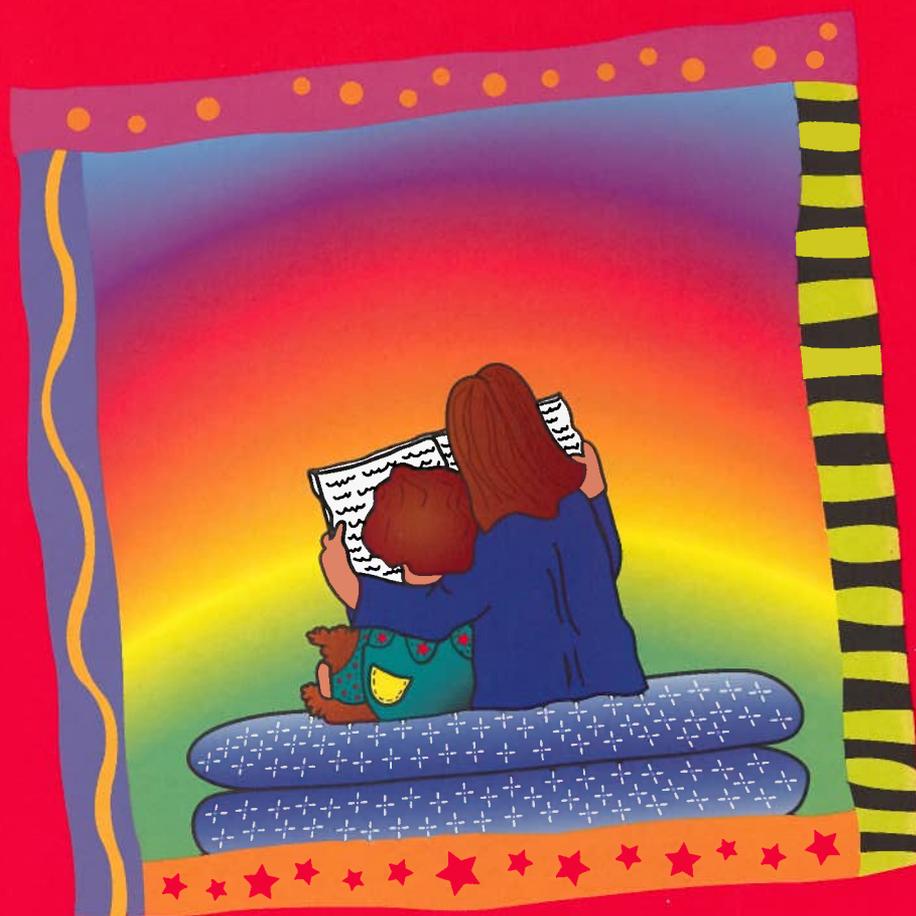


FAMILY LITERACY LESSONS



CYNTHIA R. POMEROY WITH LAURA BROACH
EXECUTIVE EDITOR JULIE EMPSON



CHILDREN'S RESOURCES INTERNATIONAL, INC.

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CHILDREN'S RESOURCES INTERNATIONAL, INC.
WASHINGTON, DC

Children's Resources International, a non-profit educational and training organization located in Washington, D.C., is dedicated to improving the quality of educational experiences and opportunities for children and their families in 35 countries.

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The Family Literacy Program began in Pakistan. The collaboration between CRI's teams in-country and in Washington contributed to a culturally appropriate and useful resource for the family members of children served in CRI's early childhood program. The adage, "Success has many fathers," is most applicable to CRI's program in Pakistan and there are many contributors to thank for the development of the Family Literacy Lessons. First and foremost, Mehnaz Akber-Aziz, the director of CRI-Pakistan, has tirelessly forged CRI's program believing that the future of her country rests on the shoulders of an educated and thoughtful citizenry. Zeba Husain, the Coordinator of the Family Literacy Program, who has worked with the parents and literacy instructors to make the program a reality and refined it to meet their needs.

The United States Agency for International Development funded the program. In Washington, John Swallow was the first to recognize the relevance of the work of Children's Resources International, Inc. to Pakistan. Gary Hansen and Joan Larcom have provided continuing guidance, enthusiasm, and unwavering belief in democratic teaching methods for children and their families. In Pakistan, CRI has benefited from the interest and participation of USAID staff.

The illustrations of Jean Iker, an experienced art teacher of young children and illustrator of numerous CRI publications, bring the lessons to life. At headquarters, CRI staff contributed to the completion of the lessons. Pam Coughlin, the President and Executive Director of CRI, never faltered in her belief that a family literacy program would be successful in Pakistan, despite failed attempts of many that preceded us. Her belief in the desire of parents to help their children by bettering themselves proved right. Cindy Pomeroy is the principal designer and trainer for the family literacy program and wept for joy at the progress of the participants. Laura Broach also developed many of the lessons and has followed the progress of the families.

All played a part in the story of the development of the lessons, but the families who learned to read and compute are the ones to whom we are indebted beyond words. Their learning fuels our continuing work. As one parent said, "We are changing Pakistan one-by-one."

With the success of the Family Literacy Program in Pakistan, we decided to adapt it for our literacy programs in the United States and around the world, bringing you the second edition that you are holding in your hands.

Julie Empson
Vice President of Children's Resources International, Inc.

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INTRODUCTION

The primary goal of these family literacy lessons is to provide an opportunity to develop basic literacy and math skills for non-literate and low-literate parents of children in the CRI program. We realize that children make steady progress when there is a clear link between their schools and their homes. With that in mind, we designed the lessons so that they are linked to the classroom where the children are learning and to the home where families reinforce their own learning with that of their children.

There are seven learning concepts upon which the lessons are built:

- Everyone is a learner and everyone learns in a special way.
- A positive environment is vital for learning.
- Adults learn best when they are interested in finding out something for themselves or for their loved ones.
- CRI will help each learner find the best way to learn.
- Each learner can help others and be helped by others as they learn together.
- Adults can have a good time while they learn.
- The more parents learn, the more they can help their children.

Keeping these concepts in front of us, we make sure that we affirm each adult student as a capable learner. Encouragement is built into the lessons on a daily basis. We provide the words and opportunities because so many teachers must learn to provide positive learning experiences for students, since they did not learn them in teacher training nor in their experiences as young students.

The lessons give parents opportunities to expand their own abilities in math, reading, and writing while helping their children. The lessons provide a variety of other experiences for learning, which include listening, speaking, reporting, memorizing, sequencing, planning, illustrating, estimating, and discussing. These skills expand the definition of literacy, making it broader than just reading, writing, and math, and more applicable to everyday life.

We want all of our adult students to be able to work with others in enhancing their skills by planning and researching together. The more competent adults are able to help those with less skill, thus strengthening the skills of both. To ensure that the learning is active, the lessons are designed to be participatory. There are no spectators in these classes!

We know that we all learn more effectively when the environment for learning is pleasant and challenging, where adults can have a good time while increasing their skills. Many of these lessons come in the form of games, which allow the students to relax and enjoy a pleasurable way of learning something new. Games teach awareness, fair play, strategies, learning from each other, and the wonderful ability to laugh at ourselves and with others. In all of these activities, we build cohesiveness, creating an environment for

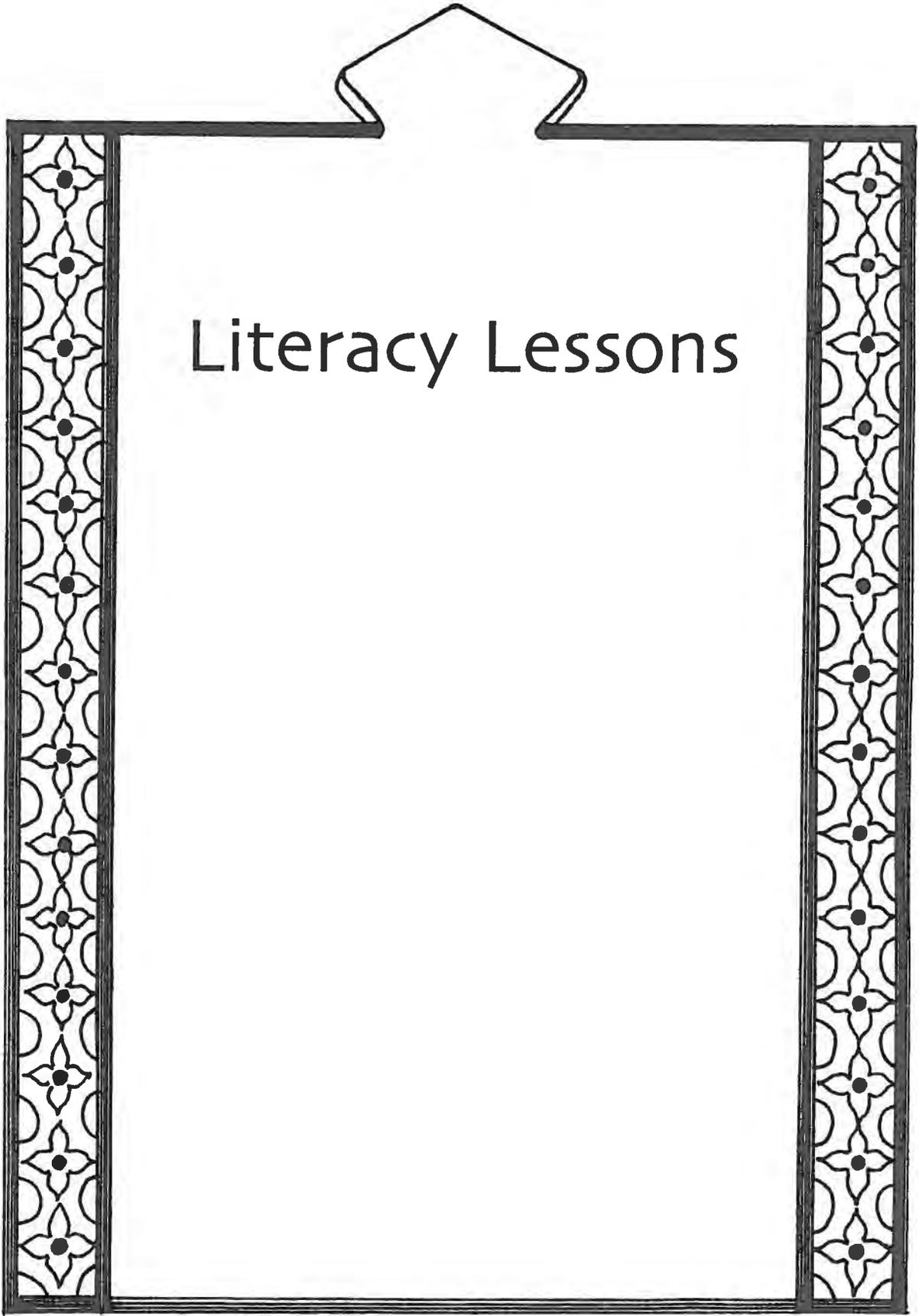
taking risks and growing together. With few exceptions, the parent lessons have a homework assignment. Most often the assignment is to practice a skill or repeat a game that has been introduced in the class session. Sometimes the adults are asked to make observations at home and to record or remember them for sharing in the meeting that begins each class session.

We periodically check the progress of the learning lessons to ensure that we are on track with what the students are seeking.

Some of the lessons focus on parenting skills that provide continuity with the ways CRI functions in the children's school. We affirm that all of us need to enhance our parenting skills. We work together to help each other with challenging situations at home, while learning from experts in the field.

Every lesson provides a list of materials, suggestions for teacher preparation, a meeting format, homework, and a goody bag with supplies or books to be used in the home. Other sessions provide games; lessons in math, reading, counting, and writing; game construction for the children's classrooms; poems to learn; some storytelling; listening to stories; estimations to count and measure; and the Daily News, which allows a way of reading and planning together. The Daily News has plans for the day, word study, math learning, and review of concepts introduced previously. The adults are challenged to read aloud parts or the whole of the Daily News, according to their abilities. Often the students provide the sentences for the Daily News, allowing them to see their words in print.

In 100 lessons, we provide challenges to parents of children in CRI classrooms to enhance their literacy skills in the broadest sense, as well as help their children grow and develop.



Literacy Lessons

Lesson 1: Basic Counting

Time: 1 1/2 hours

Materials: Tagboard cards; chart paper; 3 bowls with countable items in them; number chart 0-110; number line 1-25 with objects under each number; crayons or colored pencils.

Preparation: Learn the names of students before they arrive; write concepts on chart paper; prepare three bowls with countable items (buttons, pebbles, keys etc.); unifix cubes; make a set of number cards from 1-25 for each student.

Meeting: (30 minutes)
Use this time for the purpose of getting acquainted and helping students feel welcome and comfortable. Have folded tagboard cards ready so that everyone can use one for a name card.

Game: Let's begin by playing a game that will help us get acquainted and learn something about each other. We will sit in a circle and take turns answering the question, "What does your child do that makes you happy?" I will start. My name is _____ and when my child helps her younger brother, she makes me happy. Now we will go around the circle and the person next to me will say her name and tell something that her child does that makes her happy, after she has repeated my words. The person next to her then says the name of the first two people and their statements, followed by her own name and what her child does that makes her happy. Each person around the circle repeats all of the names and statements and adds her own name and happiness statement. At the end, I will say all of the names and happiness statements. We will keep the game light and fun; no one should feel embarrassed if she doesn't remember the previous statements. We will help each other out when anyone flounders.

(When the game is over, write each of the names on chart paper and ask the students to copy their own names onto a folded card. Ask the students to draw on the back of the card a picture of the thing that her child does that makes her happy. The students should place the name cards in front of them at each session.)



Concepts: (15 minutes)

(Read the concepts to the students, running your hand along the words as you read them. The class will talk about one concept on the list at each of the first 7 sessions.)

- **Everyone is a learner and everyone learns in a special way.**
- **A positive environment is vital for learning.**
- **Adults learn best when they are interested in finding out something for themselves or for their loved ones.**
- **CRI will help each learner find the best way to learn.**
- **Each learner can help others and be helped by others as they learn together.**
- **Adults can have a good time while they learn.**
- **The more parents learn, the more they can help their children.**

What does it mean to say that everyone is a learner? Do we believe that? What difference does it make if we believe it or not? Of course, in order to be able to accomplish anything, we need to believe that our goal is attainable. We can all learn and we can help each other as we go along.

What does it mean when we say everyone learns in a special way? (If they don't understand the concept, explain about visual learning/seeing, auditory learning/hearing, and kinesthetic learning/touching and doing, illustrating each different learning style with examples. Stress the fact that most of us have greater strength in one particular learning style, but that we can strengthen all of the styles and become stronger learners.)

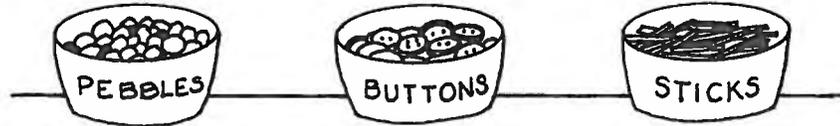
Lesson: (30 minutes)

List making: You have come here because you want to help your children in school. What are some of the ways you think you can help them? (As suggestions are made, make a list on a sheet of chart paper that can be added to as ideas arise throughout the sessions.)

Practice with Numbers: We can help our children by learning and practicing our numbers. We can learn these quickly, even more quickly than our children. Look at the number line on the wall. I will tap each number as you count. This line goes up to 25, but the other chart goes to 110.

Together, let's count the number of people around the circle.

We can count these items set out on the table. I have placed a variety of items such as buttons, keys, sticks, and pebbles in small bowls. (Determine how many items to put in the bowls by judging the skill level of the students.) We will work in pairs. Count the items and remember the totals. I will record the totals after everyone has taken a turn at counting.



Using the unifix cubes, everyone will make a 1-stick, a 2-stick, a 3-stick, etc., up to a 10-stick. Put the sticks in order. When you are finished you can count all of the cubes in your sticks. I will write the total number of cubes on the board for all to see.

Homework: (Point to a number on the number line and have the students make a unifix cube stick to match that number. Repeat with three numbers.)

With your child, practice counting to 10, 15, and 25. Check to see what your child is learning in math. Be ready to share that information at the meeting during the next session. Practice using your number cards. Put them in order from 1-25.

Goody Bag: A set of number cards from 1-25 for each student.

100's CHART									0
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110

Lesson 2: Counting by 5's and 10's



Time: 1 1/2 hours

Materials: Chart paper; unifix cubes; number chart from 0-110; nametags; pencil, paper, and eraser for goody bags.

Preparation: Put a piece of paper over the first concept on the list to shield it; set out the nametags.

Meeting: (30 minutes)
(Introduce the idea of the group meeting.) Each morning when we gather, we will begin our session with a "meeting." We will find out how our learning is progressing. We will turn in our homework and discuss it. We believe that doing the homework each time will help us learn twice as fast. Be faithful to your homework assignments. Let's see now how the first homework assignment went. Did you practice some counting with your child? Did you find out what your child was doing in math in school? Let's list those things so that we can learn them, too. (Record the responses, being aware of anyone in the group who is not participating. Gently encourage all to participate.)

Game: Using the same format as the first session icebreaker, ask each person to say her name and tell one word to describe herself. Then go around the circle with each student naming herself and the previous student.

Concepts: (15 minutes)
Point to the concept chart and ask if anyone remembers what the first concept is. The first concept has been covered on the list. If someone says it correctly, remove the cover and repeat the concept. Then read the second concept while running your hand along the words as you read.

- **A positive environment is vital for learning.**

A positive environment is encouraged in each of the lessons. These classes put little emphasis on competition; they encourage students to work together so that everyone learns better. We try to ask questions that have many answers so that we encourage independent thinkers. We praise effort and note gains that individuals are making as they learn. A positive environment allows us to all make mistakes for we know that often our best learning comes through our mistakes.

What happens to you when the learning environment is supportive and affirming? What does it make you want to do? How can you pass on those feelings to your child or children? How are children different when they are affirmed and encouraged?

Lesson: (30 minutes)

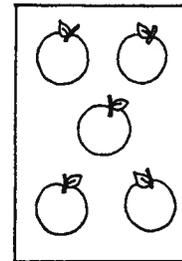
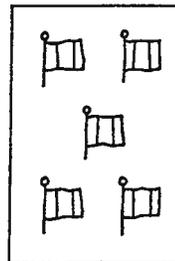
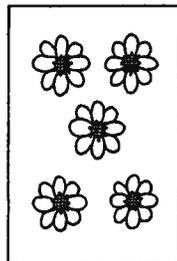
Today we listed the things our children are working on in math in their schools. We are going to learn some quick ways of counting. We will learn to count by 5's and 10's. Please make five, 5-unifix cube sticks. (Students can practice counting their 5-sticks, until they have the rhythm of skipping by 5's.)

We are going to play a game with our hands. Put both of your hands on the table. I will choose the final number 25 for the first round of this game. (Count by 5's touching each hand on the table. The student whose hand you touch on the number 25 puts that hand behind her back. Starting again with 5 where you left off, continue the counting in the same manner until one person's hand is left on the table. That person is the winner of the round. The game can be repeated as often as time allows using different ending numbers for each round, but always counting by 5's. Students can take turns choosing the final number.)

(Make cube sticks along with the students to show method.) Now take the five, 5-cube sticks that you made earlier and put them together to make 10-sticks; you may need to add more cubes on one stick. How many 10's did you make? Can you say how many cubes there are in those 10-sticks? We could count them by 1's, but that would take us a longer amount of time; let's count them by 10's and find out how many cubes we have? Look at the hundreds chart and find the 10's on the chart. Those are the numbers we say when we count by 10's. (Count with the students by 10's.)

Homework: Practice counting by 5's and 10's with your child. See how far you can go. Find or draw 3 pictures of 5 things, i.e., 5 flowers, 5 fruits, 5 flags.

Goody Bag: A pencil, paper, and eraser for use at home.



Lesson 3: Counting by 5's, 10's and 2's; Color Words



Time: 1 1/2 hours

Materials: Camera; chart paper; colored pencils or crayons; worksheets with color words for each student; a small set of colored pencils for each goody bag.

Preparation: Have a camera ready to take portraits of each student and each instructor; put a piece of chart paper on the whiteboard with a large number 5 on it; cover the first 2 concepts on the concept chart; prepare worksheets with color words.

Meeting: (30 minutes)

While we are meeting today, I am going to take photographs of each of you. We will use these pictures as part of our math learning. Does anyone have a problem with my taking her photo? The photos will stay here.

Now let's talk about the homework. Were you able to practice counting by 5's and 10's with your child? How did it go?

I asked you to bring in 3 pictures of 5 things. Let's see what you brought. (Students place their pictures on the 5 sheet on the whiteboard. Label each picture as it is mounted. For example, "5 flowers," "5 people," etc. At the end of this exercise, ask the students to count all of the pictures by 5's to determine the total number of items pictured. Write the number on the board with a sentence like, "We have 225 objects on our board; they come in 5's.")

Game: Use the same circle format as was used in the first two sessions and ask each student to say her name and her favorite color. As each student names her favorite color, use a pencil of the same color to write the color name on the prepared white board in a column named "Words We Can Learn." Give students the color word worksheets on which the students can practice writing color words with the corresponding colored pencils.

Concepts: (15 minutes)

Point to the concept chart and ask if anyone remembers the first 2 concepts, which have been covered. When someone says them correctly, remove the cover and repeat the concepts, reading both of them while running a hand along the words. Then read the third concept while running a hand along the words.

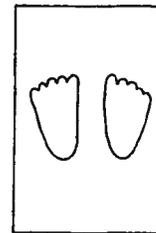
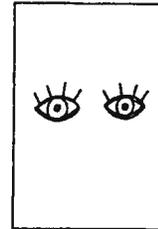
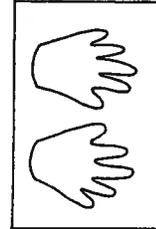
- Adults learn best when they are interested in finding out something for themselves or for their loved ones.

What is your understanding about that concept. Can you express it in other words? What do you want to learn? I will list your responses.

Lesson: (30 minutes)

We have practiced counting by 5's and 10's. Now we are going to practice counting by 2's. First of all let's list things that come in pairs. (Make a list of students' suggestions.)

Game: Play the hand game that was played with 5's in Lesson 2, but this time ask each student to put out two fingers on each hand. First, ask class to count how many fingers are on the table. Then ask them to choose a number from 2-30. Count by 2's to the chosen number, touching each hand on the table. Whenever the chosen number lands on one set of two fingers, that student puts that hand behind her back. After completing one full round, ask if anyone else would like to do the counting and play again. It is hoped that the students will feel comfortable enough to take turns being the counter or they might prefer to count together.



Homework: Find or draw 3 pictures of things that come in pairs. Practice counting 5's, 10's, and 2's with your children. If not finished in class, complete the worksheet on colors.

Goody Bag: A set of colored pencils.

Lesson 4: Counting/Listening Game



Time: 1 1/2 hours

Materials: Chart paper; sets of number cards, 1-15 for each student; shapes poster with pattern block shapes and circle labeled; old newspapers.

Preparation: Prepare sheet similar to the 5 sheet with a 2 on it. Use the number 2, the word "two," and the word "pairs;" prepare a set of number cards from 0-15 for each student; make shape poster with pattern block shapes and circle labeled. (The names of the shapes are hexagons, diamonds, triangles, trapezoids, etc.)

Meeting: (30 minutes)

This morning we will spend time checking the progress of our class. What is working for you? What more do you need from CRI?

For homework you were asked to gather 3 pictures of things that come in pairs. Please put up your pictures on the 2 sheet. I will label your pictures; that helps us learn new words.

Count all of the pictures by 2's to see the total number of items pictured. Write the number on the board with a sentence something like, "We have 120 things on our board; they all come in pairs."

Game: We are going to divide into pairs. Each of you will find out one thing about your partner that you didn't already know. Then we will gather in a circle and go around one by one and each of you will tell your partner's name and one fact about her.

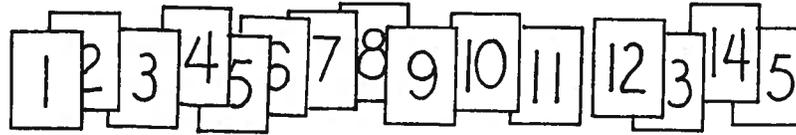
Concepts: (15 minutes)

Who remembers the first 3 concepts that we discussed in our last meeting? You may help each other try to recall what the concepts are by talking about them. (After some discussion, remove the cover from the concepts and repeat each of the concepts, while running your hand along the words. Read the fourth concept while again running a hand along the words.)

- **CRI will help each learner find the best way to learn.**

Think about what you consider your best way of learning. Are you a visual learner? Do you need to have things written or illustrated in order to understand? Are you an auditory learner? Do you need to hear things spoken in order to understand? Are you a kinesthetic learner? Does it help you to touch items in order to

understand more?" (Advise the students that using all of the modes of learning helps to be stronger and more permanent learners.)



Lesson: (30 minutes)

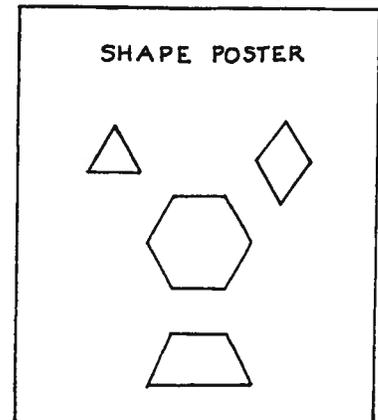
Here is a game that you can play with your children at home. Set out the number cards in front of you, 0-15. This game can strengthen our counting and our listening skills. I will clap a number of times, you will listen, and then you will pick up the card that tells how many claps you have heard. Now each of you will take a turn around the circle to clap out a number from 0-15.

(Compliment listening skills. You can make number cards higher than 15, if you think they are strong counters.)

Game: Play the Hand Game using 5's, 10's, and 2's. Try to give each person a chance to choose the number for a round of the game and also encourage each person to count with the group.

Now let's look at the shapes poster. We will go over the name of each shape. In our next lesson we are going to be working with shapes. What does each shape remind you of?

Homework: Draw 3 pictures of shapes for a "Shape Museum." Practice the counting/listening game with your children. Practice saying shape names.



Goody Bag: Strip of paper with shapes labeled, 2 sheets of newspaper for cutting shapes.

Lesson 5: Pattern Blocks

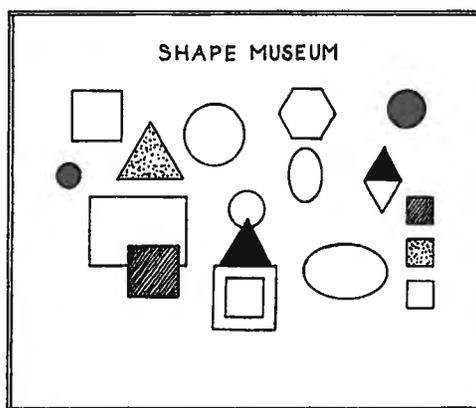
Time: 1 1/2 hours

Materials: Chart paper; pattern blocks; shapes poster; cards; pencils; small paper pads.

Preparation: Write a chart paper "Daily News" on which you put the date, the weather, and a few sentences about the lessons for today; write out three of the words used in the Daily News on separate cards; cover the first 4 concepts on the concept chart.

Meeting: (30 minutes)
Were you able to play the listening/counting game with your children? What happened?

We are going to build a "Shapes Museum." The pictures you found for homework will help us start the Museum. Please put up your pictures on the whiteboard. I will label the shapes found in your pictures. How many different shapes did we find?



ARRANGEMENT MAY BE A COLLAGE

Daily News: Every other day, we will have a Daily News sheet to read together. You do not have to know how to read to follow along as I read. You will pick up words as you hear them read. The Daily News is our class newspaper. We can put items of interest to us on the Daily News.

(Read the Daily News slowly running your hand along the lines as you read. Asks the students if they recognize any of the words. If any words are recognized, ask the student to point them out or frame them with two hands. You have written on cards three of the

words used in the Daily News. Ask the students to find and match those words on the sheet. Make sure that each student has a turn.)

Concepts: (15 minutes)

Point to the concept chart and ask if anyone remembers the first 4 concepts that are covered up. The students can help each other remember and say the first 4 concepts. Remove the cover from the concepts and repeat each of the concepts while running your hand along the words as you read. Then read the fifth concept also running your hand along the words as you read.

- **Each learner can help others and be helped by others as they learn together.**

Why do you think this concept is important to us here? Have you been helped by someone here? Have you helped someone here? We are all in this learning process together. We want to feel comfortable in our learning. Helping each other is a way of feeling comfortable as well as gaining confidence.

Lesson: (30 minutes)

Today we are going to learn to use one of the favorites of all the math tools. They are called pattern blocks. I will pour them out on the table and let you become familiar with them. (Take 10 minutes to let the students explore.) What do you notice about these blocks? (Point out the common sides, which help us make patterns from the blocks. Introduce the names of the blocks. Ask the students to make a design using all of the kinds of blocks.) We will take 10 minutes for this exercise. (After ten minutes look at all of the designs. Compare and contrast them.)

I am going to ask you to make a design using 2 yellow hexagons, 2 blue diamonds or parallelograms, 6 green triangles, and 2 red trapezoids. (Allow 5 minutes for the students to make their designs.) Let's look at each other's designs. Are any of them similar? How did different people use the hexagons?

Homework: Shapes are all around us in our daily lives. For homework, try to find or draw 3 more pictures of shapes that are different from the ones you brought for today. Practice the counting/listening game at home with your child.

Goody Bag: A small paper pad and a pencil.

Lesson 6: Unifix Cubes



Time: 1 1/2 hours

Materials: Number chart from 0-110; unifix cubes; chart paper.

Preparation: Set up chart paper entitled "Shapes Museum."

Meeting: (30 minutes)

Were you able to play the counting/listening game at home with your child? If not, what did you play? Games are one way that children naturally learn math. We can help them by playing math games with them.

Please add your three shape pictures to the "Shapes Museum." I will label the shapes. Now how many different shapes do we have? Which shapes do we have the most of? Are there any shapes that we are missing in our "Shapes Museum?"

Game: Please look up at the Hundreds Chart. We are going to play a number game that will help us focus on the numbers from 0-110. Let's count the numbers from 0-110. Now I will think of a number from 0-110 and you will try to guess the number by asking me questions about my number. What questions can you ask? (Help the students ask the questions that close in on the chosen number. Is it more than___? Is it less than___?) Let's see how quickly you can guess my number?

When the first number has been guessed, ask "who would like to choose another number for us to guess?" Take turns with four or five numbers.

Concepts: (15 minutes)

Point to the concept chart and ask if anyone remembers the first 5 concepts on the chart, which you have covered. The students can help each other as they say the first 5 concepts. Then remove the cover from the concepts and repeat each of the concepts while running your hand along the words as you read. Then, read the sixth concept also running your hand along the words as you read.

- Adults can have a good time while they learn.

Why do you think that concept is important to us here? Are we having a good time while we are learning? What can help us if we are not? What is the difference in the way we think about ourselves if

the atmosphere in the class is not pleasant or affirming? Let's be careful to affirm each other and ourselves as learners.

Listings: Let's make a list of the things we need more practice in. That will help in planning for the class sessions. (Write out a list entitled, "More Practice" on the board or chart paper for further reference.)

Lesson: (30 minutes)
In order to help our children, we are going to practice adding numbers with the unifix cubes. Please make a stick of six cubes. What makes up 6? Break the 6 stick apart in as many ways as you can. (Record answers: 1+5, 2+4, 3+3, etc.)

The image shows three equations using unifix cubes to represent the number 6. The first equation shows two vertical sticks of three cubes each, with a plus sign between them and an equals sign followed by the number 6. The second equation shows one vertical stick of two cubes and one vertical stick of four cubes, with a plus sign between them and an equals sign followed by the number 6. The third equation shows one single cube and one vertical stick of five cubes, with a plus sign between them and an equals sign followed by the number 6.

After all of the 6 facts have been recorded, introduce this circle game in which each person breaks the 6 stick in two pieces, hiding one of the pieces. Around the circle each person takes a turn telling her neighbor what number is hidden after studying the piece that is shown. When each student has had a turn hiding a piece and telling what is missing, the whole lesson can be repeated with 7, 8, and 9.

Homework: Find 9 things at home (beans, pebbles, etc.). Start with the number 7 and, allowing any family members who want to participate in the game to do so, take turns breaking the 7 into two parts and then guessing what amount is hidden. Try it with 8, and 9.

Goody Bag: A piece of plain paper on which to write numbers facts.

Lesson 7: Counting Practice



Time: 1 1/2 hours

Materials: Pattern blocks; unifix cubes; chart paper or whiteboard; blank cards; photographs of each student.

Preparation: Write the words "Daily News" on a piece of chart paper and write the date, the weather, and a few sentences about the lessons for today; write out 5 of the words used in the Daily News, one on each of five cards; unifix cubes; pattern blocks.

Meeting: (30 minutes)
Tell us what happened when you played the hiding game with your child. Was it hard? Was it easy? Did anyone else participate in the game?

Daily News: I am going to read the Daily News once through; remember you do not need to know how to read in order to follow along as I read. You will pick up words as you hear them read. The Daily News is our class newspaper. We can put items of interest to us on the Daily News. What can I write in the next Daily News that is of interest to our class? (Note responses.)

(Read the Daily News slowly running your hand along the lines as you read. Ask the students if they recognize any of the words. If any of the words are recognized, that student can point them out or frame them with two hands. You have written on cards five words that are in the text of the Daily News. Ask the students to find those words on the sheet, making sure that every student has a turn to find and match words in the Daily News.)

Concepts: (15 minutes)
(Point to the concept chart and challenge the students to remember the first 6 concepts. Working together with your prompts, the students may be able to come up with all of the first 6 concepts. Uncover the first 6 concepts and repeat each of them while running your hand along the words as you read. Then, read the seventh concept also running your hand along the words as you read.)

- **The more parents learn, the more they can help their children.**

Why do you think that concept is important to us here? Have you experienced this concept to be true in your life? Or not?
We have studied all of the 7 concepts that we think are important for



our learning together. We will keep this sheet up so that we can check it occasionally. We may be able to add thoughts to the chart or change some of the original ones to fit our way of being together here.

Listings: In your daily life, what do you need to count? (As the responses are shared, make a list.)

Lesson: (30 minutes)
I am going to ask you to count some of our math tools, to make sure we have enough for our lessons. (Working in pairs, the students can sort and count the unifix cubes and the pattern blocks; the instructor can help them record the inventory, i.e., 20 red cubes, 25 green cubes, or 16 yellow hexagons, etc.) I will set up the paper while you count and then you can share your totals. We can take as long as we need to finish this counting and sorting. If you finish before others, you can make some pattern block designs until everyone is finished.

Homework: For our meeting next time, please bring in something that you have made. With your child, practice counting by 1's, 2's, 5's, and 10's.

Goody Bag: A photograph of the student.

Lesson 8: Color Project

Time: 1 1/2 hours

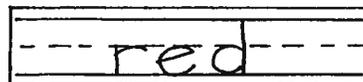
Materials: Crayons; template of a circle about 10 cm (4 inches) in diameter; paper for making circles; Eric Carle's *The Mixed-up Chameleon*; squares of paper—enough so that each person can have three of them for her goody bag.

Preparation: Make up a set of color words to be added to when the list of colors is made during class.

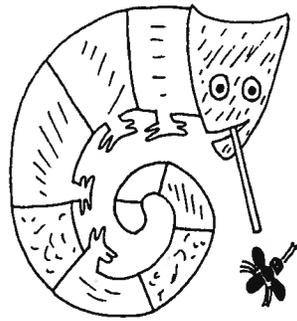
Meeting: (45 minutes)
We are going to show the things you have brought from home. You were asked to bring in something you made. Let's look at the items. (Take time to enjoy the items people have brought. The instructor writes out a sentence for each item brought in. For example, "_____ brought in a red, handmade pillow." Tape each of the sentences on the board. After all of the items have been shared, take time to read the sentences together. Ask each person to identify her sentence. See if she can identify any of the words in her sentence.)

Game: We are going to play a game today that you can play in your family. It is good for children to practice remembering things. It is good for us, too. Here is how the game goes. I say, "I am going on a trip and I will take a red _____ with me." The next person says what the first person has said and adds a new colored item. (This continues around the circle until the last person adds an item. Then the instructor says all of the items for the trip.)

Listings: Let's make a list of colors for our project time today. Tell me some colors and I will write them down. When the list is finished, we will take turns making a circle of color next to the color name. (All students take a turn, and the instructor helps with the reading. Have students make flashcards of color names.)



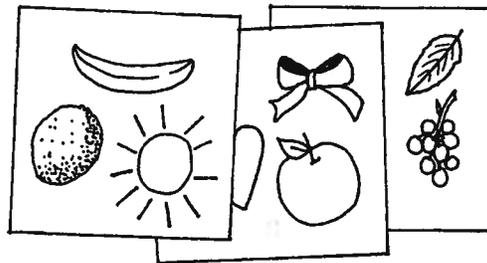
Lesson: (30 minutes)
While we are practicing some of the color words, we will make a game that the teachers can use in your child's school. Look up at our list of colors and see how we can divide the list so that each of us has about the same number of color circles to make. I have



already made the color words on strips of paper and I will add any that you named that I hadn't thought of. While you are making the color circles, I am going to read you a story. Listen as well as you can while you are working, and we can talk about the story after you finish. (Read Eric Carle's *The Mixed-up Chameleon* or some other book that features the colors.)

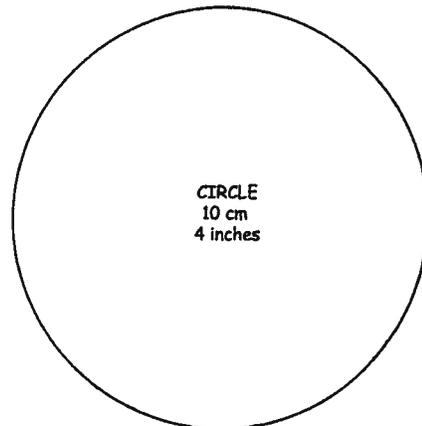
Were all of our colors mentioned in the book? Were there any we missed on our list? Now that your circles are finished, let's play a game with the color words and the color circles. First of all, let's match the color names with the color circles. We will put them out on the table so that we can see all of them. Study the color words carefully. I am going to pick up the color circles and we can take turns matching the circle with its word. (If there is hesitancy from the students, they can work in teams to help each other. Hold up the circles one by one and see if the students can match the circle with the name. Repeat that lesson until most of the students are comfortable with the color names.)

Homework: Draw 3 pictures in which something is of one color; for example, a red rose, a red vegetable, a red dress, etc.



Find out if your children are learning the color words and the colors in school.

Goody Bag: Three squares of paper for drawing color items.



Lesson 9: Money #1

Time: 1 1/2 hours

Materials: Poster paper; paste; play money in all denominations; cards; items for a store.

Preparation: Prepare a poster of Color Words; write the Daily News incorporating some of the color words from the previous session; write 7-10 cards with words from the Daily News to be matched; set out a bowl of paper money to be counted; have some items "to buy" in the money lesson store.

Meeting: (45 minutes)
We are going to show the pictures we made for homework and paste them on the color poster. This will be our class color poster and it will help us learn the color words. (Comment on the pictures brought in, so that each offering is valued.)

COLOR IN SECTIONS

Red	Yellow	Blue	Green	Orange	Purple	Black	White

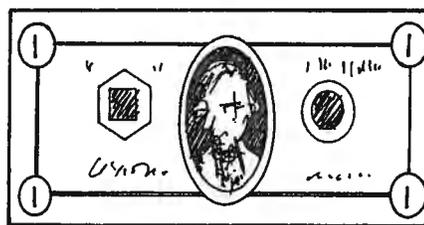
Let's use some of our meeting time to discuss how things are going in our class.

Game: Our circle game for today is about sharing a childhood memory. We will go around the circle telling a memory and then, after each person has shared, challenge ourselves to learn all of the memories shared. We can even make a list of our names and our memories after we finish the game.

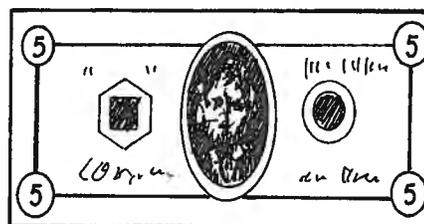
Daily News: I am going to read the Daily News once through; remember you do not need to know how to read in order to follow along as I read. You will pick up words as you hear them read. I have written some of the ideas that you suggested to me a week ago. (The instructor reads the Daily News slowly, running her hand along the lines as she reads. She asks if the students recognize any of the words. If any of the words are recognized, that students can point them out or frame them with two hands. The instructor shows 7-10 cards with words from the Daily News and asks the students to match them. Make sure each student has a turn.)

Lesson: (45 minutes)
 Today we are going to start our lessons on money. We have examples here of all the money that we use in daily life. We will work with play money for our class times. (Go over each bill slowly. Discuss the different monies. Practice counting the bills. Repeat the process to reinforce the learning with money.)

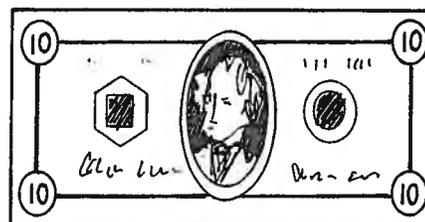
(Set up a few examples of things to buy and have the students "purchase" them.)



(Set out a bowl of paper money and ask the students to count the money together. Tell them that for the next class they will all have a chance to count the money in the bowls.)



Homework: Bring in a small item from home for the school store. We will use them to practice counting money. The items can go back home after two class sessions. Practice counting money with your child.



Goody Bag: Some play money.

Lesson 10: Money/Store #2



Time: 1 1/2 hours

Materials: Play money; some items for store; tagboard cards; 3 bowls.



Preparation: Prepare 3 bowls with play money in them; put prices on cards for store items.

Meeting: (45 minutes)
Show us the item for our store that you have brought from home. Let's decide on a price for your item so that we can "buy" it in the class store. (Keep the prices low for the first few rounds.) We will set up the items along with those I have brought for our store activity later in the class session.

Game: Today our game is about money. I have set up 3 bowls with different amounts of money in them. Working with a partner, take turns counting the money in the bowl. Remember or write down the amount in each bowl. (Pair the students so that one can help another.) When we have all had turns, we will count together to see how accurate we were.

Listings: We are going to make a list of all the things we need to know about money. This will help us assess our lessons to make sure we include what you need to know. (The instructor writes the ideas that come from the students. After the list is finished, she reads the list slowly for the students. Some who can pick out words will have a chance to do that; some that can read full sentences can have a chance to do that. Make sure you emphasize that people learn at different speeds, but that **everyone is a learner.**)

Lesson: (30-45 minutes)
Now we are going to use the items you brought from home along with the ones I brought to create our own store. Each person can have a turn being the storekeeper, while other students "buy" the items. Each person can "buy" 2 items during each turn she has. We will pay with the play money in our store. (Let each person take a

turn. If someone is at a loss in understanding the money, have a partner help her and encourage her. Keep the prices low on the items for the first few rounds of shopping. If you feel the money concepts are catching on with all or most of the students, raise the prices a bit for the second round of shopping.)

Homework: Continue counting money with your child at home.

Goody Bag: More play money.



Lesson 11: Money/Store #3

Time: 1 1/2 hours

Materials: Paper clips; metal brads; tagboard; small cardboard circles; concept chart.

Preparation: Make one spinner and gather materials so that each student can make one for the money game.

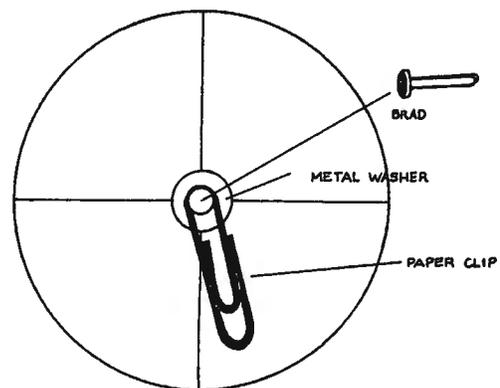
Meeting: (45-60 minutes)

We are going to play the store game again for our lesson time. Let's change the prices on our items so that we have more practice counting money. Did you have a chance to play with the money with your child? Can you tell about the experience? What would make it better?

Just for a quick check up, let's go over the concepts that we studied together at the beginning of our class sessions. (Refer to the concept chart) I will read the concepts first and ask any one of you who would enjoy reading any of the 7 concepts to do so. Even if you would like just to pick out words on the chart, that would be a good start for you. (Praise any effort.)

Daily News: Read the Daily News in the way that has been suggested. You can play "I Spy" with words in the Daily News allowing the students to find and frame the word you are focusing upon. Example: "I see a word that means something that happens every day— daily." It is interesting for the students if you mention their names occasionally in the Daily News or something the class has been doing together. A joke in the Daily News keeps the session lighter, too.

Game: We are going to play a game with spinners today. I have made a spinner as an example; you will each make one for the game. We can take a card and draw a circle on it. Use some of the circles for the students to trace onto the cards. Divide the circles into four parts. Put a metal brad in the center of the circle. Put a paper clip on the brad and



then fasten it loosely to the card. In one quarter of the circle write 5; in the next quarter write 10; in the next quarter write 50; in the last quarter write 100. (Note: adjust these numbers to fit the most commonly used denominations.)

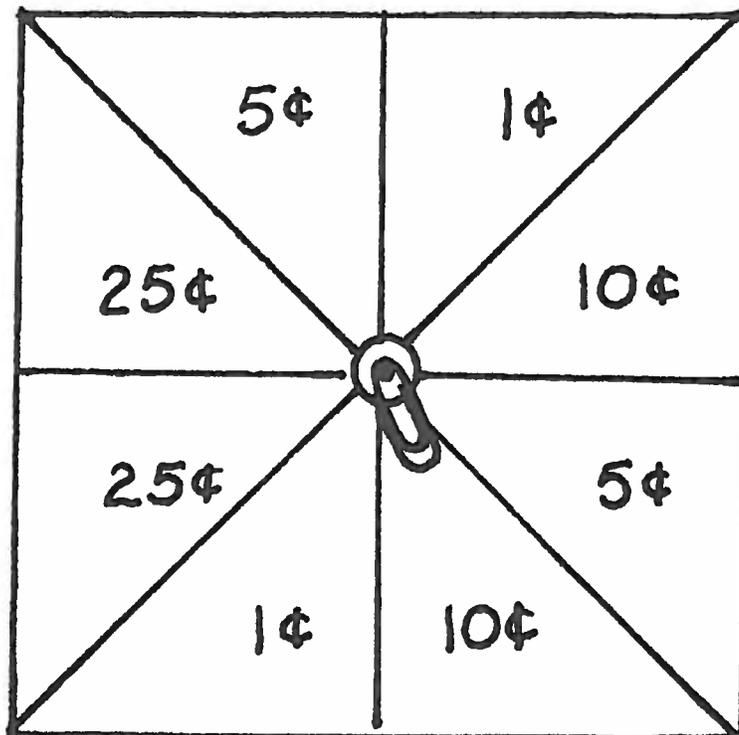
We are each going to spin the spinners four times. After each spin we will pay ourselves play money according to the amount in the spot the spinner has landed. After four times we will count our money to see who wins that round. (Repeat a few times, if time permits.)

Lesson: (30 minutes)

We will repeat our store game today, taking turns being the storekeeper and the shoppers. We have time enough for each person to play both parts. (If the game is going well, introduce the challenge of what it would cost to buy two or three of the items.)

Homework: Play the money game with spinner at home.

Goody Bag: The spinner the student has made.



Lesson 12: Money Exchange



Time: 1 1/2 hours

Materials: A copybook for each student; a chart of number words/numbers; bowls of money; some stickers for the goody bags; materials for spinners.

Preparation: Set up a chart of number words; set out bowls of money for counting; make a spinner with 5, 10, 50, and 100 in the quadrants of a circle.

Meeting: (45 minutes)
Tell us how your homework practice went at home. Who participated in the money game? Do you feel as if you are learning to count money? If not, what more can we do to help you along? If so, how can you extend your new skill?

Game: Here is a new game with money. I am going to let each of you spin this spinner of mine. Tell where the spinner lands and I will pay you that amount of money. (After each person has accumulated about ten coins/bills, show them how to sort denominations: two fives for a ten, etc. Adjust the exchange game to local money.) We will play until someone earns 100. (Repeat the game if there is time. Give a lot of opportunities to count the bills.)

List: We are going to list the number words along with the number symbols. I have a copybook for each of you in which you will be writing parts of lessons. (Introduce the copybooks and have each student write her name on the front cover.) Today on the back page, you will write the number words along with the number symbols. You may copy the list from this chart.

Lesson: (30 - 45 minutes)
Do you remember when we first learned about counting that we played the game with our hands counting by 5's and 10's? Today we are going to transfer that skill to the counting of money. Let's pick out all the money from the bowls and practice counting it. How much money is it? (Repeat the counting until everyone is comfortable with the skill.)

Now let's pick out the 10's from the bowls and practice counting them. How much money do they equal? If we mix up the 5's and 10's, what would be the best way to count them? Can you show me 35? Can you show me 50? Can you show me 15, etc. (Repeat until

each person has a turn. You may ask each person to be the leader and tell the group to show him or her a stated amount of money.)

Homework: Play the money game at home; teach someone how to exchange money for larger denominations.

Goody Bag: Some stickers for awarding family members that play well.

NUMBER WORDS	
1 one •	25 twentyfive ••••• ••••• •••••
2 two ••	50 fifty ••••• ••••• ••••• •••••
3 three •••	100 hundred ••••• ••••• ••••• ••••• ••••• •••••
4 four ••••	
5 five •••••	
6 six ••••••	
7 seven •••••••	
8 eight ••••••••	
9 nine •••••••••	
10 ten ••••••••••	

Lesson 13: Beginning Sounds/Vegetables



Time: 1 1/2 hours

Materials: Photo of each student; chart paper for vegetable graph with 5 popular vegetables listed, one at the top of each five columns; flash cards; copy books; a wordless book for each student to take home in the goody bag.

Preparation: Prepare a set of flash cards for each student with the first 7 letters on them; set up graph sheet.

Meeting: (45 minutes)
Were you able to play the money game with your child? How did it go? Were you able to teach some exchanges of money as we did in class last session? What items did you use for your home "store"?

Game: Today we are going to play a game called "Categories." This is another game you can play with you family. I will name a category and, after a "think time," we will go around the circle saying examples of the category. We will try not to repeat an example. During the "think time," it will be good if you think of three examples; keep them in mind until your turn comes.

List: The category today is Vegetables. Take a "think time" now and, after a minute, we will take turns naming vegetables. We will see how many times we can go around the circle without repeating, the name of a vegetable. (Another category, if there is time, is Girls' Names.)

Building a Graph: I have made a chart of popular vegetables. Take your photo and place it in the column of your favorite vegetable. Let's look at the graph you have made. What can we say about the graph? What is the most chosen vegetable? What is the least chosen vegetable? Graphs give us a picture of some information; it is sometimes easier to

FOOD CHART				
				



understand information when we can see it in a graph. In other sessions we will build other graphs to see information.

Lesson: (45 minutes)

Today we are going to start a series of lessons on the letters of our language. The letters and their sounds are the building blocks of our language. We need to know them in order to improve our reading. We know that reading to and with our children can help them in school. We will help each of you learn how to read or improve your reading in this class. We can have a good time doing it, too.

On these flash cards I have written the first 7 letters, 1 on each card. These will be yours for practicing the sounds of each letter. I will say the sound of each letter and you will repeat it. We can think of a word that begins with each sound and draw a picture on our cards to remind us of the sound. After we illustrate each card, pick a learning partner to work with. (The learning partners quiz each other about the sounds. The instructor praises and encourages each couple as they work, concentrating on the attitude of willingness.)

Now let's think of words that begin with each of the sounds. You say the words you think of and I will write them on the board. We will take one sound at a time for our list. Now open your copybook to the first page. On the first page write the first letter, on the second page write the second letter, etc., until a letter is written on each of the first seven pages. We are going to build a word list on these pages. You may copy three or four of the words from our group list in your copybook; put three or four words on the proper page in your book.

Homework: Take your practice cards home to practice with your child or a friend. Tell a short story (3-5 minutes) to your child. Include one or more of the sounds that you have practiced today. Point out the sound and the corresponding letter to your child.

Goody Bag: Each student receives a picture book with NO WORDS. She takes it home and reads it to her child, making up words to go with the pictures.

Lesson 14: Beginning Sounds, *Brown Bear, Brown Bear*

Time: 1 1/2 hours

Materials: A copy of *Brown Bear, Brown Bear*; word cards with first 7 sounds; Daily News word cards; a pencil and eraser for each student's goody bag.

Preparation: Write out 7-10 words from the Daily News to be located in the text, using the first 7 letters for these words.

Meeting: (45 minutes)

Let's take some time in our meeting to practice the sounds we learned in our last session. Did you have a chance to practice? I will hold up the cards with the sounds on them and you will think of a word that starts with that sound. Let's try not to repeat the words someone has already said, although that puts a burden on the last person. We will make sure that the same person is not last more than once. (Continue the sound practice until the group seems comfortable with the new sounds. Note anyone who is not catching on and try to arrange some extra help for him or her.)

Did you have a chance to tell to your child a story? What happened when you did? If you feel comfortable doing so, will you tell us your story? (Take some time to let all who are willing tell their stories. Praise and affirm!)

Daily News: We are going to read the Daily News together and try to locate some words I have chosen to focus upon. (Run your hand slowly across the words as you read. Encourage the students to read with you.) I want you to tell me a sentence to write in the Daily News. (Write the given sentence and say the words one by one as you write.) Here are cards with words from the Daily News. Let's take turns finding these words in the Daily News. Please say the word as you look for it. (Help anyone who needs it; comfort in learning is so important here.)

Lesson: (45 minutes)

I am going to read a book to you that your children might enjoy in school. This is a favorite book because children love the pictures and the repeating text of the story. As I read, I want you to listen carefully and try to remember the sequence of animals. We can work on the remember-



ing together. As a group, we should be able to remember all of the animals. If not, I will read it again. (Read *Brown Bear, Brown Bear* to the students. Show the pictures as you read.)

Now let's see how we remember the sequence. (Work as a team, helping each other to remember the sequence of the book. Then reread the book.) How did we do? Your children will have to remember many things as they learn in school. We can help them practice remembering while we are learning, too. Remembering gives our brains good exercise.

(For the rest of the lesson time, ask the students to practice their sounds with a learning partner; one person holds up a letter and the learning partner gives a word that begins with that letter. Then they switch so that each has a chance to answer. This could be a time to work one-on-one with students you feel need extra help—those who aren't catching on.)

Homework: Practice sounds again with your child. Play the sound game the same way we do in our class: take turns asking and answering. Bring in some item that begins with one of the sounds we learned today.

Goody Bag: A pencil and an eraser



Lesson 15: Special Words/Sounds

Time: 1 1/2 hours

Materials: Sound cards; metal rings; cards for special words; markers; hole punch; student letter cards.

Preparation: Write out 6 sets of words, 3 words in each set, 2 with similar initial sounds, 1 with a different sound (such as fun, dog, day).

Meeting: (45 minutes)

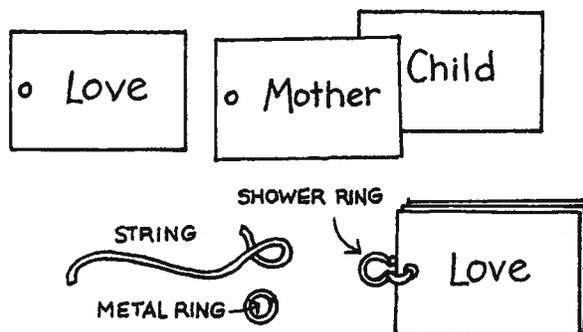
Today we are going to practice listening for the sounds we have been learning. When we read we see the letters and listen to the sounds. Both seeing and listening are important in reading. I will say three words; one of them has a different beginning sound from the other two. You listen carefully and take turns telling me which word has the different beginning sound. (Repeat so that everyone has at least one turn. Note those having trouble distinguishing the sounds.)

Show the item you brought in today and put the appropriate letter card by it.

Game: We are going to repeat the game of Categories that we played a week ago. This time our category is Colors. Let's take a "think time" and try to have three colors in mind before we start. How many times can we go around the circle saying colors without repeating a color? (Repeat the game using Boys' Names or Children's Games as the category.)

Lesson: (45 minutes)

Special Words: I am going to ask each of you to name a special word that you want to learn to read. I will write your word on a card and you can punch a hole in the corner of the card. Here is a



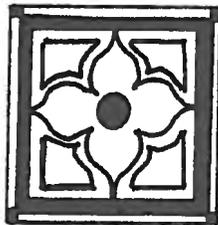
metal ring for each of you to put your special words upon. (Ask each student to dictate a word to you; print it on a card; let them punch the hole before putting the card on their metal ring. Give them time to share their words with each other. If there is time, make a note in your class book of the words each student has chosen. Collect the special word rings and store them for another time.)

Sound Practice: (Using the words from the meeting exercise above, go around the class and have each student pick out the words in each set with the different beginning sound.)

This time we will concentrate on looking at the words. See if you can name the word that is different. Can you read all three of the words? Set out your letter cards in front of you. I will say a word and you hold up the letter that begins that word. (Give each of the students a chance to name a word and have the group respond by holding up the proper letter card.)

Homework: Bring in something old to show in the next class session.

Goody Bag: A metal ring and some cards for making special words with your child at home.



Lesson 16: 7 New Sounds



Time: 1 1/2 hours

Materials: Sentence strips or paper to write “sharing” words on; color word chart; copybooks; markers or crayons; a package of inexpensive paper plates; flash cards.

Preparation: Write the Daily News; depending on the size of the group, try to include the name of each student in the News occasionally; make a set of cards for each student for the next 7 letters, similar to the first set.

Meeting: (45 minutes)
For your homework you were asked to bring in something old. Let’s see what things you have to show us. (As each student shares, write a sentence for each person. “_____ brought in an old ring of her mother’s.” Post the sentences on the wall and challenge the students to choose one to read.)

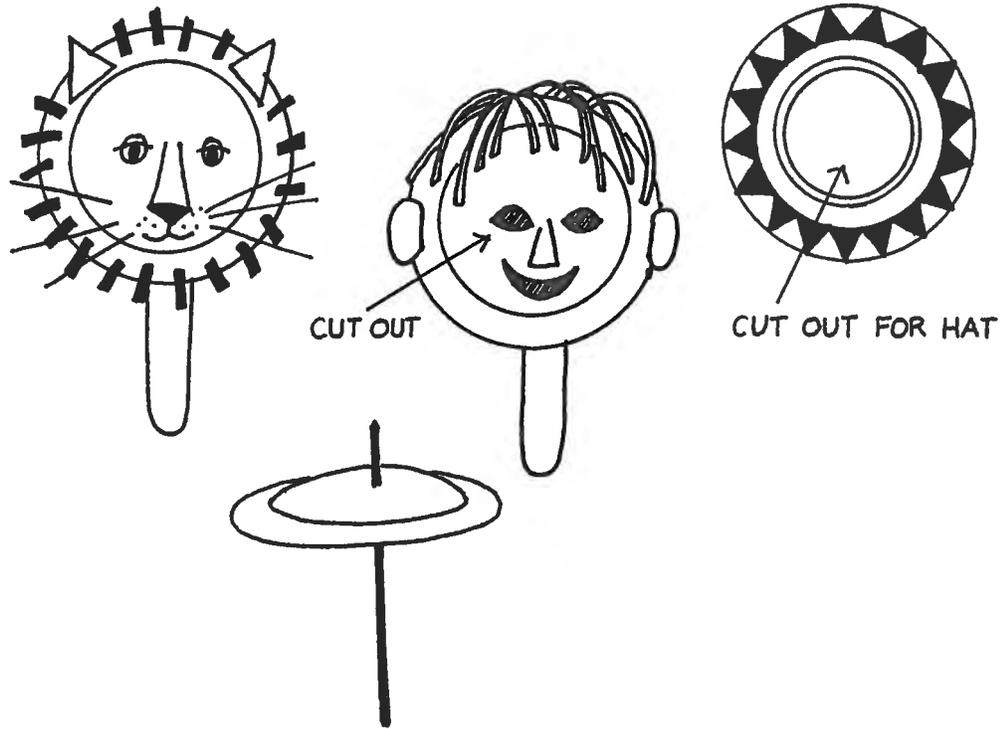
Daily News: We will read the Daily News together. I will read each sentence first and then we will read together.

After reading, present these challenges one at a time: “I am thinking of a word in the Daily News that sounds like _____. I am thinking of a word that is used twice in the Daily News today. I am thinking of a word that means the same as _____.” You can make up the challenges, but make sure each person has an opportunity to search out a word.

Lesson: (45 minutes)
Let’s go back and review the color words that we learned. Remember, we wrote the number words in our copybooks on the last page. Let’s go to the next to the last page and make a color word page. We can call it: “Color Words.” You may write the color words and put a circle of that color next to each word. The color chart can help you.

Since we have done so well learning the first 7 letters/sounds, we are ready to take on the next 7 letters. (Refer back to Lesson 13 for a way to introduce new sounds. After the students list words and practice with a partner, they can write one letter on each of the next 7 pages in their copybooks. After writing the letters, they may choose 2-4 words from the list to put on each page. You can remind them that they are building a learning dictionary of their own.)

Homework: See if you and your child can think of an imaginative way to change a paper plate into something else. Make a sample of it and bring it in for the next session. (Examples: a clock, a crown, a puppet, etc.)



Goody Bag: Two paper plates, a marker or crayon.

Lesson 17: Sound Practice



Time: 1 1/2 hours

Materials: Chart paper for graph; photos of each student; a set of letter cards for the Goody Bag.

Preparation: Make a chart with 4 columns: Walk, Ride Bus, Ride Van, Other; make up a set of flash cards for each student with the 7 new sounds for use at home.

Meeting: (45 minutes)
The homework for last session was to use your imagination to find a way to make a paper plate into something else. Let's take turns around the circle and see what you have come up with. (As each person shares, put the paper plate on the wall/board and label it. Discuss the results.) Was this assignment fun? Did your child help? What other ideas did you play with before deciding on this? Imagination is a big part of learning; it uses places in our brains that we sometimes don't exercise.

Game: We are going to play Categories again. This time we will use Fruits as our first category. Remember when we take time to think, we try to hold three fruits in our minds. That way, if someone says one of your ideas, you have alternatives to draw on. (Play one round of Fruits and one round of Countries, if there is time.)

Building a Graph: We are going to build a graph about the Ways We Come to School. There are 4 column headings, which we will read together. Place your photograph in the column that tells which way you come to school. (Discuss the graph. If there are photos in the "Other" column, ask what the "Other" is.) Which ways do most of us come? Which ways do the least number of us come?

Lesson: (45 minutes)
We are going to practice our new sounds. Working in pairs, quiz each other with your flash cards. There are three ways to practice today: 1. See a letter, say a sound; 2. See a letter, say a word that begins with the letter; 3. Say a word, pick out the beginning letter. (You may think of other ways for the practice to take place.)

After the students have practiced, read them a short book, asking them questions about the book when you have finished reading. Ask them to find words in the book which begin with the new letters they are practicing.

Homework: With your child, practice all of the 14 letters we have studied so far. Think up one sentence using all one sound. Write it if you can or remember it if you can't write it.

Goody Bag: A set of flash cards with letters for use at home.

WAYS WE COME TO SCHOOL			
			OTHER

Lesson 18: *Leo, the Late Bloomer*



Time: 1 1/2 hours

Materials: A copy of *Leo the Late Bloomer*; chart paper; a paper flower for each student; a tape recorder; a paper flower for each student for the goody bag.

Preparation: Think up 1 or 2 sentences using only one sound for each; write out a Daily News sheet.

Meeting: (45 minutes)
You were asked to think up a sentence using only one sound of the letters we are studying. Here is one I thought up: (Give your example.) Let's go around the circle and tell our sentences. I will write them down after you say them. (If there are some students who do not have a sentence from their homework, take time to help them come up with one. That way all of the students will have an example for the next activity.)

Set out your letter cards in front of you. I will read one of your sentences; listen to the repeating sound and pick the letter card that is repeated in the sentence. Would any of you like to read some of the sentences? (Practice until all of the students are comfortable and accurate with the assignment.)

Daily News: We will read the Daily News together. I will add one of the sentences brought in for homework. (Ask the students to find certain words in the Daily News. See who would like to read the Daily News or one sentence of it. Even if a student chooses to read just one word, praise the effort.)

Lesson: (45 minutes)
I have another book to read to you today. It is called *Leo, the Late Bloomer*. Listen carefully because we will answer some questions about the story when we finish. After reading the book ask questions about the story. The questions can first be factual: Who? What? When? Where? You can gauge whether the group is ready to answer more comprehensive questions like: Why? And what next? If not, sticking with the factual questions can give a lot of information about the abilities and willingness of the participants.

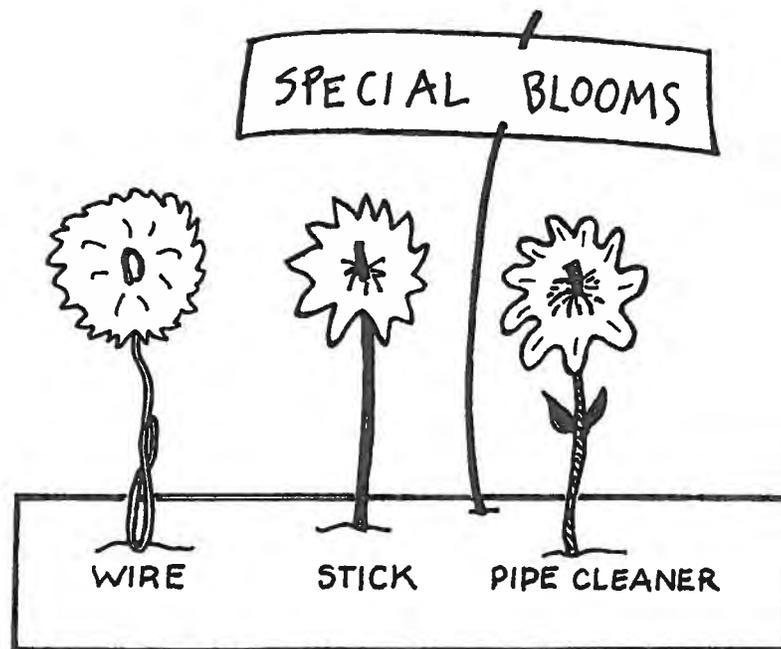
I have a tape recorder. I am going to ask you questions about *Leo, the Late Bloomer*. When you answer, the tape recorder will pick up your voice. We will listen to your answers after we finish our ques-

tion and answer time. (If the students are answering easily, you might ask some other type questions: Did you ever feel like a late bloomer? How so? Who watched you? Do you feel you are blooming now?)

If there is time, practice letter/sounds again.

Homework: Tell your child the story of *Leo, the Late Bloomer*.

Goody Bag: A paper flower for late bloomers!



Lesson 19: *Five Little Monkeys*



Time: 1 1/2 hours

Materials: Copybook; *Five Little Monkeys*; drawing paper for making the characters in the monkey story; extra packets of letter cards.

Preparation: Prepare a list of words that the students can copy in their copybooks (dictionary), using the second set of 7 letters; make sure there is paper enough for each person to draw the characters of the story.

Meeting: (45 minutes)

Today I want to take time to talk with each of you individually to find out how the class is going for you. Please feel free to be open with me so that I can help you meet your goals for these class sessions. I have put a list of words on the board for you to copy in your copybooks; alongside some of the words, you may draw a small picture to help you remember the meaning of the word. Put each word on the page that has the beginning letter. Your dictionary is growing.

While you are working on your own, I will try to speak with each of you alone. (This conference can be very important to the students and to you because there may be mid-course corrections that you can make that will be helpful for the students. Some may indicate that the work is too hard; some may want more challenge. These are things we can only intuit unless we speak with each person alone. By this time we hope to have built the trust needed for the students to be open about their own situations in the class.)

Game: Today we will be playing a game of wishes. Let's imagine that a genie has offered us 3 wishes. If you feel comfortable telling us your wishes, we will go around the circle until we have exhausted all of our wishes.

Now we will change the game. I want you to interview one of the students in the class. Find out something you didn't know about that student and be prepared to introduce that student as if we didn't already know her. Tell us this new fact you have discovered about her. We will take about three minutes for you to interview your friend.

Lesson: (45 minutes)

We will take a few minutes to practice our sounds. If you have your letter cards, find a person to work with. If you don't have your

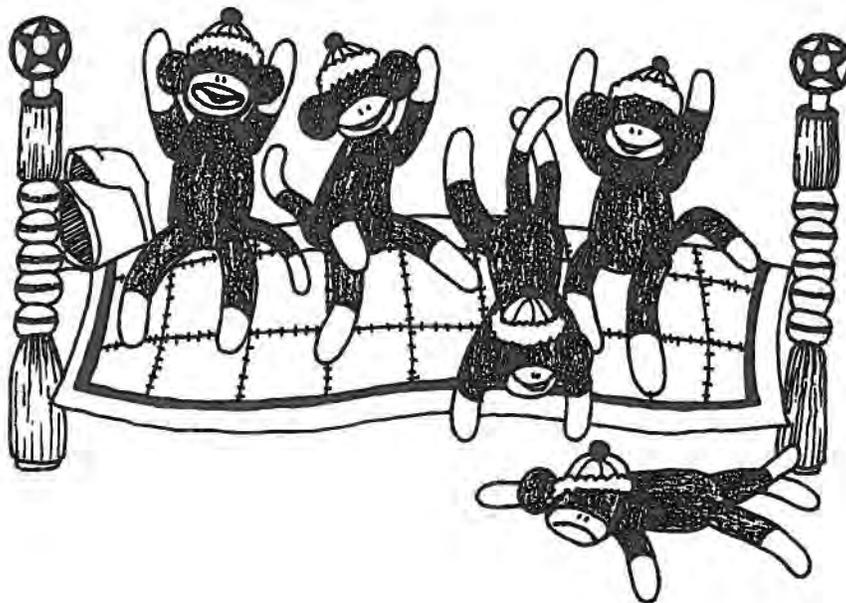
cards, I have some extra sets for you. Perhaps you can choose some-
one you have not worked with before for today's practice time.
Let's take about 10 minutes to practice.

We have another story today. This is a story that your children love.
It is an easy story to remember. We will practice learning this story
so that we can share it with our children. (Read *Five Little Monkeys*
to the class. Show the book so that they can follow along. Repeat
the reading and ask them to read along with you. Most of
them should get the pattern of this story quickly in order to tell it
themselves.)

Let's close the book now and see if we can tell the story to each
other. After we have told it without the book, we can go back and
check to see if we have learned all the details of the story. (Give stu-
dents paper for drawing the five monkeys, the doctor, and the
mama.)

Homework: Tell the story to your child using your illustrations. Perhaps you
can tell the story and your child can move the figures around as you
tell it. Then ask your child to tell the story while you move the char-
acters around.

Goody Bag: Characters they have drawn.



Lesson 20: Sound Practice/Monkeys



Time: 1 1/2 hours

Materials: Copybooks; Daily News; paper for making cookies to be put in goody bags; a real cookie for each student; *Five Little Monkeys* book; sentence strips; tape recorder.

Preparation: Prepare Daily News sheet, but write only the title and the date.

Meeting: (45 minutes)
What happened when you told the Monkey story to your child? Did your child learn it, too? Did your child enjoy the story? Take out your story and let's all tell the story again. Later we are going to use the tape recorder to say the story again on tape.

Daily News: Today you will notice that I have only written the title and the date on the Daily News sheet. I am going to ask you to tell me other sentences to write so that we fill the sheet. (As the students give you suggestions of sentences to write, say the words as you write them. You may ask for spellings or at least beginning letters. If the students echo what you are writing, they will have a better understanding of the words and how they form. When you are finished filling the sheet, ask if anyone can read the entire Daily News, or a sentence, or a word. Any effort should be praised and encouraged. You may say something like: "At the beginning of our classes, you could not do that and now you can! You can be proud of your new skills.")

Lesson: (45 minutes)
Find a learning partner and work together to think up two sentences using only one sound for each sentence. This is similar to our homework assignment a few sessions back. Perhaps every word of your sentence doesn't have to start with the same sound, but make most of the words begin the same. If you can write the sentences, do so; if not, I will gladly write them for you. (Write out the sentences so that the students can see them.)

Now that we have sentences from each learning partner pair, choose two of them to put in your copybook. Make sure that you write them on the page that has the letter featured in the sentences.

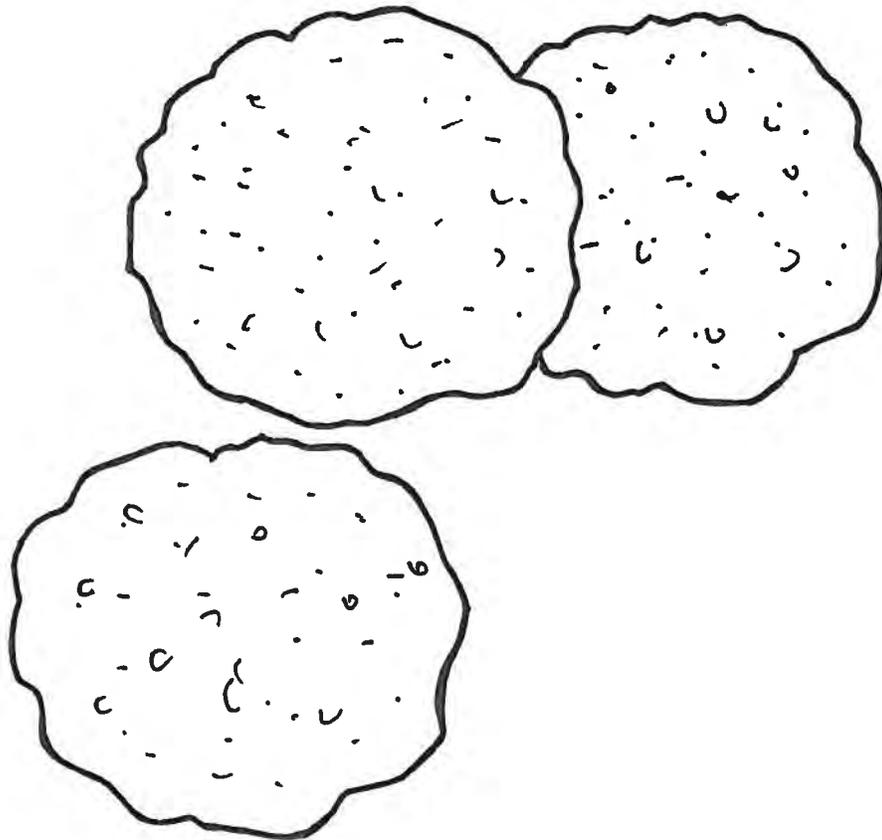
Now we are going to record our telling of the *Five Little Monkeys*. Here is a way to do the story: some of you can be the narrator and tell about the monkey and the mama, some of you can be the doctor

and tell what needs to be done. Maybe you can think of another way to record the story; if so, we will try your way first and see how it works. (Tape the story a few times changing characters.)

If our tape comes out clearly, we may be able to share it with our children's school class. The instructor can hold the book open while we tell the story on the tape. That way the children can follow along the same way we did when we first learned it.

Homework: Next time we will have another storybook to share. It is about children and cookies. Your assignment is to make 12 round cookies out of the paper in your goody bag.

Goody Bag: Paper for making 12 cookies and one real cookie to eat!



Lesson 21: Monkeys/Doorbells

Time: 1 1/2 hours

Materials: *Five Little Monkeys*; *The Doorbell Rang*; chart paper for graph; photos of each student; a gift book for each student.

Meeting: (45 minutes)

Today we are going to repeat the reading of *Five Little Monkeys*. We will read it the way some teachers read it with your children. I will hold the book and turn the pages while you take turns reading each page. (Most of the students will be able to do this because they know the story. After the first reading, stop and talk about individual words. Ask them to find specific words on each page. You can say, "Find the word 'monkeys' on this page or find the word 'mama' on this page.")

Graph Building: Let's make a list of favorite kinds of cookies. I will put them in columns on this chart paper. After we build the list and put the words in columns, you take your photo and put it in whichever column represents your favorite cookie.

FAVORITE COOKIES			

(Discuss the results of the graphing.) Which is the favorite? What is the least favorite? Did you have trouble choosing? Did you like any of them? How can we show this on our graph?

Lesson: (45 minutes)

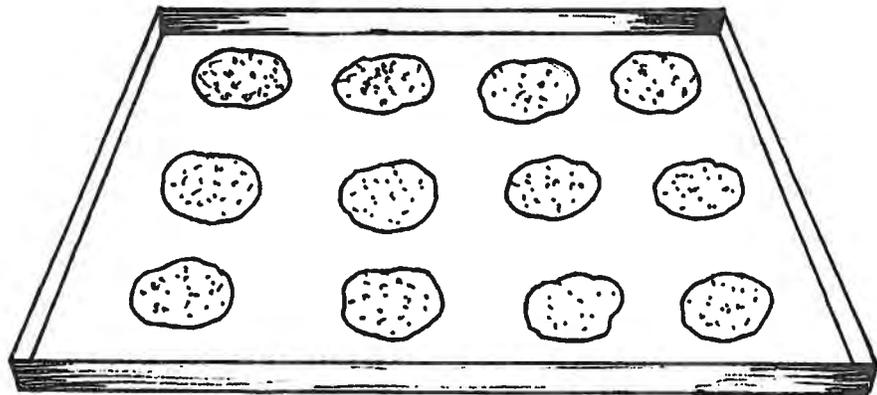
Here is another story that the children love. It is called *The Doorbell Rang*. Take the 12 cookies that you made for homework and set them out in front of you. As I read the story, you will divide the cookies in many ways. The story will tell you how many children there are to share the cookies. Listen carefully and enjoy the story.

(Read the story and see if the students can arrange their cookies according to the action in the story. Repeat the story after discussing what might happen next when the doorbell rings at the end of the story. Take as many answers as possible.)

Now I am going to ask you to read some of the story. Remember, if you read a word, that is good; if you read a sentence, that is good; if you read the whole page, that is good. Do what you can do and keep expanding your skills. Remember that **everyone is a learner**.

Homework: Take home your 12 paper cookies and try to re-tell the story to your child. See if your child can divide the cookies properly. Help him/her if help is needed. Bring the paper cookies back to class next week.

Goody Bag: A gift book.



Lesson 22: Doorbell, New Sounds



Time: 1 1/2 hours

Materials: *The Doorbell Rang*; chart paper; letter cards for the next 7 letters; cookies for the goody bag; copybooks.

Preparation: Daily News as a letter; set of cards with next 7 letters for each student.

Meeting: (45 minutes)
What happened when you told the story, *The Doorbell Rang*. Were you able to remember the action of the story? Did your child get involved with the cookies? Let's do that story again using the paper cookies. I will help you remember any part you forgot when you tried to re-tell it. When we finish reading the story, I want some of you to take a turn reading a page, a sentence, or a word. Push yourself to try something new.

Group Check-Up: Let's spend some time checking on how our class is progressing. Are you learning what you need to help your child? What do you need more of? What do you need less of? What is hard for you? What is easy? (Make note of the comments of the students. Build change in the class according to the comments).

Daily News: We are going to read the Daily News together. You will notice that I have written a letter to you for the Daily News today. Is there someone who will read a sentence for us? (After reading, direct the focus to particular words.) Who can underline the words that begin with the _____ sound. (Do this three times.) Who can circle a word that means the same as _____? Who can put a box around a word that means learners (students)?

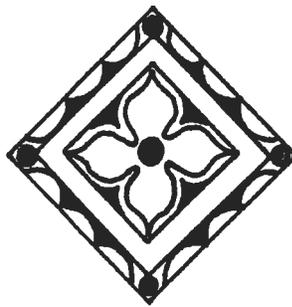
Lesson: (45 minutes)
We are ready for the next 7 letters and sounds. We will repeat the process we have used with the first two groups of letters. By now, we know how to learn new letters and sounds. Let's get right to work. I will say the letters and the letter sound; you may draw a little picture on the back of the card that begins with the sound. That will help you remember. Join up with a learning partner to practice the new letters and sounds. One person can say the letter and the other says the sound. Or, one person says the sound and the other tells the letter. Or one person can say a word that begins with the letter and the other says the letter. Take turns doing all of these

exercises. We will take about 10-15 minutes to practice these new sounds.

When you finish practicing, take your copybook and make one letter on each of the next 7 pages. Make a list of words, one for each sound, and copy one word on each new page.

Homework: Practice all of the sounds at home, the new ones and all of the old ones. Include your child in the practice. Bring in an object that begins with one of our new sounds.

Goody Bag: Another cookie.



Lesson 23: Sound Practice: Telephone



Time: 1 1/2 hours

Materials: Chart paper; crayons or markers; paper for Talk-a-Drawing; word cards.

Preparation: Write all of the letters studied so far on a chart paper or whiteboard; write out 25-30 word cards that begin with the letters studied.

Meeting: (45 minutes)

I have written all of the letters on this chart paper. We are going to practice sorting some words into their correct places. But first, I will hold up a letter and you tell me a word that begins with that letter. We can go around the circle until we all have had a turn. Next, I will hold up a word card and you read the word. If you don't know it, listen to the others say the word. It can help you learn it. Now we will go back to the beginning of the word pile. Each student can pick a word, say it, and put it next to the proper letter on the chart. We will keep going until we have sorted all of the words in the word pile.

Game: Today's game is called Telephone. It is fun to play this with children; they love the fact that the words often don't come out the way they started. One person will whisper three words in the ear of the person next to her. The second person will repeat the words by whispering them in the next person's ear. This continues around the circle until it comes back to the one who started. The last person tells what she has heard and compares it to the words said originally. If anyone does not hear what is whispered to her, she may say, "Operator." That means the person can repeat the whispering just once. (Play the game around the circle taking turns being the leader.)

Lesson: (45 minutes)

We are going to practice accurate listening in a lesson called "Talk a Drawing." Each person will have a piece of paper and some crayons or markers. Sit in a place where you can hear my directions but you can't see each other's drawings or mine.

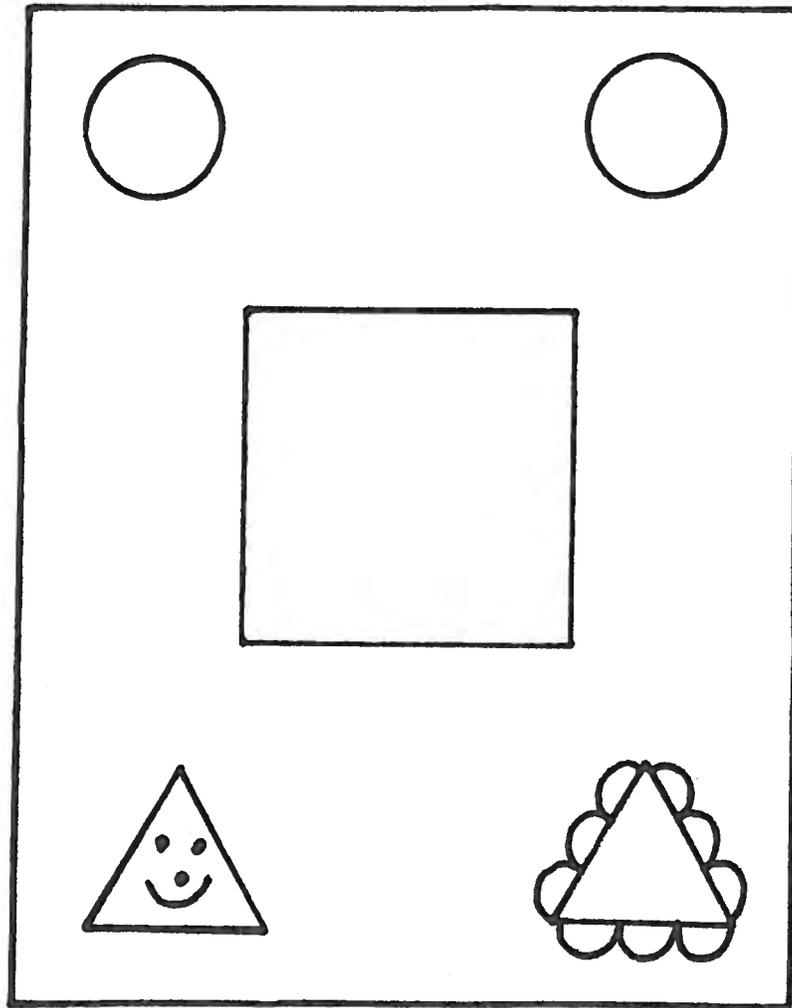
Here are the directions: Draw a blue square in the center of your paper. Now color the inside of the square red. Make two circles, one on the top right of the page and one on the top left of the page. Color the right circle green; color the left circle purple. Draw two yellow triangles, one in the lower left corner and one in the lower

right corner. Make the left triangle into a face; make the right triangle into a flower. (Hold up color cards with the color words written in their own color as you direct the lesson.) Show your drawings to each other to check whether your listening is accurate.

(You can try this listening exercise, using more difficult words or phrases, if there is time at the end of a class. The students might want to take turns directing the lesson for each other.)

Homework: Make a "Talk a Drawing" with your child using the crayons and paper in your goody bag. Bring in your child's drawing for our next class.

Goody Bag: Pieces of paper for drawing and a small pack of crayons or markers.



Lesson 24: *Rosie's Walk*/Halfway Check



Time: 1 1/2 hours

Materials: Daily News sheet; *Rosie's Walk* (or any other book of few words); special word rings; cards; hole punch; drawing paper for goody bag.

Preparation: Write Daily News as a letter and cover two or three of the main words in the letter with cards.

Meeting: (45 minutes)
We will take time in our meeting to show our "Talk A Drawing" pictures from home. What happened when you did that exercise? Did your children enjoy drawing from your directions? Look at each other's pictures. You can get some ideas from each other about directed drawing lessons. Did you give your children a chance to direct your drawing? If not, why not try that another time.

Halfway Check: We are now almost halfway through our learning sessions. Let's do some remembering together. What were some of the games we played in the early sessions? I will list them. What storybooks have we listened to? What do we remember about our early math lessons? Do you remember what you felt when we first began our sessions? Have those feelings changed as the class has progressed? Can you name one thing that you didn't know then that you know now?

Daily News: You will see that the Daily News is another letter to you. I have covered some of the words because I want you to see if you can figure out what they are from the context of the sentence. We will read the Daily News letter together. Some of you might want to try to read the whole letter alone after we finish as a group. Some of you might choose to read a particular sentence. Some of you might choose to read one or two words. Whatever you choose to do, challenge yourself to do more than you have done before. You will surprise yourself!

When you have finished reading as a group and have figured out the covered words, ask some focusing questions about the words used in the letter. Examples: Find a word that begins with the letter your name starts with. Find a word that starts like _____. Find a word that means the same as everyday (daily).



Special Words: Remember our special word rings? Here they are again ready for you to choose another word to put on them. Dictate a word and I will write it on a card. Punch a hole in the corner of the card and put it on your ring. (Allow time to share the words with each other. If there is time, make a note of the word each student has chosen. Collect the special word rings and store them for another time.)

Lesson: (45 minutes)
I have another story to read to you. This is also a book that children love to listen to. It is called *Rosie's Walk*. The children love it because of the danger that Rosie is so near all through the story. As I read, you follow along and then we will take turns reading. Read through the story a few times. (The repetition helps the students focus on and learn words. It also helps them appreciate how sentences are put together.)

In your copybook, put one more word on each of the 21 pages. Offer help for those who need it. The important thing is getting more words in the copybook dictionary.

For homework today we are going to ask you to draw a four-part story on drawing paper. Here is the paper. Please fold it so that you have four sections. In the first section, put the first thing that happens in your story, in the second section put the next thing, and so forth, until you have illustrated four sections. Be prepared to tell your story to the class for our next session.

Homework: Create a four-part story on the drawing paper. Tell your story to your child as practice.

Goody Bag: Drawing paper.

Lesson 25: Sharing Stories



Time: 1 1/2 hours

Materials: Colored paper for stories and for covers; paste; stapler; letter cards for the last 7 letters; student copybooks; envelopes or plastic ziplock-type bags; scissors.

Preparation: Make a set of letter cards for each student.

Meeting: (45-60 minutes)

We are going to spend our meeting time hearing all of your stories. Hold up your drawings while you tell your story so that we all can see your illustrations. Each person can decide on a title for her story. I will write down the titles on the paper for the cover. (Have each person tell her story. Praise and compliment each person. When each person is finished, have her cut the pictures apart and mix up the parts.)

We have cut and mixed up the parts of our stories. Pass the pieces around to someone else and see if they can put the story back together again in the right order. Do this 3-4 times, passing the stories around.

When finished, take back your own story parts and paste each section on a piece of colored paper. Make a book from your story by putting the cover paper around your story pages, copy the title, and write your name as author. Staple the books together.

(Take time to write a caption under each picture that will tell the story. If the students can write their own captions, encourage them to do that. If not, the instructor will write for the student. Some students may be able to help others with the writing.) Pass the finished books around so that everyone can share the storybooks.

Game: Remember we made a list of all the games we have played in our classes. Can you think of any we have forgotten? Choose a game that you would like to play? Do you have a choosing rhyme that you use when everyone wants a turn. (Have students share those rhymes.) Because these are familiar, they are good to copy and post on the wall for reading. Jot them down quickly and write them properly for the next session. Play two or three of the games.

Lesson: (30-45 minutes)

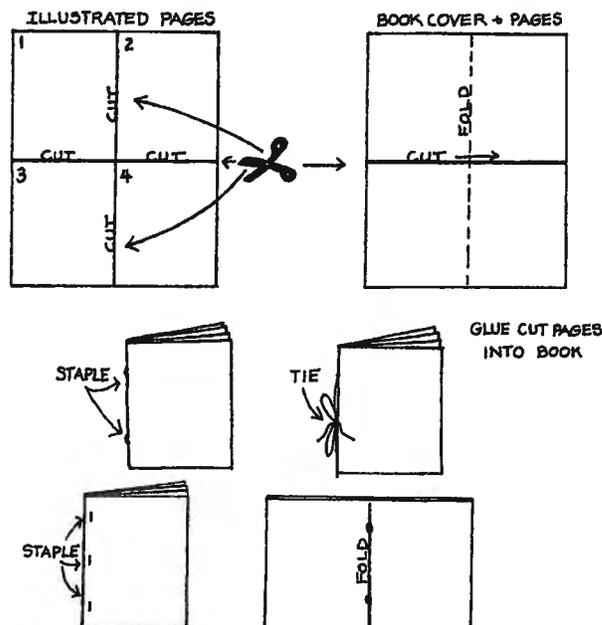
We are ready for our last letters and sounds. You have done so well in your learning of the first letters and sounds. Here are some cards with the letters on them for practice. I will say the letters and the sound each makes. You may draw a picture on the back of the card of something that begins with that sound. Take your copybooks and enter the last seven letters in your book. Now you have a full set of letters to help with making the dictionary. Think of words that start with each of the new letters. I will list them and you will copy them in your copybook.

Let's remember all the ways we have practiced learning new letters and their sounds. Who can give us a good way to practice? I will list your suggestions and then you find a learning partner to work with. We will take 10 minutes to practice with our learning partners.

We can play a quick game of "I Spy." I will start. I spy something in this room that begins with _____. (Use one of the new letters. Repeat giving each student a chance to be the one to spy.)

Homework: Practice your new sounds with your child. Find three small beautiful items to share with us next time. Put them in your envelope.

Goody Bag: An envelope or plastic ziplock-type bags for collecting items.



Lesson 26: Money Practice/Beautiful Things



Time: 1 1/2 hours

Materials: Three or more bowls with an assortment of play money in each; tag-board for signs for "store" items with prices on them; copybooks; pencils and small pencil sharpeners for the goody bags; a piece of pretty, plain cloth; plain paper for showing homework, and writing; camera.



Preparation: Count out money into the bowls; make 8 or 10 signs with pictures of items to buy and put the prices on the items; write out the Daily News; write out one or two of the choosing rhymes that the students shared last session.

Meeting: (45 minutes)
What happened when you practiced the sounds with your child? How is your child doing with the sounds? Do you feel that you can be helpful to your child in learning the letter/sounds that are the building blocks of reading?

We will take some time today to refresh learning about money. There are bowls set out here in front of us. I will say an amount and you will take turns finding that amount in the bowls. Please show me _____. (Let the students find that amount of money. Assist those who need help.) There are many ways to have the same amount of money. Did we come up with a few different ways to find the total amount? Now show me _____. (Do this until everyone has a turn to count out some money.) Can you estimate which bowl has the largest amount of money in it?

Let's count the money in the bowls and see if our estimates were right. An estimate is a guess that helps us focus our thoughts.

I have 8 signs of "store" items with prices on them. Show with money how much is needed to buy each item. Show how much is needed to buy two of the items. (Encourage the students to figure out the amounts of money for all of the items. Note if anyone is not catching on to the use of money and try to have a one-on-one time with that person or persons.)

Daily News: Take time to read the Daily News together. Find words; underline words; circle words. Do all of the activities, which help the students to build their sight vocabulary.

Now please take your copybooks and turn to the page after your last letter page. At the top of the page write the words "Daily News." You may copy some or all of the Daily News into your copybook. (If anyone needs help writing, offer to help. This may be a time to note whether some of the students need practice forming the letters properly. You may be able to locate a handwriting book for those students to practice forming the letters; they may work in school or at home with the book.)

Lesson: (45 minutes)

I see that you have brought in your items to show us. The assignment was to find 3 small, beautiful things to share. I have a pretty piece of cloth, which I will spread out in front of us. We can take turns putting our three items on the piece of cloth. Tell us about the things you brought. We are creating a "Beautiful Things" Museum.

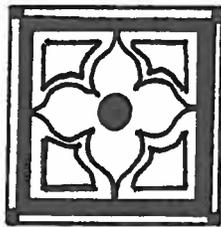


(When each person is finished showing her items, ask her to place them on a plain piece of paper so that the next person can use the cloth. As each person shares what she has brought, write out on the paper underneath the items a sentence to describe the items. When everyone is finished, take time for everyone to read the sentences on each other's papers. Have a camera ready and take a photo of each person next to her Beautiful Things.)

Now that we have a photograph of each of you with the things you have shared, you may put them back in the envelope. Thank you for bringing beautiful things for us to enjoy.

Homework: Practice all of your sounds with your child. Play "I Spy" at home with your child. Share with your child the description of some of the beautiful things.

Goody Bag: A pencil and a pencil sharpener.



Lesson 27: Pattern Blocks/Sound Test

Time: 1 1/2 hours

Materials: Pattern blocks; file folders; paper for sound test; stickers for the goody bag; photos from Lesson 26; tagboard for Beautiful Things Museum.

Preparation: Prepare a list of 30 words, using all of the letter sounds; prepare Beautiful Things Museum.

Meeting: (30 minutes)
We have studied all of the letters and their sounds now. Here is a little practice. I will read a list of words and you will write the letters that the words begin with. Number your page from 1-30. When we finish we will check our work to see how we have done. (Read the words slowly saying the number as you read. As you are checking the results, note which students are having trouble hearing the sounds. Offer extra help.)

Game: The game today is one you can play in your family. I will start a story, saying a few sentences. When I stop, the next person in the circle will pick up where I have left off. We never know where a story like this is going to end, but it can be fun getting to the end. Children like playing this story game. They sometimes get very silly when they play it, but you can help them stay on track so that the story makes some sense.

Lesson: (45-60 minutes)
Remember how we studied the pattern blocks. Tell me what you remember about them. We will repeat one of the activities that we did before when we studied the pattern blocks. I am going to ask you to make a design using 4 red trapezoids, 4 yellow hexagons, 6 green triangles, and 4 squares. Make your design in five minutes and then we will study them all. Let's look at each other's designs. Are any of them similar? In what different ways did people use the trapezoids?

Do you remember when we had the lesson called "Talk a Drawing?" Today we are going to do something similar, but we will be using the pattern blocks. Take a file folder and open it; use the bottom for your workspace and keep the top up so that you can't see anyone else's design. I will give the first directed listening lesson:

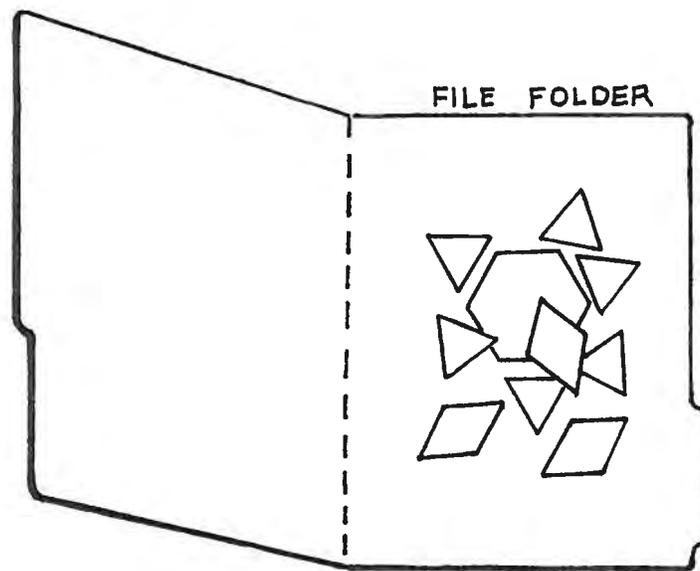


Take a yellow hexagon and put it in the middle of your workspace. Now put green triangles all around the edges of the hexagon. Put 3 blue parallelograms (diamonds) on top of the yellow hexagon, covering the hexagon with the blue parallelograms. Now drop your file folder and let's look at our pattern block designs. I will repeat the directions and you can check your design for accurate listening.

Next, find a learning partner and take turns giving directions and responding to the directions. Try to use the geometric terms for the blocks when you give your directions. You can use the color terms, too. You build the design that you are directing so that you and your partner can check to see if the designs are similar. Use 7 or 8 blocks in your design. Then switch jobs, so that the one giving the directions has a turn to build a design. After you have each had a turn, look for two other learning partners to switch places with. When you have finished two designs, you may create patterns, while we wait for everyone to finish.

Homework: Make a word list of 5 things that you see in your neighborhood. Bring the list in for our next session and we will build a neighborhood vocabulary list.

Goody Bag: Stickers.



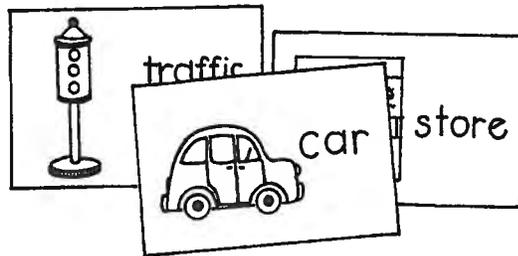
Lesson 28: *Polar Bear, Polar Bear*

Time: 1 1/2 hours

Materials: Cards for neighborhood words and family words; student copybooks; chart paper; the book, *Polar Bear, Polar Bear*; additional card sets (5-8 cards in each) for goody bags.

Preparation: Make a chart with all of the letters on it in order; tape-record *Polar Bear, Polar Bear*.

Meeting: (45 minutes)
Show us the word list of things that you see in your neighborhood. I will post them on the wall so that we all can see them. Are there any duplicate words? We will write the words on the picture cards so that we can work with them. Let's divide up the lists so that everyone does some writing. (Copy the words on cards.)



How many of these words can you identify? We will take turns saying the words. Now we can file the words next to the proper letter on the chart here. (Give everyone a turn.)

Take your copybooks and make a page called "Words in Our Neighborhood." Copy about 20 of the words on this page. If you can draw a picture next to the word, it may help you remember the word.

Game: (After "Games for Reading" by Peggy Kaye, Pantheon, page 148.) The game today is another one that you can play with your children. It uses imagination. The game is called "Taking Turns." It is a way to share talking. I will start a sentence and you will finish it. For example: "The elephant left the zoo because ____." A student completes the sentence using her imagination. There is no right or wrong answer. Some answers make more sense than others, but some humor comes into play in the game.

More examples: I love winter when _____.
I like the park because _____.
I wish I could _____.
Today I am happy because _____.
The polar bear was angry because _____.

When you play with your child, you can use some of these sentences or some that you invent.

List Making: Let's make a list of ways to encourage children. You give me the ideas and I will write the list. Discuss the list. What words or phrases can we use for encouragement? All of us like encouragement. Children thrive on your encouragement. It is best to be specific. For example, "I liked your big, clear voice." "I noticed that you said 'thank you' to Aunt Sara."

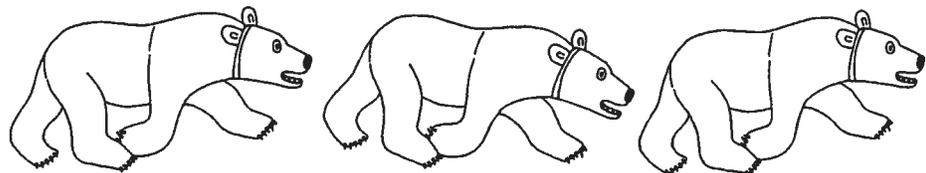
Lesson: (45 minutes)

Today we are going to hear another book that children enjoy. It is called *Polar Bear, Polar Bear*. Does it remind you of another book we have read together? (*Brown Bear*) I will read it once and then we will read it together. After the second time, let's see if we can remember the sequence of the animals. Help each other remember. Who would like to read a page in the book? Let's all take a turn reading a page. Don't worry if you make a mistake, I will help you and then you can re-read the page. Challenge yourself.

We can make a list of all of the animals in this book. You can write the list on a card and take it home to tell the story to your child.

Homework: Tell the story *Polar Bear, Polar Bear* to your child. Use the card with the list of animals on it to help you. On the blank cards in your goody bag, write the names of your family members, one on each card.

Goody Bag: 5-8 cards for writing family member names.



Lesson 29: Family and Foods

Time: 1 1/2 hours

Materials: Cards for writing and decorating food words; cards and tape for kitchen words; a selection of easy reading books (class library) for the students to take home.

Meeting: (45 minutes)

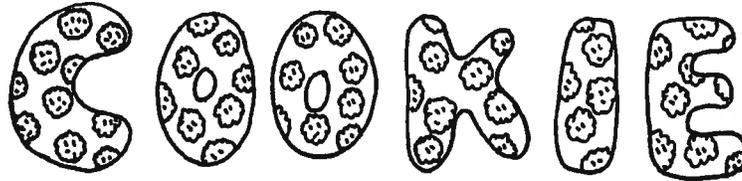
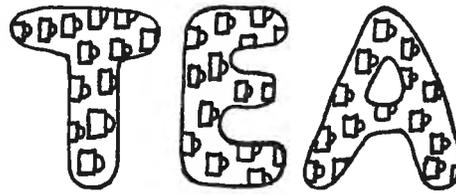
For homework, you were asked to write the names of your family members on cards, one name per card. Be sure to include your own name on a card. We will go around the circle and introduce our families to each other by their names. We can tell something about our family members as we introduce them. (Ask each person to say the names on the cards and tell something about each member of her family. If there are names that are the same, add the first initial of the last name. After everyone has introduced her family, collect all of the cards and scramble them up. Working as a team, encourage the group to unscramble the name cards and put them back in the right families. Make it a rule that each person must work on other families, not on her own.)

Game: (Set out cards on a chart with all the letters in order.) Here is another game to play with your children. It challenges them and us to strengthen our memories, while having fun. I will start by saying "I packed my trunk and in it I put _____ (something that begins with the first letter of the alphabet). The next person says the same beginning including what I have packed in the trunk, but then adds another object beginning with the next letter of the alphabet. Each person in turn adds an item after saying all the previous items added to the trunk. We can see how far we go using as many letters as there are people. (Keep the spirit light; help anyone who needs it.)

**Making a Food
Poster:**

We are going to make a poster of our favorite foods. You tell me your favorite food and I will write out each word in open type, which makes the letters open for decorating. We will take some time to decorate the letters and paste them on our Favorite Foods Poster. (You might want to focus the foods on fruits, desserts, grains, etc., rather than just asking the more general question.) When you decorate the food word, put pictures of the food in your decoration—that will help people remember what the word means.





Lesson: (45 Minutes)

We are going to take some time to review all of the Basic Concepts that we have built the class upon. There are 7 of them. Who can start us off with one of the concepts? (Work together until all 7 concepts have been remembered. Ask if there are any new understandings of the Basic Concepts.) What difference does it make to view yourself as a learner? Do you have any new appreciation about the particular style of learning that is better for you? Is CRI helping you to learn? Are we having a good time doing it?

Our next task is to prepare some cards to put in your kitchen that will help your child and you to learn the words related to your kitchen. First let's list all the large things that are in your kitchen. You tell me and I will write the list. When we finish that, we can list some of the smaller things that are in your kitchen. When our list is finished, you may each copy the words from the list onto cards so that you can tape them up in your kitchen at home. You and your child will learn the words that are attached to real things.

Homework: Put up the word cards in your kitchen so that you and your child can learn them. Pick out a book that you can read at home. Please return the book during the next class session in order to pick out another one for reading at home.

Goody Bag: Kitchen labeling cards, tape.

Lesson 30: Caterpillars and People Words

Time: 1 1/2 hours

Materials: *The Hungry Caterpillar* by Eric Carle; student copybooks; a pattern of a butterfly or paper for drawing one; art supplies (markers, glitter, glue, colored paper or cloth); chart paper; construction paper.

Preparation: Draw a picture of a person on a piece of chart paper; write out the days of the week in a column on a chart paper.

Meeting: (30 Minutes)

Show us the book you chose to take home last time. Did you have a chance to read it to your child? Could your child read some of it, too? Today you may pick another book from our selection. Are you finding the right books for yourself? Not too hard? Not too easy? Let me know, if you are not finding the books you need and I will help you select another.

How did the label cards work out in your kitchen? Were they helpful?

I have made a large picture of a person here on this sheet of paper. We are going to label the person so that we can learn more words for reading. (Label the head, arms, legs, feet, hands, eyes, ears, nose, hair, etc. Ask the students to help spell the words as you write them; it would be helpful if they can name the initial sound. Some might be able to spell the whole word for the person chart. When the labeling is finished, ask the students to open their copybooks to the next empty page. Title the page "Person Words.") Draw a person on the page and label the parts we have named here on the chart. Make the labels small enough so that they will fit on the page.

Lesson: I have a wonderful book to read to you today. It is called *The Hungry Caterpillar* and is written by the same person who wrote *Brown Bear, Brown Bear* and *Polar Bear*. Children love this story, too, as I think you will. (Read the story through twice. The second time, ask the students to make pictures of the things the caterpillar eats each day so that they remember the sequence. Write out the Days of the Week on a chart paper.)



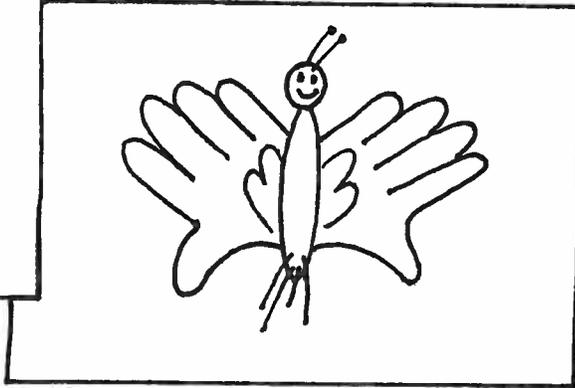
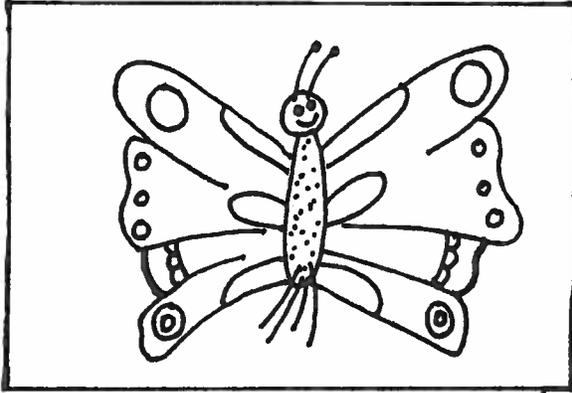
S	M	T	W	T	F	S
						        

I have written the days of the week on this chart paper. Tell me what the caterpillar ate on each day of the week and I will list it on the chart. (When the list is finished; give each student a butterfly pattern, or have each draw one.) Make a beautiful butterfly from this outline or draw your own. Use bright colors. (You can introduce the concept of symmetry at this point. Point out that both sides of the butterfly are the same.) We say they are "symmetrical."

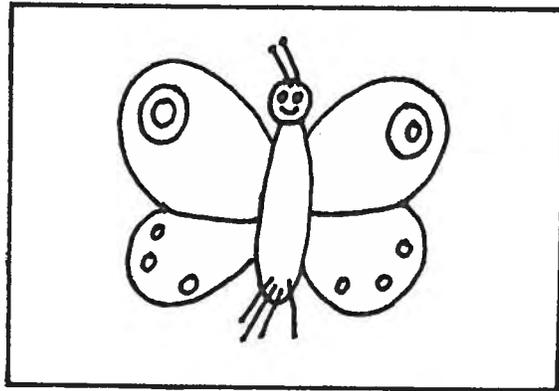
Homework: Using the pictures that you drew while I was reading the story, make larger models of those foods the caterpillar ate and finish your butterfly. You may tell the story of *The Hungry Caterpillar* to your child using the models of the foods and your list of the days he ate them. Your child might want to make a picture of a butterfly, too. Bring these pictures to class next time. Choose another book to read to your child. Please return it next time so that someone else may borrow it.

Goody Bag: Pieces of construction paper and art supplies for making models of the food that the hungry caterpillar ate. Let your child use these supplies to make a butterfly.

BUTTERFLY DRAWING IDEAS



TRACE HANDS FOR SHAPE



Lesson 31: Flowers/Chain of Words

Time: 1 1/2 hours

Materials: *The Hungry Caterpillar*; poster board or sheet of paper; student copy-books; markers; butterfly stickers for the goody bags; envelopes.

Preparation: Make a poster or paper with the title "Favorite Flowers".

Meeting: (45 minutes)
Show the books you chose to read at home for homework. Can you report on the progress of your learning?

I hope you brought your items to help tell the story of *The Hungry Caterpillar*. I think we can arrange with the teacher in your child's class to let us share the pictures with the children when the teacher reads that book to them. I will read it again and you will set out your pictures in order. After I read the book and we look at our models, we can put our pictures in envelopes. Let's put our butterflies up around our learning space to make it beautiful. We can collect them afterwards, when we want to share the story with the children.

Favorite Flower Poster: Last week we made a Favorite Foods poster. Today I want you to tell me about your Favorite Flowers. I will write the names out in the open type so that you may decorate them for the poster. We should be able to make a beautiful poster of flowers with the flower

FLOWERS				
				



words. (Write the words in open type and ask the students to decorate them while you read another story to them. Choose a book you have not already read.) When you have finished decorating your flower word, put it on the Favorite Flower Poster. Then take your copybook and write "Favorite Flowers" on the next available page. Copy the flower word and draw the flower next to it.

Lesson: (45 minutes)

We are going to play a listening game: I will say a word and you listen carefully to the last sound in the word. Think of a word that begins with that sound and be willing to share it. Someone else will hear the sound at the end of your word and will name a word that begins with that ending sound. We are creating a chain of words—beginning sounds and ending sounds.

For the next two class sessions we are going to take turns teaching each other how to make something. One half of the class will teach the next time we meet; the other half will teach the time after that. You may choose to teach us about anything that you like to make. It can be food or cloth or a useful or decorative article. You can bring in the equipment to show us what we would need, were we to make it, too. In other words, you are going to demonstrate to us something that we can learn to do. What questions pop into your head when you hear that assignment? Ask as many as you can, so that you can be as prepared as possible. Your question may be the same as another person's, so listen carefully to each other's questions.

(After answering the questions, divide up the class in two groups. The first group will make a report next time and the second group will make a report the time after that. Ask them to take this assignment seriously so that they are prepared for the day they have their presentations. Tell them that we will both tape and photograph the demonstrations for their use.)

Homework: The first half of the class prepares for next session. The others work on their ideas for their own demonstrations. All of the students choose a new book to take home to read.

Goody Bag: Butterfly stickers.

Lesson 32: Reports

Time: 1 1/2 hours

Materials: Tape recorder; camera; calendar; cards to write notes for goody bags; stickers for goody bags.

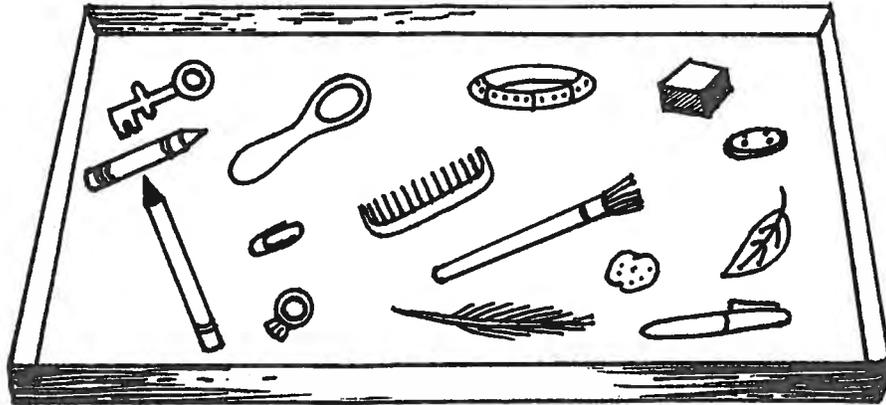
Preparation: Set up a tray with 15 different items on it for game; make sure the camera has film in it.

Meeting: For our first activity today, we will study the calendar. What day is it today? We can mark off all the days of this month that have gone by. Are there any special days in your life that we can mark on our calendar? Birthdays? Anniversaries? When our children study the calendar each day, they sometimes mark the weather for that day on the calendar. What mark can we give for the weather today?

MONTH						
S	M	T	W	T	F	S

Game: Here is a game you can play with your children. It helps strengthen visual memory. I have set out 15 items on this tray. Look at the tray, then hide your eyes and I will remove three items from the tray. You will try to name the missing items. We will go around the circle and take turns removing three items. (Go for about three turns and then see if there are some strategies that the students can learn for group-

ing the items so that they can figure out which are missing. For example, items that are the same color, or the same use.) When you play this with your child, you can start with 5 items and, if he/she catches on, increase to 10 items. Help your child build strategies for remembering the items.



Lesson: Now we will have the first person reporting on how to make something. We will start the tape recorder so that all of you can play the tape to hear how you sound as you report. I will take a picture of each of you as you are reporting. Perhaps you would rather I take the picture before you start. Let me know which is better for you. (Take notes about each presentation for transcribing into a report booklet.)

(Help the other students to ask questions of each of those reporting after each report. Depending on the number of students reporting, if there is time at the end of the last report, ask the students to tell how they prepared for the presentation. Play back the tape so that they can hear themselves.)

Homework: Choose a new book to read with your child. Ask your child to show you the title and the author. If you are reporting on how to make something for the next class session, work on your presentation. Tell your child about some of the things that classmates have demonstrated.

Goody Bag: Stickers for all. For those who gave presentations, make a personalized note. For example: "We all liked the soup." "Now I know how to plant and grow tomatoes." "I will read your poem to my husband," "Thank you for showing us how to ____."

Lesson 33: More Reports

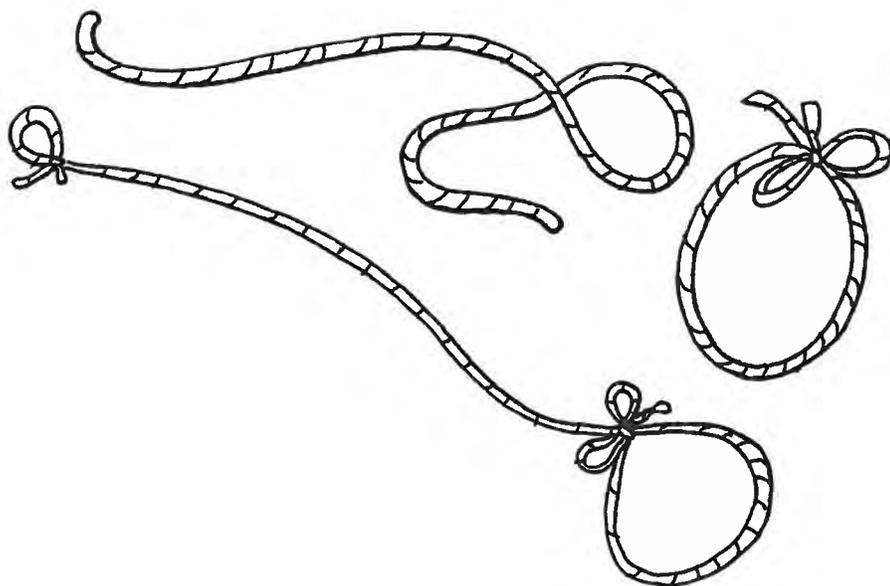
Time: 1 1/2 hours

Materials: Tape recorder; camera; a piece of string for each person; cards to write notes for goody bags; stickers for goody bags.

Preparation: Take the notes you have made on each person's presentation and put them in sentence form on pages of paper to be posted on the wall along with the photo of each person.

Meeting: (25 minutes)
Please show the book you chose to read with your child. Can your child read the book with you? Do we have the right selection of books for you? If not, what do you need?

Game: Do you remember when we asked you to find different ways to use a paper plate? We said at that time that we were using imaginative thinking to come up with those ideas. Here is another challenge that you can do with your child at home. I will give each of you a piece of string. Take some time to think, let your imaginations work, and then see if you can come up with many different ways to use the string. For example, the string can be used as a leash for a very, very small dog. (As the students come up with ideas, write out their suggestions on a chart paper. They can tape or glue their strings next to the statements they have given.)





Lesson: Now we will have the second group reporting on how to make something. We will start the tape recorder again, so that you can play the tape to hear how you sound as you speak. I will take a photo of each of you; let me know when you want me to take the photo. (As each person reports, take notes to transcribe as you did for the first group.)

(Help the other students ask questions after each report is finished. Depending on the number of students reporting, ask the student to tell how they prepared for the presentation. You might have time to play back the tape so that they can hear themselves. Be sure to congratulate every one in the class for their work on the presentations. Discuss all the things you have learned from each other.)

Homework: Choose a new book to read with your child. Review the title and author together and ask your child what he/she thinks the book is about. Play the string game with your child; other members of the family might get involved in the game, too.

Goody Bag: Stickers to all and a personalized note for those who have made a presentation.

Lesson 34: Sounds

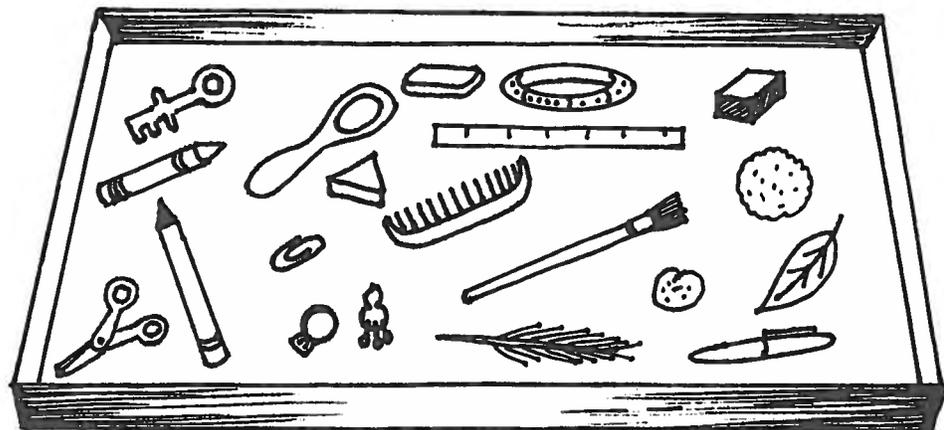
Time: 1 1/2 hours

Materials: Tray; 20 small, everyday items (e.g., paper clip, scissors, thimble, comb, spoon); cloth or paper for covering tray; list of 25 words with distinct sounds; sets of three paper cups, one labeled "beginning," one labeled "middle," and one labeled "end;" stones (to drop in cups); cards and pebbles for goody bags.

Preparation: Spread out the 20 items on the tray; assemble goody bags using pebbles and cards with words "beginning," "middle," and "end" for each goody bag.

Meeting: Does anyone have any more ideas about how to use the piece of string? Did your children come up with any different ideas? We can add to our list from our last class. (Listen to responses and record.)

Game: There are 20 items on the tray I am about to show you. You will look at it for a few seconds, then I will ask you to close your eyes while I remove one object. When you open your eyes, you can try to guess what I removed. Ready? (Present the tray, remove cover, and let students look for about ten seconds or so. Ask class members to close their eyes. Remove one object without disturbing the others.) Now who can guess what is missing? (Replace the missing item and play again. Take turns playing this game until everyone has had a chance to guess the missing item.)



Let's discuss different ways of remembering. What are some ways to remember? What helped you to remember the items on the tray? (Suggest some examples: grouping by type, by sound, by color, by arrangement.)

- 
- List:** We will play the categories game again. Here is today's category: flowers. See if you can think of three types of flowers. We will go around the circle and each of us will name a flower. We will see how many times we can go around the circle without repeating. I'll go first: carnation. As we play, I will record these names on a list. When we are finished, we will have a beautiful bouquet of words.
- Lesson:** Now let's play another game. Here are three paper cups labeled "beginning," "middle," and "end." I will say a word and a sound, and you will try to tell me where in the word you hear the sound—the beginning, the middle, or the end. For example in the word "pat," is the sound "t" at the beginning or the end of the word? That is correct, so I will drop a stone into the cup labeled "end." Where is the "s" sound in the word "soap"? Yes, so I will drop a stone into the cup labeled "beginning". Where is the "p" sound in the word "capital"? (Use a list of 25 words with distinct sounds at the beginning, middle, or end. Read aloud the words and have students identify where the sounds are located in them. If the sound is at the beginning, then drop a stone into the beginning cup; if it is in the middle, then drop a stone in the middle cup, etc. Remember, it is the sound, not the actual letter that you are listening for.)
- Homework:** Play the sound game with your child, using the beginning, middle, end sounds.
- Goody Bag:** Cards with words: "beginning," "middle," and "end," and pebbles.

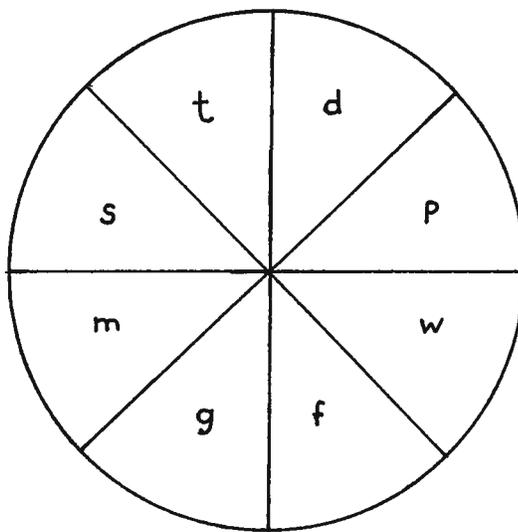
Lesson 35: Beginning, Middle, and Ending Sounds

Time: 1 1/2 hours

Materials: Copybooks; unifix cubes; chalk; tagboard (one piece, approximately 10 cm (4 inches) square, for each student); markers; rulers (for drawing lines on boards); small stones; beans for goody bag.

Preparation: Write the Daily News as a letter to the class, perhaps about that day's schedule or weather. Include some words with distinct sounds at the beginning, the middle, and the end (e.g., the "d" in "day," the "t" in "eaten," the "n" in "sun") that can be used in the Daily News lesson described below.

Prepare a large playing board on the floor by using masking tape or chalk for the Letter Toss Game described below. Draw a very large shape, such as a circle or a square, and divide it into eight pie-shaped sections. The shape should be approximately two meters square or large enough for adults to be able to jump from section to section. In each section write one commonly used letter/sound (d, p, w, f, g, m, s, t). Different shapes, divided in a variety of ways, can be used for subsequent games.



Meeting: Did you play the sound game with your children? How did it go?

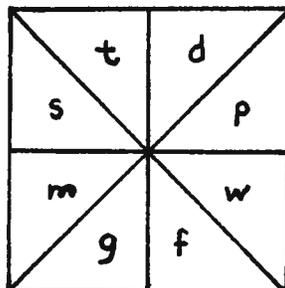
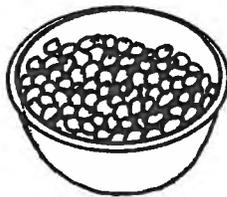
Daily News: Let's read the Daily News together. Can you find a word with a "d" sound at the beginning? Come up and point to the word on the chart. Now, can you find a word with a "t" sound in the middle? Can you find an "n" sound at the end of the word?

Open your copybook and draw a chart with three columns. (At the top of the first column, write "beginning," at the top of the second column write "middle," and write "end" at the top of the last column.) Let's look at some of the words we were just talking about in the Daily News. Listen to the word "weather" (or some other word from the Daily News). Where do you hear the "w" sound? Right, it is at the beginning of the word. So copy the word "weather" in the first column. You may look at the Daily News to help you. Now let's see if we can find a different word. (Repeat the activity with several different words from the Daily News, drawing attention to the sounds and to the letters that spell them.)

BEGINNING	MIDDLE	END

(If appropriate and there is time, continue this activity at a livelier pace by simply saying any word and asking where students hear a particular sound. The students can point in their copybooks to the appropriate column in their sound chart.)

Lesson: Here is another game we can play to practice sounds. To play the Letter Toss Game, the first player will toss a small stone onto the playing board on the floor. She gains a point if she can identify the name of the letter and a second point if she can also identify the sound it makes. Then another student picks up the stone and has a turn tossing it onto a letter on the board. The student with the most points at the end of the game wins. (Allow everyone to have at least one turn. It may be helpful to assign one student as score keeper, although keeping score is obviously not the focus of the activity.)





Now make a board to take home and play this game with your child. Divide your tag board into eight or ten sections. Divide it like the “floor board” or be creative and devise your own way to divide it. Play this game at home by taking turns tossing a small stone onto a square and naming the letter and the sound. (Take time to let students make their own boards. They can write-in the same sounds used in class or the instructor can suggest different useful sounds to write in the sections. If there is time, have students play the game in small groups.)

Game: Let’s play the Hidden Game with unifix cubes. How many unifix cubes are in this train? (Show a train of 8 cubes and then hide the train, snap off 2 cubes, keeping them hidden. Then show the remainder of the train — 6 cubes — to the class.) Now how many cubes do you see? (6 cubes) How many cubes must be hidden? (2 cubes) So, 6 cubes plus the 2 hidden cubes make a total of 8 cubes. (Snap the 2 cubes onto the 6-cube train to show the total of the original 8-cube train.) Here is our 8-cube train. Count with me: one, two, three, four, five, six, seven, eight. (Hide the train behind back; remove 4 cubes, and show remaining 4-cube train.) Now how many cubes do you see? (4 cubes) How many must be behind my back? (4 cubes) That’s right. Let’s put them together. (Add the groups of cubes together and count to show that there are still 8 cubes altogether. Repeat this game using different length trains, from 8 to 10 cubes, and hiding different numbers of cubes. Allow each student to have at least one turn.) Here is how to express numbers mathematically: $4 + 4 = 8$; $8 - 2 = 6$.

Homework: Take home beans for playing the Hidden Game with your child. Remember to bring the unifix cubes back to the next class. Also, use your own boards to play the Word Toss Game with your child. Choose a reading book to take home, read, and return.

Goody Bag: Beans

Lesson 36: Pattern Block Partner Game

Time: 1 1/2 hours

Materials: Pattern blocks; pencils; colored paper (to match pattern blocks); rulers; *Brown Bear, Brown Bear*; file folders; envelopes; small scissors for goody bags.

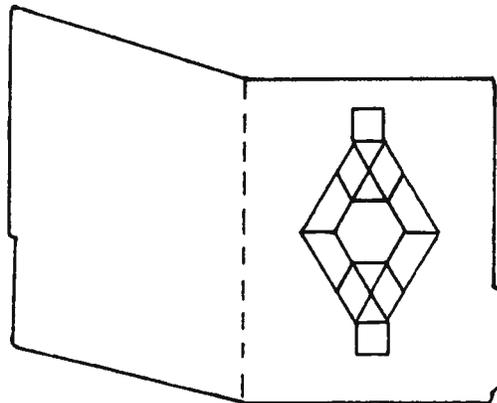
Preparation: None

Meeting: What happened when you played the Letter Toss Game and the Hidden Bean Game with your child and family?

Let's talk about patterns. Patterns are everywhere. What are patterns? What different types of patterns are there? (Patterns in manmade objects: clothing, jewelry, tiles, bricks; in nature: some leaves, zebra stripes; in numbers: tens, twenties, thirties, etc.; in words: letter patterns, sound patterns.) How can learning about patterns help you learn to read? (rhymes) How can learning about patterns help you learn about numbers? (estimates, predictions)

List: We can make a list of the different types of patterns suggested in our brainstorming discussion.

Game: Divide into pairs to play the Pattern Block Partner Game. The first player uses several pattern blocks to make a design. As she is making her design, which is hidden by a standing file folder placed between the players, she describes it piece by piece to her partner. The second player tries to build a design to match what she hears being described. When the first player decides her design is finished, she lifts the divider, and both players compare their designs. Ask each other if the second design matches the first. If the designs don't look similar, what could you have done differently? Could the first player have improved her directions? Did the second player listen carefully? You can play this game several times with your partner and then trade partners and play some more.

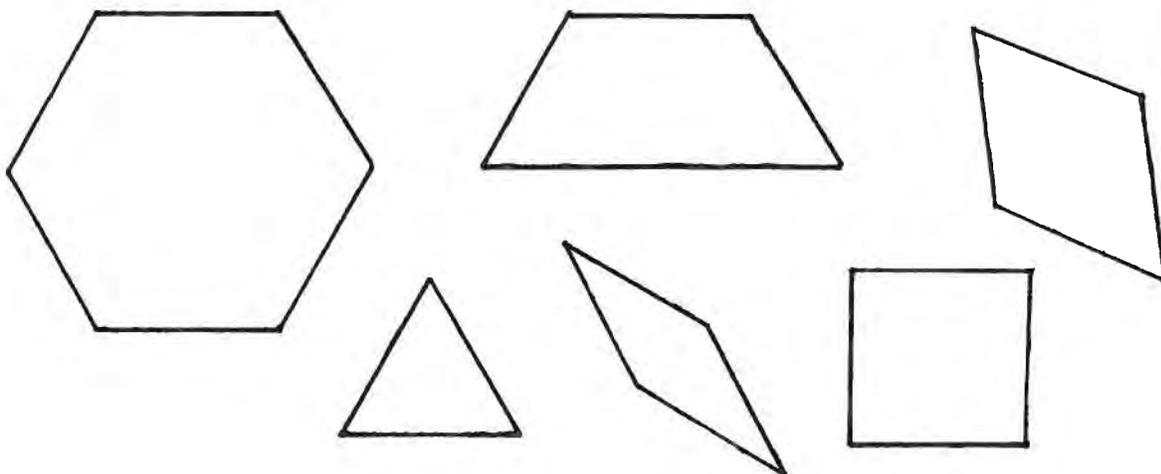


Lesson: For our lesson today, we will make some paper pattern blocks that we can use in future activities. First you can trace the pattern block shapes (or use templates) onto the appropriate colored paper. Try to leave as little unused space as possible. Listen to this story while you trace. Do you have any questions before we get started? (Read *Brown Bear, Brown Bear*, by Eric Carle. Take a moment to check students' progress.) Now listen again carefully and try to remember the order of the story. (Read again.) Did you notice any patterns in the story? (Discuss repetitive nature of story and other observations of students.) Can you remember the order of events?

(Divide class into 3 groups. Ask each group to make one large design and have everyone contribute ideas. Allow 7-10 minutes and then let each group observe the other groups' designs.)

Homework: Cut out the pattern block shapes that you traced in class and put them into envelopes for use later. Bring them in for the next class. Choose an easy reader to take home, read, and return.

Goody Bag: Envelopes, scissors for anyone who doesn't have them at home.



Lesson 37: Pattern Block Walls

Time: 1 1/2 hours

Materials: Pattern blocks; strips of paper or tagboard; bowls; pattern block shapes cut out by students in previous lesson; glue; student copy-books; pencils; small calendars for goody bags.

Preparation: Write the Daily News and incorporate some color words and some shape words, corresponding to the pattern blocks. Cut out extra shapes to have on hand. Prepare at least one pattern block wall card described below.

Special Note: Snap-clap patterns are a good way to begin lessons and to get the attention of students in a positive, quiet way. The instructor starts the pattern by clapping hands twice, snapping fingers once, and repeating. Try to encourage others to join in by using non-verbal cues (smiling, nodding, hand motions to signal joining in). Use verbal directions only if necessary. Continue the pattern until everyone has joined in and you can feel a sense of group accomplishment. Gradually progress to harder patterns.

Usually it is best not to talk and to encourage students to focus on pattern and rhythm. If students are having trouble following the pattern, describe your actions in a soft voice, as you clap and snap.

Some ideas: Clap, clap, snap (fingers)
Slap (thighs), clap, snap
Clap, clap, clap, snap, snap
Tap (top of head lightly), tap (shoulders), clap
Snap, snap, slap (thighs), slap (thighs)
Any repetitive combinations of clap, snap, slap, and tap

Variations: Once students have caught on to the basic idea, you can add various body parts, such as crossing arms to tap elbows and bending arms around to tap center of back. Also, cross arms across midline of body; for example, tap shoulders (right hand to right shoulder, left hand to left shoulder) then cross arms to tap right hand on left shoulder and left hand on right shoulder, then uncross and clap.





Now you can build some pattern block walls. Take a handful of wooden pattern blocks to share with your partner. Take turns building a wall (vertical, flat or horizontal) and having your partner add to it. (Circulate while they work and check to see that they are on the right track. Encourage them to describe what they are doing and to tell what works and what doesn't work. The complexity of the patterns will vary. Give them ample time to try several different combinations.)

Now choose two of your favorite walls you designed and then build and display them. They only need to be about eight or ten blocks long. (Circulate and check as students build.) We are going to copy them by gluing the corresponding paper shapes neatly onto tag-board strips. (Show samples.) Your children will be able to use these to copy them and to continue the patterns. They can use these pattern block wall cards in their classrooms. (Proceed with this activity as described. If there is time, ask students to trade pattern block walls and see if they can build each other's. Note: be aware that some patterns may not work if they have not been tested with real blocks first.)

Homework: Sketch some patterns that you find at home onto a piece of paper. Some ideas: walls, floors, clothing, jewelry). Choose an easy reader to take home, read, and return. Practice snap-clap patterns and plan to share them at the next session.

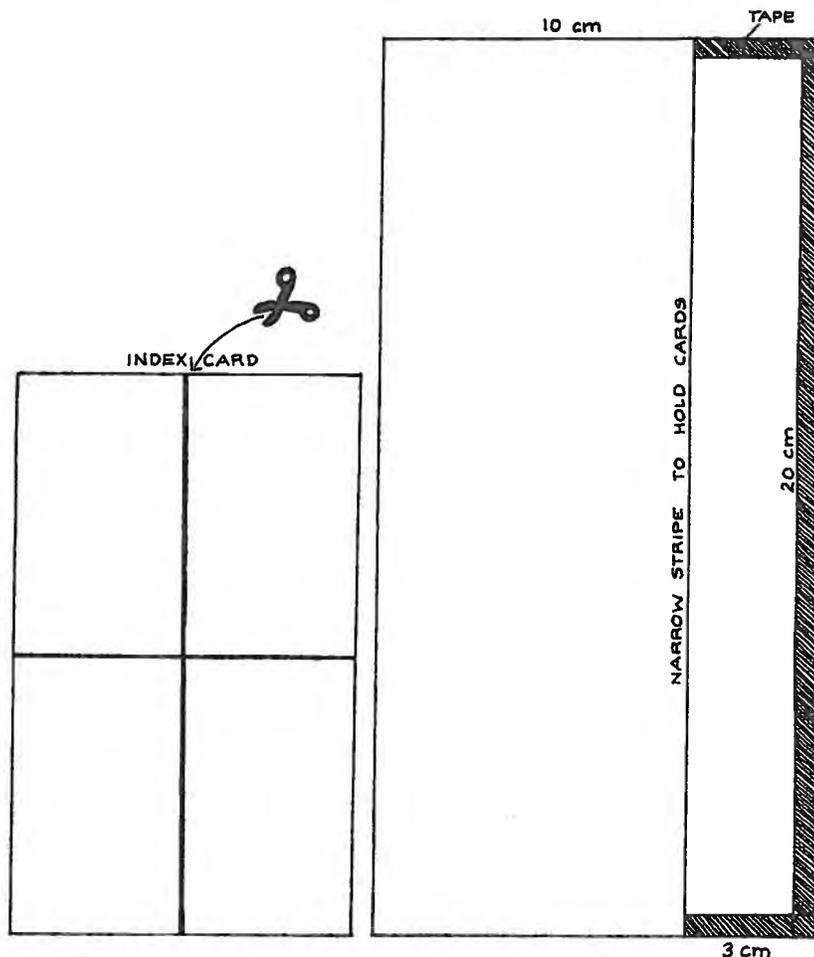
Goody Bag: Small calendar.

Lesson 38: Sounds into Words

Time: 1 1/2 hours

Materials: Large class calendar; markers; pattern blocks; materials for word charts as described below: tagboard, cards, markers, scissors, tape; for homework: lists of the ten words used for tomorrow's game, index cards; envelopes.

Preparation: Prepare word pocket-holders one for each student or for each pair of students as follows: (see attached diagrams.) Cut pieces of tagboard about 20 cm long by 10 cm wide. Cut matching pieces of tagboard 20 cm wide by only 3 cm wide. Place a skinny piece on a wider piece, aligning three sides and taping those edges. This should create a small pocket holder. Now prepare letter cards to fit in them. Cut an index card into quarters. Turn one of these quarters so that it is tall and write a letter on the top half of it. Then prepare many of these index quarters with different letters at the top to be mixed and matched to make simple words (e.g., p-a-n; b-e-d; h-o-g; s-i-t, etc.).





Meeting: Let's begin with a quiet clap-snap pattern again. (Try a couple of different patterns.) Did you try snap-clap patterns with your child? Would anyone like to share one they made up at home? Are there some others to share?

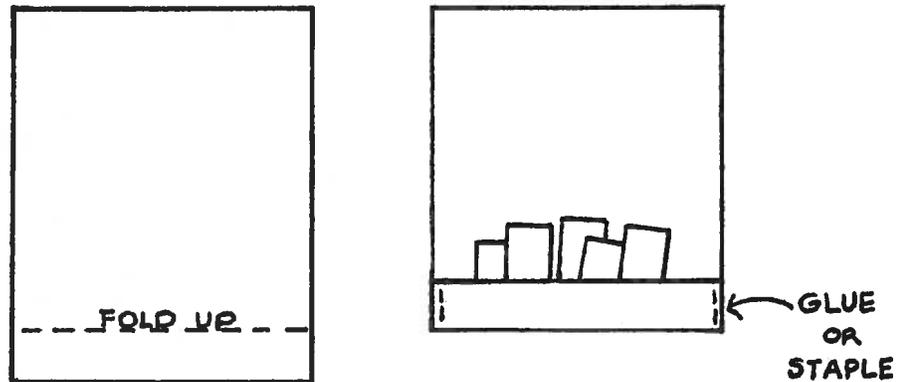
Now, let's see some of the patterns you found for homework. Choose one that you would like to hold up and show as we go around the circle. Maybe we can try to guess what it is! Let's begin with _____, and move to the next person until everyone has had a chance to show a pattern.

Moving around the circle, we will introduce ourselves in a new way. You will say your name along with a word that describes you. The word needs to begin with the same sound as your name. I will go first. Hello, my name is 'Serious Sara.' These added words are called "describing" words and they can make telling and writing stories more interesting. Now, we will each take a turn describing ourselves.

Game: Today we are going to play another game with pattern blocks. I will give you a set of directions. Take 2 yellow hexagons, 6 green triangles, 4 red trapezoids, and 5 orange squares. See if you can make a design using these particular blocks. All our designs may look different. Does mine look like yours? Does yours look like your neighbor's? How are they different? How are they the same? (Encourage students to verbalize in as much detail as possible the similarities and differences.) Now take turns with a partner to suggest which blocks to use and make patterns to compare. We will play about three rounds. (All play Pattern Design Game. Circulate while the students are playing and help them develop language about patterns. For example, use words such as "symmetry" and "repetition.")

Lesson: We have talked about the different sounds that letters make. Now we are going to try to put some of those sounds together to make words. You may either work in pairs or individually. (Pass out a word pocket-holder for each student or pair of students. Place a pile of letter cards within easy reach.) When I say a word, try to guess the beginning letter. PAT. With what letter does that word begin? Yes, "p". Place a "p" card in your pocket holder. What sound comes next? P-A-T. Yes, an "a" sound. Place an "a" next to the "p." Finally, what is the last sound in the word PAT? Yes, put a "t" at the end of the word. Now run your finger along the word you

have made in your word pocket-holder and say it with me. P-A-T. Great! Let's do another. Remove those letters. (Repeat with a different word. If this exercise is difficult for the students keep some of the letters in the subsequent words the same, such as "pan" or "sat." If this is easy, then use a completely different word, such as "bed." Continue in this manner playing with several more words.)



List: As we play, let's make a list of some these words. (Example: pan, pat, nap, tap, etc.)

Homework: Here is a list of the words needed for the next activity (see Lesson 39 for more details) and some index cards. Copy each word neatly onto a card. Then cut the word cards apart, separating the beginning sound from the ending sound. You will use these cards during the next class. (Have a few extra sets of these cards to show as examples and to have on hand for later activities. Provide each student with an envelope.)

Choose an easy reading book to take home, read, and return.

Goody Bag: A set of cards to keep.

Lesson 39: Words in a Bag

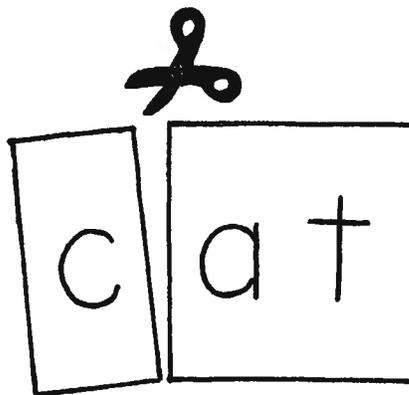
Time: 1 1/2 hours

Materials: Tagboard cards; markers; scissors; small cloth or ziplock-type bags for word bags (see "Homework"); *From Head to Toe*.

Preparation: Write the Daily News, weaving together some of the "body" words used in the book, *From Head to Toe*—or some of the words from Lesson 30. It could also include some simple words used in the lesson on sounds.

Students will have brought in the cut-up cards from their homework assignment.

Prepare word bags as follows. One set for each student. The sets can all be the same or half of them can be different. On cards, neatly print ten simple words (e.g., bed, hop, cup, pat, sit). Then cut them apart, isolating the beginning sound from the rest of the word (e.g., b/ ed, n/ od, c/ up, p/ at, s/ it). Put the pieces with beginning sounds in one bag, and put the rest in another bag (the bags can be different colors or can be labeled). The sounds need to be interchangeable. For example, the beginning sound b should be able to go with other endings to make new words, such as with the at or the it to make bat and bit. See description of game below before making word cards.



Meeting: (Begin with a quick clap-snap pattern.) My name is _____. (Clap once for each syllable in name as you say it. For example, Sara would clap twice: Sa-ra.) Can you clap out your name? (Go around circle and see if students can clap once for each syllable in their names.)

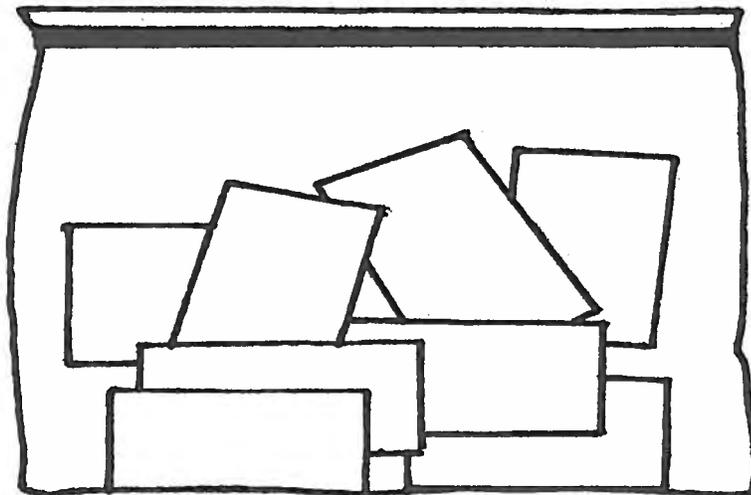
Daily News: Here is the Daily News. Let's read it. (Read the Daily News together, pointing to the words as you go.) Would anyone like to come up and frame the word "head?" How about "toes?" (Continue with other words you have included such as "can,"

“shoulders,” “neck.”)

Is anyone ready for a little stretch? I would like to begin one of today’s activities by reading you a story by Eric Carle. It is called *From Head to Toe*, and I think you should stand up! You might like to move along with me! (Read story and try actions.)

Now that we are warmed up, let’s try a little song you can play with your child that is lots of fun. It’s called “Head, Shoulders, Knees, and Toes.” (Teach and sing the song.)

Lesson: Last time we talked about how sounds go together to make words. Now let’s try to put sounds together to make words in a different way. Take out your cut-up pieces of cards that you brought in from home. (Pass out two bags for each student.) Place the beginning letters of your cut-up word cards into one bag and the ending letters in the other bag.



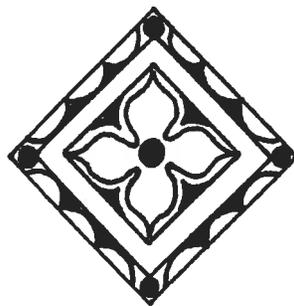
First we’ll practice our sounds. (Hold up a card from a beginning sound bag and have class try to identify the sound that the letter makes.) What sound does this letter make? (Repeat with all beginning sounds. Then go through the bag of endings. If class can generally identify these sounds, then they are ready to play the game.) Are you ready to play a game? We call this game Words in a Bag. I need two volunteers to help me begin the game. Who would like to go first? (Select two people, then proceed as follows.) One of you takes a beginning sound card. The other takes an ending sound card. Now let’s all see if we can put them together to make a word. For example, if the first sound is “b” and the ending

is“at,”what is the word? (Work with class to sound out the two parts phonetically to read b-a-t.) “B-a-t. Bat.”) Good! Does that make a real word? Yes! Put the word in front of you. Let’s try again. (Have another two volunteers repeat the activity. Read the word. Decide if the two cards make a real word.)

Now you are ready to play this as a game with a partner; try to find someone whose name has the same number of syllables as yours. First one partner draws a card from each bag and tries to read it. She places the cards in front of her and the other partner takes a turn. When both of you have finished drawing all the cards from the bags, then you can read all the words in front of you and decide which of you has more real words. Then you can replace all the cards in the appropriate bags and play again! Do you have any questions? (Students play game.)

Homework: Teach the song “Head, Shoulders, Knees, and Toes” to your children. Also, use your word bags to put together and read aloud different word combinations. Play Words in a Bag with your children. See how many different words you can make. Choose a reading book to take home, read, and return.

Goody Bag: Let students keep the word bags (and maybe extra bags).



Lesson 40: Blending Sounds



Time: 1 1/2 hours

Materials: Picture (as large as possible) of person wearing a variety of clothing items; small pieces of paper to use as labels; markers tape or paste; *When the Wind Blew*; large paper sheet for listing; copybooks; unifix cubes; small cards with numbers on them to use for the Unifix Cube Count game; small cards for making flash cards.

Preparation: For the Blend Board Game, you will need to prepare a game board for each student. If laminated, the boards can be used over and over again for a long time. Take a piece of tagboard (8" x 11") and divide it into 8 boxes. In each box write a common word ending, leaving enough room to hold an "initial blend" card. Then, make the "initial blend" cards sized to fit in the appropriate space on the box; you might want to make two of each card. In English, some endings might include: een, at, ip, ack, ake, op, un, en, ap, ike; some beginning blends would be: bl, br, cl, pr, sl, st, sp.

Meeting: Let's play "Head, Shoulders, Knees, and Toes" again! Did you try it with your children? Did you have fun? How about the Word-in-a-bag Game? How many words could you make? (Take a moment to discuss responses.) Were there difficulties? Successes?

Now let's look at this picture. (Display large picture of person wearing many items of clothing.) What clothes do you notice on this person? Let's label some. What do you see? (As students call out clothing words, write down each word on a small piece of paper and quickly tape or paste it to the picture. Continue until body is covered with labels.) Wow! Let's go over it. (Read the pasted-on labels.)

Here's a story about some troubles with clothing: *When the Wind Blew*. (Read story aloud and discuss briefly.)

List: Let's compile a list of clothing words. What are some of the words labeled on this picture or mentioned in the story? (Record clothing words onto large paper sheet.) Great! Can you think of any other types of clothing? (Record suggestions. Read over entire list when finished.) Use a page in your copybooks to make a list of types of clothing.

Game: Now let's practice counting with unifix cubes. (Provide piles of unifix cubes.) We can call this the Unifix Cube Counting Game. Work with your neighbor and start putting the cubes into trains of 10 each. (Do this until everyone has three or four trains.) Now who can show me 20 cubes? Just hold them right out in front of you. (Everyone—or each partnership—can hold out two trains of 10 each.) How do you know that this is 20? (Have one or two people explain.) Right, two trains each with 10 cubes make 20. Who can show me 40? (Allow time in case some need to assemble more trains.)

Now, let's try something a bit more challenging. Who can show me 25? (Teach the students to show the tens in trains and the ones in loose piles. Twenty-five would be shown as two trains of 10 and five ones cubes. Continue this activity, with the instructor asking for a number and students showing appropriate trains. Encourage them to describe the number they are showing, such as "I have four trains of 10 cubes each and three loose cubes" for the number 43. Other numbers to try: 21, 50, 3, 19, etc. If students need more practice with this concept, and if time allows, have them work in pairs taking turns with one student drawing a number card and her partner showing the number with cubes.)

Lesson: Sometimes two letters work together to make one sound. One example is the "sl" sound in the words "sleep." Another example is the "gr" sound in "grass." When you listen very carefully, you can hear both the "g" and the "r" sounds, but they work together to make only one sound, "gr," in a word. Can you think of any others? (Write these on the board.) Today we will play a game to practice these blend sounds. Each pair of students will have two game boards and a stack of cards. The first player turns over one card that shows an initial blend such as "gr" and places it in the first square on the board. Try to read it to see if it makes a word. (Demonstrate.) If it does, leave the blend card there. If it doesn't make a word, try the beginning blend on the next square.

s at	b ack
een	ake
ip	op
en	un

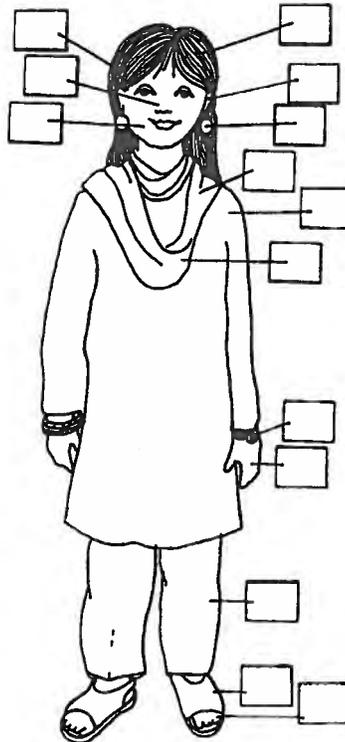
Continue trying until you make a word. Then the second player takes a turn drawing a beginning-blend card and trying to make a word on her board. (The students may need help determining real words. Some words may sound right, but are spelled differently.) You will continue until you have filled in your entire board with words. Read over all the words together on both boards, then swap boards with another group and play again.

Homework: Here is a list of twenty-five commonly used words. The list in English would include the words: the, go, can, to, from, will, they, I, you, he, she, it, etc. Make a set of flash cards to use in the next session. Show them to your children one at a time and see if they know these words.

Also, if you have time, play a different version of the Toss Game with your children using beans. Instead of writing letter sounds in the board sections, write in some of the simple words practiced today and in recent classes.

Choose a reading book to take home, read, and return.

Goody Bag: Blank flash cards.



Lesson 41: Writing a Sentence/Concentration

Time: 1 1/2 hours

Materials: Glue or paste; student-made flash cards from a previous lesson; special word rings; scissors; cards; paper strips; copybooks; pencils; erasers for goody bags.

Preparation: Write the Daily News and use some short simple sentences as well as some of the words used on the flash cards. You might also want to include some words that begin with blends. It would be a good idea to write the flash-card words in green and the blends in blue. Prepare an extra set or two of flash cards made by students in the previous lesson to have on hand in case any students forget theirs.

Meeting: How did you do making the flash cards? Did you have a chance to show them to your children? Did your children know any of the words? What did you learn? Let's take a moment to take down the photos of your presentations from the display on the wall. You can glue them into your copybooks.

Daily News: Here is today's Daily News. Read the Daily News aloud while the class follows along. Can anyone read one of the words in green? Do you recognize where these green words come from? (Identify them as the flash card words and have students read them all aloud.) Now, who can find a word that begins with a blend? (Point out that the initial blend is written in blue. Continue discussing the other words written in colors.)

Game: Now let's use the flash cards to play a game called Concentration; some people call it Memory. Work with a partner and choose ten cards from one of your flash card sets. Select matching cards from your partner's flash card set. As a team, then, you have twenty cards piled together and they contain two sets of ten cards. Now spread the cards out between you face down in neat rows. The first player turns over any two cards and reads the words aloud. If they happen to match, she picks them up and keeps them, and she takes another turn. If the cards don't match, she turns them face down in their original positions and her turn is over. Next, her partner has a turn and does the same thing, turning over two cards to see if they match. As you play, try to remember the location of the cards that are turned over to help you in making your choices. When all the cards have been picked up, see who wins by counting the pairs each has. The winner will have the most pairs. Mix the cards up, lay them back out, and continue playing this game; you can add more



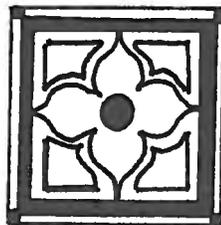
cards when you are ready for a challenge. Can anyone guess why it's called Concentration?

Lesson: For today's lesson, think of a special word. We will write that word down on a card for your special word ring. (Attach these new words.) We can play a little game with our word rings. Let's toss all the rings all into a pile in the middle of our circle. We will take turns selecting a ring, reading the words on it aloud, and then we will all try to guess whose word ring it is. (Play this game, making sure everyone's word ring is read.)

Now remember your special word of the day. See if you can think of a sentence using that word. You or I (or a friend) will write out the sentence on a strip of paper. Read your sentences to each other (in pairs or small groups). Next, you will use scissors to cut your sentence apart word by word. Mix up the words and put them back in order. Then you will copy your special sentence into your copy-book. (Have students work on this activity. Circulate and provide support and direction as needed.)

Homework: Take flash cards home and teach your children how to play Concentration. Choose a reading book to take home, read, and return.

Goody Bag: Erasers



Lesson 42: Writing a Story/Days of the Week/Cookie's Week

Time: 1 1/2 hours

Materials: *Cookie's Week*; unifix cubes; small number cards described below; student copybooks; pencils; markers or crayons; paper; large class calendar.

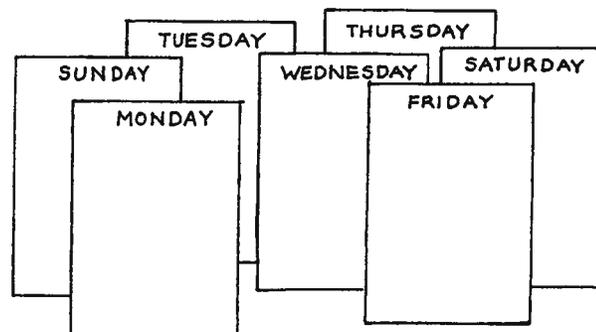
Preparation: Make small cards with numbers printed on them to use for the Unifix Count Game.

Meeting: Did you play the game Concentration with your child? Did you have fun? Who won?

Today we are going to discuss some patterns that we can see on a calendar. What are some of the patterns you notice? (Display the large class calendar and discuss patterns, such as repetition of days of the week, number patterns, etc.) Are there any special days this month that we can write on our calendar? Birthdays? Holidays? (Use colorful markers to write special days on calendar for the current month.)

List: Let's make a list of words that relate to the calendar. We will start with the name of this month, which is _____. (Record.) Let's name the days of the week. (Record them in order.) Are there any special holidays this month that we should list? (Record as appropriate.) Can you think of anything else to add to our list?

Lesson: Today we will concentrate on the days of the week. Let's name them in order. (All chant the days of the week.) Let's copy them into our copybooks; be sure to keep them in order. (Give students time to do so. They can refer to the list if necessary.) Now listen to this story as I read. (Read aloud the story *Cookie's Week*.) Do you have any pets or children like Cookie? What were some of the problems Cookie caused? What are some other types of situations Cookie could have gotten into?



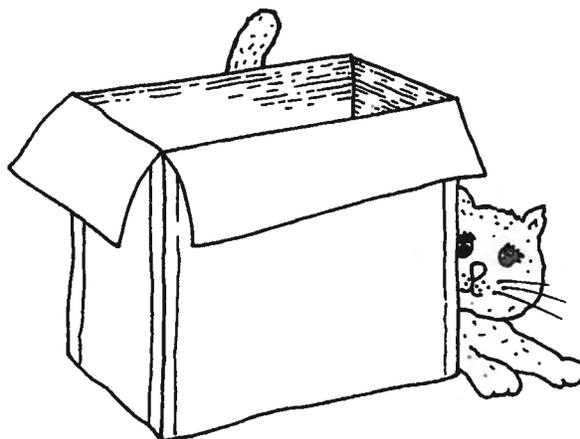
Let's write our own version of the story. First I will read it again. Feel free to join in if you can. (After reading the story and following its pattern, take suggestions from the class and record a new version, writing two sentences for each day. For example, "On Monday, Cookie jumped on the kitchen counter. Flour and sugar went everywhere!" Other ideas: "climbed in a paper bag and fruits and vegetables went everywhere," "fell in the toy box and blocks and balls went everywhere.") Now let's read our story out loud together. (Point as you go along and encourage class to join in.)

I want you to choose one of the days in our class story about Cookie that you like best and record those two sentences on the next page in your copybook. Or, if you like, you may create your own new adventure for Cookie, following the same pattern. (While students write, circulate and help as needed. Students may illustrate stories if there is time.)

Game: Do you remember the Unifix Cube Game that we played in an earlier session? Let's play again. (Repeat game as in Lesson 40. Let students play in pairs; they draw number cards and show that number of cubes. When finished, spend some time discussing how the game went.) Do you have any questions? Did you notice anything different? Did you learn anything? Is it hard or easy for you?

Homework: Tell your children the story about Cookie. Follow the directions on the take-home sheet and draw a picture of a cat. Choose a reading book to take home, read, and return.

Goody Bag: Paper for drawing Cookie.



Lesson 43: Story Writing



Time: 1 1/2 hours

Materials: Student copybooks; pencils; paper for goody bags.

Preparation: Write the Daily News as a silly story described in more detail in the lesson below. Highlight the three “interesting” words in different colors. Write the days of the week on separate sheets of paper.

Meeting: (Begin with a snap-clap pattern.) What happened when you told the story of *Cookie’s Week* to your children? What were their reactions? Did they think it was funny?

Let’s review the days of the week. Which day comes first, next, etc.?

Game: How good are you at passing along messages? Let’s see how carefully you can listen while we play the “Telephone” game again. Do you remember how to play? (Refer to Lesson 23, if necessary.) Let’s get started. I’ll go first. (Play the game. Be ready with extra messages in case the students don’t have ideas.)

Daily News: Let’s read the Daily News. (Read it aloud.) What do you think about these three words written in different colors? Do you notice how they are not really related, but they can be connected to make a silly story?

Lesson: Here are three more words. (Write three words on the board. Here are some examples: monkey, tangerine, jumping, song, pencil, extraordinary; beautiful, twirling, cave, chair, teacher, stream.) These words are not really related, but they could be connected if we use our imaginations a little bit, just like in the Daily News. Can anyone tell a silly story using these three words? (Example for the first group of words: A hungry **monkey** was swinging through the trees. He came upon a **tangerine** tree and began eating the juicy fruit. He was so delighted he began **jumping** up and down.) Let’s do another. Here are some more words. (Write three more words on the board.) Can anyone think of a story to connect these words? Does anyone else have a different story? (Listen to as many stories as students suggest. Repeat activity one more time.)

Now let’s write lots of interesting words like these on the board. Then you will choose three that you like and compose a little story to write in your copybook. We can help each other spell the words you need. What are some more words to add to our list up here?

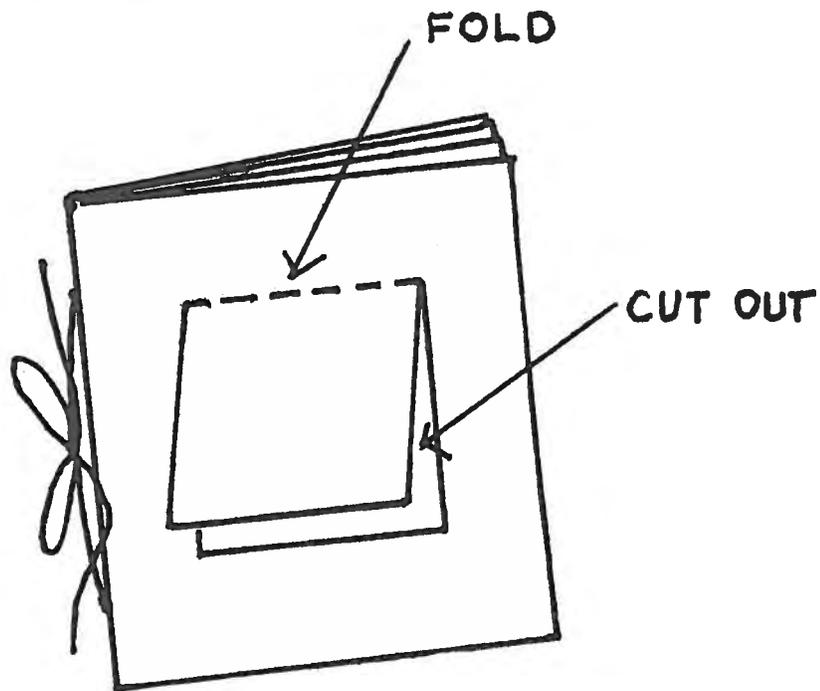
(Record suggestions. Try to have many words, at least one or two from each student, so there can be a variety of story ideas.) Let's get started. Choose three words you like and, first, think of how they could go together to make a silly story. Then you can begin to write the story down in your copybook. Ask a neighbor or let me know if you need help with spelling other words. (Circulate and help, and/or write commonly-requested words—such as once, there, going, etc.—up on the board.)

Let's take time to add your words to your word rings.

Homework: You can play the Silly Story Game with your children at home. Have them take turns suggesting three words and telling a story. Also, collect some small items to use for a pretend store and bring them to the next session. Choose a reading book to take home, read, and return.

Goody Bag: Paper for silly story cover.

FLIP BOOK



Lesson 44: Shopping/*If You Give A Moose A Muffin*

Time: 1 1/2 hours

Materials: Store items and empty boxes (some brought in by students); paper; pencils; counters (optional); chart; supplies for making homework spinners (10 cm x 10 cm tagboards, paper clips, metal brads); *If You Give A Moose A Muffin*.

Preparation: Prepare for setting up the store as in Lesson 10; make sample spinners as described in the homework section below.

Meeting: Tell us about some of the silly stories that you shared with your children? Is that something you will continue to do? Let's try a different sort of story-telling game. I will start a sentence and one of you will finish it. So, here we go. "The elephant carried..." who wants to finish it? (Call on someone to complete the sentence.) Here is another. "I love the lake because..." (Have someone finish it. Continue with these short stories. Here are some more examples: "The mouse squeaked and...;" "I wish I could...;" "I like the park because...;" "The lion was hungry so...") Now let's make this a circle game. I will start a sentence and my neighbor will finish it. Then she will start a sentence for her neighbor on the other side to finish, and we will go around the circle in that way. Let's begin. (Continue around the circle. Be prepared to help someone start a story.

Now I will read you a silly story, *If You Give a Moose a Muffin*. Listen carefully.

List: Can you remember the sequence of events in this story? Let's write them as a list. (As students recall events, write key words in one column on left side of chart paper—moose, muffin, jam, napkin, etc.—in the order they appear in the story. Then across from those words make a second column by writing a word that corresponds to the local culture (instead of moose, write a different animal; instead of muffin, write a different baked bread; instead of jam, write a local condiment, etc.)

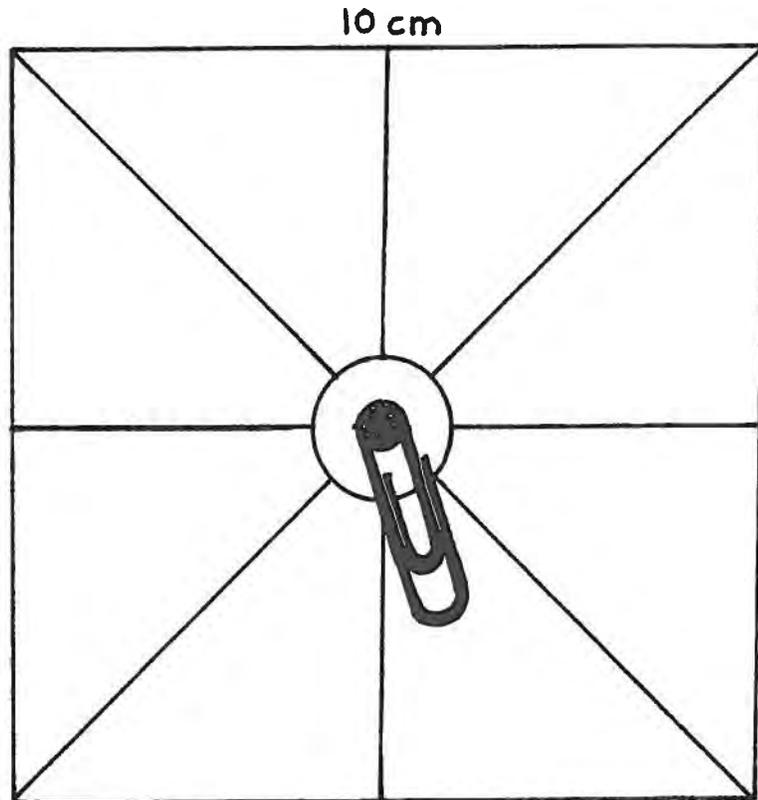
Lesson: I see many of you brought items for our store. Let's set up a store like the one we made before. (Arrange the items "for sale" and decide on their prices. Someone might want to make a price chart or labels to put by the items. Depending on the skill level of the class, the instructor might want to choose prices carefully so that they can be multiplied easily.) Today we will practice figuring out



the cost when we buy more than one of an item. For example, if one mango costs 10 cents, then how much will two mangoes cost? Three mangoes? Four mangoes? (If this task is tricky for some students, the instructor could make counters available.) If one squash costs 5 cents, then how much will two squashes cost? How about three squashes? (If students are fairly comfortable with this activity, play "Store" in small groups or pairs.) Now work together to "go shopping." One of you in your group will be the shopkeeper and the others will be the shoppers. Pretend the shopper wants to buy more than one of an item. Help each other calculate the total cost.

Homework: Make 2 spinners out of squares of tagboard attaching a partially-opened paper clip as a pointer and a brad in the center to secure the clip. Bring both to the next session. Choose a reading book to take home, read, and return.

Goody Bag: Materials for 2 spinners.



Lesson 45: More Store

- Time:** 1 1/2 hours
- Materials:** Student copybooks; pencils; store items; counters; markers; spinners; bowls of play money; class-size hundreds chart; post-its or small pieces of paper and tape (see preparation below); copies of the hundreds chart sheet for goody bags.
- Preparation:** Set up the "Store" again. Cover some of the numbers on the hundreds chart, using post-its or tape and small pieces of paper. Cover about ten to fifteen numbers—enough so each student can have a turn at guessing. For homework: take a hundreds chart on regular-sized paper and white-out or cover some of the numbers (12 or so). Then, make enough copies of this chart to give one to each student.
- Meeting:** By way of review, let's look at this hundreds chart. It has numbers beginning at one (or zero on some) and goes up to...? (Everyone answers 100 or 110, depending on the chart.) Some of these numbers are covered up. Let's see if you know what they are. (For example, if the first covered number is 7, then count with the class beginning at 1 until you reach 6, and then ask a volunteer to supply the hidden number. Remove the paper to reveal the number underneath. Depending on the students' skill level, the instructor can proceed in this way, by counting together to each covered number, or the instructor can jump around the board, asking about different covered numbers out of order. Continue until all hidden numbers have been uncovered.)
- Daily News:** Does anyone have news they would like to see in today's Daily News? (If not, write about the store activity. Use words such as "buy," "sell," "market," "shopping," and the names of the store items used. Write these words in a different color. Demonstrate writing the letters and words in front of the students, emphasizing proper sentence techniques.) Let's read it one more time. You can join in on the words you know.
- In your copybook, write some of these words that relate to shopping. They are good words to know. Write "Shopping Words" at the top of a blank page and list the words underneath.
- Lesson:** Now we will have a pretend store again. (Set up store, change prices, if desired. Have students work in different groups this time.) Remember to pretend to buy more than one of an item and to calculate the total cost. You may use counters to help you with the





numbers, if necessary. Take turns being the shopper and the shopkeeper and go shopping!

Game: Today let's play the Exchange Game again. (Refer to Lesson 11, if necessary.) Take out the spinners that you made for homework. One spinner can be kept at home and the other spinner will be used here in class. Let's draw lines on the circle to make six sections and write in each section amounts of small paper currency. I'll put the amounts up on the board for you to copy. (For example, students can divide the tagboard spinner into six spaces. Spaces could be labeled 1, 5, 10, 50, etc.—using a mixture of symbols and words, if appropriate.) Remember that we will have a bowl of play paper money for each group to use. One person spins and takes the amount of money shown on the spinner. When you have enough money to trade in for a bill of greater value, do so. (Have students play game. Circulate, help, encourage.) How is it going? What is different about playing this time?

Homework: Take a copy of the hundreds chart with some missing numbers and see if you can fill in the blanks. When it is completed, play the Hidden Number Game with your children. Choose a reading book to take home, read, and return.

Goody Bag: Small hundreds chart to keep.

Lesson 46: Photography

Time: 1 1/2 hours

Materials: A disposable camera for each student.

Preparation: Familiarize yourself with the camera and the step-by-step instructions. Take cameras out of boxes and foil wrappers and have them ready to distribute for lesson. Familiarize yourself with "The Basics of Photography" that are listed below.

Meeting: (Begin with a snap-clap pattern.) How did you do filling in the blank hundreds chart? Was it hard? Was it easy? What happened when you played the hidden numbers game with your child? How did that go?

Game: We are going to exercise our memories again today by playing a game that we have played before. I will start by saying, "I am going on a trip and I will take one red _____." The next person repeats my saying and adds another, "I am going on a trip and I will take two [another color] _____." This is a great game to play with your children while you are traveling.

Lesson: Today we are going to start our large "end of the course" project. We will be creating a photography exhibit and book for each of you. We have a disposable camera for each of you and your assignment is to take a roll of film on a certain topic. We will have the photos developed so that you can create a poster and a book of your pictures. Let's first list some of the topics for you to choose from. (Suggest "my favorite things," "doors," "funny things," "a day in my life," "a day in my child's life," "our family," "my town," etc.) Can you think of other topics for your photography project? Take some time to choose what your topic will be. I will list them all.

Now, let's distribute the cameras. We will familiarize ourselves with them and practice taking three or four photos here in class.

Does everyone have a camera? Take some time to look it over, examine it, and look through the viewfinder. (Give students a minute or two to handle cameras and look through viewfinders.) Do you see the little window with the number on it? That window tells you how many photos remain to be taken. Right now, the number should be between 24 and 37, depending on the camera. Let's go through the instructions step by step.





First, let's find the "picture winder" button. There it is, at the upper right-hand corner on the back of the camera. The arrow tells us to wind the winder toward the right. Let's all do that now: use your thumb to turn it to the right until it stops.

Next, let's find the **Flash** button. There it is, on the front of the camera. It's a small push button that charges the flash. Face the camera away from you, as if you were taking a photo, and hold that button down. Watch for the "flash ready" indicator light to the left of the viewfinder. It takes a minute, but the red light will glow when the flash is charged. Do you see it?

Now, this raises a question: when do we use the flash? Again, look at the instructions on the back of the camera. Do you see the little pictures on the left-hand side? They tell you when to use the flash: indoors and outdoors on a cloudy day. You do not need to use the flash outside if the sun is shining.

Remember that you must recharge the flash, using the **Flash** button on the front of the camera, every time you want to use the flash. It is not automatic.

Next, let's get ready to take our first photo. Look through the viewfinder and when you are ready, push down on the button on the top right of the camera. Push steadily and slowly. Did you do it? Now, turn the winder to the right as far as it will go. When you have done that, look at the window that tells you how many photos are left.

Take a few minutes to walk around and take two or three more practice photos. If you have any questions, ask me. (Allow five minutes or so.) Now, before you go home and start to work on your project, there are a few more things we need to know about taking photos with these cameras.



The Basics of Photography

Here are some top techniques that the camera manufacturer recommends:

1. Keep your camera ready.
2. When using the flash it is important to get close to your subject, usually no more than three or four arm-lengths away. This camera has a very small battery and the flash does not light much farther than that. It does take good distance photos without the flash.
3. Keep people busy. If you photograph people, take pictures of them doing something, not just looking at the camera.
4. Use a simple background. A simple background focuses attention on your subject and makes clear, strong pictures.
5. Place the subject off-center. However, there is nothing wrong with having your subject in the center of the photo.
6. Look for good lighting. An overcast day is better for photographing people because they do not squint in the sun. Remember to reset the flash by pressing the flash button when indoors or when outdoors on a cloudy or dark day.
7. Hold your camera steady. Sometimes good pictures are missed because the basics are overlooked. Holding the camera steady is necessary for sharp, clear photos. When you push the shutter button, press it gently rather than jabbing it. If necessary, brace your arms against your body (elbows against ribs) to steady the camera.

Homework: Take an entire roll of photos with your camera. Be ready to hand in your camera at the beginning of next class.

Goody Bag: Disposable camera

Lesson 47: Photography/Bookmaking



Time: 1 1/2 hours

Materials: Large sheets of plain paper for making the folding books.

Preparation: Write the Daily News and highlight certain types of words as a review, based on the needs of the students. Prepare a couple of books as described below to show as samples to the class.

Meeting: We will collect all of the finished cameras. Please write your name on your camera; that will help us keep the photos separated. We intend to have your photos for our next class so that you can begin to create a photo museum with a poster of your photographs. (See to it that double prints are made.)

Tell us about the experiences you had while taking your photographs. (Take time for each person to share her experiences.)
What did you learn from the experience of using a camera?

Daily News: Let's read today's Daily News. Can you join in with me? (Discuss highlighted words.)

Lesson: For today's activity we are going to fold a piece of paper to make a book. This project is fun and challenging. We are going to cut the paper in only one place and then fold it to turn it into a booklet. Listen to the directions and watch carefully. (*See illustration in appendix*)

- Take your paper and fold it in half the long way, matching the edges carefully.
- Fold your paper in half the short way. Fold it again the short way and open it back up.
- Fold in half the short way and cut half of the center crease.
- Open it up.
- Place your paper on the table, positioned like a mountain. Now pick it up, using both hands to pinch on either side of the slit. Then turn your hands to fold the paper to make a booklet. Crease the book's edges.



Now you have a blank book. Let's do it again with a second piece of paper.

Take one of these books home and use it for your homework assignment. We will use the other one to make a story about our photography experience.

Use the front page for the name of your book. What will you call your book? The second page is your title page. You can repeat the title of your book and put the author's name (your name) under the title. Opposite the title page, put the location of the making of this book. For example, you might say "Written in _____ (location) on ___ (date). Look at some of the books we have read as examples. See the title page and the page that tells about the publishing date.

The next page will be your first story page. If you are comfortable writing, go ahead and write the first part of your story on the first page. If the story is coming easily, put words on the rest of the pages. If your story is long, you might want to make another folded book to attach to your first one. Or you can use the one intended for home so that you will be able to write your entire story while it is fresh in your mind

If you are not yet comfortable writing your story, draw your ideas with pictures and then I will help you with the words for your story.

Any students who finish writing their books can make an extra folded book. (Make sure each student has a book to take home for the homework assignment.)

Homework: Using the extra folded book, write down a story about your family. Remember to make a title page and a cover page. You may illustrate your book or decorate around the edges of the pages.

Goody Bag: Extra folded book and a few sheets of paper to make other books at home.

Lesson 48: Photography Posters



Time: 1 1/2 hours

Materials: A large poster board for each student; markers; glue or tape for mounting photos; scrap paper for writing captions.

Preparation: Make sure the photographs for each student are ready for the project work. See to it that there are double prints of each photo.

Meeting: For the next two sessions we will be working on our photography project. We are creating a photo museum featuring your photos. Before we start, I would like you to share the folded-book story you wrote last time. If you need more help on your book, I will try to help you during class time. (Take time for each person to share her book; if some of the books are unfinished, let students tell the sequence of events that they intend to write or illustrate. Give a lot of praise for the work.)

Lesson: Return the photos to each student. Allow time for them to look over and share their photos with each other. Suggest that each student choose 10-12 favorite photos for the poster.

Give each student a poster board for a photo display. Remind students to write their topics across the top of the poster. Give them enough time to write the title, arrange and mount the photos. Help any who may have difficulty with spelling.

Encourage the students who are comfortable writing to add captions to their photos. Suggest that they write the captions on paper before they write with markers on the poster boards. Help with spelling and writing, when appropriate. Check the draft captions written on paper and, once they are corrected, have students use markers to write captions on the posters. Encourage them to use their best writing.

If you are not finished mounting your photos on the poster board, we will finish up next time. For your next session, when you have finished your poster board, you may make a book of your photos to keep as a remembrance of the good work you did in your class.

Homework: Take home your extra photos, the ones you chose not to use on your poster or in your book, for sharing with your family. You may mount the extra photos and write captions by them if you like.

Goody Bag: Some extra paper for mounting the leftover photos.

Lesson 49: Photography Museum

Time: 1 1/2 hours

Materials: Any supplies needed for the students' photography project; a small photograph album for each student or heavy paper to make a book for the photos, using paste or glue sticks or tape, markers and crayons.

Preparation: Check the progress of each student on the photography project. Prepare for the last class celebration. Display the list of games played in all of the sessions.

Meeting: Today we are going to finish our photography museum using your posters for display. Tell me what you need to work on today. In other words, where are you on the project?

Since we have two sets of photos, you may make a book with the second set, when you finish your poster. We would like to keep the posters in the Center to inspire other classes of students and to show visiting "dignitaries" what wonderful work you have done in these learning sessions. The books are yours to keep. You may write the same captions in your book as you have written on your poster, or you may write other words under the pictures. What you write is yours to decide.

Let's go to work finishing the project. If you need help writing your photo captions, please let me know.

Use the remainder of the class to work on the posters and the books. Anyone who is finished with both tasks can help others or can write in her copybook or can copy the lists of games used in the course.

Homework: Take home your book of photographs for sharing with your family. Prepare to have a fine celebration on the last class session.

Goody Bag: Photograph album.



Lesson 50: Last Class



Time: 1 1/2 hours

Materials: All materials used throughout the program: pattern blocks; unifix cubes; number charts, etc.; books read aloud; gift books and certificates for goody bags.

Preparation: Have a final gift book available for each student; prepare for the celebration, as appropriate. Perhaps prepare some special food or ask students to bring in dishes for a potluck feast. Plan a closing activity: consider having a "graduation" ceremony in which participants receive certificates or other evidence of completion. Write out a certificate for each student. You may want to frame them as a parting gift.

Meeting: (Begin with a snap-clap pattern.) Would anyone like to start the next snap-clap pattern? (Take turns beginning patterns. Stress that these patterns can be used with children to improve their listening/attending skills.)

We are now going to go to the "Photography Museum" that you have created from your photographs. We will "visit" each poster and ask the creator to talk to us about the poster and the experience of taking the photographs. Practice making positive responses to each of the posters. Note the things you like about each.

After we have spent time with each of the posters in the Museum, we are going to take a few moments to gather in our meeting circle to reflect on what we have learned about each other. We will go around the circle and each of us will say something positive about each person. This can be called a "strength circle." Let's start with _____. (Name the person sitting on your left. Begin with a thoughtful comment about that person and then go around the circle giving everyone a chance to offer a positive comment about that first person. Proceed around the circle in this way. Some sample comments might include: "Sara is a hard worker;" "I think Sara must be a loving mother.")

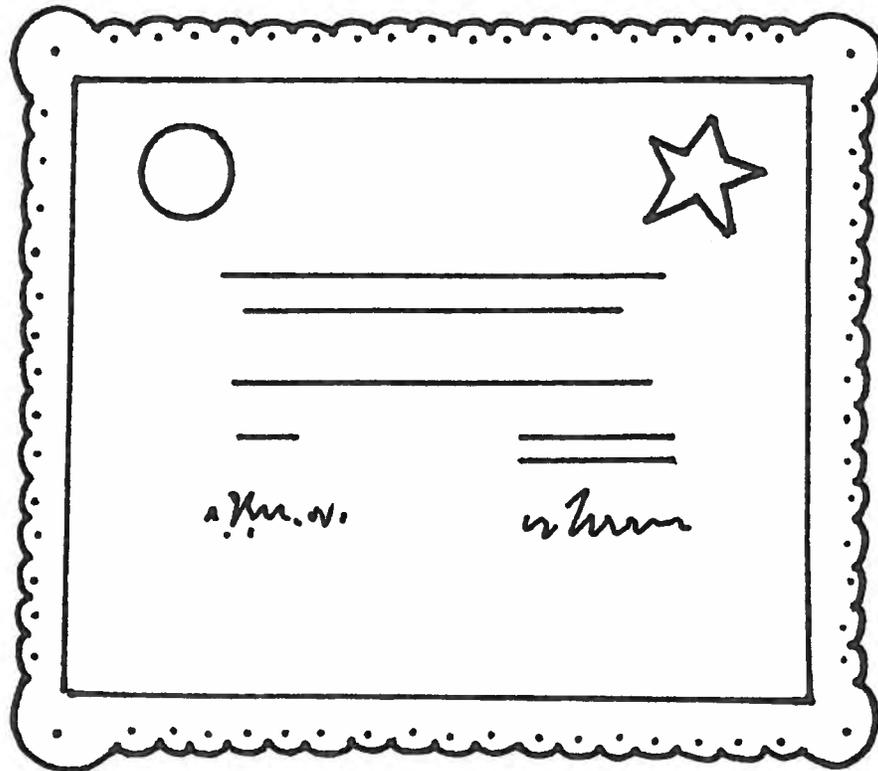
Lesson: Here are your copybooks. Let's look back through them. Does anyone see or remember anything she wants to comment on? (Take time to look through the copybooks and reminisce.) Here are your special word rings. You can take both of these home to keep.

Last List: We can begin our last list by thinking about our time together. Let's spend a little time discussing our program. What did you think worked well? Are there other things you want to learn? Is there anything you would change? Were there any surprises? Would you want to do a program like this again? Would you recommend it to others? (Allow ample time for thoughtful discussion. Include other reminiscences and reflections as appropriate.) Now we can make our last list. (Make either a list of positive comments or a chart of positive remarks.)

Celebration: (Enjoy a feast and a closing activity recognizing each student with a certificate.)

Homework: Take home your copybooks and special word rings. There is no assignment.

Goody Bag: Book and framed certificate.



Lesson 51: Starting a New Class



Materials: A copy of Poem # 1; an attendance chart; a jar containing small items (beans, stones, buttons, coins, etc.) for estimating. (The items should be small and uniform in size. Put in 25-50 items and increase the number as the class progresses.) Also provide a journal; pocket folder; book for each student to record poems; writing materials; and chart paper for the Daily News.



Preparation: Arrange for all of the above materials to be in place for the class. Make an attendance chart, fill a jar with items for estimating, and review students' names. Write out the Daily News with the date, weather, and a sentence or two about the beginning of the new class. The poem should be short, about four lines long, and one that children will enjoy learning along with their parents.

Meeting: Welcome all of the students and give out the supplies, journals, pocket folders, and copy books, which the students will use in the second class. Ask them to write their names on the books and folder. They may keep their copy books and their journal in the pocket folder.

Take some time for them to get to re-acquainted. Introduce the attendance chart and emphasize the importance of constant attendance. Remind students that perfect or near-perfect attendance will be rewarded at the end of the class sessions. Each lesson is related to the previous lesson, and it is important that they are present for all of the sessions.

NAME	M	T	W	T	F

Ask parents to share how their coming to class has helped their children, as well as themselves.

Estimation Jar: Estimation is an important activity for engaging the mind in mathematical thinking. Being able to make educated guesses about quantity and measure is a powerful tool in mathematics. The more opportunities the students have to estimate, the more accurate they become. In real life, it is often useful and important to be able to look at a problem and reach an approximate answer before trying to figure out an exact answer.



The students will have a chance to estimate the number of items in the jar every other week. They should make an estimation of the items in the jar and write down their numbers on small sheets of paper with their names. After four class sessions, the class will count the items and see who has come the closest in estimating the number of items. There will be a prize for the person whose comes the closest.

Poem # 1: Introduce the new poem. The students will be learning six new poems during these class sessions. They will have time to practice the poem and share it with their children as well as writing it in their copy books. Read the poem to the students a few times.

Daily News: Read the Daily News together, pointing out some familiar words.

DAILY NEWS	
DATE: _____	WEATHER: 



Ask the students to read individual sentences or some of the known words. Emphasize that trying any part of the reading helps improve their reading skill.

Lesson: Ask the students to write in their new journals the answer to this question: “What do I want to learn in this new class?” If there are students who are not comfortable writing on their own, have them say their sentences aloud, and the teacher will write them for them.

Story: This is time for the teacher to start reading a chapter book to the students. Just as children benefit from hearing stories read to them, they also will benefit in their listening, reading, and thinking skills. All those things and enjoyment, too! The books selected should be exciting, relevant, or funny, having broad appeal to adult audiences; they can be classics or bestsellers.

Homework: Bring in some item from their childhood to show and talk about.

Goody Bag: Provide students with small sketchbooks for their own use.

Lesson 52: Patterns and Flash Cards

Materials: Attendance chart; special words rings; cards for special words; copy of poem; a small box for keeping estimation responses; hole puncher.



Preparation: Make sure that the poem chart is available; write out the Daily News with weather, date, and plans for the day; write out a list of basic adding facts for the students to copy on their flash cards.



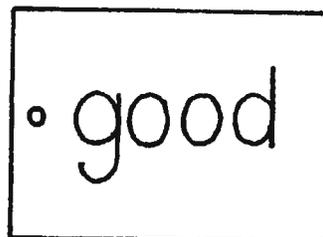
0+0	1+0	2+0	3+0	4+0	5+0	6+0	7+0	8+0	9+0
0+1	1+1	2+1	3+1	4+1	5+1	6+1	7+1	8+1	9+1
0+2	1+2	2+2	3+2	4+2	5+2	6+2	7+2	8+2	9+2
0+3	1+3	2+3	3+3	4+3	5+3	6+3	7+3	8+3	9+3
0+4	1+4	2+4	3+4	4+4	5+4	6+4	7+4	8+4	9+4
0+5	1+5	2+5	3+5	4+5	5+5	6+5	7+5	8+5	9+5
0+6	1+6	2+6	3+6	4+6	5+6	6+6	7+6	8+6	9+6
0+7	1+7	2+7	3+7	4+7	5+7	6+7	7+7	8+7	9+7
0+8	1+8	2+8	3+8	4+8	5+8	6+8	7+8	8+8	9+8
0+9	1+9	2+9	3+9	4+9	5+9	6+9	7+9	8+9	9+9

Meeting: Give the students time to make their estimates of the contents in the jar and write their numbers on a paper with their names on it. Have a little box for the responses. Ask the students to show items from their childhood. Encourage them to speak in detail about their items. They might want to use this structure for their sharing: I have brought _____. It is important to me because _____. I received it when _____. The teacher can write out a sentence for each person who shares. For example, "_____ brought a small locket to show."

Game: This game is called "What's Next?" It is a listening game with patterns. First you create a pattern by clapping your hands and slapping your knees. For example, two claps, three slaps, two claps, three slaps. Then you say that you will repeat the pattern, but not the whole pattern. Stop and ask, "What comes next?" The students should be able to name what comes next. If they do not respond accurately, make the pattern simpler. For example, one clap, two slaps, one clap. Once the students catch on to the game, they can make up patterns for the group to follow. Tell them that when anyone has to listen carefully, he or she is improving that important skill of attending to details. Children need practice in listening, too.

Encourage the parents to make up listening patterns with their children. The pattern game can become more complicated, by adding stamping of feet, shaking the head, or blinking the eyes.

Special words: Give students their new special words rings. Remind them that writing a new word and learning it is a good way to build up reading vocabulary. Words that are personally meaningful are easier to learn. Give each student a card and ask him or her to write out the special words. They can punch a hole in the corner of the card and put it on their rings. If some students are not yet comfortable with writing, write it for them. Collect the rings and store them for the next time.



Poem # 1: Say the poem again with the students. Have the students mark a section in their copybook called "Poetry." They may use post-its or tabs. Allow them time to copy the poem in their copy books. Encourage them to start learning the poem.

Daily News: Read the Daily News together. Ask them to find certain words. If there is time, let the students copy the Daily News in their copy books in a section tabbed "Daily News."

Lesson: Math: Using the blank flashcards, have each student make a new set of flashcards with the basic adding facts. Use the facts from $0+1$ up to $9+9$, with the answers on the reverse side. Suggest ways of helping the children learn these basic facts. Practice the ways suggested.

$$\begin{array}{r} 0 \\ +1 \\ \hline \end{array}$$

$$1$$

$$\begin{array}{r} 2 \\ +2 \\ \hline \end{array}$$

$$4$$

Story: Teacher reads from a chapter book.

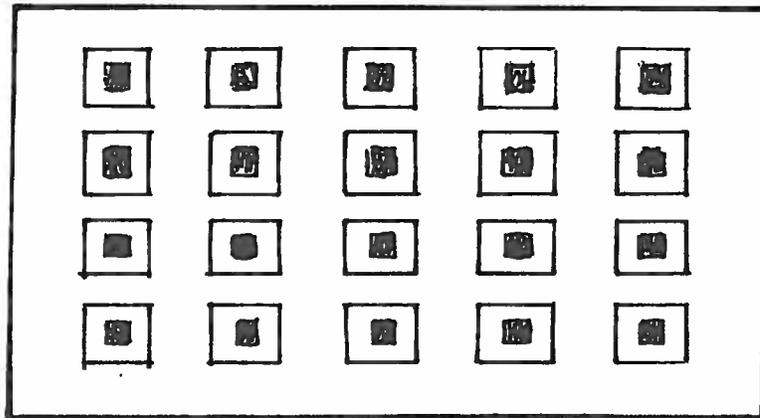
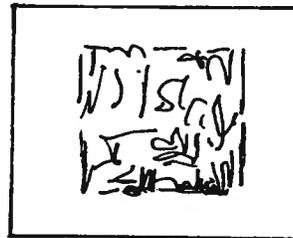
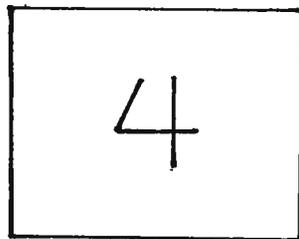
Homework: Practice making slap-clap patterns with your children, encouraging them to listen to what comes next. You may practice using the flashcards with your child. The parent can be the teacher for a few times, and then the child can be the teacher while the parent answers.

Goody Bag: Flash cards made in class and some blank cards for writing other math facts.

Lesson 53: Memory Game, Reading

Materials: Cards for Memory Game (20 for each student); a collection of reading books that the children are using; and sentence strips for writing the poem.

Preparation: Prepare one set of the Memory Game using 20 blank cards. On each of ten cards, write one number word (one-ten) and on each of the other cards write one number (1-10). Now you have a matching set of number words and numbers, 20 cards in all. Write out the Daily News sheet with date, weather, and some sentences about the class for the day. Copy poem #1 on sentence strips, one line to a strip.



Meeting: Ask students how the work with the basic facts flashcards went with their children. If they didn't get to practice this time, encourage them to continue practicing the basic adding facts with the children so that they learn them.

Game: The game we are going to play today is called "Memory." We have played it before with matching words. Today we are going to make set of Memory cards so that we can play the game at home. Give each student 20 cards. Show them your deck of Memory cards and let them create their own deck, using ten numbers and ten number words. After they have made their own sets, let them work in



groups of two or three to play the game. Remind them to mix up the cards and put them out in rows face down. Review the process that they take turns, they watch each other's turns, and, when they have located a match, they pick that up and take another turn. If they do not turn up a match, they replace the cards in the original place and another person goes. The person with the most pairs at the end of the game is the winner.

Play the Memory Game a few times until there are several winners. This game is also called Concentration. Remind the students of the skills they are using when they play the game: attention, memory, spatial awareness, friendly competition, and matching.

Daily News: Read the Daily News together. Select individual words for the students to find. Ask them to copy the Daily News in their copy books.

Lesson: Set out the sentence strips with poem #1 written on them. Mix up the sentences, and challenge the students to put the poem in correct order. Do this activity until all of the students have an opportunity to put the poem in correct order. Read poem #1 together.

Show the students copies of the reading books that are available to their children in school. Let them look through them and share them with one another. Encourage each of the students to find a story or part of a story to read. If they are comfortable, they can read to each other. If someone wants to describe pictures of a story, encourage them to do that also.

Story: The teacher reads a chapter in the chapter book to the students. Before reading, ask them to remember what happened in the previous chapter.

Homework: Play Memory with your child. Make a new set with 10 cards to bring back for the next class.

Goody Bag: Give each student a set of 10 cards for a new Memory game.

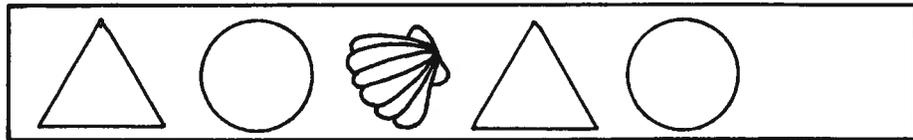
Lesson 54: Making Patterns Strips



- Materials:** Tag board cut in strips (3 cm. x 30 cm. or 1 in. x 12 in.) about five strips per student; a collection of stones, shells, coins, pattern blocks for making patterns; a supply of stickers for creating patterns; special words rings; cards for special words; a prize for the winner of the estimation jar.
- Preparation:** Cut the tag board in strips so that each person can have about five; cut some extra for mistakes or demonstration; collect items for setting up patterns; write out a Daily News with a sentence about the importance of recognizing patterns. For example, "Being able to spot patterns is a skill which helps with math, reading, and thinking."
- Meeting:** Ask the students to show their Memory games constructed at home. Play with them for a while. Compliment those who have followed directions. Put each of the new sets of Memory in small plastic bags to be shared with the school class for the children to use. The sets that the students made in the previous class may be kept at home for playing.
- Special words:** "We are now going to add another special word to our rings. When we have finished writing our special words, we will punch a hole in the corner of the card and put it on our rings. If you need help writing your word or spelling it, I will help."
- Poem # 1:** Read the poem together with the students. Point out words that might be difficult. Ask the students to show those words in their own copy of the poem in their copy books. You might say, "Circle the word _____ in your book." Say the poem together.
- Estimation Jar:** "Today is the day for counting the items in the estimation jar. Then we will see who wins the prize for this jar. We will dump out all of the items in the jar. What would be the easiest way to count the items?" The students might suggest putting them in piles of 5's or 10's to keep better count, or they might have other suggestions to make keeping track of the items easier. Count and check the slips of paper they have written with their estimations on them. Let them note which person has come the closest to the real number. Award the prize. Tell the students that they will have other chances to give their estimations. Another jar will appear in the next class session.
- Daily News:** Read the Daily News together. If there is time, ask the students to copy the Daily News in their copy books.

Lesson: Set up some of the counting items (stones, coins, shells, blocks) in patterns. You might have a pattern of 3, 2, 2, 3, of some items. Ask the students to copy and extend the pattern using the same or different items. (Extending the pattern means that they recognize the pattern and can continue it.) Make sure that they have recognized the 3,2,2,3 pattern before you start another. Ask them each to make a new pattern and work with a learning partner to copy and extend each other's patterns.

Give out five strips of tag board to each student and place a supply of stickers in the work area. Ask them to make patterns with the stickers that they can use with their children, one pattern on each



strip of tag board. Ask them to leave space at the end of the strip for their child to put the sticker pattern that comes next.

Story: The teacher reads a chapter in the storybook to the students as they finish up their pattern strips. At the end of the reading, ask what might come next in the story.

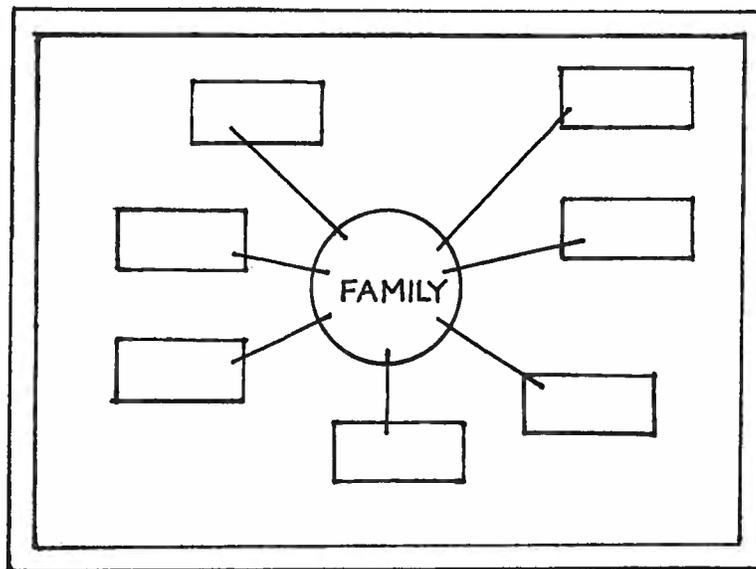
Homework: Take home the pattern strips that you have made in class today. Play the pattern game with your children, asking your child to show what comes next in the pattern. Then make two new patterns to bring back to school next time.

Goody Bag: Strips for making two new patterns and stickers that can be used both for the new patterns and the extensions of the patterns made in class.

Lesson 55: Work Wall, Family

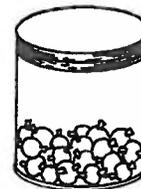
Materials: Sheet of paper for word wall; poem on cut-up sentence strips; estimation jar with new contents; small sheets of paper for writing estimation number on; a sheet of nice paper for making a copy of the poem, and a marker. (Place in goody bags.)

Preparation: In the center of the large sheet of paper which will be a word wall, write the word FAMILY and circle it; take the sentence strips on which you have written the poem and cut them up so that the words are separated. Write out the Daily News using a sentence about learning a poem. Cover a few words on the Daily News with blank cards. Prepare a new estimation jar putting in small candies for counting.



Meeting: Ask the students to show the two pattern strips they made at home. Comment on the types of patterns they have made. Put all of their strips in a folder or plastic bag to be used in the children's classrooms.

Estimation Jar: Set out the new estimation jar. This time put small candies in the jar for counting. Tell the students that the prize will be the contents of the jar.



Daily News: Read the Daily News together. Ask the students to guess what word is hidden under the covered words. As they guess, write their guesses on the card. Then you may show the word underneath. How close were they to the meaning underneath? By making these guesses, the students have an opportunity to show that they under-



stand the context of the sentence in the Daily News. It is a way of using divergent thinking that shows that there are many answers, not just one, to a question.

Poem # 1: Put the cut up poem in front of the students. Make sure you have mixed up the words. Challenge the students to put the poem together. They may work in teams, and you may allot each team a minute. See how long it takes for the class to set up the poem in its proper order. If the interest is high, mix up the words again and repeat the reconstruction process. Read the poem together when it is finished.

Lesson: “Today we are going to write in our journals. We will write about our families—What My Family Likes to Do Together, Our Favorite Family Meals or A Family Memory I Will Never Forget. Before we begin writing about our families, we will make a word wall of the words we might need in our writing. Here is the word wall sheet with the word FAMILY in the center. You tell me words you might need, and I will write them on the word wall.” As the students list the words they might need, write them on the sheet. When there is a good variety of words, ask them to write a short story in their journals. (They do not have to write from your prompts, but the prompts may help jog their thinking.) Help those who need help in writing. If some students are having trouble writing in their journals, encourage them to do so, but if they are resistant, they may just copy the word wall words in their copy books and draw pictures of the story they want to tell.

Story: Read the next chapter in the storybook. Ask them what character they enjoy in the story, if that is appropriate.

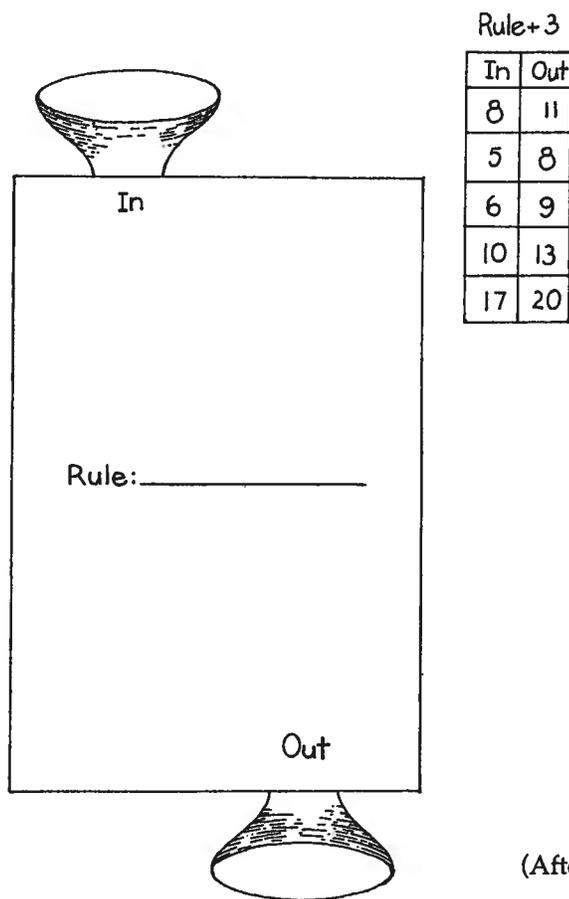
Homework: Practice the poem with you child. Take your copy book home and copy the poem on the good paper in your goody bag. Illustrate the poem around the edges. Remember to bring back the copy book and your illustrated poem for next class.

Goody Bag: A sheet of good paper for copying and illustrating the poem and a marker.

Lesson 56: Function Machine (After Chicago Math)

Materials: Large pieces of tag board cut in quarters; plastic sleeves or laminating machine; markers that wipe off plastic surfaces; special words rings; cards for making a new Memory Game.

Preparation: Cut large pieces of tag board in quarters, enough so that each person can have a piece; read the instructions for making a Function Machine; make one as an example; put the Function Machine in a plastic sleeve or laminate it if that is possible; bring out the "color" word chart from the first literacy session, if it is available.



(After Chicago Math)

Meeting: Ask the students to show their illustrated poems. Compliment them on their work. Read the poem together. Ask the students to place their illustrated poems in their pocket folders or laminate them so that they can later be made into a book. Tell the students that you want them to memorize the poem and be able to say it aloud during the next class. We will each have a chart to show how well we have done memorizing the poem. When you are practicing, teach it to your child, so that your child will have a memorized poem also.

Special words: Take out the special words rings and read off the words so that each person can hear the words and claim the ring that belongs to him/her. The students should add a special word to their rings and read all the words to a partner.

Game: The students will make a new memory game by making pairs of colors and color words. They should make about 10 pairs. After they have finished making the game, they can play it with two or three partners. (Color words should be on a chart left from the first literacy lessons, but if not, just write out the words as the students need them. Write the word in the color.)

Lesson: "The math lesson today is making what we call a Function Machine. I have made one for us to look at. On your piece of tag board, draw a rectangle leaving a margin of about 10 cm. on all four sides. On the top left side of the rectangle, draw a small funnel where the numbers enter; on the bottom right side, draw another small funnel, but upside down so that the numbers can come out there. The idea is that we pretend to put numbers in the Function Machine, and they come out changed. Then we have to figure out what the rule is for the Machine that changes the numbers. For example: Let's say we put in the number 5 and it comes out the number 7. We can say that the rule for the Function Machine is $+2$. Or, if we put in the number 7 and it comes out 5, we can say that the rule is -2 . We can use the Function Machine on increasingly more difficult levels of mathematics, but for now let's play around with it using the numbers from 0-20."

On a separate piece of paper, make a chart of two columns with In on the top of one and Out on the top of the other. Think up a rule for your Function Machine, but keep that in your head. Write five numbers in the In column, but only 2 in the Out Column. For example, in your In column you may have written 8, 5, 6, 10 and 17. If your Rule is $+3$, in your Out column you may write 11 opposite the 8 and 8 opposite the 5, but don't fill in the rest of the numbers in the Out column. Working with a learning partner, see if your partner can guess your rule for the Function Machine.

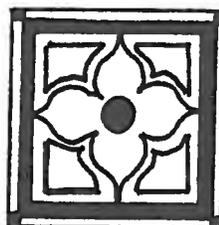
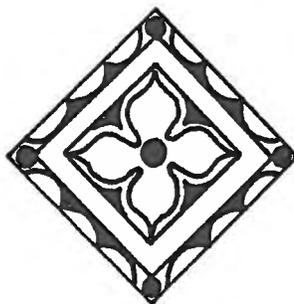
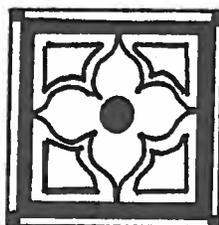
Work with several different partners to see if you catch on to the idea of the Function Machine. If the students are confused by the directions, set up one Function Machine with the whole class using different rules each time. If you have plastic sleeves into which the machines will fit, put them in now. Collect the machines for another

time and thank the students for taking on something new and a bit complicated.

Story: The next chapter of the story.

Homework: Practice memorizing the poem.

Goody Bag: Send about 10 blank cards for making a color word / color Memory Game at home.



Lesson 57: Poems and Reading



Materials: Star sticker, cards, wordless books for reading; second-grade reading book; 100's chart.

Preparation: Write out a Daily News; make cards that match some of the words used on the News; have a copy of a wordless book for each student to take home; a second-grade reading book for each student.

Meeting: Use the meeting time to find out how the class is going for the students. If changes need to be made, try to have them help with the plans for change. Compliment them on their good attendance. Focus on the attendance chart to praise those who are present more often than not. Emphasize with them that steady attendance makes a difference in their learning as well as helping them feel like a part of the group.

Daily News: Read the Daily News together. Give out the cards you have written Daily News words upon and ask the students to match the words. Tell them that matching is a skill that will help them and their children in school. Encourage them to play matching games with their children at home.

Poem # 1: Take time for the students to say the poem aloud together. Give each student a card on which they write "Poem Saying," or something like that. After they have said Poem #1 to you, give them a star and tell they to put it on their card next to the words Poem # 1. When their card is full up to Poem #6, they will earn another prize. If any of the students are not ready to say the poem on this day, they may say it any other day and earn a star. They may keep this card in their pocket folders.

Game: Using the 100's chart, select three favorite numbers. They can be your birthday, number of children, age, etc. Hold the numbers up to the class, and ask them to guess why you have chosen those numbers. After they guess your numbers, anyone may take a turn choosing their three favorite numbers. Play until all who want take a turn.

Lesson: Have a copy of a wordless book for each student. Encourage the students to tell the story to each other. They will need to put words to the pictures, as there is no text in the book. Wordless books help bring the imagination into the reading process.



After working with the wordless book, distribute the second-grade reading book to all of the students. If you have copies of the same book for each, use them now. Give them a chance to look through the book on their own. Then conduct a reading lesson as you would with the children. Tell the students that this is the way we read together in the children's classes.

When the class decides on a story to read, the teacher can read the story to them first. Then they do some word focus, pointing out words that are difficult or unfamiliar. Those words may be written on the board or on cards for practicing. If the students are comfortable reading aloud, they may take turns doing so. When the students are able to focus on the sentences being read, the repetition helps all of them. During the reading, the teacher can see which students need extra help and which ones are getting stronger in their reading. After you have read with the whole group, pair up stronger with weaker readers to repeat some of the reading.

Story: Read a chapter from the storybook. If you are coming to the end of the book, ask the students to think of another book they would like to have read to them when this book is finished.

Homework: Share the wordless book at home with your child. Encourage your child to make full sentences about the story after reading the pictures.

Goody Bag: A copy of a wordless book for everyone.

Lesson 58: Lotto Game



Materials: Manila folders for game; pattern blocks; shape templates; blank cards; special words rings; rulers; markers; envelopes for storing lotto pieces; and glue.



Preparation: Using the shape template or tracing around the pattern blocks, make shapes of the pattern blocks one on each card: square, hexagon, trapezoid, parallelogram, rhombus, or triangle. Put the names of the shapes on your cards for an example; make a sample game board following the directions below.

Meeting: Tell the students that today we are going to make another game that the children can play in the classroom. We can play with it, too, so that we are familiar with the names of the shapes in the pattern blocks. Before we make the game, we have some other activities to accomplish first.

Special words: Ask the students to write a new special word for their rings. Let them read the new words to each other.

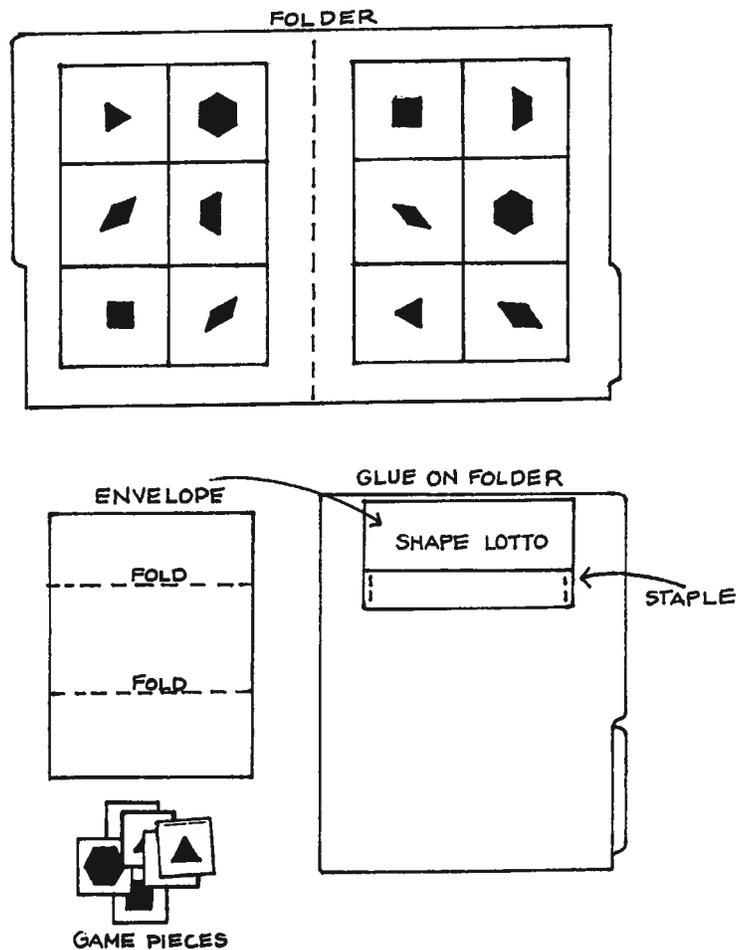
Game: Our game today is a repeat of the game Telephone. This game is well loved by the children, but adults like it, too. I will whisper a few words in the ear of the person sitting next to me. That person will pass on the words to the person next to him or her. If the person receiving the words doesn't hear it the first time, he or she can say "Operator," and the person will repeat the words, but only once. Pass the words around until the last person receives them; that person can say the words aloud. Sometimes we find that the words are completely different from the start; sometimes they are quite similar.

Estimation Jar: "Today is the day for counting the estimation jar. Let's dump out the candies and count them." You can ask the students to think of good ways to count the items so that the total is clear. When the counting is finished, take out the sheets of paper that the students have written their estimations upon. Let them decide who has the closest estimation and who should get the prize, which this time is the contents of the jar.

Lesson: "Today we are going to make a game called Shape Lotto. We will each make game boards using the six shapes in the pattern blocks. Measure and draw a rectangle 24 cm. x 16 cm. (10 in. x 6 in.). on one inside half of the folder. Using a ruler, divide the rectangle in half horizontally and then in thirds vertically. You should have six 8 cm.

(3 in.) squares. Repeat the process on the other half of the file folder so that you have two game boards."

"Draw one of the six shapes in each square; try to make the order you put your shapes in different from others. You may either trace around the shapes from the pattern block box or use the template. Write the names of each shape on its square."



"I will give each student an envelope, which they can paste on the outside of the file folder for storing the game pieces."

After you create the game board, make a set of 15 cards with two of each of the six shapes, one shape on each card. You can cut the cards so that they will fit in the squares on the game board. Make three extra cards that say "Sorry" on them. There are 15 game pieces: 12 with the shapes and 3 "sorry" cards.



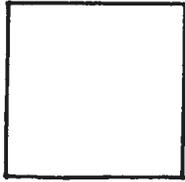
Color in the shapes with marker or crayons or colored pencils to match their colors in the pattern blocks. For example, the hexagon is always yellow.

Playing the game: Two people play together using one set of the cards. Spread the cards out in front of you, face down, and mix them up. Take turns drawing a card. If it is a shape card, say the name of the shape, and put it on your board to cover the same shape; if it is a "Sorry" card, you miss a turn. Take turns picking up the cards until one of you has filled the whole board with matched shapes. That person is the winner of that game. When you have finished playing a few times, put the card pieces in the envelope so that they won't get lost.

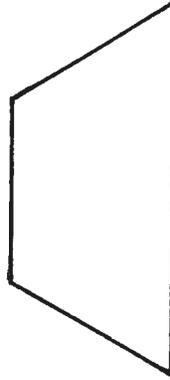
Story: There may not be time for the story reading today because of the long lesson.

Homework: Take the Shape Lotto game home to play in the family. Please remember to bring it back so that the game can be given to the children's class.

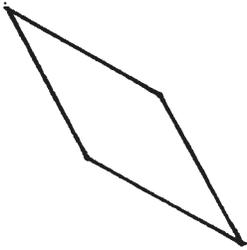
Goody Bag: A blank file folder for creating another game.



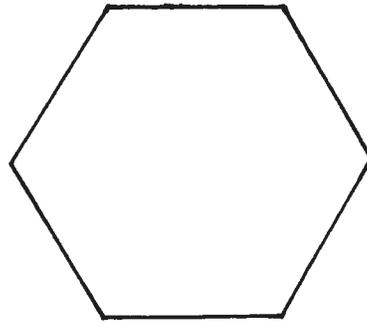
SQUARE



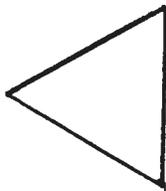
TRAPEZOID



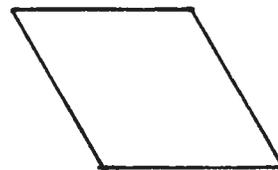
RHOMBUS



HEXAGON



TRIANGLE



PARALLELOGRAM

Lesson 59: Writing with Special Words



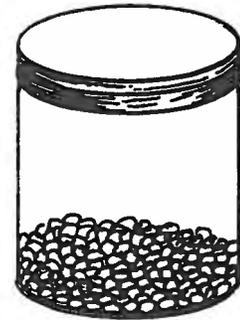
Materials: A new estimation jar; poem #2; chart paper; special words rings; and cards.



Preparation: Set up a new small estimation jar filled with beans; write out poem #2 on chart paper; set up a Daily News sheet with only the date written on it; look through the special words rings to see how they are shaping up.

Meeting: Take time to chat with the students about events in their lives. By expressing your interest in the students, you help them feel part of the class and welcome in the school.

Estimation Jar: "Today we have a new estimation jar. Study the contents, and write down your estimation on a piece of paper. How you go about estimating the items in the jar?" Share strategies.



Poem # 2: "Here is our new poem. I will read it over a few times. You follow along as I read, running my hand along the words."

Daily News: "Well, this Daily News doesn't say much, does it? I want you to give me some sentences to write on the Daily News." As the students volunteer their sentences, write them out, saying the words as you write. Take two or three sentences from them. Assure the students who didn't have a turn today that they will have a chance another time.

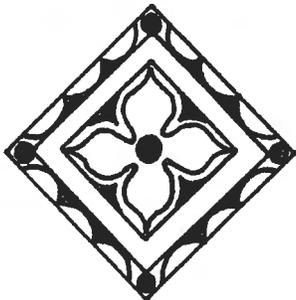
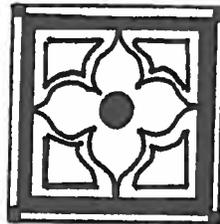
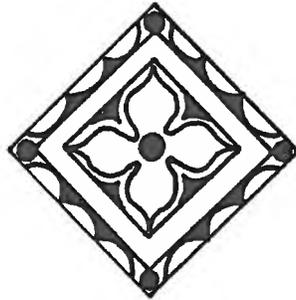
Lesson: "Today we are going to do some writing in our journals using our special words rings. Your assignment is to write two good sentences using as many of your special words as you can in the sentences. By good sentences, I mean those with details and descriptions. I will help anyone who needs writing help and, if you need to know how to spell certain words, I will put them on a sheet of paper so that others might use them, too. This will be another word wall."

"When you have finished writing your sentences, think of a question to ask the group. Write out your question on a card. We will use them for our meeting during next class."

Story: Read a chapter of the storybook asking the students to recall events of the previous chapter.

Homework: Set up an estimation jar at home for the family members to guess. Introduce your family to the special words idea. Create a special word card for each family member.

Goody Bag: A special words ring and cards for use at home.



Lesson 60: Toothpick Math



Materials: Two or three boxes of toothpicks; elastic bands; special words rings; and small chalkboards, if they are available.

Preparation: Make up two or three bundles of ten toothpicks each.



Meeting: Ask each student to read the question written in the last class. Take time for others to answer each question. Compliment the students on their questions and the manner in which they have answered. Emphasize the fact that asking questions of their children will help the children with their thinking. Make sure that parents welcome times when their children ask them questions, too. If they don't know an answer to a factual question, it is better to admit that and say, "Let's find out together," and then do it.

Special words: "Let's each add a special word to our rings. After we add a word, let's put all of our rings in the center of the circle. Pick up a ring that is not yours and we will take turns reading a few words so that the person whose ring it is can claim it."

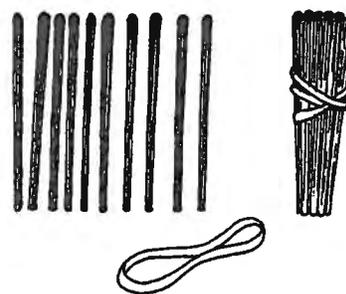
Poem # 2: We will read the new poem together. Then you will copy the poem in your copy book. Say the words to yourself as you copy the poem.

Game: Here is a game that children love to play. When you come to the classroom, you might want to play this with a group of children. You may also play it in your family. This game promotes good listening as well as a lot of fun. The game is called "Simon Says." The leader says, "Simon says put your hands on your head." The followers do that. "Simon says touch your nose." The followers do that. The leader says, "Touch you ear." No one should do the action. They should only do the action, if the words "Simon Says" are said before the command. The leader can think up many different commands to confuse the followers. When the group gets good with this game, the leader can speed up the commands. Take turns playing the game until everyone understands it and anyone who wants to be the leader can take a turn.

Lesson: We are going to practice learning our numbers in bundles of tens and units. This is called learning about place value. Here are some bundles of toothpicks. Each one has ten toothpicks in it. Put out the toothpicks and ask the students to make four bundles of ten toothpicks, putting an elastic band around each of them. When they are all made, count by tens the amount of toothpicks in bundles. Then set out four bundles of tens and three loose toothpicks. Say that the

loose toothpicks represent the units in our numbers. Ask the group to tell what number is set out. They should be able to count the tens and the units and say the number, 43. If not, review it again until everyone has an understanding of tens and units. Go around the circle and let each person take a turn being the teacher by setting out some bundles of tens and some loose units. Remind them that nine loose units is the largest number of loose units allowed in our number system. The students write out the number that is shown in the bundles of tens and units. If you have small chalkboards, this is a good time to use them. If not, they may write the numbers on paper.

After each person has had a turn setting out bundles of toothpicks, do another round around the circle by saying a number and asking the students to put out bundles of tens and units to show that number. They may need to make more bundles of tens. For example, say the number 33. The students should put out three bundles of tens and three loose units. Then ask each student to take a turn saying a number as the others set out the bundles and loose units. When everyone has had a turn around the circle, put the bundles of tens and the loose toothpicks in a box to be used again.



Story: If there is time, read a chapter in the storybook.

Homework: Play "Simon Says" with your child. Let the child become the leader, after she or he understands the game. Show your child the way to count tens and units with the toothpicks.

Goody Bag: A handful of toothpicks and some elastic bands for making tens and units.

Lesson 61: Helping Our Children



Materials: Calendar; sentence strips; chart paper; pencils; and erasers for the goody bag.

Preparation: Write out the poem on sentence strips, one line for each strip; have a large calendar for the month; write out the Daily News; write out the six ways parents can help their children continue the child-centered concepts of the school. Make the title "Ways to Help Our Children."

Meeting: What happened when you played "Simon Says" with your child? Was your child able to respond to your commands? Did you switch roles and let your child be the leader? How did you follow your child's commands? Do you think you could play that game with the children in your child's school class?

Let's take some time to study the calendar. What are the dates of the Tuesdays this month? What are the dates of the Saturdays this month? Are there special days for you this month? Birthday? Celebrations? We can mark them on the calendar. Encourage the students to have a calendar at home to help their children mark special days.

Poem # 2: Here we have the poem written on sentence strips. I will mix them up and ask you to straighten them out. Each of you (or two together) can take a turn to put the poem in order. Each time it is put together, let's say the poem. That will help you learn it.

Daily News: We can read the Daily News together. I spy a word that begins like _____. Who can find that word? Who wants to spy a word for us? Take turns with anyone who wants to spy a word. I spy a word that rhymes with _____. Would anyone like to read the whole Daily News for us?

Lesson: Today we are going to begin thinking about specific ways in which parents can use CRI methods at home. We know that children learn best when the environment surrounding them is positive, affirming, and safe. In fact all of us learn better in that kind of environment. As teachers and parents, we are always working to find positive ways to talk with children, to respond to their questions, to challenge them to try new tasks, and to model peaceful behavior.

First of all, let's review some child-centered learning methods. (Ask the parents to list some of the ways they have observed their chil-



dren learning and living in their classrooms.) To add to their ideas, the following list might help.

In the child-centered classroom:

- Children make choices so that they learn eventually to make decisions on their own.
- Children learn through activity and play.
- Children use a variety of materials in creative and flexible ways.
- Children take responsibility for classroom jobs.
- Children are affirmed and praised when they accomplish new tasks.
- Children are challenged to try new ways of learning.
- The teachers structure the day so that it is fun and engaging.
- The teachers work to make the program fit each child.

Here are some ways to build on the child-centered concepts at home:

1. Encourage your child to make safe and acceptable choices at home.
2. Take time to play with and listen to your child.
3. Arrange for your child to help with simple chores.
4. Have books, toys, art, and writing supplies available for your child.
5. Discuss your child's strengths, interests, and needs with the teacher.
6. Participate in your child's school program.

We are going to focus on these ideas in the next few class sessions to see how we can make them happen in our homes. Some things we are already doing at home; some we have not yet adopted. By working together, sharing our experiences, we can improve our parenting skills and the learning ground for our children.

Story: Read a chapter in the storybook. If the story is continuous, ask the students what they think will come next. Remember making predictions is a thinking skill that can be used in many life situations.

Homework: List ways that your children make safe and acceptable choices at home. Write them out or remember them so that we can share them in class. Practice addition flashcards with your child.

Goody Bag: A pencil and an eraser.

Lesson 62: Helping Our Children Make Safe, Acceptable Choices at Home



Materials: Calendar; special words rings; prize for bean estimator; a book for each student for the goody bags.



Preparation: Have special words rings ready; have some bundles of toothpicks and some loose toothpicks set out so that the students can name the number represented.

Meeting: Look at the bundles of toothpicks I have set out. Write out the number they represent on a piece of paper. When I give the signal, let's all show the number we have written.

Remind the students to make their estimation of the beans in the jar because this is counting day.

For homework, we were asked to list or observe ways in which we help our children make safe and acceptable choices at home. We help our children by setting out alternatives for them to choose. When the children are very young, we begin with two alternatives for choosing so that they are not overwhelmed with choices. Eventually children are able to state their own alternatives to matters of choice.

Let's share our lists now. We will write them on our chart of Ways to Help Our Children. As the ideas come forth, add them to the list. Emphasize the fact that we can help each other become stronger parents by sharing our experience.

Here are some possibilities to add to the list:

- Children can choose clothing to wear.
- Children can choose how to use free time.
- Children can choose portion sizes of food.

Take time to discuss the list and the situations it represents.

Special words: Please put a helping word on your special words ring today. If not, choose another word that is important to you and place it on your ring.

Poem # 2: Word Focus: Play "I Spy" with the words in the poem. "I spy a word that begins like _____. Or, I spy a word that has the fewest letters or the most letters. Who can point out the word _____, the word _____, and the word _____. Is there any word in our poem that we have learned in other places? Say the poem together.



Estimation Jar: “Today we will count the beans in the estimation jar. We will use the strategies you have suggested previously to count the beans accurately.” Count the beans in groups of fives or tens, if those ways have been suggested. Check all of the written estimates to see who has come the closest to the real number. Award a small prize to the person.

Lesson: Today we are going to focus on the importance of taking time to play with our children. Throughout our literacy lessons, we encourage our parents to play the learning games at home with their children. When children have the attention of their parent in a happy and challenging game or practice, they are delighted. It is a surprising fact that both parents and children increase their learning when they play these games together. We try to keep competition low in games, saying, “Let’s play to see what happens, not just who wins or loses.” We never shame our children for making a mistake, we say, “Whoops! Try again.” We praise good, active play. We trade leadership with the children, and we take a turn being the follower. We explore different ways to play some games. What happens when you play with your children?

Homework: Look for opportunities to play with your children. Come to class next time with a list of examples of times you listened attentively to your child.

Goody Bag: A book to read and keep.

Lesson 63: Listening to Our Children



Materials: Pieces of paper for game boards; poem on sentence strips; good paper for goody bags; calendar.



Preparation: Cut up the poem sentence strips, one word on each piece; prepare a new estimation jar with paper clips or other items.

Meeting: The manner in which adults communicate with children has a strong impact on how the child views him or herself in this world. Listening with care and speaking with respect show a child that he or she is an important being and is worthy of time and attention. Helping children know the right thing to do while fostering their positive sense of self takes practice and patience on the part of the adult. But it encourages children to be able to do their best and to feel good about it.



Listening to children is vital to their healthy growth and development. An adult who listens attentively to children gives them the message that they are worthwhile and interesting. Many of us fall into the habit of paying little attention to what children are really saying. Two important things happen when we listen actively:

1. The adult communicates support for the child. The child can feel confident and important when the adult cares enough to listen attentively.

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2. The adult gains valuable information about the child. When we listen deeply, the underlying messages of what the child is saying often become apparent.

Here is a situation that could happen with your child. Let's read it together and see if we can find positive ways to respond to the child in the story.

Role Play

A child rushes into the house saying that her friend's mother has gone to the hospital for an operation. She speaks emotionally, in a loud voice, while clinging to her mother as she tells the news of her friend's mother.

Choose someone to take the part of the mother. Choose someone to take the part of the child.

Wrong Way: Ask the mother to listen to the child without really paying attention. What would she say?

A Better Way: Ask another person to respond as an active, loving listener. What would she say? Did we hear the hidden message the child was communicating? Discuss the role play, encouraging many to participate.

"For homework, you were asked to be aware of a time when you listened attentively to your child. Your sharing of such a situation will help all of us as we strive to be better parents." Ask if a person has a positive experience to share. After praising the result, ask how a poor listener might have responded to the same situation. Take time to hear from anyone who has a situation to share. Remember to thank all of the participants.

There are many ways of letting a child know that we care and that we are available to listen. One major way is to ask an open question in response to the statements of the children.

We can say:

- "Can you tell me more about it?"
- "Do you want to sit here for a while so that we can talk it out?"
- "I am busy now, but I can talk with you later. When would you like to talk with me?"

We will talk more at another time about using open questions for

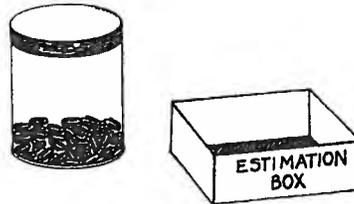
communication with children.

Here are some responses that we can all use when children are upset:

- "I hear that you are really upset."
- "You sound angry. Tell me why you are angry."
- "How do you think you can change it? How can I help you?"
- "How can we work on it together?"
- "Would you like to sit quietly with me until you feel better?"

Ask the parents to discuss these responses. They may add to the list or challenge it.

Estimation Jar: "We have a new estimation jar. It is full of paper clips this time. Study the jar and make your estimation on a piece of paper, and put it in the little box. Remember to put your name on the paper so that we know who has made the estimation."



Poem # 2: "The poem is all cut up. Working in groups of two or three, take turns putting the poem back together. Each group may have a minute to do its work." If the interest is high, mix up the poem again and have the groups put it back together. Say the poem together when it is complete. Remind the students to practice memorizing the poem.

Game: On the chalkboard or chart paper, write out the word SCHOOL. In between each letter, draw a line about 20 cm. (8 in.) long. Across the vertical lines, draw three horizontal lines. That will make squares under each letter in SCHOOL. You now have a grid to play a word game. (See model for an example of a word game board.) Think of three topics to put at the left side of the grid: (colors, countries, names, etc.) Then work together to fill in the grid with the words. For example, on the color line, think of a color that begins with S, one that begins with C, one that begins with H and so on until all or most of the squares are full. Then go on to the second line, thinking of countries that begin with the letters of SCHOOL.

After that go on to the third line and fill in names that begin with SCHOOL. Some times it is difficult to find words for each of the letters, but it is fun to try to think of as many as you can.

	S	C	H	O	O	L
COLORS				Orange		Lemon
NAMES	Sam	Cindy	Helen	Oliver		Leah
COUNTRIES	Sweden	Chile	Holland			Laos

"If we work together on this project, we should fill in most of the squares." This game can be played with any word and with a variety of topics. Working with a learning partner, ask the students to make up their own game boards with another word and different topics. When they have set up their boards, they can pass them on to others to try to fill in the squares.

Homework: Copy the poem on good paper and illustrate it. If you have time, make a game board grid with your child using a short word and easy topics. Be aware of the ways that you listen to your children.

Goody Bag: Two pieces of good paper for copying and illustrating the poem.

Lesson 64: Our Children Help at Home



Materials: Function Machines; a same-size spoon for each student; a bowl of dry beans; special words rings; number cards; a strip of stickers for the goody bag.



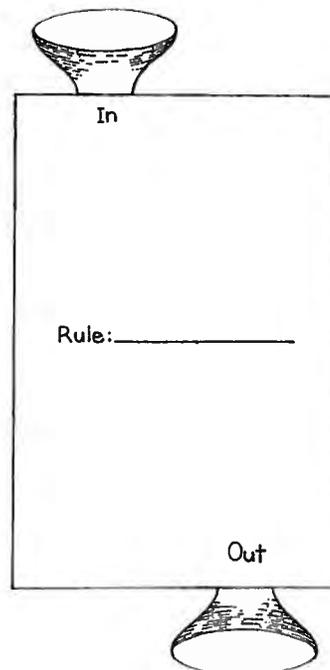
Preparation: Set out a bowl of dry beans for a counting project, cards with numbers on them (0-20) for the Function Machine game.

Meeting: Ask the students to show their illustrated poems. Compliment their work. Ask them to put the poems in their pocket folder along with the first poem.

We know that children who help with jobs at home feel more important to the family and more confident in school. Today we are going to share ways in which our children help at home. As I write your suggestions on a chart, I will ask some of you to draw illustrations of them. Some suggestions: setting the table, hanging clothes, cleaning dishes, sweeping, caring for younger children, running errands, talking with grandparents, etc. We will make the list now. (After the list has been made and illustrated, take time for the parents to copy the list into their books under the title, "Ways Our Children Help at Home.") Discuss the list.

Special words: We have learned some new words while studying ways to help our children. Perhaps you might want to put one of them on your special words rings.

Lesson: "Do you remember the Function Machine? We made them a few weeks ago. Here they are again for another go around. Pass out the Function Machines so that each person has one. We will each take a turn challenging the group to figure out the rule that is functioning in the machine. I will start by putting in a 5 and getting out an 11. Instead of telling me the rule, using the rule, put in a number in your machine and say what will come out, if the rule is the same as mine. Take turns around the circle." Then let each person challenge



(After Chicago Math)

the group by putting in a number and telling what number comes out of the machine. The students can answer the challenge by putting in another number and letting the rule determine what number comes out. After each person who wants one has had a turn, put the Function Machines away.

Distribute a spoon to each student. Place the bowl of beans in the center of the circle. The challenge is to put beans on the spoon one at a time to see how many beans will fit on the spoon before they begin to spill out. When the first bean spills on the floor, the person stops and counts the number of beans on the spoon. Each person repeats a turn to see if the score goes up or down. This game can be played with children; it might be fun to have them make a prediction about the numbers of beans they think will go on the spoon. After they count them, they can compare their prediction with the real number. Just like estimating, predicting engages the brain in thinking about the activity. Without making predictions, the activity can become rote and less meaningful.



Story: If there is time, read a chapter of the storybook.

Homework: Work on memorizing the poem. Play the spoon and bean (or some other countable item) game with your child. Ask the child to predict how many beans will fit on the spoon. Count and compare.

Goody Bag: A strip of stickers.

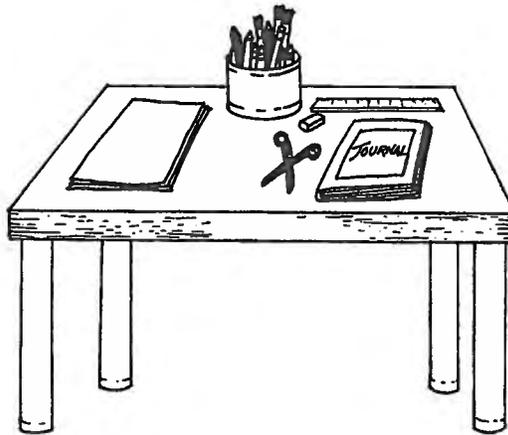
Lesson 65: Supplying Our Homes for Learning

Materials: Daily News chart paper; a reading book in the goody bag for each student to take home and keep.

Preparation: Write the Daily News listing all of the activities for the day.

Meeting: In order to make good connections between the school and our homes, we need to know what supplies are needed at home to enhance the children's school experiences. We already know some of the supplies we need. Let's list those first. (Pencils, pens, crayons, markers, tape, scissors, etc.) After the list is made, brainstorm with the parents about other equipment and supplies that would help their children learn at home.

- Are there writing supplies?
- Are there art supplies?
- Are there counting supplies?
- Is there a variety of paper available?



If the parents indicate that they need more books for reading, suggest that they set up a lending library with the classroom teacher for borrowing books. Some schools also have had success with a lending library of learning toys. From time to time, the goody bag has supplies for work and play at home. What other things might be included in future goody bags? List for future reference.

Poem # 2: Take time for the students to say the poem aloud together as a whole group. After the parents have said the poem aloud, give them a star for their "Poem Saying" card. They can put it next to the words Poem # 2. Remind them that when the card is filled to Poem # 6, they will earn another prize. They may keep the card in their pocket folders. Ask the students if their children are learning the



poem along with them. Encourage them to teach the poem to their children, if they have not already done so. When we memorize poems, we give our brains good exercise.

Daily News: Read the Daily News together. Take time for the students to copy the Daily News in their copy books.

Lesson: Distribute reading books to all of the students. Try to have copies of the same book for each student. Conduct a reading lesson as you would with the children. The teacher may read the story first, and then the students may take turns reading pages or sentences, as they are able. If there are words that are difficult, write them on cards or on the board for practicing. Tell the students that this is the way we read together in the children's classes. When you read together, you can see the students who need extra help. After you have read with the whole group, pair up stronger and weaker readers to repeat some of the reading.

Story: Read a chapter of the storybook, if there is time.

Homework: Read at home with your child.

Goody Bag: A reading book to keep.

Lesson 66: Spinner Math



Materials: Paper clips; metal brads; small washers; tag board; cardboard circles about 15 cm. (6 in.) in diameter; a prize for the estimation jar count and special words rings.



Preparation: Make sure the materials are available for each student to make two spinners; make a model of the two spinners; write out the Daily News.

Meeting: Use the beginning of the meeting to check in with the students about the progress of the literacy class so far. Ask them for their opinions about what works for them or what can be improved. Are they able to complete the homework each time? Are they able to visit their child's classroom and share some of their skills or games? Do they notice a difference in their child's progress since they have been coming to the adult classes?

Focus on the attendance chart and compliment those whose attendance is steady. Be aware that some of the students have good reasons to miss occasionally and shouldn't be shamed for not having perfect attendance. Hold up the value of steadiness in this program, however, as the way to deepen their learning and assure more help for their children.

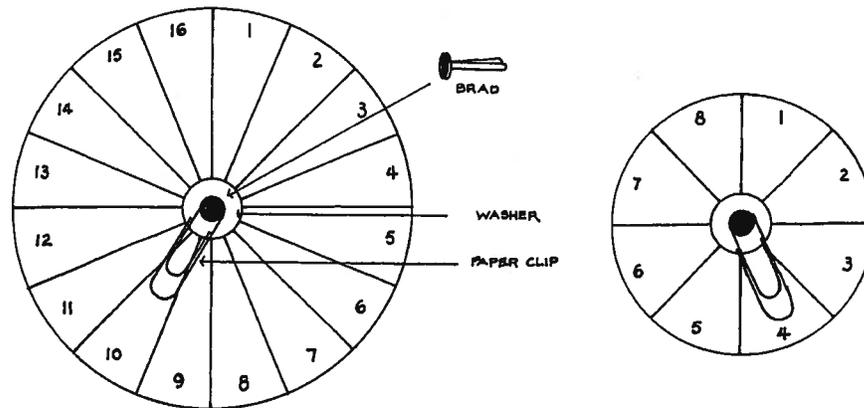
Daily News: Read the Daily News together. Ask the students to volunteer to read parts of the Daily News. Praise any attempt to read aloud.

Special words: Put all of the special words rings in the center of the circle. Ask the students to pick up a ring, not their own, and read a few words so that the owner can identify his or her special words ring. They are subtly building vocabulary as they do this activity. Take time for the students to add a word to their rings. Collect the rings and store them for another time.

Estimation Jar: Take time to count the estimation jar. "We will use the strategies that we have used before to determine the correct number of items in our jar." Take out the estimates the students have written to see who has come the closest to the correct count. Award a small prize to the person who has come the closest.

Lesson: "Today we are going to make some new spinners. We have all of the material here in front of us. Take a ruler and draw lines through one of the circles to divide it first in fourths. Then divide each fourth in eighths; then divide each eighth in sixteenths. Write one number

from 1-16 in each of the parts of the divided circle. Repeat the process with the second circle, but create eight parts, not 16. Put the numbers from 1-8 in the parts of the second circle. Put the paper clips, the washers, and the brads in the center of each circle to make the spinner."



"We are going to use the spinners to help us with our adding and subtraction. Spin each of the spinners and add the numbers together. Write out the math problem generated by each spin ($9 + 3 = 12$). Do that until you have spun ten times and have ten written math problems."

"Now we are going to use the spinners to practice some subtraction problems. Always subtract the smaller number from the larger (to avoid negative numbers). Write out the math problems generated by each spin. Do that until you have spun ten times and have ten written math problems."

You can take these spinners home today and practice adding and subtracting with your children.

Story: Read from the storybook.

Homework: Practice spinner math with your child. Do some adding and some subtracting. If your child is having trouble with the math, use some household things (beans, stones, etc.) for counting to illustrate each problem generated by the spinners.

Goody Bag: The spinners made in class.

Lesson 67: Writing Family Stories



Materials: Chart paper for a word wall; paper for estimations; box to hold them; large paper for the folded books.



Preparation: Create a new estimation jar with edibles inside, such as round candies; write out poem # 3; review the directions for making a folding book (Literacy Lesson 47); make a folding book as a model; write out a Daily News.

Meeting: Allow time for friendly talk before the class begins. If there are any problems, they can usually be addressed in the meetings. In preparation for the journal lesson, ask the parents what activities they like to do with their families.

Estimation Jar: As you see we have a new estimation jar. The contents will be the prize after we count the number of items. Put your estimates on papers and place them in the small box.

Poem # 3: Read the poem to the class and talk about ways of learning the poem.

Daily News: Read the Daily News and play "I Spy" with some of the words.

Game: Do you remember how we played the game called "Categories?" Today we will play it again. Our category is kinds of sports. Take a "think time" to think of three different sports. Keep them in your mind. Now we will take turns going around the circle naming one sport at a time. Let's see how many different sports we can name before we run out of ideas. If someone says a sport that you have in your head, switch to an alternative. The challenge of the game is not to repeat a category. When we play this game with children, it helps them to listen to each other, to take turns, to think quickly, and to hold thoughts in their heads. We can all use that practice!

Lesson: Today we are going to write a story in our journals that focuses on family activities, those things we like to do together. We will make a word wall of the words you will need to write your story.

The teacher will write the words suggested and put them on the chart paper with "Family Activities" in the center. Take some time for the students to write in their journals. Help those who need it.

While some of the students are finishing their journal writing, set out the paper for making folding books. The paper should be larger



than notebook paper. Here are the directions for making a folding book: (an illustration can be found in the appendix).

1. Take your paper and fold it in half the long way. Match the edges carefully. Open it up.
2. Fold your paper in half the short way and open it back up.
3. Turn it over so that it resembles a mountain; the long edge of the paper should be parallel to the edge of the table or desk. Fold the right half up to meet the center line of the mountain, and then fold the left half up to meet the peak of the mountain. It now resembles a W from the front.
4. Pick up the paper by pinching the peak of the mountain. Cut through two thicknesses, along the center line until you reach the crease. (If you opened the paper all the way up, it would have a slit down the center lengthwise; but don't open it up all the way.)
5. Place your paper on the table, positioned again like a mountain or a W. Now pick it up, using both hands to pinch on either side of the slit. Then turn your hands to fold the paper down and pull it toward you to make a booklet. Crease the book's edges.

Now you have a folded book to take home with you today. Your child can tell you things to write in the book. Please bring it back for our next class to share with all of us.

Homework: Take home your folded book. Ask your children to tell you things to write in the book. Your children can make pictures to illustrate each page. Please bring the book back. We will use it in the next class.

Goody Bag: The folded book and another piece of paper to make another folded book at home.

Lesson 68: Reading Practice



Materials: Reading books; special words rings.

Preparation: Have a variety of reading books for the students to choose to read in class; have a book for each of them to take home to keep; have the word wall from the previous class available.

Meeting: Ask each student to share the folded book made at home. Take time to look at all of them. Compliment the students on their work with their children. Pin the books up on a wall in the room so that every one may enjoy them.

Remind the students to put their estimation in the collection box.

Special words: Add one of the words you used when you wrote your family story during last class to the special words ring. Here is the word wall we made of those words. Or choose your own special words. When the words are special to us, we remember them more easily.

Poem # 3: After reading the poem together, the students copy it in their copy books.

Game: We did so well on the game of "Categories" during the last class that we are going to play it again. This time we will try the category of Colors. We will take a "think time" to think of three colors. Hold those colors in your head. Now we will take turns going around the circle saying one color at a time. Remember if anyone says one of your colors, switch to another or think up another. We should be able to go around the circle a few times with colors and no repeats.

Lesson: Display the collection of reading books and let the students look through them. They should choose one they want to work on. Help them select a book that is not too hard and not too easy but will challenge their growing skill in reading. They may read on their own, while you help those who need extra help. Pair up stronger readers with not-so-strong readers.

Story: Remember that reading aloud to the students, older and younger, is a wonderful way of increasing their literacy. Make sure the books you read are full of enjoyment.

Homework: Read at home with your child. You might want to play "Categories" with your family.

Goody Bag: A reading book to keep.

Lesson 69: Hat Book

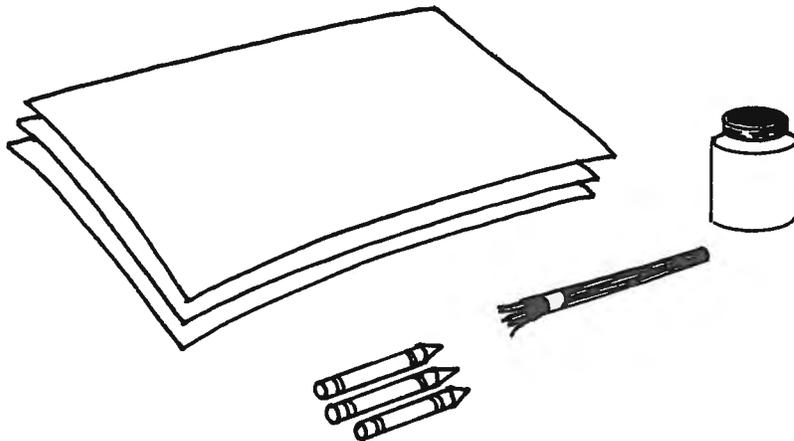
Materials: Two or three copies of *Hats, Hats, Hats*; sentence strips; construction paper; scissors; glue; and markers for making hats.

Preparation: Read over the book *Hats, Hats, Hats*; set out art supplies for making hats; write out the poem on sentence strips; write out the Daily News telling what will happen during the class.

Meeting: "What happened when you read with your child? Can your child share the reading?"

Check to see that things are going well for the students in this class. Allow time for a discussion before the class starts.

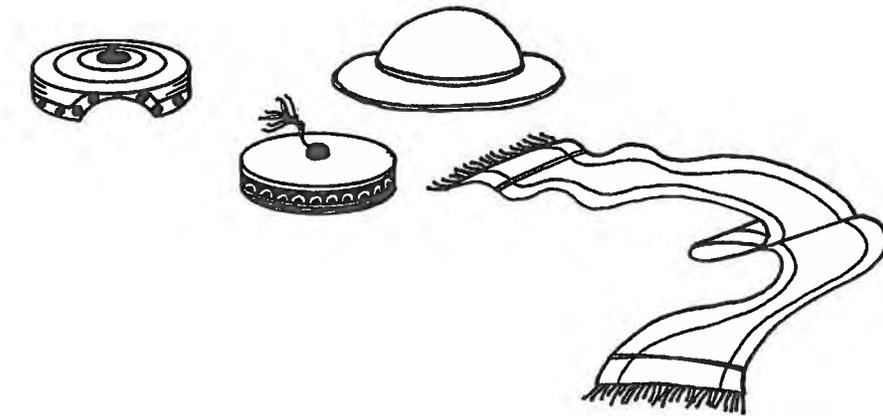
Tell the students that there will be time for writing in their journals before the class starts from now until the end of the literacy classes. When they come to the room they should take their journals and write three or more sentences and illustrate them, if there is time. At times they may be asked to read some of their sentences for the group. This will give everyone steady practice in writing.



Daily News: Read the Daily News together. Ask the students to take turns reading parts of the Daily News. Praise any effort to expand their reading skills.

Poem # 3: Present the poem on the sentence strips. Mix up the strips and challenge each student (or two working together) to put the poem in proper order. Say the poem and encourage the students to memorize it.

Lesson: Take out the Hats books and ask the students to look through the book. Start reading the text together. Discuss the variety of hats. Read the text on pages 30 and 31 which explains the countries and the uses of the hats around the world. The teacher will make this list on chart paper: Soft Hats, Hard Hats, Sun Hats, Fun Hats, Work Hats, Play Hats, Snuggly Hats, Scarves and Hoods. We are each going to choose a hat to make. Look through the book again and decide which hat you would like to make. Tell me your choice and I will put it on the list. Let's see if we have a variety of selections. Spend the rest of the lesson time creating hats. The students may learn the names of the countries of their hats and the uses the hats serve. If there is a world map or a globe in the school, the countries can be located and marked.



Story: While the students are making their hats, read to them from the folk tale book.

Homework: If the hats are finished they may be taken home. Share with your child the country of your hat and how it is used. Make another hat with your child.

Goody Bag: The hats and any supplies needed to make another hat at home with your child.

Lesson 70: Making Games

Materials: Prize for estimation jar winner; special words rings; tag board squares for Grasshopper Game (after Peggy Kaye *Games for Math*); Unifix cubes, if they are available, or counters; material for making spinners.



Preparation: Make sure you have the supplies ready for the Grasshopper Game and Disappearing Train game; each player will need to make a new spinner.



Journal Writing: Remind the students to take time before the class begins to write in their journals. They should write at least three sentences. Perhaps they can make a list of times when writing is used in their daily life, to remind them of their newly acquired skill. For example: Things to Do Today, Grocery List, or a note to the teacher.

Meeting: "What happened when you read the Hat story with your child? Was your child able to move the hats as the wind blew them on to the correct animals? Did you enjoy reading that story with your child?"

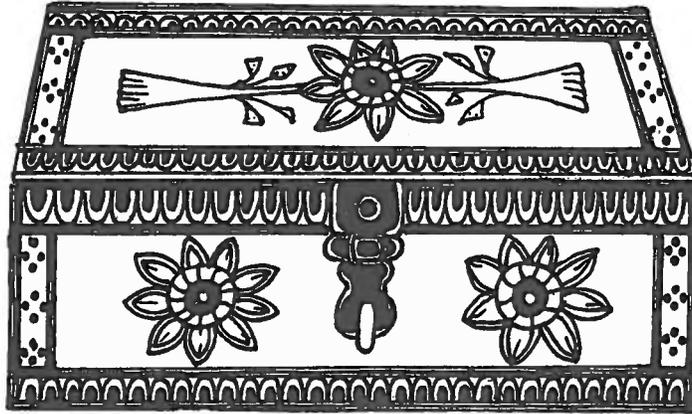
Take some time for the students to read one or two sentences from their journal writing. Praise them for their sharing. Encourage them to write whenever they can in order to strengthen that important skill.

Special words: Put all of the special words rings in the center of the circle. Ask the students to choose a ring that is not their own. Take turns reading a few of the words from each ring, enough so that the owner can identify his or her own ring of words.

Estimation Jar: The students count the items in the estimation jar and see who has come the closest in estimation. Give the prize for the one who is closest to the contents of the jar.

Game: The game today is called "Grandmother's Trunk." Remind the class that they have played a game similar to it previously. "We will go around the circle adding things to Grandmother's Trunk. The challenge is to add only things that start with the _____ sound. We start by saying, "In my Grandmother's trunk, I put a _____." Remember each person repeats everyone else's addition to the trunk as we proceed around the circle." Keep the game light, and help anyone who needs it. Our attitude while playing games is as important as the skills learned in games. If the game gets too seri-

ous, it causes stress in learning, and that is counter to what we want to accomplish.



Poem # 3: Read the poem together, focusing on particular words.

Lesson: Introduce the game called Grasshopper. “We are going to write numbers on squares of tag board and tape them to the floor. Let’s use numbers 5-25, one number on a square. We will set them hopping distance apart from each other so that we can hop from one number to the next.” Ask the students to each write out a number that you tell them; ask them to make the numbers large. When the numbers are all written, tape them to the floor in haphazard fashion.

For the first round of the game, ask the students, one at a time, for example, to hop to 7, and then to 12, and then to 16, and back to 2. After they have taken a turn hopping to the numbers, start a round of more challenging instructions. For example, you can ask them to hop to the number that comes after 3, or the number that is the sum of 5 and 5, or the number that is 7-5. Let each student who wants to direct a round of the game, giving the challenging instructions. When everyone has had a turn hopping and giving instructions, put the number squares in a folder and try the game with the children in school. Suggest to the students that they might want to come to the class and play the Grasshopper game with the children some time. Remember that putting our whole bodies into math makes the learning more permanent.

The next game is called The Disappearing Train. Each person makes a spinner and divides the circle in 6 sections. They mark the



sections -1, -2, -3, +1, +2, +3. After the spinners are complete, ask each student to set up a train of 12 items: Unifix cubes, or wooden cubes, or coins. Playing with a partner, the students take turns spinning. They remove or add the number of items the spinner indicates. The game ends when the first “train” disappears. The players must spin the exact number needed to make the train disappear. For example, if one “train car” is left, a player needs to roll a “-1” to finish. The players can change partners and play a few more rounds of the game.

Story: If there is time read from the folk tale book.

Homework: Play The Disappearing Train game at home with your family.

Goody Bag: All the materials for playing the Disappearing Train game.

Lesson 71: Food Stories



Materials: Chart paper for word wall; new estimation jar; paper for poems; and paper for making little books about food.

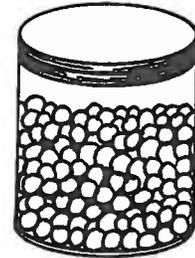


Preparation: Fill a new jar for estimating, and make this one a little larger; write out the Daily News with just the date on it; cut up the poem sentence strips into individual words.

Journal Writing: Remind the students, as they gather, to write in their journals. If they need ideas about what to write, suggest commenting on the class, or on their transportation, or something that is going on in their child's life. This journal writing should be casual and personal.

Meeting: "What happened when you played The Disappearing Train game with your families?" Suggest that they can turn the spinner over and write other numbers in the sections in order to make the game more challenging.

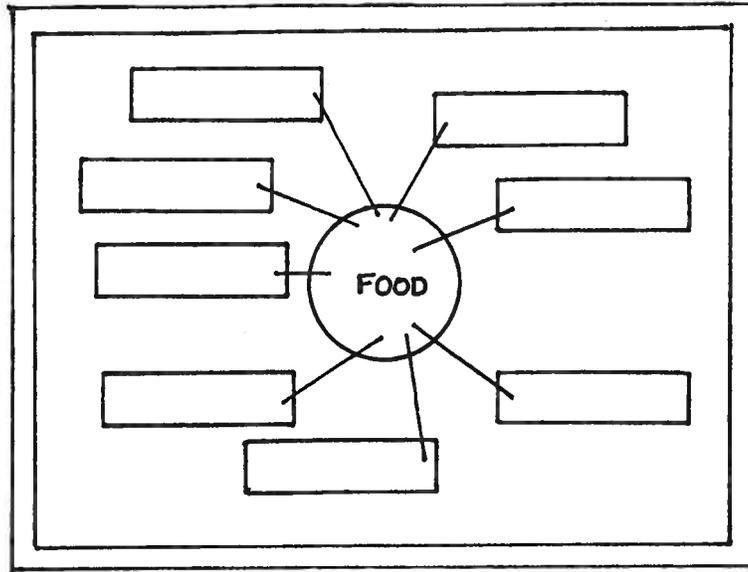
Estimation Jar: Point out the new estimation jar. Note that it is larger than previous jars. Remind the students to write out their estimations and put them in the box.



Daily News: Let the students tell you what to write on the Daily News. Take about four sentences, and try to include sentences from people who have not had a turn to dictate them before. Read the Daily News together.

Poem # 3: Show the students the cut up poem and give them the challenge to put it all together. Working in teams of 2 or 3, give each team a minute to work on the poem. Switch teams after a minute. If the interest is high, repeat the process. When the poem is put back in correct order, read it together.

Lesson: "Today we are going to write stories about food. We can build a word wall first with words that you might use in your story." Place the suggested words on the chart paper that has FOOD written in the center. Brainstorm some ideas about their stories: my favorite foods, foods my family likes, my mother's recipes, etc. Take time for the students to write their stories about food. If they finish during class, look at their stories and help with corrections. They can copy their stories into little books with pictures, if there is time.



Story: Read from a folk tale book.

Homework: Take home the copy book and copy the poem on good paper with illustrations. Remind them to bring back the copybook with their poem.

Goody Bag: Good paper for copying and illustrating the poem.

Lesson 72: Math Games



Materials: Special words rings; the Function Machines (Lesson 56) with number cards; toothpick bundles and loose toothpicks; small boxes of colored pencils for each student for the goody bag.



Preparation: Have the Function Machines and the supply of toothpick bundles ready for the math lesson.

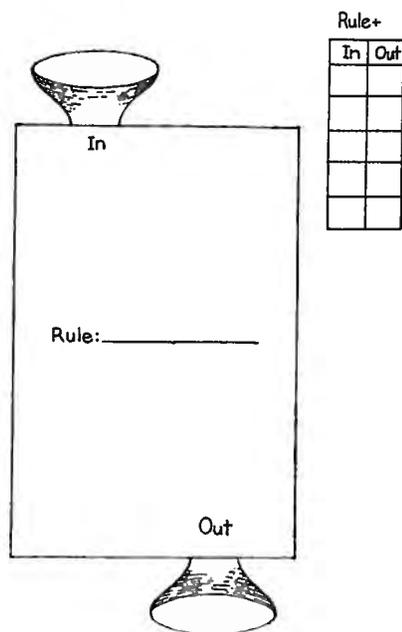
Journal Writing: Remind the students to write responses to the question of the day in their journals before the meeting starts. Question of the Day: How have I have used math at home since the last class?

Meeting: Ask the students to show their copied and illustrated poems to each other. Compliment them on their work. Ask them to put the poems carefully in their pocket folders. Tell them that they will be making their poems into a book, when all of the poems have been copied. Remind them that they will be saying the memorized poems aloud during the next class.

Special words: Ask the students to add a word to their special words rings. Give them time to read their words to one or two other people.

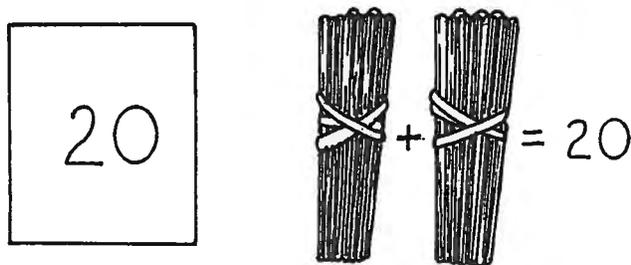
Game: The game today is "Categories" again. The category this time is food. Take a "think time" for each student to think of three foods. They keep their thoughts in their heads. The game starts with each person saying one food. See how many times around the circle the group can go without repeating a food. This game teaches quick thinking and careful listening.

Lesson: Bring out the Function Machines that were made in Lesson 56 and reviewed in Lesson 64. Review with the students how the Function Machines work. Put in the number 20 and let the number 13 come out (-7). Ask the students to show with a number in and a number out that they understand this rule of the Function Machine. Check to see that all of the students understand the concept of finding the rule. Remember that the rule can change at any time. Give any student who volunteers a chance to set up a new



(After Chicago Math)

rule for the machine. The student can either state the rule or just put in and put out numbers so that the rule can be guessed. Repeat the play until the game is smooth for all students. Remind them that the game can become more complicated. For example: State the rule as +5 -2. Set up an In and Out column on a sheet of paper or a chart paper sheet. Put the number 6 in the In Column and 9 in the Out Column. Ask the students to fill in numbers in the In and Out column which reflect the Rule of +5 -2. Continue to use the Function Machines until everyone is comfortable with the ideas. Suggest that you would like to use the machines with the children in school and would like to have some of you come to help the students understand the Function Machines. Bring out the bundles of toothpicks and review with the students the concept of place value in numbers. Remind the students that each bundle represents a 10.



Start by writing the number 26 on the board and asking the students to show 26 with bundles and loose toothpicks. They should be able to put out two bundles and six loose toothpicks; if not, go back over the concepts. Take turns around the circle with each student writing a number and the rest setting out bundles and loose toothpicks. Be sure that you do the lesson along with them. After each person has had a chance to write a number for the rest to show in toothpicks, change the lesson by setting out bundles of tens and ones asking the students to write what number they represent. Then take turns having each student set out bundles and loose toothpicks while the rest write what number that represents. If the students are comfortable with each of these ways of showing place value, you will know that they understand the concepts.

Story: Read more folk tales.

Homework: With your child, play the toothpick game as well as memorize the poem.

Goody Bag: A small box of colored pencils.

Lesson 73: Storytelling



Materials: The folk tale book from which stories have been read; star stickers; Daily News sheet; some new pencils for the goody bags.

Preparation: Have some folk tale books available for the students, including the book you have been reading; if you can, learn from memory a short folk tale to tell to the students; have a sign-up sheet for the storytellers, 3-5 tellers during the next four classes; write out a Daily News, including the sentences, "Everyone loves to hear stories," and "We can all learn to tell stories."

Journal Writing: As they gather, remind students to write in their journals. Question of the Day: What is your favorite folk tale?

Meeting: Tell the students that we are going to try something new in class lesson today. We are going to choose a story to learn to tell. Everybody loves hearing stories, especially children. When we listen to stories, our imaginations fill in the details. We have found that the quality of listening to stories is naturally better than when people are listening to factual material. When we tell stories, we have them in our heads and do not rely on the printed page. We can look directly at people when we tell them stories. We can practice in class; we can practice telling stories to each other. When we know the stories well, we can tell them to children in our children's classes.

Daily News: Read the Daily News together. Play "I Spy" with some of the words on the Daily News. "I spy a word that starts like _____, or I spy a word that rhymes with _____, or I spy a word that has the most letters."

Poem # 3: Ask the students to say the poem aloud altogether. Everyone who memorizes the poem will receive a gold star on his or her poetry card in the pocket folder. If there are students who didn't say a previous poem, they may learn it and say it at any time, in order to earn their stars.

Lesson: "Did you ever think that you could be a storyteller? I hope so." Remind the students that you have been reading folk tales from a storybook to them for the past few weeks. Spend some time remembering some of the tales. Ask for details of the stories. "Do you have a favorite story of the ones we have been reading?" List the favorites. Choose one of the favorites to learn to tell. If two people want to tell the same story, choose straws for it. "We can take some time now to begin to practice telling our stories." You might



want to go into a corner and “talk to yourself” for a while to try to remember the details of the story you would like to tell. After we do that for a bit, I will tell you a story that I have learned.

“During the next four classes, 3-5 people will each tell a short story to us. Here is a list of the next four classes. Please sign your name on one of the days.”

Story: Use this time for the teacher to tell a story to the students.

Homework: Practice telling your story to your child.

Goody Bag: Some new pencils.

Lesson 74: Storytelling 2



Materials: Cards for the students to make subtraction flash cards; special words rings; folk tale books; sentence strips; a prize to the day's storytellers.



Preparation: Have a copy of the basic subtraction facts for the students to put on the flashcards; check the storytelling list to see who is telling a story during the class time.

Journal Writing: Suggest to the students that they might want to write about their stories.

Meeting: "Today is the first day of our storytelling unit. (Name the students) will tell us stories today. We will give them our careful attention as listeners so that they feel comfortable telling their story to us." The students should tell the story as if they are relating an event that happened in their family. Help them understand that everyone is a storyteller.

Time for storytelling: Ask the students who have signed up to tell their stories to their friends in the class. Praise and compliment the tellers and the audience. Write out a sentence on sentence strips telling about each story. For example, " _____ told us a story about goats on a farm." Put the sentences up where they can be seen. Remind those who have signed up for the next class to be prepared. If some students are still having trouble locating a story to tell, show them the folk tale books and help them decide on a story.

Special words: Suggest that some new words that have appeared in their stories might be good to put on their special words rings.

Game: In math, when we count by 2's, 5's and 10's, we call it skip counting. Skip counting helps us learn intervals of numbers. If we know the intervals, we and our children will be more easily able to learn multiplication." Take some time for the whole group together to practice counting by 2's up to 30, by 5's up to 50, and by 10's up to 100.

For the first round of the game, ask everyone in the circle to put out two fingers on each hand. Have someone choose an even number between 6 and 30. For example, if the number 24 is chosen, the counter taps two fingers at a time counting by 2's around the circle until the number 24 is reached. The person whose fingers 24 lands on puts those two fingers away. The counting starts again and goes

until one pair of fingers is left. That person is declared winner of that round.

Counting by 5's, repeat the game with both hands put out. The chosen number should be in the "5 family" between 5-50. For example, if 25 is chosen, the counting goes by 5's up to 25, and the person on whose hand the number 25 lands, puts that hand away. The last person with a hand out wins that round.

The game is repeated again with both hands out and the number chosen in the "10 family" between 40-100. For example, if 60 is chosen, the counter taps each set of hands counting by 10's around the circle until 60 is reached. When the chosen number lands on someone's hand, that person takes both hands away.

The counting starts again from the beginning. The last person with two hands showing wins that round.

Make sure that various people take turns being the counter. Ask the students why this is a good game for children to know. List their answers.

Lesson: If there is time, put out the blank flashcards and ask the students to make a set of subtraction cards with the answers on the back. Show them the list of basic subtraction facts, and let them copy one fact on each card.

$$\begin{array}{r} 3 \\ - 2 \\ \hline \end{array}$$

$$1$$

0-0	1-0	2-0	3-0	4-0	5-0	6-0	7-0	8-0	9-0
1-1	2-1	3-1	4-1	5-1	6-1	7-1	8-1	9-1	10-1
2-2	3-2	4-2	5-2	6-2	7-2	8-2	9-2	10-2	11-2
3-3	4-3	5-3	6-3	7-3	8-3	9-3	10-3	11-3	12-3
4-4	5-4	6-4	7-4	8-4	9-4	10-4	11-4	12-4	13-4
5-5	6-5	7-5	8-5	9-5	10-5	11-5	12-5	13-5	14-5
6-6	7-6	8-6	9-6	10-6	11-6	12-6	13-6	14-6	15-6
7-7	8-7	9-7	10-7	11-7	12-7	13-7	14-7	15-7	16-7
8-8	9-8	10-8	11-8	12-8	13-8	14-8	15-8	16-8	17-8
9-9	10-9	11-9	12-9	13-9	14-9	15-9	16-9	17-9	18-9



- Story:** The teacher tells his or her story again to the students, putting more expression in it this time to see how the story changes in the second telling.
- Homework:** Play the skip counting game in your family. Practice the subtraction facts. Practice your story.
- Goody Bag:** A prize for those who told stories during this class.

Lesson 75: Storytelling 3

Materials: Sentence strips; prize for tellers for their goody bags; prize for estimation jar winner.

Preparation: Write out Poem # 4; write the Daily News sheet with comments about the storytelling.

Journal Writing: Remind the students to write in their journals before the meeting starts. Question of the Day: What are your thoughts about learning poems or poetry in general?

Meeting: "What happened when you played the counting game with your family? Who participated? Did they catch on to skip counting? How is your child doing with his or her subtraction facts?" Emphasize the importance of knowing the basic facts of adding and subtracting.

Continue with the storytelling. Name the students who will tell their stories during meeting today. Remind the others that being an attentive audience is their part of the lesson. If there are any questions about the storytelling, this might be a good time to deal with them.

Ask the students who have signed up for today to tell their stories now to their friends in the class. Praise and compliment the storytellers and the audience. Write out a sentence strip telling about each story. Put the sentence strips up on a wall where they can be seen. Remind those who have signed up for the next class to be prepared.

Estimation Jar: Count the items with the students. Check to see who has the closest estimation of the contents of the jar. Award a small prize to that person.

Daily News: Read the Daily News together. Introduce the concept of tally marks: four lines and then a cross line to denote the number five. Write some tally marks on the Daily News and ask the students to name the number they represent.





Poem # 4: Introduce the new poem and read it together with the class.

Lesson: Using the textbooks from the children's class, have the students pick some stories to read together. Encourage them to read with expression as if they are conversing. Note the areas in which some students need help, and try to arrange a time for extra help. Ask them to evaluate themselves in the area of reading. How are they doing? How have they improved? What do they still need to work on?

Story: Read from a folktale book.

Homework: Practice subtraction facts with your children. Take turns showing the cards and telling the answers. Children love to take the role of teacher!

Goody Bag: A prize for the storytellers.

Lesson 76: Storytelling 4 and Monster Squeeze (after Chicago Math)

Materials: A number line from 0-100; copies of the "monsters" for each student; sentence strips; prize for storytellers; and colored pencils or crayons for the monsters.

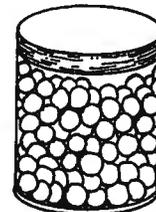
Preparation: Set out the number line on the floor or on a wall; color in two copies of the monsters; create a new estimation jar, using buttons or something similar.

Journal Writing: Remind the students that you hope they will write 2-3 sentences or more every day. Suggest that they write about someone they know who is a good storyteller.

Meeting: Continue with the storytelling. Name the students who will tell stories during the meeting today. Remind the others that being an attentive audience is their part of the lesson.

Time for Telling: Ask the students who have signed up for today to tell their stories now to their friends in the class. Praise and compliment the storytellers and the audience. Write out a sentence strip telling about each story. Put the sentence strips up on a wall where they can be seen.

Estimation Jar: We have a new estimation jar with goodies in it. The prize will be the contents of the jar. Make your estimate and put it in the box. Remember to put your name on it.



Poem # 4: Read the poem together and ask the students to copy the poem in their copy books after the first three poems. Encourage them to say the words as they copy.

Lesson: Monster Squeeze is the name of our math game today. After we play it a few times, we can evaluate the benefit of playing a game like this. Give each student a pair of monsters, left and right. Take time for them to color them in with colored pencils or crayons. When they are finished, explain the game to them. I am going to think of a number from 0-100 and you are going to try to guess it. You may ask only questions that have yes or no answers. Two people, one at each end of the number line, will move the monsters in until the number is "squeezed" out. Here is an example of how the questioning can go:

Q: "Is the number larger than 50?" A: "Yes, it is." The person on the left moves the monster to 50.



Q: "Is the number less than 75?" A: "Yes it is." The person on the right moves the number to 75. The play continues until the number is squeezed.

(If the numbers are written from right to left, the game can be reversed.)



Why do we play a game like Monster Squeeze with our children? List the reasons the students offer. They might include paying careful attention to the questions asked, thinking about the placement of numbers, or having fun while thinking of numbers in sequence.

Homework: Play the Monster Squeeze with your child. Make a number line from 0-50 on the paper in the goody bag.

Goody Bag: Prize for the storytellers today. Give each student a strip of paper for making a number line and the monsters.

Lesson 77: Storytelling 5

Materials: Sentence strips and prizes for storytellers.

Preparation: Write the poem on sentence strips; write out the Daily News.

Journal Writing: Ask students to choose a few sentences from their journals to read to the group in meeting today. Question of the Day: What were some of your favorite stories told by your friends in your class?

Meeting: Before beginning the storytelling for the day, ask students to read a sentence or two from their journals.

Remind the students that this is the last day for storytelling. Compliment group members on their willingness to take on a different challenge. Tell them that once they learn a story, it will stay with them, and they can tell it over and over. Remind them that they may come to the classroom and tell their stories to the children.

Continue with the storytelling. Name the students who will tell a story during the meeting today. Remind the others that being an attentive audience is their part of the lesson.

Ask the students who have signed up for today to tell their stories to the class. Praise and compliment the tellers and the audience. Write out a sentence strip telling about each story. Put the sentence strips up on a wall where they can be seen. If there are any students who have not told a story or who have been reluctant to tell a story, inform them that they may tell it at another time. Emphasize the fact that you certainly want them to tell a story before the end of the literacy classes. Ask the other students to share their experience of learning to tell a story as encouragement for those who are struggling with it.

Daily News: Read the Daily News together. Ask for volunteers to read a sentence, a word, or the whole Daily News. Encourage the students to challenge themselves to do more than they have before in order to increase their skills and their confidence.

Poem # 4: Show the poem on the sentence strips. Mix up the sentences, and ask the students to work in teams to put the poem in proper order. Repeat until each team has a turn. Say the poem altogether.

Lesson: Use the remainder of the time to read books together. Check to see how each student is progressing. Work closely with those who need





extra attention. Ask the stronger readers to help students that may be struggling.

Story: Remind the students that as they increase their reading skills, they will enjoy reading aloud to their children. Just as we enjoy hearing a story in our class, our children will enjoy and learn from it, too.

Homework: Tell your story to your family again. Perhaps you can ask some neighbor children to come to hear you tell your story.

Goody Bag: Prize for the storytellers.

Lesson 78: Exploring Plant Science

Materials: Locate a series of science books about plant life; 100's chart, the large hanging chart and a small 100's chart (laminated or in plastic) for each student; special words rings; a prize for the winning estimator.

Preparation: Find a series of good science books about plants to look over with the students; if the 100's hanging chart has a set of cards for the 3's, have those available.

Journal Writing: Ask the students to take their special words rings and use some of their special words as they write in their journals.

Meeting: Tell the students that we will be beginning a study of plants in our class. Later today, we will look at science books together and see if we can find some simple experiments with plant life to do.

Tell us what happened when you told your story again to your child. Were you able to invite other children in to hear your story? Did the adults in your family also listen to the story? If you have grandparents living with you, ask that person to tell a story of something he or she remembers from childhood.

Game: Focus on the 100's chart now and count off the 3's. If you have the different colored 3's, ask the students to put them in place. If not, mark the 3's in some way so that the pattern shows. Make sure each student has a chance to mark the 3's pattern on the chart. Study the pattern that the 3's make on the 100's chart. The students should be able to see and name the diagonal pattern that the 3's make. Remind the students that

learning to skip count the intervals will help them and their children when they have to learn multiplication.

100's CHART										0
1	2	3	4	5	6	7	8	9	10	
11	12	13	14	15	16	17	18	19	20	
21	22	23	24	25	26	27	28	29	30	
31	32	33	34	35	36	37	38	39	40	
41	42	43	44	45	46	47	48	49	50	
51	52	53	54	55	56	57	58	59	60	
61	62	63	64	65	66	67	68	69	70	
71	72	73	74	75	76	77	78	79	80	
81	82	83	84	85	86	87	88	89	90	
91	92	93	94	95	96	97	98	99	100	
101	102	103	104	105	106	107	108	109	110	





Estimation Jar This is the day for counting the estimation jar. This time, count the items in the jar by 3's for practice. The students may refer to the 100's chart for help in counting 3's. Take out the papers on which the students have written their estimations. Let them decide who has come the closest to the real number. Remember the prize for the estimation jar is the contents of the jar.

Poem # 4: Ask the students to take out their copy books and turn to Poem #4. Spend some time doing word study with them. For example, put a circle around the word _____. Draw a line under the word _____. Put a box around a word that means the same as _____. Then say the poem together.

Lesson: Bring out the science books and let the students look through them. "We are going to be performing simple science experiments with plants that we can also do with our children at home and in our children's class. We will learn how to explain the science experiment so that the children will learn from us. The children might be able to repeat the same experiment that we have demonstrated or try one of their own." If the experiments are simple and clear, some good basic science concepts will be learned.

Homework: Ask a grandparent or elder in your neighborhood to tell you a story of their childhood. See if you can learn it to tell to your children. Show your children how to mark off the 3's on a small 100's chart.

Goody Bag: A small 100's chart (laminated, if possible or in a plastic sleeve).

Lesson 79: More Plant Science

Materials: New estimation jar with beans; books on plants; 100's chart.

Preparation: Prepare a new estimation jar with beans; cut the poem on sentence strips, one word on each piece; make sure the plant books are available; have the Daily News sheet, but leave it blank.

Journal Writing: Remind the students to write a few sentences in their journals before meeting begins. Question of the Day: What does it feel like to learn something new?

Meeting: What happened when you played the 100's game with your children? Did your children see the patterns the 3's make?

This might be a good time to ask the students to evaluate their classes. Ask them to name their favorite part of the Adult Literacy classes. Make a list of their ideas.

Game: Scramble the numbers on the 100's chart and ask the students to estimate how long they think they will take to put the all numbers back in proper order. Write out two or three estimations and then let the students, working in teams, put the chart back in order. Let each team unscramble the numbers for a minute. Compare the real time with the estimated time.

When the chart is re-ordered, take out four numbers. The students are to name the missing numbers by saying how many tens and how many units are in the number. For example, if 37 is taken, the students says, "The number has 3 tens and 7 units." Let four or five students take a turn by removing four numbers from the chart, while the others name the missing numbers.

Ask the students if they can think of a way to play that game with their children at home.

Daily News: Shift the focus to the blank Daily News sheet. Ask the students to provide the information for the Daily News. You do the writing, unless you think there are some students who can accurately write a sentence for the whole class to read.

DAILY NEWS	
DATE: _____	WEATHER: 





Read the News together when it is finished. Take time for the students to copy the Daily News in their copy books.

Poem # 4: Show the students the cut-up poem and ask them to work in teams of 3-4 putting the poem back in order. Each team may have a turn putting the poem in order. Each team can read it aloud after they finish rearranging the poem.

Lesson: Have the plant books available again for the students to look through. Ask them to find a simple experiment that they would like to do here in class. Some suggestions: How do plants seek sunlight? How do plants seek water? What kinds of roots do plants put out? What grows faster, beans or peas? How is plant growth measured? How do different kinds of seeds sprout?

Take time to help them find an experiment or demonstration. Suggest that two or three adults work together. Ask them to list what they need for their experiment; see if they think they are able to locate what they need for their experiment. If not, make a list of items for their experiments and try to locate them with CRI help. Have the students sign up to present their experiments or demonstrations to the class.

Homework: Find items needed for the science experiment and begin to work on it with your team. Practice the demonstration at home for your child. Copy and illustrate poem # 4 on the good paper.

Goody Bag: A sheet of nice paper for the poem.

Lesson 80: Plant Experiments-1

Materials: Materials needed for plant experiments for this day; toothpick bundles for counting with elastic bands; a small reward for those demonstrating their science experiments today; special words rings and cards; extra toothpicks; a plastic tablecloth.



Preparation: Have the materials for the plant experiments available and set up a table with a plastic tablecloth on it for the experiments.



Journal Writing: Remind the students to write in their journals before the meeting. Suggest that they might want to write about their work with plants.

Meeting: Ask the students to show their illustrated poems. After admiring them, ask the students to put their poems in their pockets folder for safekeeping.

Read off the list of students who will be presenting their plant experiments today. Remind the others of their responsibility as an audience. Tell them that they will be learning from each other; every student will have a turn to be the teacher.

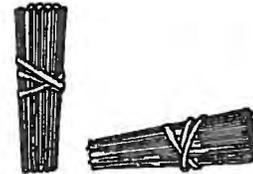
Plant demonstrations: The “scientists” of the day will present to the class. After each presentation, the others may ask questions. It helps if each group can tell what happens in the experiment. If they can’t, the teacher can help them find the words that will explain it. Praise and compliment them after each turn. Keep notes on each group’s experiment.

Special words: Tell the students that this is a good time for them to put new words they have learned from their plant demonstrations on their special words cards. They may want to use a few cards this time.

Lesson: Take out the box of toothpick bundles. Today we are going to study three-place numbers, those from 100 up. Give everyone a piece of paper and ask him or her to draw three columns. On the top of the right one, put Units; on the top of the middle one, put Tens; and on the top of the left column, put Hundreds. Take some time for each student to make a bundle of 10 tens to make 100. Put the elastic bands around the 100. Using their piece of paper, ask them to show the number 132. They should be able to put the bundle of 10 tens in the Hundreds column, three tens in the Tens column, and two units in the Units column. Check to see that everyone understands that concept. If not, drop back to the two-place numbers and review. When everyone understands, try several other three-place numbers. Now ask the students to write the numbers that you set out on your

100's	10's	1's
### ### ### ### ### ### ### ### ### ### ### ### ### ### ### ### ### ### ### ###	### ### ### ### ### ###	

column chart. Put all of the 100's in one pile. Then put out five hundreds in the Hundreds column; seven tens in the Tens column, and four loose units in the Units column. The students should be able to name the number as 574. Let some of the students take a turn setting out the bundles while the others write out the number.



Encourage the students to teach their children about three-place numbers.

Story: Read a chapter to the students.

Homework: Using toothpicks, teach your children about three-place numbers after reviewing two-place numbers. They should practice memorizing the poem.

Goody Bag: Provide a small present for those who have given their plant experiments today. Also include some toothpicks, if they need more for hundreds.

Lesson 81: Plant Experiments-2



Materials: Materials needed for the plant experiments for this day; a small reward for the “scientists;” a plastic tablecloth; star stickers for those who have memorized the poem; chart paper; a copy of the book *I Love You As Much* for each student.

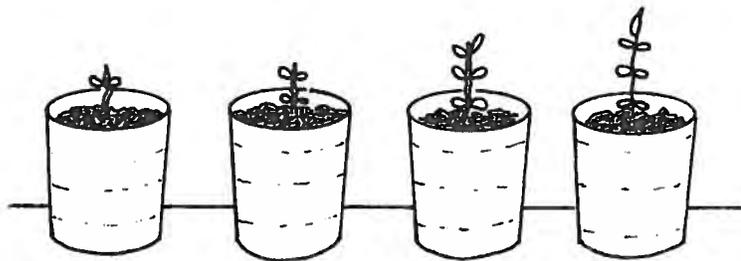
Preparation: Have the materials for the plant experiments available; set up a table with the plastic tablecloth on it for the experiments; become familiar with the new book *I Love You As Much*.

Journal Writing: Encourage the students to write about the plant experiments in their journals.

Meeting: Ask the students to tell what happened when they played with the toothpick bundles with their children. Have their children learned the concept of place value of three-place numbers? Be sure you encourage them to keep practicing this lesson at home.

Read off the list of students who will be presenting their plant experiments. Remind the others of their responsibility as an audience. Remind them also that they will be learning from each other; every student will have a turn to be the teacher.

The “scientists” of the day will present to the class. After each presentation, the others may ask questions. It helps if each group can tell what happens in the experiment. Praise and compliment them after each turn. Keep notes on the experiments.



Poem # 4: Take time for the students to say the poem aloud together. After they have said the poem aloud, give them a star for their “Poem Saying” cards. Note that they have only two more stars to earn for poetry prizes. Encourage them to teach the poem to their children, if they have not already done so. Memorizing poems gives our brains good exercise.

- 
- Game:** Pin the name of an animal on the back of each student. To play the game, they walk around and ask questions of the other students to try to determine what animal is pinned on their back. They may ask only questions that have Yes or No for an answer. Encourage them to play this game in their families with animals or colors or numbers pinned on the back.
- Lesson:** Tell the students that, because they have been working hard in their literacy classes, you have a gift for them. They will have to write something loving in order to receive the book, however. Read the book *I Love You As Much* to the students a few times. Allow them to discuss the illustrations and the text. If they look carefully in the book, they will see that four of the animals in the illustrations do not have words with them. List those animals (cat, elephant, giraffe, and hippopotamus). The students are to make up lines that these four animals might say to their young ones. They can write them on a journal page and draw the animal, if there is time. Take time for them to read their words aloud when they have finished. Compliment them on their creativity. If you have time, check their writing to see if it is accurate. Encourage the students to write their words next to the appropriate pages. They may take the book home to add it to their home library. They may read the text to their children and then add the newly created additions for the four animals. They can ask their children to think up other ways each of those four animals might have declared their love for their babies.
- Homework:** Read the new book to your child. Ask him or her to think up new ways the four mothers might have spoken to their babies. Make a note of their ideas to share with the class for the next class meeting.
- Goody Bag:** A prize for those who have given their plant experiments and the book *I Love You As Much*.

Lesson 82: Plant Experiments-3

Materials: Materials needed for the plant experiments for this day; a small reward for the “scientists;” a plastic tablecloth; special words rings; a tag board for making games, small counters for the game.



Preparation: Have the materials for the plant experiments available; set up the demonstration table with the plastic tablecloth; write out the Daily News sheet covering some of the words; make a sample game board for math; select adding flashcards that have the answers from 5-10. For example, 2+3, 5+5, etc. Make sure the answers are not on the front of the flashcards.



Journal Writing: Referring back to the book, *I Love You As Much*, ask the students to write a response to this question: What would a mother water buffalo have said to her baby? If they are comfortable doing so, ask them to be ready to share their responses in the meeting.

Meeting: What happened when you read the new book to your children? Were your children able to add some responses that the mothers might say to their babies? If you are comfortable doing so, please read your new response from a mother water buffalo.

Read the list of students who will be presenting their plant experiments today. Remind the others of their responsibility as an audience.

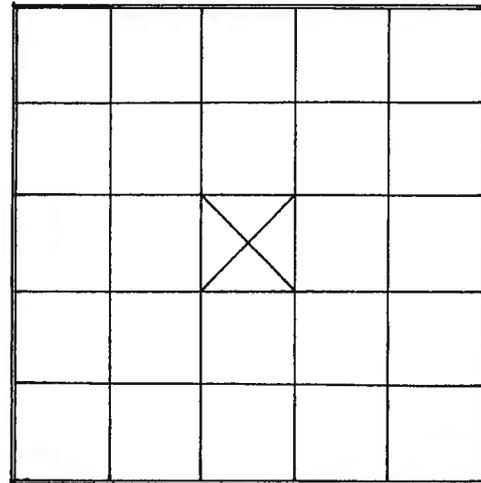
The “scientists” of the day will present to the class. After each presentation, the others may ask questions. Praise and compliment them after each turn. Keep notes on each experiment.

Estimation Jar: It is a counting day. If any of the students have not submitted their estimates of the contents of the jar, allow a few minutes for them to do that. Ask the students to choose a counting strategy for determining the number of items in the jar. Let them decide who has the closest estimation. Present the small prize.

Special words: Before the students write out their special word for the day, ask them to list with you some of the vocabulary words they have encountered during the plant experiments. Tell them that expanding their vocabulary in many directions helps them and their children to become stronger, wiser readers. Ask them to write their special words on cards and put them on their rings. While others are finishing, they may share their words with a learning partner.

Daily News: Read the Daily News together. Ask the students to guess what words are under the cards. Write their guesses on the cards, and then lift the cards to see how close they are to the word you have chosen. Remember that guessing the words underneath the card helps them get meaning from the context of the sentence on the Daily News.

Lesson: For the math game today, the students will make Bingo game boards. They will measure a square of 25 cm. x 25 cm. (10 in. x 10 in.) Marking off every 5 cm. (2 in.), they will make 25 small boxes. In the center box, they mark an X; that is a free box. They will place the numbers 5-10 in random order, one number in each box. There will be some repeats. Put out small counters.



How to play the game: The teacher holds up an adding flashcard. The students add the numbers in their heads and cover that number on their Bingo board with a counter. They may cover only one number at a time. The goal is to cover a full row of numbers, up or down or diagonally. The first person covering a row, calls out "Bingo." The boards are emptied and the play is repeated.

Ask the students to make four more Bingo boards: two that can be used in the children's classroom and two that may be taken home. Remind them to write the numbers on each board in different order from the others so that each board is different from their other boards. Tell them that this game can be used with adding and subtracting facts, as well as multiplication, when the time comes.

Homework: Play the Bingo game with your children using your adding or subtracting flashcards at home. Choose only those with answers from 5-10.

Goody Bag: The Bingo games made in class. You may include some extra tag board for making additional games of Bingo. Include a prize for those presenting their plant experiments.

Lesson 83: Plant Experiments-4

Materials: Materials needed for the plant experiments for this day, if there are any left to do; a small reward for those presenting; a plastic tablecloth; a piece of sticky tape for marking the estimation of length; 100's chart; a new storybook; a small 100's grid for each student for the goody bag, laminated or in a plastic sleeve.



Preparation: Set up for the plant demonstrations today, if there are any left to do; put a long piece (3 meters) of sticky tape on the floor for estimation; write out Poem # 5; find a new storybook to read to the students.



Journal Writing: If you had a good response to the question asked in the last class about the response of the water buffalo mother, try another animal's response: What would a mother songbird have said to her baby? If the response previously was not especially interesting, just let the students write their own lines in their journals.

Meeting: What happened when you played Bingo with your children? Did any other people in your family play the game? Did your children have a chance to be the teacher and hold the flashcards for the others? Did you just use the adding flashcards? Or did you try the subtracting cards, too?

If there are any experiments left, read off the list of students who will be presenting their plant experiments today. Remind the others of ways to be a good audience. This should be the last day of science experiments.

The "scientists" of the day will present to the class. After each presentation, the others may ask questions. Praise and compliment them after each turn. Give a small prize to those who demonstrated today. Keep notes on each person's experiment.



After the last plant experiment is finished, ask the students how they would like to share them with the children in the classroom. Try to arrange for their visits in the near future so that the learning from the experiments is not lost.

Estimation Jar: Today we are going to look at another way of estimating. See the long piece of sticky tape here on the floor (or wall). Just by looking at it, we are going to make our estimations and write them on the papers we have been using for the jar estimations. After a few days, we will measure the tape and see who comes closest to the correct

length. Estimation is a skill that we use in our daily life quite often. We are training ourselves to be good estimators.

Poem # 5: Read the poem to the students and talk about ways of learning the poem.

Lesson: Using the 100's chart, count out and mark the 11's. For example, you might turn over every 11th card or write the 11's on a different colored card. Tell them that children love to count by 11's. Ask them to observe the pattern of the 11's on the chart. Point out that adding 11 to any number is the same as adding 10+1. Going back to the 10's is a good strategy for adding. For example, it is easier to add 10+3 when you are adding 13 to a number. The 100's chart is a great help in proving this idea.

Set up an adding problem such as $22+13$. Go to 22 on the 100's chart and show that the number below 22 is 10 more or 32. From 32 move three numbers to reach 35. The students should understand that, on the 100's chart, any number under another number is 10 more than that number. You and the students may practice making up many adding problems using the idea of breaking up numbers into $10+ \underline{\quad}$.

100's CHART										0
1	2	3	4	5	6	7	8	9	10	
11	12	13	14	15	16	17	18	19	20	
21	22	23	24	25	26	27	28	29	30	
31	32	33	34	35	36	37	38	39	40	
41	42	43	44	45	46	47	48	49	50	
51	52	53	54	55	56	57	58	59	60	
61	62	63	64	65	66	67	68	69	70	
71	72	73	74	75	76	77	78	79	80	
81	82	83	84	85	86	87	88	89	90	
91	92	93	94	95	96	97	98	99	100	
101	102	103	104	105	106	107	108	109	110	

Story: It has been some time since we have read a story together. Let's start a new book today.

Homework: Using a 100's grid, play the adding game with your children. Practice the concept of 10's. For example, ask what number is 10 more than 66? Or, what number is 10 more than 27? Show your children that 13 more than a number is $10+3$, or 15 more than a number is $10+5$.

Goody Bag: A prize for the science demonstrators and a small 100's grid for each student, laminated or in a plastic sleeve.

Lesson 84: Keeping Open Communication with Our Children/Spinner Games

Materials: Materials needed for spinners: brads, washers, cardboard, and paper clips. Be sure to include materials for extra spinners for the goody bags. Also include reading books for the students to keep.

Preparation: Look over the directions for playing the math games today.

Journal Writing: Encourage the students to write interesting sentences in their journals. For example, what do I want more of in my life, or what do I want less of?

Meeting: What happened when you played the 100's grid game with your child? Could your children see the 10's on the grid? Did your child understand that adding 13 is the same as adding $10+3$?

When our children come to us to talk, we can deepen the communication by holding our opinions about what they are saying until we have more information from them. Asking them a question, keeps the communication flowing. It is very easy to shut down the communication with our opinions or our information. Of course, we know more than they do, but they are just discovering the world and are mostly enthusiastic about it.

We once heard a child share with his parent a basic math fact that he had figured out on his own. The parent's respond was, "Are you just finding that out? Everybody knows that." You can imagine the quick and unnecessary shutdown that happened with the child.

A more helpful response would be, "When did you find that out?" or, "How did you figure that out by yourself?" Then the parent might ask the child to extend the learning: "If you know that math fact, add one more to it to discover a new math fact." That way the communication stays fluid, while the child keeps thinking and delighting in new learning.

Open up a discussion with the students about how they can share with the children the learning they have had with the science experiments. One thought is that they could put on a Science Fair with each person and his or her child demonstrating the experiments done in class. They might want to choose three or four experiments to do in front of the children's class. Hear their ideas, and try to get them to take some leadership in sharing the adult science lessons with the children. As their ideas are stated, make a list of all ideas, even if you don't like a particular thought. Keep the list on the wall so that more thoughts can be added to it.



Poem # 5: Read the poem together and ask the students to copy the poem in their copy books. They should have all five poems in that section of the copy books after this class.

Lesson: Students will make two spinners each. They divide the circles into eight parts and number each part with a number from 2 to 9. Then they put the brad, washer, and paper clip in place on each spinner.

Which is Greater?

Playing with a partner, each person spins each of her spinners once. She arranges the two spinners to show the largest number from that spin. For example, if she spins 5 on one spinner and 9 on the other spinner, the largest number is 95. The partner does the same thing, and then they compare the numbers. The one with the larger number on that spin earns one point. The first round is over when one person wins 10 points.

Which is Smaller?

The game is repeated choosing the smallest number that can be arranged from each spin. For example, if one spinner shows 6 and the other shows 4, the lowest number can be 46. The players compare their numbers, and the one with the smaller numbers wins a point. The player plays with a partner until one of the partners earns 10 points.

Story: Read from the chapter book.

Homework: Play the spinner game with your child. You will need to make two more spinners so that your child may have two, also.

Goody Bag: The materials needed for making two more spinners and a reading book to keep.

Lesson 85: Special Words Stories

Materials: Sentence strips; paper, colored pencils, stapler, and good paper for the covers for making books; special words rings.

Preparation: Write the poem on sentence strips; write the Daily News, and put some tally marks along the bottom; think about a Science Fair or some other way to share the plant study in the classroom; and secure a copy of the seven concepts of Adult Literacy from the first series of lessons (Session 1).

Journal Writing: The habit of journal writing before meeting should be established. If there are students who are not writing or who seem to be resisting writing, you might want to speak with them individually to hear what their resistance is about. This would be a time to encourage them to write even one sentence per class. Tell them how important writing is to full literacy.

Meeting: We are going to spend some time in our meeting today looking back at the seven concepts of adult literacy that we studied during our first set of lessons. Take a look at the list:

- Everyone is a learner and everyone learns in a special way.
- A positive environment is vital for learning.
- Adults learn best when they are interested in finding out something for themselves or for their loved ones.
- CRI will help each learner find the best way to learn.
- Each learner can help others and be helped by others as they learn together.
- Adults can have a good time while they learn.
- The more parents learn, the more they can help their children.

Spend some time in the meeting talking about these concepts. Do we have a different understanding about them than we had at the beginning of the literacy lessons? Could we even read them then? Do you have a sense of being a learner now? How are we having a good time learning? How are we helping our children by our learning? Do you know ways that CRI is helping us? How are we helping each other learn? Do you have a better sense about the way that you learn, your particular style?

Spend some time working on ways to share our plant experiments with the children.

Daily News: Read the Daily News together. Count the tallies, and ask the stu-

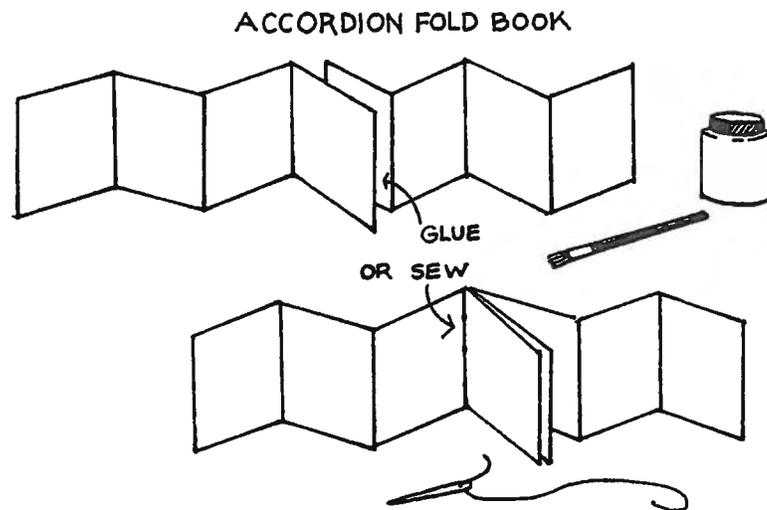


dents to write what number they represent.

Poem # 5: Show the poem on sentence strips. Mix up the strips, and ask the students to put the poem in proper order. Do this a few times, saying the poem each time it is put back together.

Lesson: Tell the students that today they are going to write a short story using many of their special words. Bring out the rings and have each student read through their words to see what their story can be about. Encourage the students to start writing. As you walk around, help them with words, answer questions, and comment on their effort.

When they have completed their stories and you have had a chance to help them with corrections, tell them that they may make simple books in which to copy their stories. Have the paper, colored pencils, stapler, and any other supplies they might need to make their stories into books. Show them the good pieces of colorful paper they may choose for the cover. If the students are not finished by the end of the class time, they may take their supplies home to finish as homework.



Story: Read from the chapter book. Remind the students to read to their children at home. Listening to and enjoying stories are wonderful ways to become more literate.

Homework: Finish the story, and make it into a book. You and your children may illustrate the books together. Bring them back to school to share.

Lesson 86: Multiplication

Materials: Blank cards for making flashcards; materials for making spinners; fake money; copy book; fact sheet for each student; toothpick bundles; and a prize for best estimator.



Preparation: Make a set of multiplication flashcards as an example for the students; prepare a sheet with the basic multiplication facts for each student to copy; and have the toothpick box ready to illustrate concepts of multiplication.



Journal Writing: Encourage each person to write something about money. Question of the Day: How does knowing more about money help you in your life?

Meeting: Ask each student to show the book that was made from the special words stories. If they are comfortable, ask them to read the story to the group showing the illustrations. Compliment any effort on the part of the students. How were your children involved with the bookmaking project? Would your child like to write a book, too? If anyone answers yes to that questions, show the student where the materials are kept, and encourage the student to take home what is needed for writing a book with his or her child. Display the books for all to see.

If the group is planning a Science Fair or some way to share their plant study, this would be a time to make plans.

Game: Today we are going to play the money game that we have played previously. First, we each will make a spinner. We will divide the circle into four parts: 5, 10, 50, and 100 (or whatever numbers are needed for the fake money available). Choose one person to be the banker. Each person spins, and the banker pays what number has been spun. When each person has had five turns, stop and count the money. This would be a good time to trade lower denominations for higher ones. After trading, play the game again until each player has five more turns. Then count the money, trade, and see who is the richest person among us.

Poem # 5: Ask the students to open their copy books to the 5th poem. Do some "word focusing" with them. For example, "Circle the word that means _____, or underline the word that is the longest in the poem, or put a line around your favorite word in the poem." Say the poem together, and encourage the students to memorize the poem and teach it to their children.



Estimating: Take some time to measure the sticky tape on the floor (or wall). Look at the estimations the students have written, and see who has come closest to the correct measurement. Have a small prize for that person.

Lesson: During the 2nd grade, your children will be learning multiplication. If we can get a head start on the learning for ourselves, we can be better prepared to help our children. Have some pictures, perhaps from the math textbook, that show groups of things.

Explain to the students that multiplication is a way of making adding simpler. Instead of saying $5+5+5+5+5$, we say 5×5 . Instead of saying $20+20+20+20+20$, we say 20×5 . Help the students to see that the answers are the same, but the process is quicker.

We are going to make multiplication flashcards for the basic facts. Show the sheet of basic facts, and ask the students to put one fact on each card with the answer on the back.

As they are writing the facts on the flashcards, put on the board or chart paper a series of pictures illustrating how multiplication works. For example, put 5 groups of 6 pencils, or 2 groups of 7 circles, or 3 groups of 10 dots, etc. Just as it helps children to see examples of concepts, it will also help the adult students. You might take out the toothpick box and have the students count all of the tens. Remind them of how long it would take to count the tens one at a time. Bundling is a way of multiplying, too.

Tell the students to keep the flashcards here in the pocket folders so that we have a chance to practice with them. We want to be good at the basic facts before we try to help the children.

Homework: Play the spinner game with play money at home.

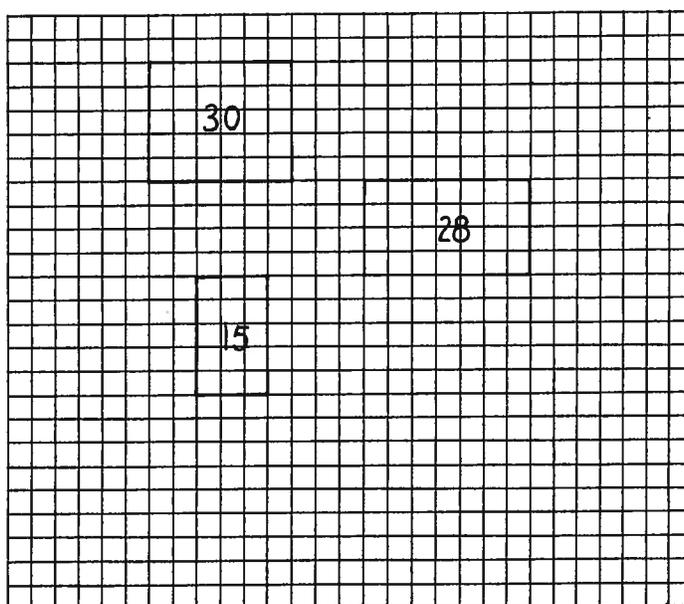
Goody Bag: The money spinner and some play money.

Lesson 87: Making Boxes

- Materials:** Flashcards; a supply of graph paper; materials for making a spinner; a good sheet of paper for copying the poem; and sticky tape.
- Preparation:** Cut the sentence strips so that one word is on each piece; have flashcards available; write the Daily News with only the date on it; and set out longer sticky tape for estimating length.
- Journal Writing:** Encourage the students to write a few sentences in their journals. Suggest that they write something that is going on in their family.
- Meeting:** What happened when you played the spinner game with money with your children? Who was the richest person? Did any other family members play the game? Encourage the students to include any family members in the games and lessons at home. Think of the family as an extension of school.
- If the group is planning a Science Fair or some other way to share the science experiments, take time to work out details.
- Daily News:** Ask the students to supply the sentences for the Daily News today. Read it together when you have written all of the sentences.
- Poem # 5:** Show the students the cut-up poem. As you have done other times, let them work together to reconstruct the poem. Do that a few times, and then read the poem together. Remind them that they will be copying and illustrating the poem for homework.
- Estimating:** Show the students the new sticky tape on the wall. Remind them that some of them are getting very good at their estimating skills, and ask them to share their strategies. Encourage each student to make an estimation of the length of the sticky tape and record it.
- Lesson:** Ask the students to take out their multiplication flashcards from their pocket folders. Let them work with a partner, and ask each other the multiplication facts. They can set aside the facts that are the most difficult and work on those more often. After they have worked for a while, ask them to change partners and repeat the practice.
- Lots of Boxes: (after Peggy Kaye) Ask the students to make a spinner dividing the circle into six sections with the numbers from 1-6 in the sections, one number in each. Using the graph paper, the students are to create boxes. They spin



once to determine how long the bottom line of their box will be. For example, if they spin a 6, they draw a line on the graph paper under 6 boxes. The second spin tells them how high the box will be. For example, if they spin a 5, they will draw a line up 5 boxes. When they have those two dimensions they may complete the box. Then they decide how many little boxes are in the larger box. They can use their multiplication facts to help them count the small boxes. For example in the 5×6 box, they can say they that they have 30 small boxes because $5 \times 6 = 30$. They write the fact under the box. And make 5 more boxes from their spins.



When everyone is finished making 6 boxes, look at the papers together and observe what happened in the playing of the game. Who had the largest box? Who had the smallest box? Who had boxes that were the same?

The students may take home the spinners and some graph paper to play the game with their children. This is a good way to introduce the concept of multiplication as a shortcut to adding.

Story: Read a chapter of the book.

Homework: Play the game Making Boxes with your children. Copy and illustrate the poem on good paper.

Goody Bag: The spinner and extra graph paper. Good paper for copying and illustrating the poem.

Lesson 88: *My Friend Rabbit*

Materials: A copy of *My Friend Rabbit* for each student; paper for making paper airplanes; and special words rings.

Preparation: Read over *My Friend Rabbit* and think of ways to extend this book; make a few paper airplanes.

Journal Writing: Ask each student to write a multiplication problem. For example, if I have 2 pencils and each of my 3 friends has the same number of pencils, how many do we have altogether?

Meeting: Ask the students to show their illustrated poems to each other. Compliment them, and ask them to put the poems in their pocket folders along with the other poems.

What happened when you played the Making Boxes game? Were your children able to understand the multiplication involved in the game? Don't worry if they did not understand it yet. They will catch on soon. Keep playing the game.

Special words: Place all of the word rings in the center, and ask each student to pick up a ring that is not his or her own. They read a few of the words aloud and the owner claims the ring. They then add a word or two to their rings. Ask what word is special to them today.

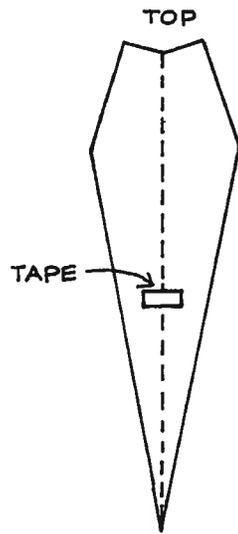
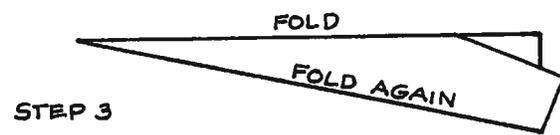
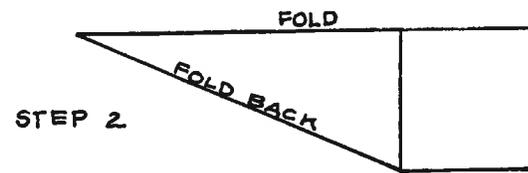
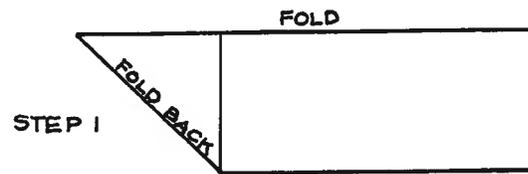
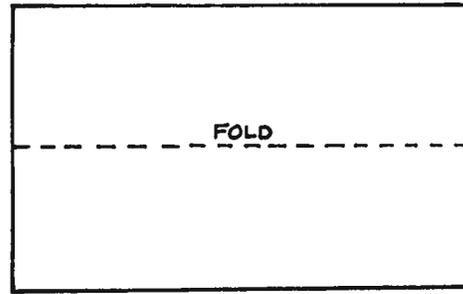
Poem # 5: Remind the students that they will say the poem aloud during the next class.

Lesson: Show the students the new book, *My Friend Rabbit*. Let them look it over for a while. Then read the book to the students a few times. Ask them to name the animals in the book. Make a list of the animals. Were any of the animals in this book also in the mother and babies book? List them.

Ask them to close their books and start around the circle telling the story, each person telling a sentence or two. Encourage the students to use full sentences when describing the events of the story. They can use their imaginations also, since the book does not have too many words.

Let the students make a paper airplane to use at home when they read the story to their children.





Story: Read to the students from a chapter book.

Homework: Read the book to your child. Show your paper airplane and help your child to make one. Sail it, and see if it gets stuck somewhere. Remind them to practice memorizing the poem.

Goody Bag: Paper for airplanes. Give each student the book, *My Friend Rabbit*.

Lesson 89: Mad Minutes

Materials: Fact sheets for adding and subtracting; a stopwatch or clock with minute hand; star stickers; and small paper pads for the goody bags.

Preparation: Prepare fact sheets for Mad Minutes (*See Appendix*), both adding and subtracting; write the Daily News; have a stopwatch or clock with a minute hand for Mad Minutes; practice Tic-Tac-Toe with someone.

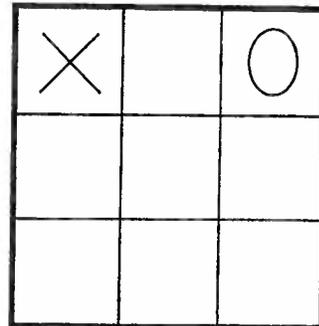
Journal Writing: Ask the students to write you a short letter in their journals that you will answer. The Back and Forth Journal is a wonderful way to help the students with their writing. If you take the time to respond to their letters, they will be delighted. You can keep the writing simple and fun. End your letter with another question that will help the parent write the next response. For example, the parent may write: "I like playing games with my child." Teacher: "Good for you. That helps your child. What games are your child's favorites?"

Meeting: Did your child enjoy reading the Rabbit book with you? What happened when you made the paper airplane? Did it fly? Did it get caught in anything? Did anyone else in your family read the Rabbit book with you? Remind the students that they are able to teach others all of the things they learn in their classes. Passing on learning is a great way to strengthen skills and help others learn, too. One famous literacy system is called "Each One Teach One."

Ask the students to read their multiplication problems that they wrote in their journals. As each student reads a problem, the rest of the group must figure out the answer. Ask them to copy the stories from their journals to use with the children in school.

Daily News: Read the Daily News together and play "I Spy" with the words in the News. Ask the students to take turns reading sentences of the Daily News. Remind them of the time when they were unable to read that much.

Game: Teach the students Tic-Tac-Toe. Some of them may know how to play the game, and others may want to learn it. Draw the grid on a chalkboard or chart paper. Play the game with one person, instructing the whole group as you play. The first person marks an X in one of the boxes; the second person marks an O in another box. The play continues until one of the players has three marks in a row.





Tell them that this little game encourages visual planning skills. It is a great game for children to play with adults. It can be played anywhere on any piece of paper or even in the sand or dirt. Pair students and play the game a few times together. Ask them if they see strategies for playing the game.

Poem # 5: Take time for each of the students to say the poem aloud together. After they have said the poem aloud, give them a star for their "Poem Saying" card. Note that they have one more star to earn for a poetry prize. Encourage them to teach the poem to their children, if they have not already done so. We can all learn to memorize poems; it gives our brains good exercise.

Lesson: "Today we are going to use a method for learning the adding facts. It is called 'Mad Minutes' and here is how it goes." Show the students the adding fact sheet. Tell them that you are going to time them for two minutes to see how many of the facts they can answer accurately in that time. Tell them that they will repeat this three or four times in other classes to see how they improve their scores. Give the signal to start answering, and stop them when two minutes have passed. They count the number problems they have been able to complete in two minutes; that is their first score. Then you tell the answers to the problems, and they check every correct answer; that number is their second score. They keep a small chart of their scores.

Repeat the same process with the subtraction sheet.

Story: Read from the current book. Ask the students to remember what happened during the previous reading.

Homework: Ask the students to play Tic-Tac-Toe with their children. After playing five or six times, note some strategies that are emerging.

Goody Bag: A small paper pad for playing games, etc.

Lesson 90: *My Cat's Secret*

Materials: Three or four copies of *My Cat's Secret*; a small prize for the estimation winner.

Preparation: Before the class begins, take time to respond to each of the letters in the journals; read over the story of *My Cat's Secret* that will be used today. Make a list of challenging words from the book.

Journal Writing: The students will read their letters from the teacher and write another letter. Since we are sharing the story about a girl and her cat, the teacher might want to ask a question about pets in the Back and Forth Journal. Questions of the day: What experience have you had with pets?

Meeting: What happened when you played Tic-Tac-Toe with your child? Who won most frequently?

Review some of the ideas we talked about previously about listening to our children. Are there ways that you have become better listeners? Please share those ways. If you have a situation in which you didn't listen carefully, and we all have those, would you share it with the class? Together we can try to find other words to use that might have been more helpful. We can learn from each other and help each other. Compliment anyone who shares in this manner; it takes courage to admit shortcomings.

Estimating: Today is the day for measuring the sticky tape. If anyone has not made an estimation, take time for the student to do it. Measure the tape, and decide who has come the closest with his or her estimation. Award a prize to that person.

Game: Sitting in a circle, the group starts by clapping their hands in rhythm. When everyone is on the beat, they will count as steadily as possible, trying not to miss a beat. Each student says a number at the beat. Start with 35 and count to 50. Then start with 65 and count back to 45. Tell the students that this game requires that they pay attention to the counting so as not to miss a beat. Make sure the game is light! If someone misses they are not to feel awful about it; just laugh it off and start again. Suggest to them that counting in rhythm is a good game to play in the family. It is fun and teaches attention, which is so important in learning.

Lesson: Show the students the book *My Cat's Secret*. Let them pass the book around for awhile and then read the book together. If there are



words they are not sure of, list them on a card for learning. Go over the vocabulary words you have listed before class. Ask some factual questions about the story: What did Sarah do to take care of her pet? How did her family help her with her cat? What was the cat flap used for? What happened on Sarah's birthday? Have you ever had to care for a pet? Share experiences. The students may take turns taking the cat book home to share with their families.

Story: Read to the class from the current book.

Homework: Play the counting game with your family. See how well people pay attention.

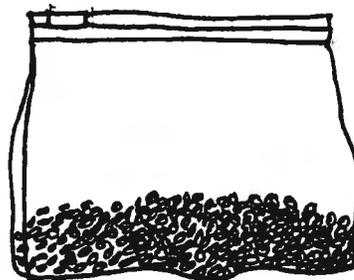
Goody Bag: Some people will take home the cat book for sharing and returning so that others may share it.



Lesson 91: Thinking About Our Environment

Materials: Books on helping the environment; plastic bag full of rice for estimation of weight; special words rings; three plastic containers; a small box of crayons for the goody bag.

Preparation: Answer the letters in the journals (a question is a good way to end your answer, as it helps the student to focus on a response); have some books on the environment for the students to look over; write out Poem # 6; set up the plastic bag full of rice for the new estimation lesson; have "Mad Minute" sheets for adding and subtracting, and a stop watch; have three small plastic containers marked units, tens, and hundreds; and have a supply of beans.



Journal Writing: The students read the teacher's letter and respond with another letter. If the teacher ends with a question in each person's journal, the response is easier. The focus might be on the environment. What are some ways you help protect the environment?

Meeting: What happened when you played the counting game in your family? Who played with you and your children? Did they enjoy the game? How did they do when they had to count backward? Remind the students that counting backward is a good way to be familiar with the numbers in subtracting.

Did your children like reading the story?

Tell the students that we are going to spend some time for the next four classes thinking about ways to protect the environment. Show them the books you have located for them to look over. Let them look at the books and read some parts of them. Ask them to look for specific ways for helping protect the environment. Give examples such as recycling, picking up litter, keeping play areas safe, etc. When they have each come up with an idea, ask them to share with the group some of the ideas they have found.

“We would like to help our children become more aware of ways to help the environment. How do you think we can do that?” Ask for suggestions, and make a list of what they say. If they are reluctant to suggest ideas, you might prompt them with these ideas: mini-classes, posters, demonstrations, songs, poems, etc.

Tell them that it would be good for them to think of more ideas and be ready to share them when they come to class next time.

Estimating weight: The estimating lesson this time focuses on weight. Here is a plastic bag of rice. You estimate the weight just by looking at it and record your estimate. Tell them that estimation is an important thinking skill in math and other learning disciplines.

Poem # 6: Remind the students that this is the last poem that they will be learning. Read the poem together, and help them with any words that might be difficult to read.

Special words: Take out all of the special words rings. Put them in the center, and have the students pick out a ring not their own. Taking turns around the circle, have each of them read a few words from the ring until the owner claims it. Ask the students to pair up and read all of their special words to a learning partner. Then encourage them to choose a new special word to add to the ring.

Lesson: Put out the “Mad Minutes” sheets for adding and subtracting. Time the students two minutes for each of the tests, as they did in lesson 89. Ask them to comment on their scores. Are they improving?

The math game we are going to play is called “Three Pots.” (Peggy Kaye, 152.) It will help us and our children learn about three-place numbers. Place the three plastic containers marked units, tens, and hundreds in a row on the floor. Put a strip of tape on the floor for a base line. Standing right behind the baseline, each student takes a turn throwing 9 beans into the cups. (If any beans don’t make it into the cups, let them throw them again until all 9 are in a cup.) When they have finished throwing the beans, they count to see how many hundreds, how many tens, and how many units they have thrown. On a piece of paper record the numbers. For example, if they throw 3 beans in the hundreds cup, 5 beans in the tens cup, and 1 bean in the units cup, they record the number as 351. Each student will take a turn. If there is time, play the game three or four more times, and ask them to comment on their numbers. Which was the highest



they had? Which was the lowest? Were there any similar numbers on their sheets?

Story: Read from the current book.

Homework: Play "Three Pots" with your children. Label the cups in the goody bag units, tens, and hundreds. Use 9 beans or stones, or anything else that is small enough to be thrown in the containers. Record the numbers your child throws, and bring back the sheet for the next class. Be thinking of ideas for protecting the environment.

Goody Bag: A small box of crayons for home art projects; three cups; and a marker.

Lesson 92: Environment-2



Materials: Books on protecting the environment; tag board; special words rings; 100's hanging chart; markers, pencils, and crayons for posters; and a number line that goes from 0 to 100 for each student for the goody bag.



Preparation: Look through the books on the environment to get some ideas for projects; answer the letters in the journals; write the Daily News, listing some words the students might use for their environmental posters.

Journal Writing: The students write a letter to the teacher in response to the teacher's letter. The Back and Forth Journal lets the teacher concentrate on individual situations. The journal is a good place to compliment a person on his or her special additions to or talents in the group.

Meeting: Please show your child's score sheet for the "Three Pots" game. Were they able to read the 3-place numbers? You may suggest that the same game be played with just tens and units for younger children, or thousands, hundreds, tens, and units for older children.

Remove five numbers from the 100's chart. Ask the students to tell you what numbers are missing by stating the tens and units of each number. Ask two more students to take out five numbers, as you have done.

Review the concept of using the 100's chart for adding. Show the students how to add $20+14$ ($10+4$); $35+12$; $21+25$, etc. Remind the students that any number under another on the 100's chart is 10 more.

Daily News: Read the Daily News together, emphasizing the environmental words.

Poem # 6: The students copy the poem in their copy books.

Lesson: Take some time to discuss the ideas the students have for teaching children about protecting the environment. List their ideas under topics:

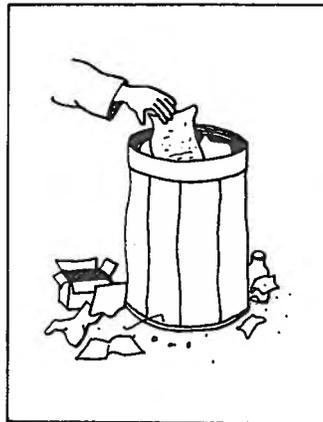
- water (do not throw things in the rivers, etc.);
- air (reduce open fires, keep polluting chemicals out of the homes, etc.);
- soil (try growing plants without poisons, practice composting to improve soil, etc.);

- recycling (set up a recycling center for paper, plastic and glass, reuse containers, etc.).

Suggest that the first thing we can do in our class is to make some posters expressing the ideas that have been shared. If their ideas are well formed, ask the students to design posters. They should put their ideas on scrap paper first, so that they can change the design before transferring it onto tag board. Take as long as is needed for the students to make their posters. Help those who haven't yet come up with an idea. Some suggestions:

- clean up a public space,
- conserve electricity,
- use trash cans for throwing away items,
- no open fires, etc.

The students may continue working on their posters while you read to them.



Story: Read the next chapter in the current book. You might look for a book to read that focuses on the environmental issues the class has been discussing.

Homework: Play the "Monster Squeeze" game with your child. Use the number line in the goody bag.

Goody Bag: A number line that goes from 0 to 100.

Lesson 93: Environment-3



Materials: Books on the environment; number line 0-100; and Monsters.

Preparation: Set up a number line for the Monster Squeeze game; write the poem on sentence strips; write the Daily News with only the date; and respond to the letters in the journals.



Journal Writing: The students take time to read the teacher's letter and respond to it.

Meeting: What happened when you played the Monster Squeeze game with your child? Do you see some improvement in your child's ability to locate the number in fewer steps?

Game: Play the Monster Squeeze game a few times, changing people holding the Monsters, as well as people choosing the numbers. Remind the students that this game helps children see numbers in series, listen to previous clues, and feel successful. We need always to give children opportunities to feel successful.

Daily News: Ask the students to tell you some sentences to write on the Daily News. Take about three or four of their sentences. Read the News together, and ask for volunteers to read sentences or the whole News.

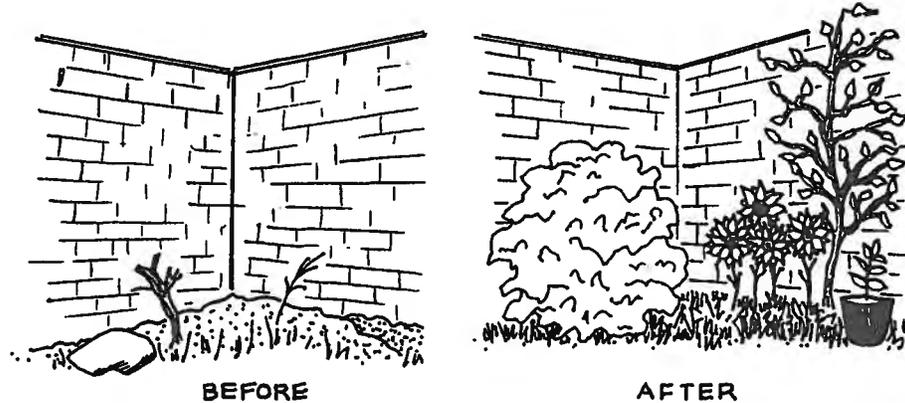
Poem # 6: Show the poem written on sentence strips, and challenge the students to place the sentences in proper order. Repeat the process until everyone has had a turn working with a partner or two. Read the completed poem together.

Lesson: Using the ideas that the students generated during the last class, discuss ways of presenting to the children ideas for protecting the environment. Decide what to do with the posters that were made in the last class. You might want to suggest that the parents develop mini-lessons on the environment to be presented to the children in their class. For example, one of the parents might share with the children ways to conserve water.

After the posters are exhibited to the children, another suggestion would be to have a poster-making contest among the children on environmental themes.

Another way to move these ideas forward is to find a place near the school that needs attention. For example, there may be a park that has litter in it or a place that could be planted with bushes or flow-

ers. See if there is interest among the students to organize a work party with the children to beautify the area chosen. This could become a community project that many people are involved in, and the place could be a source of pride for all involved. As ideas are generated, make a list of them so that no idea is forgotten.



Story: Read from a book about the environment.

Homework: Work with your child using the adding and subtracting flashcards. Tell them about “Mad Minutes” that you are doing in your class. Say that you will have some “Mad Minutes” sheets for them soon.

Goody Bag: An extra sheet of poster paper in case your child wants to make an environmental poster.

Lesson 94: Environment-4



Materials: Books on the environment; "Mad Minutes" sheets for adding and subtracting; copies of *Harold and His Purple Crayon*.



Preparation: Write the Daily News using environmental plans and vocabulary; respond to the students' letters in their journals; read over *Harold and His Purple Crayon*.

Journal Writing: Students read the teacher's response and answer the questions posed. The Back-and-Forth Journal is a personal correspondence between the student and the teacher. It may take many forms and have topics that are meaningful to the students. The teacher can try to keep the focus on the lessons in the class, but the focus may go other places, according to the students' interests.

Meeting: Check to see how the journal letter writing is going. If some students are tiring of the process, let them change the way they write in their journal. For example, they might want to copy lists, draw, or practice penmanship. Continue responding to those who enjoy having the letter from the teacher.

Take time to plan for the environmental project, whatever that turns out to be. Compliment the students for their participation and sharing of ideas. If they are planning mini-lessons for the children, ask them to share their plans with the members of the class.

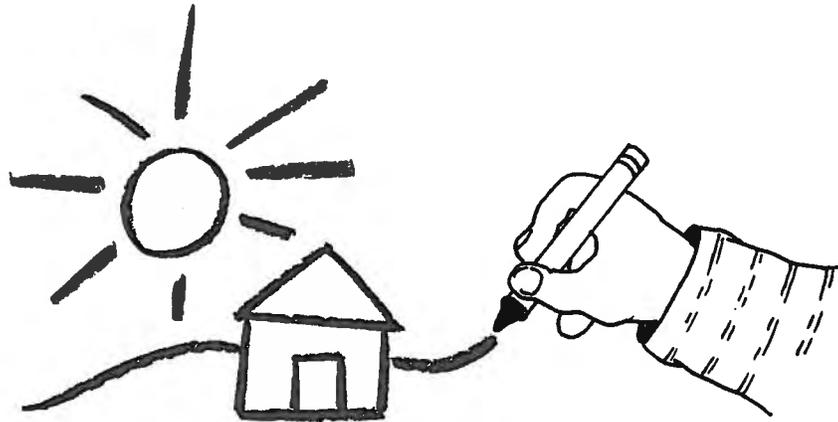
Daily News: Read the Daily News together. Ask the students to copy in the copy books some of the special vocabulary they have learned while studying the environment. Read the Daily News together.

Poem # 6: Ask the students to turn to the poem in their copy books. Spend some time studying the words of the poem. Play around with the words by asking them to circle the longest word, or put a line around all the words that start like _____, or find a word that begins like their names, etc. Focusing on particular words increases the reading vocabulary.

Lesson: Take time to do two "Mad Minutes" sheets, one for adding and one for subtracting. Time the students two minutes for each sheet. Ask them to record their scores, as they have done before. Ask them if they see progress in their ability to learn the basic facts.

Show the students *Harold and His Purple Crayon*. Take turns reading. *Harold and His Purple Crayon*. Praise and compliment the students on their reading.

Read to the students from the environmental book, if you have found one.



Homework: Do two “Mad Minutes” sheets with your child. Time your child for two minutes and see how far and how correct they are. If you do not have a watch or a clock with a second hand, count steadily to 60 two times (one and two and three and, etc.). Set up a chart for recording their scores to note improvement. If there are certain basic facts that they are not getting correctly, take out the flash cards and study those facts.

Goody Bag: The materials for “Mad Minutes” and one adding fact sheet and one subtracting fact sheet. *Harold and His Purple Crayon*.

Lesson 95: Jokes



Materials: Joke and riddle books; camera for taking each student's picture; special words rings; paper for the students' joke books; staplers; good paper for the cover of the books; and a book for reading that has riddling tales in it.

Preparation: Have the camera ready for taking pictures of each student to be used on his or her poetry book; cut up the sentence strips into individual words for the poem; respond to the letters in the journals; and look over the joke and riddle books.

Journal Writing: Students spend some time writing in their journals, either in response to the teacher's letter or something they create themselves. They might want to write a joke in their journals in preparation for this lesson. Take a photo of each student while others are writing in their journals.

Meeting: What happened when your child did the "Mad Minutes" at home? Do you think your child is learning the basic facts? "You might want to set a goal for your child to meet, a certain number of correct answers perhaps, in order to earn a prize from you."

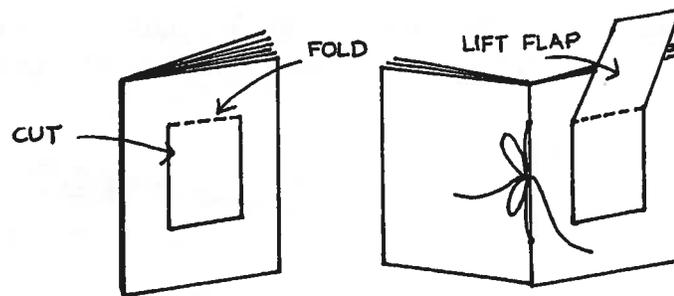
If the environmental project has been done, thank all of the students for their help in teaching the children. Remind them how children are encouraged by the participation of their parents in their learning.

Special words: Take out all of the special words rings and pass them around until each student has his or her own ring of words. With a partner, share all of the words on the rings. Switch partners and read the words again to each other. Write a new word for the ring.

Poem # 6: Show the students the cut-up poem and let them decide a way to put the poem back together again. When it is in proper order, read the poem together. Encourage the students to memorize the poem and teach it to their children.

Lesson: Put the joke books out in front of the students, and let them choose one to look at with a partner. Ask them to find a joke to share with all of the class. After they have read for a while, the teacher will share the first joke. Remind the students that children love to tell jokes, but they often don't "get" them. The development of the sense of humor in children is a good way to increase their learning and their enjoyment. Talk about finding jokes that are not hurtful to any group of people. Ask the students to share their jokes.

They may make a simple book by folding four or five sheets of paper together and stapling them in the middle fold. This will be their joke book to be shared with their children. They can write their own joke and the jokes of other students on the pages of their book. Have nice paper for making a cover. Ask the students to leave some of the pages in their books blank so that their children can add a joke or two.



Story: Read some riddle tales from a fairytale book.

Homework: Share your joke book, and ask your child to contribute a joke to it.

Goody Bag: The joke book.

Lesson 96: Party Planning

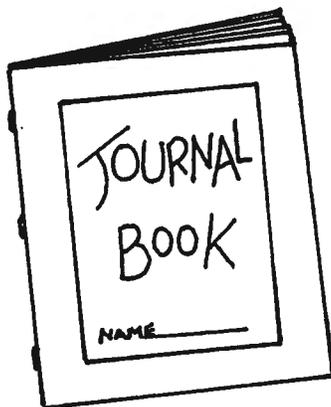


Materials: Good paper for poem copying; "Mad Minutes" sheets, adding and subtracting or multiplication (*See Appendix*), if anyone wants to try; joke and riddle books; chart paper; stickers for the goody bags; and a small scale for weighing the rice.



Preparation: See that there are enough sheets for "Mad Minutes;" answer letters in the journals; set up a chart paper entitled "Party Planning;" and set out the joke and riddle books.

Journal Writing: Students write in their journals, answering the teacher's letter, if that applies. They might want to add another joke to their journals.



Meeting: Was your child able to add a joke to your joke book? What was it? Did your child "get" the other jokes in your book? We can find some more jokes today as we look through the joke and riddle books.

Tell the students that we are going to have a celebration on the last day of class. They can help plan the party. Ask them for suggestions for ways of planning a party. What would they like for their party? What shall we eat at our party? If we all bring a little food to share, we should have enough for everyone. What music shall we play? Write all of their suggestions on chart paper. Some of the students might want to take leadership in carrying out the plan for the party, but make sure that everyone has a job to do. Remind the students that we have a few more classes to plan our party and assign responsibilities.

Suggest to the students that they put their names on pieces of paper and put the papers in a bowl. They are each to choose a name of someone in the class for a Secret Friend. They are not to tell who



their Secret Friend is. One idea is to make a simple or a silly gift for your Secret Friend for the party. Another suggestion is to write a poem or a letter to your Secret Friend. The Secret Friend presents will be shared at the party.

Estimating: Today we will weigh the bag of rice and see, from the estimations, who has come the closest. Using a small scale, weigh the rice and reward the winner.

Lesson: The first part of the lesson will be taken up with "Mad Minutes." Tell the students that they will have this and one other chance to do "Mad Minutes." Time the students for two minutes for each sheet. If there is someone who wants to try the multiplication sheet, they may do that as the others are counting and recording their scores.

Put out the joke books and let the students find other jokes to share. Enjoy the sharing time.

Story: Read from the book about riddle tales.

Homework: Copy poem # 6 on good paper and illustrate it. Work on the surprise for your Secret Friend.

Goody Bag: Some stickers to use at home.

Lesson 97: More Spinner Math



Materials: Materials for spinners: cardboard, brads, washers and paperclips; special words rings; and extra rings for the goody bag.



Preparation: Write the Daily News sheet, covering some of the words with blank cards; make a list of all games played during these classes; respond to the letters in the journals.

Journal Writing: Students take time to write in their journals, either responding to the teacher's letter or writing on their own. Question of the Day: What has been your favorite part of these literacy classes?

Meeting: Take time to discuss the plans for the celebration. With the students make a list of tasks that need to be accomplished for the celebration. Assign a person for each task so that everyone is involved in the event.

Ask the students to show their illustrated poems. Praise and compliment their work. Ask them to put the poems in their pocket folders. Remind the students that they will be making their poetry books during the next class.

Daily News: Read the Daily News together. Ask the students to guess what word is underneath each of the cards. Write their responses on the cards. When you have three or four responses for each card, take the cards away and see how close the responses came to your word. Have the students evaluate how each of their words could have fit in the sentence. Reading words in the context of the sentence is an important thinking skill.

Special Words: Take out all of the rings, and put them in the center of the circle. Have each student pick out a ring not his or her own and take turns reading a few of the words until the owner can identify the ring. Ask the students how they have used their special words. Were they helpful in their writing? Were they helpful in their reading? Encourage the students to continue to add words to the ring, even after the classes are over. Whenever you hear a word you want to remember, add it to your ring. Building a personal vocabulary will help in reading and writing. Tell the students that they will receive an extra word ring to take home today; they may start a special words ring for their children.

Games: Present the list of all of the games played during these class sessions. Ask the students to list some reasons why games are played



during school. If they can think of only a few refer back to the paragraph in the Introductory Page for the reasons for games. They may take time to copy the list of games in their copybooks. Remind them that they may come to the classroom and play some of the games with the children.

Lesson: The students will be making two more spinners today. They will divide the circle into eight sections, writing the numbers 2-9, one in each section. When the spinners are finished, tell the students that they will be playing with a learning partner. Each person will spin each of the two spinners and multiply the two numbers. For example, if one spinner reads 5 and the other reads 4, the student multiplies those numbers and records 20 on a sheet of paper. The two partners compare their numbers and decide which is the largest. They continue to play, recording their scores and allotting a point for the higher number until one player has 10 points.

After that round, the students choose a new learning partner, and they play the game again, this time deciding the smaller of the two numbers. For example, if one student spins 5 and 9, and the other student spins 5 and 8, the second student wins a point. They continue to play, recording their scores and allotting a point for the lower number until one player has 10 points.

Story: Read to the students from the current book.

Homework: Play the spinner game with your children. If your child has not studied multiplication or if he or she is just beginning to study it, you may add or subtract the numbers. Another variation is to flip the spinners over and write lower numbers (1,1,2,2,3,3,4,4) in the eight sections. If they do that, easier multiplication facts can be practiced. The students should be prepared to say their poems in class next time.

Goody Bag: The spinners and extra special words ring.

Lesson 98: Poetry Book



Materials: Bookbinding materials: cardboard, good paper for covers, sewing needles, yarn, thread, glue, and extra sheets for additional poems; photos of each student; star stickers; and prizes for those who have learned all of the poems.

Preparation: Set out all of the materials needed for making the poetry books. If there is time, make a model of a book for the students to see; write the Daily News sheet, talking about the celebration coming up; respond to the letters in the student's journals.

Journal Writing: The students take time to write in their journals. Question of the Day: What would you like more of in the literacy classes? What would like less of in the literacy classes?

Meeting: What happened when you played the spinner game with your children? How did you use the spinners? Did you add and subtract? Did you multiply with the spinners? The spinners are versatile tools. The numbers can be changed or the sections filled with colors, names, etc. You may always flip the spinner over to double its use.

Take some time to plan for the celebration. Does anyone need help with a task? Have you been able to locate all of the materials you need?

Show the students their photographs. One of the photos will be placed in the poetry book, and the other we will use on our next to last day of class.

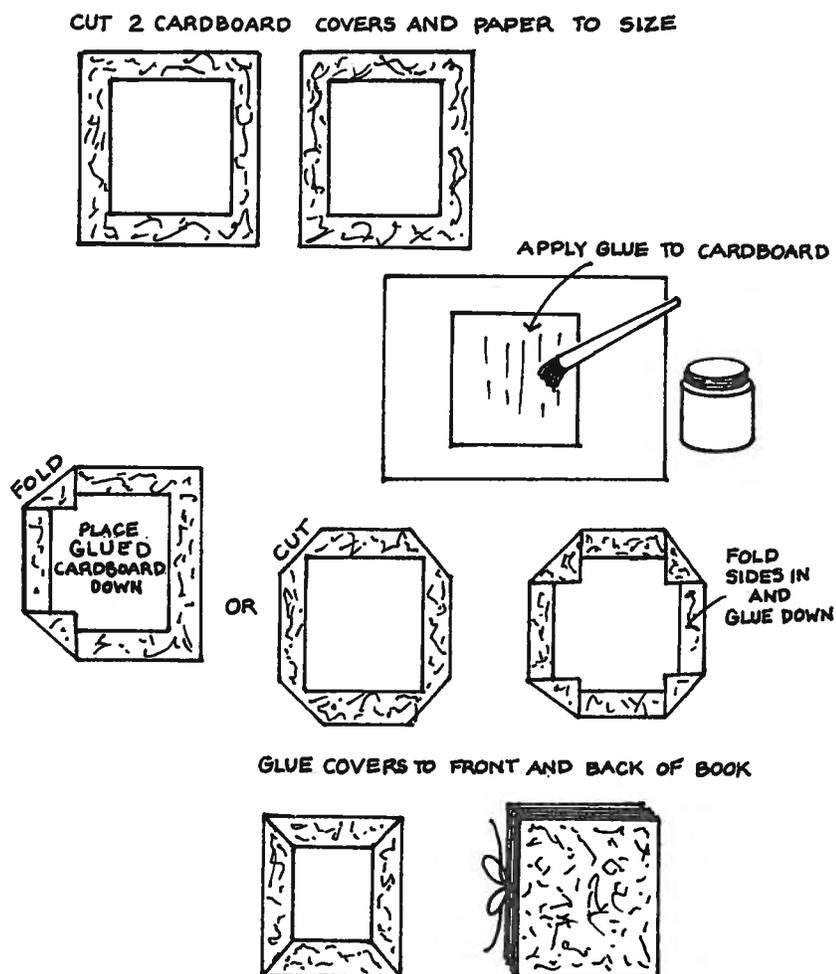
Daily News: Read the Daily News together. Ask for volunteers to read sentences or the entire News. Comment on the increasing skill in reading. Compare their earlier skills with their later skills, complimenting them on their hard work.

Poem # 6: While students are working on their poetry books, take time for two or three students to say the memorized poem together. Award a star for each person who says the poem. Give a prize to those who have learned all six poems.

Lesson: Ask the students to take out all of their six poems from their pocket folders. Show them the model of a covered book that you have made or some books made by the school children. Suggest that they select four or five plain sheets of paper to be added to their books

when they encounter new poems that they would like to copy and learn.

Spend as long as you need to work on the poetry books. They may put their photos on the inside of the back or on the front cover. When they have made the cover, they may decorate it and label it "My Poetry Book" or "Poems I Have Learned" or whatever titles they like.



Story: While the students are finishing their poetry books, read to them from the current book.

Homework: Prepare for the celebration. Think about this question: "What have you learned from the Family Literacy Lessons besides literacy and math?"

Goody Bag: The prizes for poetry learning.

Lesson 99: Strength Circle



Materials: Second photo of each student; paper clips.

Preparation: Write the Daily News; respond to any letters in the journals.

Journal Writing: After the students have written in their journals, ask them to find a clean double page in their journals. Give them their photos, and ask them to paste the photo at the top of one of the double pages. Tell them to take two paper clips and clip those two pages open.

Meeting: Ask the students if all of their preparations are going well for the celebration for next class. Check the job list and ask each one if he or she is ready or if they need any help. Remind them about their Secret Friend gift. Suggest to them that we may take time at the celebration to re-tell our stories that we learned earlier.

Use this time for hearing from the students the things about their class that were the most helpful. Math? Reading? Games? Poems? Estimation Jar? Daily News? Read-aloud books? Meeting? When they suggest something that was helpful, ask them to tell in full sentences how that was helpful. Note their answers.

Ask them to tell you how they think their children have benefited from them being in class. Ask them to give you examples. Note their examples.

Ask them if they have been able to teach anyone else besides their children. A parent? A neighbor?

Game: Looking over the list of games that have been played in class, ask the students to vote on three of their favorites. Play the games and ask them to tell you why they think those games were included in the literacy lessons.

Lesson: Re-introduce the students to the concept of the Strength Circle. Remind them that everyone has particular strengths and talents that have been part of the way they have participated in the class. Have each student take the journal that was set up earlier and hold it. There are two ways to do the Strength Circle:

1. Have each person sit in the center of the circle and the others take turns saying positive things about that person,
2. Have a book or paper for others to write comments on.



There is time to combine both of these methods for maximum effect. Suggest that each person first take a turn sitting in the center of the circle. Ask the others one by one to say positive things about the person in the center concentrating on his or her strengths and talents.

When each person has had a time to sit in the circle, it is time to write some of the comments in each person's journal. Pass the journals around the circle, and ask each person to write something positive about the person so that the person will have a record of all the wonderful things said about him or herself in the class. Make sure that the teachers take turns writing and speaking, too. You may decide if you want to take a turn in the center of the circle. The students may like to have a time to express their appreciation to you.

Homework: If there is time at the end of the Strength Circle, read to the students.

Goody Bag: Preparation for the celebration.

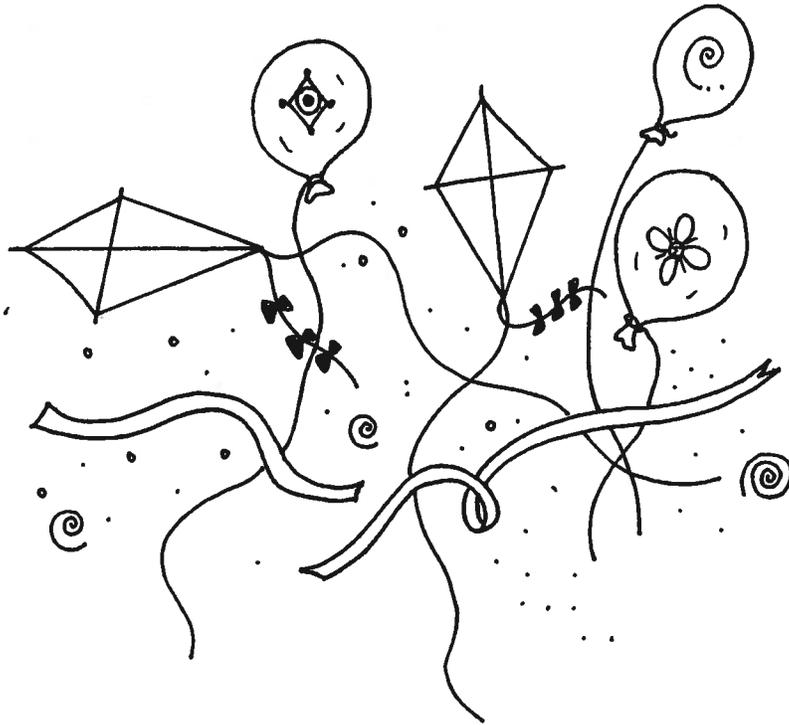
They may take home their pocket folders, their poetry books, their journals, their copybooks, and their special words rings.

Lesson 100: Celebration



Materials: Any materials needed for the celebration, such as balloons or tablecloths; prizes for the students with excellent attendance; certificates; a lovely book for each student.

Preparation: Anything needed to make the room festive for the celebration; prepare certificates for each participant; have prizes for those who have had excellent attendance; inscribe a note in the gift book for each student.



Meeting: Remind the students that they will be spending their class time today sharing a celebration. Ask them to put their Secret Friend presents in a box. Enjoy food and music together. Talk about the progress people have made during their participation in the class. Talk about ways to use their learning to help the children in their families and in their school. If they haven't already planned to do so, ask them if they would like to play any of the games they have learned in class.

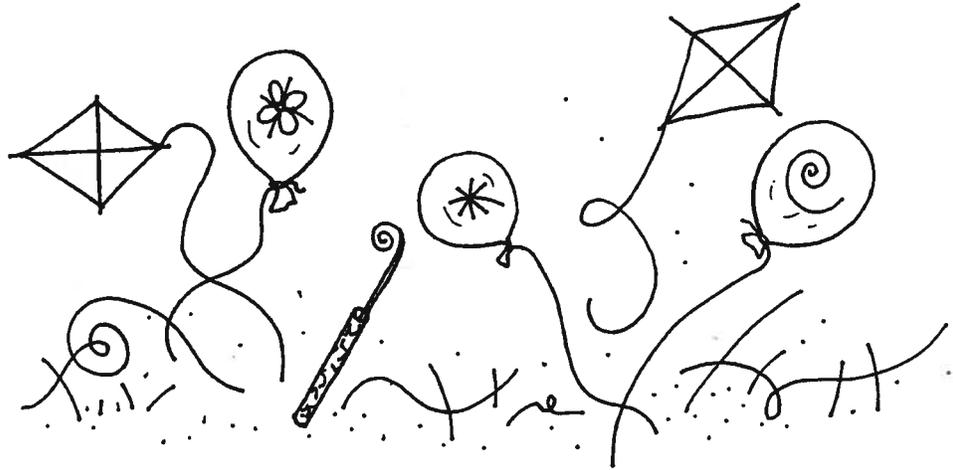
You might want to have each student re-tell the story he or she learned earlier in the class sessions. The teacher can tell the story he or she has learned. Have the students open their Secret Friend presents and try to guess who has given it to them.

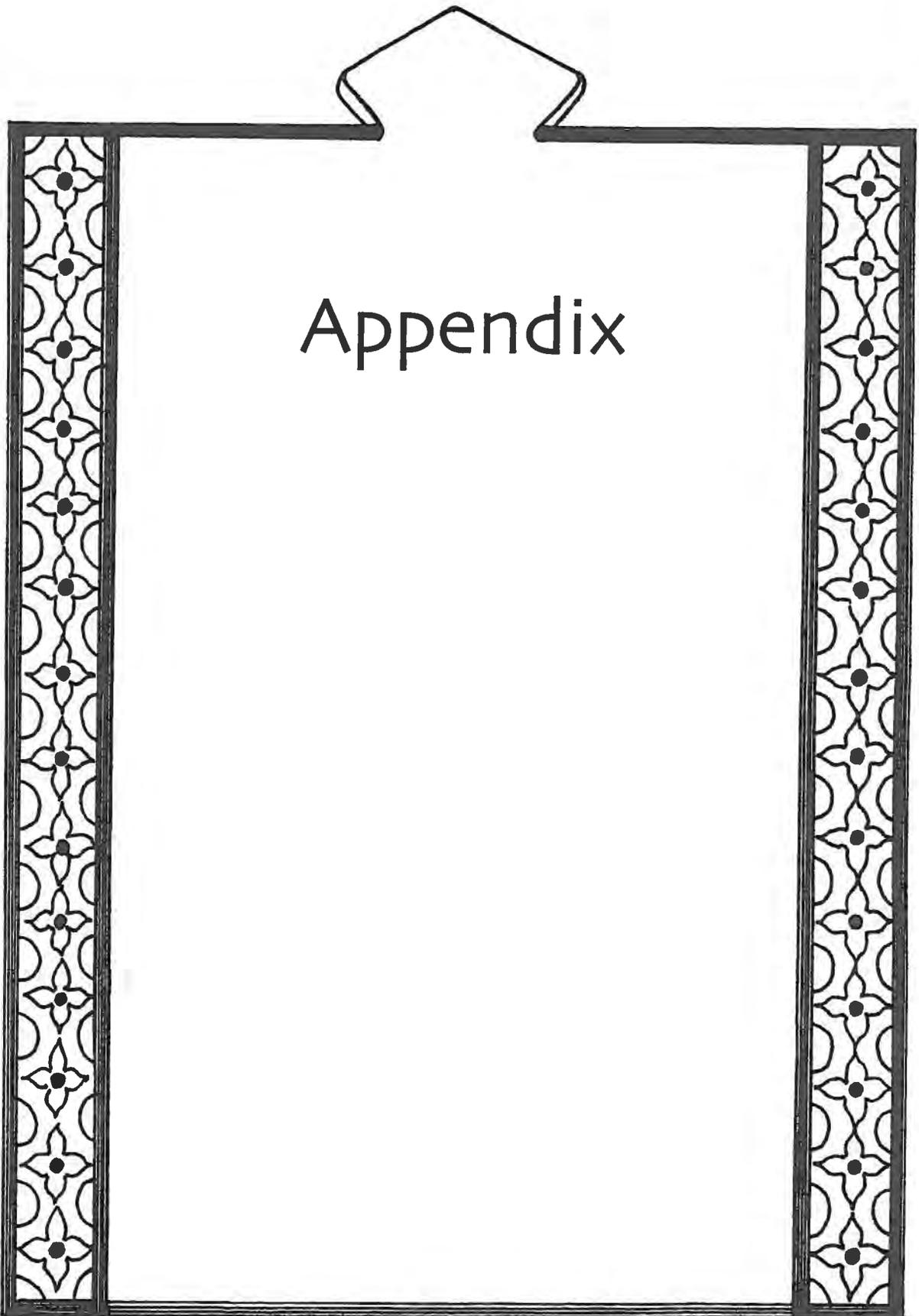
Present each student with a certificate.

Story: End the class with a good story read aloud. The teacher will present each student with a lovely book as a token of his or her fine participation.

Homework: No homework.

Goody Bag: Everything left over from the party and the gift book.

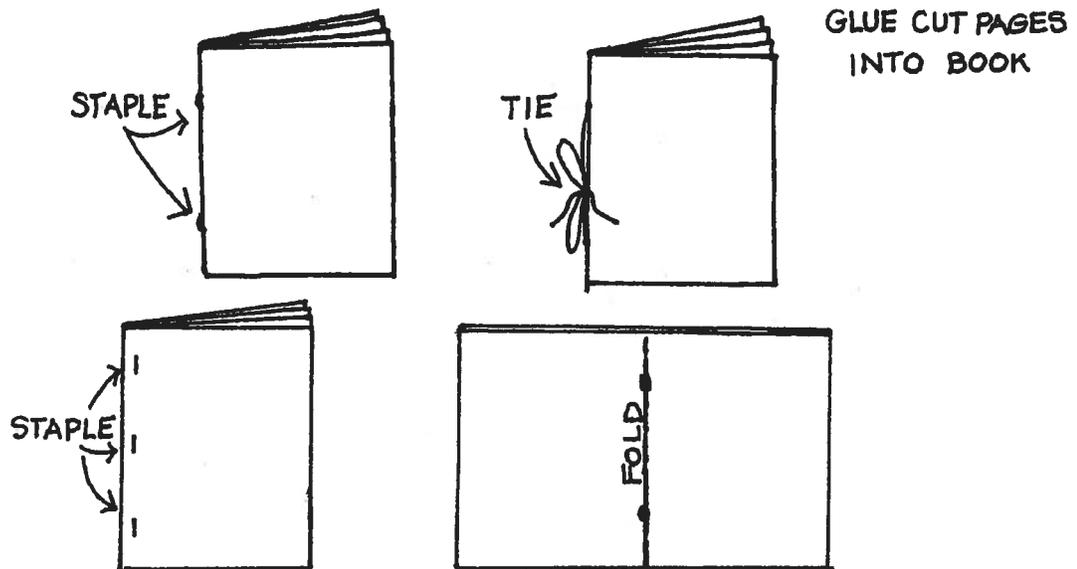
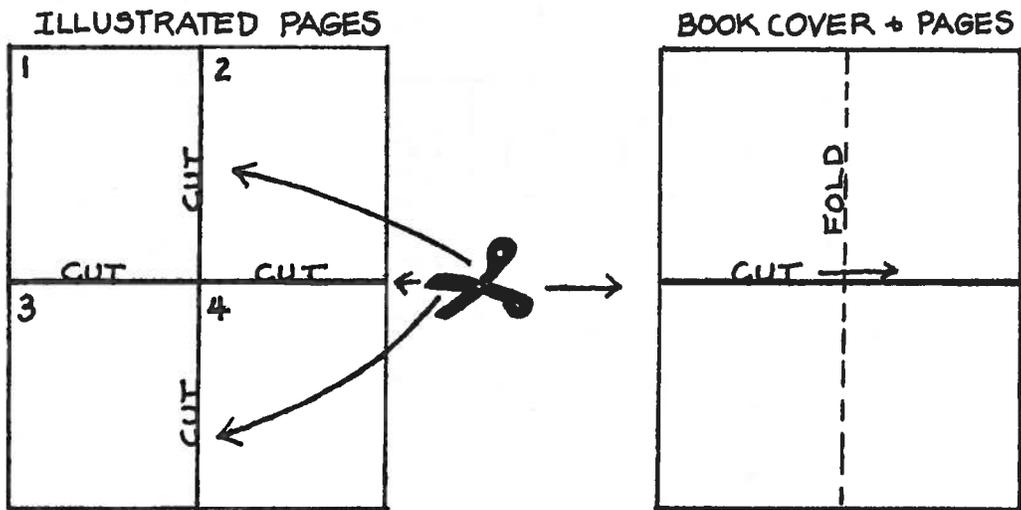




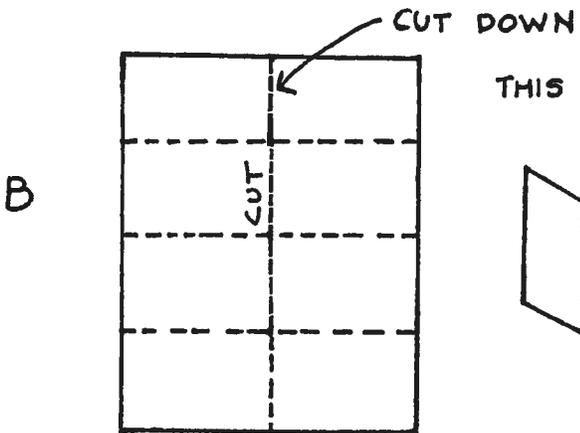
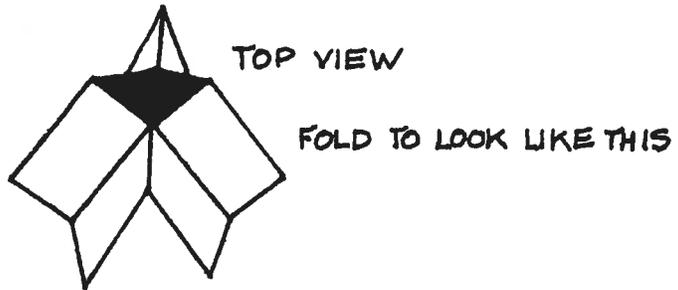
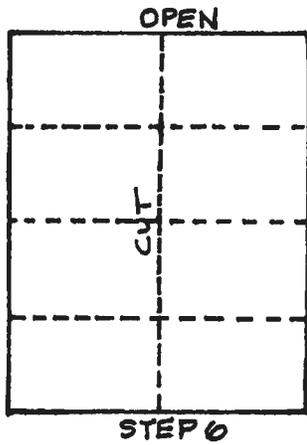
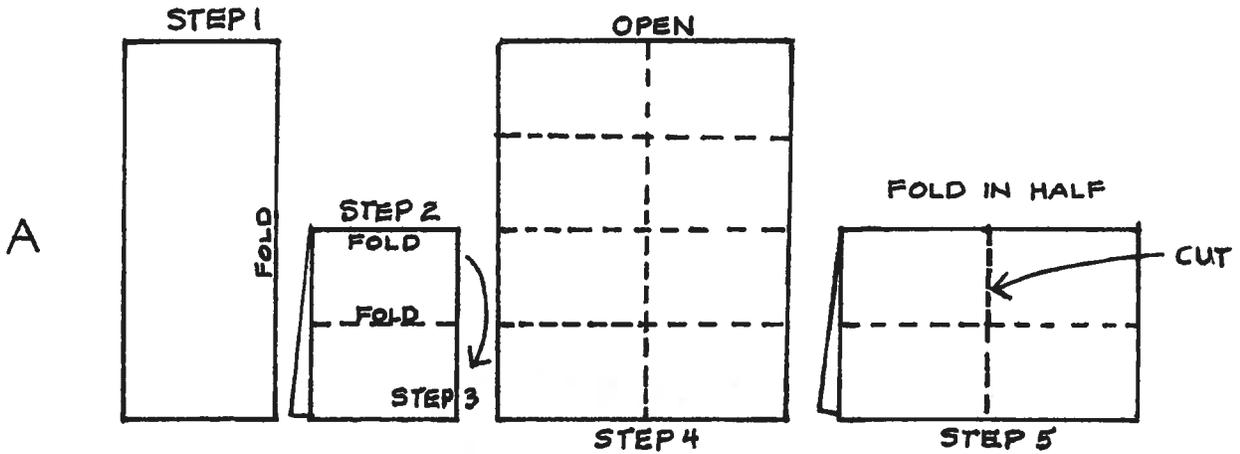
Appendix

100's CHART									0
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
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101	102	103	104	105	106	107	108	109	110

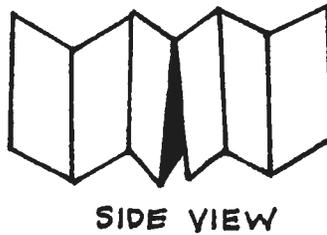
BOOKS MADE FROM ONE SHEET OF PAPER



BOOKS MADE FROM ONE SHEET OF PAPER



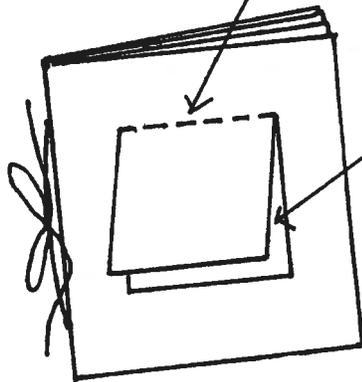
THIS IS A VARIATION OF ANOTHER
FOLDED BOOK FROM
ONE PAPER SHEET



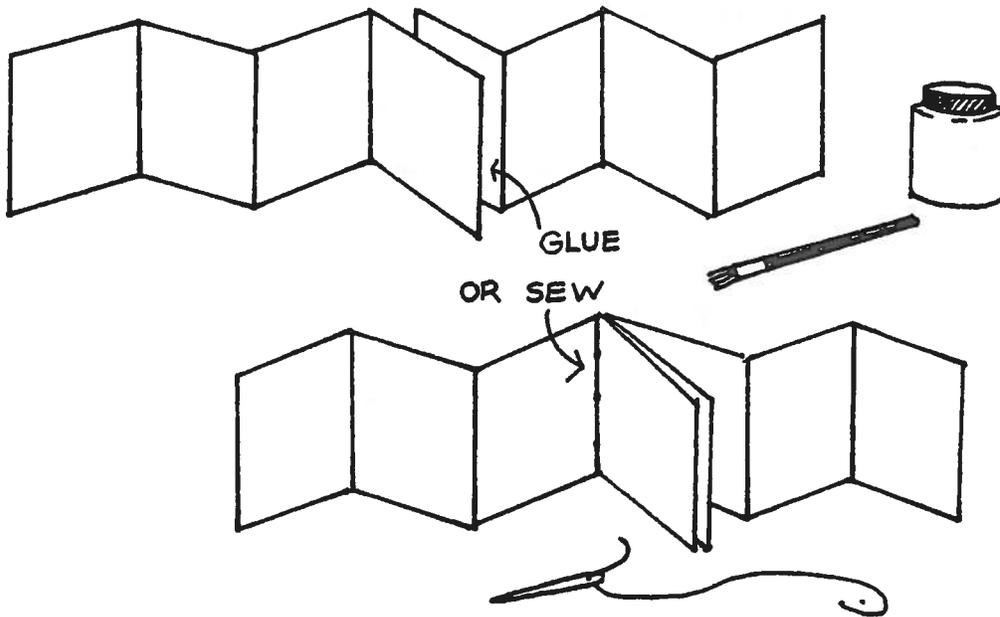
FLIP BOOK

FOLD

CUT OUT

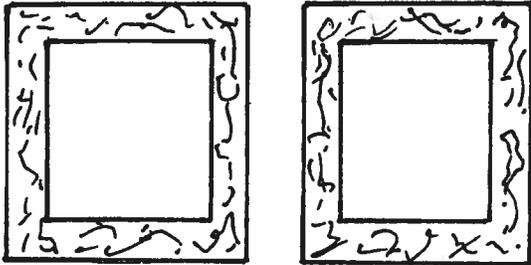


ACCORDION FOLD BOOK

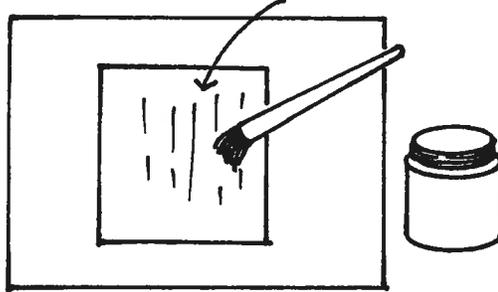


BOOK COVERS

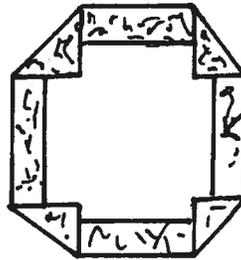
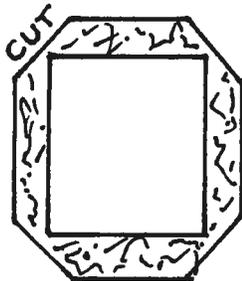
CUT 2 CARDBOARD COVERS AND PAPER TO SIZE



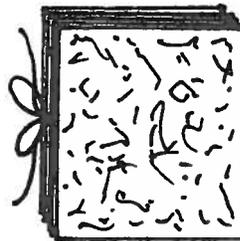
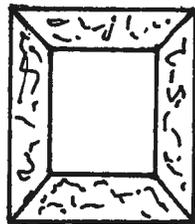
APPLY GLUE TO CARDBOARD



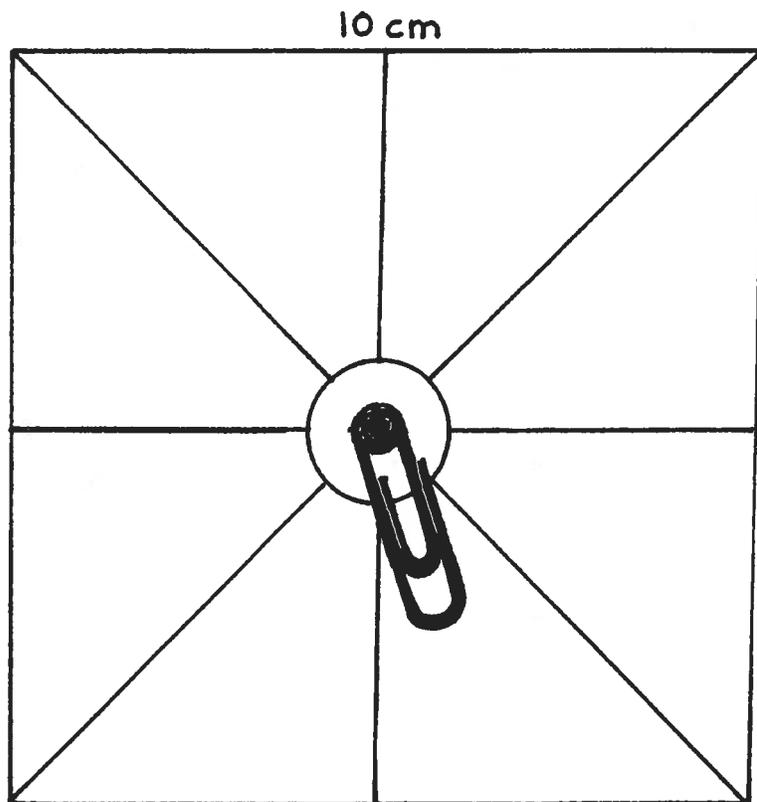
OR



GLUE COVERS TO FRONT AND BACK OF BOOK



SPINNER

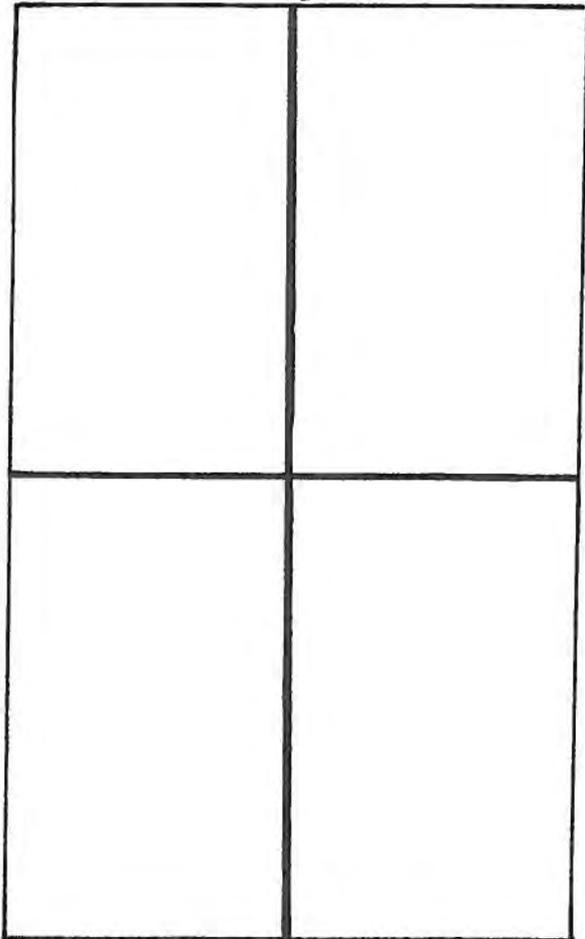


10 cm

TAPE



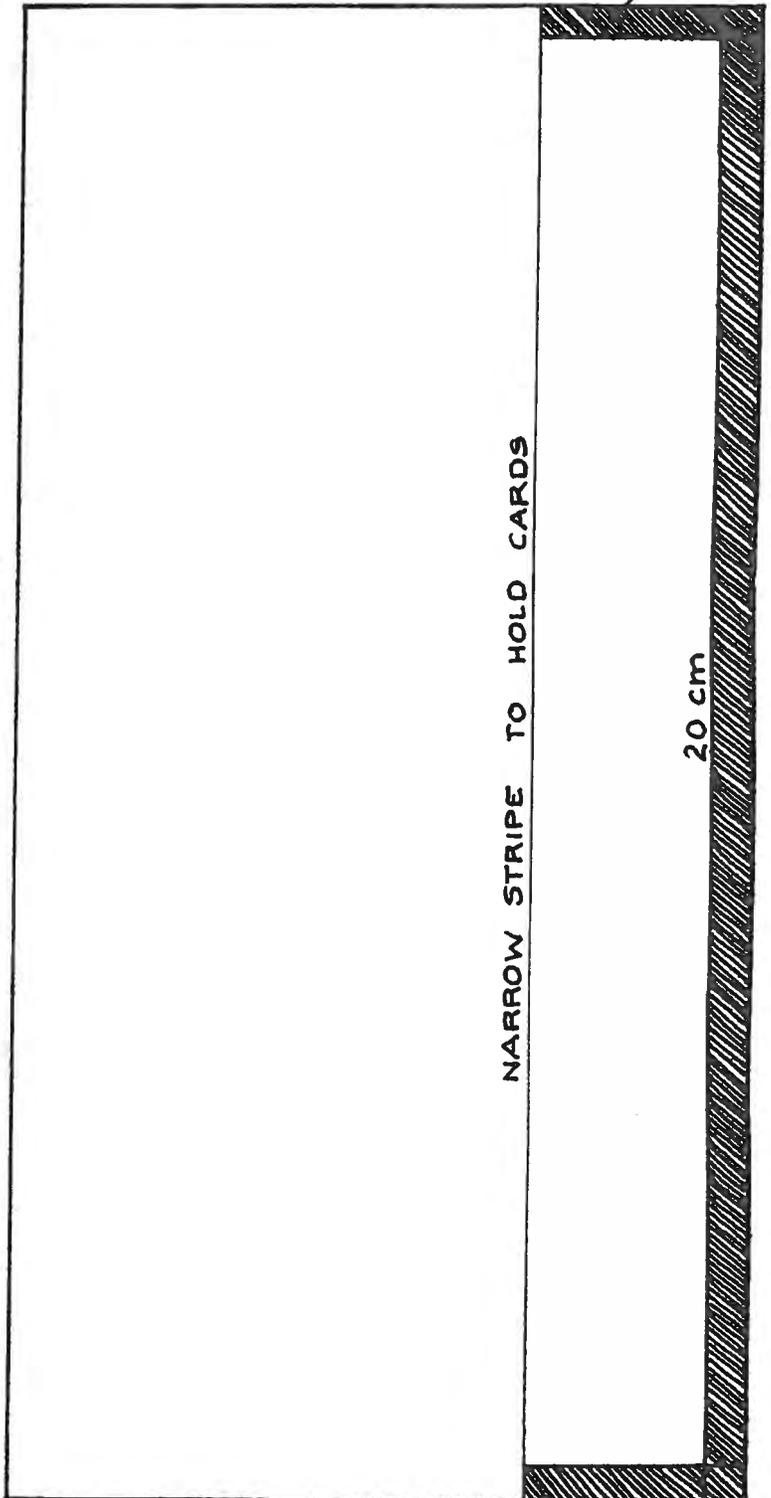
INDEX CARD

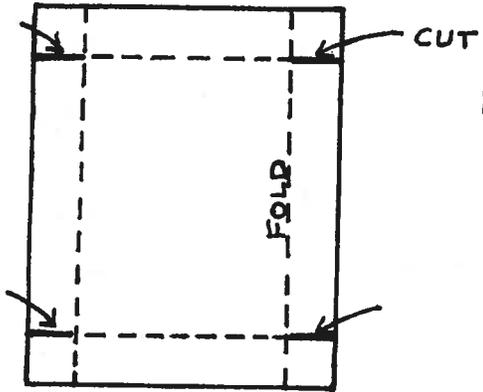


NARROW STRIPE TO HOLD CARDS

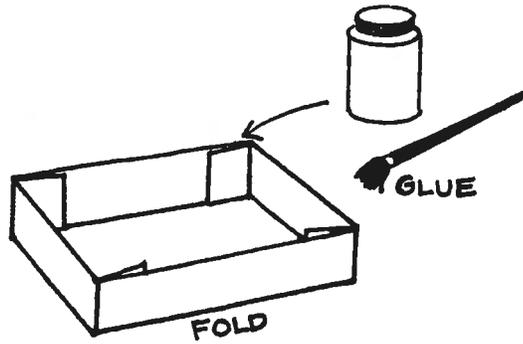
20 cm

3 cm

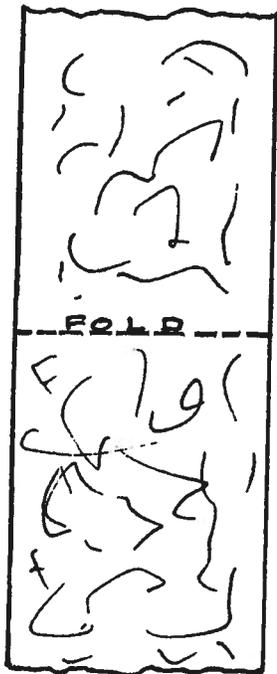




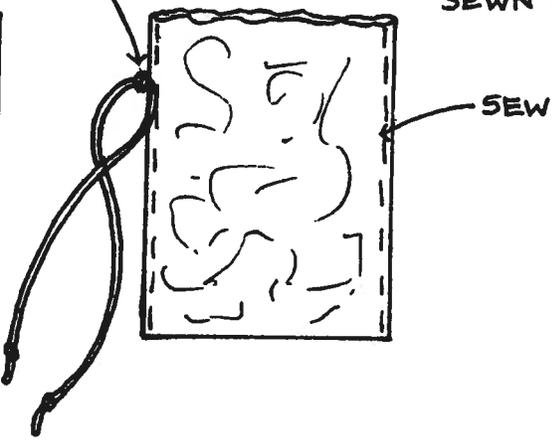
PAPER BOX



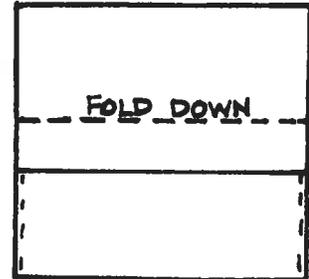
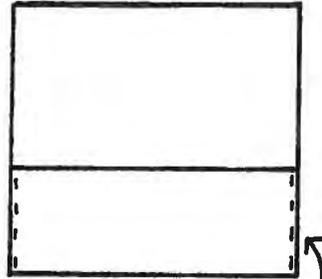
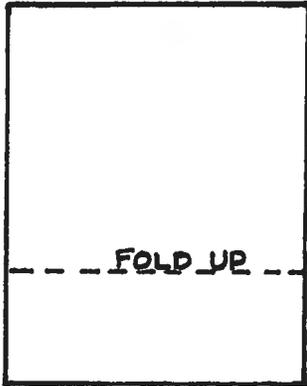
CLOTH GOODY BAG



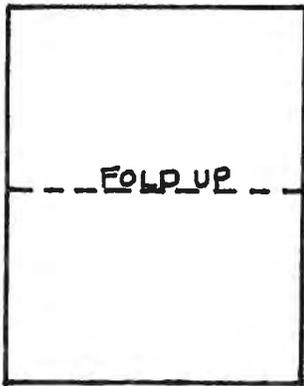
ADD TIE WITH FABRIC KNOT
SEWN TO EDGE



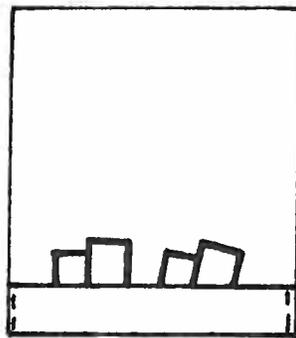
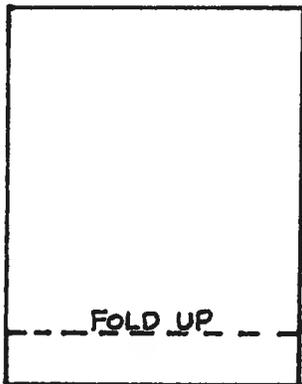
ENVELOPE

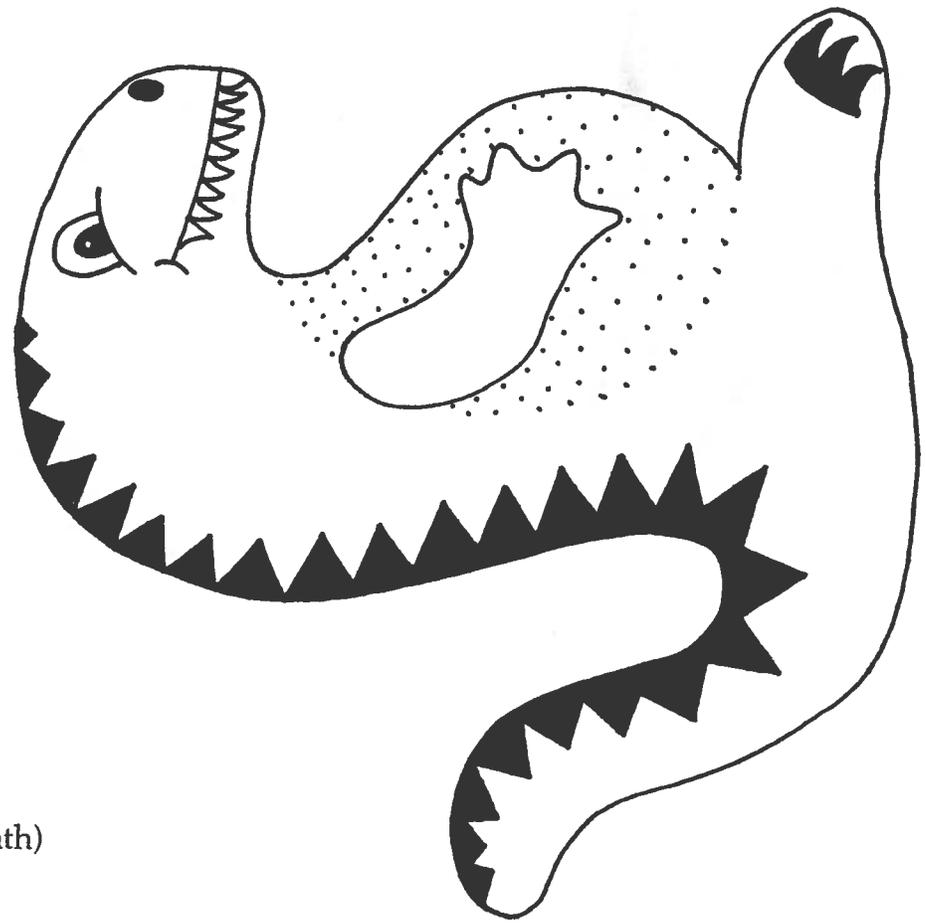
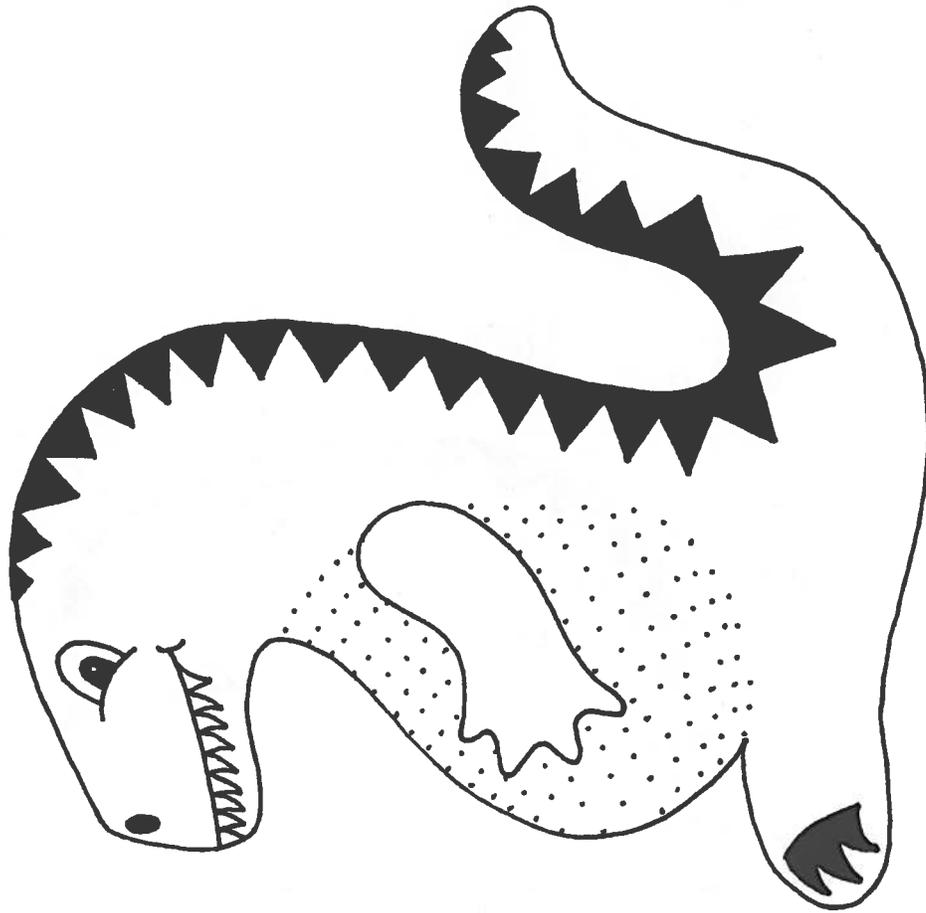


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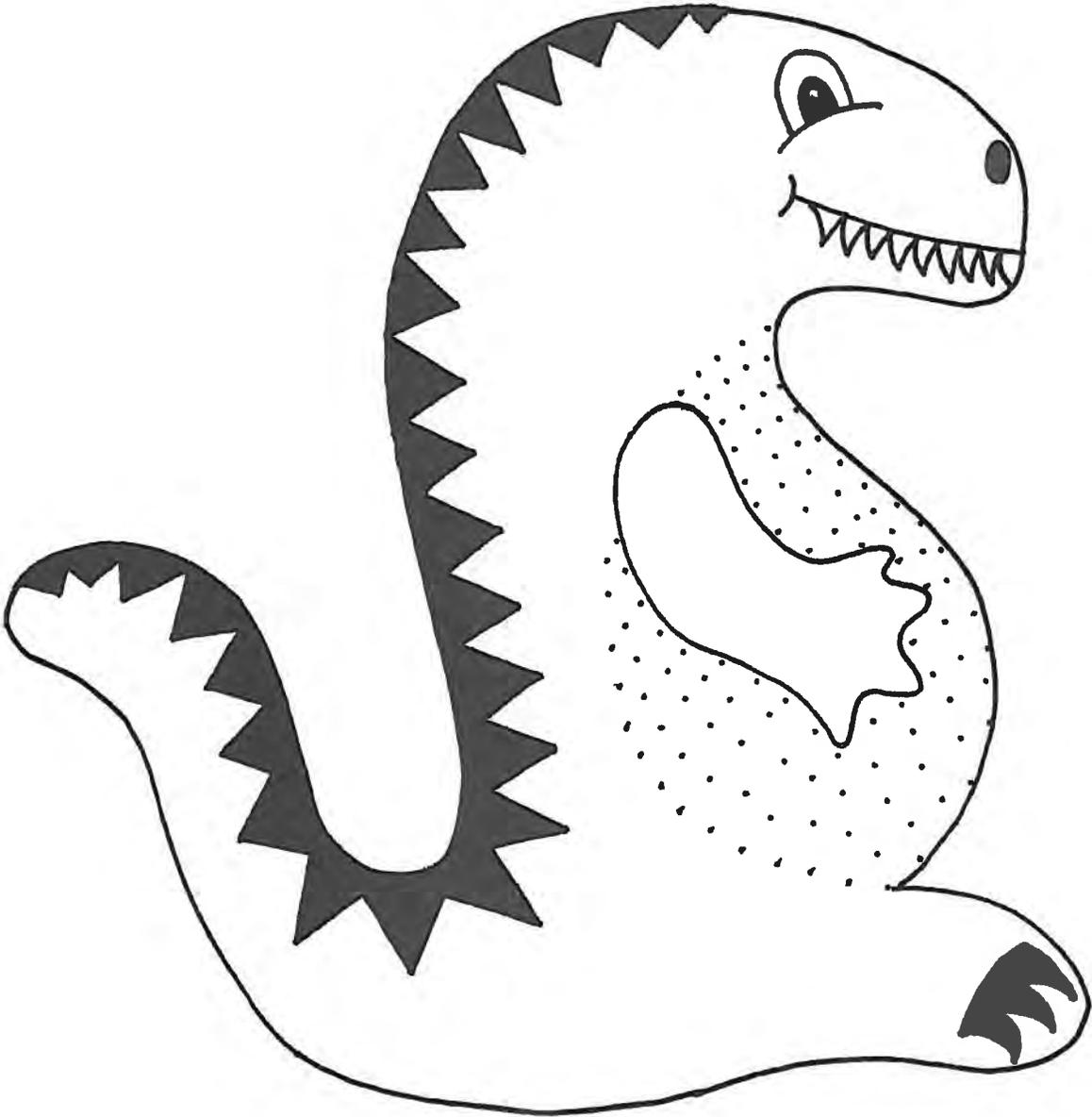


CARD HOLDER



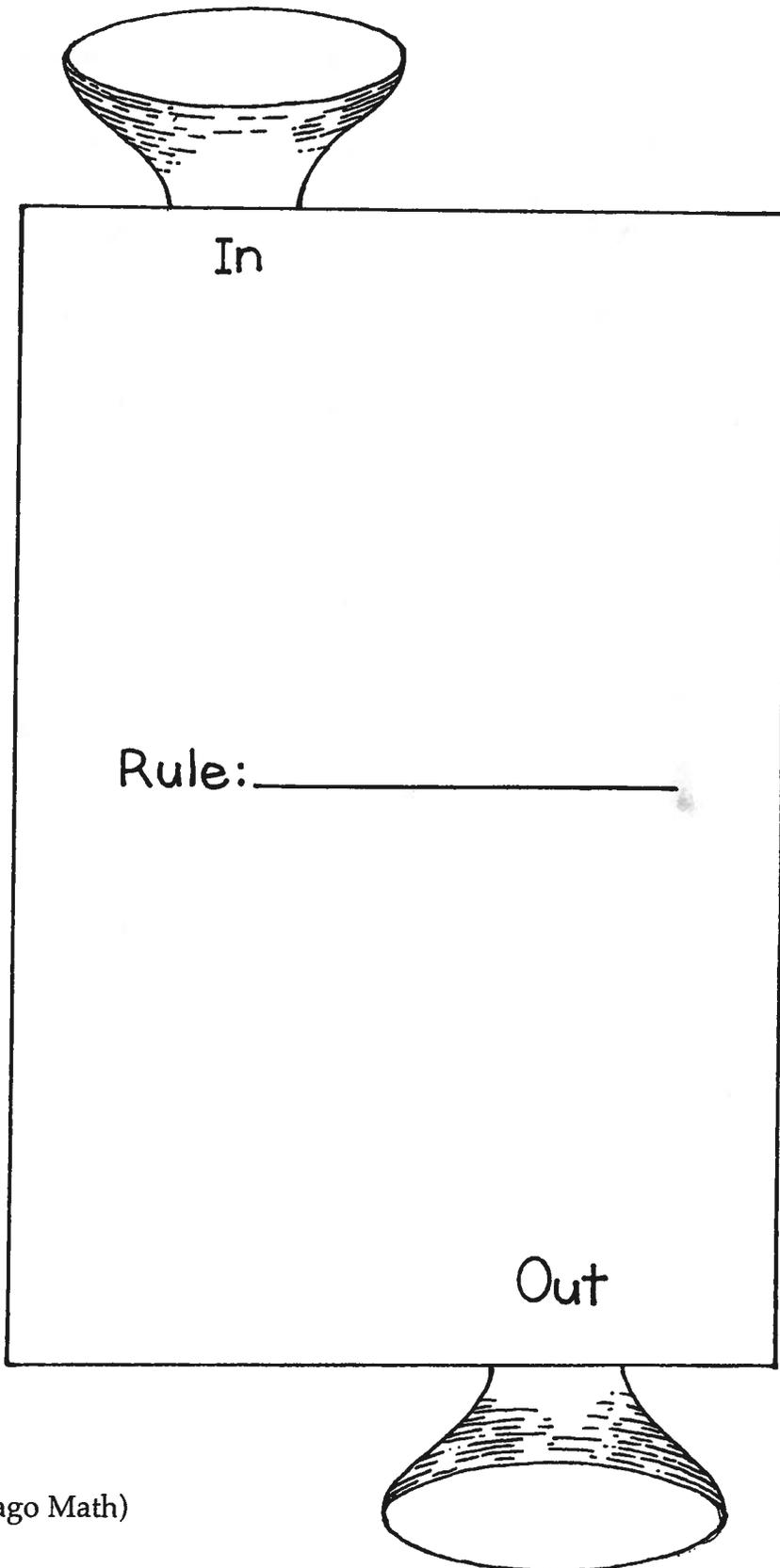


(After Chicago Math)



(After Chicago Math)

FUNCTION MACHINE



Rule + 3

In	Out
8	11
5	8
6	9
10	13
17	20

MAD MINUTES 100 MULTIPLICATION FACTS

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MAD MINUTES 100 ADDITION FACTS

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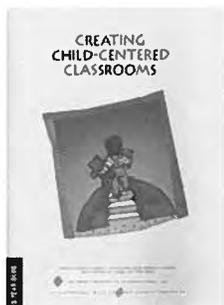
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6 - 0=	11 - 7=	5 - 1=	7 - 2=	15 - 8=
11 - 5=	6 - 1=	2 - 0=	1 - 0=	13 - 6=
8 - 1=	10 - 2=	9 - 0=	8 - 0=	12 - 3=
4 - 3=	6 - 5=	12 - 6=	8 - 2=	9 - 1=
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13 - 4=	5 - 4=	8 - 7=	9 - 8=	12 - 9=
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16 - 7=	12 - 4=	13 - 5=	16 - 8=	15 - 6=

CHILDREN'S RESOURCES INTERNATIONAL PUBLICATIONS

CREATING CHILD-CENTERED CLASSROOMS: 3-5-YEAR-OLDS

Helps teachers create active learning environments for pre-school-age children, individualize teaching, and involve families in the school program. Teachers learn observation techniques to teach to strengths, interests, and needs of each child.



activity includes a purpose, list of materials, and simple steps for preparation. In addition, each activity provides a "home connection" to involve parents and extend the activity.

CREATING CHILD-CENTERED CLASSROOMS: 6-7-YEAR-OLDS, AND 8-10-YEAR OLDS

Each volume provides teachers with lessons, suggestions for extending activities, assessment strategies and forms, thematic curriculum webs, and complete resource and reference lists. Volume 1 presents four powerful themes that unify program concepts and goals: Communication, Caring, Community, and Connections. Volume 2 addresses the content of mathematics, literacy, social studies, science, and the visual arts.

LITERACY LEARNING PARTIES FOR 3-5-YEAR-OLDS

A 10-part training series designed to assist parents in helping their children develop the skills they will need to learn to read and write.

CREATING CHILD-CENTERED MATERIALS

Assists educators in designing and making their own classroom materials for active exploration. Each activity includes a "home connection" that links the child's family to the classroom learning experiences. Easy-to-follow directions allow teachers to create activities from recycled and natural materials for math, science and language arts.

CREATING INCLUSIVE CLASSROOMS

Provides the research base, practical methods and real-world case studies that guide and support teachers through issues such as family partnerships, IEP development, and adapting the classroom environment.

CREATING CHILD-CENTERED PROGRAMS FOR INFANTS AND TODDLERS

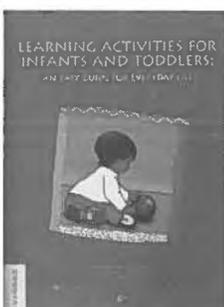
Provides the research base that supports the need for quality programs. It shows caregivers how to design a safe, healthy, and responsive environment for infants and toddlers; how to support young children's learning; and how to staff and evaluate a child-centered program for infants and toddlers.

MAKING A DIFFERENCE: A PARENT'S GUIDE TO ADVOCACY AND COMMUNITY ACTION

Provides practical advice to help parents become effective advocates in their school and communities. Detailed directions and real-life stories of successful advocates are interwoven to guide readers through the process of advocacy.

LEARNING ACTIVITIES FOR INFANTS AND TODDLERS: AN EASY GUIDE FOR EVERYDAY USE

Offers caregivers more than 100 hands-on, developmentally appropriate activities that caregivers can incorporate into the child's day. Each



EDUCATION AND THE CULTURE OF DEMOCRACY

Explains the link between democracy and early childhood practice. The book contends that there are subtle, yet effective teaching techniques that encourage democracy: choice, individualism, creativity, equality, respect for differences, and appreciation of individuals' needs while maintaining the balance for the greater good of the group.

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WHAT IS THE BEST WAY TO TEACH BASIC LITERACY AND MATH SKILLS TO ADULTS? HOW CAN THE ADULTS HELP THEIR CHILDREN TO LEARN LITERACY AND MATH SKILLS AT THE SAME TIME THAT THEY LEARN THEM? HOW, AFTER A LIFETIME OF EXCLUSION FROM LITERATE SOCIETY, CAN FAMILY MEMBERS FEEL VALUED AND INVOLVED PARTICIPANTS IN THE COMMUNITY?

THIS PUBLICATION CONTAINS 100 LESSONS THAT HAVE INTRODUCED THOUSANDS OF ADULTS TO THE WORLD OF LITERACY AFTER YEARS OF ISOLATION. PARENTS AND OTHER FAMILY MEMBERS LEARN BASIC LITERACY AND MATH SKILLS TOGETHER. EACH LESSON HAS A HOME CONNECTION THAT REINFORCES THE LEARNING AND PROVIDES PRACTICE WITH CHILDREN.

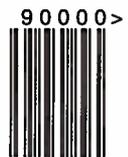
CHILDREN'S RESOURCES INTERNATIONAL, INC. HAS DEVELOPED THE LITERACY LESSONS PREMISED ON FUNDAMENTAL CONCEPTS IMPORTANT FOR ADULTS TO LEARN:

- EVERYONE IS A LEARNER AND EVERYONE LEARNS IN A SPECIAL WAY.
- A POSITIVE ENVIRONMENT IS VITAL FOR LEARNING.
- ADULTS LEARN BEST WHEN THEY ARE INTERESTED IN FINDING OUT SOMETHING FOR THEMSELVES OR FOR THEIR LOVED ONES.
- CRI WILL HELP EACH LEARNER FIND THE BEST WAY TO LEARN.
- EACH LEARNER CAN HELP OTHERS AND BE HELPED BY OTHERS AS THEY LEARN TOGETHER.
- ADULTS CAN HAVE A GOOD TIME WHILE THEY LEARN.
- THE MORE PARENTS LEARN, THE MORE THEY CAN HELP THEIR CHILDREN.

PRESENTED IN EASY-TO-FOLLOW FORMAT, EACH 90-MINUTE LESSON HAS A SECTION FOR INSTRUCTOR PREPARATION, MATERIALS, MEETING TIME, LESSON CONTENT, HOMEWORK, AND LEARNING INCENTIVES. FILLED WITH LIVELY AND ENGAGING ACTIVITIES, THE LESSONS INTRODUCE LETTERS, SOUNDS, WRITING, LISTENING, READING, AND COMMUNICATION SKILLS AS WELL AS NUMBERS, COUNTING, BASIC COMPUTATION, AND MONEY EXCHANGE.

MOST SIGNIFICANTLY, THE LESSONS PRESENT THE PHILOSOPHY AND INSTRUCTIONAL METHODS THAT CREATE A POSITIVE EMOTIONAL CLIMATE ESSENTIAL FOR ADULTS TO FEEL COMFORTABLE AND CONNECTED IN ORDER TO BUILD A COMMUNITY OF LEARNERS.

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