

Read It Once Again

Implementation Guidelines

- 1. Unit Preparation Checklist**
- 2. Classroom Teaching Checklist**
- 3. Classroom Management Checklist**



Early Childhood Literacy Curriculum Units
With an
Intense Focus on Foundational Skills



Before You Begin!

A story board is a hands-on way for children to manipulate activities such as sequencing cards or other activities found in this unit. Even though activities can be done on an interactive board, it is important to give the children hands-on opportunities with the story board. Because children have many different learning styles, they need a combination of technologies and hands-on activities to be successful learners.

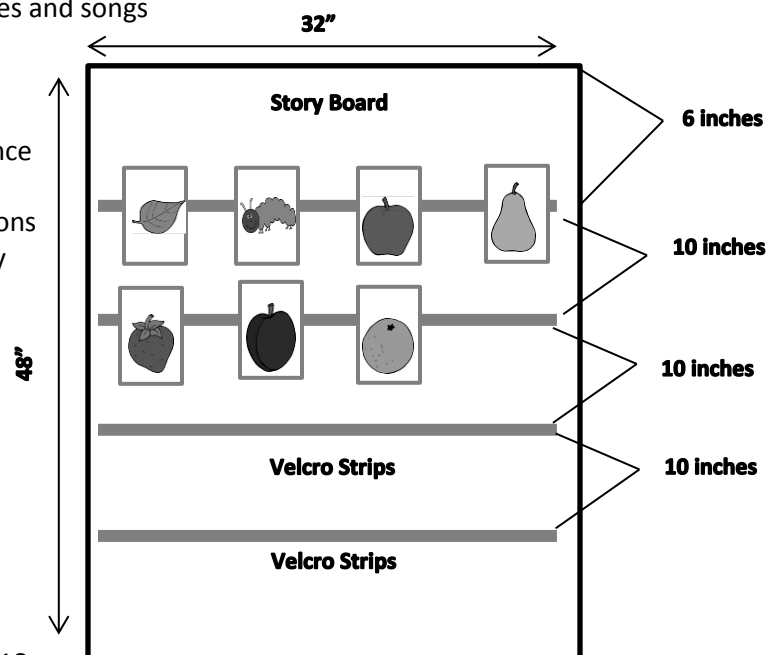
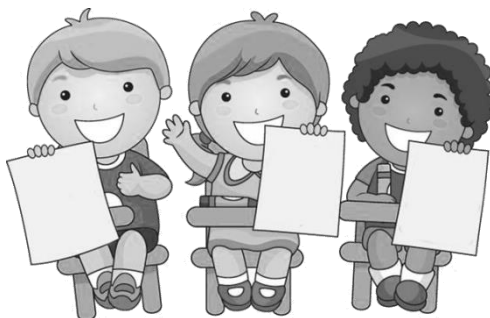
Make A Story Board!

Materials:

- 32" X 48" shower board (a home supply store will have these and will cut to your dimensions. (one 4' X 8' sheet will make 3 story boards).
- Velcro strips (soft and hard sides) with the sticky backs (you will need four 32" long strips, a total of 128" of Velcro).
- yardstick
- pencil

Instructions:

- Now that you have the board, with a yard stick measure 6 inches down from the top and make a mark on the outer edges.
- With the yardstick, draw a straight line across the board. Use this line to help lay the Velcro strip straight.
- Now measure down another 10 inches from the first line and make a straight line with the pencil. Lay another strip of Velcro down.
- Continue measuring 10 inches, making a straight line with the pencil and laying down 4 Velcro strips.
- Use this board for:
 - sequencing stories, rhymes and songs
 - classifying objects
 - counting
 - which one is different
 - one-to-one correspondence
 - find the pair
 - who, what, where questions
 - your own creative activity



1. Preplanning Unit Checklist

Date: _____ Unit _____

Read It Once Again strategies using literary curriculum units are most effective when basic activities focused on foundational skills are planned and prepared in advance. This is a suggested list to help teachers plan and prepare one **month before** teaching a unit.

- _____ Classroom newsletter to introduce unit
 - request props and snacks when appropriate
 - Unit At-a-Glance should be attached to newsletter

- _____ Trace objects to be painted

- _____ Prop box: gather props for story and Mother Goose rhyme

- _____ Unit storybook available for each child to take home at the end of the unit (Optional)

- _____ Mother Goose preparation:
 - _____ sequencing cards/ copy and laminated/apply Velcro
 - _____ poster/ copied and laminated/apply Velcro
 - _____ rebus for parent and classroom use /copied and laminated for classroom use

- _____ Story sequencing cards/ copy and laminated/ apply Velcro

- _____ Story Starter Kit: (will be used with every unit)
 - _____ color Identification cards/copy, laminate, Velcro
 - _____ shape Identification cards/copy, laminate, Velcro
 - _____ number Identification cards/ copy, laminate, Velcro
 - _____ transition cards: determine what graphics will be used, copy, laminate

- _____ Activities found in every unit to share with SLP, OT and PT therapists
 - Occupational Therapist: there are other activities in every unit that may apply
 - _____ cutting grids and Pocket Cutting Activity
 - _____ puzzles
 - _____ follow the path
 - _____ lacing cards

 - Physical Therapist: there are other activities in every unit that may apply
 - _____ stop and go activity
 - _____ tossing activity
 - _____ obstacle course

 - Speech Therapist:
 - _____ All activities throughout each unit and in every domain are language based.
 - _____ Plan together with your SLP to choose appropriate activities.

- _____ Complete lesson plans

2. Classroom Teaching and Implementation of Strategies Checklist

Level 1 Units

This checklist is designed to help identify what materials should be present in the classroom and which activities should be repeated so that the story content, related vocabulary and foundational skills are woven into all aspects of learning.

Teaching Materials:

- Story Prop Box
 - appropriate props
 - used effectively during storytime

- Mother Goose Prop Box
 - appropriate props
 - used effectively during Mother Goose time

- Storyboard (Velcro Board for Displaying Visual Cues)
 - used effectively (used to teach a wide variety of skills throughout the day)

- Evidence of visual cues being used to support instruction/language
 - sequencing cards
 - mother Goose sequencing cards
 - transition cards
 - other visual cues provided to teach appropriate foundational skills for, example color, number shapes, big/little, positional concepts

- Evidence of story related graphics and activities on interactive white boards when appropriate

- Evidence of story related or skill related props in centers when appropriate:
 - housekeeping/dramatic corner
 - block corner
 - fine motor
 - science center
 - outdoor/playground
 - art center
 - sensory table
 - book corner

For reproducible visual cues, graphics, visual schedule or more information consult our

Preschool Class Management Guide.

Order on line at www.readitonceagain.com

Daily Scheduled Activities:

_____ Read story with skill focus
Focus or skills being taught: _____

_____ Recite Mother Goose rhyme with props

_____ Repeat Mother Goose rhymes from previous units
(posters from previous units can be used for visual cues to help children choose)

_____ Paint object/character from story
One-on-one supervised instructional activity (see motor section for activity goals)
_____ painted objects displayed and grouped together to demonstrate visual categorization skills (all bears, all pigs, all frogs etc....)
_____ child's name printed in bold black marker on front of painting for name recognition

Evidence of activities to support language and foundational skills in these domains

_____ Daily **Speech and Language Activity** related to story

_____ Daily **Cognitive Activity** related to the story

_____ Daily **Gross Motor Activity** related to the story

_____ Daily **Fine Motor Activity** related to the story

_____ When appropriate: **Daily Living/** Snack

_____ When appropriate: **Socialization** Activity

Foundational skills and language activities are woven into all of the above domains. For example, if a child is engaged in a fine motor activity, that activity may also contain cognitive and language foundational skills.

Observation Notes

Date _____ Teacher _____

Classroom _____ School _____

3. Classroom Management and Behavior Strategies Checklist

Designed to Help Children Process Language
With the Support of Visual Cues

Classroom Checklist:

- _____ Child personal visual symbol
 - Assign each child an animal/object or symbol to be used in these areas:
 - _____ cubby
 - _____ chair
 - _____ floor line up
 - _____ check in/greeting board (Story Board)
 - _____ table
 - _____ other locations as necessary: _____

- _____ Classroom organization
 - _____ provide boundaries to limit open spaces
 - _____ provide adequate space or visible physical boundary during **large group** time:
 - individual chairs (with animal symbols)
 - carpet squares (with animal symbols)
 - _____ provide area quiet area for children who become over stimulated
 - _____ label shelves and areas in the room with pictures of materials for example:
 - dramatic corner
 - block corner
 - fine motor
 - toy shelves in play areas
 - science table
 - _____ visually organized classroom with teaching supplies/additional student materials stored neatly in closet or boxes

- _____ Transition Strategies
 - _____ daily visual schedule: large and at child's eye level
 - _____ teacher refers to the daily visual schedule consistently
 - _____ activities to engage children during "wait time"
 - _____ visual cues/auditory cues:
 - animal symbols
 - transition cards (characters/objects found in the story)
 - labeled shelves
 - familiar/consistent transition songs
 - countdown clock to help prepare for change

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