

# Preplanning for Read It Once Again Level 1 Curriculum Units For Effective Implementation

**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/copied 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/copied 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 therapists
  - Occupational Therapist: there are other activities in every unit that may apply
    - \_\_\_\_\_ cutting grids, 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. Use the lesson plans found behind the lesson plan tab, along with the Super 20 List of Foundational Skills to develop your lesson plans (found at [www.ReadItOnceAgain.com](http://www.ReadItOnceAgain.com), Curriculum, Level 1, Level 1 Super 20).
  
- \_\_\_\_\_ Organize prepared activities/materials; suggested methods of organization:
  - file folders, large envelopes, Ziploc bags, baskets, crates
  
- \_\_\_\_\_ Load graphics into Interactive While Boards to create activities (optional)
  
- Begin preparing **one week before the end of** the unit:
  - \_\_\_\_\_ Prepare end of the month take-home packets/envelopes (activity write up found at the end of each language section of every unit "Take Your Packet Home")
  - \_\_\_\_\_ Create end of the unit "Assessment Letter"

Once you have prepared most of the activities for this unit, you will have them to use again, and it is only a matter of locating and organizing and supplementing materials for the upcoming month. Consider planning as a team and dividing some material preparation tasks between co-workers. Parent volunteers and paraprofessionals are also valuable resources for assisting with preparation tasks.

## Implementation Checklist Level 1 Units

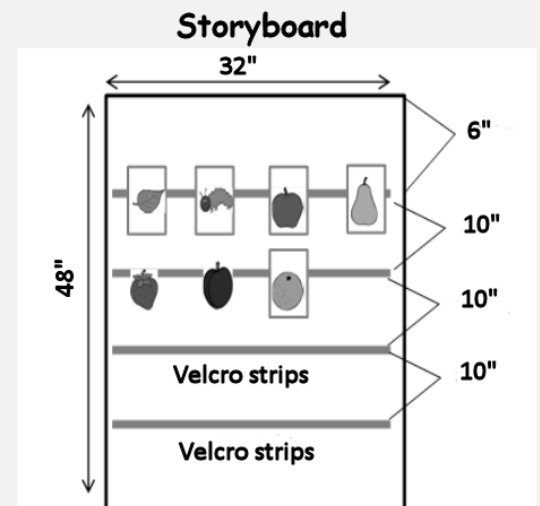


If you intend to use this curriculum in the classroom setting, our research study determined that the following activities should be incorporated into your lesson plans every month as indicated in order for the curriculum to have maximum success.

This checklist is designed to help ensure that the story content and related vocabulary are woven into all aspects of learning.

### Teaching Materials:

- Send parent letter to introduce unit
- Appropriate Props
  - story props
  - Mother Goose props
  - props in appropriate centers
- Storyboard (Velcro Board for Displaying Visual Cues – found at [www.readitonceagain.com](http://www.readitonceagain.com), Curriculum, Level 1, Implementation Guidelines; also News & Info.)
  - used to teach a wide variety of skills throughout the day
- 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 (color, number shapes, big/little, positional concepts)
- Story related graphics and activities imported into interactive white boards and used as appropriate



### Daily Scheduled Activities:

- Read story with skill focus – use Super 20 List of Foundational Skills (found at [www.ReaditOnceAgain.com](http://www.ReaditOnceAgain.com), Curriculum, Level 1, Level 1 Super 20)
- Recite Mother Goose rhyme with sequence cards and props
- Repeat Mother Goose rhymes from previous units
- Music/movement activity related to story
- Paint object/character from story emphasizing naming object/character and color

### Activities to support language and foundational skills in these domains :

**Note: a single activity can include several 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

### End of Unit

- Packet day activity to conclude unit
- Parent letter with child assessment information
- Child receives a copy of the storybook (optional)