

**Program: Kindergarten Readiness Class Series Week 1**

**Date: Wednesday, February 26, 2020**

**Time: 11:00 am- 12:00 pm and 6:30- 7:30 pm**

**Theme: Colors**

**Goal:** Be exposed to 11 colors (red, blue, yellow, green, orange, purple, black, brown, pink, white, and gray)

**Social Awareness Skill:** Following directions (Simon Says and forming a line to receive homework)

**Supplies:** Name tags, pencils, pre-assessment, activity worksheet: get to know you, crayons, Duplos, activity cards: Duplos tower matching, teaching aide: crayon color cut-outs, songs with actions printable: The Brightly Colored Egg, shaker eggs, homework activity worksheet: Skittles sorting and counting, and individual bags of Skittles

**Introduction (5-8 minutes, ongoing writing names on name tags):** Welcome parents and students, introduce self, how course works or is organized, theme for today, and pre assessment

**Pre-assessment (30-35 minutes):** Follow assessment guidelines and let caregivers observe child's results

**Activity one (overlapping end of pre-assessment 10-15 minutes):** activity worksheet: get to know you and Duplos Tower Matching cards with a bin of Duplos if they finish

**Book one (5-10 minutes):** I Ain't Gonna Paint No More! by Karen Beaumont

**Teaching moment (10-15 minutes):** Show teaching aide crayon color cut-outs and ask children to name colors in English and Spanish

**Activity two (5-10 minutes):** Song with actions printable: The Brightly Color Egg ask children to name the color of their egg and explain how song will work

**Activity three (5-10 minutes):** Simon Says with an emphasis on colors

**Caregiver tip (1-2 minutes):** "You can continue to help your children learn colors at home without changing your routine. If you are driving, ask them to find all the red cars as they look out the window or if you are at home talk about the colors your child's clothing is as you are helping them dress or undress."

**Closing (5 minutes):** Ask children to form a line to receive activity worksheet Skittles sorting and counting homework, remind students to return homework next lesson to be entered a drawing, preview next lesson, and thank parents for coming and participating

**Homework:** activity worksheet: Skittles sorting and counting

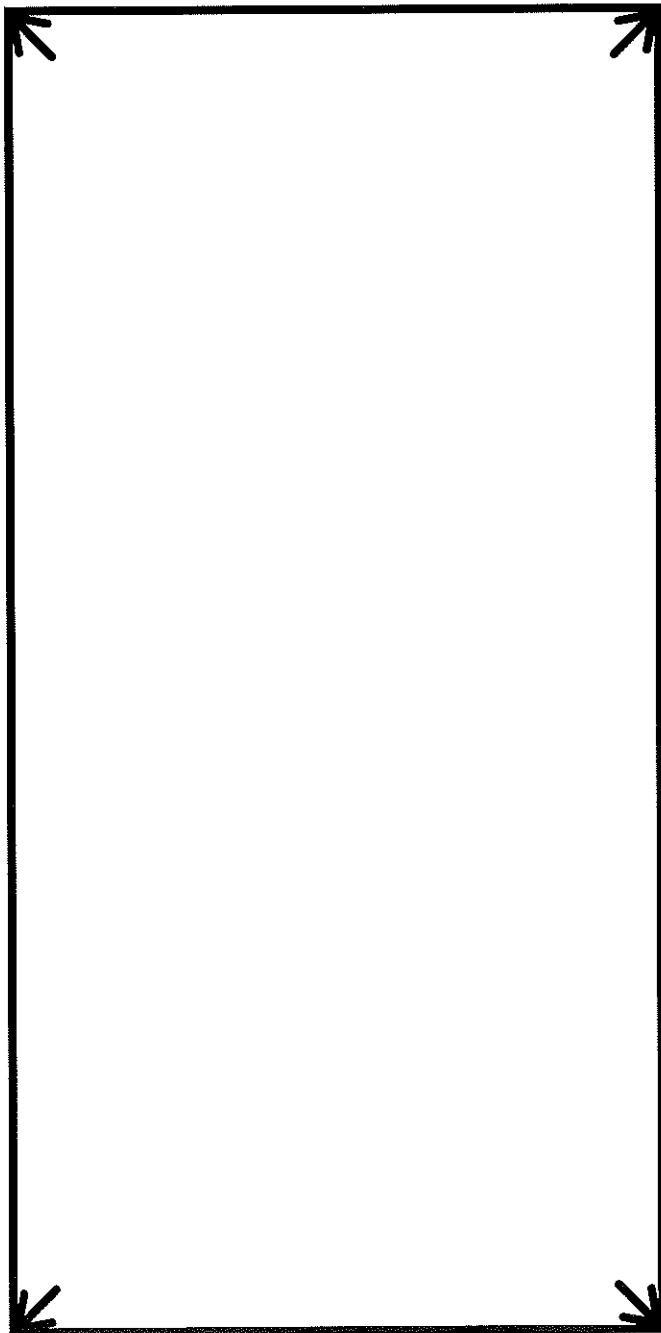
# Get to Know Me/Llegar a Conocerme

My name is/Mi nombre es \_\_\_\_\_

and I am/y tengo \_\_\_\_\_ years old/años. My birthday is

on/Mi cumpleaños es el

## Self-portrait/ El autorretrato



## My Favorites/Mis Favoritos

Color: \_\_\_\_\_

Food/Comida: \_\_\_\_\_

Animal: \_\_\_\_\_

Place/Lugar: \_\_\_\_\_

## My Future/Mi Futuro

When I grow up I want to be/

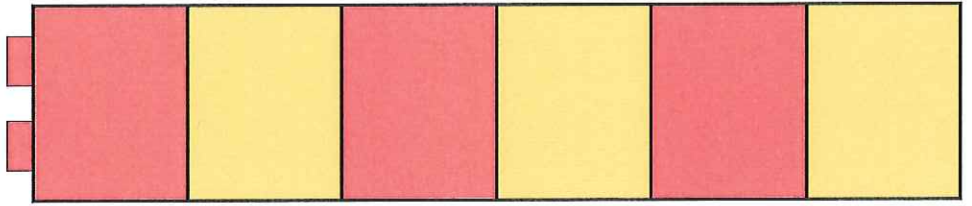
Cuando sea grande quiero ser

\_\_\_\_\_  
\_\_\_\_\_

**DUPLOS TOWER MATCHING/  
JUEGO DE TORRE**

**6**

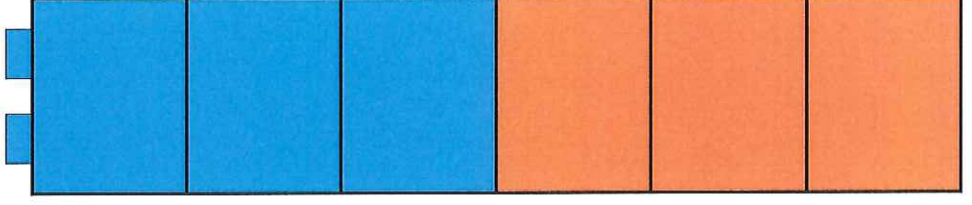
**SIX/SEIS**



**DUPLOS TOWER MATCHING/  
JUEGO DE TORRE**

**6**

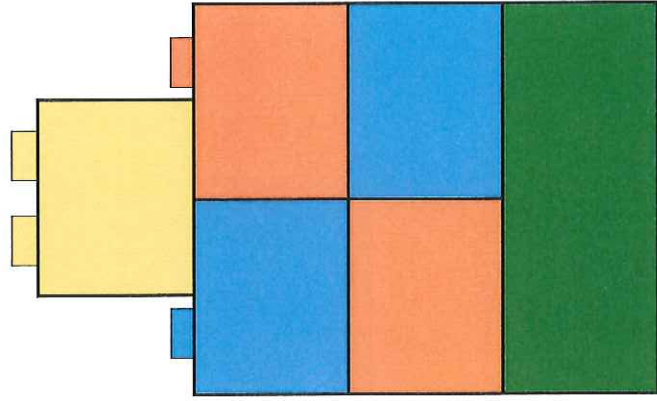
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**DUPLOS TOWER MATCHING/  
JUEGO DE TORRE**

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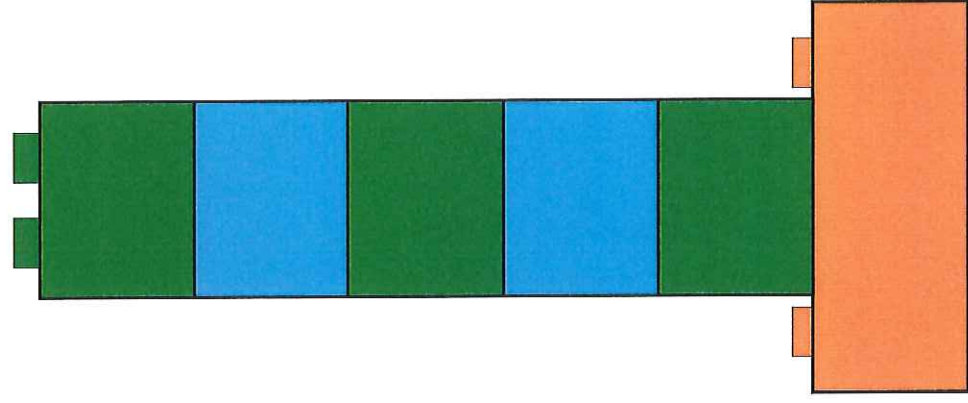
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**DUPLOS TOWER MATCHING/  
JUEGO DE TORRE**

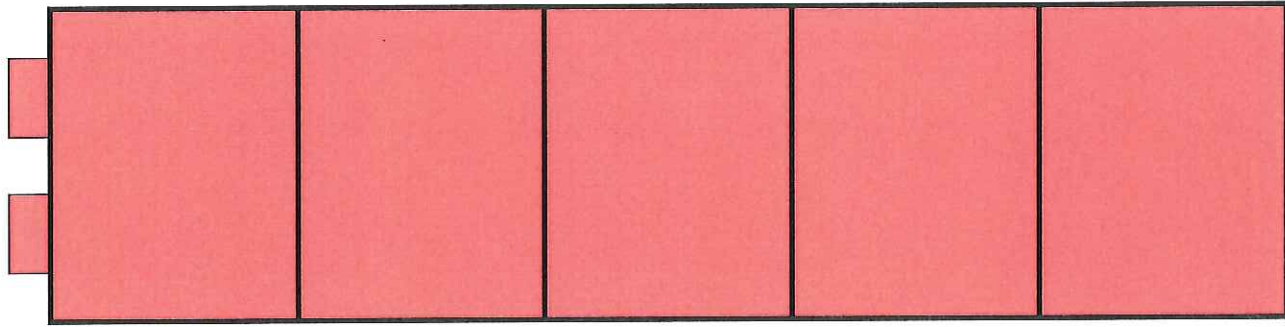
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**SIX/SEIS**





**DUPLOS TOWER MATCHING/  
JUEGO DE TORRE**

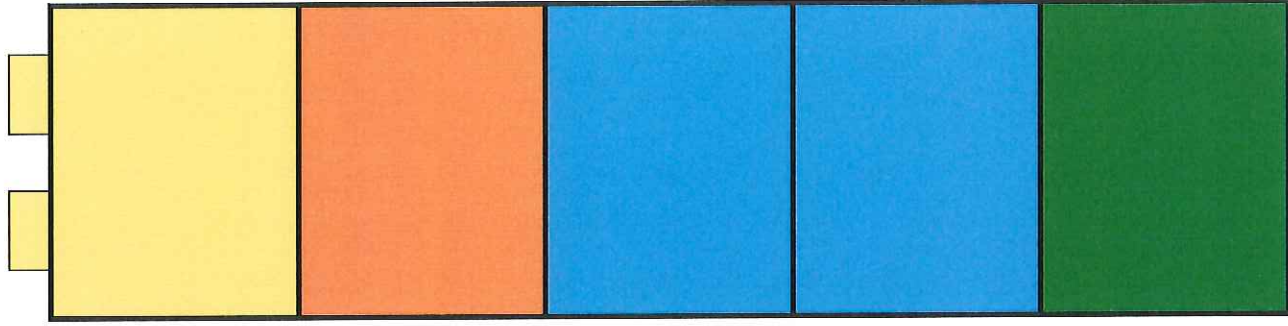


**5**

**FIVE/CINCO**



**DUPLOS TOWER MATCHING/  
JUEGO DE TORRE**



**5**

**FIVE/CINCO**

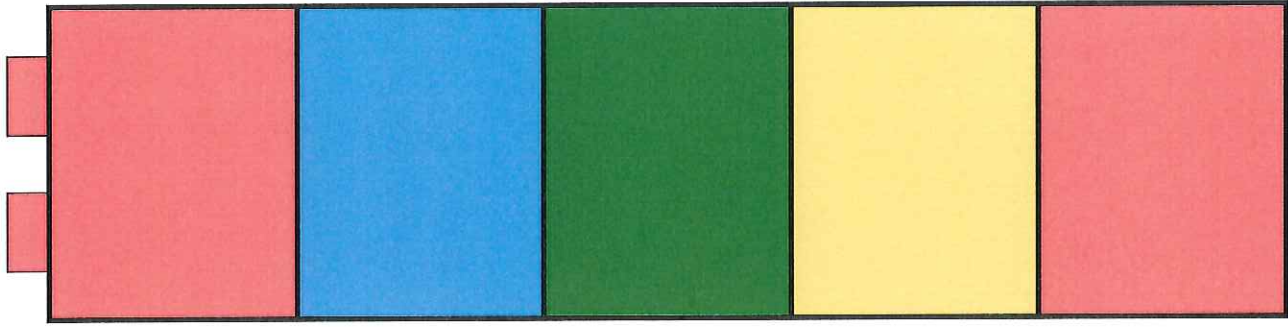


**DUPLOS TOWER MATCHING/**

**DUPLOS TOWER MATCHING/**

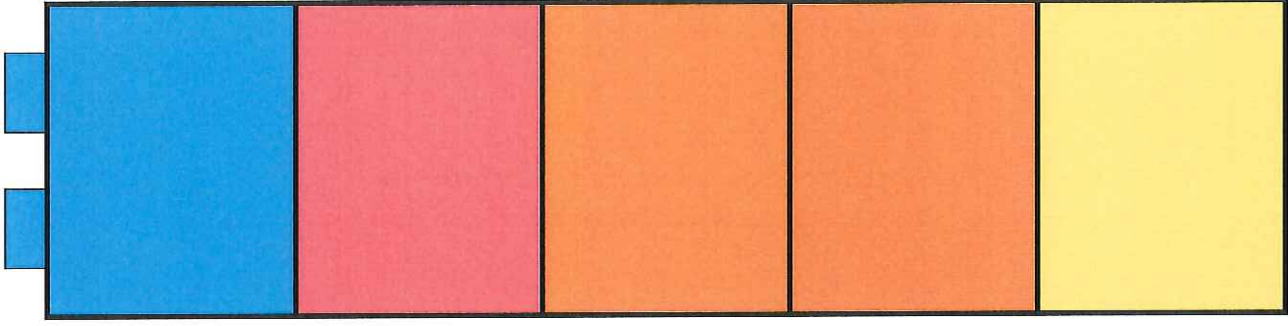
**JUEGO DE TORRE**

**JUEGO DE TORRE**



**5**

**FIVE/CINCO**



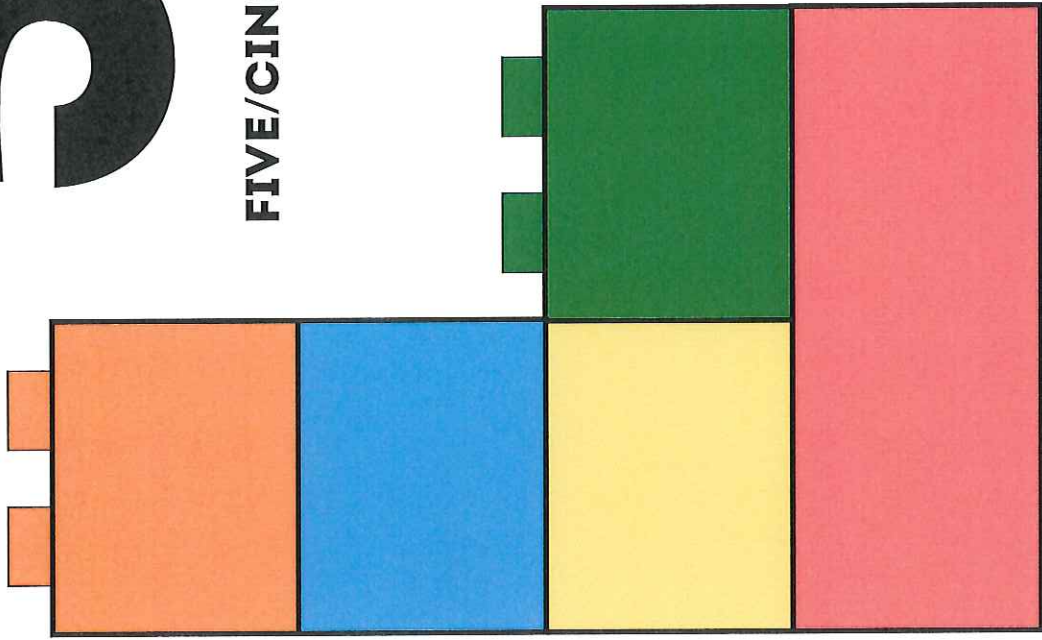
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**FIVE/CINCO**

**DUPLOS TOWER MATCHING/  
JUEGO DE TORRE**

**5**

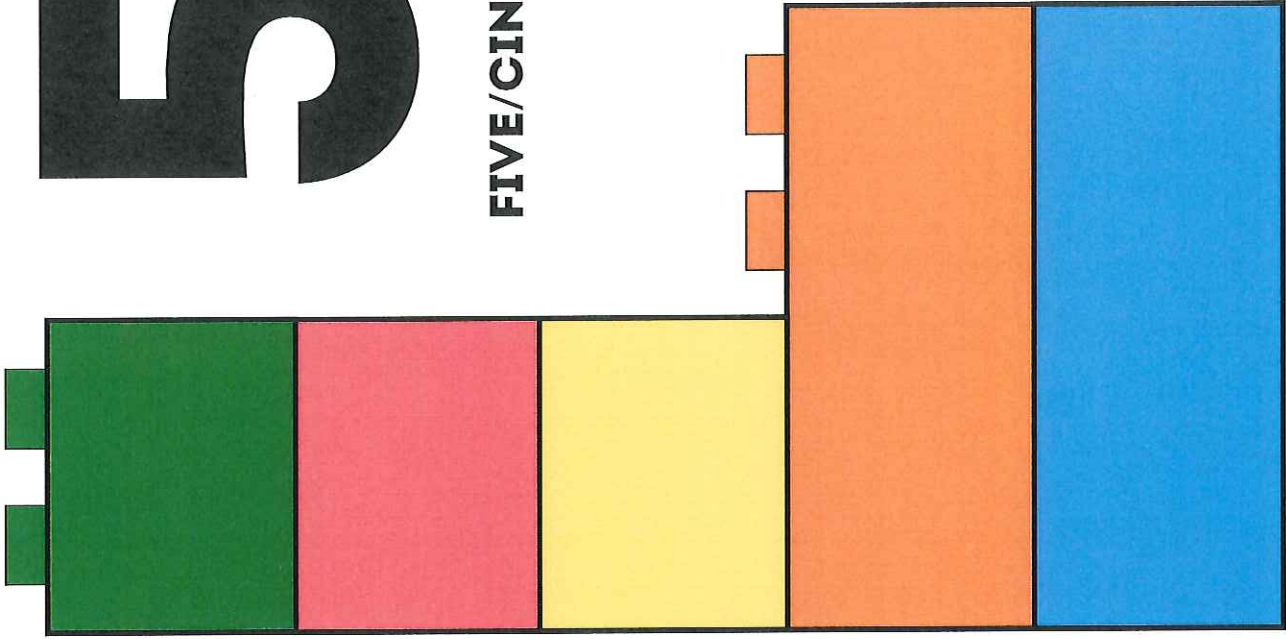
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**DUPLOS TOWER MATCHING/  
JUEGO DE TORRE**

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**FIVE/CINCO**

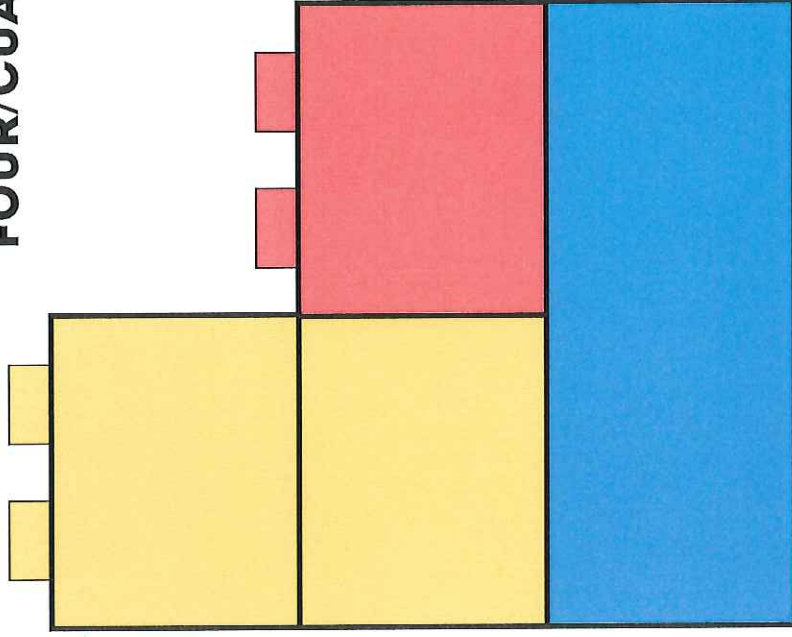




**DUPLOS TOWER MATCHING/  
JUEGO DE TORRE**

**4**

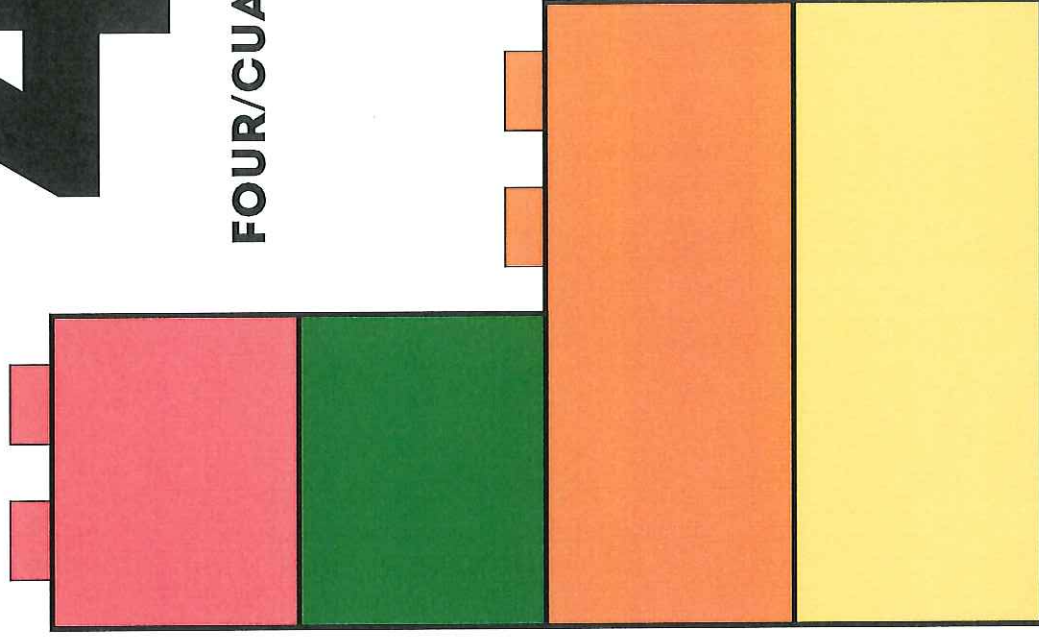
**FOUR/CUATRO**



**DUPLOS TOWER MATCHING/  
JUEGO DE TORRE**

**4**

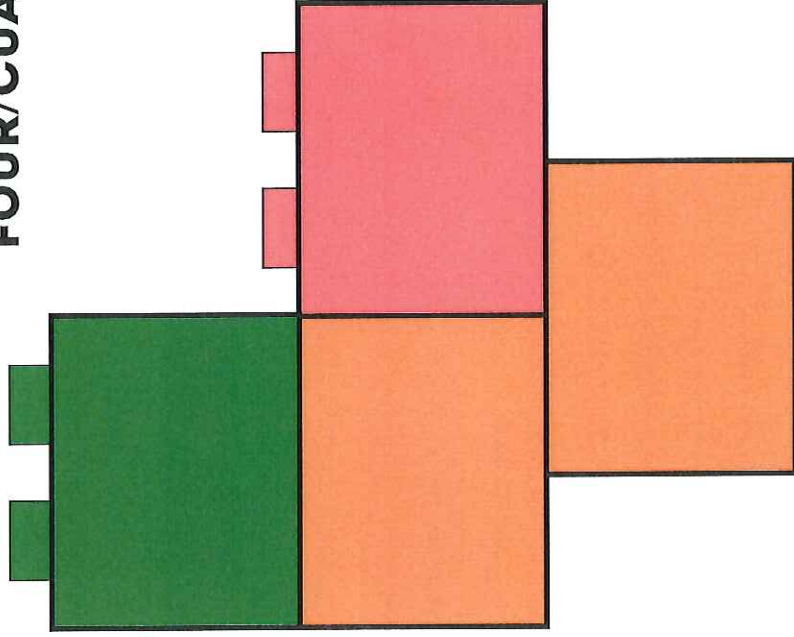
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**DUPLOS TOWER MATCHING/  
JUEGO DE TORRE**

**4**

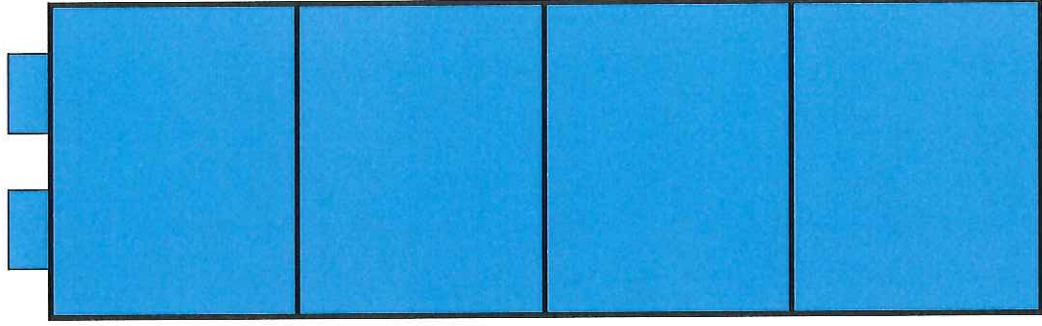
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**DUPLOS TOWER MATCHING/  
JUEGO DE TORRE**

**4**

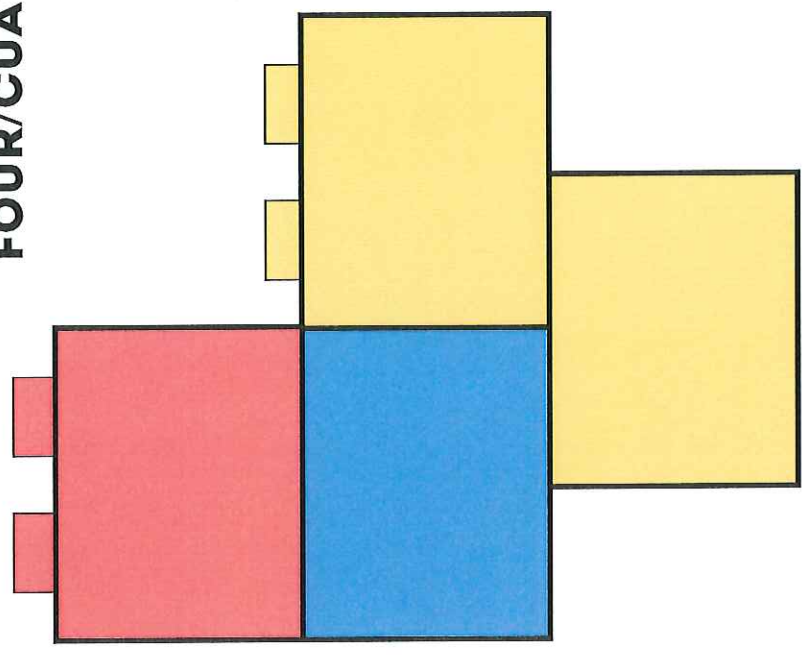
**FOUR/CUATRO**



**DUPLOS TOWER MATCHING/  
JUEGO DE TORRE**

**4**

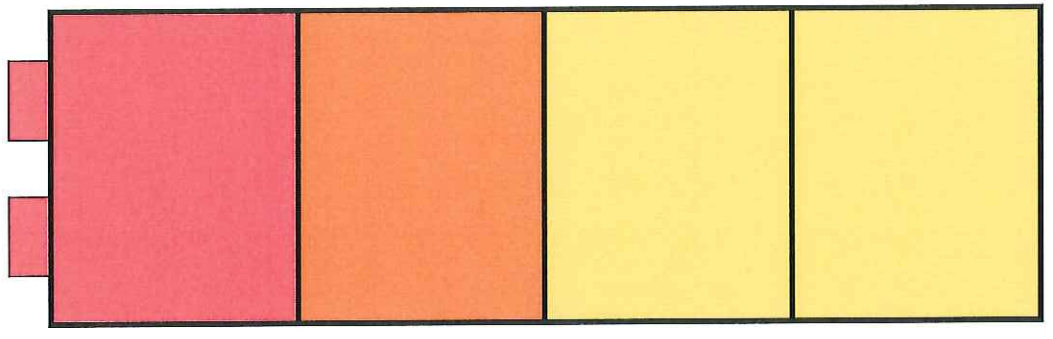
**FOUR/CUATRO**



**DUPLOS TOWER MATCHING/  
JUEGO DE TORRE**

**4**

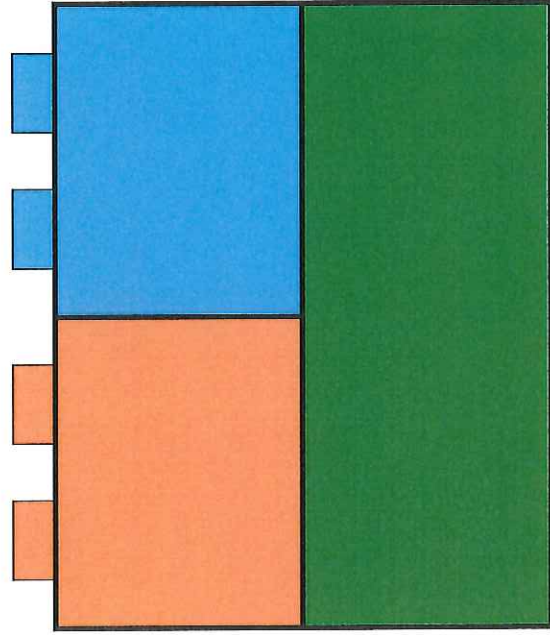
**FOUR/CUATRO**



**DUPLOS TOWER MATCHING/  
JUEGO DE TORRE**

**3**

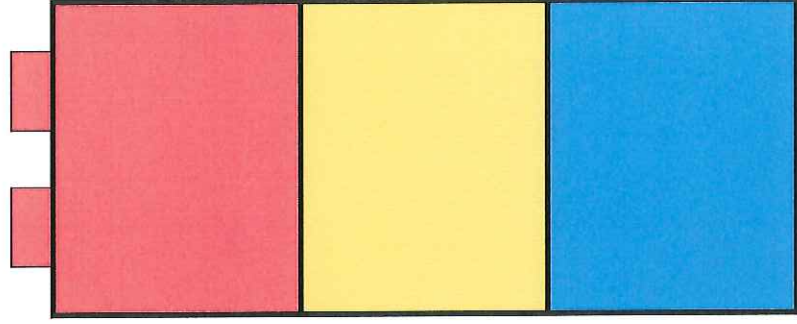
**THREE/TRES**



**DUPLOS TOWER MATCHING/  
JUEGO DE TORRE**

**3**

**THREE/TRES**

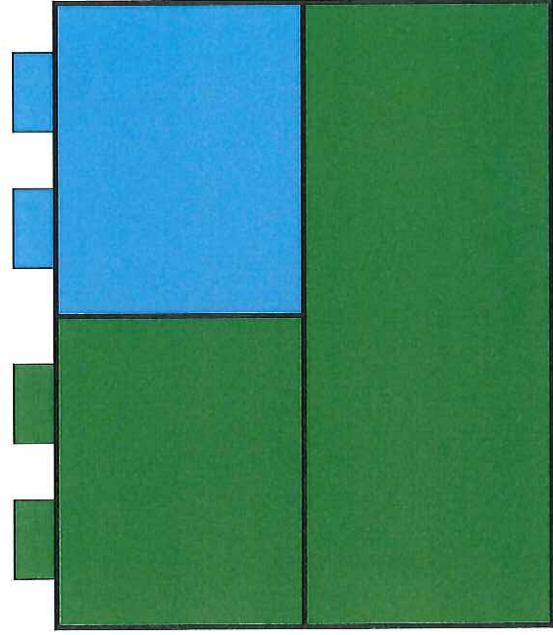




**DUPLOS TOWER MATCHING/  
JUEGO DE TORRE**

**3**

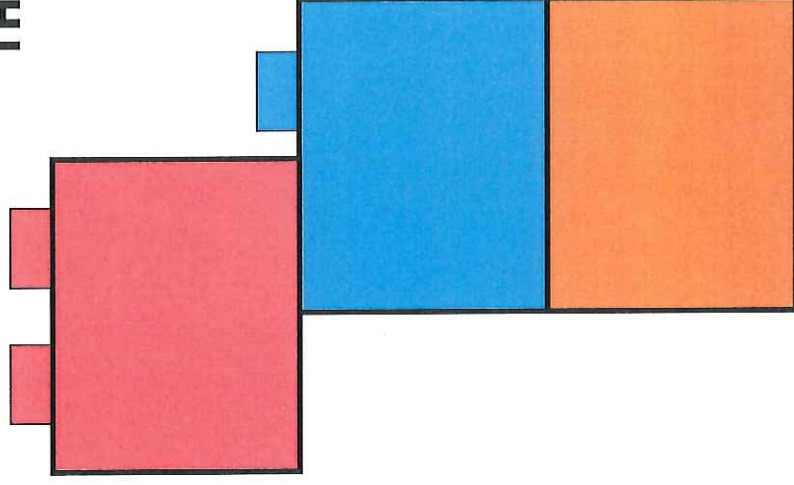
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**DUPLOS TOWER MATCHING/  
JUEGO DE TORRE**

**3**

**THREE/TRES**

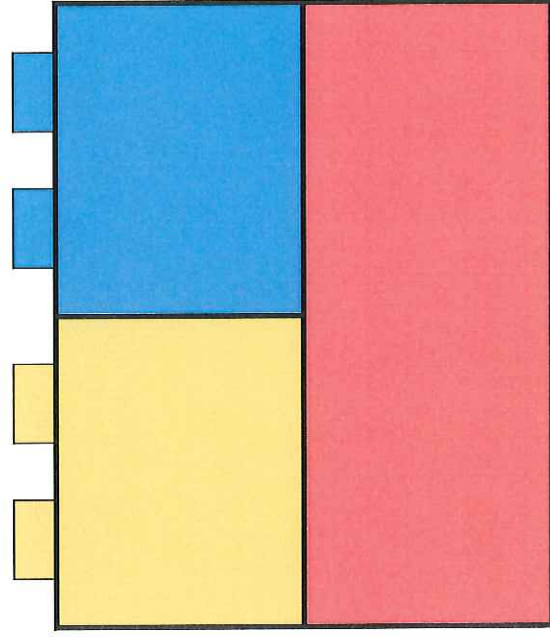




**DUPLOS TOWER MATCHING/  
JUEGO DE TORRE**

**3**

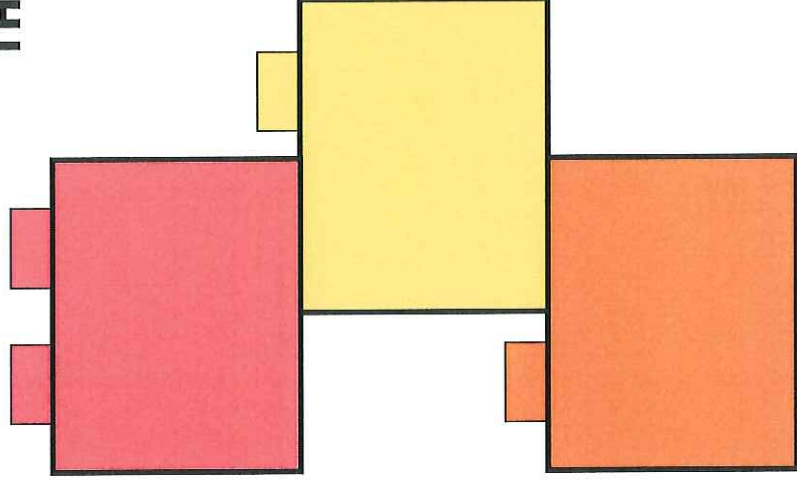
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**DUPLOS TOWER MATCHING/  
JUEGO DE TORRE**

**3**

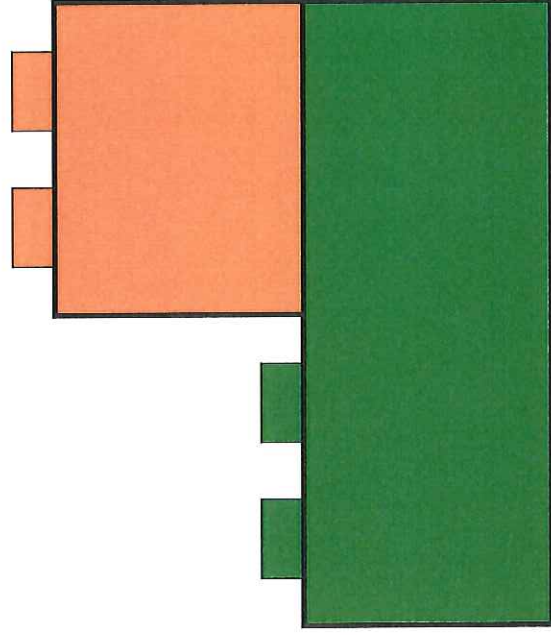
**THREE/TRES**



**DUPLOS TOWER MATCHING/  
JUEGO DE TORRE**

**2**

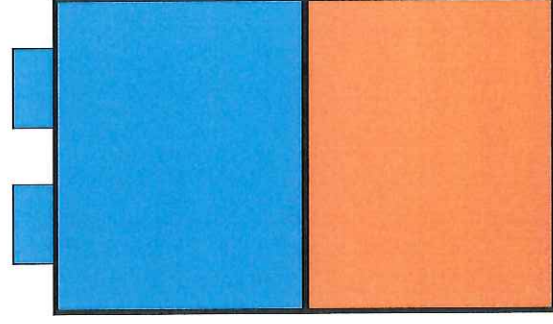
**TWO/DOS**



**DUPLOS TOWER MATCHING/  
JUEGO DE TORRE**

**2**

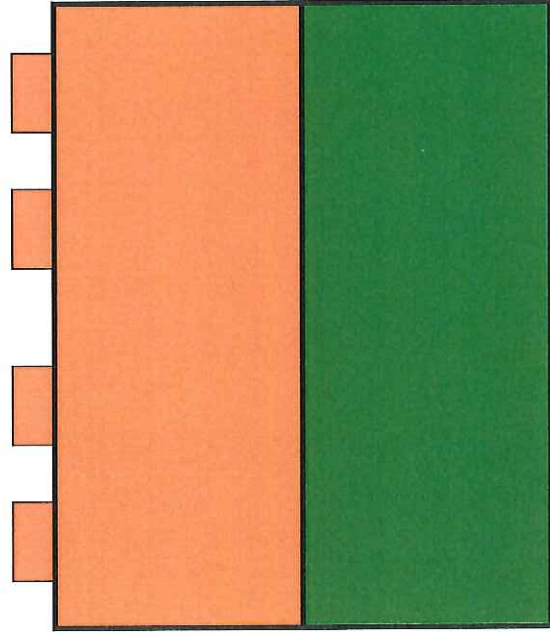
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**DUPLOS TOWER MATCHING/  
JUEGO DE TORRE**

**2**

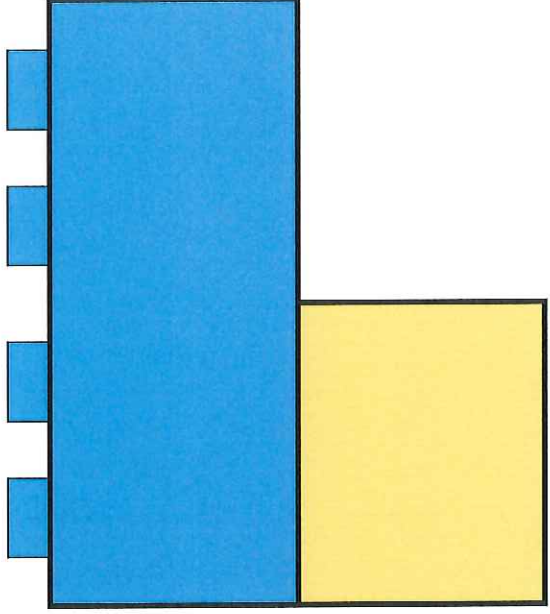
**TWO/DOS**



**DUPLOS TOWER MATCHING/  
JUEGO DE TORRE**

**2**

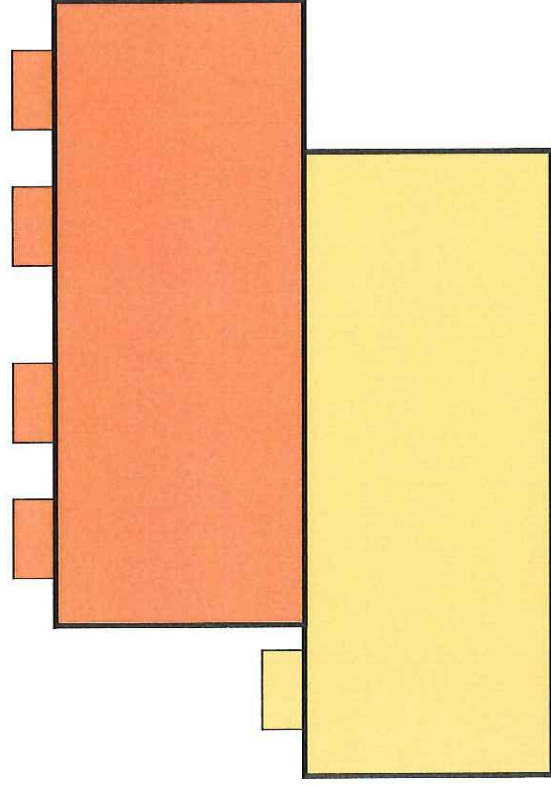
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**DUPLOS TOWER MATCHING/  
JUEGO DE TORRE**

**2**

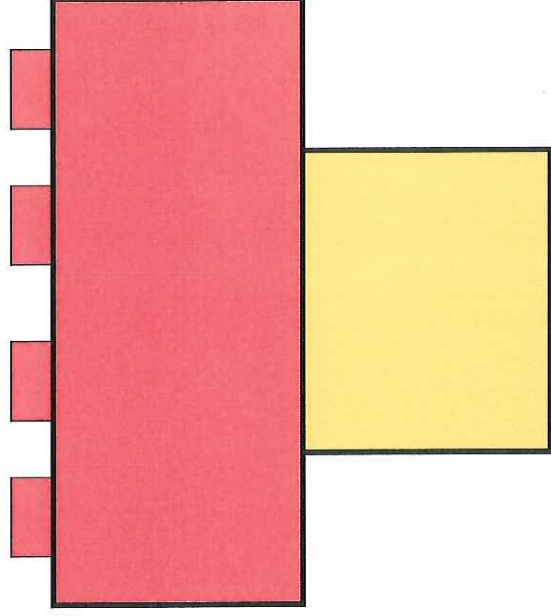
**TWO/DOS**



**DUPLOS TOWER MATCHING/  
JUEGO DE TORRE**

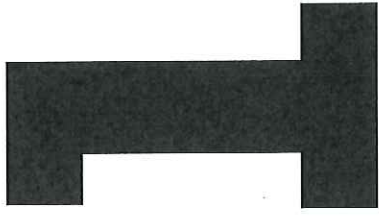
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**TWO/DOS**

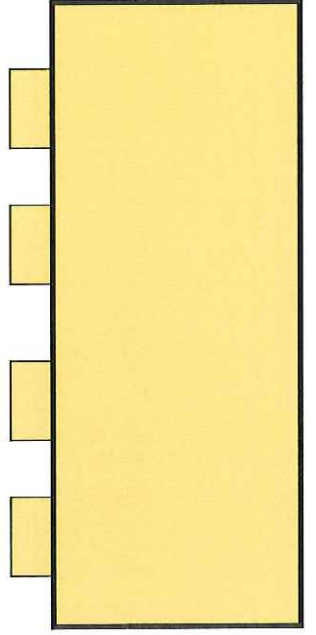




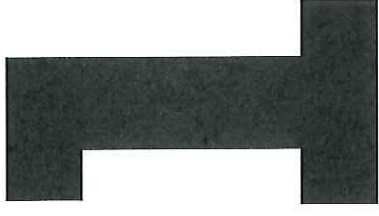
**DUPLOS TOWER MATCHING/  
JUEGO DE TORRE**



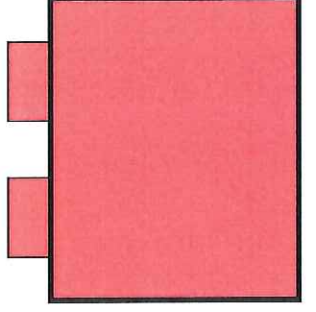
**ONE/UNO**

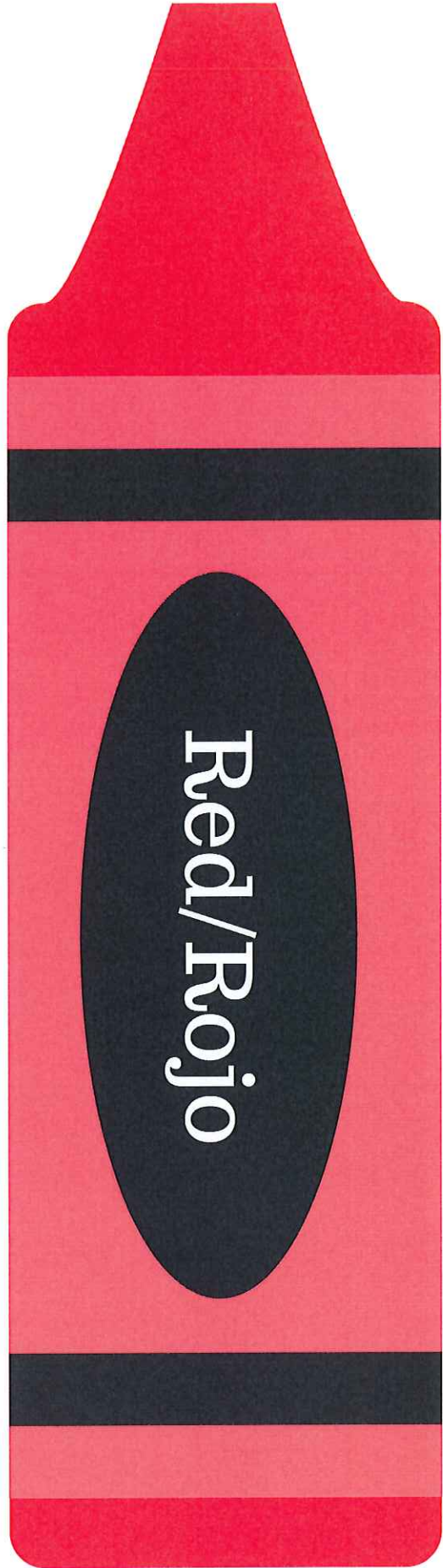
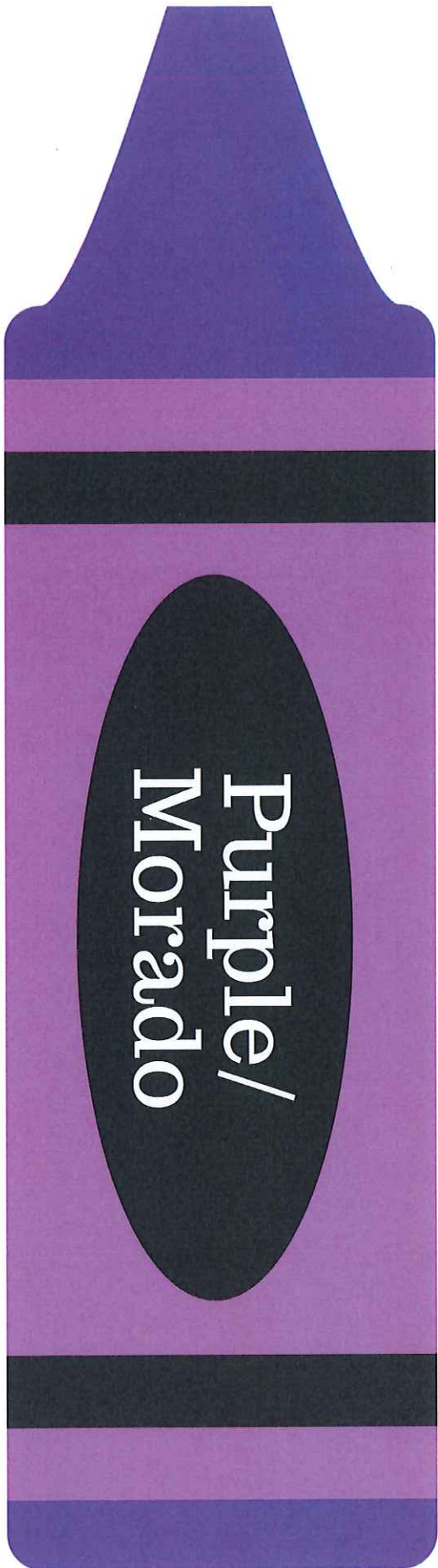


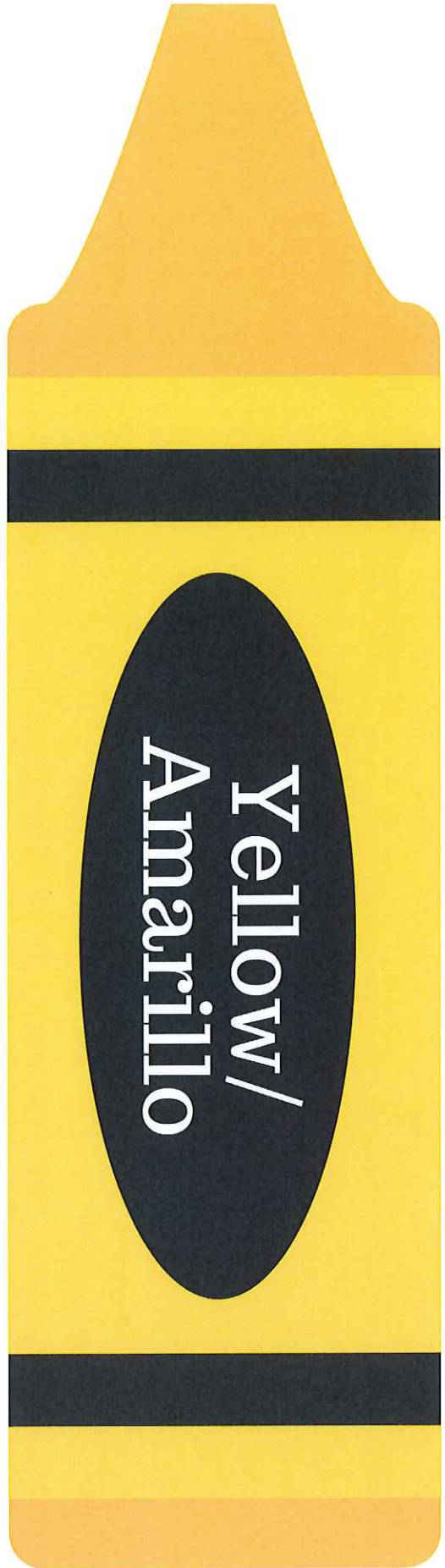
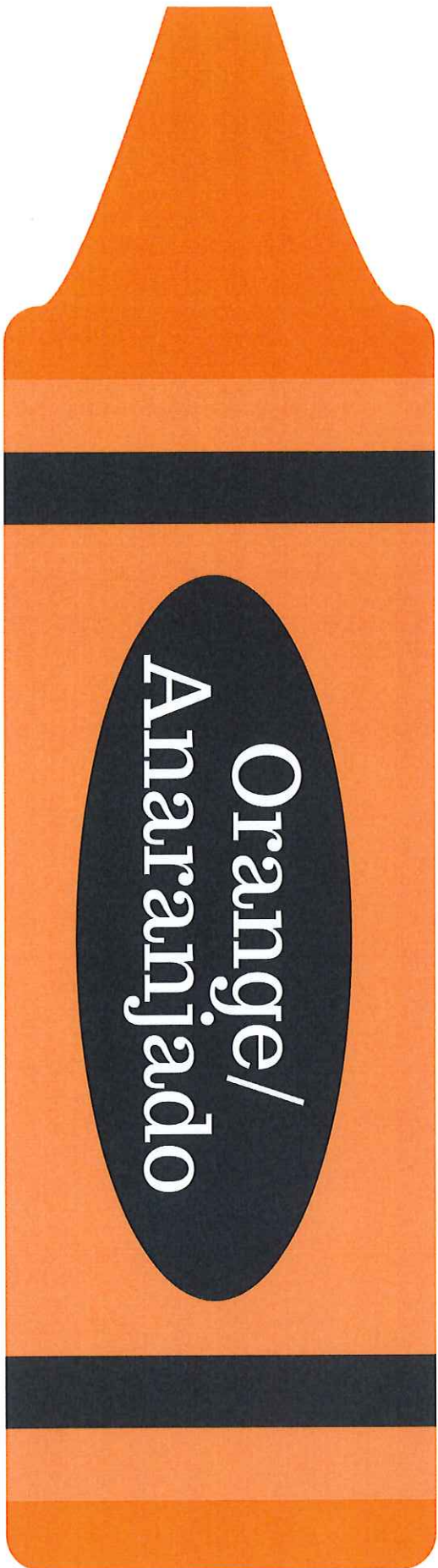
**DUPLOS TOWER MATCHING/  
JUEGO DE TORRE**



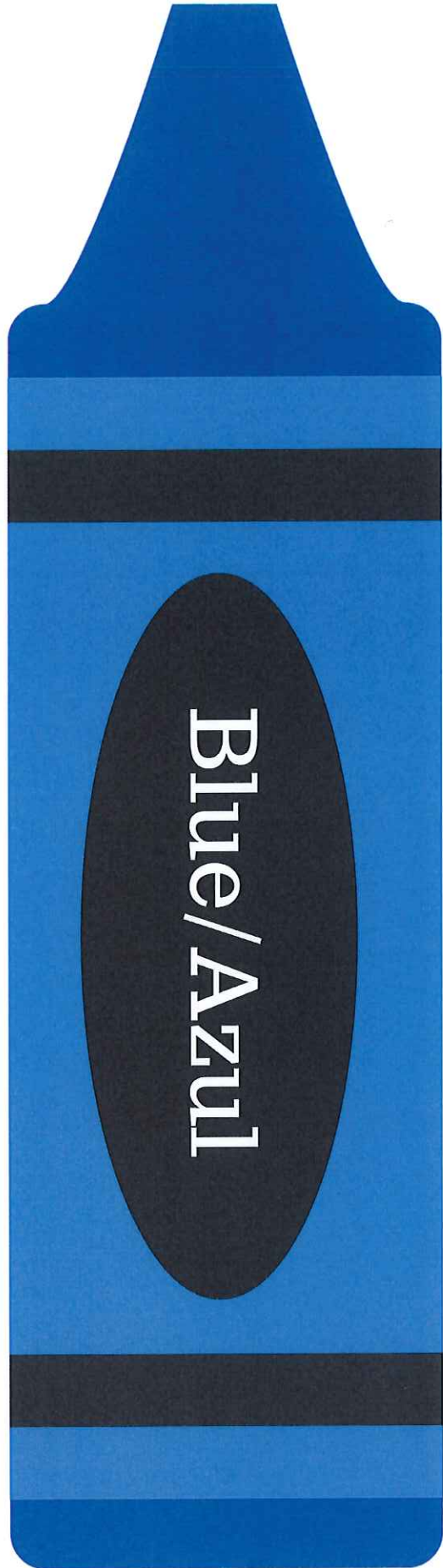
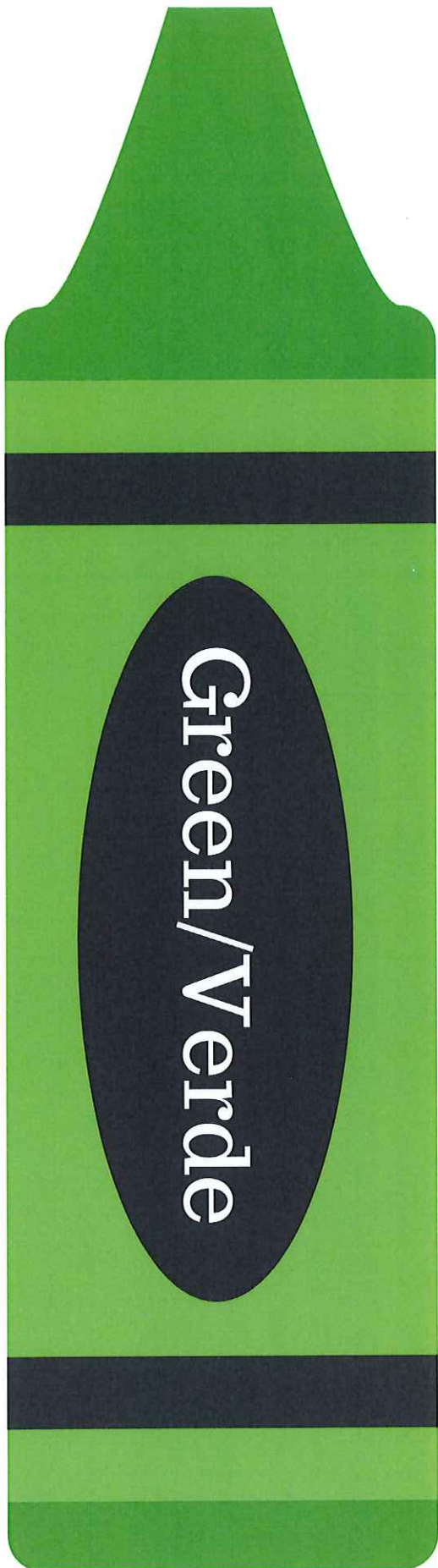
**ONE/UNO**



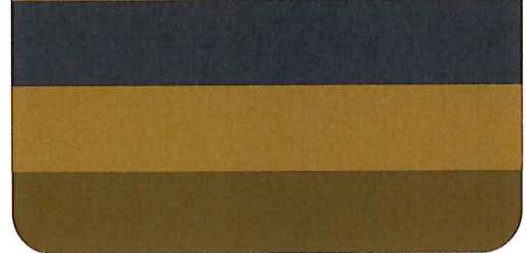
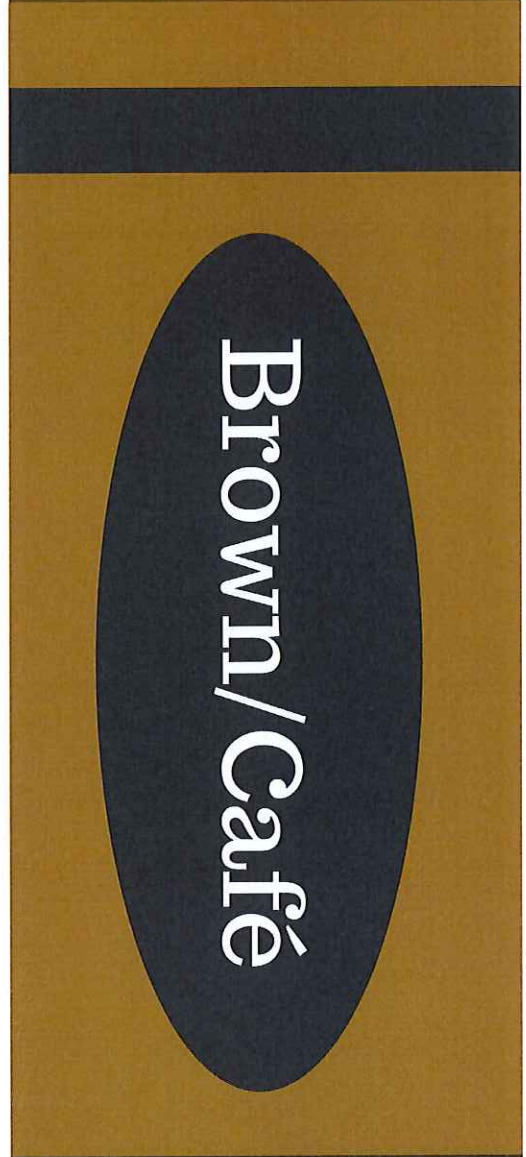
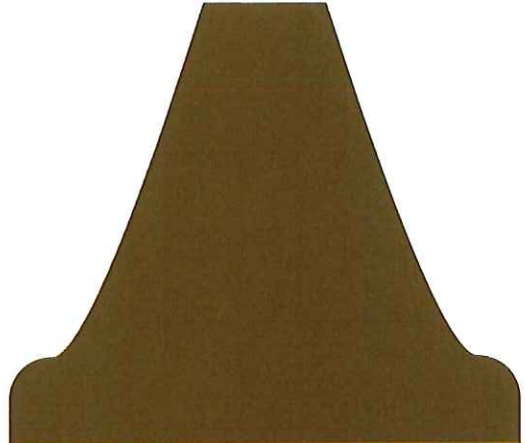
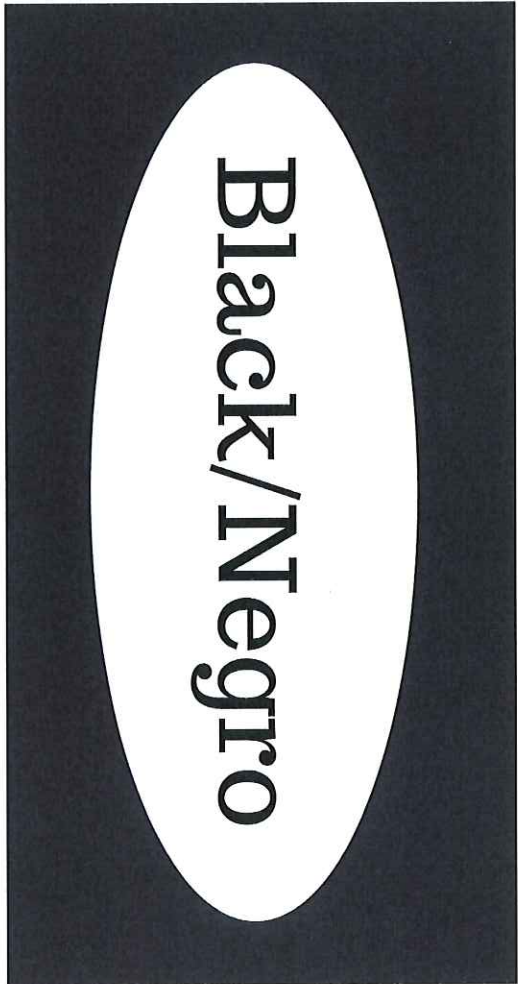
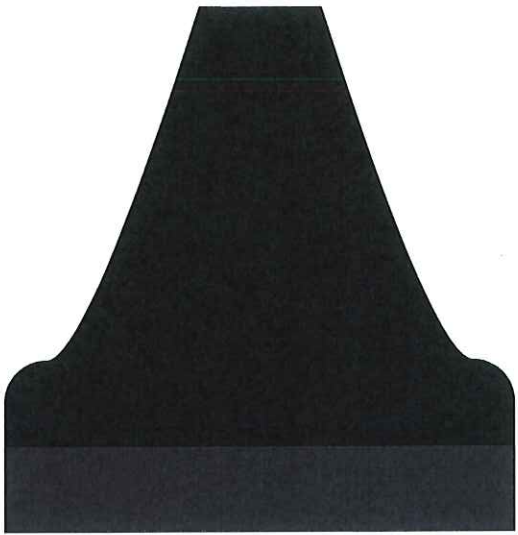


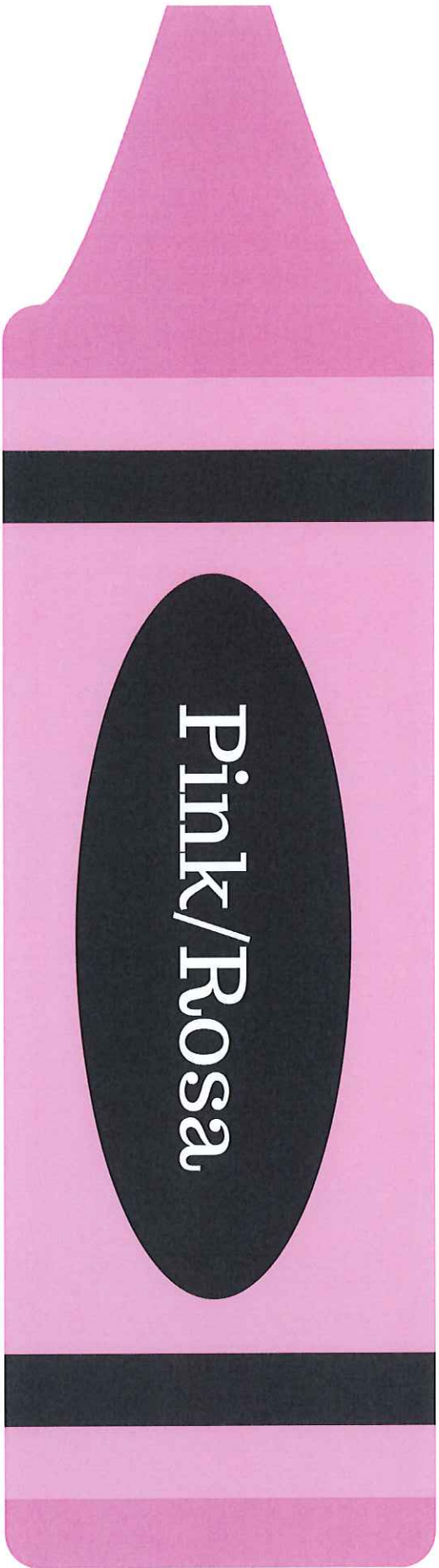


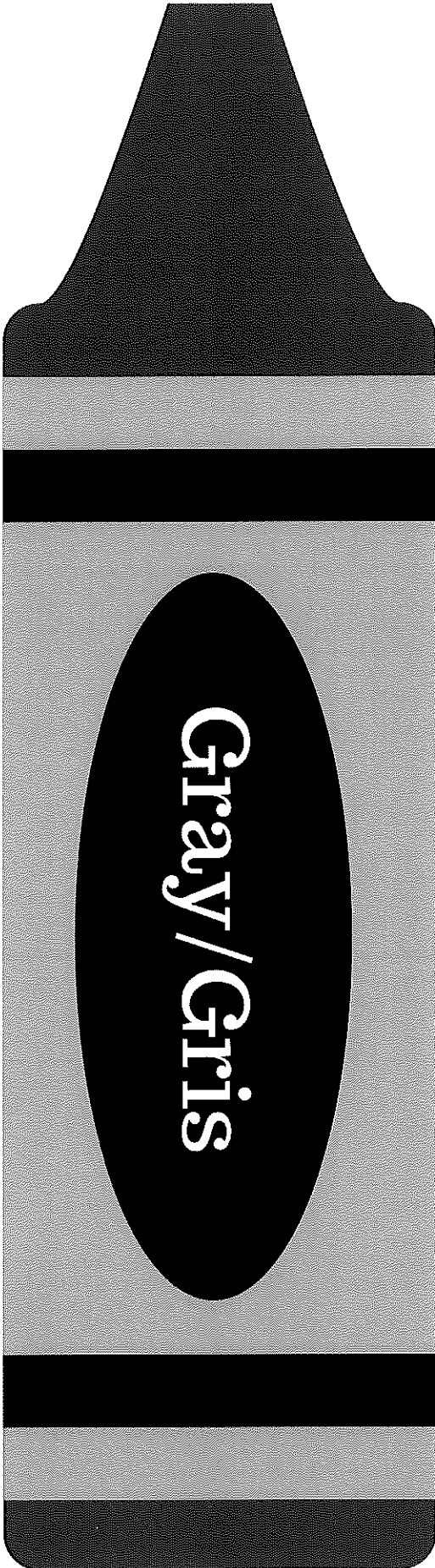












## The Brightly Colored Egg

*To the tune of The Farmer in the Dell*

If you have a bright blue egg,  
if you have a bright blue egg,  
stand up tall and wave it 'round  
if you have a bright blue egg.

If you have a bright green egg,  
if you have a bright green egg,  
stand up tall and wave it 'round,  
if you have a bright green egg.

If you have a bright red egg,  
if you have a bright red egg,  
stand up tall and wave it 'round,  
if you have a bright red egg.

If you have a yellow egg,  
if you have a yellow egg,  
stand up tall and wave it 'round,  
if you have a yellow egg.

If you have a purple egg,  
if you have a purple egg,  
stand up tall and wave it 'round,  
if you have a purple egg.

## El Huevo de Colores Brillantes

*A la melodía del Granjero en el Dell*

Si tiene un huevo azul,  
si tiene un huevo azul,  
levántese y agítela  
si tiene un huevo azul.

Si tiene un huevo verde,  
si tiene un huevo verde,  
levántese y agítela  
si tiene un huevo verde.

Si tiene un huevo rojo,  
si tiene un huevo rojo,  
levántese y agítela  
si tiene un huevo rojo.

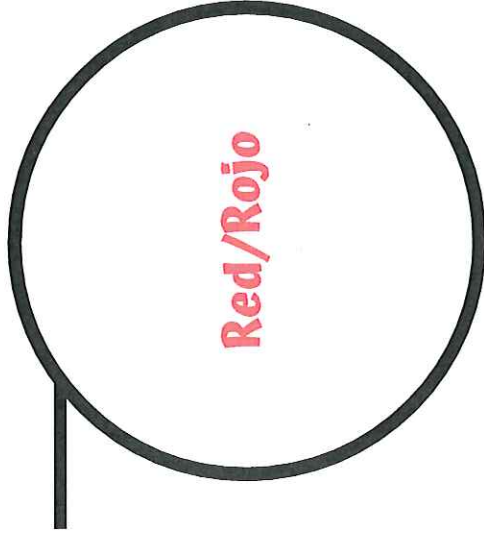
Si tiene un huevo amarillo,  
si tiene un huevo amarillo,  
levántese y agítela  
si tiene un huevo amarillo.

Si tiene un huevo morado,  
si tiene un huevo morado,  
levántese y agítela  
si tiene un huevo morado.

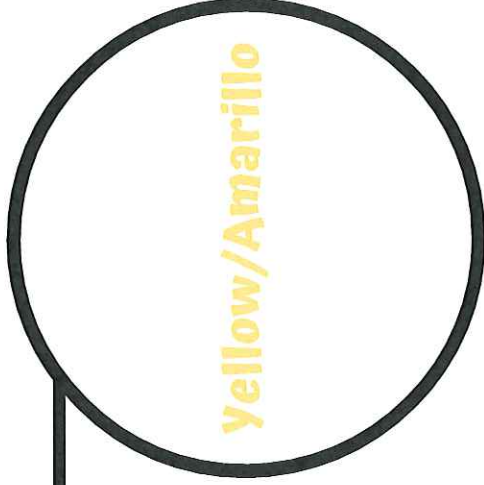
Name/Nombre: \_\_\_\_\_

## Skittle Sorting and Counting

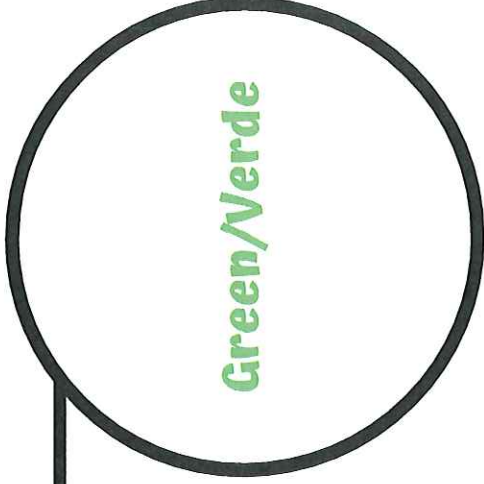
Sort the Skittles by color into each circle. After sorting, count how many are in each circle and write the number on the line next to the circle.



**Red/Rojo**



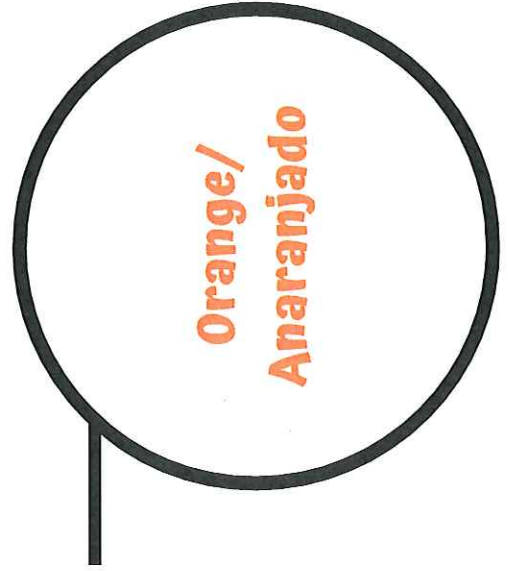
**Yellow/Amarillo**



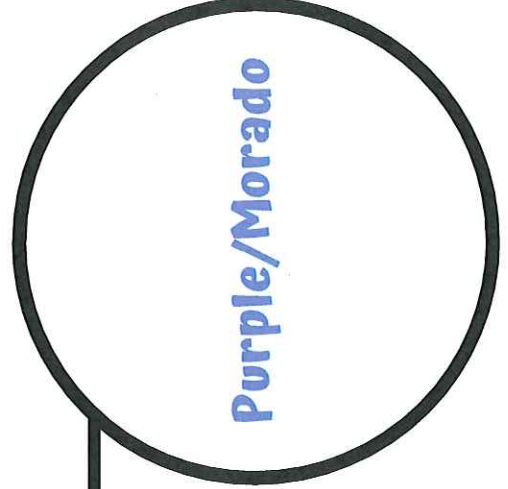
**Green/Verde**

## Skittles Ordenar y Contar

Ordena los Skittles por color en cada círculo. Después de ordenar, cuente cuántos hay en cada círculo y escriba el número en la línea al lado del círculo.



**Orange/  
Anaranjado**



**Purple/Morado**



**Program:** Kindergarten Readiness Class Series Week 2

**Date:** Wednesday, March 4, 2020

**Time:** 11:00 am- 12:00 pm and 6:30- 7:30 pm

**Theme:** Shapes

**Goal:** Be exposed to 11 shapes (circle, oval, octagon, rectangle, square, diamond, star, triangle, trapezoid, pentagon, hexagon)

**Social Awareness Skill:** Taking turns (taking turns with supplies during stations)

**Supplies:** Name tags, pencils, teaching aid: colors, teaching aide: shapes from <https://preschoolmom.com/wp-content/uploads/PMom/Shapes/SillyShapesChartPack.pdf>, Color Farm by Lois Ehlert, shaker eggs, tangrams, 4 muffin tins, tangrams, and tangrams pattern cards, clothes pins and shapes in everyday objects clip cards from <https://www.themeasuredmom.com/free-activity-finding-shapes-everyday-objects/>, activity worksheet: cut and glue shapes, bilingual activity worksheet: counting shapes

**Introduction (5-8 minutes, ongoing writing names on name tags):** While kids are writing their names on their name tags, welcome families, ask for homework to be turned in and receive a ticket to drop in the prize bucket. Review how course is organized and that families will receive a backpack with supplies if they attend at least 6 workshops. Emphasize importance of exposing children to this information but that parents are their first and best teacher and we hope they practice this information at home

**Review (5 minutes):** Use teaching aide crayon cut outs to review colors

**Book one (5-10 minutes):** Shape Farm by Lois Ehlert

**Song one (3-5 minutes):** I Know a Chicken by Laurie Berkner with shaker egg props

**Teaching moment (10-15 minutes):** Show teaching aide shapes letting children guess the shapes and then reveal the answer

**Activity one (20 minutes):** Separate kids into 3 groups to attend 3 different stations for 5 minute intervals rotating at the end of the time period. Station 1 consists of tangrams and muffin tins, ask kids to sort by shape into the muffin tins. Station 2 consists of tangrams and tangram pattern cards, kids will try to complete the pattern using tangrams. Station 3 consists of clothes pins and activity cards to identify shapes in everyday objects

**Activity two (15-20 minutes):** Activity worksheet: cut and glue shapes

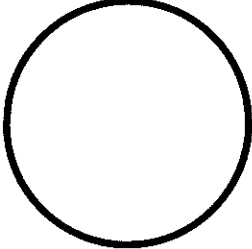
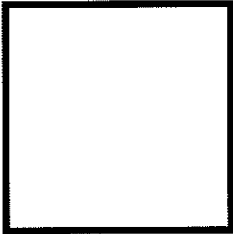
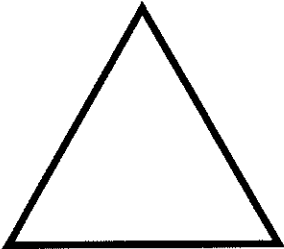
**Caregiver tip (1-2 minutes):** "You can continue to help your children learn colors at home without changing your routine. If you are driving, ask them to find all the red cars as they look out the window or if you are at home talk about the colors your child's clothing is as you are helping them dress or undress."

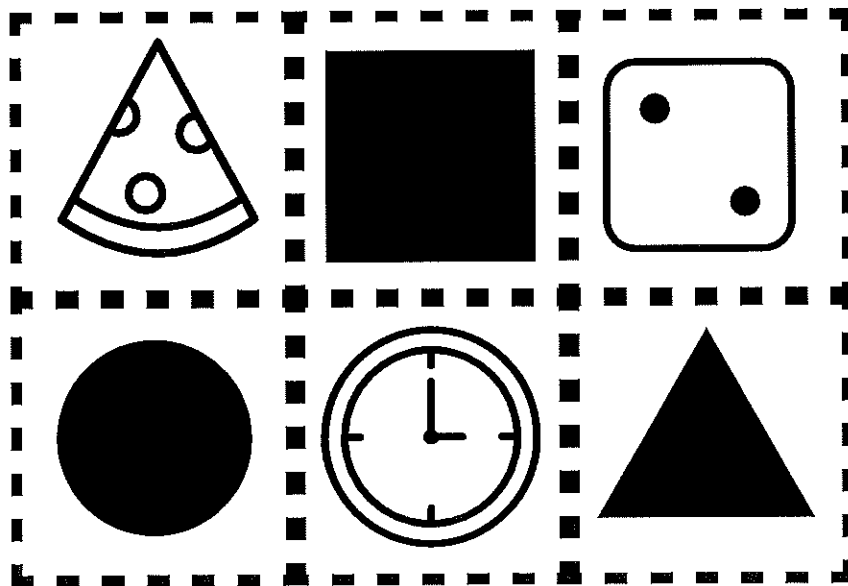
**Closing (5 minutes):** Ask children to form a line to receive activity worksheet: counting shapes homework, remind students to return homework next lesson to be entered a drawing, preview next lesson, and thank parents for coming and participating. Announce homework drawing winner

**Homework: Bilingual activity worksheet: counting shapes**

Name/Nombre: \_\_\_\_\_

Cut out the shapes at the bottom and paste them next to the matching shape.  
Recorta las formas en la parte inferior y pégalas junto a la forma correspondiente.

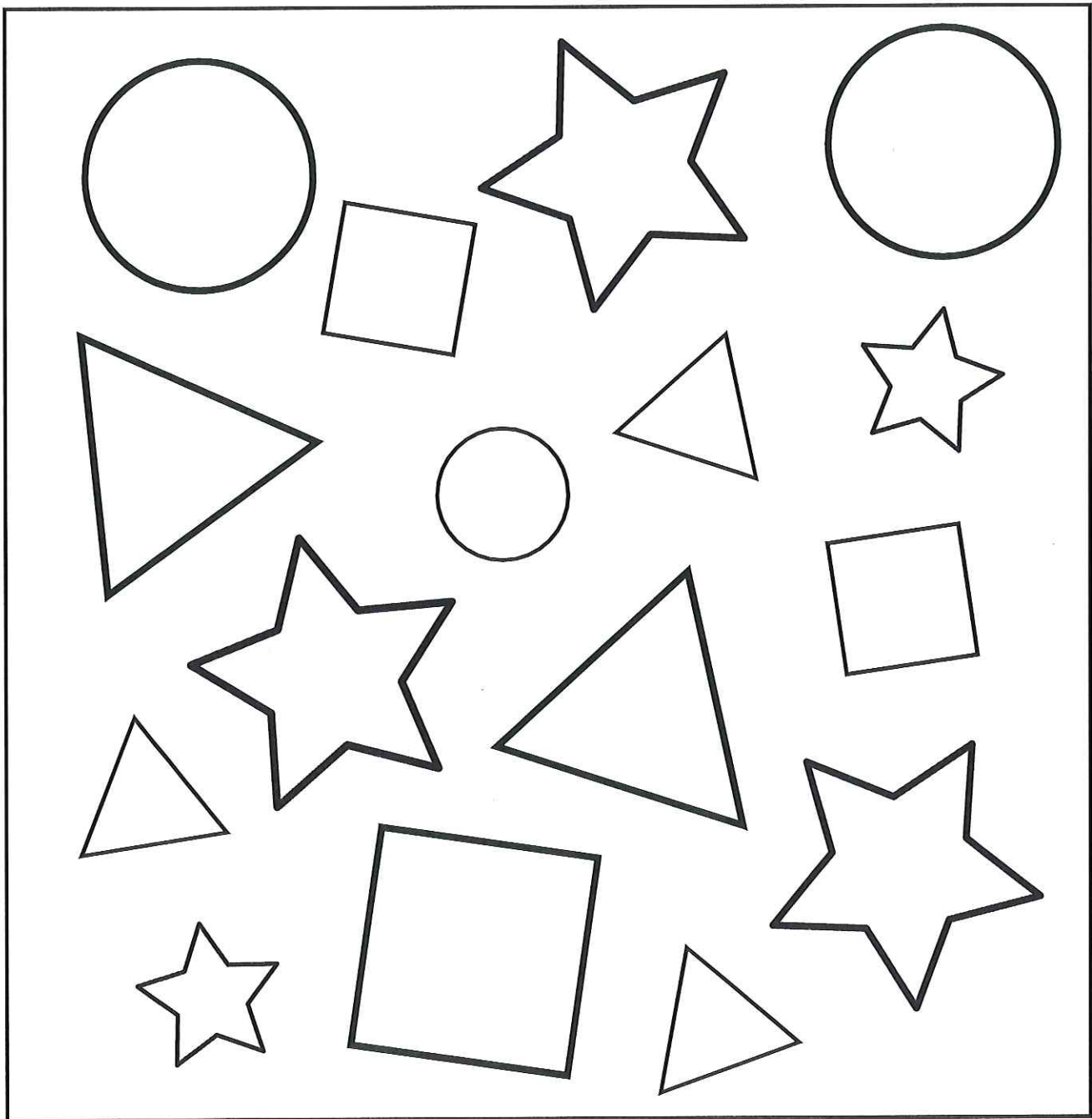
 Circle/Circulo		
 Square/Cuadrado		
 Triangle/Triángulo		





Name/Nombre: \_\_\_\_\_

Count how many there are of each kind of shape and write the number on the line.  
Cuenta cuántos hay de cada tipo de forma y escriba el número en la línea.



**Program: Kindergarten Readiness Class Series Week 3**

**Date: Wednesday, March 11, 2020**

**Time: 11:00 am- 12:00 pm and 6:30- 7:30 pm**

**Theme: Letters and Alphabet**

**Goal:** Be exposed to the letters of the alphabet with a focus on the letters in their first name, letter sounds, and rhyming words

**Social Awareness Skill:** Sharing (sharing supplies for art project)

**Supplies:** Nametags, pencils, tickets, prize, teaching aide: shape cards, teaching aide: alphabet letter cards, bilingual activity worksheet: name writing, paper strips that are the colors of the rainbow, art project template: cloud outlines, black markers, glue sticks, scissors, homework drawing prize, homework bilingual activity worksheet: identifying letters A and B

**Introduction (5-10 minutes):** While kids are writing their names on their name tags, welcome families, ask for homework to be turned in and receive a ticket to drop in the prize bucket. Review how course is organized and that families will receive a backpack with supplies if they attend at least 6 workshops. Emphasize importance of exposing children to this information but that parents are their first and best teacher and we hope they practice this information at home

**Review (5-8 minutes):** Ask families to gather in storytime area to review shapes using teaching aide: shapes

**Book one (5-10 minutes):** LMNO Peas by Keith Baker

**Teaching moment (10-15 minutes):** Use teaching aide: letters in alphabet and ask kids to name the letters and what sound that letter makes

**Song one (3-5 minutes):** Silly Dance Contest by Jim Gill with scarves

**Activity one (10-15 minutes):** Bilingual activity worksheet: name writing

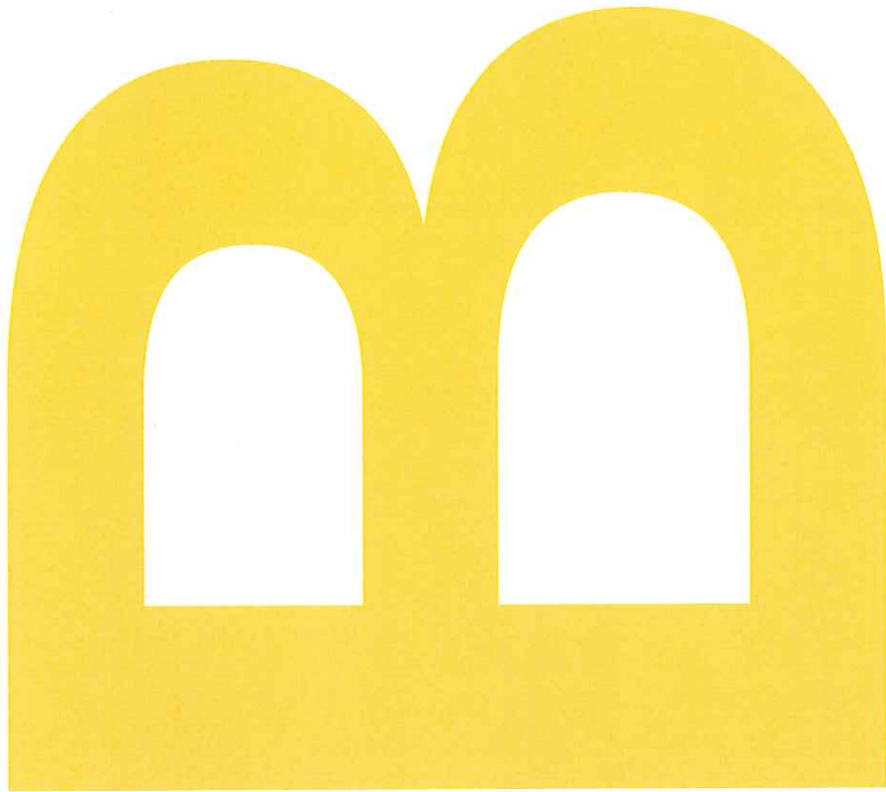
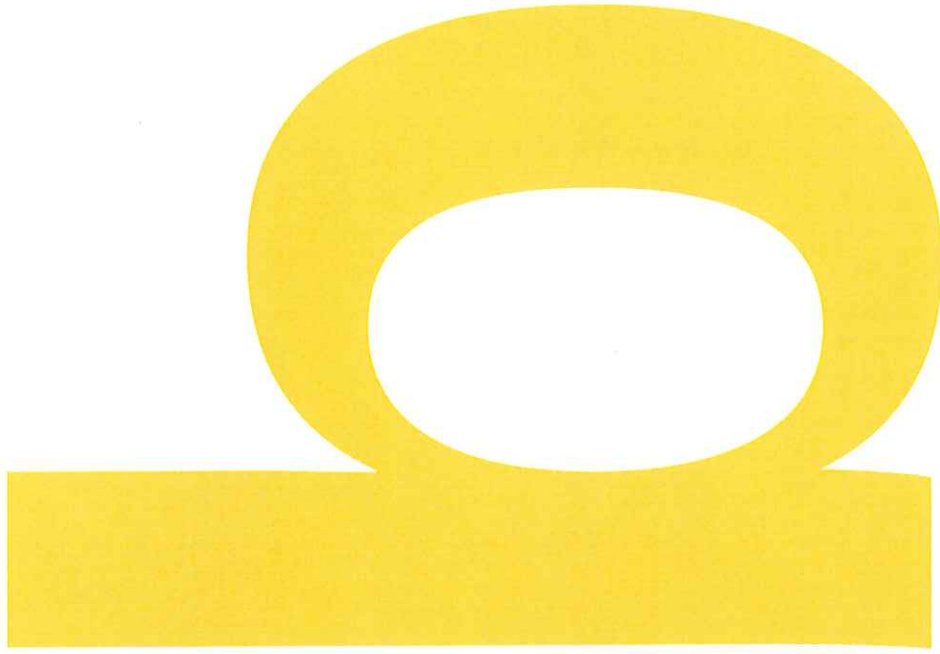
**Activity two (5-10 minutes):** Art project: cloud outline, paper strips, glue, black markers, and scissors

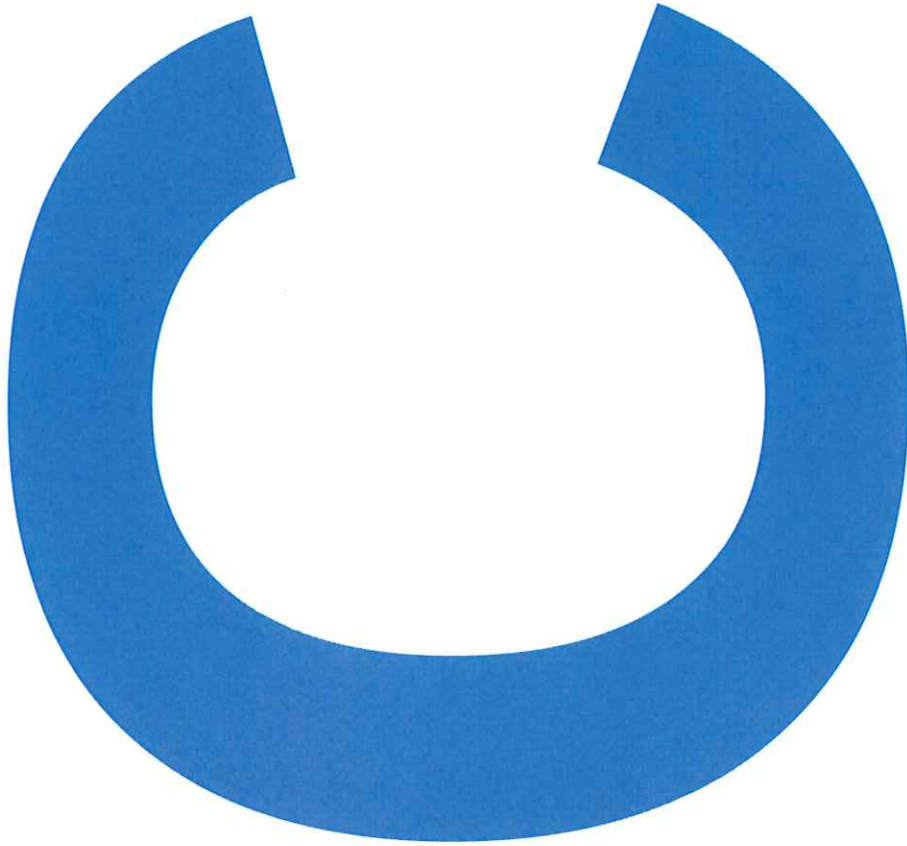
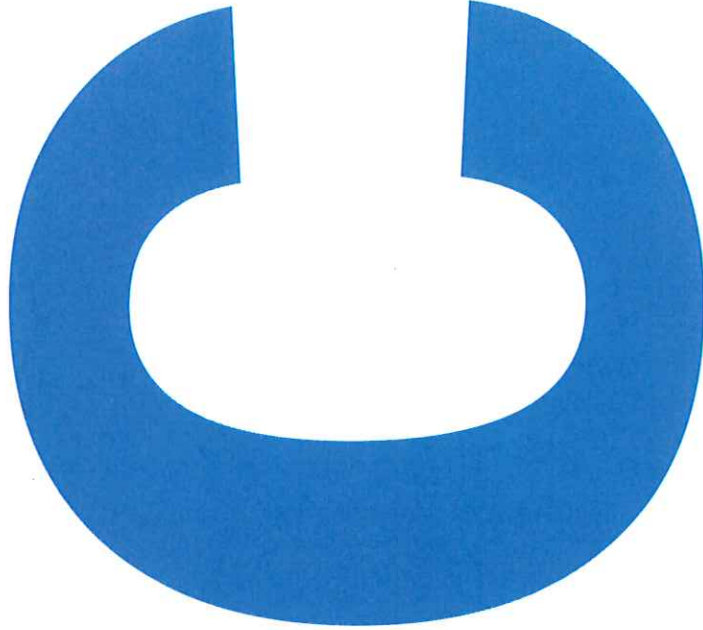
**Caregiver tip (1-2 minutes):** "Slow new or interesting words down with children emphasizing the sounds in the word. For example, if you're child has developed a new interest in dinosaurs it's a perfect opportunity to emphasize that the word "dinosaur" starts with "D" and makes a "noise for letter d" sound. Another example could be if your child notices a stop sign ask them to try to name the letters they see or emphasize that "stop" starts with "S" and makes and "sss" sound."

**Closing (5 minutes):** Ask children to form a line to receive activity worksheet: rhyming homework, remind students to return homework next lesson to be entered a drawing, preview next lesson, and thank parents for coming and participating. Announce homework drawing winner

**Homework:** Bilingual activity worksheet identifying letters A and B

AB





h

c

h

c

50

e

lll



e

u

4

4

5

6

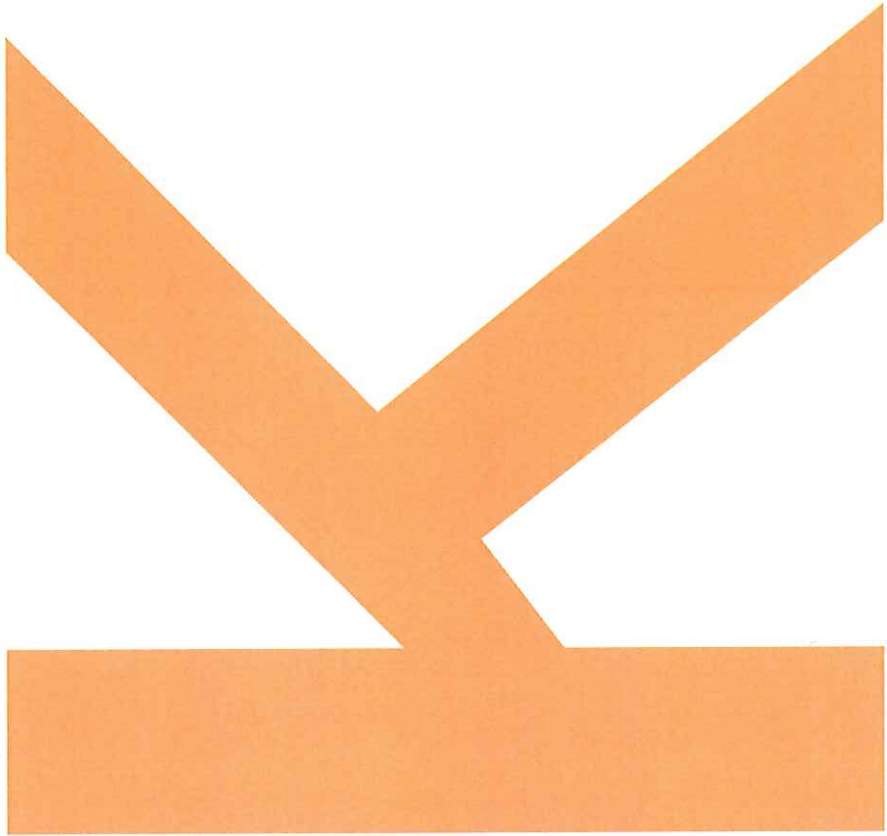
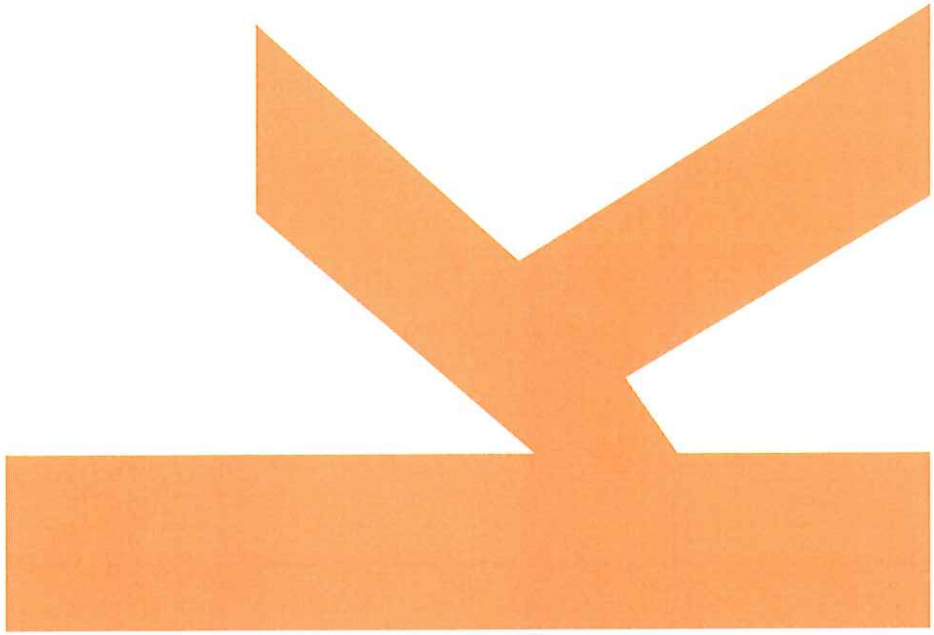
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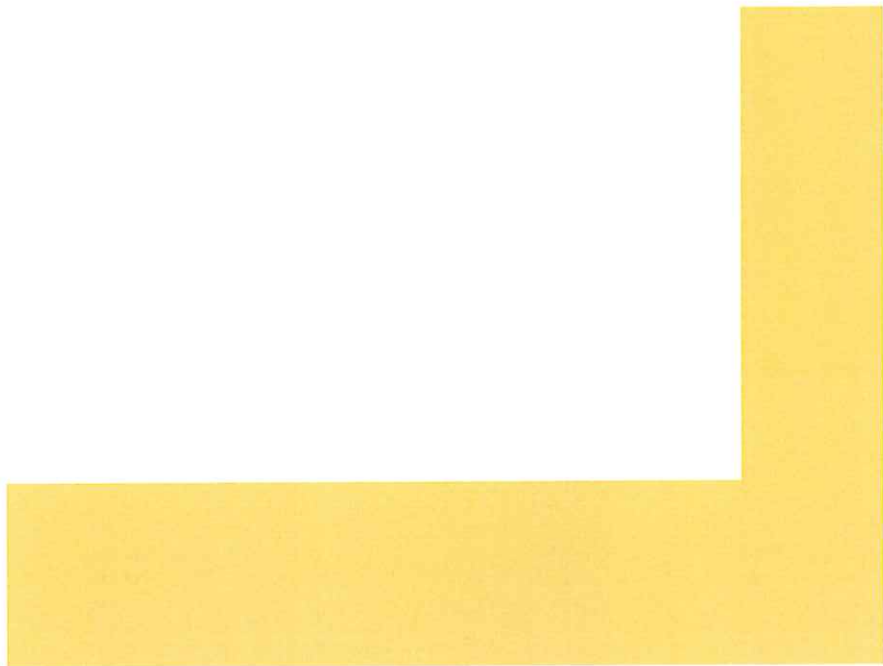
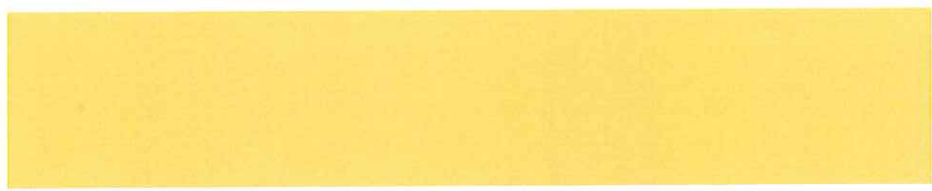
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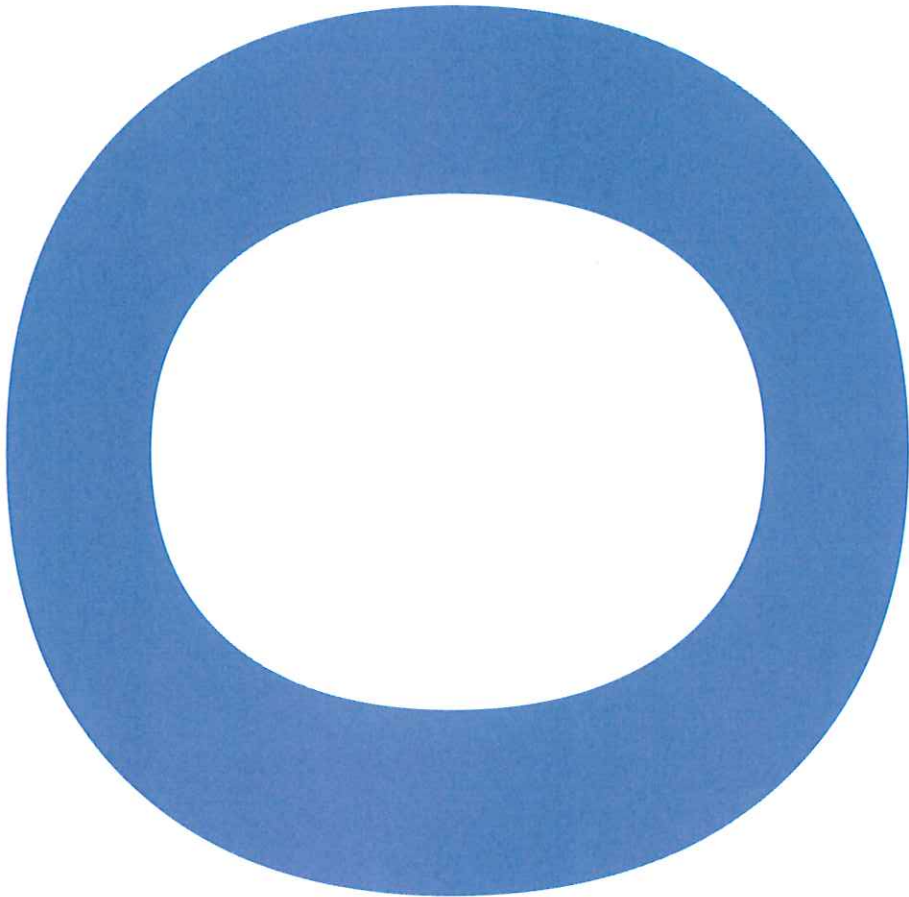
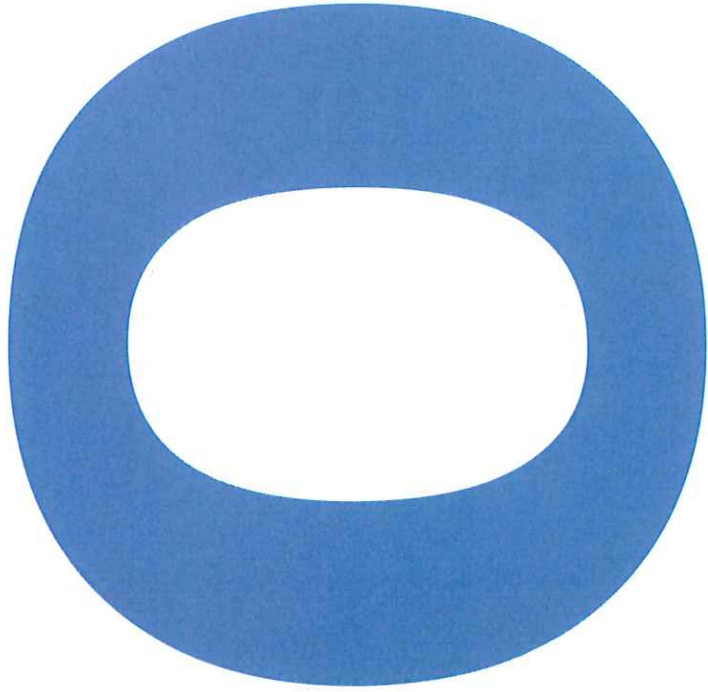


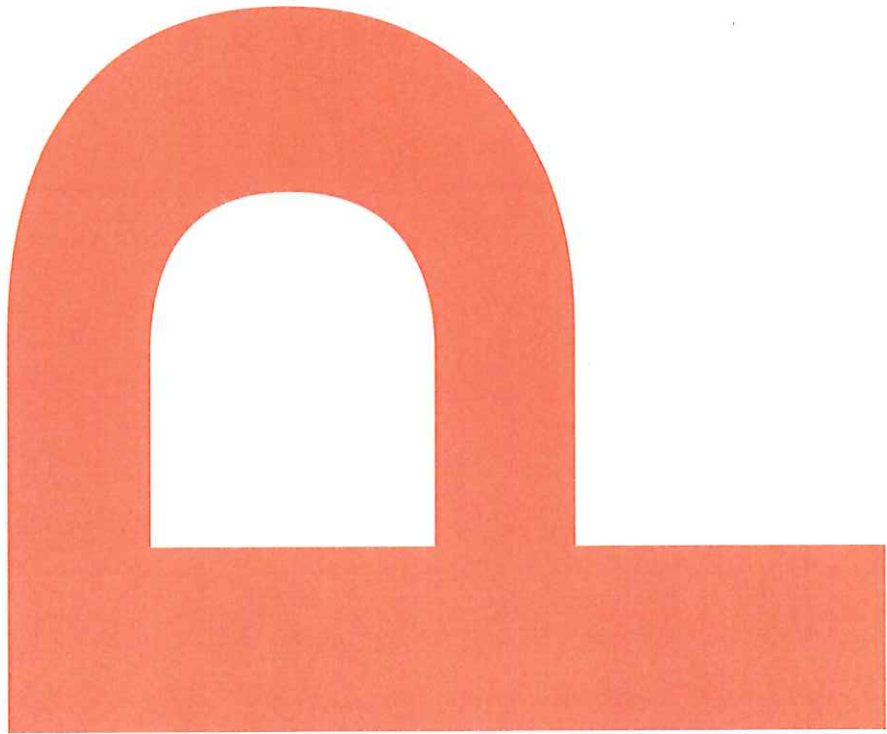
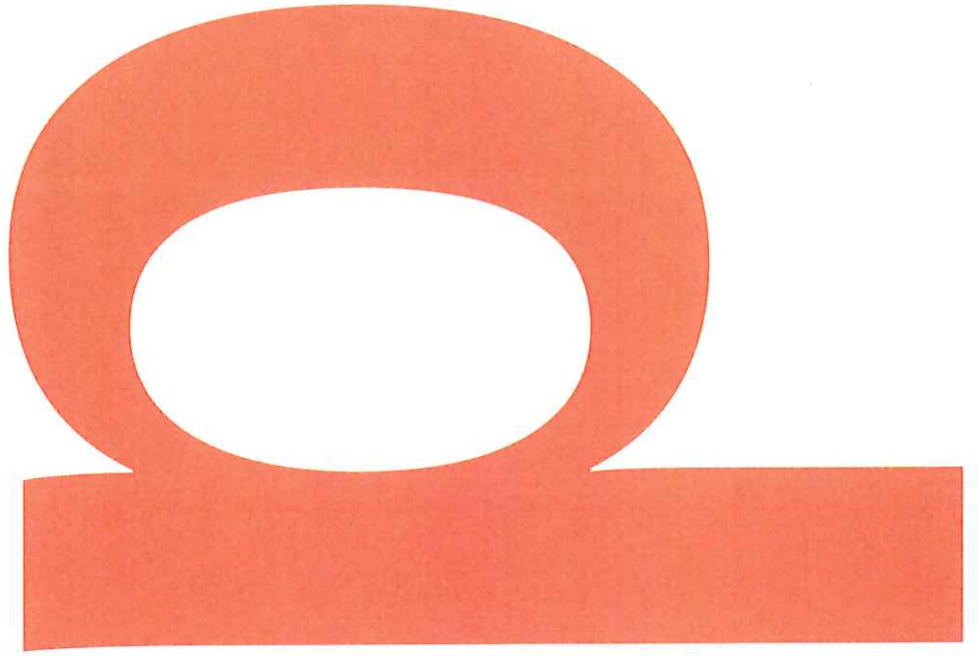


REZ

20

21

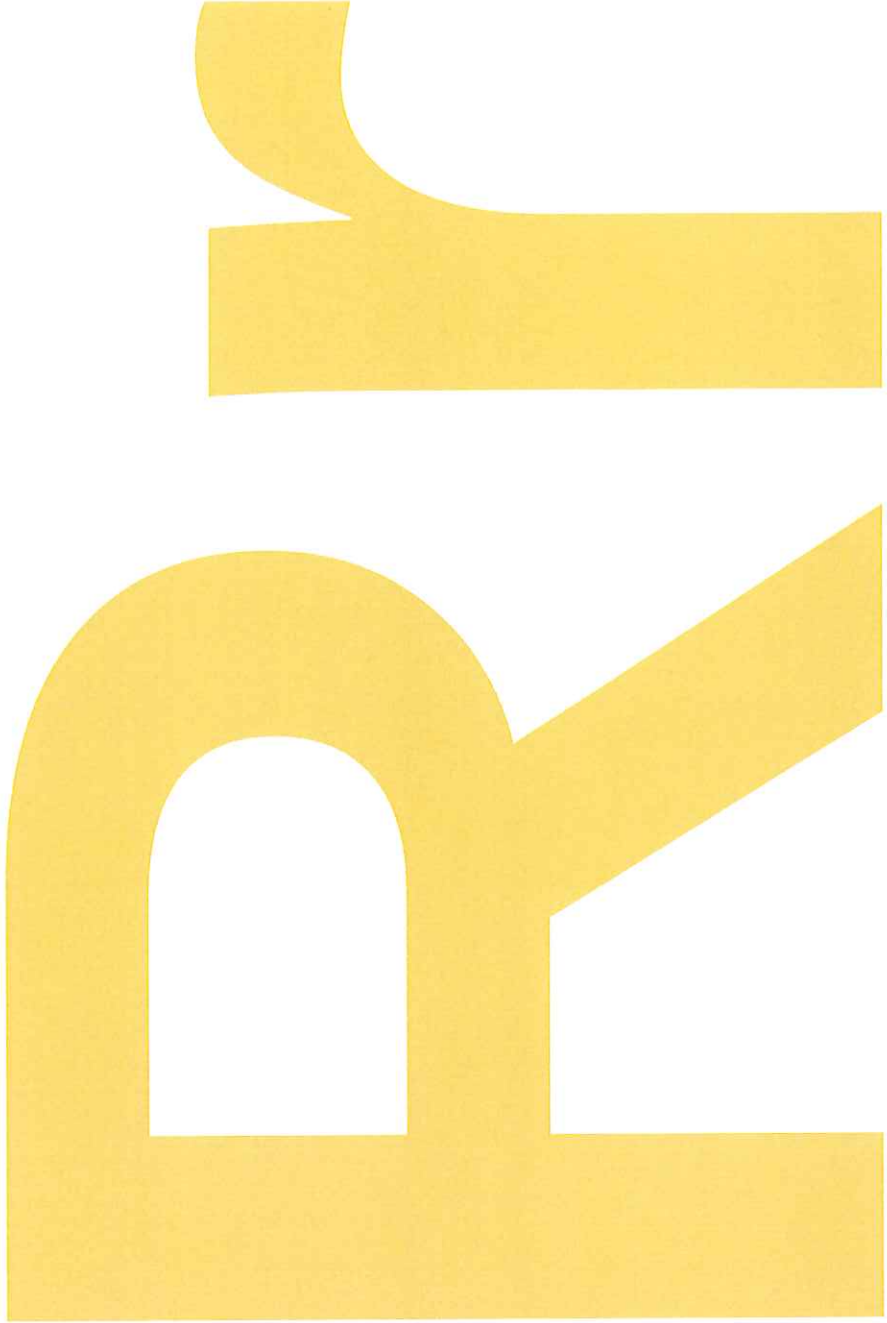




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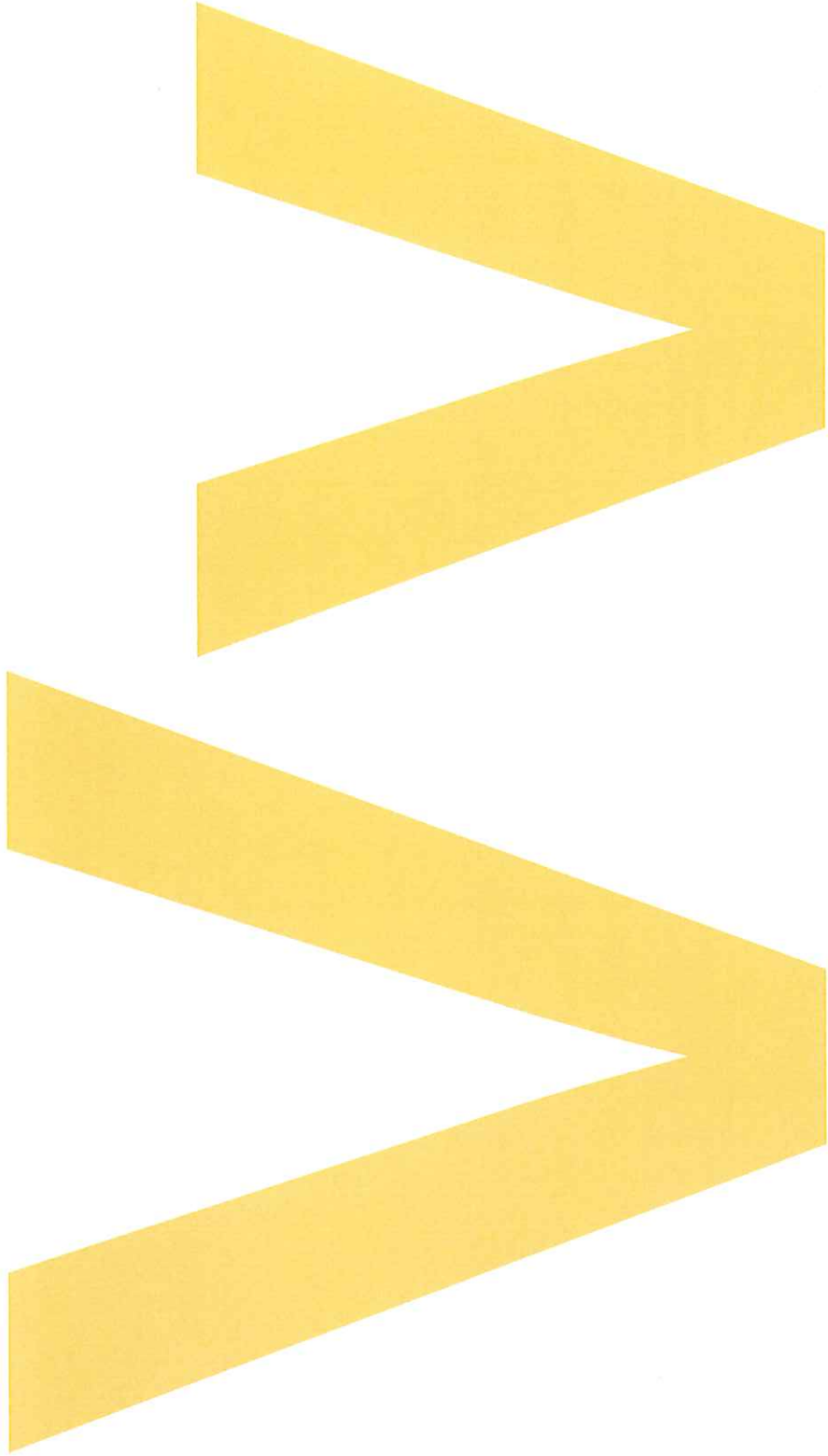




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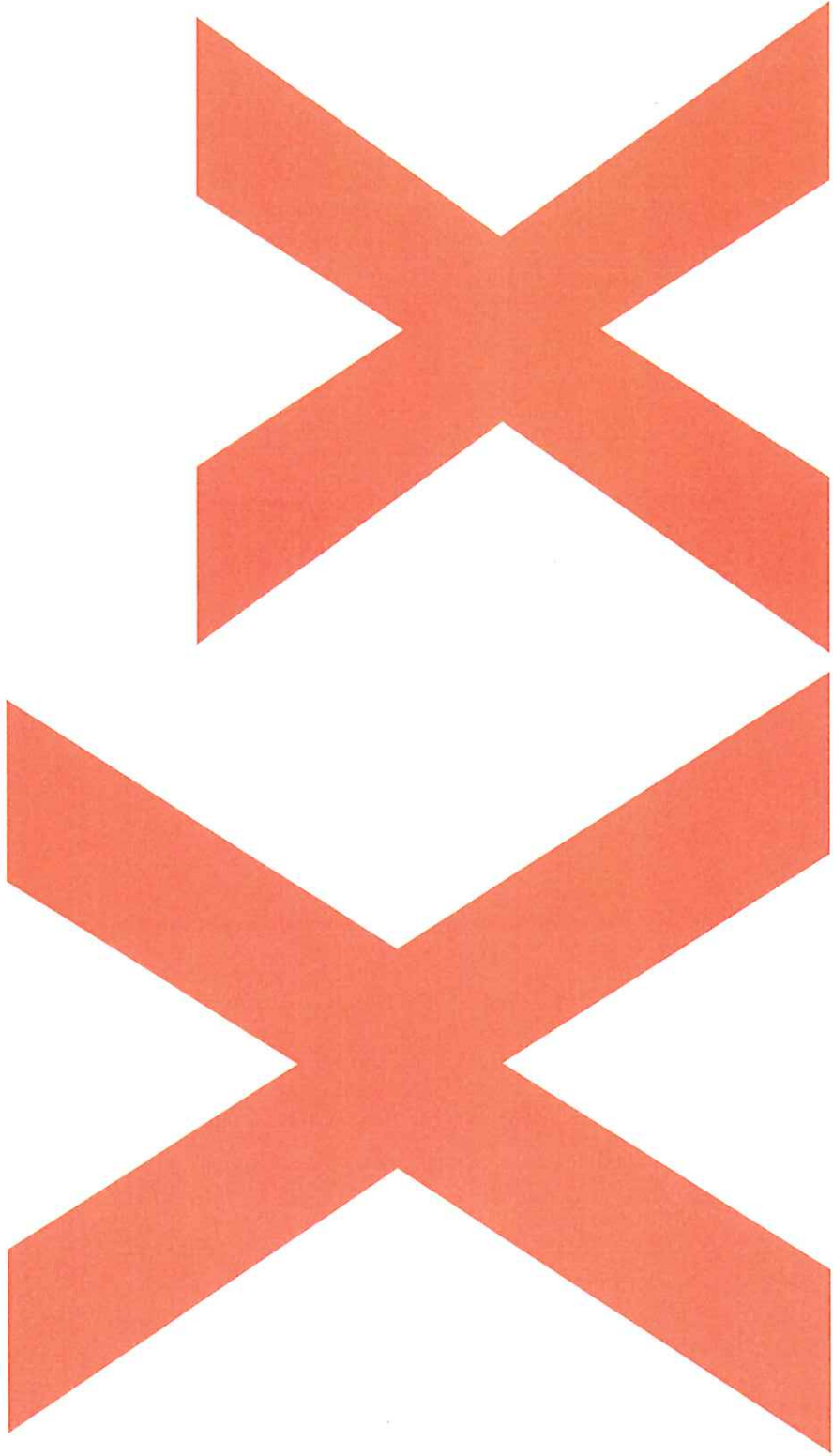
F

ES





W  
W  
W



Y  
X

N  
N

Name/Nombre: \_\_\_\_\_

Write your name three times.

Escribe tu nombre tres veces.

1)

\_\_\_\_\_

-----

\_\_\_\_\_

2)

\_\_\_\_\_

-----

\_\_\_\_\_

3)

\_\_\_\_\_

-----

\_\_\_\_\_

Circle the letters in your name.

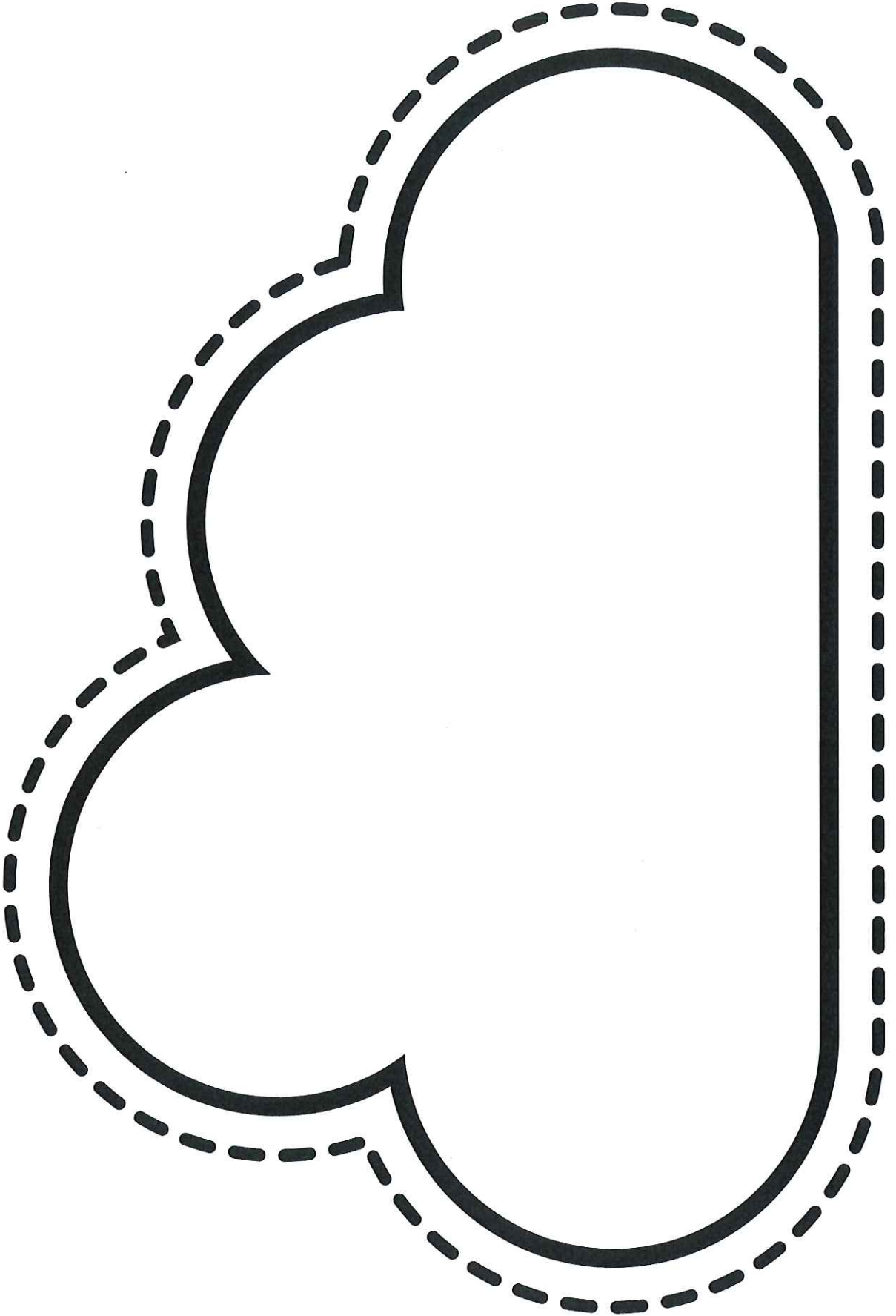
Encierra en un círculo las letras de tu nombre.

a	b	c	ch	d	e	f	
g	h	i	j	k	l	ll	m
n	ñ	o	p	q	r	s	t
u	v	w	x	y	z		



Azzia  
AZZJA

A Z Z j a



Name/Nombre: \_\_\_\_\_

Circle all the letter Aa's.  
Encierra en un círculo todas las letras Aa.

Aa

N	y	b	A	J	a	
l	l	a	B	c	h	a
b	A	M	a	A		
d	e	h	A	b	t	
g	a	H	a	Q	v	
o	a	A	p	l	ñ	

Name/Nombre: \_\_\_\_\_

Circle all the letter Bb's.

Encierra en un círculo todas las letras Bb.

# Bb

N	y	b	A	J	b	
l	l	a	B	c	h	z
b	A	M	a	B		
d	e	h	A	b	t	
g	a	H	b	Q	v	
o	b	B	p	l	ñ	

**Program: Kindergarten Readiness Class Series Week 4**

**Date: TBD**

**Time: 11:00 am- 12:00 pm and 6:30- 7:30 pm**

**Theme: Math and Reasoning**

**Goal: Be exposed to numbers 1-10, practice counting objects 1-10, introduce patterns**

**Social Awareness Skill: Identifying emotions (bilingual activity worksheet: count the emotions)**

**Supplies: Nametags, pencils, tickets, prize, teaching aide: number cards, bilingual activity worksheet: dice patterns, large bucket of single size Duplos (or other building material that is uniform in shape), pair of dice (or multiple pairs depending on group size), bilingual activity worksheet: count the emotions, bilingual activity worksheet: count the seeds**

**Introduction (5-10 minutes):** While kids are writing their names on their name tags, welcome families, ask for homework to be turned in and receive a ticket to drop in the prize bucket. Review how course is organized and that families will receive a backpack with supplies if they attend at least 6 workshops. Emphasize importance of exposing children to this information but that parents are their first and best teacher and we hope they practice this information at home

**Review (5-8 minutes):** Ask families to gather in storytime area to review letters

**Book one (5-10 minutes):** Big Fat Chicken by Keith Baker

**Teaching moment (10-15 minutes):** Use teaching aide: number cards. Ask kids for the name of each number shown. Use the last page to point to the numbers out of order and ask kids to show the coordinating number of fingers up

**Song one (3-5 minutes):** Five Little Ducks finger play

**Activity one (10-15 minutes):** Bilingual activity worksheet: count the emotions ask kids to imitate emotions (such as happy, sad, surprised, irritated, mad, silly, etc) before beginning worksheet. Use age appropriate real life examples and ask how those situations would make them feel

**Activity two (20 minutes):** Separate kids into 2 groups for stations. Station 1 consists of bilingual activity worksheet: dice patterns. Station 2 consists of dice tower building game. Dice tower building game consists of a bucket of single size Duplos and two dice. Kids sit in a circles of 2-4 people and take turns rolling the dice. Roll dice and add the two numbers together. The adult should distribute the according number of blocks so kids don't knock their towers over reaching for blocks. Use that number of blocks to build your tower up. The tallest tower after three rounds wins. Repeat game.

**Caregiver tip (1-2 minutes):** "Kids use math to help make sense of the world around them. For example they would use basic math to determine if they are giving equal parts to others when sharing or developing accurate expectations for time when being patient for their turn to roll the dice in a game. You can help your child develop their math skills in everyday life by counting the amount of people eating dinner so they can get the right amount of forks or counting out the right amount of a vegetable that will be used to cook for a meal."

**Closing (5 minutes):** Ask children to form a line to receive activity worksheet: count the seeds, remind students to return homework next lesson to be entered a drawing, preview next lesson, and thank parents for coming and participating. Announce homework drawing winner

**Homework:** Bilingual activity worksheet: count the seeds





**ONE UNO**



**TWO DOS**



**THREE TRES**



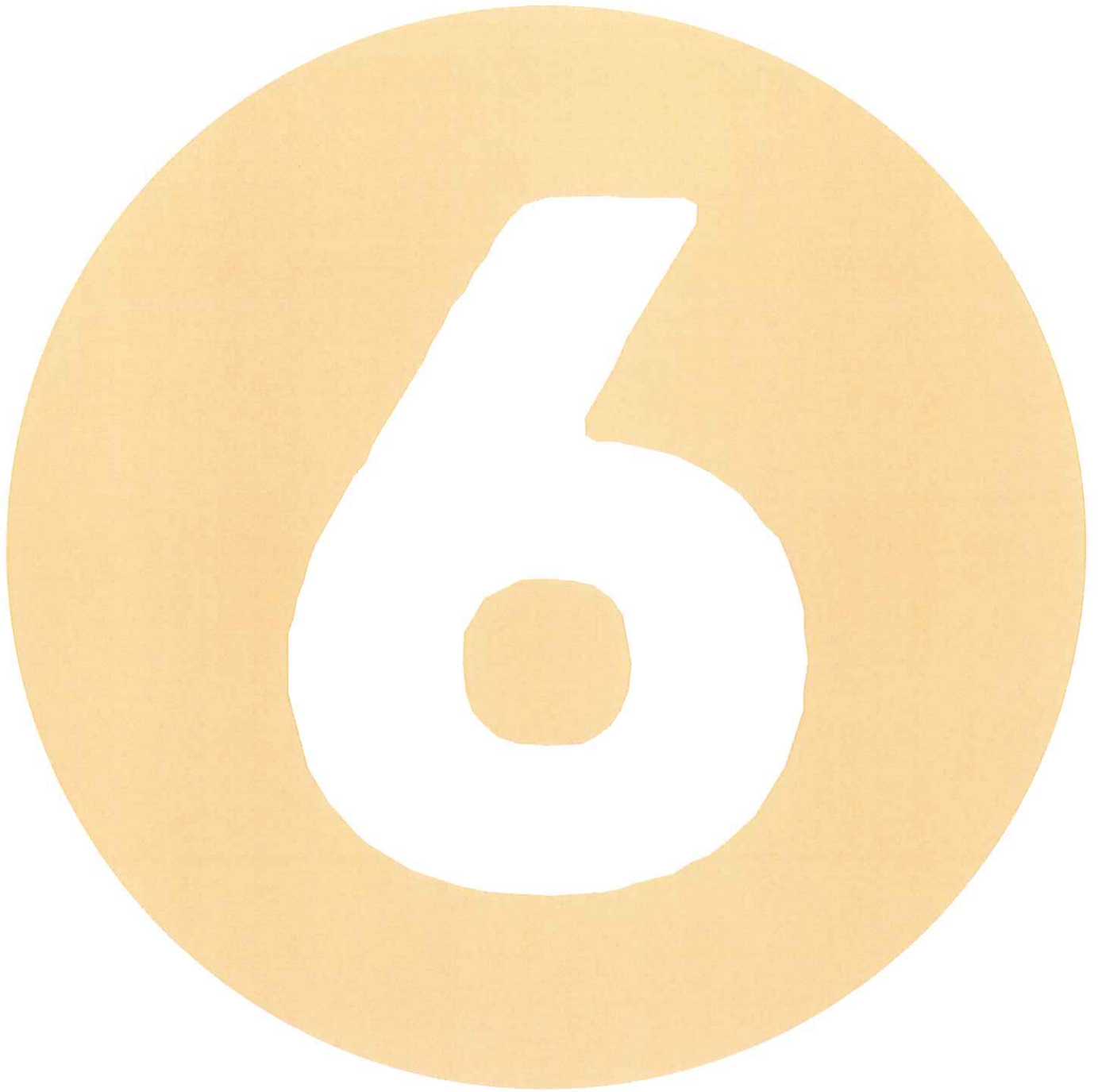
**FOUR QUATRO**



**FIVE CINCO**





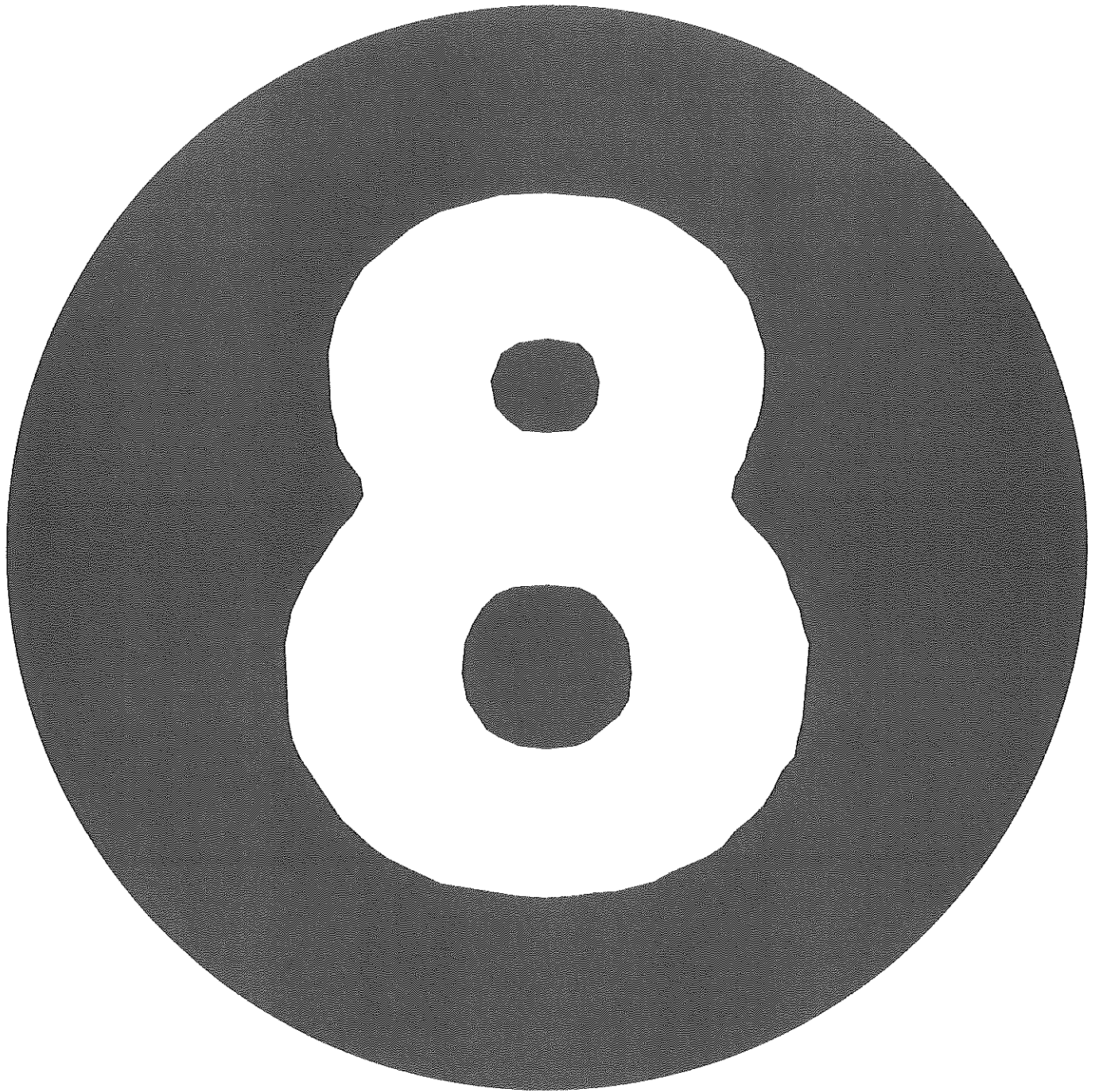


**SIX SEIS**





**SEVEN SIETE**

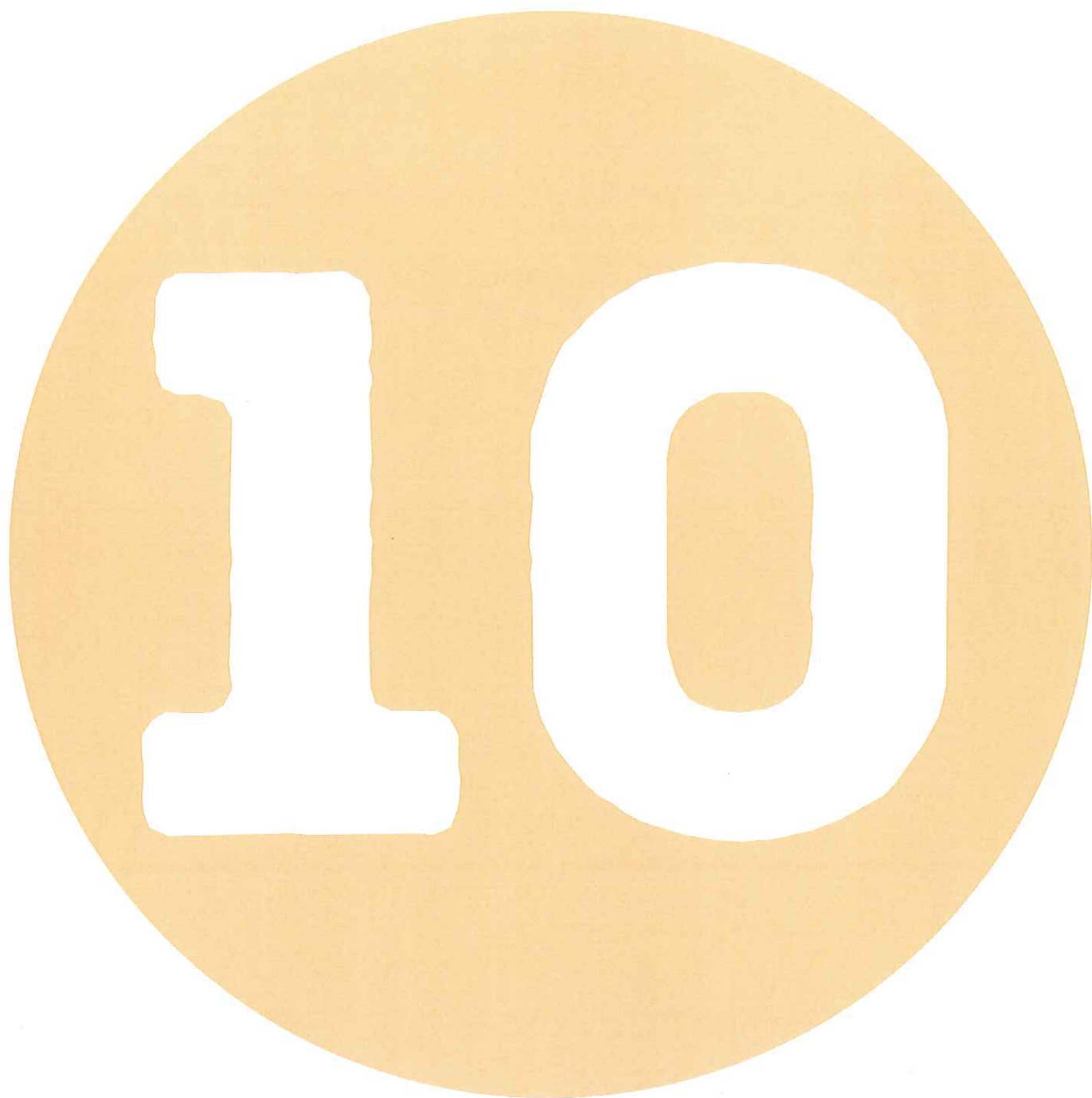


**EIGHT OCHO**



**NINE NUEVE**





**TEN DIES**

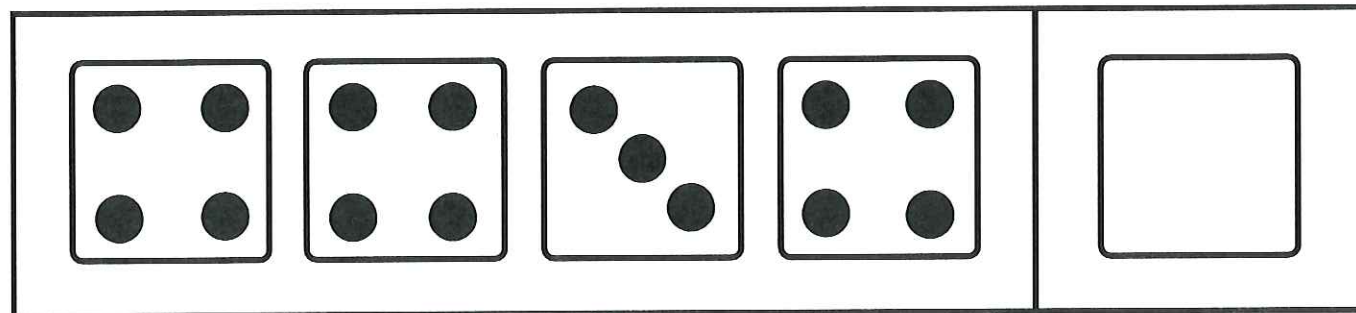
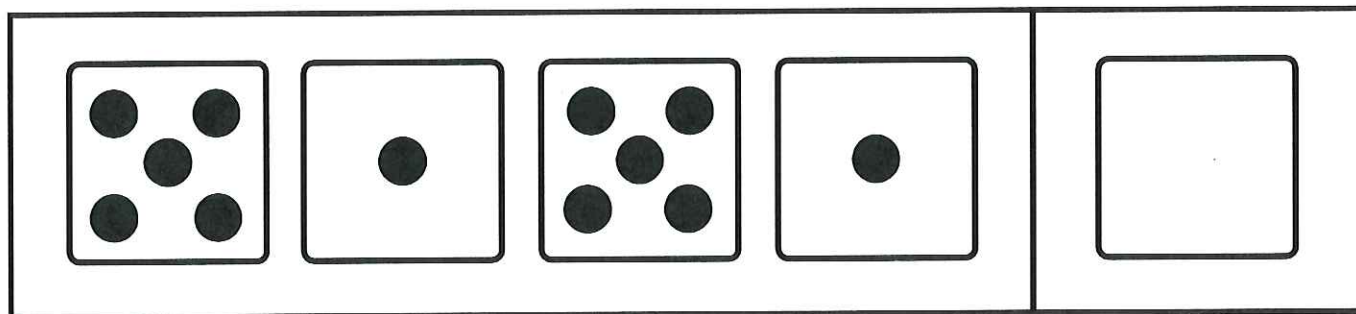
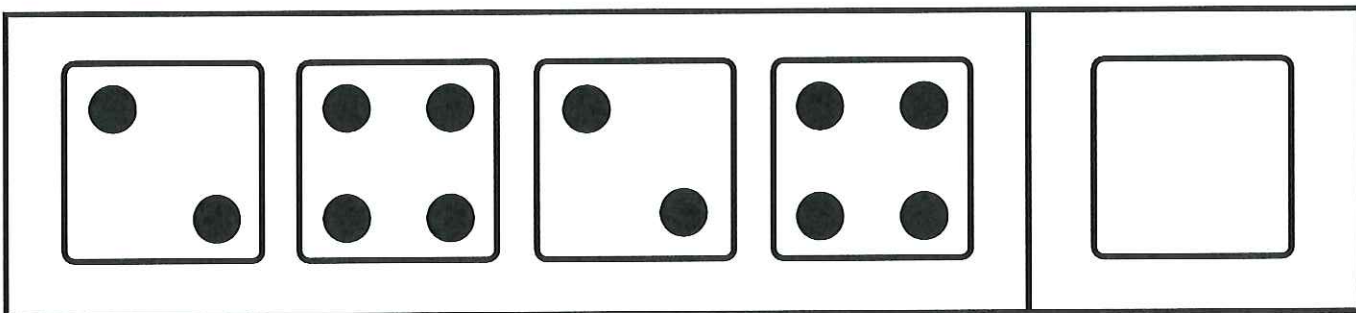
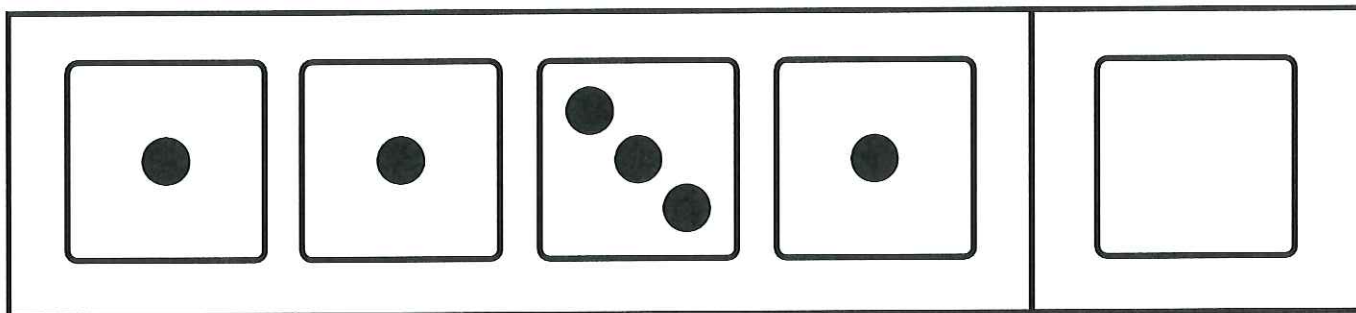




Name/Nombre: \_\_\_\_\_

What comes next in the pattern of dice?




¿Qué viene después en el modelo de dados?





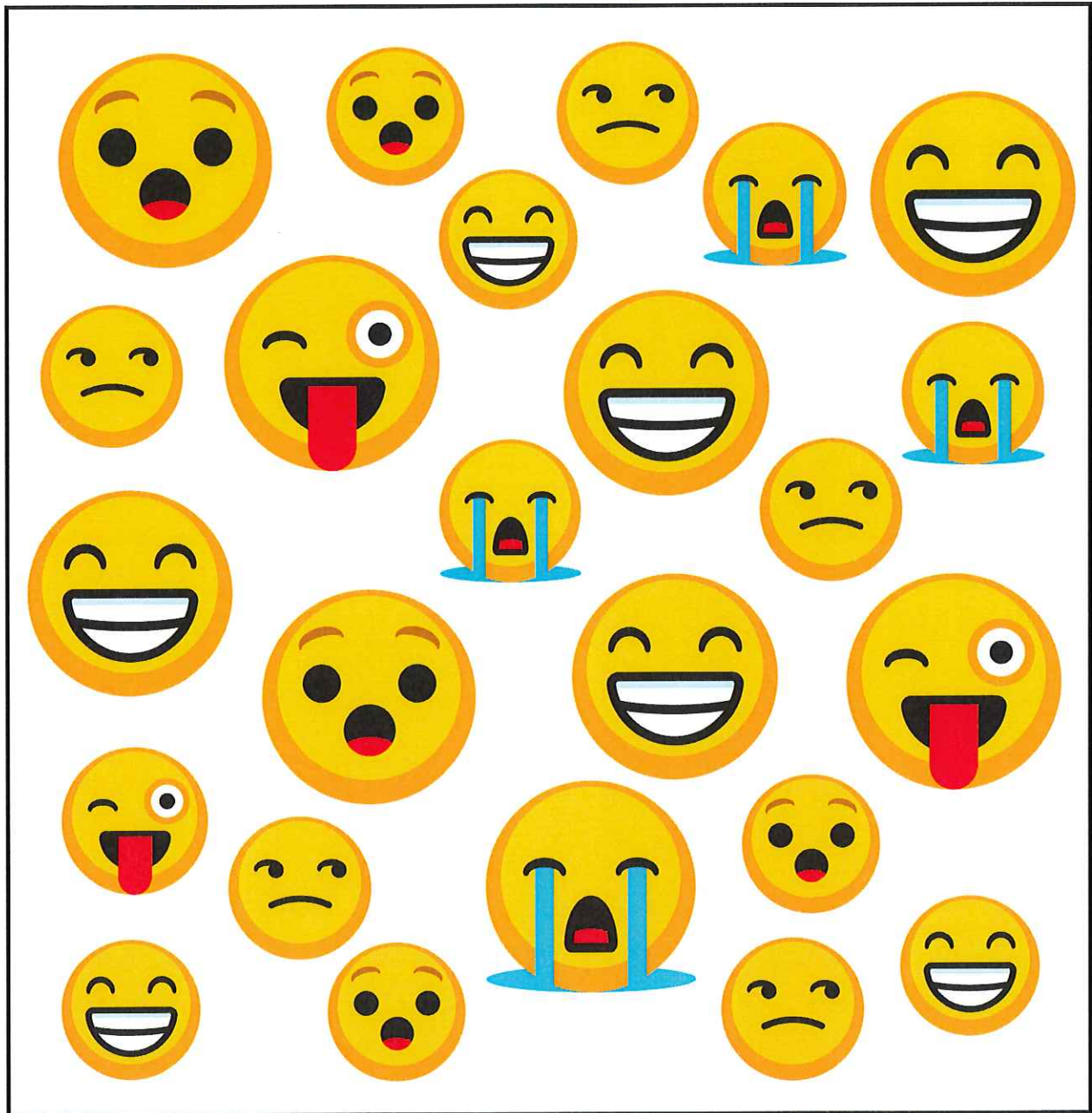


Name/Nombre: \_\_\_\_\_

Count how many there are of each emotion and write the number on the line.  
Cuenta cuántos hay de cada emoción y escribe el número en la línea.

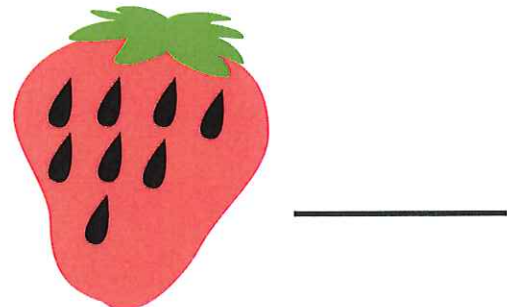
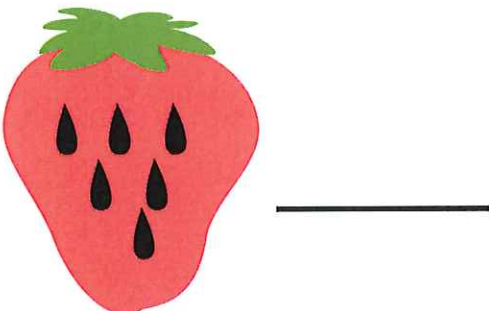
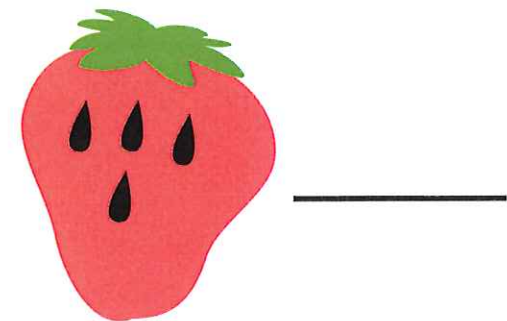
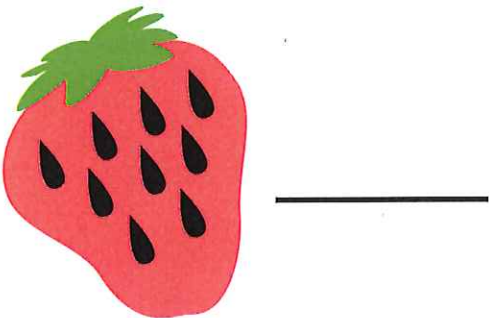
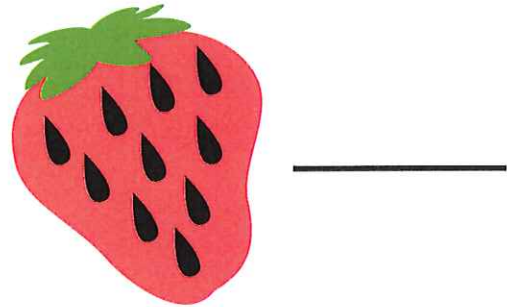
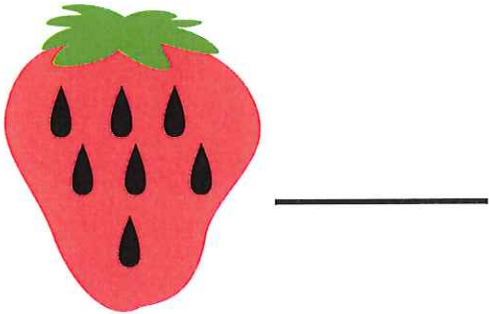
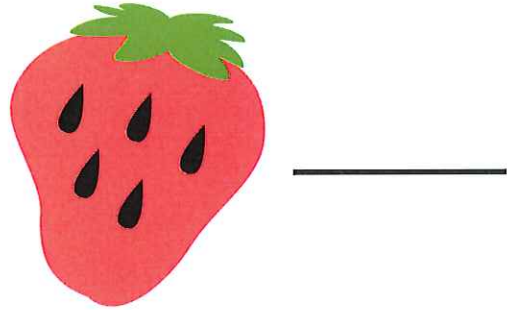
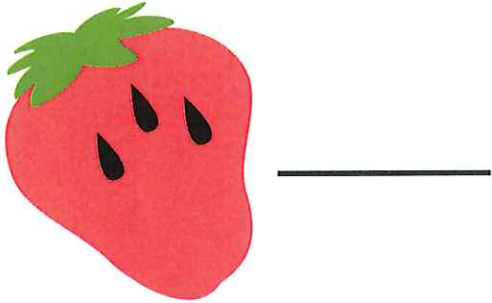
\_\_\_\_\_  Surprised / Sorprendido      \_\_\_\_\_  Sad / Triste      \_\_\_\_\_  Irritated / Irritado

\_\_\_\_\_  Happy / Contento      \_\_\_\_\_  Silly / Divertido



Name/Nombre: \_\_\_\_\_

Count the seeds on each strawberry.  
Cuenta las semillas en cada fresa.



**Program: Kindergarten Readiness Class Series Week 5**

**Date: TBD**

**Time: 11:00 am- 12:00 pm and 6:30- 7:30 pm**

**Theme: Fine Motor Skills**

**Goal:** Be exposed to holding a pencil, cutting with scissors, use tongs/zip/button

**Social Awareness Skill:** Calming down/management of feelings (cutting out stop think breath poster)

**Supplies:** Nametags, pencils, scissors, activity worksheet: help the bees find the hive tracing, Fruit Loops cereal in individual bags, 30 inch segments of yarn with one tight knot on each end and trimmed (so yarn doesn't unravel), hole puncher, black markers, art project template: rainbow name charms, alphabet lacing cards, poster: stop think breath, homework drawing prize, and activity worksheet: fine motor scavenger hunt

**Introduction (5-10 minutes):** While kids are writing their names on their name tags, welcome families, ask for homework brought back and let kids drop tickets in bucket. Review how course is organized and that families will receive a backpack with supplies if they attend at least 6 workshops. Emphasize importance of exposing children to this information but that parents are their first and best teacher and we hope they practice this information at home

**Review (5-8 minutes):** Math concepts

**Book one (5-10 minutes):** From Head to Toe by Eric Carle

**Teaching moment using song one (10-15 minutes):** Peanut Butter & Jelly by Super Simple Songs using actions learned from this tutorial <https://www.youtube.com/watch?v=SVRT9NycxVo>

**Activity one (10-15 minutes):** Activity worksheet: help the bees find the hive tracing

**Activity two (5-10 minutes):** Fruit Loops cereal necklaces and rainbow name tag charms

**Activity three (10-15 minutes):** three stations consisting of: Melissa and Doug Alphabet Lacing Cards, basket of clothing with buttons, zippers, and laces to do and undo, and scissors to cut out stop think breath poster

**Caregiver tip (1-2 minutes):** "You can help strengthen the muscles in your child's hands and improve their dexterity, or how well they handle objects, by letting them try to button their own shirts and pants, tie their own shoes, or brush their own hair. Giving your children the opportunity to practice these daily tasks will help them improve their handwriting."

**Closing (5 minutes):** Ask children to form a line to receive homework activity worksheet: fine motor scavenger hunt, remind students to return homework next lesson to be entered a drawing, preview next lesson, and thank parents for coming and participating. Announce homework drawing winner

**Homework:** Activity worksheet: fine motor scavenger hunt











# I can take time to CALM DOWN

## STOP

When you start to feel upset stop what you are doing.



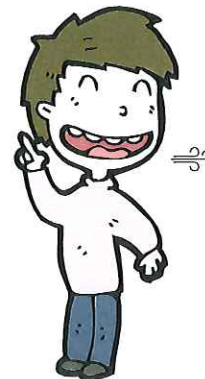
## THINK

How do you feel? Are you scared, angry, or sad?



## BREATHE

Take a big breath, hold it for a moment, and then slowly let it out.



# puedo tomarme el tiempo PARA CALMARMEME

## DETENER

WCuando empiece a sentirse molesto, pare lo que está haciendo.



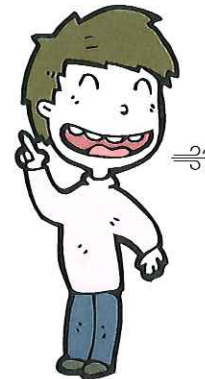
## PENSAR

¿Cómo te sientes? ¿Estás asustado, enojado o triste?



## RESPIRAR

Respire hondo, conténgalo por un momento y luego déjelo salir lentamente.



Name/Nombre: \_\_\_\_\_

Check each box after trying to complete the task.  
Marque cada casilla después de intentar completar la tarea.

I tried to button and  
unbutton a shirt.

Traté de abotonar y  
desabrochar una camisa.



I tried to zip and unzip a  
jacket.

Traté de cerrar y  
desabrochar una chaqueta.



I tried to tie and untie shoes  
with laces.

Traté de atar y desatar  
zapatos con cordones.



**Program: Kindergarten Readiness Class Series Week 6**

**Date: TBD**

**Time: 11:00 am- 12:00 pm and 6:30- 7:30 pm**

**Theme: Rhyming and Story Sequencing**

**Goal: Parts of a story and words that rhyme**

**Social Awareness Skill: Kind words (playing memory game with siblings and parents)**

**Supplies: Nametags, pencils, tickets, prize, teaching aide: Three Little Pigs felt board cutouts, felt board, scarves, scissors, glue sticks, bilingual activity worksheet: story sequencing, bilingual memory game, and bilingual activity worksheet: rhyming**

**Introduction (5-10 minutes):** While kids are writing their names on their name tags, welcome families, ask for homework to be turned in and receive a ticket to drop in the prize bucket. Review how course is organized and that families will receive a backpack with supplies if they attend at least 6 workshops. Emphasize importance of exposing children to this information but that parents are their first and best teacher and we hope they practice this information at home

**Review (5-8 minutes):** Ask families to gather in storytime area to review fine motor skills using a fingerplay

**Book one (5-10 minutes):** The Three Little Pigs by Paul Galdon before beginning story use book as a prop turning the book to the back page and asking if we should start reading at the end and let kids answer. Open the book to the middle and ask if we should start in the middle and let kids answer. Turn the book to the front title page and ask if we should start at the beginning and let kids answer. Begin story

**Teaching moment (10-15 minutes):** Use teaching aide: felt board cutouts and felt board to re-tell the story of the three little pigs emphasizing the words "beginning", "middle" and "end". After finishing telling story use felt board cutouts to rhyme words with pig/big, hay/day, brick/trick, stick/lick, log/dog etc.

**Song one (3-5 minutes):** Silly Dance Contest by Jim Gill with scarves props

**Activity one (10-15 minutes):** Bilingual activity worksheet: story sequencing

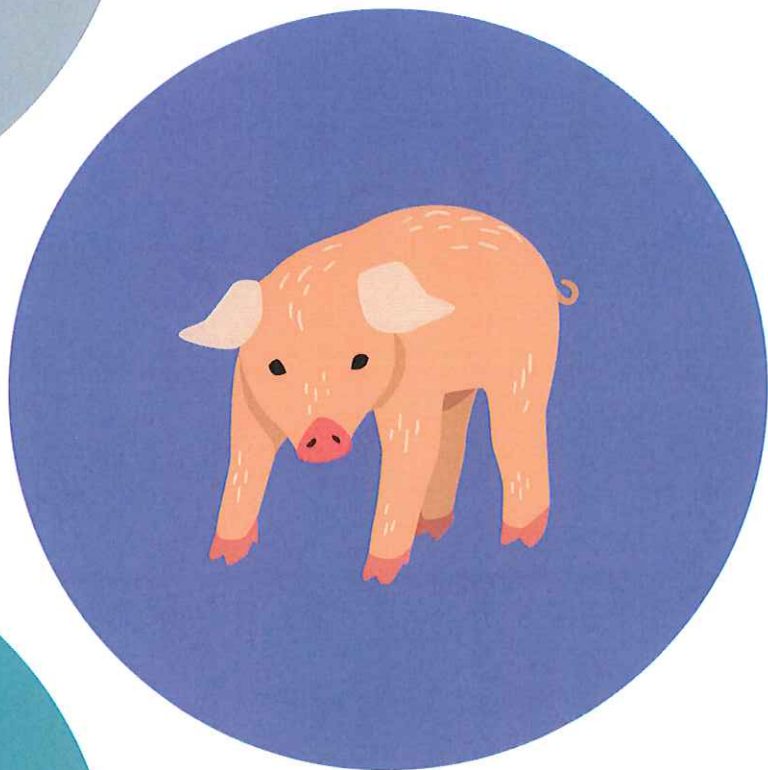
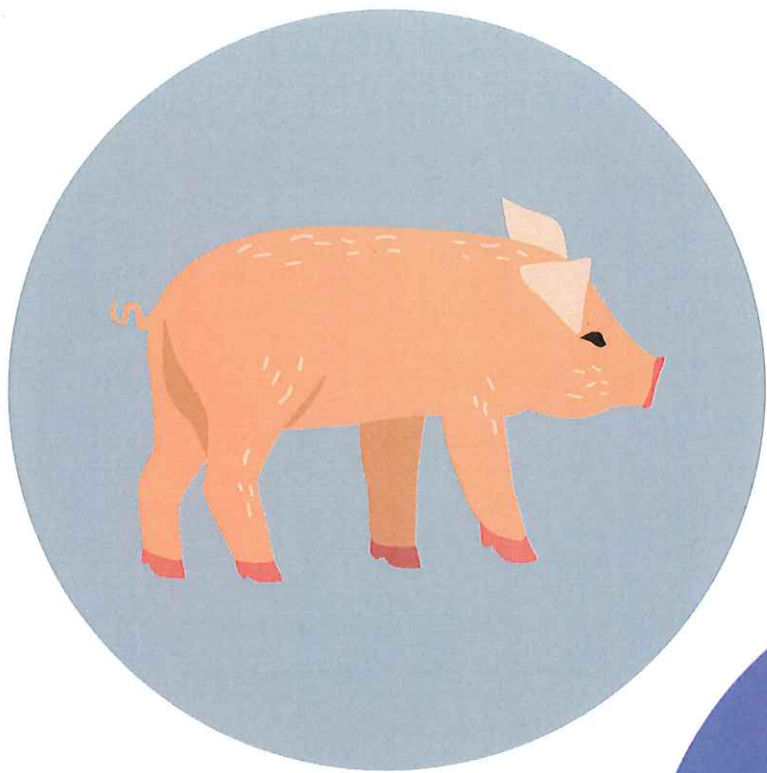
**Activity two (20 minutes):** Bilingual vocabulary memory game to play with parent(s) and sibling(s) for remainder of lesson. Encourage parents to guide their children playing the game together and not to give answers immediately if the child doesn't get it the first time

**Caregiver tip (1-2 minutes):** "Story sequencing helps kids build foundational skills that will assist them in learning how to tell time or problem solve. You can help your child build sequencing skills in your everyday life by outlining planned activities such as grocery shopping. First we find all the groceries on our list, then we put them on the conveyer belt, and then we pay for the groceries. Let your child help predict the beginning, middle, and end of everyday activities."

**Closing (5 minutes):** Ask children to form a line to receive activity worksheet: bilingual rhyming, remind students to return homework next lesson to be entered a drawing, preview next lesson, and thank parents for coming and participating. Announce homework drawing winner

**Homework:** Bilingual activity worksheet: rhyming

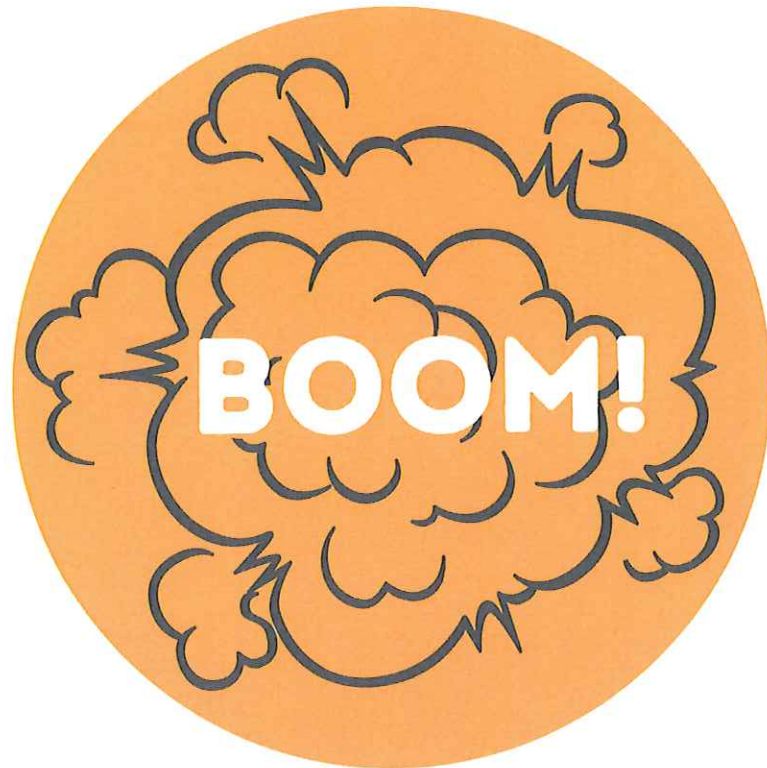










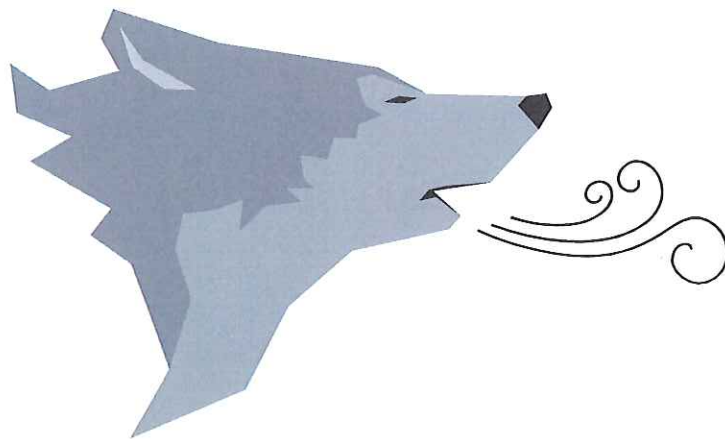


# The Three Little Pigs

Cut out the story and paste on the next page in order from beginning to end.

# Los Tres Cerditos

Recorta la historia y pégala en la página siguiente en orden de principio a fin.



Name/Nombre: \_\_\_\_\_

What happens first, in the beginning, second, in the middle, and third, at the end?  
¿Qué sucede primero, al principio, segundo, en el medio y tercero al final?

1

Beginning  
Principio

2

Middle  
Medio

3

End  
Final



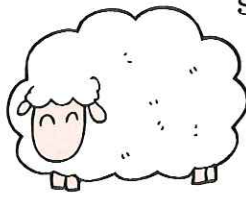


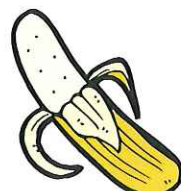
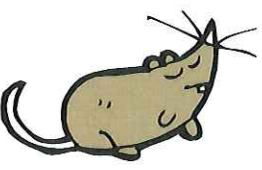

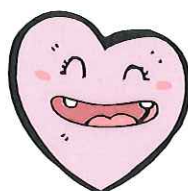
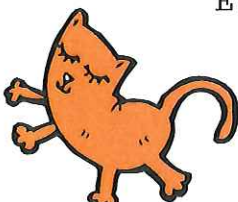

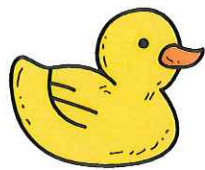


# Bilingual Memory Game

# Juego de Memoria Bilingüe

For English version use cards that say "E & S" and "E" in the top right corner. Cut out the pictures. To play turn all the pictures over and turn two over. Do the pictures rhyme? If so keep the pair. If not turn back over. The game ends when the last pair is matched.

Para la versión en español, use tarjetas que digan "E & S" y "S" en la esquina superior derecha. Recorta las fotos. Para jugar voltea todas las fotos y voltea dos. ¿Las fotos riman? Si es así, quédate con la pareja. Si no, dé la vuelta. El juego termina cuando se empareja el último par.

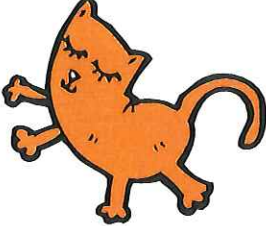
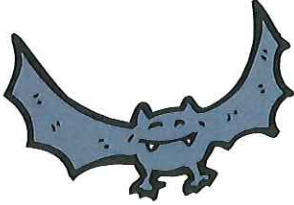
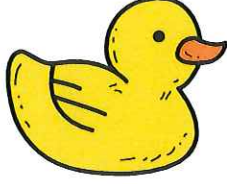
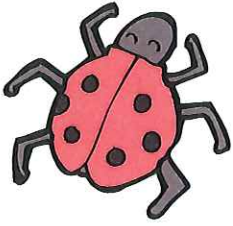
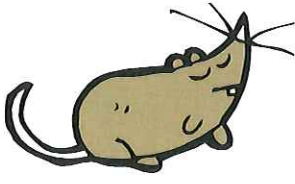
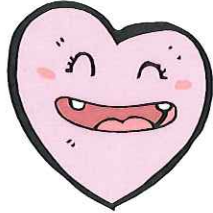
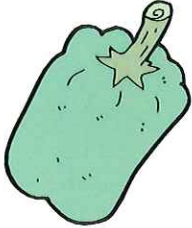

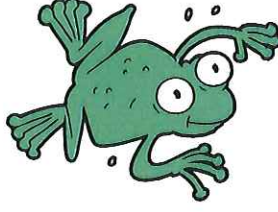
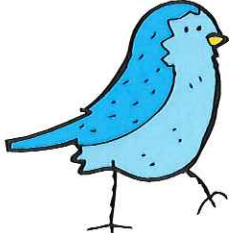
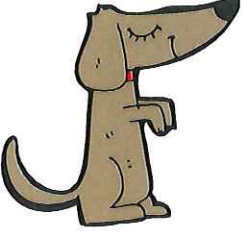
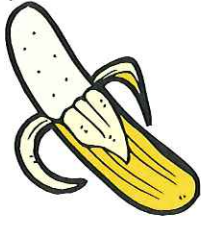

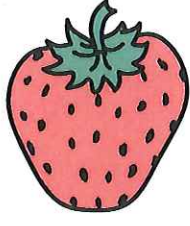

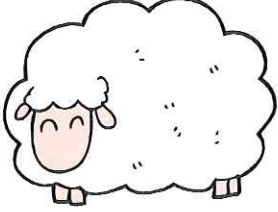
 <p>E &amp; S</p> <p>Bee Abeja</p>	 <p>E</p> <p>Tree Árbol</p>	 <p>S</p> <p>Sheep Oveja</p>
 <p>E &amp; S</p> <p>Frog Rana</p>	 <p>E</p> <p>Dog Perro</p>	 <p>S</p> <p>Banana Banana</p>
 <p>E &amp; S</p> <p>Mouse Ratón</p>	 <p>E</p> <p>House Casa</p>	 <p>S</p> <p>Heart Corazón</p>
 <p>E &amp; S</p> <p>Cat Gato</p>	 <p>E</p> <p>Bat Murciélago</p>	 <p>S</p> <p>Duck Pato</p>



Name/Nombre: \_\_\_\_\_

Circle the picture that rhymes with the first picture.

Encierra en un círculo la imagen que rima con la primera imagen.

 Cat Gato	 Bat Murciélago	 Duck Pato	 Ladybug Mariquita
 Mouse Ratón	 Heart Corazón	 Pepper Pimiento	 House Casa
 Frog Rana	 Bird Pájaro	 Dog Perro	 Banana Banana
 Bee Abeja	 Strawberry Fresa	 Tree Árbol	 Sheep Oveja

**Program: Kindergarten Readiness Class Series Week 7**

**Date: TBD**

**Time: 11:00 am- 12:00 pm and 6:30- 7:30 pm**

**Theme: Science**

**Goal:** Mixing primary colors, scientific inquiry, magnifying glass, differences between living and nonliving (person, pet, plant), human body

**Social Awareness Skill:** Being curious, asking questions, finding answers (mixing primary colors experiment)

**Supplies:** Nametags, pencils, tickets, prize, teaching aide: scientific method free printable with account from <https://www.teacherspayteachers.com/Product/Scientific-Method-Posters-1619690>, scientist lanyards made beforehand with scientist badge printable, easel and jumbo notepad/canvas, yellow, blue, and red paint, condiment containers or small cups, paint brushes, white cardstock, activity worksheet: living and non-living things, activity worksheet bilingual: draw a living and non-living thing

**Introduction (5-10 minutes):** While kids are writing their names on their name tags, welcome families, ask for homework to be turned in and receive a ticket to drop in the prize bucket. Review how course is organized and that families will receive a backpack with supplies if they attend at least 6 workshops. Emphasize importance of exposing children to this information but that parents are their first and best teacher and we hope they practice this information at home

**Review (5-8 minutes):** Story sequencing using book one after book is read. Emphasize words beginning, middle, and end. You can also use the picture book itself before reading to show last page and ask if we should start at the ending, open picture book up to middle and ask if we should start in the middle, and finally open book up to title page and ask if we should start at the beginning

**Book one (5-10 minutes):** Mouse Paint by Ellen Stoll Walsh

**Teaching moment (10-15 minutes):** Announce that today we will be pretending to be scientists and to play the part everyone will need a scientist's lanyard. Pass out lanyards. Go over the scientific method with kids, emphasizing that we will be using it together for an experiment

**Song one (3-5 minutes):** Icky Sticky Bubblegum by David Landeau

**Activity one (10-15 minutes):** Mixing primary colors experiment. Use the primary colors to paint a large blue spot on paper/canvas. Ask kids what they think would happen if you painted yellow over the blue. Paint yellow over blue. Ask kids what color appears now. Talk about how mixing two colors can create a new color. Let kids go back to their seats and give them blue and red. Ask what color they think blue and red will create. Let them paint colors together. Ask what color appeared.

**Activity two (20 minutes):** Explain the characteristics of living things. Ask for examples of living things. Explain characteristics of non-living things. Ask for examples. Activity worksheet: bilingual living and non-living things


**Caregiver tip (1-2 minutes):** "Kids are natural scientists. They are curious about almost everything! The scientific method is something you may use in everyday life and not even give a second thought to.

Include children in using the parts of the scientific method. Present an experiment, ask questions together, make predictions together, and show them or do the experiment together. Talk about the results after the experiment. For example, if you are watering plants with a hose ask your child to participate. What will happen if I press the lever? Will any water come out? Let's try. Talk about how if you press the lever water comes out but if you let go the water stops. You can further the experiment by adjusting the water pressure on the valve and start the process all over again."


**Closing (5 minutes):** Ask children to form a line to receive activity worksheet: draw a living and non-living thing, remind students to return homework next lesson to be entered a drawing, preview next lesson, and thank parents for coming and participating. Announce homework drawing winner

**Homework:** Activity worksheet: draw a living and non-living thing




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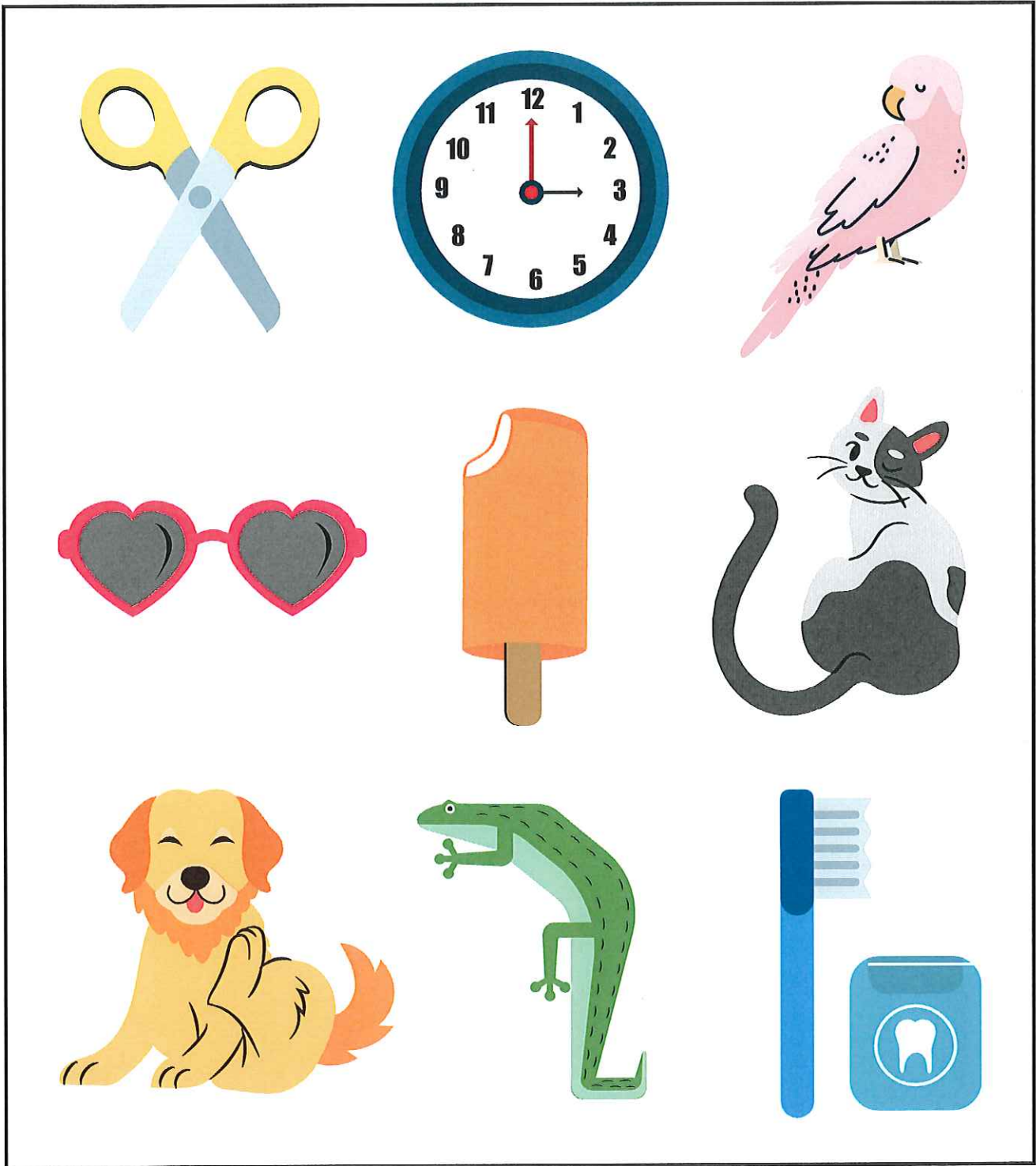
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# Living and Non-Living Things

Circle all the living things and put an "X" over the non-living things.

# Cosas Vivas y No Vivas

Encierra en un círculo todos los seres vivos y coloca una "X" sobre los no vivos.

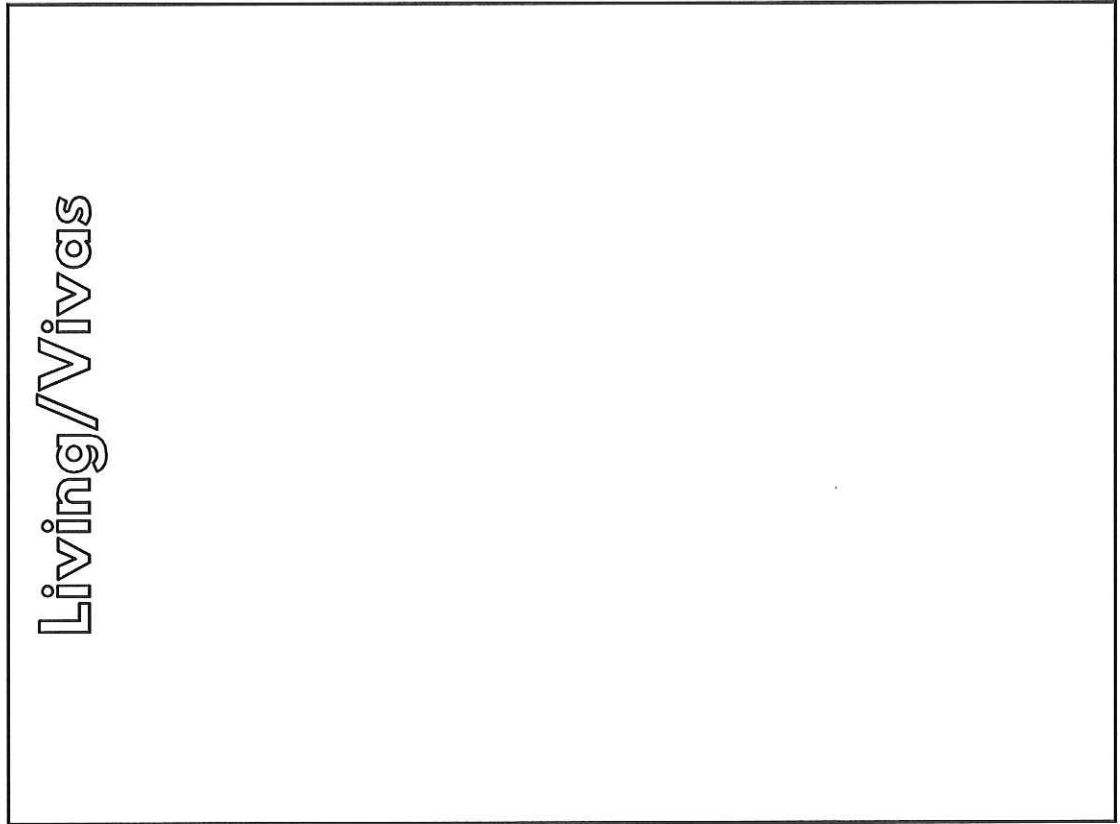




Name/Nombre: \_\_\_\_\_

Draw one living thing and one non-living thing.  
Dibujar una cosa viva y una cosa no viva.

Living/Vivas



Non-Living/No Vivas



**Program: Kindergarten Readiness Class Series Week 8**

**Date: TBD**

**Time: 11:00 am- 12:00 pm and 6:30- 7:30 pm**

**Theme: Gross Motor Skills**

**Goal:** Be exposed to walking, jumping, balancing on one foot, throw, etc.

**Social Awareness Skill:** Self-esteem, being proud of yourself for accomplishing goals, I can do it attitude! I will try (trying obstacle course and finishing series and graduating)

**Supplies:** Nametags, pencils, science teaching aid, Hooray for the Birds by Lucy Cousins, obstacle course floor plan and according supplies, graduation caps, certificates, list of names for families who attended 6 sessions or more, backpacks, homework drawing prize, treats

**Introduction (5-10 minutes):** While kids are writing their names on their name tags, welcome families, ask for homework brought back and let kids drop tickets in bucket

**Review (5-8 minutes):** Use science teaching aid to review the scientific method

**Book one (5-10 minutes):** Hooray for Birds by Lucy Cousins imitate the birds in the story to practice gross motor skills

**Teaching moment using song one (4-6 minutes):** Jump Up Turn Around by Jim Gill

**Song two (4-6 minutes):** Walking Walking by Super Simple Songs

**Activity one (10-15 minutes):** Obstacle course floor plan

**Caregiver tip (1-2 minutes):** "Giving your child the space and opportunities to run, jump, throw, catch, climb, hop, skip, etc. will increase your child's balance, coordination, body awareness, physical strength, and reaction time. These foundational skills can help increase your child's success with activities such as learning to ride a bike, participating in physical sports, or even getting dressed by themselves."

**Ceremony (15 minutes):** Invite families to sit down and children to sit on the floor closer to the speaker. Hand out graduation caps for kids to wear. Thank families for attending and for all their hard work and dedication. Remind families that practicing the skills learned in this course can only help to increase their success in life. Introduce guest speaker. Call each child by name to present their certificate of completion for this series while Pomp and Circumstance quietly plays in background. Read list of names for kids who have attended 6 classes or more and invite them to stop by the youth information desk after ceremony (to receive backpack filled with school supplies). Announce homework drawing winner

**Closing (5 minutes):** Allow families to mingle and eat treats. Remind those whose names were called to stop by information desk before leaving library

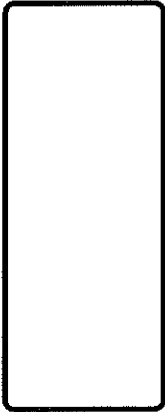
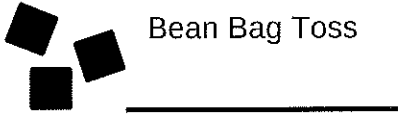


Balance Beam

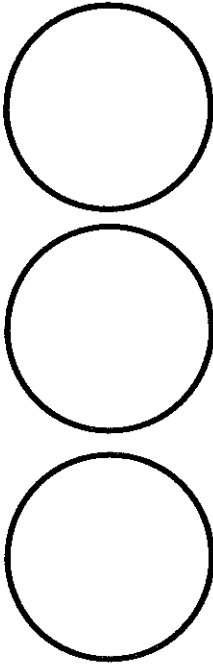
Frog Jump



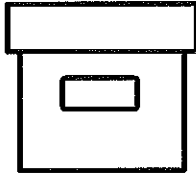
Bean Bag Toss



Crawl Through Tunnel



Box Jump



Walk Backwards

**Start**

**Finish**