



**Literacy Activities  
for**

**Parents,  
grandparents, or  
caregivers**

**Learn how to use the  
Ready, Set, Learn!  
kit**

**Encourage language  
development &  
literacy**

**Take the box home!**

**Childcare provided!**

# **FEBRUARY 9**

## **READY, SET, LEARN!**

### **2:00-4:00pm**

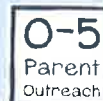
Families with Children with Hearing Families with Children with  
Hearing Concerns (0-5 years old) **Free Childcare!**

Join us and other families for a two-hour, hands-on workshop:  
"Animal Unit".

You will also be able to talk with Teachers of the Deaf about  
your specific concerns.

**Register here:**

**<https://www.surveymonkey.com/r/MWMMPY6>**



**ETSU: The Nave Center  
1000 Jason Witten Way  
 Elizabethton, TN 37643**

**February 9th 2-4pm**

**Contact Alisa Weeks:**

**865-469-5592**

**[a.weeks@tsdeaf.org](mailto:a.weeks@tsdeaf.org)**

## **Blue notebook with dividers**

- Front cover - inside sleeve
  - Ready, Set, Learn! Coversheet
- Inside front pocket on left:
  - Fingerspelling / ABC chart
  - Print Awareness
- Cover page
  - Ready, Set, Learn! A TSD preschool and TLC production
- Yellow divider with tab-TN E.L.D.S. 0-3
  - 9 pages (front and back)
- Yellow divider with tab- TN E.L.D.S. 4 yrs
  - 22 pages (front only)
- Yellow divider with tab- Activities/Materials
  - 8 pages (front only)
- Yellow divider with tab- Apps
  - 2 pages front only
- Back Cover – inside pocket
  - Listening Spoken Language (LSL) Strategies
  - Reading Checklist for Parents of Toddlers who are Deaf and Hard of Hearing

## **Ready, Set, Learn!**

### **Animal Unit**

#### Items inside the box include:

1. Blue notebook

**2. Boxes of Plastic Animals:**

- one box of Jr. Jungle Farm Playset
- one box of Jr. Jungle Zoo Playset
- one box of Jr. Jungle Ocean Playset

**3. Bingo Game:**

Six Laminated Bingo Cards with a binder clip to hold cards and envelope together

- two of the 9 square cards (the two cards have different pictures)
- two of the 16 square cards (the two cards have different pictures)
- two of the 25 square cards (the two cards have different pictures)

Laminated brown envelope with Bingo Call Cards on label (or written on the envelope before laminating)

- Velcro dot on envelope flap to close
- Animal pictures inside envelope

**4. Extra Cards - Two small Ziploc bags**

- One with Picture Cards
- One with Word Cards

**5. Laminated Pictures of Habitats**

- Piece of paper with Ocean Animals vocabulary words
- Four habitats
  - Forest
  - Farm
  - Ocean
  - Zoo
- Held together with a binder clip

**6. Five Books: each book is in a large 2-gallon Ziploc bag**  
**Contents inside each book bag**

**Goodnight Gorilla**

- Piece of paper with vocabulary words
- Book
- Small Ziploc bag with label- Goodnight Gorilla
- Rectangles with numbers (1-8)
- Rectangles with pictures

**Ten Little Fish**

- Piece of paper with vocabulary words
- Book
- Ziploc bag with label - Ten Little Fish
  - Fishing Pole: Ruler with duct tape wound around it; 2 inches of string is attached to the ruler and then covered with tape, leaving 12 inches of string hanging down. A magnet is attached at the end.
  - Laminated fish (3 fish, 3 fish, 4 fish)TE
    - 10 fish in each box
    - Different colors
    - Different sizes
  - Black Expo marker

**Duck on a Bike**

- Piece of paper with vocabulary words
- Book
- Blue poster board circle with interior, complementary circle cut-out with Exacto Knife / box cutter (see example)
- Ziploc bag with label- Duck on a Bike
  - Craft stick with picture of a bike
  - Animal pictures held together with a paper clip
  - Vocabulary cards held together with a paper clip
- Ziploc bag
  - Animal picture cards
- All is held together with a binder clip

**Dear Zoo**

- Piece of paper with vocabulary words
- Book
- Ziploc bag with label- Dear Zoo
  - Pictures should be level with the top of the craft stick
  - Container with "From the Zoo" label

### **Bear Feels Sick**

- Piece of paper with vocabulary words
- Book
- Ziploc bag with label - Bear Feels Sick
  - Paper plate
  - Glue stick
  - Two pieces of brown construction paper
  - Two googly eyes
  - One brown circle -nose
  - Two medium brown "ear" cut-outs
  - Two small black "ear" cut-outs

## Animal Unit

### Ready, Set, Learn! Parent Workshop

#### Trainer Agenda / Schedule

**Trainers:** agenda for trainers, books; Alisa will have the books, notebook, and activity sheet online to share.

**Parent's kit:** pull all books / notebook from the kits ready for the ZOOM meeting. Leave all the other contents of the kit in the box.

**12:55 Families start to arrive** – sign-in using the chat box: **participant name, child's name, city / county. Professionals can sign in using their title.**

**12:55 Everyone online** – **Mention the ZOOM etiquette and moderator role**

- Please **mute** yourself
- Please leave your video **ON** now
- Using and Interpreter – etiquette
- Being mindful of ensuring full Access to communication for everyone
- When we begin the presentation, please turn your video **OFF** so that you see the speaker only.
- Go to Stop Video and click on Video Settings. Then click on Hide Non-Participants video
- If you have questions, please put them in the **chat box**.

**1:00 Introductions** – (5 minutes)

- Welcome to our virtual workshop! **The Ready, Set, Learn Parent Literacy Workshop** is typically 2-2 1/2 hours long. We have condensed it to be a 1 1/2 hour workshop today. We thank you for being a part of our virtual workshop and appreciate your feedback.
- 0-5 Language & Literacy is here for you. We are in your community and on your team. We are a statewide resource for families who have a child with a hearing concern. We offer a variety of support such as this workshop. Today we have some friends joining us and making this possible. I would like to thank:
  - [REDACTED] **with the Deaf Mentor / Parent Advisor Program**
  - [REDACTED] **with the Deaf Mentor / Parent Advisor Program**
  - **We appreciate the Interpreters from VCI being with us today.**
- **Now, let's each introduce ourselves including our name, city, Icebreaker - "The thing (one, not more) I love most about my child(ren)/pet"**

1:05 Personal Stories [REDACTED]

- [REDACTED] will share her personal story- (2 minutes)
  - Born – - Mother had German measles or Rubella
  - 2 years old – My Aunt – Mother's sister
  - Doctors – 5 different Doctors
  - Information - Oral program/Tracy Clinic
  - Education:
  - Oral School in NYC
  - Local Schools - Public HS.. No interpreters due to no laws were implemented required to provide at that time
  - After HS – went to work for about 5 to 6 years

- Oregon – Met VR Student at Univ of Oregon
  - Gallaudet – Full access of communication
  - Communication growing up - Family – Friends – schools - I missed a lot of conversation, TV was not captioned, no access to phones yet until late 1970's
  - Had several Deaf friends, my self-esteem had increased... due to full access of communication
  - 3 children, 4 grandchildren
  - Worked: Md school for the Deaf, TransCen, Inc – Employment Specialist, Deaf Services/Partnership – Client Service Coordinator/Employment Specialist/Case Management
  - During 1980's I completed Master's and Ed.S.
  - Now Semi Retired - Currently work as Deaf Mentor and Adjunct Professor for Piedmont International University change now to Carolina University
- [REDACTED] will share her personal story- (2 minutes)
    - I have hereditary hear loss. About the 85 – 90 Decibel level.
    - My parents never addressed my hearing and taught me to hide it from others.
    - My teachers were unaware. I never had hearing aids, special seating, or speech therapy.
    - I depended heavily on my school books to teach me.
    - I graduated cum laude from the University of Memphis with a degree in Accounting. Six months before me, my husband earned is degree in software engineering.
    - Life in a hearing world was too stressful without supports so my husband worked in business world and I stayed home to raise my son and daughter, supporting their successes.
    - I was about 33 yrs old before I ever visited an audiologist or got hearing aids.
    - Once my kids were both in college, I worked and continued my increasing my knowledge.
    - For 7 years I worked as a d/hh mentor and program director for Deaf Family Literacy program.
    - I am a certified Hearing Loss Association of America (HLAA) Consumer Technology Trainer.
    - I have two graduate certificates from Gallaudet University: One working with d/hh adults, the other working with families with d/hh infants and toddlers.
    - I now work at a Deaf Mentor for the Tennessee program.
  -

[REDACTED] Thank you for sharing your stories. I think it is always so beneficial to hear from those who have grown up with different hearing levels so that we can learn from them. Everyone has their own experience- we are all unique. I truly thank you for sharing your story with us today.

### **1:09 - First Poll – preassessment**

During the Workshop, polls will be presented for you to answer. The polls are anonymous and multiple choice-meaning you can select as many answers as you wish.

The First Poll is to see what you are comfortable using in your home at this time.

### **1:11 What will happen during the workshop? (3 minutes)**

- The Kit- each of you have received your kit.
- Present ideas and resources – Notebook
- Focus on one activity sheet – example of how to use
- Remind them of resources sent to them: Partnership / Frontier / LSDHH – I have other, multiple resources that will be sent to you at a later time.
- There are six books in the kit - They will focus on two – *Good Night Gorilla* and *Ten Little Fish*.
- Learn and practice a few strategies together
- Materials – how to use them will be a separate time together

**Now, I would like to turn it over to Tracy who will share about Language leading to Literacy!**

### **1:14 Let's Get Started! (3 - 5 minutes)**

**This is what you will learn today! Language leads to literacy. Keep that in the front of your mind.**

Beginning at birth humans start communicating – our senses feed the brain & language begins!

- Seeing - Eyes – looking at each other, watching movements, faces, hands, what is happening around us
- Touch – Skin – feeling things, being held, tickling
- Hearing - Ears – loving sounds (cooing), singing, speech sounds

This is BONDING – a deep, strong feeling to communicate, to be with your child:

- *I must tell you:* you are loved, you belong, you are safe, you have everything that you need.
- The strong desire to share your life with your child.

The shared experience – relationship leads to language development.

Think about it – we all know the meaning of facial expressions, body movements, and the way common words / sounds are heard – all of this is connected. None of it stands alone.

### **Language leads to literacy!**

We all want our children to read. Families are the first language teachers, the first to teach reading-readiness.

I don't mean how children learn to read in school.

Children learn to read because of HAPPY, LOVING shared experiences with their families while looking at pictures and talking about them looking at books and sharing



them together, fingerplays, songs, jokes, and all those PRE-LITERACY skills that are required to be *READY TO READ*.

The time we are spending together today is to make you aware and give you the skills needed. You already have this knowledge. We will show you how to use what you know – you will practice fun strategies for language learning opportunities. This will lead your child to master preliteracy skills.

When sharing the book with your child think of it as a painting – look at all the important information on the page and how you feel about it. Point to pictures and other information your child is focused on. The goal of book-sharing is to have a common experience and having fun pretending.

Visual supports include facial expressions, body movements, and acting-out what happens. When you are book sharing, you want to feel like you are in the story - making it come alive!

Use these FUN strategies: use your voice, have your child wearing their hearing aids / cochlear implants, and using some mime to expand the experience for you and your child.

#### **1:18 - [REDACTED] - OVERVIEW - Animal Unit – (3 mins)**

- I am going to give you an overview of what we will do with the books in the next part of this meeting.
- The names of the books:
- Bear Feels Sick, Ten Little Fish, Goodnight Gorilla, Dear Zoo, Duck on a Bike
- Each kit has a vocabulary list (show them the vocabulary list). We will practice those words while we show you how to book-share with your child.
- In the next part of this meeting, we will spend time looking at two books and demonstrating techniques.
- You will practice different ways to support language development after the demonstration.

#### **1:20 [REDACTED] - Book Conventions – Remember watching the recordings demonstrating how to read to a child?** I will review these with you now very briefly. You will practice at the end of our presentation. (3 min)

- Targeted Skills - books and how we read them (**from the video**)
  - To start with - talk, show, point, look, act-out, how to hold, turn the page, begin - end
  - Next point out and use the following - top to bottom, left to right, pointing to frequent words, words vs pictures
  - Later, after repeated story sharing, continue by pointing to words instead of sentences or printed letter names, or sounds, alone or inside a word.
- Share happy little conversations with your child such as, “I wonder...?” “What do you think?” “I see \_\_. Do you see that?” “What do you think will happen? How did that happen?”

**1:23 Ten Little Fish – (6 min) [REDACTED]**

- Book
- Deaf Adult – Classifiers / Visual Language [REDACTED]
- TOD – LSL / Visual language [REDACTED]:

We talked about creating an environment to share a story with your child. Now each of us will share STRATEGIES to use with the books. The strategies will enhance your reading experience with your child. It is important to expand listening with visual support.

In the RSL notebook, in the back-cover pocket, is a one-page chart with all the Listening and Spoken Language Strategies. This is a helpful reminder.

The visual support added to what we are saying is very, very important. In the RSL kit there are many pictures of the ASL signs used today. In the RSL notebook, in the front-cover pocket, is a one-page chart with the handshape alphabet – sometimes call the fingerspelling alphabet.

**[REDACTED] will now demonstrate visual supports and ASL for the book *Ten Little Fish*.**

**[REDACTED] will use green screen to show the book and point as needed. We will not hold the books as previously done.**

**[REDACTED] demonstrates strategies:**

Listening and spoken language strategies use what all of us do every day when talking with children.

The important part of using these strategies is focusing on **WHAT YOUR CHILD UNDERSTANDS**.

Hearing a sound is automatic. A loud noise makes us turn our heads. We heard that. Listening to a voice saying **STOP**, we hear it, but we **KNOW** what it means. We have taught our child to **LISTEN** and **UNDERSTAND**.

Listening must have a visual cue and special vocal sounds. Here are a few we will be using:

- Sounds / words: high-low, long-short, strong – soft, patterns (sing-song voice)
- Highlighting – drawing attention to the sounds of your voice – to emphasize a sound or word
- Repetition – using the sounds of your voice or words over and over again in a pattern
- Auditory Sandwich – emphasis on how the specific words and sounds go together:

For example: dog – woof, woof – dog or woof, woof – dog – woof, woof

Let's see how to use the strategies with *Ten Little Fish*

<b>Vocabulary</b>	<b>Facial</b>	<b>Body</b>	<b>LSL</b>	<b>LSL</b>
swimming	Fish face	Wiggle like a fish swimming	Whoosh! (duration)	whoosh

In-a-line	Looking at fish in front of me	Hands following each other; controlled wiggling - swimming	Swimming, swimming, swimming, just keep swimming	Rhythmic Up / down pattern
Meeting a friend	Excited, smiling, happy, recognition	Hands show meeting / bumping into each other	Hi! Hello! Holla! (fast/slow)	Burst of duration in pitch

Now Alisa will share the next book.

### 1:29 Goodnight Gorilla– (6 min) [REDACTED]

- Book
- Deaf Adult – Classifiers / Visual Language [REDACTED]
- TOD – LSL / Visual language [REDACTED]:

Alisa: It is important for all children to know about their world. This is called “world knowledge” or “world experiences”. The goal is to provide quality experiences with a clear visual and listening environment so they will understand the world. Take time to relate what you both learned from the book to those every day, real-life experiences your child lives. This strategy will ensure avoiding a potential pitfall - assuming your child understands without checking. Check to make sure they did not miss important information. Books are great for this - to provide information for your child to gain world knowledge.

Now [REDACTED] will share with you some visual strategies to demonstrate how she is expanding on the text in Goodnight Gorilla to give your child more information.

- Deaf Adult – Classifiers / Visual Language [REDACTED]
- TOD – LSL / Visual language [REDACTED]:

A quick reminder, use the LSL strategies in the back of you RSL notebook. They will be great to look at and remind yourself of some of the suggestions you can use during this book.

- Books provide a great opportunity to include basic concepts such as color, size, shapes, counting.
- Do not worry about the text just yet. Depending on your child’s age, feel free to point out words in print. Story sharing goes beyond the print and enhance the print. The pictures speak volumes.
- Some books have pictures and no text. The next book encourages families to go beyond the “print” as it is not there and describe the pictures, elaborating and using open-ended questions.
- Follow your child’s lead/interest. When families engage their child in what interests them, their attention span is longer, and memories are made.

- Pausing is important to remember- giving your child time to respond.
- Role play with the story when you can. Blowing on the book to make wind- using actions to tell the story

Vocabulary	Facial	Body	LSL	LSL
<b>Gorilla</b>	Looking at gorilla	Pointing to pictures	Shhh!	Jingle jingle
<b>Elephant</b>	Looking at animals/characters	Sitting, looking	Watching, watching	Good Night
<b>Lion</b>	Watching	Reaching, turning	Walking, pulling, turning	Big/small
<b>Hyena</b>	Laughing/smiling	Out of cages	Open/close	In/out
<b>Giraffe</b>	Eyes widen	Sitting quietly	Light on/light off	Long/short
<b>Armadillo</b>	Waiting patiently, being sneaky	Walking in a line/Sleeping	Awake/asleep	First/last

- When reading with your child, it is important to relax and have fun!
- Let your child choose the books they want to read.
- Families start reading when their children are babies. Families choose the book for them, knowing they will make choices as they grow.
- Touch, play and explore the books together.
- Repetition is important as well. You will see many opportunities to repeat yourself with the books chosen. This helps your child learn to listen and know that the sounds being presented have meaning.
- Pointing to the animals and talking about what they do.

### 1:37- Second Poll [REDACTED] (2 minutes)

We have covered a lot of information. Hopefully this has piqued your interest and motivated you to look at book sharing in a new way! The second poll will cover the information presented. It is multiple choice and anonymous.

[REDACTED]- pulls up second poll

**1:39 BREAKOUT ROOM Parents Practice** we will use the book *Bear Feels Sick* in the breakout rooms.

[REDACTED] Now you will be placed in a “virtual room.” You will be able to practice with a Deaf Mentor and focus on the strategies presented. Once in the room, you will stay until you are notified that the rooms are closing. Please click to return to the main session or remain until you are automatically returned to the main session. Once in the main session, please leave your video **ON**.

### 1:40 – 2:15 - BREAKOUT ROOMS

- *If you have questions when in the breakout room, there is a ? icon next to the search button. Please type in it and Alisa will see.*
- There are five families attending.
  - At this point, 4 have expressed a desire for ASL in the breakout rooms. I am waiting for the other family to respond.
  - If they choose LSL, Tracy will be in a breakout room with them.
  - The groups would then consist of two families with a DM, two families with another DM, and one family with LSL/Tracy.

- If all want ASL, the groups would be:
  - Three families with DM- possibly Sharon
  - Two families with DM- possibly Connie
  - We can discuss and decide. The reason I stated Connie with the two families is that she has worked with one already.
  - Sharon, you may have worked with Brandi/Michael before.
- Tracy-LSL Family
- *Bear Feels Sick*
- Interpreter: click on icon near search bar if you need help in breakout room
- Skills related to books and how we read them
  - Begin: talk, show, point, look, act-out, how to hold, turn the page, begin - end
  - Middle: top to bottom, left to right, pointing to frequent words, words vs pictures
  - Continue: identify words vs sentences, letter name / sound, alone or inside a word.
- Conversations with your child / questions while reading

**2:15 – Third Poll – What did I learn?** [REDACTED]

**2:20 Before you leave – (2 min)** [REDACTED]

- Open the floor for discussion / questions – respond appropriately
- Sum-up

**2:25 Time to use *Ready, Set, Learn!*** Please contact 0-5 Language & Literacy Services. We are here for you while learning how to use these materials. [REDACTED]

- I love **quotes** and this one is fitting for today:
  - Children fall in love with books because of the memories created when they snuggle up and read with someone they love. -Raising Readers

**Dismiss**

## Animal Bingo

### Standards covered:

TN- ELDS (birth to 3)		TN Ready (4 year olds)	
AL.25-36.5	LE.25-36.2	SE.PK.4	
AL.37-48.5	LE.37-48.2	RL.PK.4	
SE.25-36.4		RF.PK.2	
SE.37-48.4		RF.PK.2e	

### Materials needed:



### Beginner activity:

Use the picture call cards and say the animal's name. The child will find the animal and place their marker on it.

Use the Bingo game board with 9 pictures.

### Intermediate Activity:

Say the sound the animal makes and the child has to identify which animal it is. Say "moo" and the child says "cow" and places a marker on that square.

Use the Bingo game board with 16 pictures.

### Advanced Activity:

Describe an animal and have the child identify which one it is. Place the marker on the corresponding animal. For example, this animal lives at the zoo and has a trunk. It is big and gray.

Use the Bingo game board with 20 pictures and a free space on it.

## **Bingo Game:**

6 Laminated Bingo Cards with a binder clip to hold cards and envelope together

- 2 of the 9 square cards (the two cards have different pictures)
- 2 of the 16 square cards (the two cards have different pictures)
- 2 of the 25 square cards (the two cards have different pictures)

Laminated brown envelope with Bingo Call Cards on label (or written on the envelope before laminating)

- Velcro dot on envelope flap to close
- Animal pictures inside envelope

## Goodnight Gorilla by Peggy Rathman

### Standards covered:

TN- ELDS (birth to 3)		TN Ready (4 year olds)	
LE. 25-36.1,2,5		RL.PK.1	
LE.37-48.1,2,4,5		RL.PK.2	
MA.37-48.3		RL.PK.3	
		RF.PK.1	

### Materials needed:



### Beginner activity:

As you read the book, the parent can label the animals. The child can match the animal toys to the pictures in the book.

### Intermediate Activity:

Child can label the animals while parent is reading the book.

Child can sequence the animal pictures to match the book using pictures and number cards.

### Advanced Activity:

Child can use the word cards (of animal names) and the number cards to sequence the story.



## **Goodnight Gorilla**

- Piece of paper with vocabulary words
- Book
- Small Ziploc bag with label- Goodnight Gorilla
- Rectangles with numbers (1-8)
- Rectangles with pictures

## Dear Zoo by Rod Campbell

### Standards covered:

TN- ELDS (birth to 3)		TN Ready (4 year olds)	
LE.25-36.2		RL.PK.5	
LE.37-48.2		RF.PK.4	
LE.25-36.4,5		RF.PK.1 & 1a	
LE.37-48		RF.PK.2	

### Materials needed:



### Beginner activity:

Child can follow along with the book and identify the animals as they pop out of the tube. Parent can label the animals.

### Intermediate Activity:

Before the parent shows the animal under the flap, the child will identify and label it and match the popsicle stick animal.

### Advanced Activity:

When shown an animal, the child will match it to the correct word.

Child can write a letter to someone about favorite animal/pet.

Draw a picture of favorite farm, forest, ocean or zoo animal.

## Dear Zoo

- Piece of paper with vocabulary words
  
- Book
  
- Ziploc bag with label-Dear Zoo
  - Craft sticks with animal pictures
    - Pictures should be level with the top of the craft stick
  
- Container with “From the Zoo” label

# Duck on a Bike Book by David Shannon

## Standards covered:

TN- ELDS (birth to 3)		TN Ready (4 year olds)	
LE.25-36.2,4,5		RL.PK.1	RF.PK.1
LE.37-48.2,4,5		RL.PK.2	
MA.25-36.3		RL.PK.3	
MA.37-48.3		RF.PK.1c	

## Materials needed:



## Beginner activity:

Child can match either the animal picture or object to the pages in book.

With paper plate wheel, parents can glue on animals while sequencing from the story. Child will imitate the names of the animals.

## Intermediate Activity:

Child can identify the animals in the story.

Child can help parent glue the pictures of the animals on the paper plate wheel while parent leads sequencing from the story.

## Advanced Activity:

Child sequences pictures independently to make the paper plate wheel using the story as support. Child can put the word cards in order using the book as a reference.

## Duck on a Bike

- Piece of paper with vocabulary words
- Book
- Blue poster board circle with interior, complementary circle cut-out with Exacto Knife / box cutter (see example)
- Ziploc bag with label- Duck on a Bik
  - Craft stick with picture of a bike
  - Animal pictures held together with a paper clip
  - Vocabulary cards held together with a paper clip
- Ziploc bag
  - Animal picture cards
- All is held together with a binder clip

## Animal Match

### Standards covered:

TN- ELDS (birth to 3)		TN Ready (4 year olds)	
AL.25-36.4		RFPK1	
AL.37-48.4		RFPK1b	
LE.25-36.1, 2		RFPK2	
LE.37-48.1,2			

### Materials needed:



### Beginner activity:

Child will match animal toys with animal picture cards.

Parents can talk about the first sound in each animal word, (e.g. "L" is for lion).

### Intermediate Activity:

Child will match animal picture card with the word card (Tiger picture card with word tiger on it, will match with the word card 'tiger')

### Advanced Activity:

Child will match objects with the word in print card

## File Folder Sort

(Farm, Zoo, Ocean Animals)

### Standards covered:

### Materials needed:

File folders, printed animal words (advanced)

### Beginner activity:

- Label the animals
- Imitate animal sounds
- Sort the animals into ocean or zoo.
- Count how many animals are in each category

### Intermediate Activity:

- When shown the animal, child can label the sound
- Sort animals into two categories (ocean, farm or zoo)
- Count animals and describe concepts more, less, and equal. Ex: The ocean has more animals than the zoo.

### Advanced Activity:

- Sort animals into all 3 categories
- When animal sound is presented, the child will identify the animal.
- Try to think of other animals that live in that habitat
- Count animals and ask, "Which has more? Less? Equal?"
- Parent gives description of animal and the child supplies the name. Ex: "This animal lives in the zoo and has stripes. It says roar!! What animal is it?"
- Use the picture animal cards and match the printed word cards to the correct animal.

## Bear Feels Sick by Karma Wilson and Jane Chapman

### Standards covered:

TN- ELDS (birth to 3)		TN Ready (4 year olds)	
LE.25-36.1,2,5	MA.25-36.6	RL.PK.1	RF.PK.4
LE.36-48.1,2,5		RL.PK.7	
AL.25-36.4		RL.PK.9	
AL.36-48.4		RF.PK.1,1a	

### Materials needed:



### Beginner activity:

As you read the book, the child can imitate the animal names in the story.

Parents will help child tear paper and glue on the plate for bear activity.

### Intermediate Activity:

While reading, let child label the easy animals in the story (bear, rabbit/hare, mouse, owl).

Parents provide minimal assistance for paper plate bear activity.

### Advanced Activity:

While reading, let child label more difficult animals, (raven, wren, badger, gopher, mole).

Match the words to the animal pictures.

Talk about synonyms in the story: sick/ill, hare/rabbit/bunny.

Child will independently complete the paper plate bear activity.



## **Bear Feels Sick**

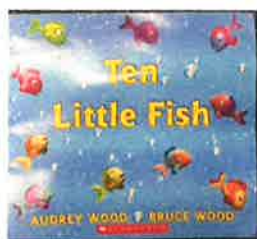
- Piece of paper with vocabulary words
- Book
- Ziploc bag with label- Bear Feels Sick
  - Paper plate
  - Glue stick
  - Two pieces of brown construction paper
  - Two googly eyes
  - One brown circle -nose
  - Two medium brown “ear” cut-outs
  - Two small black “ear” cut-outs

**Ten Little Fish** by Audrey Wood and Bruce Wood

**Standards covered:**

TN- ELDS (birth to 3)		TN Ready (4 year olds)	
AL 25-36.2, 4	LE 25-36.1, 2	PK. CC.3	RF.PK.1c
AL 37-48.10	LE 37-48.2,5	PK.CC.4a	
SE 25-36.3	MA 37-48.1,3	PK.MD.3	
MA 25-36.1,2		RF.PK.1d	

**Materials needed:**



**Beginner activity:**

The child can fish for a different color fish. The child will id the color. The child can match each fish to the colors as they pick them.

The parent can write letters of the child's first name on the fish. The child will id the letters.

**Intermediate Activity:**

The child can fish and can categorize the fish by size (large or small.)

The parent can write any letters or numbers 1-10 on the fish and have the child id it.

**Advanced Activity:**

The child can fish and categorize by size (small, medium, large.)

The parent can write number words, color words, simple words like cat, dog, or family members names. Have the child fish and id what is on the fish.

## Ten Little Fish

- Piece of paper with vocabulary words
- Book
- Ziploc bag with label- Ten Little Fish
- Ziploc bag with label - Ten Little Fish
  - Fishing Pole: Ruler with duct tape wound around it; 2 inches of string is attached to the ruler and then covered with tape, leaving 12 inches of string hanging down. A magnet is attached at the end.
  - Laminated fish (3 fish, 3 fish, 4 fish)
    - 10 fish in each box
      - Different colors
      - Different sizes
  - Black Expo marker

## Habitats

### Standards covered:

TN- ELDS (birth to 3)		TN Ready (4 year olds)	
MA.25-36.1	LE.37-48.2	PK.CC.4, 4a, 4b, 6	
MA.37-48.1		PK.MD.3	
MA37-48.3		S.PK.9	
LE.25-36.2		L.PK.5a	

### Materials needed:



### Beginner activity:

Parent labels habitats. Parent labels animals and puts them on the correct habitat.

Parent can count animals and child can imitate counting 1-3, then 1-5.

### Intermediate Activity:

Child labels animals and places them on the correct habitat.

Child independently counts animals in each habitat.

### Advanced Activity:

Parent puts all animal objects out. Parent asks for the child to give a certain number of each animal. For example, "give me 4 farm animals, 1 zoo animal, and 3 ocean animals."

Child can count how many animals in a specific habitat, (farm, zoo, forest or ocean). Parent can ask child which habitat has more, less or the same amount.

## **Ocean Habitat**

- Piece of paper with vocabulary words
- Laminated pictures of
  - Forest
  - Farm
  - Ocean
  - Zoo
- Held together with a binder clip