. *Jump!* by Scott Fischer
10. *Let’s Sing a Lullaby with the Brave Cowboy* by Jan Thomas
11. *Little Cloud* by Eric Carle
12. *My Many Colored Days* by Dr. Seuss
13. *Over in the Garden* by Jennifer Ward
14. *Pattern Fish* by Trudy Harris
15. *Pete the Cat and His Four Groovy Buttons* by Eric Litwin
16. *Pete the Cat and the Missing Cupcakes* by Kimberly and James Dean
17. *Rhyming Dust Bunnies* by Jan Thomas
18. *Silly Sally* by Audrey Wood
19. *Ten Black Dots* by Donald Crews
20. *The Letters Are Lost* by Lisa Ernst
21. *The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear* by Don and Audrey Wood
22. *The Napping House* by Audrey Wood
23. *The Rainbow Fish* by Marcus Pfister
24. *The Curious Garden* by Peter Brown
25. *The Three Little Fish and the Big Bad Shark* by Will Grace
26. *The Very Hungry Caterpillar* by Eric Carle
27. *The Way I Feel* by Janan Cain
28. *Where the Wild Things Are* by Maurice Sendak
29. *Where’s my Teddy* by Jez Alborough
30. *Z is for Moose* by Kelly Bingham



Summer Success Screener

The researchers consulted in the creation of the Summer Success curriculum developed a **Summer Success Screener** in order to evaluate gains in participating children's kindergarten readiness skills across three of the domains of learning targeted through this curriculum: (1) language and literacy, (2) math, and (3) social-emotional. The Summer Success Screener consists of 12 measures, which include both standardized and researcher-developed assessments. For more information regarding these measures and the results from the pilot implementation of the Summer Success program, please refer to the Crane Center for Early Childhood Research and Policy's Fall 2017 whitepaper titled, "Summer Success: A Comprehensive Kindergarten Readiness Camp" at earlychildhood.ehe.osu.edu

Assessment measures developed by researchers consulted in the creation of the Summer Success curriculum are included in this manual in their entirety and are freely-available to programs implementing the Summer Success curriculum. These measures consist of the: (1) Test of Phoneme Segmentation; (2) Test of Initial Sounds; (3) Counting Test; (4) Cardinality Test; (5) Math Language Test; (6) Categorization and Pattern Completion Test; and (7) Emotion Recognition Test.

The Summer Success program also administered the following standardized assessments as part of the Summer Success Screener: (1) The Get Ready to Read! Screener-English (GRTR-English; Whitehurst & Lonigan, 2001); and (2) The Head-to-Toes task (HTT; Ponitz et al., 2008).

The Head to Toes task, along with instructions for scoring and administration, is freely-available online through the website below:

<https://my.vanderbilt.edu/toolsoftheminevaluation/files/2013/01/HTKS-without-stats-info.pdf>

The Get Ready to Read! Screener is not included in this manual due to copyright protections. Programs wishing to utilize this assessment should plan to purchase them separately.

Summer Success staff members should administer the Summer Success Screener during Week 1 and Week 4 of the Summer Success program. Administration time for the Summer Success Screener is approximately 45-60 minutes. To reduce fatigue, it is recommended that staff members administer the Summer Success Screener to each child during two separate sessions, consisting of between five and six measures, across the span of each testing week.

While administering the Summer Success Screener, staff members should record each child's responses directly onto a Summer Success Screener Recording Form provided in the next section of this manual. Directions for administering each assessment measure are included on the Summer Success Screener Recording Form. After administering each assessment measure, staff members should calculate the score for that measure using the scoring instructions provided with the assessment measure and note the score directly on the form. Finally, staff members should compare scores between Week 1 and Week 4 for each child to evaluate his or her gains on the kindergarten readiness skills addressed in the Summer Success curriculum.



Summer Success Screener Recording Form

Letter Recognition

Directions: Say, **We are going to play a letter game.** (Refer child to corresponding letter chart on the Letter Recognition: Stimuli Page). Use a piece of paper to show only one line at a time. Have child touch each letter as they say the letter name. Some children may need you to point to the letters yourself. Record child's answer on the answer key below. For incorrect or unidentified letters put a slash through the letter. Self-corrections are counted as correct answers. Score by counting the number of letters the child identified correctly.

C	G	S	I
B	X	L	Q
Y	W	N	R
J	K	O	M
P	F	D	U
A	T	H	Z
V	E		

Total Score: ____/26



C

G

S

I

B

X

L

Q

Y

W

N

R

J

K

O

M

P

F

D

U

A

T

H

Z

V

E



Test of Phoneme Segmentation

Directions: Say, **Now we are going to play a word game.** (Refer child to the corresponding pictures on the Test of Phoneme Segmentation: Stimuli Page).

A. Stimuli

B. Test Items:

Directions: Say, **Now let's do some more. How many sounds are in the word...?** (Refer child to the corresponding pictures on the Test of Phoneme Segmentation: Items 1-4 page. Fill in the question with the words below and follow the testing procedure described in the examples above.)

Scoring: Circle items that the student correctly segments; Mark 1 if the child correctly names the number of sounds in a word. Mark 0 if the child gives incorrect number or no answer. Add up the number of correct answers to calculate the child's total score.

1. Tie	/t/.../ie/ (2)	0	1
2. Shoe	/sh/.../oo/ (2)	0	1
3. Soap	/s/.../oe/.../p/ (3)	0	1
4. Hat	/h/.../a/.../t/ (3)	0	1

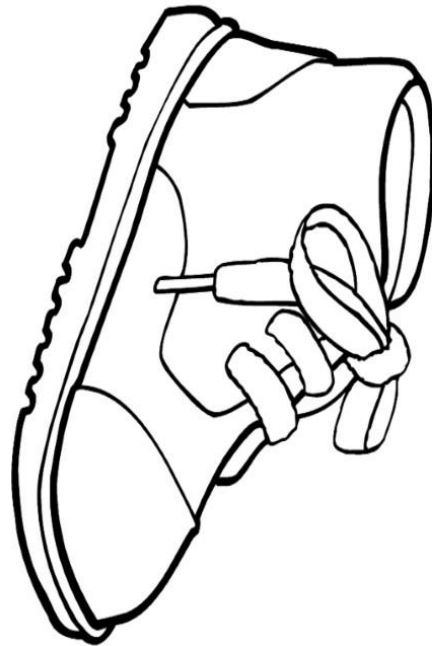
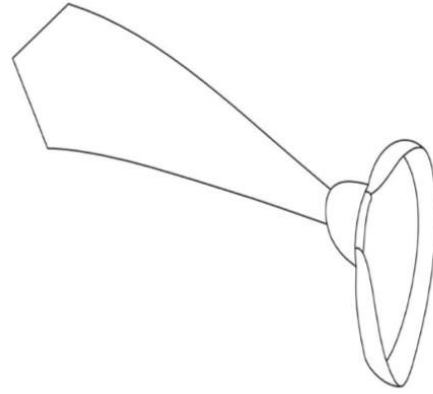
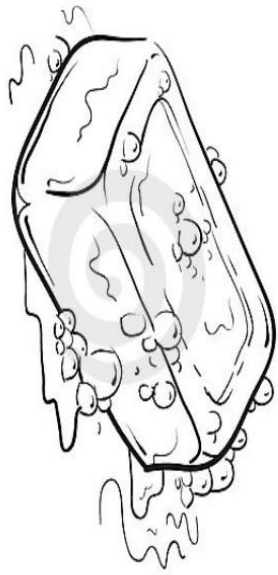
Total Score:





Test of Phoneme Segmentation: Stimuli Page





Test of Phoneme Segmentation: Items 1-4



Test of Initial Sounds

Directions: Say, **Now we are going to play a different word game. Here is a picture of a kite.** (Refer child to the corresponding pictures on the Initial Sound Fluency: Stimuli page).

A. Stimuli

- **Example 1:** Say, **What is the first sound in the word, "kite?"**
 - If the child responds **correctly** say, **That's right, the first sound in the word, "kite" is /k/. Let's try another one.**
 - If the child responds **incorrectly** say, **The first sound in the word kite is actually /k/. What is the first sound in the word, "kite?"** (Give child an opportunity to respond; Repeat the question until the child responds correctly or up to three times; afterwards, move on to Example 2).
- **Example 2:** Say, **This is a picture of a seal. What is the first sound in the word, "seal?"**
 - If the child responds **correctly** say, **/s/...That's right, the first sound in the word, "seal" is /s/. Now let's do some more.**
 - If the child responds **incorrectly** say, **The first sound in the word, "seal" is /s/. What is the first sound in the word, "seal?"** (Give child an opportunity to respond; Repeat the question until the child responds correctly or up to three times; afterwards, move on to test items).

B. Test Items

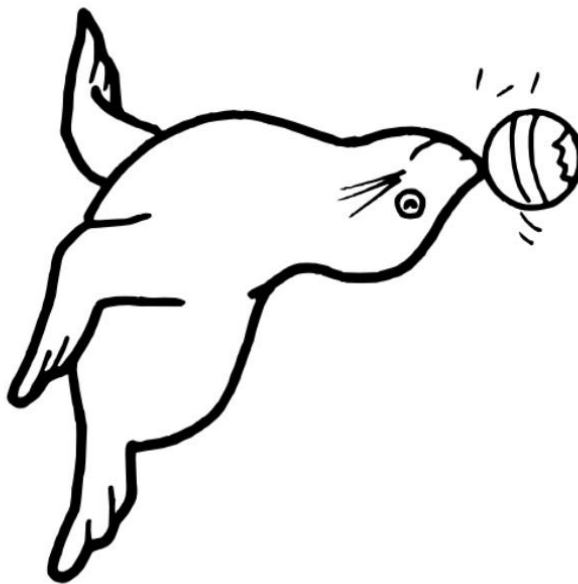
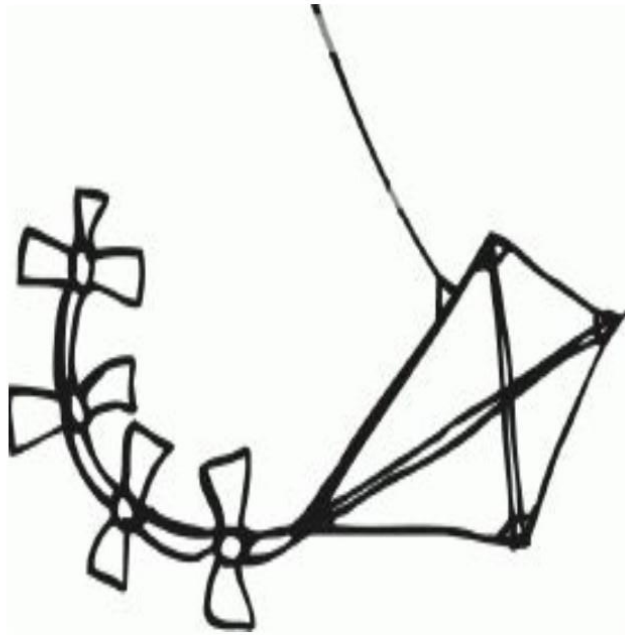
Directions: Say, **What is the first sound in the word.....?** (Refer child to the corresponding pictures on the Initial Sound Fluency: Items 1-4 page. Fill in the question with the words below and follow the testing procedure described in the examples above.)

Scoring: Circle items that the student correctly segments; record incorrect responses on the blank line. Mark 1 if child correctly segments and 0 for incorrect segmentation. Add the number of correct items and record the child's total score.

1. Toe	_____	/t/	0	1
2. Pig	_____	/p/	0	1
3. Dog	_____	/d/	0	1
4. Fork	_____	/f/	0	1

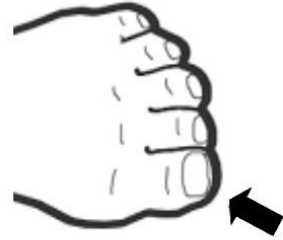
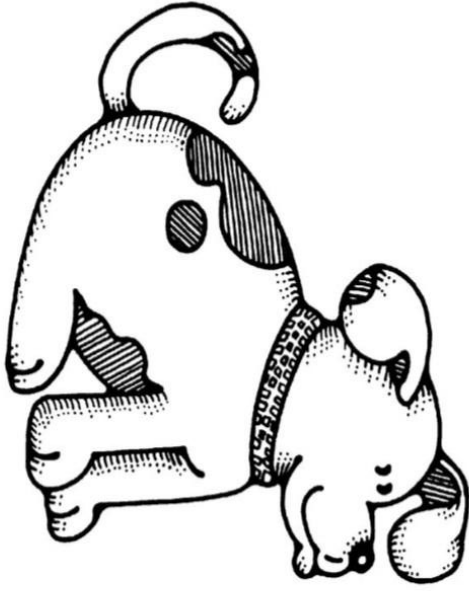
Total Score:





Initial Sound Fluency: Stimuli





Initial Sound Fluency: Items 1-4



Counting Test

Directions: Say, **Now I want you to count as high as you can when I say, "Go."** Say, "Go."
(Stop the child once they make a mistake, or if they reach 100.)

Scoring: Record the last number the child counted correctly (e.g. if a child counts "1,2,3,4,5,6,7,9,10", record the number, "7" as this is the last number up to which the child counted correctly).

Last number counted correctly _____



Cardinality Test

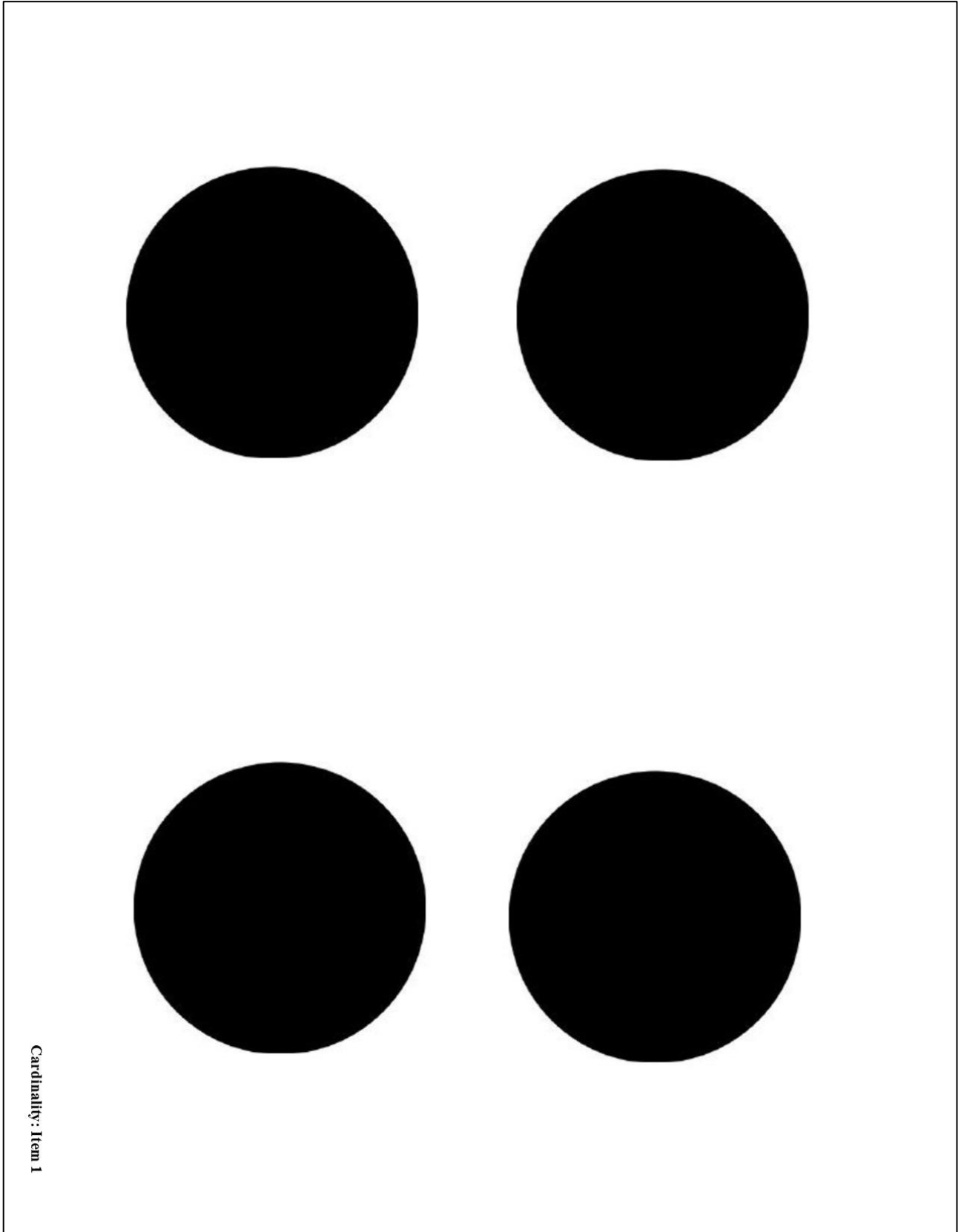
Directions: Refer child to the corresponding pictures on the Cardinality: Item 1, Cardinality: Item 2, and Cardinality: Item 3 Stimuli pages. Say, **Here are some dots. I want you to count each dot. Touch each dot as you count.** After the child finishes counting each set of dots, say, **How many dots were there?**

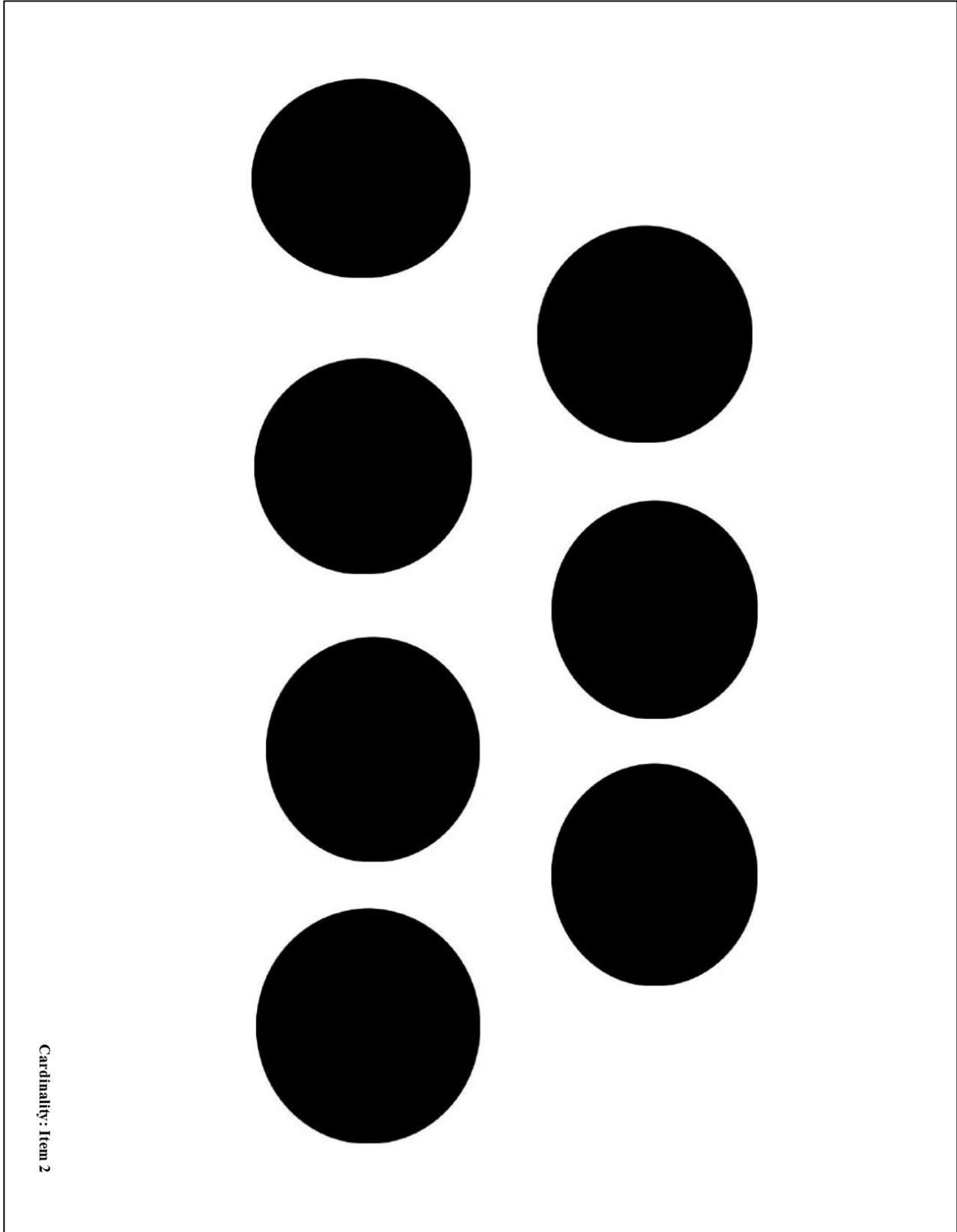
Scoring: Record the number of dots counted by the child and the total number of dots the child stated. Circle the number 1 if the child correctly counts the dots **and** states the correct number of total dots in the image. If a child makes a mistake counting the dots, **but** correctly states the total number of dots in the image, circle the number $\frac{1}{2}$. Circle the number 0, if the child incorrectly states the total number of dots in the image, even if he or she counted the dots correctly. Add the number of correct and partially correct responses and record the child's total score.

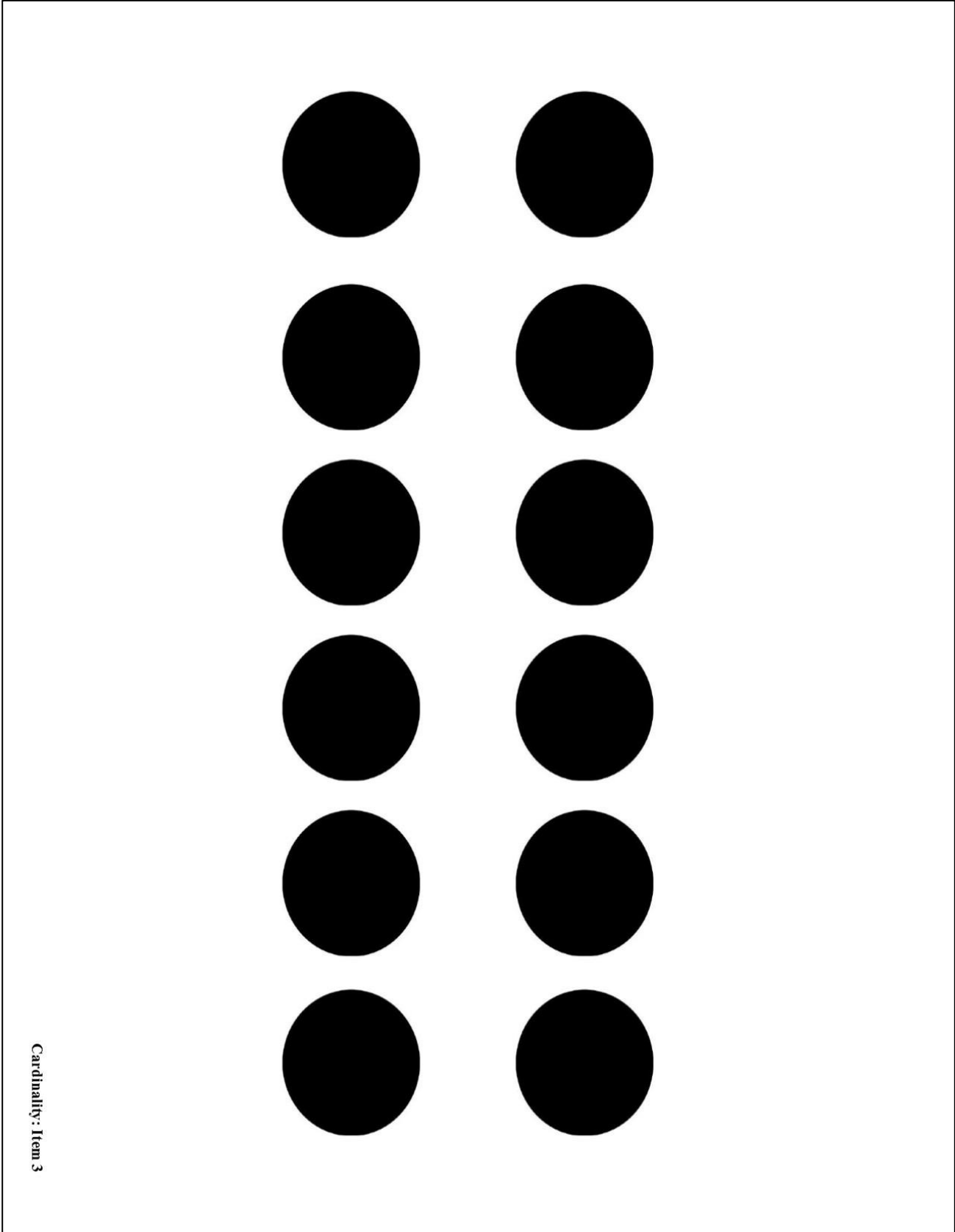
	Number Counted	Number Stated	0	$\frac{1}{2}$	1
1. Four dot image	_____	_____			
2. Seven dot image	_____	_____			
3. Twelve dot image	_____	_____			

Total Score:









Cardinality: Item 3



Categorization and Pattern Completion Test

A. Categorization

Directions: Refer children to the corresponding pictures on the Categorization: Item 1, Categorization: Item 2, Categorization: Item 3, and Categorization: Item 4 Stimuli pages. Ask them to identify how many of the targeted object is represented on each page.

Scoring: Circle 1 for each correct answer and circle 0 for each incorrect response.

1. Show stimuli page with 4 rockets and **3 elephants**. Ask, “**How many elephants are there?**”

0 1

2. Show stimuli page with 12 rockets and **8 elephants**. Ask, “**How many elephants are there?**”

0 1

3. Show stimuli page with **10 rockets** and 7 elephants. Ask, “**How many rockets are there?**”

0 1

4. Show stimuli page with 18 rockets and **6 elephants**. Ask, “**How many elephants are there?**”

0 1

B. Pattern Completion

Directions: Cut out the corresponding colored squares on Pattern Matching pages 1 and 2. Use the squares to place the corresponding patterns on the table in front of the child. Say, **I’m going to make a pattern with some colors. Watch carefully because I’m going to ask you to make the same pattern. Can you make the same pattern?**

Scoring: Circle 1 if the child is able to recreate or extend the patterns. If the child is not able to recreate or extend the patterns correctly, Circle 0.

	Response	Score
1. Purple Yellow Purple Yellow	_____	0 1
2. Purple Purple Yellow Yellow	_____	0 1



Directions: Cut out the corresponding colored squares on Pattern Matching pages 3 and 4. Use the squares to place the corresponding patterns on the table in front of the child. Say, **Now we are going to make a different pattern. Watch carefully because I'm going to ask you to make the same pattern. Can you make the same pattern?**

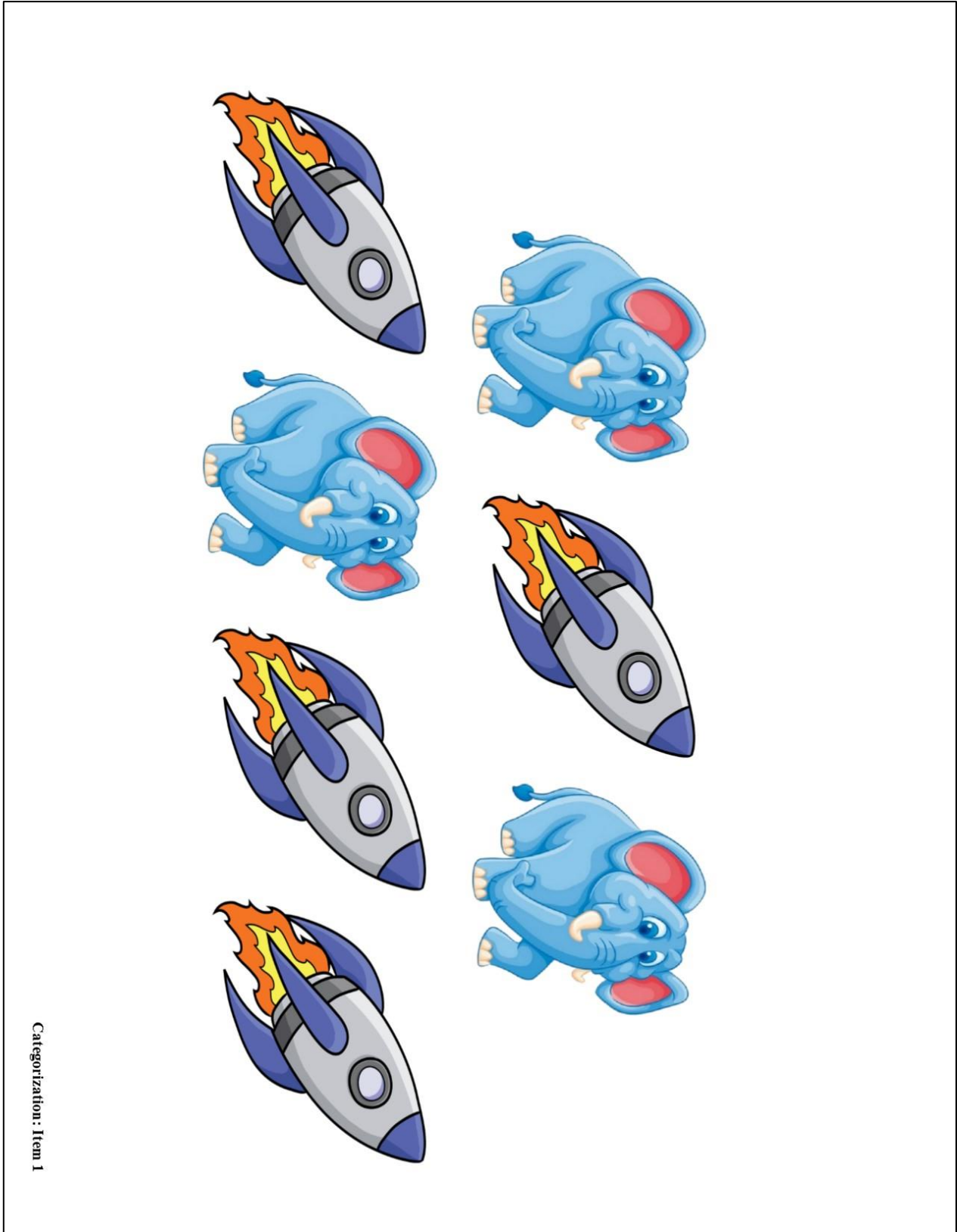
Scoring: Circle 1 if the child is able to recreate or extend the patterns; if the child is not able to recreate or extend the patterns correctly, Circle 0.

	Response	Score
1. Green Orange Green Orange	_____	0 1
2. Green Green Orange Orange	_____	0 1

Scoring: Add the total number of correct responses to the Categorization and Pattern Test and record the child's total score below.

Total Score:





Categorization: Item 1



A 4x5 grid of illustrations. The first row contains a rocket, an elephant, an elephant, a rocket, and an elephant. The second row contains five rockets. The third row contains an elephant, a rocket, an elephant, a rocket, and an elephant. The fourth row contains a rocket, an elephant, a rocket, an elephant, and a rocket.

Categorization: Item 2



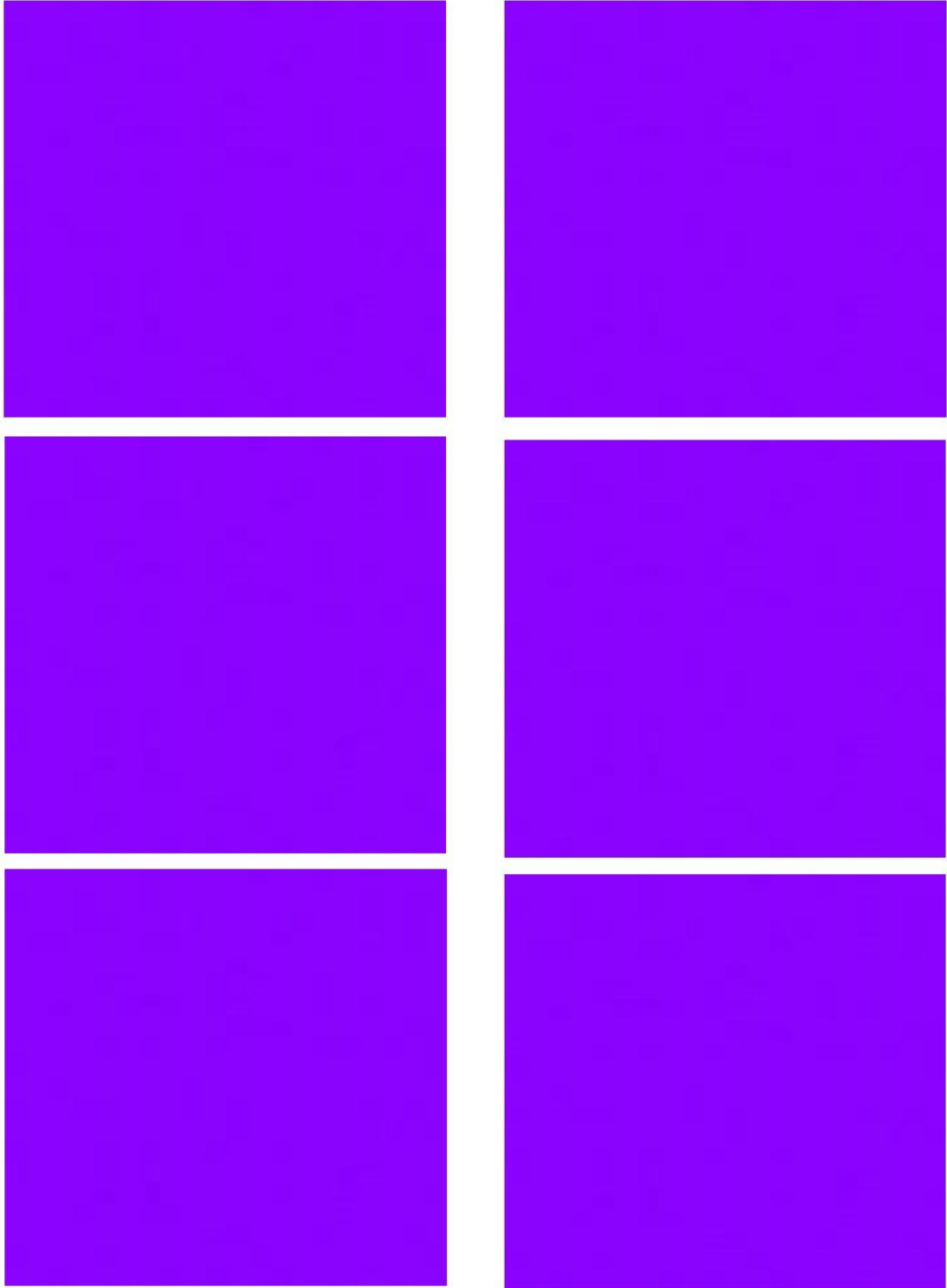
Categorization: Item 3



Categorization: Item 4



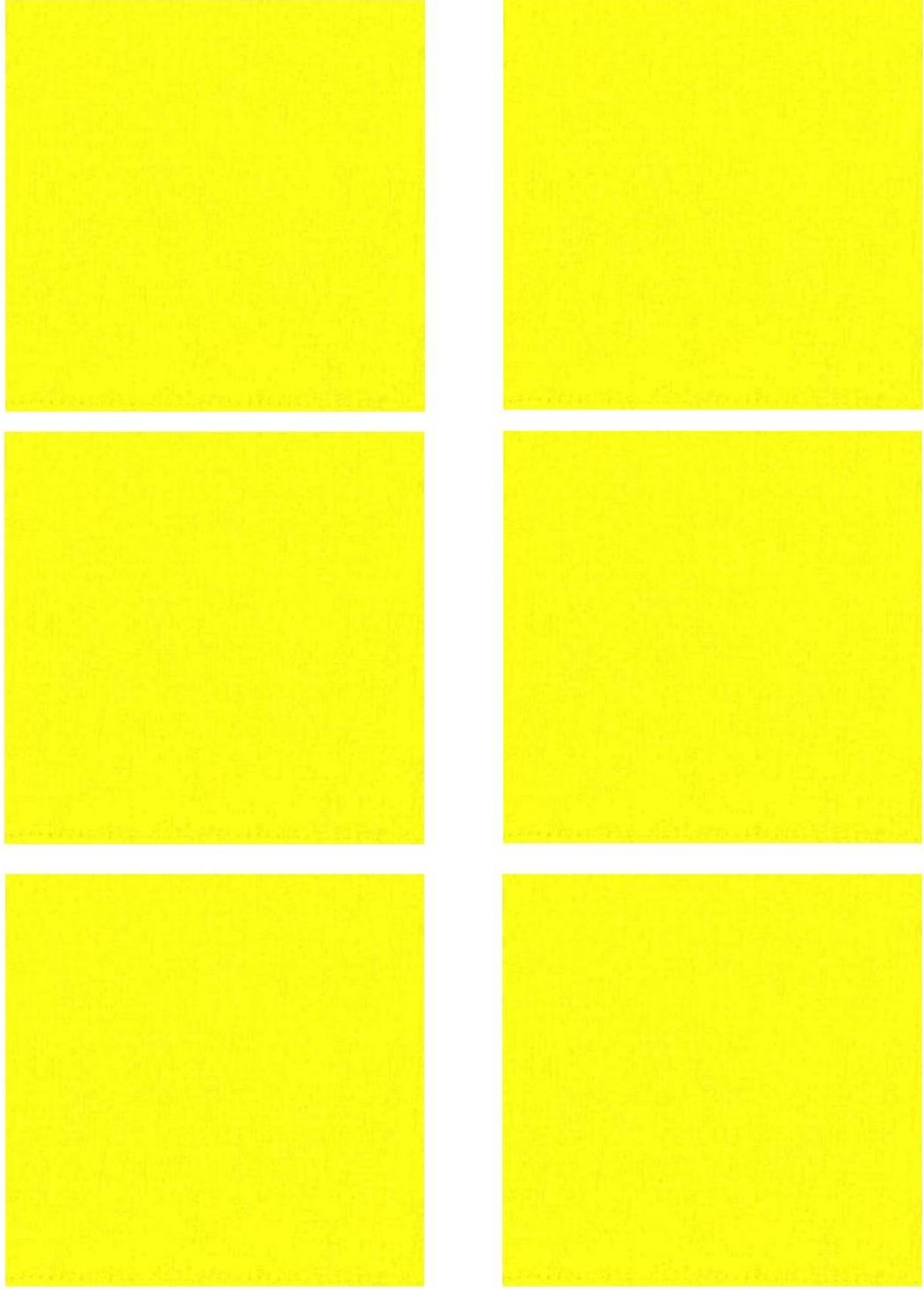
Pattern Matching



A large rectangular frame containing a 3x2 grid of six empty rectangular boxes. The boxes are arranged in three rows and two columns. The text 'Pattern Matching' is written vertically on the left side of the frame, next to the bottom row of boxes.



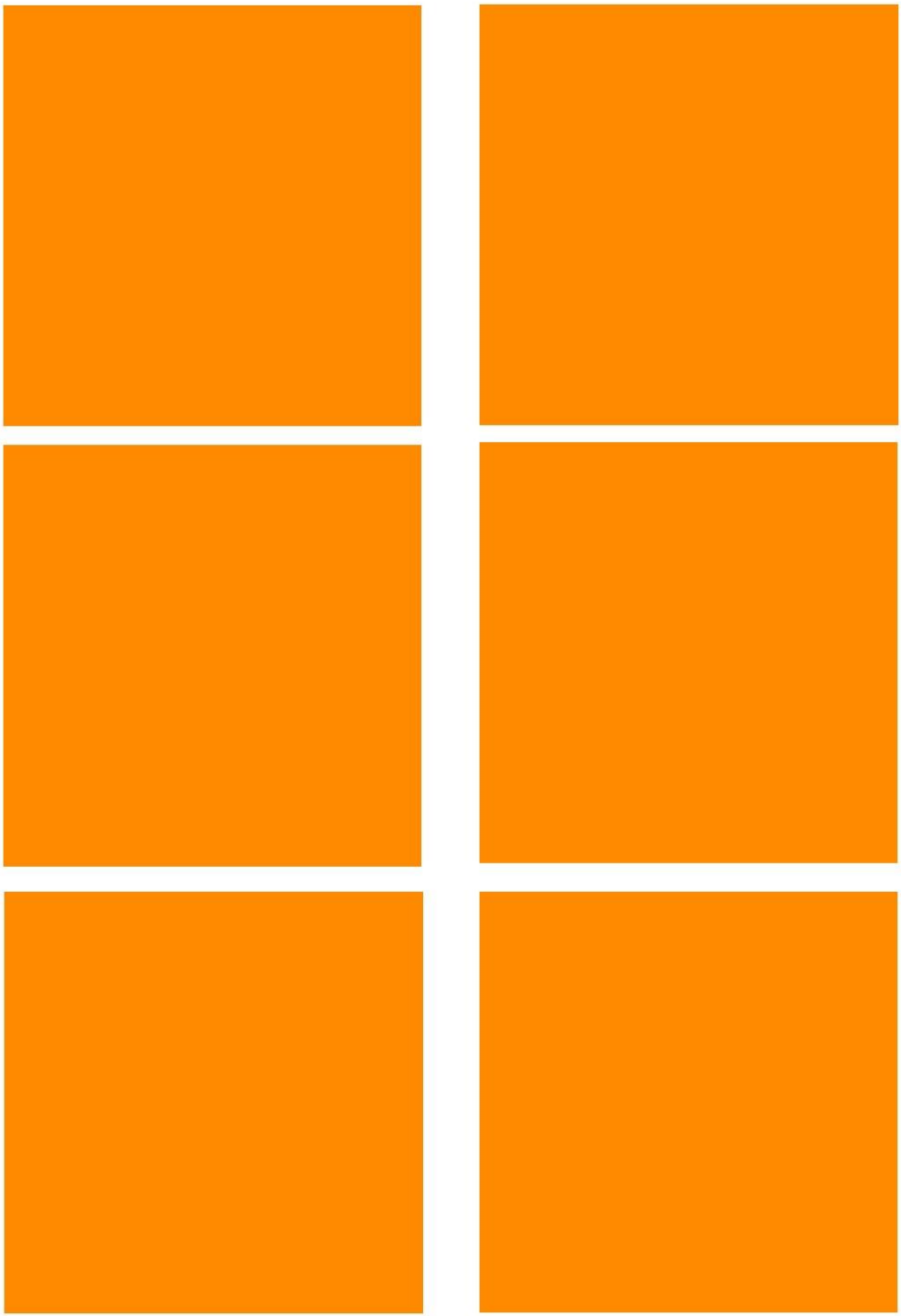
Pattern Matching



A large rectangular frame containing a 3x2 grid of six identical yellow squares. The text 'Pattern Matching' is written vertically on the left side of the frame.



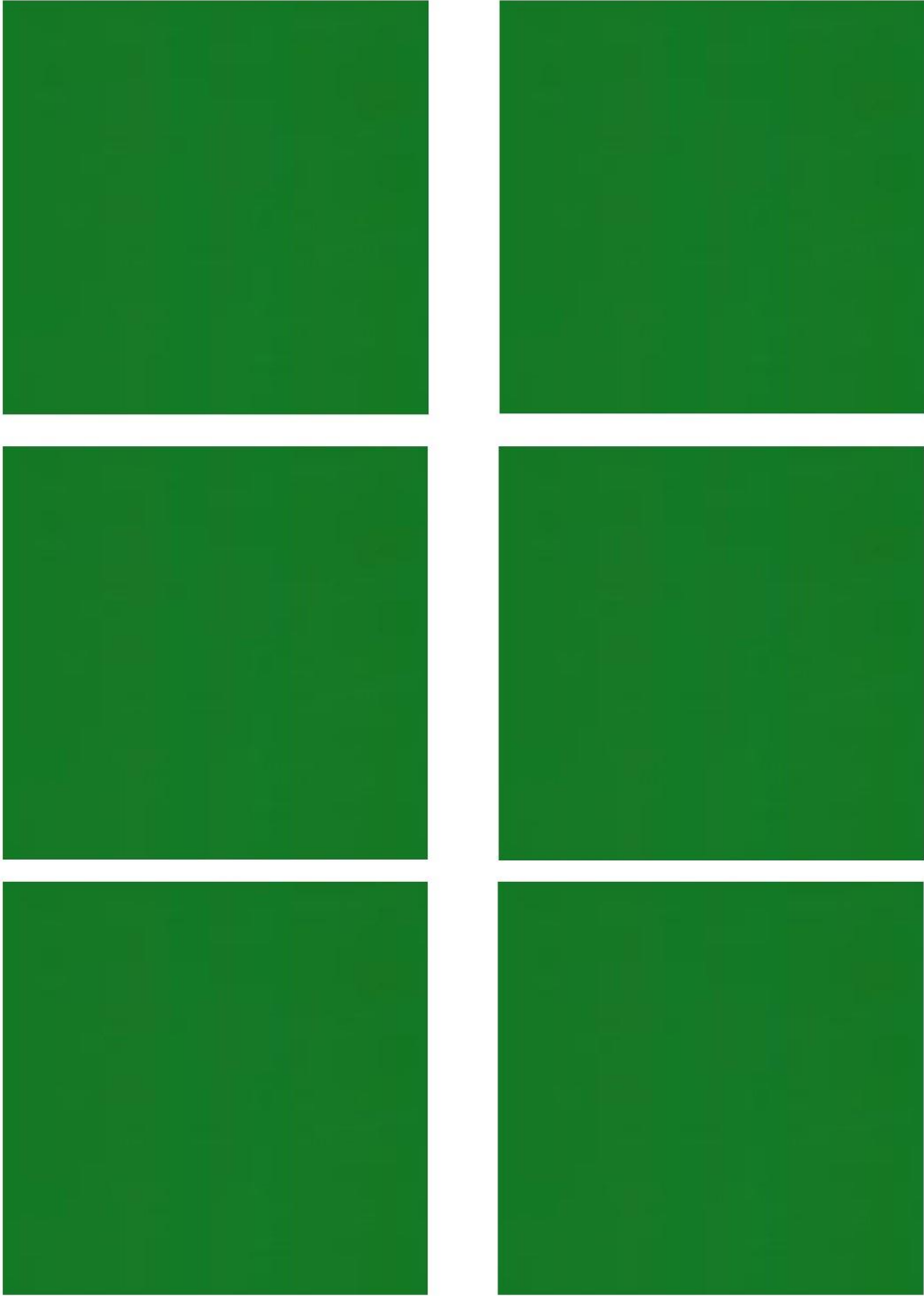
Pattern Matching



The image displays a 3x2 grid of six identical orange squares. The text 'Pattern Matching' is written vertically on the left side of the grid.



Pattern Matching



A large rectangular frame containing a 3x2 grid of six solid green squares. The squares are arranged in three rows and two columns, separated by thin white lines. The text 'Pattern Matching' is written vertically on the left side of the frame.



Math Language Test

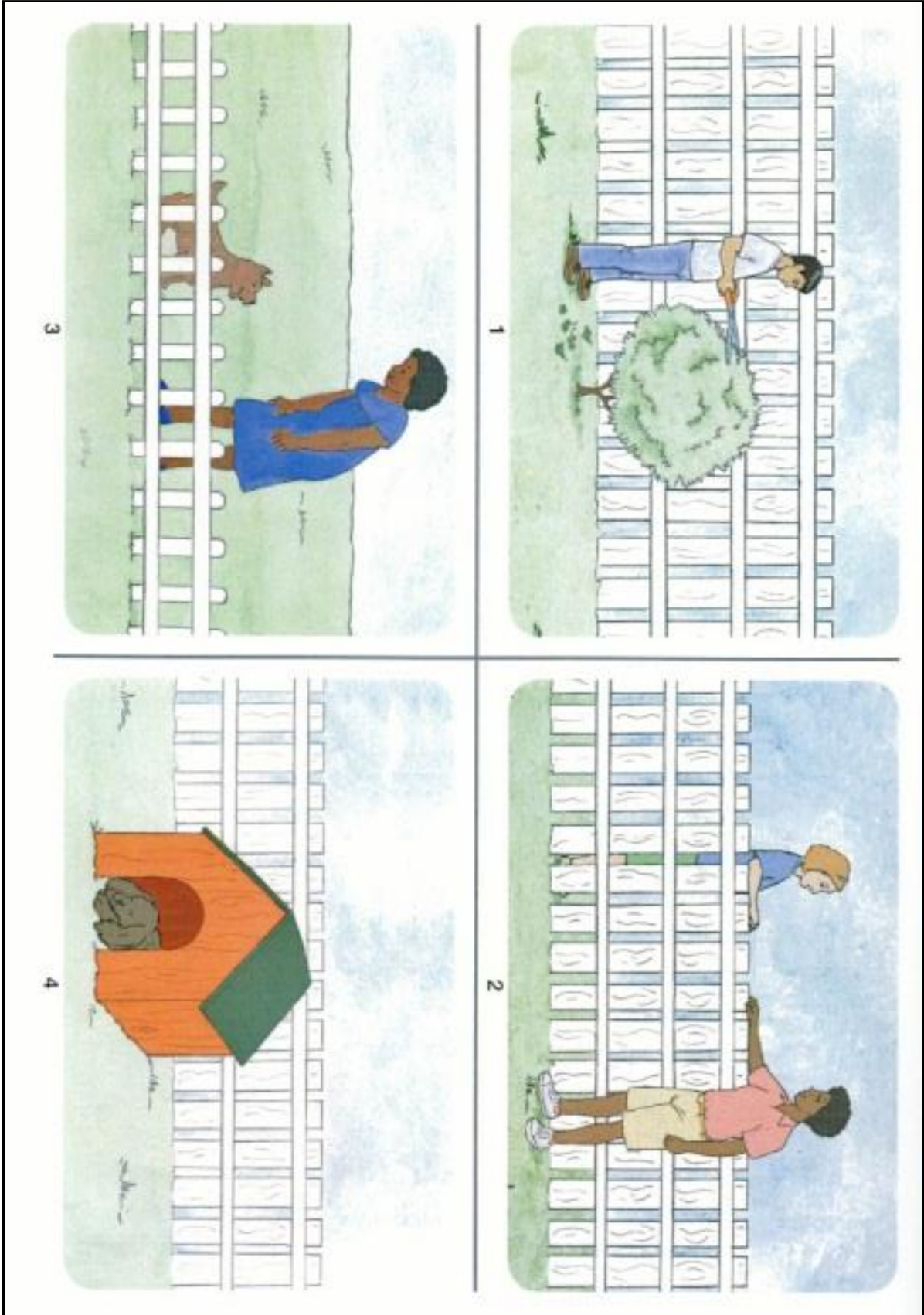
Directions: Show child the corresponding images on the Math Language Test: Item 1, Math Language Test: Item 2, Math Language Test: Items 3 and 4, and Math Language Test: Items 5 and 6 Stimuli pages. Say the sentences below to the child.

Scoring: Circle the child's response. Bolded items represent the correct response for each item. Add the total number of correct responses and record the child's total score.

1. Show me which fence is **taller** than the boy 1 2 3 4
2. Show me which boats are **alike** 1 2 **3** 4
3. Show me which tree has the **most** apple 1 2 3 **4**
4. Show me which tree has **no** apples 1 2 3 4
5. Point to the **first** animal in this picture **first** middle last
6. Point to the **last** animal in this picture first middle **last**

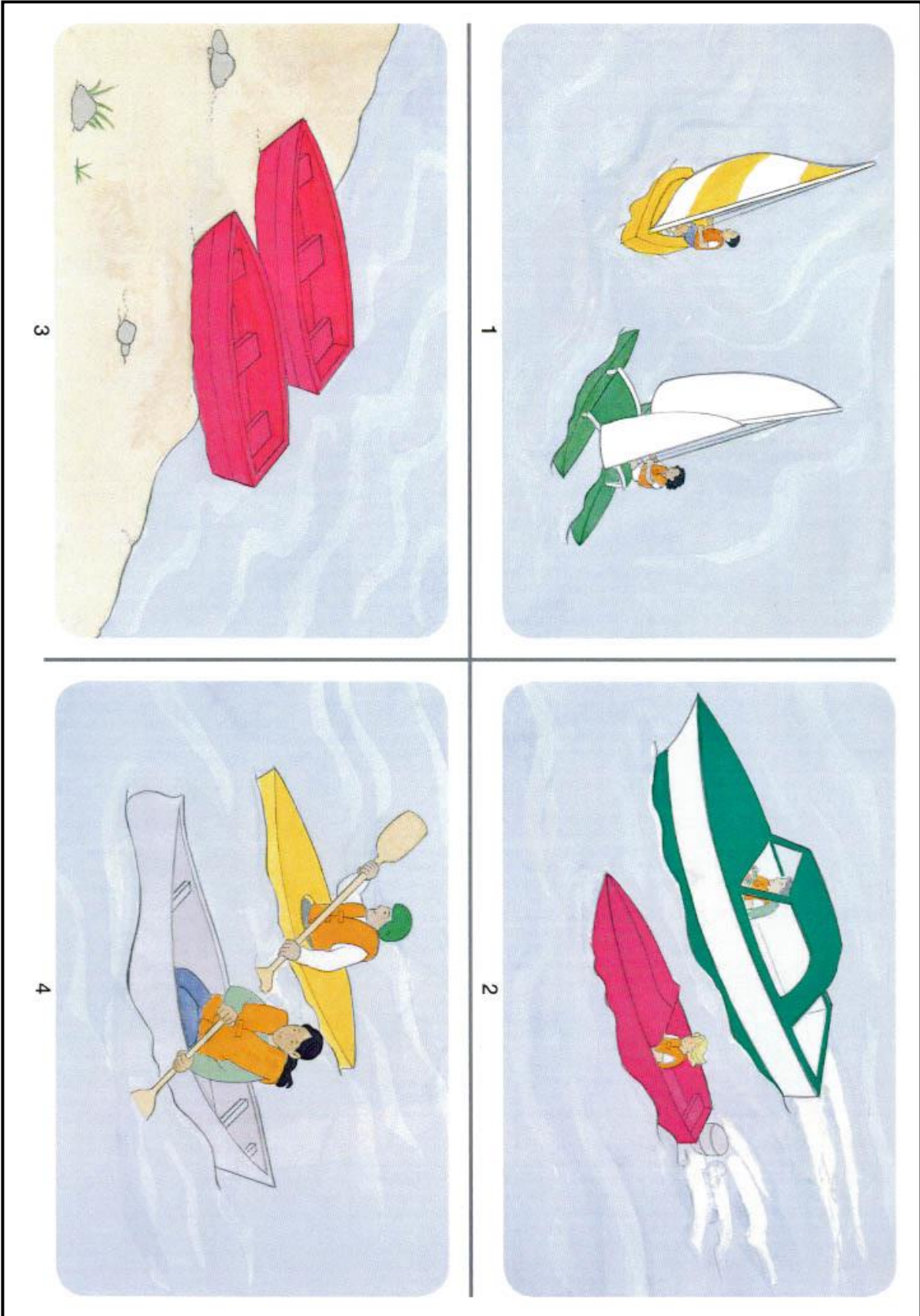
Total Score:





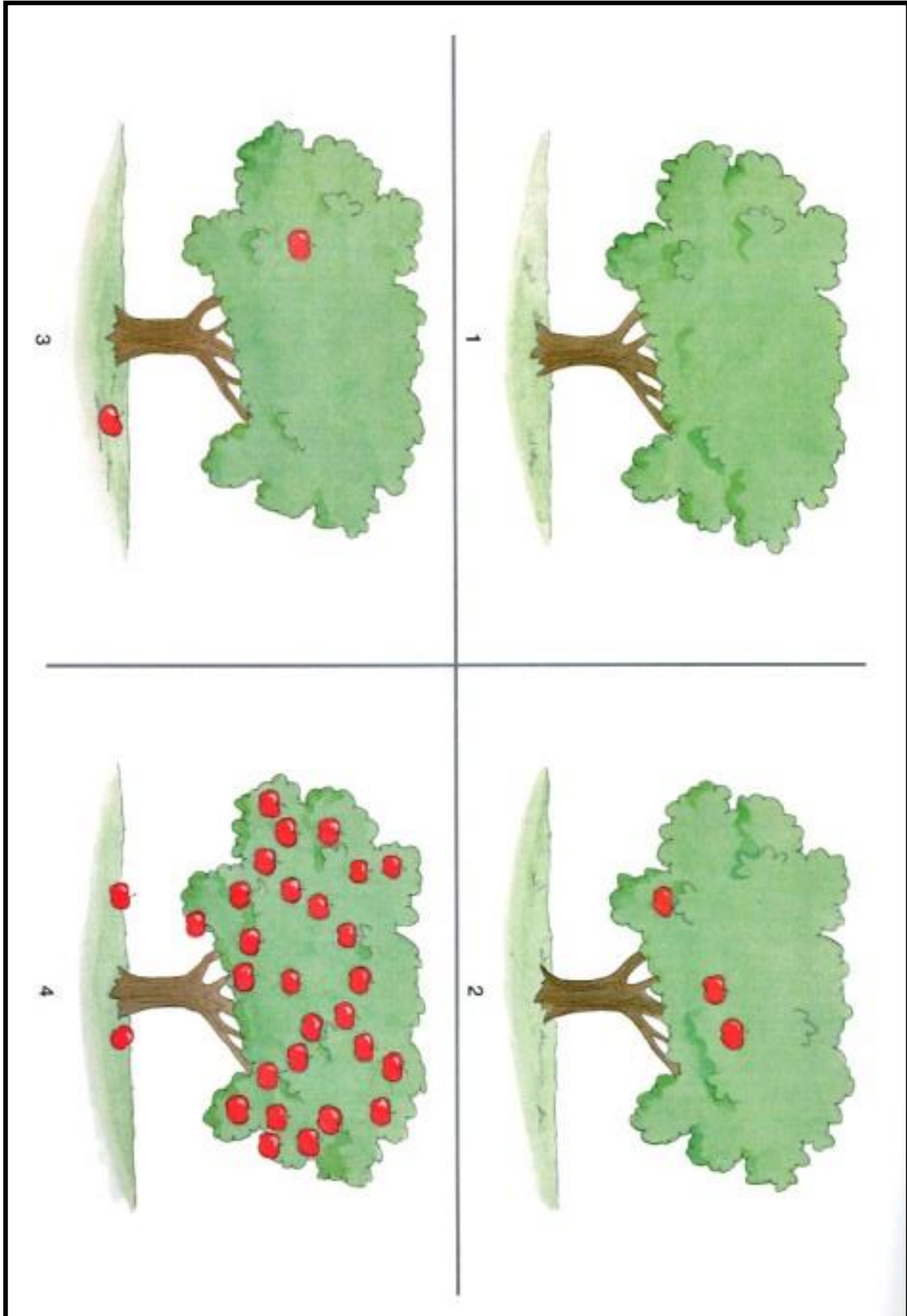
Math Language Test: Item 1





Math Language Test: Item 2





Math Language Test: Items 3 and 4





Math Language Test: Items 5 and 6



Emotion Recognition Test

Directions: Show child the corresponding pictures on the Emotion Recognition: Item 1, Emotion Recognition: Item 2 and Emotion Recognition: Item 3 Stimuli pages for each question below. Say to child, **Now, we are going to play a game in which I will show you some children's faces. What face is this child making?** Ask the questions below to the child. (Acceptable prompt: What do you think this child is feeling?)

Scoring: Bolded words represent the correct response for each item. Circle 1 for each correct response. Circle 0 for each incorrect response.

Part 1

- | | | |
|--|---|---|
| 1. Is this child excited or scared ? | 0 | 1 |
| 2. Is this child angry or sad? | 0 | 1 |
| 3. Is this child making a yucky face or sad face? | 0 | 1 |

Part 2

Directions: Remove stimuli pages. Say to the child, **Now, I want you to listen to some stories.** Read the stories below to the child.

Scoring: Record the child's response in the space provided. Bolded words represent possible correct responses for each item. Synonyms are also acceptable. Circle 1 for each correct response. Circle 0 for each incorrect response.

- Ann asked her mom for a new video game. For her birthday, Ann opened up her present and saw the game that she asked for. She is feeling _____ (**happy, excited**).
0 1
- Billy had a pet bird. When he got home from school he saw that the bird was not in its cage. Billy thought that his bird might be gone forever. He is feeling _____ (**sad, upset**).
0 1
- Susan and her sister were in their room at night all by themselves. It was dark, and they heard a strange noise coming from their closet. She felt _____ (**scared, afraid**).
0 1

Scoring: Add the total number of correct responses to the Emotion Recognition Test and record the child's total score below.

Total Score:





Emotion Recognition Item 1





Emotion Recognition Item 2





Emotion Recognition Item 3



Motor Skills Assessments

In addition to the Summer Success Screener, the pilot implementation of the Summer Success program in Summer of 2016 and 2017 included the following measures to evaluate gains in the Motor Skills domain of learning: (1) The Test of Gross Motor Development 2nd edition (TGMD-2; Ulrich, 2000); and (2) a waist-worn accelerometer (ActiGraph's Bluetooth Smart wGT3X-BT). The Test of Gross Motor Development is not included in this manual due to copyright protections. Programs wishing to utilize these assessment measures should plan to purchase them separately. For more information regarding these measures and the results from the pilot implementation of the Summer Success program, please refer to the Crane Center for Early Childhood Research and Policy's Fall 2017 whitepaper titled, "Summer Success: A Comprehensive Kindergarten Readiness Camp" at earlychildhood.ehe.osu.edu



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The Crane Center for Early Childhood Research and Policy (CCEC)

The Crane Center for Early Childhood Research and Policy (CCEC), in the College of Education and Human Ecology, is a multidisciplinary research center dedicated to conducting high-quality research that improves children's learning and development at home, in school, and in the community. Our vision is to be a driving force in the intersection of research, policy and practice, as they relate to children's well-being

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