



NORTH CAROLINA  
**Migrant Education Program**  
**PRE-K JUMPSTART**







# MEP Pre-K JumpStart Lesson

## Welcome & Introduction

The North Carolina Migrant Education Program (MEP) Team at the North Carolina Department of Public Instruction (NCDPI) welcomes you to the MEP Pre-K JumpStart. We have created this Pre-K toolkit to provide you with support in serving the Pre-K MEP children in your district.

The Pre-K JumpStart was developed thanks to the collaboration of Mrs. Lorena Gamez, ML/EL/Migrant Teacher in Haywood County and Mrs. Estefany Diaz, MEP Coordinator in Lenoir-Greene County who have extensive experience working with MEP Pre-K children in their districts. Additionally, the initial steps for supporting the alignment of the toolkit to the NC ELDS Foundations was provided by Dr. Leslie Simmons, NCDPI Early Learning Consultant and Ms. Jody Koon, NCDPI Title I Preschool Consultant.

The Pre-K JumpStart includes a variety of resources such as instructional videos, songs, interactive activities, and more, which offer an incredible opportunity to provide differentiated instruction for the Pre-K children we serve.

The Pre-K JumpStart is aligned with the mission of the North Carolina Migrant Education Program, which is to help migrant students and youth to meet high academic challenges by overcoming the obstacles created by frequent moves, educational disruption, cultural and language differences, and health-related problems.

Currently, NC MEP administers 31 PSU-based programs in 30 counties. In addition, we serve students in non-program counties through the efforts of five Regional Recruiters and collaborations with USDA Cooperative Extension.

Serving MEP Pre-K children can be challenging, but we are confident that you will enjoy using the Pre-K JumpStart toolkit as the directions for implementation are clear and easy to understand. The NC MEP team looks forward to hearing all the positive outcomes our Pre-K children experience.

Respectfully,  
NC MEP Team



# MEP Pre-K JumpStart Lesson

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# Program Overview

- **Childcare and teaching philosophies...**

- We believe the early years are valuable in learning basic academic and social school skills. We believe school readiness skills are vital in preparing our children for success in school. That is why we created this 18-hour Pre-K Program specifically for our Pre-K aged migrant children (3-5 years old). Areas of skill development during the NC PreK Program include:
  - Approaches to Play and Learning
  - Emotional and Social Development
  - Health and Physical Development
  - Language Development and Communication
  - Cognitive Development
- Our activities focus on developing skills in the following areas:
  - Social/Emotional
  - Music
  - Writing
  - Numbers
  - Shapes
  - Colors
  - Gross/Fine Motor
  - Music & Movement
- Pre-Test/Post-Test are used to show students progression of learning in the various areas of development.
- Provide families with North Carolina's "Let's Get Ready Guide". Share with parents how they can use the guide to further support student learning and kindergarten readiness. "I Can" Statements illustrate what a child is currently able to do and next steps for learning.

- **Rules and Expectations.**

- To ensure a safe and healthy learning environment
  - Notify parents of any special activities and required attendance.
  - Health and Safety

- **Schedule**

- Set a time and date to provide the lessons
- Flexibility is very important

- **Sign-in and pick-up procedures.**

- Parents will sign the lesson log each day when the child is present.
- Please let us know if your child is not able to attend.



# MEP Pre-K JumpStart Lesson Logistics

## ***Let's Begin!***

### **Before Implementation**

#### **Tutor will:**

- Identify and create a list of all eligible migratory children (3-5 years old) that are not in an established ECE program.
- Establish the learning environment where the lesson will take place: small group or one-on-one instruction.
- Call parents and let them know that you will visit them to talk about the MEP JumpStart Pre-K Program.
- Make a binder that will be used to keep students' assessments and work.
- Create a "Treasure Box" to be used as incentives. See example on page 11.
- Make each student a supply kit that consists of crayons, glue, scissors, pencils, and playdough.
- Make copies of worksheets and ensure you have all that you will need for the lessons.
- Have a reliable device to play videos.
- Gather the books listed on the suggested book list on page 124.
- Begin to organize the details for the end-of-program celebration (graduation, field trip, picnic).
- Explore the supplemental teaching activities and resources.
- Make a homework packet every week to leave with the parents that provides extra practice on the lessons that were taught for that week.

### **During Implementation**

#### **Tutor will:**

- Follow the sequence of the recommended lesson plan.
- Review past concepts to reinforce their understanding.
- Observe any and all behaviors associated with the "I Can" statements.
- Tailor the lesson plan to different learning styles and student backgrounds. (Reminder: ideas can be found on the Supplemental Teaching Activities document or the Resources page.)
- Use positive reinforcement and praise.
- Make learning FUN!!



# MEP Pre-K JumpStart Lesson

## Transition Ideas

Whether you are working in a group or one-on-one, transitioning can be tricky. Our goal is to move from one activity to the next in a smooth way to help prevent negative behaviors by promoting self-regulation. Transition activities are those quick activities you can do during those “in-between” times.

### **Here are some opportunities to implement a transition activity:**

- Separating from parents/guardians when arriving.
- Moving from one activity to the next.
- Sitting down at circle time (can be before/after YouTube Videos).
- Clean-up time.
- Waiting for adults at pick-up time.

### **Here are some tips:**

- Provide visuals. Include pictures to show the different activities.
- Establish routines.
- Create rituals. For example, use certain songs for specific transitions (e.g., cleanup song)
  - ✓ Teacher: “1-2-3, eyes on me”
  - ✓ Children: “1-2-3 eyes on you.”
  - ✓ Teacher: “Lookup. Lookdown. Tumaround. Sit down.”
- Don’t be afraid to use concrete objects such as a timer or a bell.
- Praise, Praise, Praise!! Acknowledge behavior using their name.

### **Nursery Rhymes work great for transitioning!**

**Read to them. Act for them. Sing to them. Dance with them. TOGETHER!**

- **Nursery Rhymes:**

[12 Best Nursery Rhymes: Pre-K Pages](#)



# MEP Pre-K JumpStart Lesson

## Day #1

<b>Objectives</b>	Evaluate using the Pre-assessment and “I Can” Statements. Meet parent/caregiver and share MEP rules and expectations.
<b>Instructions</b>	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Create student's MEP Pre-K lesson schedule.</li> <li>• Discuss the <a href="#">Parent Log</a>.</li> <li>• Go over the Rules and Objectives of the program.</li> <li>• Share with parents that there will be weekly homework assigned to reinforce lessons taught. Parents will need to support the student in the learning process.</li> <li>• Engage in “getting-to-know you” activities.</li> <li>• Implement MEP <a href="#">Pre-K Jumpstart Pre-Assessment</a>.</li> <li>• Share with families the Spanish Version of the “Let’s Get Ready: A Family Guide with Parents”. <a href="https://www.dpi.nc.gov/media/10150/open">https://www.dpi.nc.gov/media/10150/open</a></li> <li>• Mark in the “Parent Guide” where parents will document their child’s success with the homework assignment.</li> </ul>
<b>Rules/ Expectations</b>	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Talk to the parents and students about work expectations.</li> </ul> <p><b>Rules and Expectations for Parent/ Adult/ Care Giver</b></p> <ul style="list-style-type: none"> <li>• Avoid distractions such as loud music, television, electronics.</li> <li>• Child needs to be dressed and ready.</li> <li>• Adult needs to be in the home/site while the tutor is providing lessons.</li> <li>• Inform tutor of any cancellations.</li> <li>• Complete homework and practice prior to the next visit.</li> <li>• Communicate with the tutor if supplies are needed.</li> </ul>
<b>“This is Me” Worksheet</b>	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Get to know the students by asking them to draw a picture of their family.</li> <li>• Provide a supply bag (crayons, glue, scissors, pencils, playdough, primary shapes, and magnetic alphabet letters) for the student to use during class and while at home.</li> <li>• <a href="https://drive.google.com/drive/u/0/folders/1klsAUsOy3xqMuBehruI0ugCs2c0HEbM">https://drive.google.com/drive/u/0/folders/1klsAUsOy3xqMuBehruI0ugCs2c0HEbM</a></li> <li>• Ask the child to tell you details about their picture, consider telling them about your family.</li> </ul>
<b>Pre-Test &amp; “I Can” Statements</b>	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Administer a pre-assessment (Reminder: Instructions on how to administer the test are on the assessment).</li> <li>• After the first visit, complete the <a href="#">“I Can”</a> Statement document (which is based upon North Carolina Foundation for Early Learning and Development) from what you observed and learned from the child during your first visit. Mark student’s current skill development in the various areas on the “I Can” document.</li> </ul>



<b>Materials</b>	<ul style="list-style-type: none"> <li>• Supply bag (crayons, glue, scissors, pencils, playdough, primary shapes and magnetic alphabet letters)</li> <li>• Attendance log</li> <li>• Schedule</li> <li>• Pre &amp; Post Test</li> <li>• “I Can” document</li> <li>• My Family Worksheet</li> <li>• Treasure Box with various objects, toys, and incentives for students</li> <li>• Books: Suggested but not limited to: <ul style="list-style-type: none"> <li>○ Chicka Chicka Boom Boom by Bill Martin, Jr. and John Archambault</li> <li>○ Dr. Seuss ABC by Dr. Seuss</li> <li>○ Pigeon Has to go to School by Mo Willems</li> <li>○ The ABCs of What I Can Be by Caitlin McDonagh</li> <li>○ Froggy Goes to School by Jonathan London</li> <li>○ David Goes to School by David Shannon</li> <li>○ Llama Llama Misses Mama by Anna Dewdney</li> <li>○ Kindergarten, Here I Come! by David Steinberg</li> </ul> </li> </ul>
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# MEP Pre-K JumpStart

## My Family

**My Family**

Name \_\_\_\_\_



# Pre-K “I Can” Statements

## Approaches to Play and Learning

The Approaches to Play and Learning area addresses how children learn. This includes children’s attitudes toward learning and their interest in learning. It reflects behaviors and attitudes such as curiosity, problem-solving, maintaining attention, and persistence. Children display these characteristics in the way they learn in all domains and curriculum areas, including music, dramatic play, and art. – <b>Adapted from Foundations</b>	Not yet	Sometimes	Most of the time
I can keep trying when things get hard.			
I can use my toys and materials in creative and inventive ways.			

## Emotional and Social Development

The Emotional and Social Development area addresses the way children feel about themselves, their relationships with others, and how they learn to manage and express emotions. The development of positive emotional and social skills forms the basis for positive development in each of the other areas. Building strong relationships early in life helps children foster later relationships with teachers and peers. – <b>Adapted from Foundations</b>	Not yet	Sometimes	Most of the time
I can tell others about myself.			
I can develop relationships with trusted adults.			
<i>Optional-if in groups:</i> I can engage positively with peers.			

## Health and Physical Development

The area of Health and Physical Development focuses on physical growth, motor development, sound nutritional choices, self-care, and health/safety practices. This area of development is the foundation for the future health and well-being of all children. – <b>Adapted from Foundations</b>	Not yet	Sometimes	Most of the time
I can ask for help when needed.			
I can engage in active physical play.			

## Language and Communication Development

The Language Development and Communication area is important for children's language and early literacy development. Adults who build nurturing relationships by paying close attention to what children are trying to communicate and responding consistently to children's communication help children become good communicators. – <b>Adapted from Foundations</b>	Not yet	Sometimes	Most of the time
I can listen, take turns, and communicate with others.			
I can identify some letters in my name and am beginning to learn the letters and sounds of the alphabet.			

## Cognitive Development

The Cognitive Development area focuses on children's ability to acquire, organize, and use information in increasingly complex ways. In their search for understanding and meaning, young children play an active role in their own cognitive development. – <b>Adapted from Foundations</b>	Not yet	Sometimes	Most of the time
I can recognize and attempt to write some numerals (1-5).			
I can recognize and talk about a few basic shapes.			

Adapted from the "Let's Get Ready" Guide for Families: A  
Family's Guide to Supporting Kindergarten Readiness.  
PK-3 OFFICE OF EARLY LEARNING NC Department of Public Instruction



# MEP Pre-K JumpStart Pre-Assessment

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: 1 point for each correct response.

## Alphabet Recognition:

Uppercase (26 points)

A	E	I	Q	H	V	O
Y	N	J	B	R	D	G
L	U	Z	W	P	M	X
S	C	F	K	T		

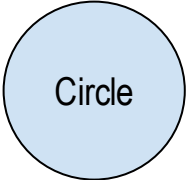

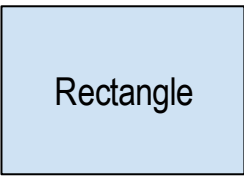
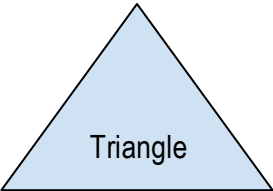
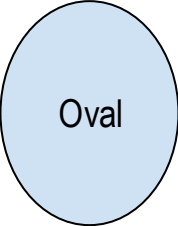
Lowercase (26 points)

a	e	l	q	h	v	o
y	n	J	b	r	d	g
l	u	Z	w	p	m	x
s	c	F	k	t		

Colors: (11 points)

Black	Pink	Orange	Red	Green	Yellow
Brown	White	Gray	Blue	Purple	

Shapes: (5 points)

 Circle	 Square	 Rectangle	 Triangle	 Oval
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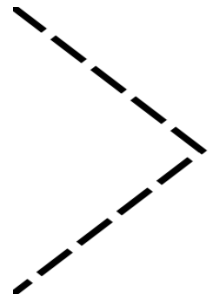
Number Recognition: (10 points)

4	8	10	6	1
3	5	2	7	9

Rote Counting: (10 points)

1 2 3 4 5 6 7 8 9 10

Tracing: (3 points)



Holds pencil correctly. (1 point)

Writes Name? (2pts) \_\_\_\_\_

Understands opposite words. (6 points)

- Fast
- Slow
- Big
- Small
- Happy
- Sad

\_\_\_\_\_%

(100 points = 100 %)





## MEP Pre-K JumpStart Lesson

### Day #2

**Objective:** Students will learn social emotional skills, fine motor skills, letters in their first name, number 1, and the color black.

Area of Development	Activity	Instructions:
Emotional & Social	Manners & Whole Body Listening	<p><b>The tutor will:</b></p> <p>Play Jack Hartmann: Whole Body Listening. After listening and dancing, the tutor will ask the students why it is important to listen to their body and how it can help them be successful in school and life.</p> <ul style="list-style-type: none"><li>• <a href="#">Whole Body Listening</a></li></ul>
Approaches to Play & Learning	Sing Alphabet	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"><li>• Play a YouTube alphabet song.</li><li>• Tutor and students will sing along together as the tutor points to each letter as they sing.</li><li>• <a href="#">"ABC Song"</a></li><li>• Have students listen to Bill Martin, Jr. and John Archambault's: Chicka Chicka Boom Boom. After listening to the story, students will talk about the illustrations and letters.</li><li>• <a href="#">"Chicka Chicka Boom Boom"</a></li></ul>
Cognitive	Writing: Letters of my name	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"><li>• Share with students a worksheet with their first name printed on the paper.</li><li>• Help students to say and trace the letters in their first name using the worksheet.</li><li>• Help students as needed by modeling correct pencil grip, anchoring the paper, etc.</li></ul>
Cognitive	Math: Number 1	<p><i>Worksheet: Math #1: Color, Count, Trace</i></p> <p><b>The tutor will:</b></p> <ul style="list-style-type: none"><li>• Introduce the number 1.</li><li>• Represent the number 1 by holding up 1 finger.</li><li>• Have students count 1 object on the paper.</li><li>• Ask students to represent the number 1 physically by jumping, clapping, and skipping, once.</li><li>• Model writing the number 1 in the air using a stiff arm, then ask the students to join you in writing the number 1 in the air using a stiff arm.</li><li>• Model writing the number 1 on paper.</li><li>• Have students trace the number 1 on the paper.</li><li>• Ask students to write the number 1 on the paper (provide assistance as needed).</li></ul>

		<ul style="list-style-type: none"> <li>• Have students demonstrate their knowledge of the number 1 by selecting 1 object from the treasure box or have them identify one of their favorite objects in the room.</li> <li>• Have students color the number 1.</li> <li>• <a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>
<b>Approaches to Play &amp; Learning</b>	<b>Watch YouTube Video &amp; Dance</b>	<b>The tutor will:</b> <ul style="list-style-type: none"> <li>• Transition to a brain break using a song/video on YouTube "<a href="#">Tooty Ta</a>"</li> </ul>
<b>Cognitive</b>	<b>Recognize &amp; Identify Color Black</b>	<i>Worksheet: Color Black Activity</i> <b>The tutor will:</b> <ul style="list-style-type: none"> <li>• Ask the students to discuss the details/objects seen in the picture.</li> <li>• Tell students the names of objects unfamiliar to them and then ask the student to repeat the name of the object.</li> <li>• Introduce the color black using the black color worksheet.</li> <li>• Ask students to identify black objects in the picture worksheet.</li> <li>• Students will then take turns finding, pointing, and naming black objects in their surroundings.</li> <li>• <a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>
<b>Health &amp; Physical</b>	<b>Tracing &amp; Cutting</b>	<b>The tutor will:</b> <ul style="list-style-type: none"> <li>• Share with each student a worksheet with their first name printed on the paper.</li> <li>• Model for the student how to say and trace the letters in their first name.</li> <li>• Have students say and trace the letters in their name (provide support as needed).</li> <li>• Provide materials for the students to decorate the letters and encourage them to practice tracing and saying the letters in their name daily at home.</li> <li>• <a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>
<b>Language &amp; Communication</b>	<b>Nursery Rhymes</b>	<b>The tutor will:</b> <ul style="list-style-type: none"> <li>• Provide students with the nursery rhyme worksheet and pictures that go along with the rhyme.</li> <li>• Sing the nursery rhyme with the students.</li> <li>• Share with students those words in the song often rhyme because they share similar letters and sounds.</li> <li>• Ask the students to share rhyming words they heard in the nursery rhyme.</li> <li>• <a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>

<b>Materials</b>	<ul style="list-style-type: none"> <li>• Device to play music and videos</li> <li>• Book by Bill Martin, Jr. &amp; John Archambault: Chicka Chicka Boom Boom</li> <li>• Worksheets (Math #1, Color Black Activity, Tracing/Cutting)</li> </ul>
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	<ul style="list-style-type: none"> <li>• <a href="#">Nursery Rhymes</a></li> </ul>
<b>Homework</b>	<p style="text-align: center;"><u>Approaches to Play and Learning</u> Reusable Parts Play</p> <ul style="list-style-type: none"> <li>• Create a collection of unused items or recyclables from around the home (paper towel tubes, shoe boxes, empty containers, lids, etc.).</li> <li>• Give children extended periods of time to free play and create with these “loose parts.”</li> <li>• Allow the child to share their creations with others. (Approaches to Play)</li> <li>• Ask the parent to complete the Approaches to Play section in the Family Guide.</li> <li>• The tutor will tab the section the parent is to use to document their child’s experience with the homework assigned, as well as reminding the parent that the next lesson will begin discussing the student’s success with the homework.</li> </ul>

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

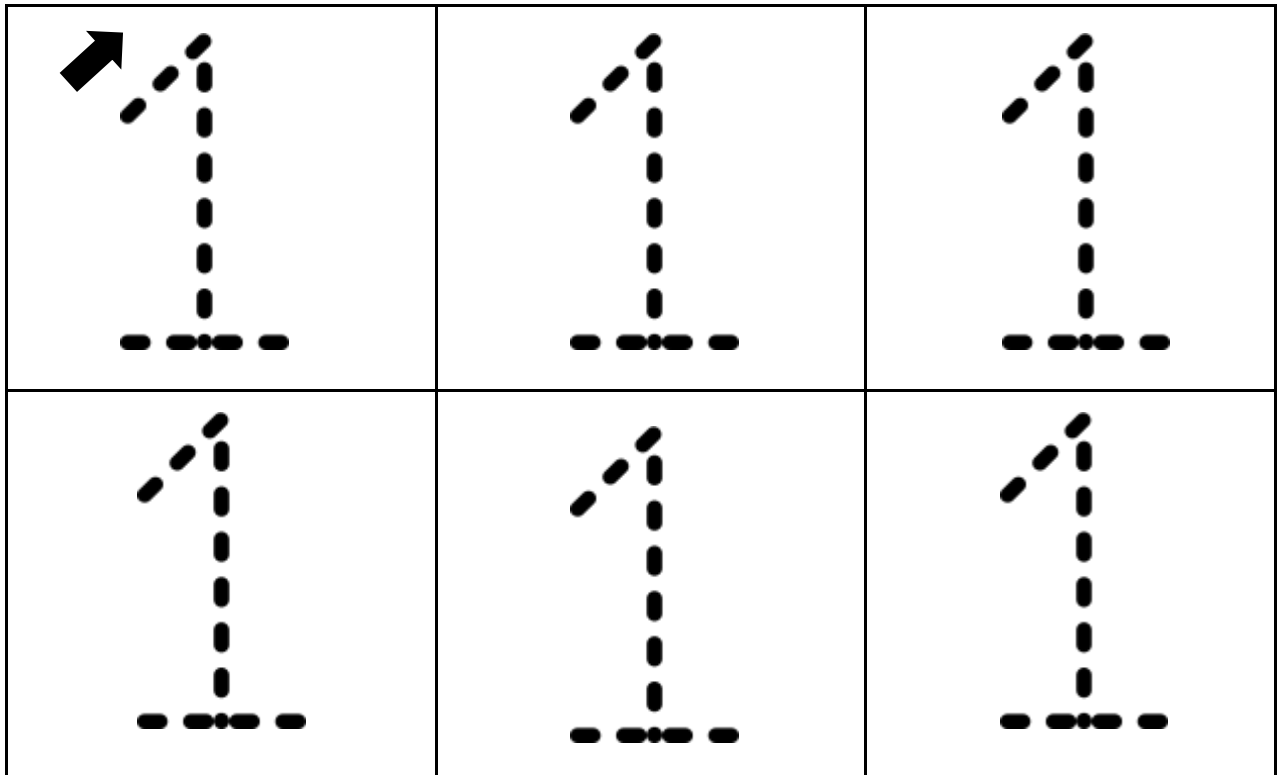


## Count and Trace Number 1

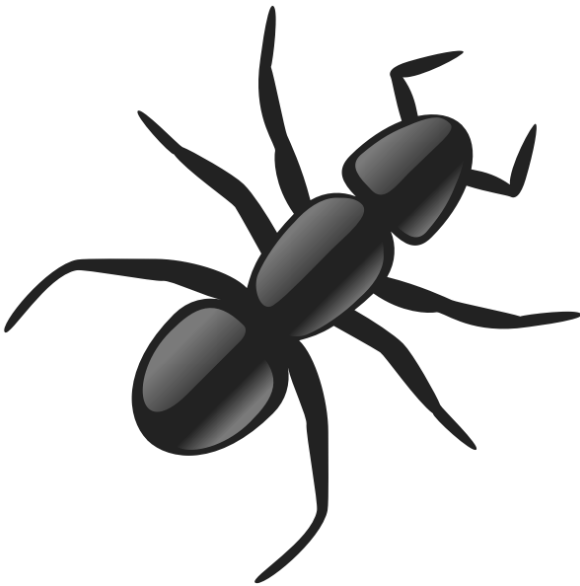
Color:



Count:



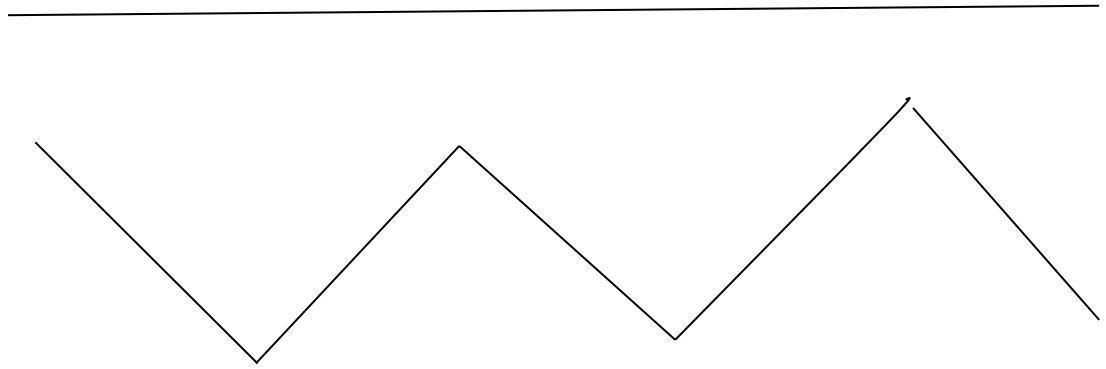
# Black



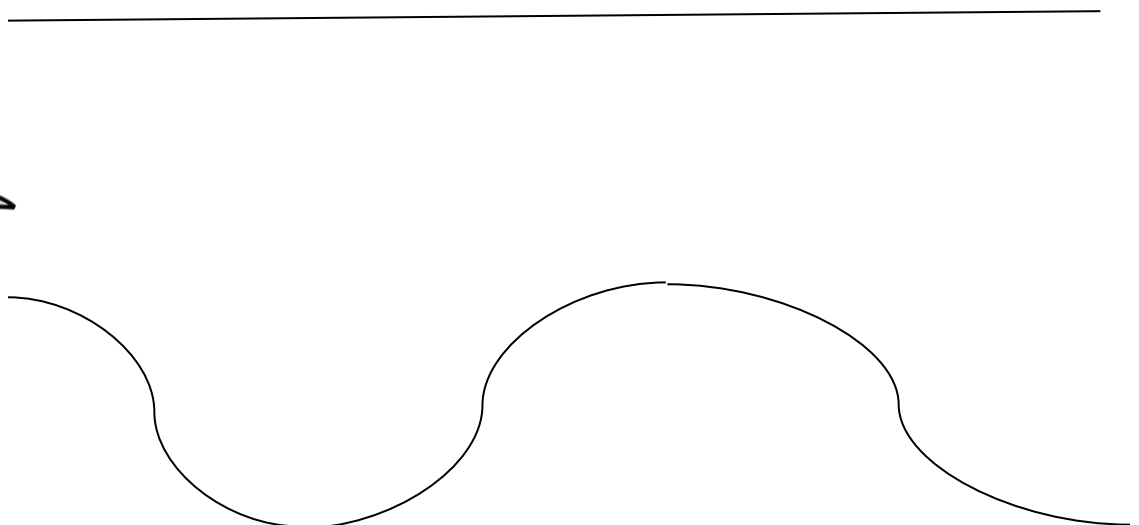
# Tracing & Cutting



Trace the 3 lines



Cut



# Name Writing



\*Write student's name in different fonts.

Student will write their name on their own.

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# MEP Pre-K JumpStart

## Nursery Rhymes

### **Itsy Bitsy Spider**

The itsy-bitsy spider went up the waterspout. Down came the rain and washed the spider out.  
Up came the sun, and dried up all the rain,  
and the itsy-bitsy spider went up the spout again.

### **The Wheels on the Bus**

The wheels on the bus go round and round, round and round, round and round  
The wheels on the bus go round and round, All through the town  
The wipers on the bus go "Swish, swish, swish, Swish, swish, swish, swish, swish, swish"  
The wipers on the bus go "Swish, swish, swish" All through the town.  
The people on the bus go, "chat, chat, chat, chat, chat, chat, chat, chat, chat  
The people on the bus go, "chat, chat, chat, All through the town.  
The horn on the bus go "Beep, beep, beep, beep, beep, beep, beep, beep, beep"  
The horn on the bus go "Beep, beep, beep" All through the town.  
The baby on the bus go, "wah, wah, wah! wah, wah, wah, wah, wah, wah!"  
The baby on the bus go, "wah, wah, wah!" All through the town.  
The mummy on the bus go, "ssssh, sssssh, sssssh, ""ssssh, sssssh,s ssssh  
The mummy on the bus go, ""ssssh, sssssh, sssssh"  
All through the town.  
The wheels on the bus go round and round, round and round, round and round  
The wheels on the bus go round and round, All through the town

### **Humpty Dumpty**

Humpty Dumpty sat on a wall.  
Humpty Dumpty had a great fall.  
All the king's horses and all the King's men Could not put Humpty together again.  
One Two, buckle my Shoe One, two Buckle my shoe, Three, four Open on the door,  
Five, six Pick up sticks, Seven, eight Lay them straight, Nine, ten A good fat hen,

### **This Little Piggy**

This Little Piggy, went to market This Little Piggy, stayed home This Little Piggy, had roast beef  
This Little Piggy, had none. But this little Piggy, cried wee, wee, wee All the way home

### **Twinkle Twinkle Little Star**

Twinkle twinkle little star, how I wonder what you are Up above the world so high,  
like a diamond in the sky Twinkle twinkle little star, how I wonder what you are!

### **Where is Thumbkin?**

Where is Thumbkin? Where is Thumbkin? Here I am, Hear I am;  
How are you today sir? Very well I thank you,  
Run away. Run away. Where is Pointer?  
Where is Tall man?  
Where is Ring man?... Where is Pinkie?  
Where is the whole family?...



## **5 Little Monkeys**

Five little monkeys jumping on the bed,  
One fell off and bumped his head.

Mama called the Doctor and the Doctor said, "No more monkeys jumping on the bed!"

Four little monkeys jumping on the bed, One fell off and bumped her head.  
Papa called the Doctor and the Doctor said, "No more monkeys jumping on the bed!"

Three little monkeys jumping on the bed, One fell off and bumped his head.  
Mama called the Doctor and the Doctor said, "No more monkeys jumping on the bed!"

Two little monkeys jumping on the bed, One fell off and bumped her head.  
Papa called the Doctor and the Doctor said, "No more monkeys jumping on the bed!"

One little monkey jumping on the bed,  
He fell off and bumped his head.  
Mama called the Doctor and the Doctor said, "Put those monkeys straight to bed!"

## **Head, Shoulders, Knees and Toes**

Head, shoulders, knees and toes, Knees and toes.  
Head, shoulders, knees and toes, Knees and toes.  
And eyes, and ears, and mouth, and nose. Head, shoulders, knees and toes,  
Knees and toes. (Repeat)

## **Bingo Lyrics**

There was a farmer who had a dog, And Bingo was his name-O. B-I-N-G-O!  
B-I-N-G-O!  
B-I-N-G-O!

And Bingo was his name-O!

There was a farmer who had a dog, And Bingo was his name-O. (Clap)-I-N-G-O!  
(Clap)-I-N-G-O!  
(Clap)-I-N-G-O!

And Bingo was his name-O!

There was a farmer who had a dog, And Bingo was his name-O!  
(Clap – Clap)-N-G-O!  
(Clap – Clap)-N-G-O!  
(Clap – Clap)-N-G-O!

And Bingo was his name-O!

There was a farmer who had a dog, And Bingo was his name-O.  
(Clap – Clap – Clap)-G-O!  
(Clap – Clap – Clap)-G-O!  
(Clap – Clap – Clap)-G-O! And Bingo was his name O!

There was a farmer who had a dog, And Bingo was his name-O.  
(Clap – Clap – Clap – Clap)-O! (Clap – Clap – Clap – Clap)-O! (Clap – Clap – Clap – Clap)-O!  
And Bingo was his name-O!

There was a farmer who had a dog, And Bingo was his name-O.  
(Clap – Clap – Clap – Clap – Clap) (Clap – Clap – Clap – Clap – Clap) (Clap – Clap – Clap – Clap – Clap)  
Clap) And Bingo was his name-O!



## MEP Pre-K JumpStart Lesson

### Day #3

**Objective:** Students will learn social emotional skills, fine motor skills, letters in their first name, number 2 and the color white.

Area of Development	Activity	Instructions:
Emotional & Social	Manners & Whole Body Listening	<b>The tutor will:</b> <ul style="list-style-type: none"><li>• Review the worksheets from the previous day's lesson to check for understanding.</li><li>• Play Jack Hartmann: Whole Body Listening. After listening and dancing, the tutor will ask the students why it is important to listen to their body and how it can help them be successful in school and life.</li><li>• <a href="#">Whole Body Listening</a></li></ul>
Approaches to Play & Learning	Sing Alphabet	<b>The tutor will:</b> <ul style="list-style-type: none"><li>• Play a YouTube alphabet song.</li><li>• Sing along with the students as the tutor points to each letter as they sing.</li><li>• <a href="#">"ABC Song"</a></li><li>• Have students listen to Bill Martin, Jr. and John Archambault's: Chicka Chicka Boom Boom. After listening to the story, have students talk about the illustrations and letters.</li><li>• <a href="#">"Chicka Chicka Boom Boom"</a></li></ul>
Cognitive	Writing: Letters of my name	<b>The tutor will:</b> <ul style="list-style-type: none"><li>• Provide students a worksheet with their first name printed on the paper.</li><li>• Have students say and trace the letters in their first name using the worksheet.</li><li>• Help students as needed by modeling correct pencil grip, anchoring the paper, etc.</li><li>• Encourage students to write their name independently on wide-lined paper if they are ready.</li></ul>

<b>Cognitive</b>	<b>Math: Number 2</b>	<p><i>Worksheet: Math #2: Color, Count, Trace</i></p> <p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Introduce the number 2.</li> <li>• Represent the number 2 by holding up 2 fingers.</li> <li>• Have students count 2 objects on the paper.</li> <li>• Ask students to represent the number 2 physically by jumping, clapping, skipping, twice.</li> <li>• Model writing the number 2 in the air using a stiff arm, then ask the students to join you in writing the number 2 in the air using a stiff arm.</li> <li>• Model writing the number 2 on paper.</li> <li>• Have students trace the number 2 on the paper.</li> <li>• Ask students to write the number 2 on the paper (provide assistance as needed).</li> <li>• Have students demonstrate their knowledge of the number 2 by selecting 2 objects from the treasure box or have them identify 2 of their favorite objects in the room.</li> <li>• Have students color the number 2.</li> <li>• <a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>
<b>Approaches to Play &amp; Learning</b>	<b>Watch YouTube Video &amp; Dance</b>	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Transition to a brain break using a song/video on YouTube.</li> <li>• <a href="#">"Tooty Ta"</a></li> </ul>
<b>Cognitive</b>	<b>Recognize &amp; Identify Color White</b>	<p><i>Worksheet: Color White Activity</i></p> <p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Ask the students to discuss the details/objects seen in the picture.</li> <li>• Tell students the names of objects unfamiliar to them and then ask the student to repeat the name of the object.</li> <li>• Introduce the color white using the white color worksheet.</li> <li>• Ask students to identify white objects in the picture worksheet.</li> <li>• Have students take turns pointing and naming white in their surroundings.</li> <li>• <a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>
<b>Health &amp; Physical</b>	<b>Tracing &amp; Cutting</b>	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Share with each student a worksheet with their first name printed on the paper.</li> <li>• Model for the student how to say and trace the letters in their first name.</li> <li>• Have students say and trace the letters in their name (provide support as needed).</li> <li>• <a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>

<b>Language &amp; Communication</b>	<b>Nursery Rhymes</b>	<b>The tutor will:</b> <ul style="list-style-type: none"> <li>• Provide students with the nursery rhyme worksheet and pictures that go along with the rhyme.</li> <li>• Sing the nursery rhyme with the students.</li> <li>• Share with students those words in the song often rhyme because they share similar letters and sounds.</li> <li>• Ask the students to share rhyming words they heard in the <a href="#">nursery rhyme</a>.</li> </ul>
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<b>Materials</b>	<ul style="list-style-type: none"> <li>• Device to play music and videos</li> <li>• Book by Bill Martin, Jr. &amp; John Archambault: Chicka Chicka Boom Boom</li> <li>• Worksheets (Math #2, Color White Activity &amp; Tracing/Cutting)</li> <li>• <a href="#">Nursery Rhymes</a></li> <li>• <a href="#">Let's get Ready! A Family's Guide</a></li> </ul>
<b>Homework</b>	<p style="text-align: center;"><u>Approaches to Play and Learning</u> Better Together</p> <ul style="list-style-type: none"> <li>• With your child, think about an activity you can do together such as an art project, puzzle, cooking, or a home project.</li> <li>• Work together to set goals and plan to complete it.</li> <li>• “What is our goal?”, “Where should we start?”, “What should we do next?”</li> <li>• Remind the child about negotiation and compromise and offer choices for ways to participate.</li> <li>• Ask the parent to complete the Approaches to Play section in the Family Guide.</li> <li>• The tutor will tab the section the parent is to use to document their child's experience with the homework assigned, as well as reminding the parent that the next lesson will begin discussing the student's success with the homework.</li> </ul>

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

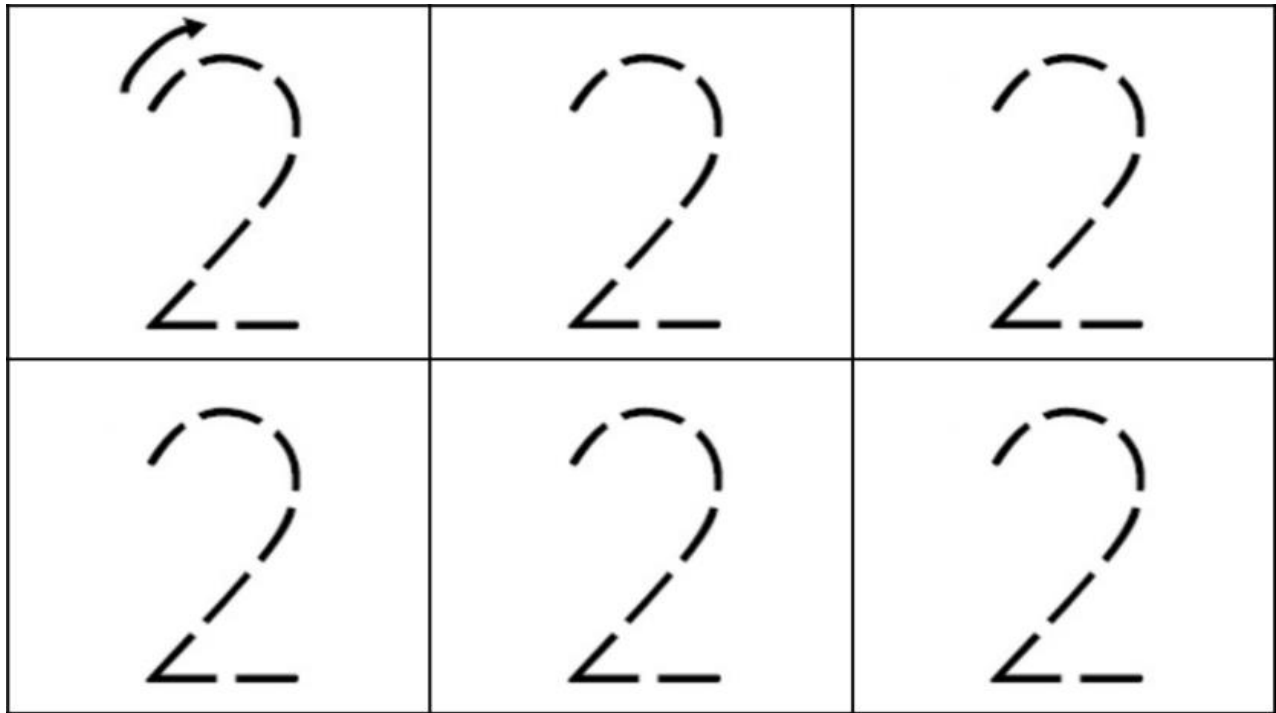
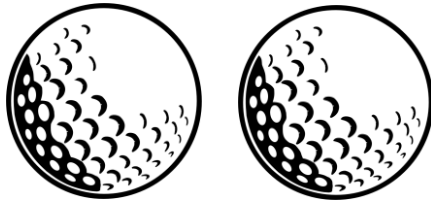


## Count and Trace Number 2

Color:



Count:



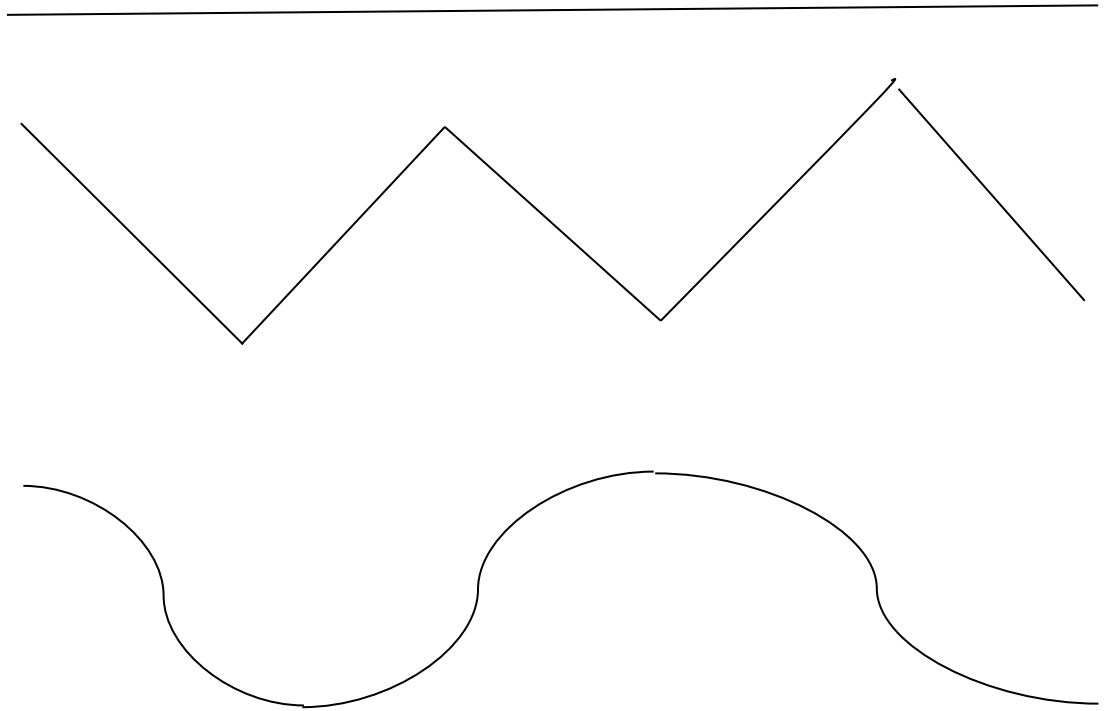
# White



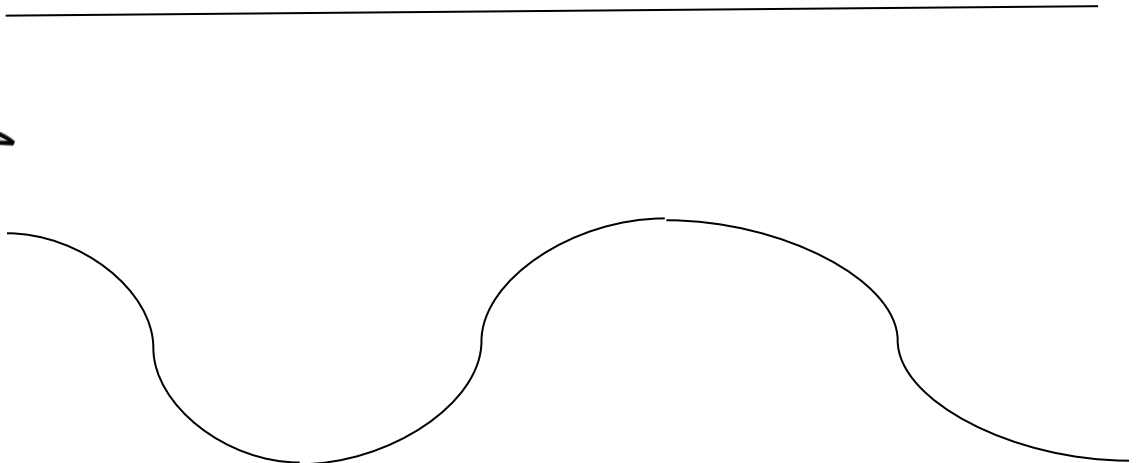
# Tracing & Cutting



Trace the 3 lines



Cut





## MEP Pre-K JumpStart Lesson

### Day #4

**Objective:** Students will learn social emotional skills, fine motor skills, letters in their first name, number 3 and the color yellow.

Area of Development	Activity	Instructions:
Social-Emotional	Manners & Role-Play	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"><li>• Review the worksheets from the previous day's lesson to check for understanding.</li><li>• Play Peppa Pig &amp; Manners. After listening and dancing, the tutor and the students will role play different manners, such as reaching out your hand and saying hello, exchanging please and thank you, etc.</li><li>• <a href="#">Peppa Pig &amp; Manners</a></li></ul>
Approaches to Play & Learning	Sing Alphabet	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"><li>• Play a YouTube alphabet song.</li><li>• Sing along with the students as the tutor points to each letter as they sing.</li><li>• <a href="#">"ABC Song"</a></li><li>• Have students listen to Dr. Seuss's: Dr. Seuss's ABC book. After listening to the story, students will talk about the illustrations and letters.</li><li>• <a href="#">Dr. Seuss's: ABC Book</a></li></ul>
Cognitive	Writing: Letters of my name	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"><li>• Provide students a worksheet with their first name printed on the paper.</li><li>• Have students say and trace the letters in their first name using the worksheet.</li><li>• Help students as needed by modeling correct pencil grip, anchoring the paper, etc.</li><li>• Encourage students to write their name independently on wide-lined paper if they are ready.</li><li>• Provide children with a magazine and ask them to find the letters in their name, cut the letters out of the magazine and have them glue the letters on a piece of paper with a glue stick.</li></ul>



<b>Cognitive</b>	<b>Math: Number 3</b>	<p><i>Worksheet: Math #3: Color, Count, Trace</i></p> <p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Introduce the number 3.</li> <li>• Represent the number 3 by holding up 3 fingers.</li> <li>• Have students count 3 objects on the paper.</li> <li>• Ask students to represent the number 3 physically by jumping, clapping, and skipping, 3 times.</li> <li>• Model writing the number 3 in the air using a stiff arm, then ask the students to join you in writing the number 3 in the air using a stiff arm.</li> <li>• Model writing the number 3 on paper.</li> <li>• Have students trace the number 3 on the paper.</li> <li>• Ask students to write the number 3 on the paper (provide assistance as needed).</li> <li>• Have students demonstrate their knowledge of the number 3 by selecting 3 objects from the treasure box or have them identify 3 of their favorite objects in the room.</li> <li>• Have students color the number 3.</li> <li>• <a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>
<b>Approaches to Play &amp; Learning</b>	<b>Watch YouTube Video &amp; Play</b>	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Transition to a brain break using a song/video on YouTube. <a href="#">Freeze Dance</a></li> </ul>
<b>Cognitive</b>	<b>Recognize &amp; Identify Color Yellow</b>	<p><i>Worksheet: Color Yellow Activity</i></p> <p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Ask the students to discuss the details/objects seen in the picture.</li> <li>• Tell students the names of objects unfamiliar to them and then ask the student to repeat the name of the object.</li> <li>• Introduce yellow using the yellow color worksheet.</li> <li>• Ask students to identify yellow objects in the picture worksheet.</li> <li>• Students will then take turns pointing and naming yellow in their surroundings.</li> </ul>
<b>Health &amp; Physical</b>	<b>Tracing &amp; Cutting</b>	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Share with each student a worksheet with their first name printed on the paper.</li> <li>• Model for the student how to say and trace the letters in their first name.</li> <li>• Have students say and trace the letters in their name (provide support as needed).</li> <li>• <a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>

<b>Language &amp; Communication</b>	<b>Nursery Rhymes</b>	<b>The tutor will:</b> <ul style="list-style-type: none"> <li>• Provide students with the nursery rhyme worksheet and pictures that go along with the rhyme.</li> <li>• Sing the nursery rhyme with the students.</li> <li>• Share with students those words in the song often rhyme because they share similar letters and sounds.</li> <li>• Ask the students to share rhyming words they heard in the <a href="#">nursery rhyme</a>.</li> </ul>
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<b>Materials</b>	<ul style="list-style-type: none"> <li>• Device to play music and videos</li> <li>• Book by Dr. Seuss: <i>Dr. Seuss's ABC</i></li> <li>• Worksheets (Math #3, Color Yellow Activity &amp; Tracing/Cutting)</li> <li>• Wide-lined paper, glue, scissors, blank white paper &amp; magazines (for writing)</li> <li>• <a href="#">Nursery Rhymes</a></li> </ul>
<b>Homework</b>	<p style="text-align: center;"><u>Approaches to Play and Learning</u> <i>Act It Out</i></p> <ul style="list-style-type: none"> <li>• Read a favorite story together.</li> <li>• Allow the child to find items from around the house that they can use to act out the story (clothes, props, etc.).</li> <li>• Encourage them to create additional events for the story or even new endings.</li> <li>• Ask the parent to complete the Approaches to Play section in the Family Guide.</li> <li>• The tutor will tab the section the parent is to use to document their child's experience with the homework assigned, as well as reminding the parent that the next lesson will begin discussing the student's success with the homework.</li> </ul>

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



## Count and Trace Number 3

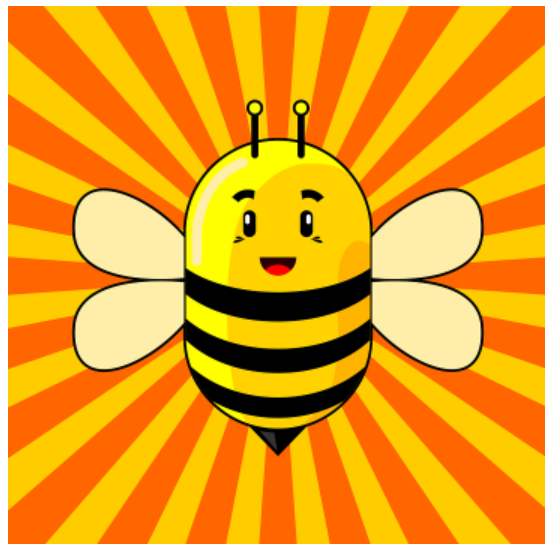
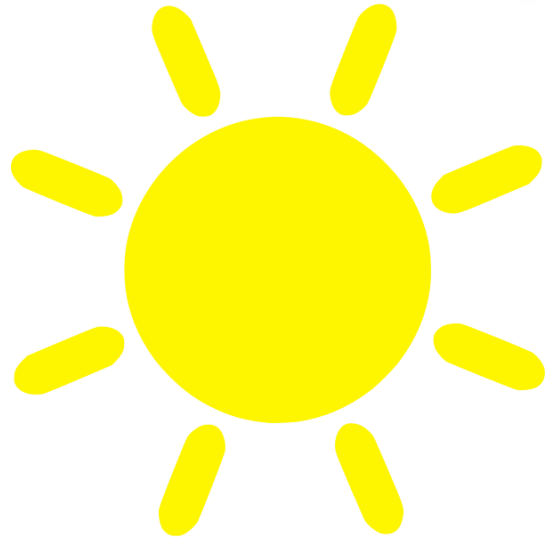
Color:



Count:



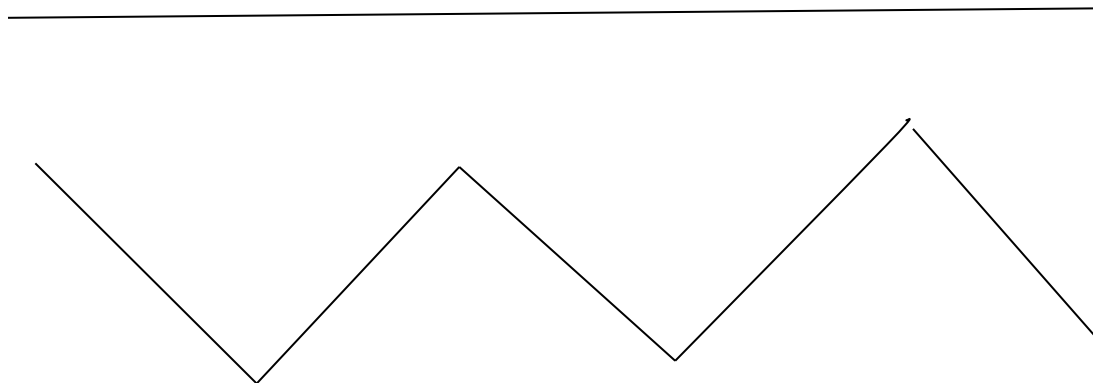

# Yellow



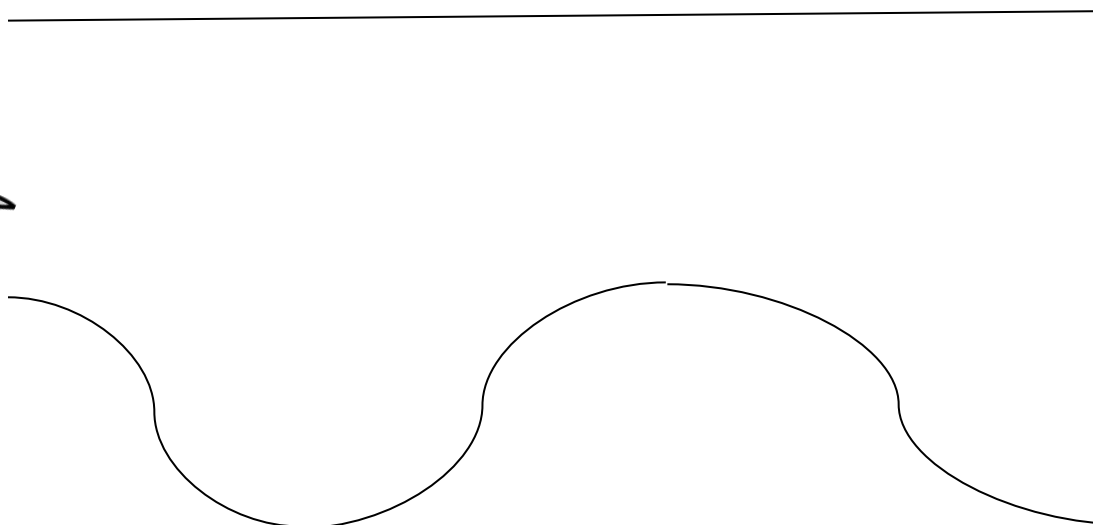
# Tracing & Cutting



Trace the 3 lines



Cut





## MEP Pre-K JumpStart Lesson

### Day #5

**Objective:** Students will learn social emotional skills, fine motor skills, letters in their first name, number 4 and the color green.

Area of Development	Activity	Instructions:
Emotional & Social	Manners & Role-Play	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"><li>• Review the worksheets from the previous day's lesson to check for understanding.</li><li>• Play Peppa Pig &amp; Manners. After listening and dancing, the tutor and the students will role play different manners, such as reaching out your hand and saying "hello," exchanging "please" and "thank you," etc.</li><li>• <a href="#">Peppa Pig &amp; Manners</a></li></ul>
Approaches to Play & Learning	Sing Alphabet	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"><li>• Play a YouTube alphabet song.</li><li>• Sing along with the students as the tutor points to each letter as they sing.</li><li>• <a href="#">"ABC Song"</a></li><li>• Have students listen to Dr. Seuss: Dr. Seuss's ABC book. After listening to the story, students will talk about the illustrations and letters.</li><li>• <a href="#">Dr. Seuss's ABC Book</a></li></ul>
Cognitive	Writing: Letters of my name	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"><li>• Provide students a worksheet with their first name printed on the paper.</li><li>• Have students say and trace the letters in their first name using the worksheet.</li><li>• Help students as needed by modeling correct pencil grip, anchoring the paper, etc.</li><li>• Encourage students to write their name independently on wide-lined paper if they are ready.</li><li>• Provide children with a magazine and ask them to find the letters in their name, cut the letters out of the magazine and have them glue the letters on a piece of paper with a glue stick.</li></ul>

<b>Cognitive</b>	<b>Math: Number 4</b>	<p><i>Worksheet: Math #4: Color, Count, Trace</i></p> <p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Introduce the number 4.</li> <li>• Represent the number 4 by holding up 4 fingers.</li> <li>• Have students count 4 objects on the paper.</li> <li>• Ask students to represent the number 4 physically by jumping, clapping, and skipping, 4 times.</li> <li>• Model writing the number 4 in the air using a stiff arm, then ask the students to join you in writing the number 4 in the air using a stiff arm.</li> <li>• Model writing the number 4 on paper.</li> <li>• Have students trace the number 4 on the paper.</li> <li>• Ask students to write the number 4 on the paper (provide assistance as needed).</li> <li>• Have students demonstrate their knowledge of the number 4 by selecting 4 objects from the treasure box or have them identify 4 of their favorite objects in the room.</li> <li>• Have students color the number 4.</li> <li>• <a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>
<b>Approaches to Play &amp; Learning</b>	<b>Watch YouTube Video &amp; Play</b>	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Transition to a brain break using a song/video on YouTube.</li> <li>• <a href="#">Freeze Dance</a></li> </ul>
<b>Cognitive</b>	<b>Recognize &amp; Identify Color Green</b>	<p><i>Worksheet: Color Green Activity</i></p> <p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Ask the students to discuss the details/objects seen in the picture.</li> <li>• Tell students the names of objects unfamiliar to them and then ask the student to repeat the name of the object.</li> <li>• Introduce green using the green color worksheet.</li> <li>• Ask students to identify green objects in the picture worksheet.</li> <li>• Have students take turns pointing and naming green objects in their surroundings.</li> <li>• <a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>
<b>Health &amp; Physical</b>	<b>Tracing &amp; Cutting</b>	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Share with each student a worksheet with their first name printed on the paper.</li> <li>• Model for the student how to say and trace the letters in their first name.</li> <li>• Have students say and trace the letters in their name (provide support as needed).</li> <li>• <a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>

<b>Language &amp; Communication</b>	<b>Nursery Rhymes</b>	<b>The tutor will:</b> <ul style="list-style-type: none"> <li>• Provide students with the nursery rhyme worksheet and pictures that go along with the rhyme.</li> <li>• Sing the nursery rhyme with the students.</li> <li>• Share with students that those words in the song often rhyme because they share similar letters and sounds.</li> <li>• Ask the students to share rhyming words they heard in the <a href="#">nursery rhyme</a>.</li> <li>• <a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>
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<b>Materials</b>	<ul style="list-style-type: none"> <li>• Device to play music and videos</li> <li>• Book: Dr. Seuss: Dr. Seuss's ABC</li> <li>• Worksheets (Math #4, Color Green Activity &amp; Tracing/Cutting)</li> <li>• Wide-lined paper, glue, scissors, blank white paper &amp; magazines (for writing)</li> <li>• <a href="#">Nursery Rhymes</a></li> </ul>
<b>Homework</b>	<p style="text-align: center;"><u>Emotional and Social Development</u> All About Me Box</p> <ul style="list-style-type: none"> <li>• Allow children to decorate an old shoebox to make as a keepsake box.</li> <li>• Invite them to select and include items that show positive aspects of themselves or their work.</li> <li>• Children may choose to include their drawings, photographs, special toys, etc.</li> <li>• Ask the child to share what it is about each object that makes them feel proud.</li> <li>• Ask the parent to complete the Emotional and Social Development section in the Family Guide.</li> <li>• The tutor will tab the section the parent is to use to document their child's experience with the homework assigned, as well as reminding the parent that the next lesson will begin discussing the student's success with the homework.</li> </ul>



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

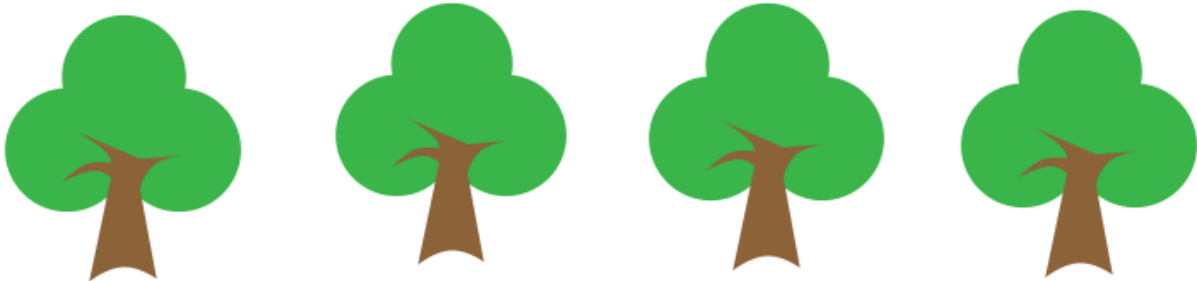


## Count and Trace Number 4

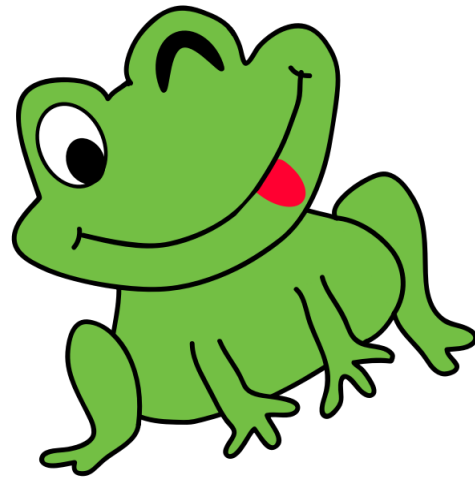
Color:



Count:

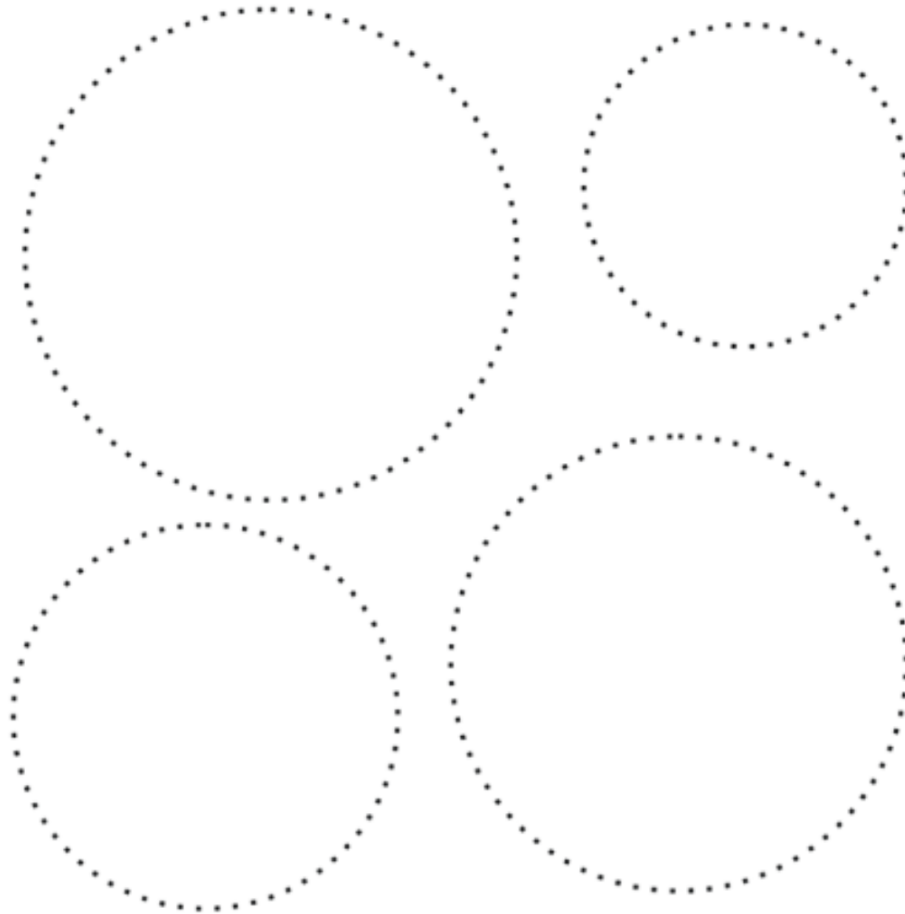



# Green



# Tracing & Cutting

Trace.



Cut





# MEP Pre-K JumpStart Lesson

## Day #6

**Objective:** Students will learn social emotional skills, fine motor skills, letters in their first name, number 5 and the color pink.

Area of Development	Activity	Instructions:
Emotional & Social	Manners & Starting the Day	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>Review the worksheets from the previous day's lesson to check for understanding.</li> <li>Play Jack Hartmann: Great Way to Start the Day. After listening and dancing, the tutor will ask the students why it is important to start their day happy and how it can help them be successful in school and life.</li> <li><a href="#">Great Way to Start the Day</a></li> </ul>
Approaches to Play & Learning	Sing Alphabet	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>Play a YouTube alphabet song.</li> <li>Sing along with the students as the tutor points to each letter as they sing.</li> <li><a href="#">"ABC Song"</a></li> <li>Have students listen to Mo Willems': Pigeon Has to go to School. After listening to the story, students will talk about the illustrations and letters.</li> <li><a href="#">Pigeon Has to go to School</a></li> </ul>
Cognitive	Writing: Letters of my name	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>Provide students a worksheet with their first name printed on the paper.</li> <li>Have students say and trace the letters in their first name using the worksheet.</li> <li>Help students as needed by modeling correct pencil grip, anchoring the paper, etc.</li> <li>Encourage students to write their name independently on wide-lined paper if they are ready.</li> <li>Provide children with a magazine and ask them to find the letters in their name, cut the letters out of the magazine and have them glue the letters on a piece of paper with a glue stick.</li> </ul>

<b>Cognitive</b>	<b>Math: Number 5</b>	<p><i>Worksheet: Math #5: Color, Count, Trace</i></p> <p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Introduce the number 5.</li> <li>• Represent the number 5 by holding up 5 fingers.</li> <li>• Have students count 5 objects on the paper.</li> <li>• Ask students to represent the number 5 physically by jumping, clapping, and skipping, 5 times.</li> <li>• Model writing the number 5 in the air using a stiff arm, then ask the students to join you in writing the number 5 in the air using a stiff arm.</li> <li>• Model writing the number 5 on paper.</li> <li>• Have students trace the number 5 on the paper.</li> <li>• Ask students to write the number 5 on the paper (provide assistance as needed).</li> <li>• Have students demonstrate their knowledge of the number 5 by selecting 5 objects from the treasure box or have them identify 5 of their favorite objects in the room.</li> <li>• Have students color the number 5.</li> <li>• <a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>
<b>Approaches to Play &amp; Learning</b>	<b>Watch YouTube Video &amp; Play</b>	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Transition to a brain break using a song/video on YouTube.</li> <li>• <a href="#">The Floor is Lava</a></li> </ul>
<b>Cognitive</b>	<b>Recognize &amp; Identify Color Pink</b>	<p><i>Worksheet: Color Pink Activity</i></p> <p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Ask the students to discuss the details/objects seen in the picture.</li> <li>• Tell students the names of objects that are unfamiliar to them and ask the student to repeat the name of the object.</li> <li>• Introduce the color pink using the pink color worksheet.</li> <li>• Ask students to identify pink objects in the picture worksheet.</li> <li>• Have students take turns pointing and naming pink objects in their surroundings.</li> <li>• <a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>
<b>Health &amp; Physical</b>	<b>Tracing &amp; Cutting</b>	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Share with each student a worksheet with their first name printed on the paper.</li> <li>• Model for the student how to say and trace the letters in their first name.</li> <li>• Have students say and trace the letters in their name (provide support as needed).</li> <li>• <a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>

<b>Language &amp; Communication</b>	<b>Nursery Rhymes</b>	<b>The tutor will:</b> <ul style="list-style-type: none"> <li>• Provide students with the nursery rhyme worksheet and pictures that go along with the rhyme.</li> <li>• Sing the nursery rhyme with the students.</li> <li>• Share with students that words in the song often rhyme because they share similar letters and sounds.</li> <li>• Ask the students to share rhyming words they heard in the nursery rhyme.</li> <li>• <a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>
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<b>Materials</b>	<ul style="list-style-type: none"> <li>• Device to play music and videos</li> <li>• Book by Mo Willems: Pigeon Has to go to School.</li> <li>• Worksheets (Math #5, Pink Color worksheet &amp; Tracing/Cutting)</li> <li>• Wide-lined paper, glue, scissors, blank white paper &amp; magazines (for writing)</li> <li>• <a href="#">Nursery Rhymes</a></li> </ul>
<b>Homework</b>	<p style="text-align: center;"><u>Emotional and Social Development</u> <u>Family Show and Tell</u></p> <ul style="list-style-type: none"> <li>• Engage in a family “show-and-tell” where each person shares one unique aspect of their family.</li> <li>• This may be a family tradition, story, cultural piece, or “hand-me-down.”</li> <li>• Children may share something that reminds them of their family or a special member.</li> <li>• As you explain, use words that are easy for the child to understand.</li> <li>• Ask the parent to complete the Emotional and Social Development section in the Family Guide.</li> <li>• The tutor will tab the section the parent is to use to document their child’s experience with the homework assigned, as well as reminding the parent that the next lesson will begin discussing the student’s success with the homework.</li> </ul>

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



## Count and Trace Number 5

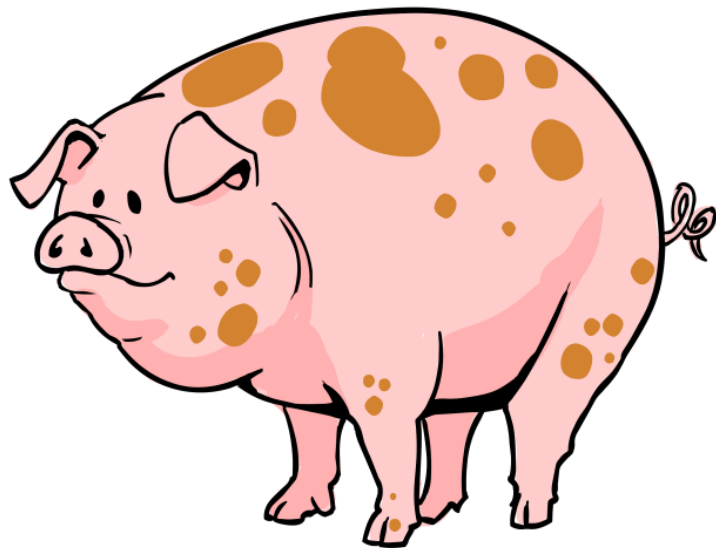
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Count:



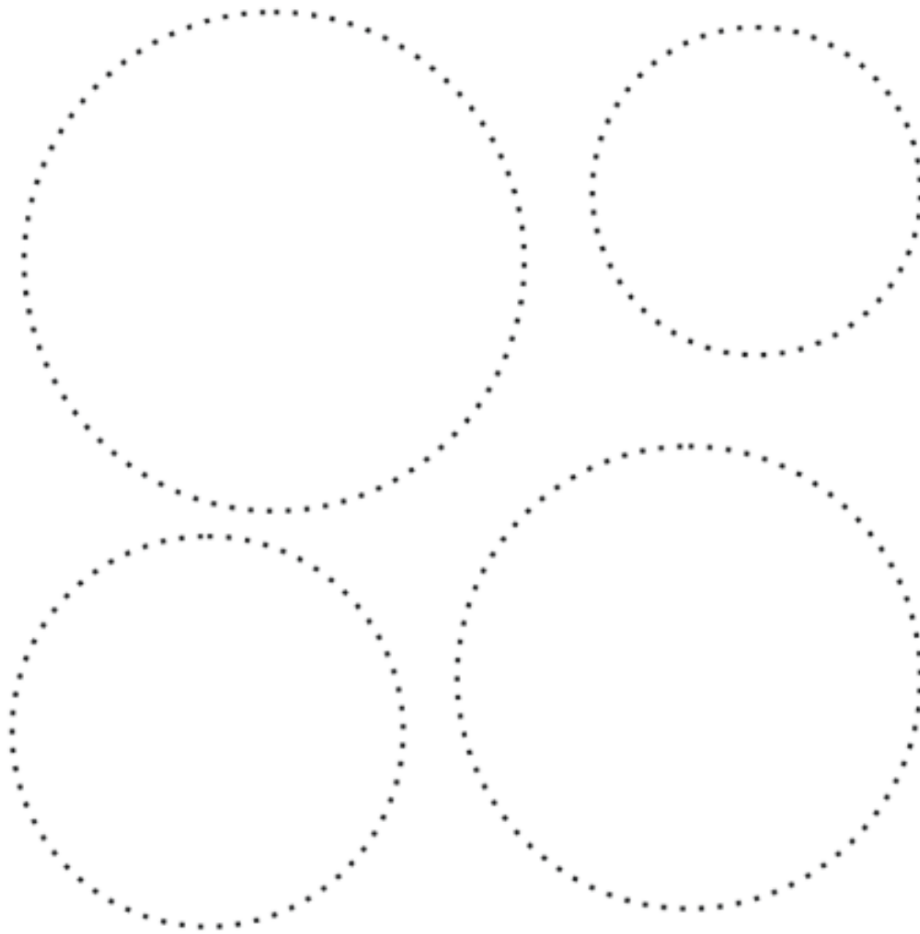

# Pink





# Tracing & Cutting

Trace.



Cut





# MEP Pre-K JumpStart Lesson

## Day #7

**Objective:** Students will learn social emotional skills, fine motor skills, letters in their first name, number 6 and the color orange.

Area of Development	Activity	Instructions:
Emotional & Social	Manners & Starting the Day	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>Review the worksheets from the previous day's lesson to check for understanding.</li> <li>Play Jack Hartmann: Great Way to Start the Day. After listening and dancing, the tutor will ask the students why it is important to start your day happy and how it can help them be successful in school and life. it can help them be successful in school and life.</li> <li><a href="#">Great Way to Start the Day</a></li> </ul>
Approaches to Play & Learning	Sing Alphabet	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>Play a YouTube alphabet song.</li> <li>Sing along with the students as the tutor points to each letter as they sing.</li> <li><a href="#">"ABC Song"</a></li> <li>Have students listen to Mo Willems': Pigeon Has to go to School. After listening to the story, students will talk about the illustrations and letters.</li> <li><a href="#">Pigeon Has to go to School</a></li> </ul>
Cognitive	Writing: Letters of my name	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>Provide students a worksheet with their first name printed on the paper.</li> <li>Have students say and trace the letters in their first name using the worksheet.</li> <li>Help students as needed by modeling correct pencil grip, anchoring the paper, etc.</li> <li>Encourage students to write their name independently on wide-lined paper if they are ready.</li> <li>Provide children with a magazine and ask them to find the letters in their name, cut the letters out of the magazine and have them glue the letters on a piece of paper with a glue stick.</li> </ul>

<b>Cognitive</b>	<b>Math: Number 6</b>	<p><i>Worksheet: Math #6: Color, Count, Trace</i></p> <p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Introduce the number 6.</li> <li>• Represent the number 6 by holding up 6 fingers.</li> <li>• Have students count 6 objects on the paper.</li> <li>• Ask students to represent the number 6 physically by jumping, clapping, and skipping, 6 times.</li> <li>• Model writing the number 6 in the air using a stiff arm, then ask the students to join you in writing the number 6 in the air using a stiff arm.</li> <li>• Model writing the number 6 on paper.</li> <li>• Have students trace the number 6 on the paper.</li> <li>• Ask students to write the number 6 on the paper (provide assistance as needed).</li> <li>• Have students demonstrate their knowledge of the number 6 by selecting 6 objects from the treasure box or have them identify 6 of their favorite objects in the room.</li> <li>• Have students color the number 6.</li> <li>• <a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>
<b>Approaches to Play &amp; Learning</b>	<b>Watch YouTube Video &amp; Play</b>	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Transition to a brain break using a song/video on YouTube.</li> <li>• <a href="#">The Floor is Lava</a></li> </ul>
<b>Cognitive</b>	<b>Recognize &amp; Identify Color Orange</b>	<p><i>Worksheet: Color Orange Activity</i></p> <p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Ask the students to discuss the details/objects seen in the picture.</li> <li>• Tell students the names of objects unfamiliar to them and then ask the student to repeat the name of the object.</li> <li>• Introduce orange using the orange color worksheet.</li> <li>• Ask students to identify orange objects in the picture worksheet.</li> <li>• Have students take turns pointing and naming something orange in their surroundings.</li> <li>• <a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>
<b>Health &amp; Physical</b>	<b>Tracing &amp; Cutting</b>	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Share with each student a worksheet with their first name printed on the paper.</li> <li>• Model for the student how to say and trace the letters in their first name.</li> <li>• Have students say and trace the letters in their name (provide support as needed).</li> <li>• <a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>

<b>Language &amp; Communication</b>	<b>Nursery Rhymes</b>	<b>The tutor will:</b> <ul style="list-style-type: none"> <li>• Provide students with the nursery rhyme worksheet and pictures that go along with the rhyme.</li> <li>• Sing the nursery rhyme with the students.</li> <li>• Share with students that words in the song often rhyme because they share similar letters and sounds.</li> <li>• Ask the students to share rhyming words they heard in the <a href="#">nursery rhyme</a>.</li> </ul>
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<b>Materials</b>	<ul style="list-style-type: none"> <li>• Device to play music and videos</li> <li>• Book by Mo Willems': Pigeon Has to go to School.</li> <li>• Worksheets (Math #6, Orange Color worksheet &amp; Tracing/Cutting)</li> <li>• Wide-lined paper, glue, scissors, blank white paper &amp; magazines (for writing)</li> <li>• <a href="#">Nursery Rhyme</a></li> </ul>
<b>Homework</b>	<p style="text-align: center;"><u>Emotional and Social Development</u> <u>Make a Face Game</u></p> <ul style="list-style-type: none"> <li>• Start by making a face and ask the child to guess what emotion you may be feeling.</li> <li>• Once they guess the feeling word, ask them to think about the reasons you may be feeling that way.</li> <li>• (e.g., "Maybe you're sad because you can't wear your favorite outfit.")</li> <li>• Next, let the child make the face, you pick the feeling, and provide different reasons the child may feel that way.</li> <li>• This game helps the child connect emotions to the reasons they may occur.</li> <li>• Ask the parent to complete the Emotional and Social Development section in the Family Guide.</li> <li>• The tutor will tab the section the parent is to use to document their child's experience with the homework assigned, as well as reminding the parent that the next lesson will begin discussing the student's success with the homework.</li> </ul>

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

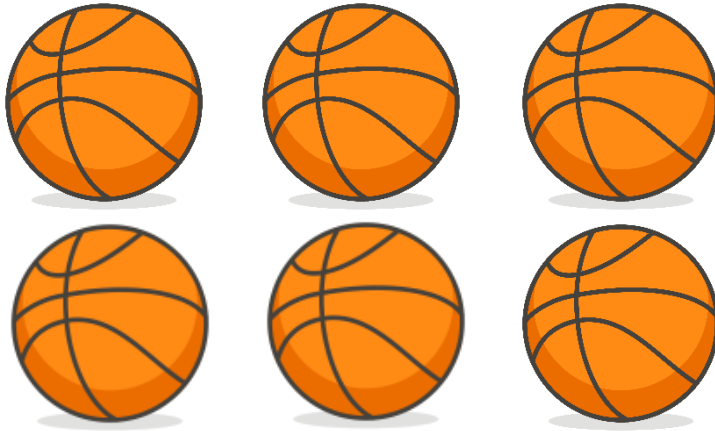


## Count and Trace Number 6

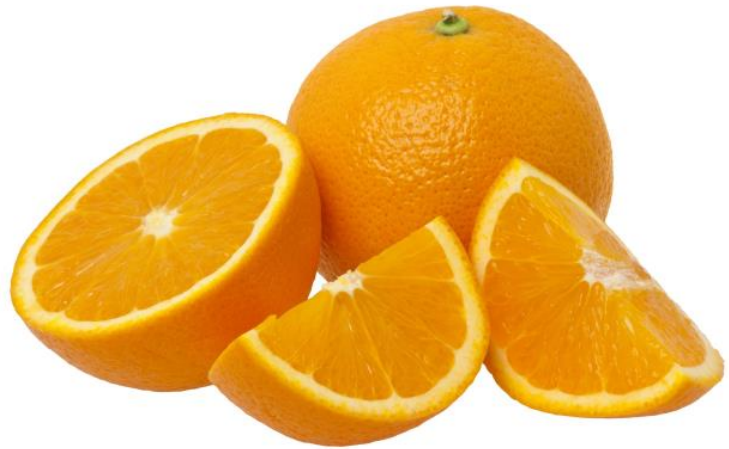
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Count:

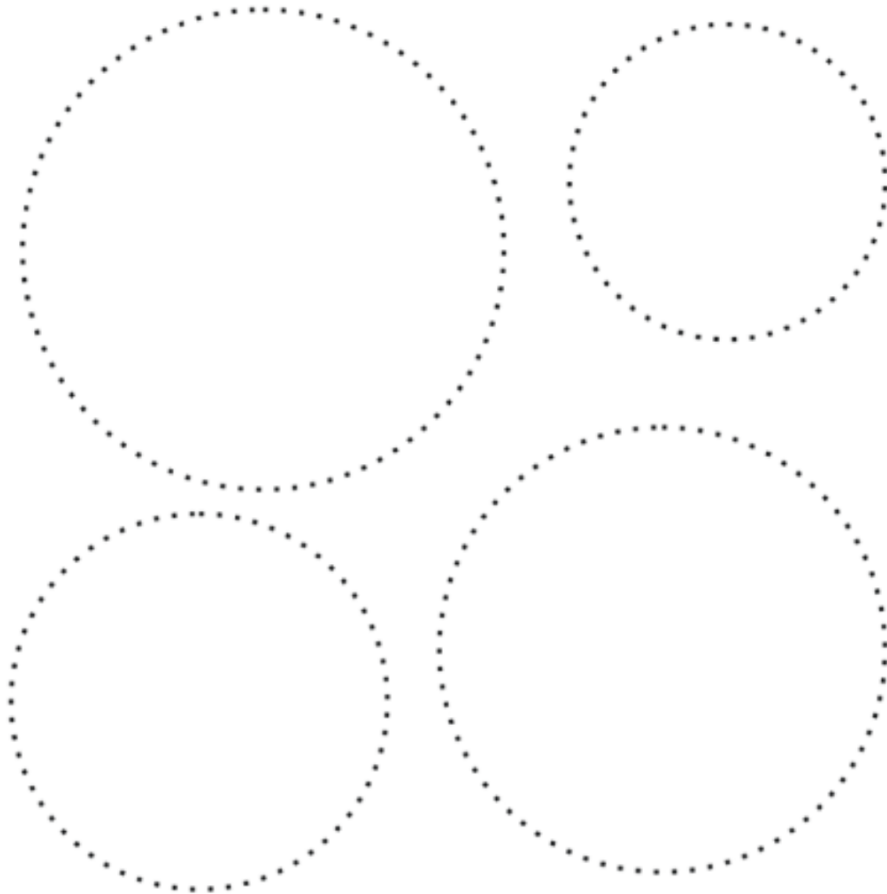



# Orange



# Tracing & Cutting

Trace.



Cut





## MEP Pre-K JumpStart Lesson

### Day #8

**Objective:** Students will learn social emotional skills, fine motor skills, letters in their first name, number 7 and the color red.

Area of Development	Activity	Instructions:
Social-Emotional	Manners & Having a Good Day	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"><li>• Review the worksheets from the previous day's lesson to check for understanding.</li><li>• Play Jack Hartmann: Have a Good Morning, Have a Good Day. After listening and dancing, the tutor will ask the students why it's important to do our best and what we can do to have a good day.</li><li>• <a href="#">Have a Good Morning, Have a Good Day</a></li></ul>
Approaches to Play & Learning	Sing Alphabet	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"><li>• Play a YouTube alphabet song.</li><li>• Tutor and students will sing along together as the tutor points to each letter as they sing.</li><li>• <a href="#">"ABC Song"</a></li><li>• Have students listen to Caitlin McDonagh's: The ABCs of What I Can Be. After listening to the story, students will talk about illustrations, letters and who they would like to be when they grow up.</li><li>• <a href="#">The ABC's of What I Can Be</a></li></ul>
Cognitive	Writing: Letters of my name	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"><li>• Provide students a worksheet with their first name printed on the paper.</li><li>• Have students say and trace the letters in their first name using the worksheet.</li><li>• Help students as needed by modeling correct pencil grip, anchoring the paper, etc.</li><li>• Encourage students to write their name independently on wide-lined paper.</li><li>• Provide children with a magazine and ask them to find the letters in their name, cut the letters out of the magazine and have them glue the letters on a piece of paper with a glue stick.</li><li>• Hide the letters of the student's names and a few other random letters in the room, and have students go on a letter scavenger hunt to locate only the letters of their name.</li></ul>



<b>Cognitive</b>	<b>Math: Number 7</b>	<p><i>Worksheet: Math#7: Color, Count, Trace</i></p> <p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Introduce the number 7.</li> <li>• Represent the number 7 by holding up 7 fingers.</li> <li>• Have students count 7 objects on the paper.</li> <li>• Ask students to represent the number 7 physically by jumping, clapping, and skipping, 7 times.</li> <li>• Model writing the number 7 in the air using a stiff arm, then ask the students to join you in writing the number 7 in the air using a stiff arm.</li> <li>• Model writing the number 7 on paper.</li> <li>• Have students trace the number 7 on the paper.</li> <li>• Ask students to write the number 7 on the paper (provide assistance as needed).</li> <li>• Have students demonstrate their knowledge of the number 7 by selecting 7 objects from the treasure box or have them identify 7 of their favorite objects in the room.</li> <li>• Have students color the number 7.</li> <li>• <a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>
<b>Approaches to Play &amp; Learning</b>	<b>Watch YouTube Video &amp; Dance</b>	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Transition to a brain break using a song/video on YouTube.</li> <li>• <a href="#">The Gummy Bear Song</a></li> </ul>
<b>Cognitive</b>	<b>Recognize &amp; Identify Color Red</b>	<p><i>Worksheet: Color Red Activity</i></p> <p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Ask the students to discuss the details/objects seen in the picture.</li> <li>• Tell students the names of objects unfamiliar to them and then ask the student to repeat the name of the object.</li> <li>• Introduce the color red using the red color worksheet.</li> <li>• Ask students to identify red objects in the picture worksheet.</li> <li>• Have students take turns pointing and naming red objects in their surroundings.</li> <li>• <a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>
<b>Health &amp; Physical</b>	<b>Fine Motor Skills</b>	<p><i>Worksheet: Making a Sun</i></p> <p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Introduce students to playdough and model how to make a sun.</li> <li>• Students will make a sun with playdough.</li> <li>• <a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>
<b>Language &amp; Communication</b>	<b>Nursery Rhymes</b>	<p><i>Nursery Rhyme Sheet</i></p> <p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Provide students with the nursery rhyme worksheet and pictures that go along with the rhyme.</li> <li>• Sing the nursery rhyme with the students.</li> <li>• Share with students that words in the song often rhyme because they share similar letters and sounds.</li> <li>• Ask the students to share rhyming words they heard in the <a href="#">nursery rhyme</a>.</li> <li>• <a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>

<b>Materials</b>	<ul style="list-style-type: none"> <li>• Device to play music and videos</li> <li>• Book by Caitlin McDonagh: The ABCs of What I Can Be.</li> <li>• Worksheets (Math #7, Red Color Activity, Making a Sun Worksheet)</li> <li>• Wide-lined paper, glue, scissors, blank white paper &amp; magazines (for writing)</li> <li>• Playdough</li> <li>• <a href="#">Nursery Rhyme</a></li> </ul>
<b>Homework</b>	<p style="text-align: center;"><u>Health and Physical Development</u> <u>Picture This! Routines</u></p> <ul style="list-style-type: none"> <li>• Include the child in meal preparations to provide opportunities to sample new foods and healthy options.</li> <li>• Invite the child to share what foods they like and dislike along with the different flavors they are experiencing such as sour, salty, sweet, or bitter.</li> <li>• Ask the parent to complete the Health and Physical Development section in the Family Guide.</li> <li>• The tutor will tab the section the parent is to use to document their child's experience with the homework assigned, as well as reminding the parent that the next lesson will begin discussing the student's success with the homework.</li> </ul>

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



## Count and Trace Number 7

Color:



Count:

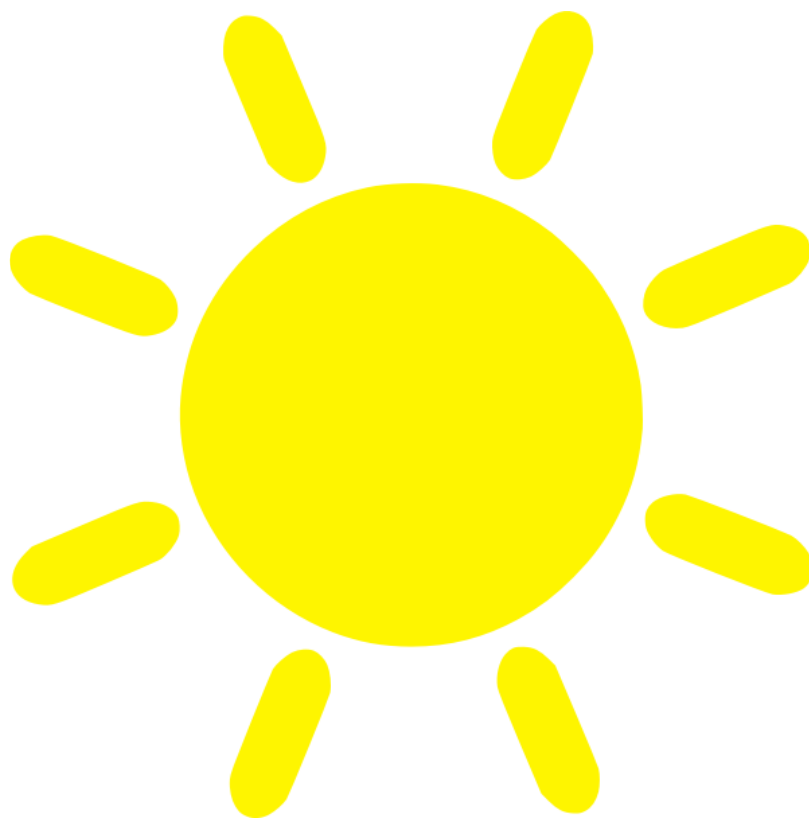



# Red





# Sun



**Make the sun with Playdough.**



## MEP Pre-K JumpStart Lesson

### Day #9

**Objective:** Students will learn social emotional skills, fine motor skills, letters in their first name, number 8 and the color brown.

Area of Development	Activity	Instructions:
Social-Emotional	Manners Having a Good Day	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"><li>• Review the worksheets from the previous day's lesson to check for understanding.</li><li>• Play Jack Hartmann: Have a Good Morning, Have a Good Day. After listening and dancing, the tutor will ask the students why it's important to do our best and what we can do to have a good day.</li><li>• <a href="#">Have a Good Morning, Have a Good Day</a></li></ul>
Approaches to Play & Learning	Sing Alphabet	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"><li>• Play a YouTube alphabet song.</li><li>• Sing along with the students as the tutor points to each letter as they sing.</li><li>• <a href="#">"ABC Song"</a></li><li>• Have students listen to Caitlin McDonagh's: The ABCs of What I Can Be. After listening to the story, students will talk about illustrations, letters and who they would like to be when they grow up.</li><li>• <a href="#">The ABC's of What I Can Be</a></li></ul>
Cognitive	Writing: Letters of my name	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"><li>• Provide students a worksheet with their first name printed on the paper.</li><li>• Have students say and trace the letters in their first name using the worksheet.</li><li>• Help students as needed by modeling correct pencil grip, anchoring the paper, etc.</li><li>• Encourage students to write their name independently on wide-lined paper.</li><li>• Provide children with a magazine and ask them to find the letters in their name, cut the letters out of the magazine and have them glue the letters on a piece of paper with a glue stick.</li><li>• Extension - Hide the letters of the student's names and a few other random letters in the room, and have students go on a letter scavenger hunt to locate only the letters of their name.</li></ul>

<b>Cognitive</b>	<b>Math: Number 8</b>	<p><i>Worksheet: Math #8: Color, Count, Trace</i></p> <p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Introduce the number 8.</li> <li>• Represent the number 8 by holding up 8 fingers.</li> <li>• Have students count 8 objects on the paper.</li> <li>• Ask students to represent the number 8 physically by jumping, clapping, and skipping, 8 times.</li> <li>• Model writing the number 8 in the air using a stiff arm, then ask the students to join you in writing the number 8 in the air using a stiff arm.</li> <li>• Model writing the number 8 on paper.</li> <li>• Have students trace the number 8 on the paper.</li> <li>• Ask students to write the number 8 on the paper (provide assistance as needed).</li> <li>• Have students demonstrate their knowledge of the number 8 by selecting 8 objects from the treasure box or have them identify 8 of their favorite objects in the room.</li> <li>• Have students color the number 8.</li> <li>• <a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>
<b>Approaches to Play &amp; Learning</b>	<b>Watch YouTube Video &amp; Dance</b>	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Transition to a brain break using a song/video on YouTube</li> <li>• <a href="#">The Gummy Bear Song</a></li> </ul>
<b>Cognitive</b>	<b>Recognize &amp; Identify Color Brown</b>	<p><i>Worksheet: Color Brown Activity</i></p> <p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Ask the students to discuss the details/objects seen in the picture.</li> <li>• Tell students the names of objects unfamiliar to them and then ask the student to repeat the name of the object.</li> <li>• Introduce brown using the brown color worksheet.</li> <li>• Ask students to identify brown objects in the picture worksheet.</li> <li>• Have students take turns pointing and naming brown objects in their surroundings.</li> <li>• <a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>
<b>Health &amp; Physical</b>	<b>Fine Motor Skills</b>	<p><i>Worksheet: Drawing a Brown Bear</i></p> <p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Introduce students to the brown bear worksheet.</li> <li>• Have students draw a brown bear and color it.</li> <li>• <a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>
<b>Language &amp; Communication</b>	<b>Nursery Rhymes</b>	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Provide students with the nursery rhyme worksheet and pictures that go along with it.</li> <li>• Sing the nursery rhyme with the students.</li> <li>• Share with the students those words in the song often rhyme because they share similar letters and sounds.</li> <li>• Ask the students to share rhyming words they heard in the <a href="#">nursery rhymes</a>.</li> <li>• <a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>

<b>Materials</b>	<ul style="list-style-type: none"> <li>• Device to play music and videos</li> <li>• Book by Caitlin McDonagh: The ABCs of What I Can Be.</li> <li>• Worksheets (Math #8, Brown Color Activity &amp; Making a Watermelon)</li> <li>• Wide-lined paper, glue, scissors, blank white paper &amp; magazines (for writing)</li> <li>• Playdough</li> <li>• Dry Black Beans used as seeds</li> <li>• <a href="#">Nursery Rhyme</a></li> </ul>
<b>Homework</b>	<p style="text-align: center;"><u>Health and Physical Development</u> <u>Taste Test</u></p> <ul style="list-style-type: none"> <li>• Providing pictures of the steps of a routine can help children become more independent.</li> <li>• Find or help the child draw pictures of each step of the morning and/or bedtime routines.</li> <li>• Glue the pictures in order on a strip of paper or cardboard.</li> <li>• The child can use a clothespin to “check off” each step of the routine as it is completed.</li> <li>• Ask the parent to complete the Health and Physical Development section in the Family Guide.</li> <li>• The tutor will tab the section the parent is to use to document their child’s experience with the homework assigned, as well as reminding the parent that the next lesson will begin discussing the student’s success with the homework.</li> </ul>



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

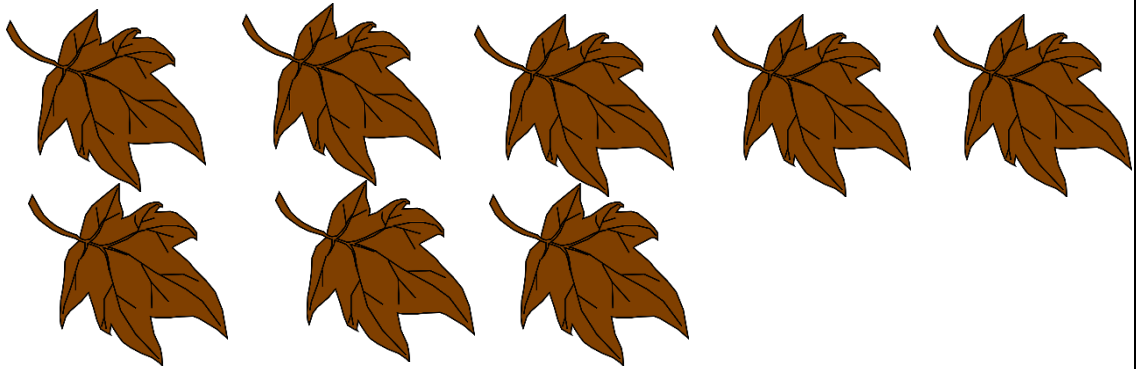


## Count and Trace Number 8

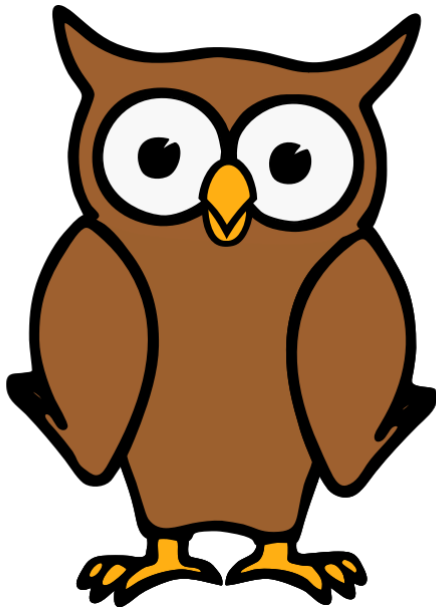
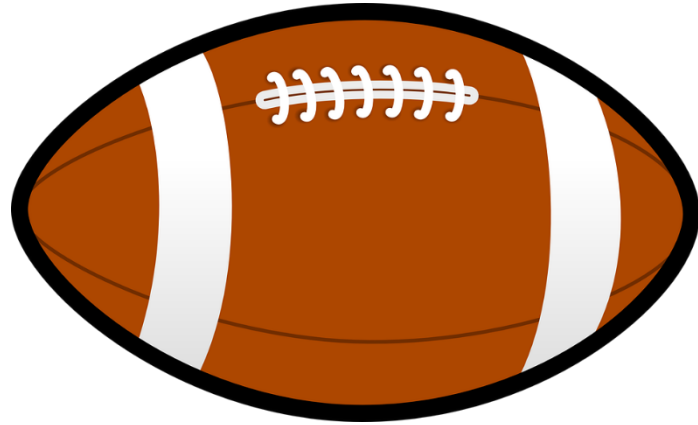
Color:



Count:




# Brown





**Draw a brown bear and color it.**



# MEP Pre-K JumpStart Lesson

## Day #10

**Objective:** Students will learn social emotional skills, fine motor skills, letters in their first name, number 9 and the color gray.

Area of Development	Activity	Instructions:
Emotional & Social	Following Directions	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>Review the worksheets from the previous day's lesson to check for understanding.</li> <li>Play Jack Hartmann: Following Directions. After listening and dancing, the tutor will ask the students why it is important to follow directions and how it can help them be successful in school and life.</li> <li><a href="#">Following Directions</a></li> </ul>
Approaches to Play & Learning	Sing Alphabet	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>Play a YouTube alphabet song.</li> <li>Sing along with the students as the tutor points to each letter as they sing.</li> <li><a href="#">"ABC Song"</a></li> <li>Have students listen to Jonathan London's: Froggy Goes to School. After listening to the story, students will talk about the illustrations and letters.</li> <li><a href="#">Froggy Goes to School</a></li> </ul>
Cognitive	Writing: Letters of my name	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>Provide students a worksheet with their first name printed on the paper.</li> <li>Have students say and trace the letters in their first name using the worksheet.</li> <li>Help students as needed by modeling correct pencil grip, anchoring the paper, etc.</li> <li>Encourage students to write their name independently on wide-lined paper.</li> <li>Provide children with a magazine and ask them to find the letters in their name, cut the letters out of the magazine and have them glue the letters on a piece of paper with a glue stick.</li> <li><b>Extension</b> - Hide the letters of the student's names and a few other random letters in the room, and have students go on a letter scavenger hunt to locate only the letters of their name.</li> </ul>

<b>Cognitive</b>	<b>Math: Number 9</b>	<p><i>Worksheet: Math #9: Color, Count, Trace</i></p> <p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Introduce the number 9.</li> <li>• Represent the number 9 by holding up 9 fingers.</li> <li>• Have students count 9 objects on the paper.</li> <li>• Ask students to represent the number 9 physically by jumping, clapping, and skipping, 9 times.</li> <li>• Model writing the number 9 in the air using a stiff arm, then ask the students to join you in writing the number 9 in the air using a stiff arm.</li> <li>• Model writing the number on paper.</li> <li>• Have students trace the number 9 on the paper.</li> <li>• Ask students to write the number 9 on the paper (provide assistance as needed).</li> <li>• Have students demonstrate their knowledge of the number 9 by selecting 9 objects from the treasure box or have them identify 9 of their favorite objects in the room.</li> <li>• Have students color the number 9.</li> <li>• <a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>
<b>Approaches to Play &amp; Learning</b>	<b>Watch YouTube Video &amp; Sing</b>	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Transition to a brain break using a song/video on YouTube <a href="#">Boom Chicka Boom</a></li> </ul>
<b>Cognitive</b>	<b>Recognize &amp; Identify Color Gray</b>	<p><i>Worksheet: Color Gray Activity</i></p> <p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Ask the students to discuss the details/objects seen in the picture.</li> <li>• Tell students the names of objects unfamiliar to them and then ask the student to repeat the name of the object.</li> <li>• Introduce the color gray using the gray color worksheet.</li> <li>• Ask students to identify gray objects in the picture worksheet.</li> <li>• Have students take turns pointing and naming gray objects in their surroundings.</li> <li>• <a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>
<b>Health &amp; Physical</b>	<b>Fine Motor Skills</b>	<p><i>Worksheet: Making Name with Playdough.</i></p> <p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Introduce students to playdough and model how to make their name with playdough.</li> <li>• Have students either write their name or make their name with playdough.</li> <li>• <a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>
<b>Language &amp; Communication</b>	<b>Nursery Rhymes</b>	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Provide students with the nursery rhyme worksheet and pictures that go along with it.</li> <li>• Sing the <a href="#">nursery rhyme</a> with the students.</li> <li>• Share with the students that words in the song often rhyme because they share similar letters and sounds.</li> <li>• Ask the students to share rhyming words they heard in the nursery.</li> </ul>

<b>Materials</b>	<ul style="list-style-type: none"> <li>• Device to play music and videos</li> <li>• Book by Jonathan London: <i>Froggy Goes to School</i>.</li> <li>• Worksheets (Math #9, Color Gray Activity &amp; Making Name with Playdough)</li> <li>• Wide-lined paper, glue, scissors, blank white paper &amp; magazines (for writing)</li> <li>• Playdough</li> <li>• <a href="#">Nursery Rhyme</a></li> </ul>
<b>Homework</b>	<p style="text-align: center;"><u>Health and Physical Development</u> <i>Playdough Treasure Hunt</i></p> <ul style="list-style-type: none"> <li>• Playing with playdough supports the strengthening of the hand muscles.</li> <li>• Hide coins, beads, or small toys in a ball of playdough.</li> <li>• to create a treasure hunt experience that will encourage longer playtimes.</li> <li>• Setting clear rules upfront and using baking sheets or trays can help contain the fun.</li> <li>• Ask the parent to complete the Health and Physical Development section in the Family Guide.</li> <li>• The tutor will tab the section the parent is to use to document their child's experience with the homework assigned, as well as reminding the parent that the next lesson will begin discussing the student's success with the homework.</li> </ul>

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

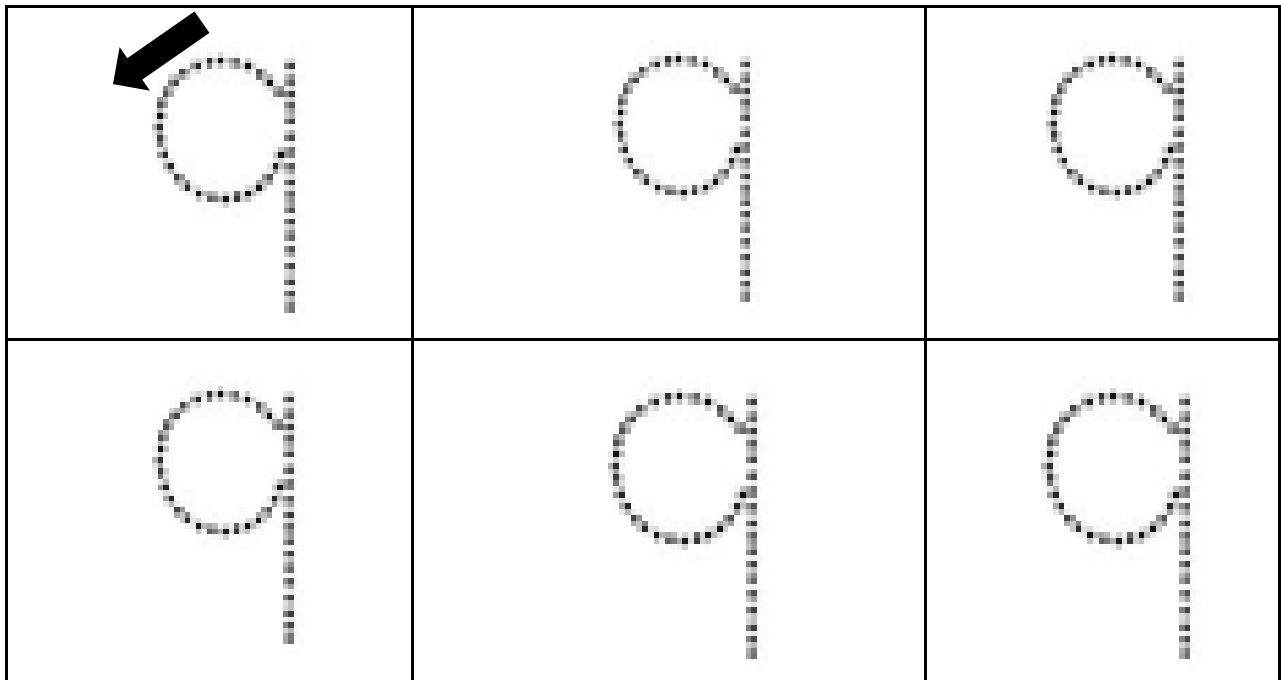
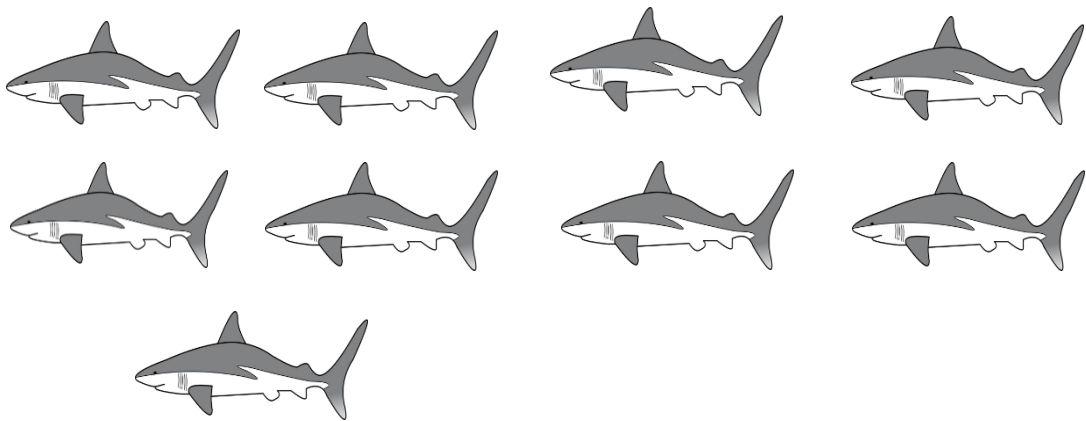


## Count and Trace Number 9

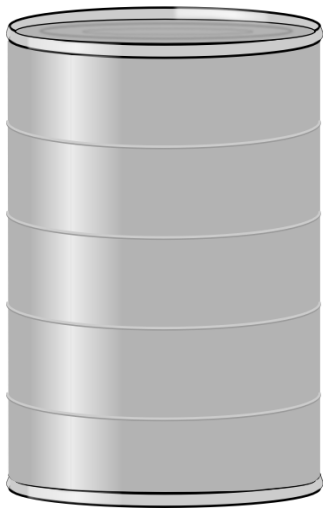
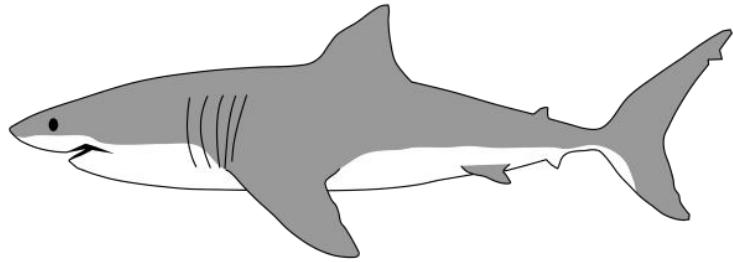
Color:



Count:



# Gray







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**Write the student's name. Have them make their name with playdough.  
For older students, have them write their own name.**



# MEP Pre-K JumpStart Lesson

## Day #11

**Objective:** Students will learn social emotional skills, letters in their first name, the triangle shape, number 10 and the color blue.

Area of Development	Activity	Instructions:
Emotional & Social	Following Directions	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>Review the worksheets from the previous day's lesson to check for understanding.</li> <li>Play Jack Hartmann: Following Directions. After listening and dancing, the tutor will ask the students why it is important to follow directions and how it can help them be successful in school and life.</li> <li><a href="#">Following Directions</a></li> </ul>
Approaches to Play & Learning	Sing Alphabet	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>Play a YouTube alphabet song.</li> <li>Sing along with the students as the tutor points to each letter as they sing.</li> <li>"ABC Song"</li> <li>Have students listen to Jonathan London's: Froggy Goes to School. After listening to the story, students will talk about the illustrations and letters.</li> <li><a href="#">Froggy Goes to School</a></li> </ul>
Cognitive	Writing: Letters of my name	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>Provide students a worksheet with their first name printed on the paper.</li> <li>Have students say and trace the letters in their first name using the worksheet.</li> <li>Help students as needed by modeling correct pencil grip, anchoring the paper, etc.</li> <li>Encourage students to write their name independently on wide-lined paper.</li> <li>Provide children with a magazine and ask them to find the letters in their name, cut the letters out of the magazine and have them glue the letters on a piece of paper with a glue stick.</li> <li><b>Extension -</b> Hide the letters of the student's names and a few other random letters in the room, and have students go on a letter scavenger hunt to locate only the letters of their name.</li> </ul>

<b>Cognitive</b>	<b>Math: Number 10</b>	<p><i>Worksheet: Math#10: Color, Count, Trace</i></p> <p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Introduce the number 10.</li> <li>• Represent the number 10 by holding up 10 fingers.</li> <li>• Have students count 10 objects on the paper.</li> <li>• Ask students to represent the number 10 physically by jumping, clapping, and skipping, 10 times.</li> <li>• Model writing the number 10 in the air using a stiff arm, then ask the students to join you in writing the number 10 in the air using a stiff arm.</li> <li>• Model writing the number 10 on paper.</li> <li>• Have students trace the number 10 on the paper.</li> <li>• Ask students to write the number 10 on the paper (provide assistance as needed).</li> <li>• Have students demonstrate their knowledge of the number 10 by selecting 10 objects from the treasure box or have them identify 10 of their favorite objects in the room.</li> <li>• Have students color the number 10.</li> <li>• <a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>
<b>Approaches to Play &amp; Learning</b>	<b>Watch YouTube Video &amp; Dance</b>	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Transition to a brain break using a song/video on YouTube <a href="https://bit.ly/3K5UPds">Baby Shark</a></li> </ul>
<b>Cognitive</b>	<b>Recognize &amp; Identify Color Blue</b>	<p><i>Worksheet: Color Blue Activity</i></p> <p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Ask the students to discuss the details/objects seen in the picture.</li> <li>• Tell students the names of objects unfamiliar to them and then ask the student to repeat the name of the object.</li> <li>• Introduce the color blue using the blue color worksheet.</li> <li>• Ask students to identify blue objects in the picture worksheet.</li> <li>• Have students take turns pointing and naming blue objects in their surroundings.</li> <li>• <a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>
<b>Health &amp; Physical</b>	<b>Fine Motor Skills</b>	<p><i>Worksheet: Triangle Shape Activity</i></p> <p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Introduce the triangle by looking at objects that are in the shape of a triangle such as, a piece of pizza, yield sign, piece of pie, etc.</li> <li>• Ask the student to identify a triangle in their surroundings.</li> </ul> <p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>• Make a triangle using the triangle shape activity worksheet and playdough <u>or</u></li> <li>• Draw a triangle and then make it with playdough.</li> <li>• <a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul> <p><b>Shape Ideas:</b></p> <ul style="list-style-type: none"> <li>• <a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>

Language & Communication	Nursery Rhymes	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Provide students with the nursery rhyme worksheet and pictures that go along with it.</li> <li>• Sing the nursery rhyme with the students.</li> <li>• Share with the students that words in the song often rhyme because they share similar letters and sounds.</li> <li>• Ask the students to share rhyming words they heard in the nursery.</li> </ul>
Materials	<ul style="list-style-type: none"> <li>• Device to play music and videos</li> <li>• Book by Jonathan London: <i>Froggy Goes to School</i>.</li> <li>• Worksheets (Math #10, Color Blue Activity &amp; Triangle Shape Activity)</li> <li>• Wide-lined paper, glue, scissors, blank white paper &amp; magazines (for writing)</li> <li>• Shape Ideas Worksheet</li> <li>• Playdough</li> <li>• <a href="#">Nursery Rhyme</a></li> </ul>	
Homework	<p style="text-align: center;"><u>Language Development</u> <i>And Then.</i></p> <ul style="list-style-type: none"> <li>• Begin by telling a story; either pretend or one from memory.</li> <li>• Stop after you have shared a few details and say, “And then...” Next, the child takes the lead to create and tell the next part of the story.</li> <li>• After they have shared a few details, they can say, “And then...” giving a turn back to you.</li> <li>• Keep the story going as long as the child has an interest.</li> <li>• Ask the parent to complete the Language Development and Communication section in the Family Guide.</li> <li>• The tutor will tab the section the parent is to use to document their child’s experience with the homework assigned, as well as reminding the parent that the next lesson will begin discussing the student’s success with the homework.</li> </ul>	

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

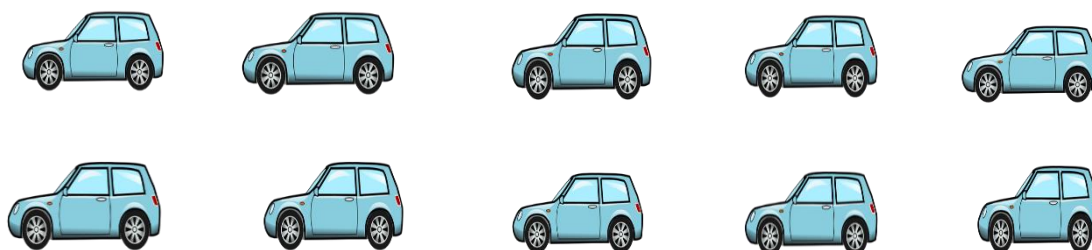


## Count and Trace Number 10

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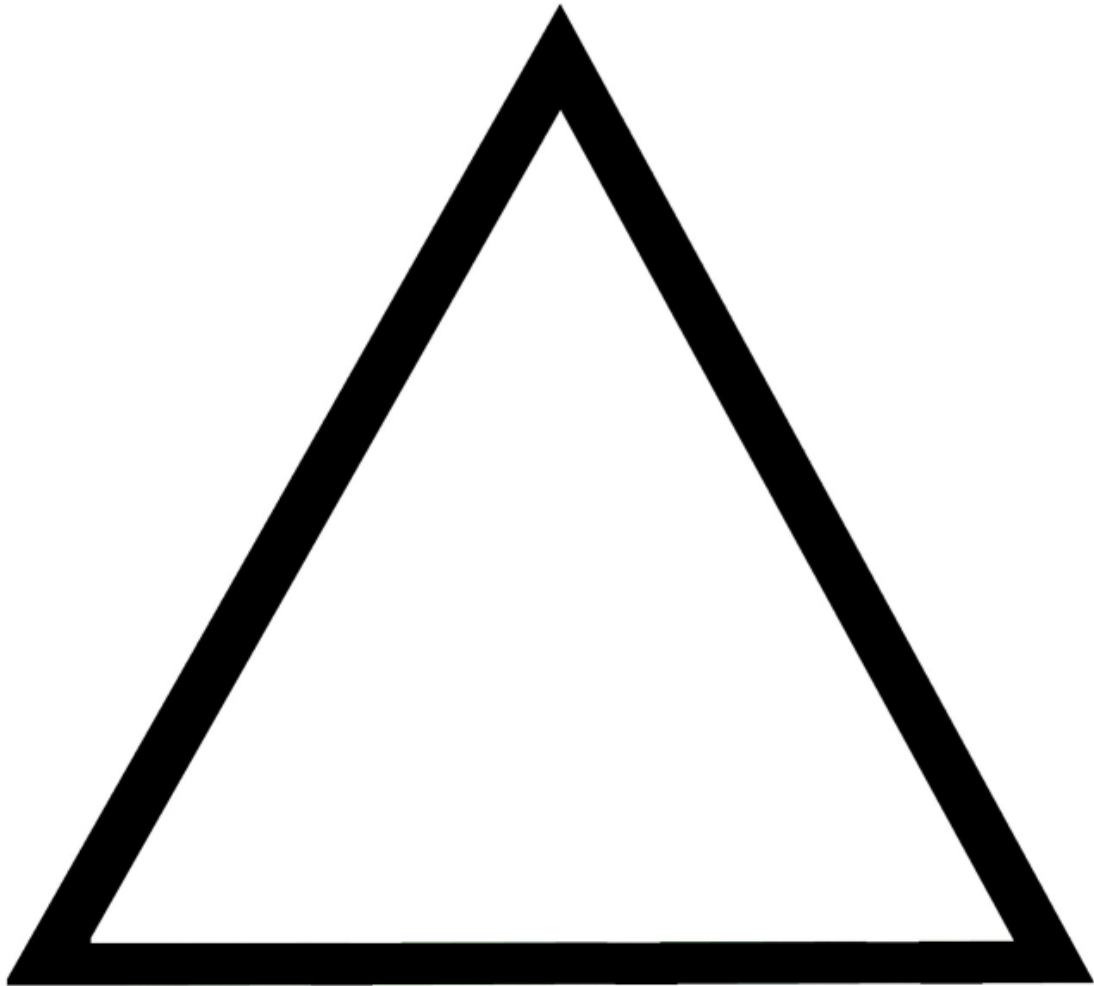
Count:



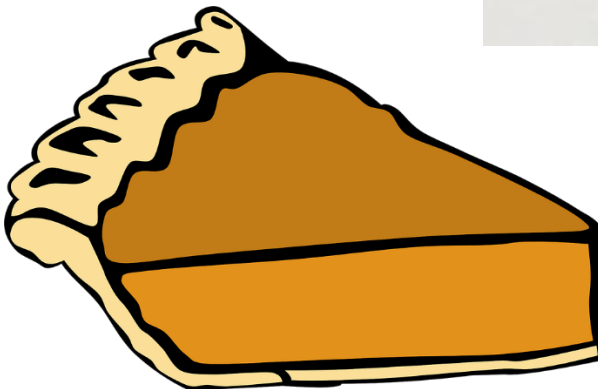
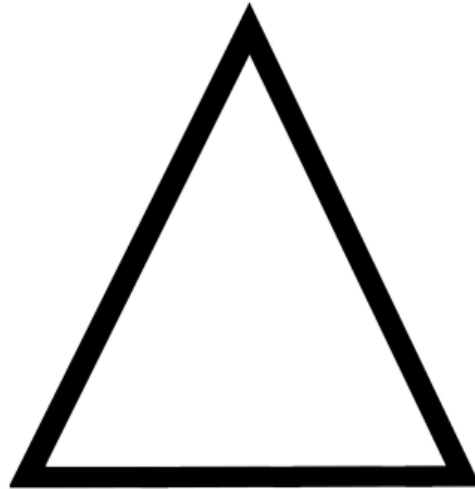

# Blue



# Triangle



# Triangle Ideas







# MEP Pre-K JumpStart Lesson

## Day #12

**Objective:** Students will learn social emotional skills, letters in their first name, the rectangle shape, numbers 1-10 and the color purple.

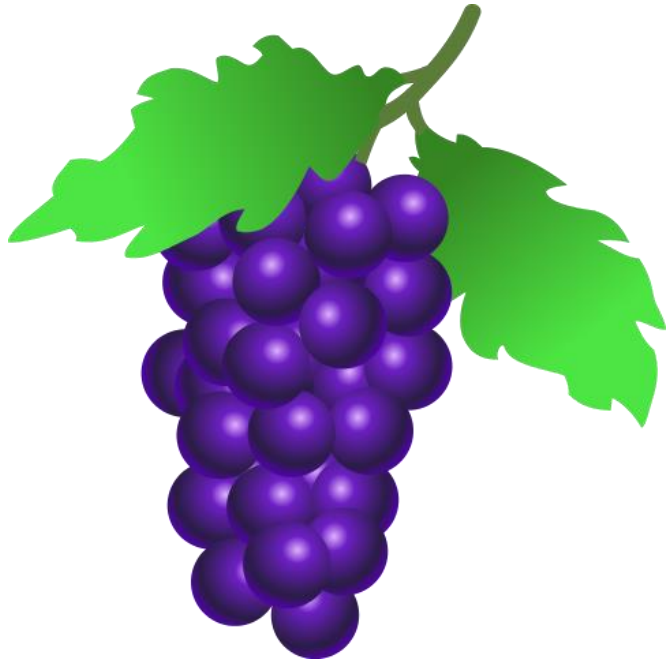
Area of Development	Activity	Instructions:
Emotional & Social	Being a Super Hero	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>Review the worksheets from the previous day's lesson to check for understanding.</li> <li>Play Jack Hartmann: Be a Super Hero. After listening and dancing, the tutor will ask the students about superheroes and their qualities.</li> <li><a href="#">Be a Super Hero</a></li> </ul>
Approaches to Play & Learning	Sing Alphabet	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>Play a YouTube alphabet song.</li> <li>Tutor and students will sing along together as the tutor points to each letter as they sing.</li> <li><a href="#">"ABC Song"</a></li> <li>Have students listen to David Shannon's: "David Goes to School". After listening to the story, students will talk about the illustrations, letters and making good choices.</li> <li><a href="#">David Goes to School</a></li> </ul>
Cognitive	Writing: Letters of my name	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>Provide students a worksheet with their first name printed on the paper.</li> <li>Have students say and trace the letters in their first name using the worksheet.</li> <li>Help students as needed by modeling correct pencil grip, anchoring the paper, etc.</li> <li>Encourage students to write their name independently on wide-lined paper.</li> <li>Provide children with a magazine and ask them to find the letters in their name, cut the letters out of the magazine and have them glue the letters on a piece of paper with a glue stick.</li> <li><b>Extension</b> - Hide the letters of the students' names and a few other random letters in the room, and have students go on a letter scavenger hunt to locate only the letters of their name.</li> </ul>
Cognitive	Math: Review	<p><i>Math Review Video</i></p> <p><b>The tutor will</b></p> <ul style="list-style-type: none"> <li>Review the numbers 1-10 by playing:</li> <li>Jack Hartmann: Let's Learn Our Numbers <a href="#">Let's Learn our Numbers</a></li> </ul>

<b>Approaches to Play &amp; Learning</b>	<b>Watch YouTube Video &amp; Dance</b>	<b>The tutor will:</b> <ul style="list-style-type: none"> <li>Transition to a brain break using a song/video on YouTube <a href="#">The Gummy Bear Song</a></li> </ul>
<b>Cognitive</b>	<b>Recognize &amp; Identify Color Purple</b>	<i>Worksheet: Color Purple Activity</i> <b>The tutor will:</b> <ul style="list-style-type: none"> <li>Ask the students to discuss the details/objects seen in the picture.</li> <li>Tell students the names of objects unfamiliar to them and then ask the student to repeat the name of the object.</li> <li>Introduce purple using the purple color worksheet.</li> <li>Ask the students to identify purple objects in the picture worksheet.</li> <li>Have students take turns pointing and naming purple objects in their surroundings.</li> <li><a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>
<b>Cognitive</b>	<b>Recognize &amp; Identify Shape</b>	<i>Worksheet: Rectangle Shape Activity</i> <b>The tutor will:</b> <ul style="list-style-type: none"> <li>Introduce the rectangle by describing the rectangle and showing an example (door or window).</li> <li>Ask the student to identify a rectangle in their surroundings.</li> </ul> <b>Students will:</b> <ul style="list-style-type: none"> <li>Make a rectangle using the rectangle shape activity worksheet and playdough <u>or</u></li> <li>Draw a rectangle and then make it with playdough.</li> <li><a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul> <b>Shape Ideas:</b> <ul style="list-style-type: none"> <li><a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>
<b>Language &amp; Communication</b>	<b>Nursery Rhymes</b>	<b>The tutor will:</b> <ul style="list-style-type: none"> <li>Provide students with the nursery rhyme worksheet and pictures that go along with it.</li> <li>Sing the nursery rhyme with the students.</li> <li>Share with the students that words in the song often rhyme because they share similar letters and sounds.</li> <li>Ask the students to share rhyming words they heard in the nursery.</li> <li><a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>

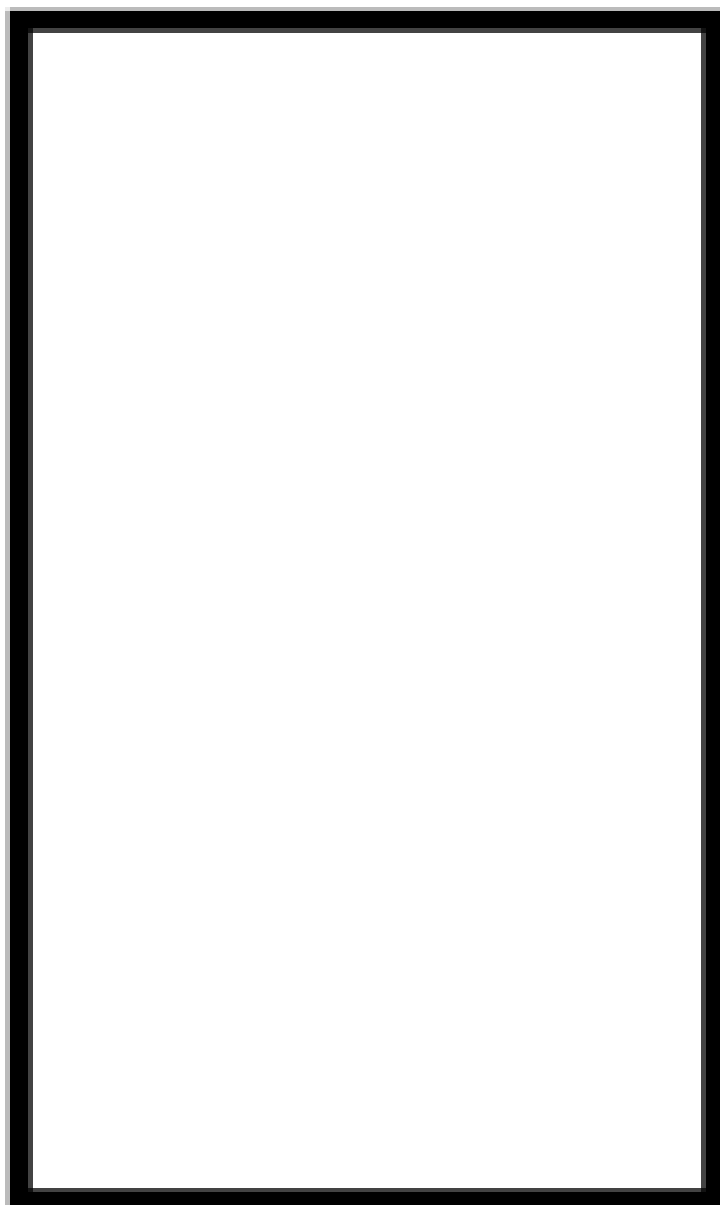
<b>Materials</b>	<ul style="list-style-type: none"> <li>Device to play music and videos</li> <li>Book by David Shannon: <i>David Goes to School</i></li> <li>Worksheets (Color Purple Activity, Rectangle Shape Activity)</li> <li>Wide-lined paper, glue, scissors, blank white paper &amp; magazines (for writing)</li> <li>Shape Ideas Worksheet</li> <li>Playdough</li> <li><a href="#">Nursery Rhyme</a></li> </ul>
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<p><b>Homework</b></p>	<p style="text-align: center;"><u>Language Development</u> <i>Order Up!</i></p> <ul style="list-style-type: none"> <li>• Set up a pretend restaurant at home. You can collect take-out menus, print from online, or encourage the child to make their own.</li> <li>• Early on, children recognize print from the environment such as restaurant and street signs or food and toy labels.</li> <li>• Give the restaurant a name and provide paper and pencil for the “waitresses/waiters” to collect your order.</li> <li>• While in the car, point out different signs they may recognize.</li> <li>• Children can add pictures of food from magazines or may draw pictures of their entrees on a paper plate.</li> <li>• Ask the parent to complete the Language Development and Communication section in the Family Guide.</li> <li>• The tutor will tab the section the parent is to use to document their child’s experience with the homework assigned, as well as reminding the parent that the next lesson will begin discussing the student’s success with the homework.</li> </ul>
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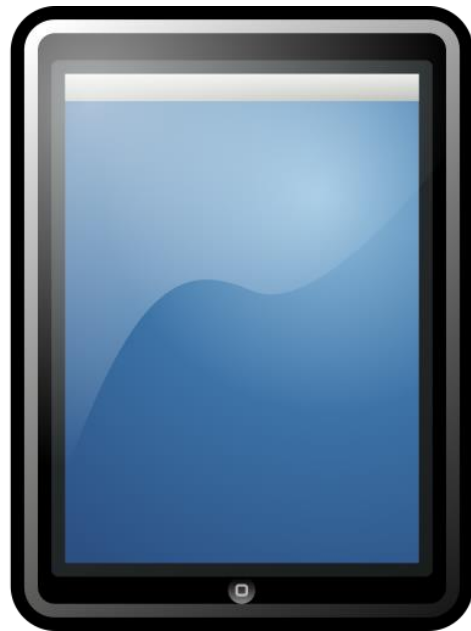
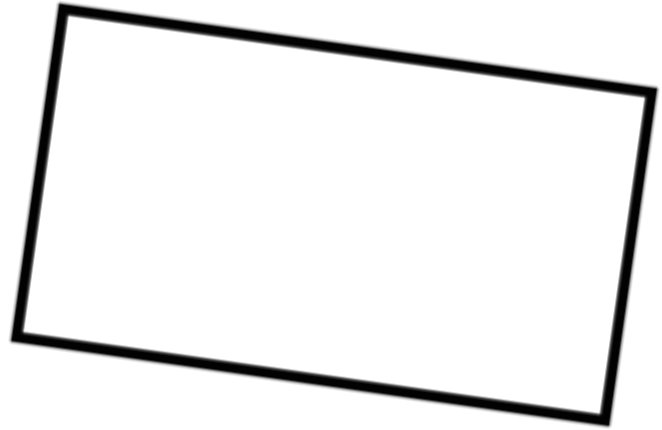
# Purple



# Rectangle



# Rectangle Ideas





# MEP Pre-K JumpStart Lesson

## Day #13

**Objective:** Students will learn social emotional skills, letters in their first name, numbers 1-10, all previous colors, the circle shape and the words fast & slow.

Area of Development	Activity	Instructions:
Emotional & Social	Being a Super Hero	<p>The tutor will:</p> <ul style="list-style-type: none"> <li>Review the worksheets from the previous day's lesson to check for understanding.</li> <li>Play Jack Hartmann: Be a Super Hero. After listening and dancing, the tutor will ask the students about superheroes and their qualities.</li> <li><a href="#">Be a Super Hero</a></li> </ul>
Approaches to Play & Learning	Sing Alphabet	<p>The tutor will:</p> <ul style="list-style-type: none"> <li>Play a YouTube alphabet song.</li> <li>Will sing along with the students as the tutor points to each letter as they sing.</li> <li><a href="#">"ABC Song"</a></li> <li>Have students listen to David Shannon's: "David Goes to School". After listening to the story, students will talk about the illustrations, letters and making good choices.</li> <li><a href="#">David Goes to School</a></li> </ul>
Cognitive	Writing: Letters of my name	<p>The tutor will:</p> <ul style="list-style-type: none"> <li>Provide students a worksheet with their first name printed on the paper.</li> <li>Have students say and trace the letters in their first name using the worksheet.</li> <li>Help students as needed by modeling correct pencil grip, anchoring the paper, etc.</li> <li>Encourage students to write their name independently on wide-lined paper.</li> <li>Provide children with a magazine and ask them to find the letters in their name, cut the letters out of the magazine and have them glue the letters on a piece of paper with a glue stick.</li> <li><b>Extension</b> - Hide the letters of the students' names and a few other random letters in the room, and have students go on a letter scavenger hunt to locate only the letters of their name.</li> </ul>

<b>Cognitive</b>	<b>Math: Review</b>	<p><i>Math Review Video</i></p> <p><b>The tutor will</b></p> <ul style="list-style-type: none"> <li>Review the numbers 1-10 by playing: Jack Hartmann: Let's Learn Our Numbers</li> <li><a href="#">Let's Learn Our Numbers</a></li> </ul>
<b>Approaches to Play &amp; Learning</b>	<b>Watch YouTube Video &amp; Sing</b>	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>Transition to a brain break using a song/video on YouTube <a href="#">One Little Finger</a></li> </ul>
<b>Cognitive</b>	<b>Review Colors</b>	<p><b>Color Activity</b></p> <p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>Review all colors using manipulatives or the colors activity sheet by: <ul style="list-style-type: none"> <li>Having the students point to each color and name it.</li> <li>Having the students name each color and build it with playdough.</li> <li><a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul> </li> </ul> <p>The tutor may also use video for review.</p> <ul style="list-style-type: none"> <li>Jack Hartmann: What Color Is It?</li> <li><a href="#">What Color is it?</a></li> </ul>
<b>Cognitive</b>	<b>Recognize &amp; Identify Shape</b>	<p><i>Worksheet: Circle Shape Activity</i></p> <p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>Introduce the circle by looking at objects that are in the shape of a circle such as a plate, a coin, a cookie etc.</li> <li>Ask the students to identify a circle in their surroundings.</li> </ul> <p><b>The students will:</b></p> <ul style="list-style-type: none"> <li>Make a circle using the circle shape activity worksheet and playdough <u>or</u></li> <li>Draw a circle and then make it with playdough.</li> <li><a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul> <p><b>Shape Ideas:</b></p> <ul style="list-style-type: none"> <li><a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>
<b>Cognitive</b>	<b>Oppositional Words</b>	<p>The tutor will:</p> <ul style="list-style-type: none"> <li>Play Sesame Street: Fast and Slow.</li> <li>Model fast and slow after watching the video.</li> <li>Have students take turns naming examples of things that are fast/slow or model them.</li> <li>Help, when necessary.</li> <li><a href="#">Fast &amp; Slow</a></li> </ul>



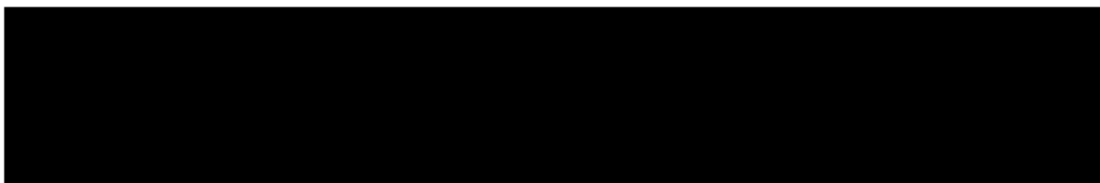
<b>Language &amp; Communication</b>	<b>Nursery Rhymes</b>	<p>The tutor will:</p> <ul style="list-style-type: none"> <li>• Provide students with the nursery rhyme worksheet and pictures that go along with it.</li> <li>• Sing the nursery rhyme with the students.</li> <li>• Share with the students those words in the song often rhyme because they share similar letters and sounds.</li> <li>• Ask the students to share rhyming words they heard in the nursery.</li> <li>• <a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>
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<b>Materials</b>	<ul style="list-style-type: none"> <li>• Device to play music and videos</li> <li>• Book by David Shannon: <i>David Goes to School</i></li> <li>• Worksheets (Colors Activity, Circle Shape Activity)</li> <li>• Wide-lined paper, glue, scissors, blank white paper &amp; magazines (for writing)</li> <li>• Shape Ideas Worksheet</li> <li>• Playdough</li> <li>• <a href="#">Nursery Rhyme</a></li> </ul>
<b>Homework</b>	<p style="text-align: center;"><u>Language Development</u> <i>That's My Name</i></p> <ul style="list-style-type: none"> <li>• Offer a variety of materials for the child to build, design, or decorate their name (e.g., playdough, blocks, sidewalk chalk, a nameplate for their door).</li> <li>• Use these opportunities to highlight each letter, talk about the shape, and practice the sound it makes.</li> <li>• It is important that the child see the correct models of their name</li> <li>• using upper- and lower-case letters.</li> <li>• Ask the parent to complete the Language Development and Communication section in the Family Guide.</li> <li>• The tutor will tab the section the parent is to use to document their child's experience with the homework assigned, as well as reminding the parent that the next lesson will begin discussing the student's success with the homework.</li> </ul>

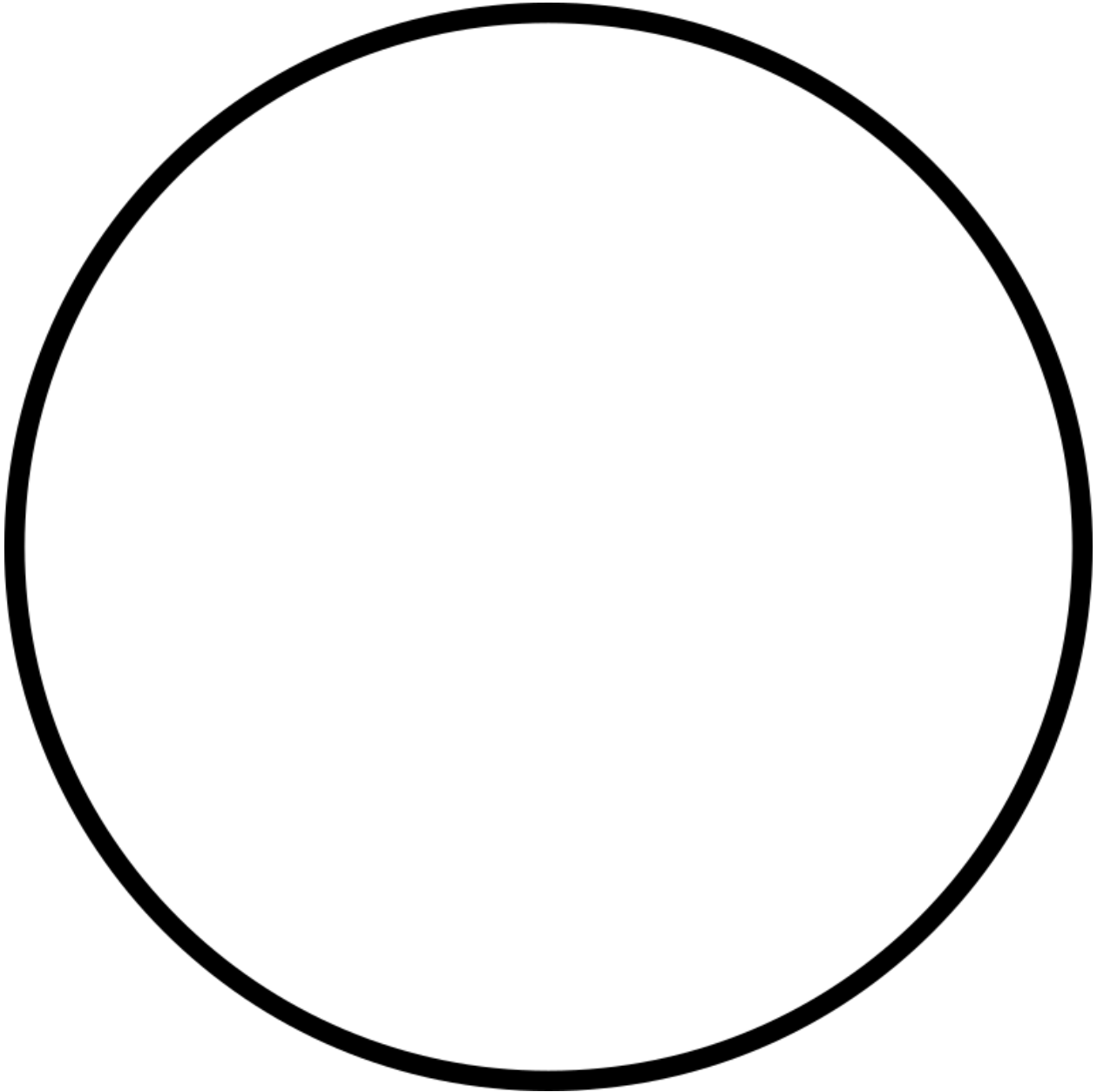
# COLORS



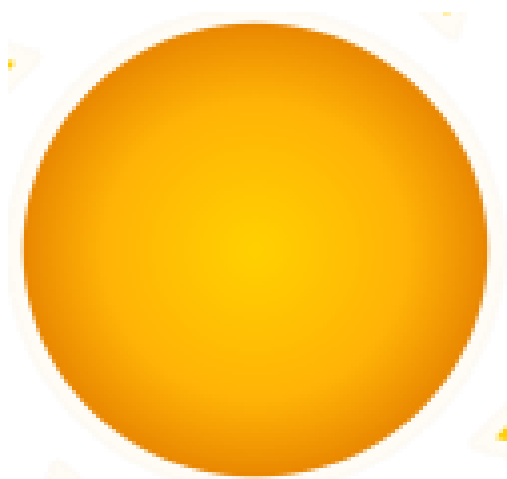
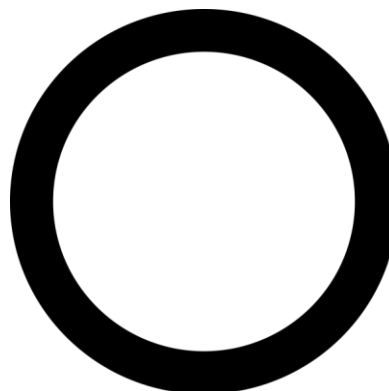
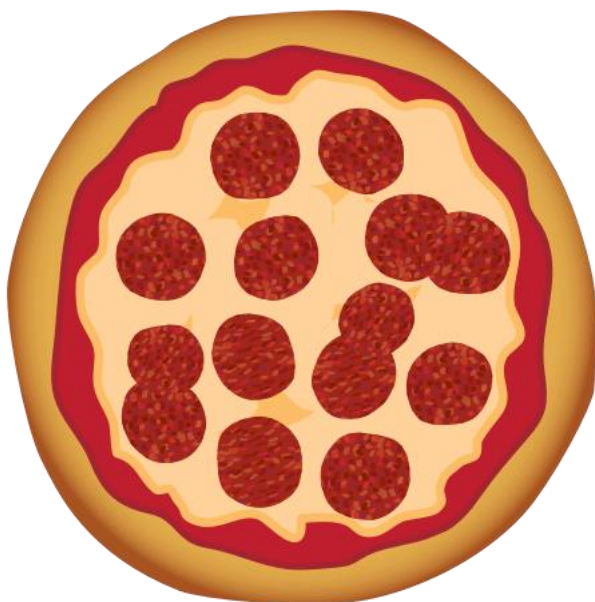
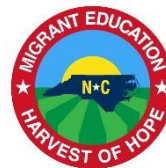
# COLORS



# Circle



# Circle Ideas





## MEP Pre-K JumpStart Lesson

### Day #14

**Objective:** Students will learn social emotional skills, fine motor skills, letters in their first name, numbers 1-10, all previous colors, the square shape and the words *fast* & *slow*.

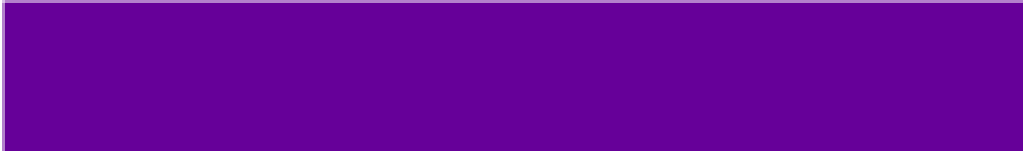
Area of Development	Activity	Instructions:
Emotional & Social	Spread a Little Sunshine	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>Review the worksheets from the previous day's lesson to check for understanding.</li> <li>Play Jack Hartmann: <i>Spread a Little Sunshine</i>. After listening and dancing, the tutor will ask the students about how we can spread sunshine or happiness in our lives.</li> <li><a href="#">Spread a Little Sunshine</a></li> </ul>
Approaches to Play & Learning	Sing Alphabet	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>Play a YouTube alphabet song.</li> <li>Tutor and students will sing along together as the tutor points to each letter as they sing.</li> <li><a href="#">"ABC Song"</a></li> <li>Have students listen to Anna Dewdney's: <i>Llama Llama Misses Mama</i>. After listening to the story, students will talk about the illustrations, letters and feelings (happy/sad).</li> <li><a href="#">Llama Llama Misses Mama</a></li> </ul>
Cognitive	Writing: Letters of my name	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>Provide students a worksheet with their first name printed on the paper.</li> <li>Have students say and trace the letters in their first name using the worksheet.</li> <li>Help students as needed by modeling correct pencil grip, anchoring the paper, etc.</li> <li>Encourage them to write their name independently on wide-lined paper.</li> <li>Provide children with a magazine and ask them to find the letters in their name, cut the letters out of the magazine and have them glue the letters on a piece of paper with a glue stick.</li> <li><b>Extension</b> - Hide the letters of the students' names and a few other random letters in the room, and have students go on a letter scavenger hunt to locate only the letters of their name.</li> </ul>
Cognitive	Math: Review	<p><i>Math Review Video</i></p> <p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>Review the numbers 1-10 by playing: Jack Hartmann: <i>Let's Learn Our Numbers</i></li> <li><a href="#">Let's Learn Our Numbers</a></li> </ul>

<b>Approaches to Play &amp; Learning</b>	<b>Watch YouTube Video &amp; Sing</b>	<b>The tutor will:</b> <ul style="list-style-type: none"> <li>Transition to a brain break using a song/video on YouTube <a href="#">Boom Chicka Boom</a></li> </ul>
<b>Cognitive</b>	<b>Review Colors</b>	<b>Color Activity</b> <b>The tutor will:</b> <ul style="list-style-type: none"> <li>Review all colors using manipulatives or the colors activity sheet by: <ul style="list-style-type: none"> <li>Having the students point to each color and name it.</li> <li>Having the students name each color and build it with playdough.</li> </ul> </li> </ul> <a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a> The tutor may also use video for review. Jack Hartmann: <i>What Color Is It?</i> <ul style="list-style-type: none"> <li><a href="#">What Color is it?</a></li> </ul>
<b>Cognitive</b>	<b>Recognize &amp; Identify Shape</b>	<i>Worksheet: Square Shape Activity</i> <b>The tutor will:</b> <ul style="list-style-type: none"> <li>Introduce the square by looking at objects that are in the shape of a square such as a window pane, colored Post-It notes, cube, etc.</li> <li>Ask the students to identify a square in their surroundings.</li> </ul> <b>The students will:</b> <ul style="list-style-type: none"> <li>Make a square using the square shape activity worksheet and playdough <u>or</u></li> <li>Draw a square and then make it with playdough.</li> <li><a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul> <b>Shape Ideas:</b> <ul style="list-style-type: none"> <li><a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>
<b>Cognitive</b>	<b>Oppositional Words</b>	<b>The tutor will:</b> <ul style="list-style-type: none"> <li>Play <i>Big and Small</i> Video.</li> <li>Model <i>big and small</i> after watching the video.</li> <li>The students will take turns naming examples of things that are big/small.</li> <li>Help, when necessary.</li> <li><a href="#">Big &amp; Small</a></li> </ul>
<b>Language &amp; Communication</b>	<b>Nursery Rhymes</b>	<b>The tutor will:</b> <ul style="list-style-type: none"> <li>Provide students with the nursery rhyme worksheet and pictures that go along with it.</li> <li>Sing the nursery rhyme with the students.</li> <li>Share with the students those words in the song often rhyme because they share similar letters and sounds.</li> <li>Ask the students to share rhyming words they heard in the nursery.</li> <li><a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>

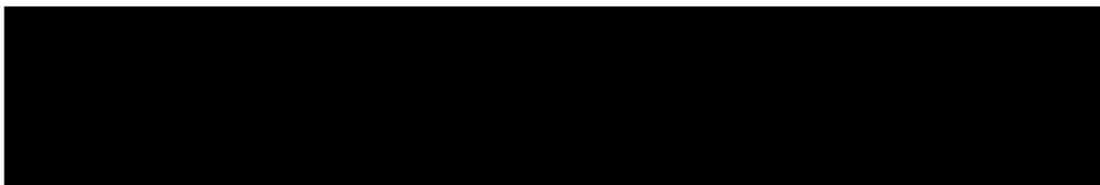
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Device to play music and videos</li> <li>• Book by Anna Dewdney: <i>Llama Llama Misses Mama</i></li> <li>• Worksheets (Colors Activity, Square Shape Activity)</li> <li>• Wide-lined paper, glue, scissors, blank white paper &amp; magazines (for writing)</li> <li>• Shape Ideas Worksheet</li> <li>• Playdough</li> <li>• <a href="#">Nursery Rhyme</a></li> </ul>
<b>Homework</b>	<p style="text-align: center;"><u>Cognitive Development</u> <i>I Spy-Shapes Version</i></p> <ul style="list-style-type: none"> <li>• Ask the child to identify various shapes found within the home or in the natural environment.</li> <li>• Play “I Spy,” by saying “I spy with my little eye, something that is a (shape).” The child can name objects they see that are of that shape until they guess the correct one.</li> <li>• Take turns selecting objects and continue to play for as long as the child has an interest.</li> <li>• Ask the parent to complete the <a href="#">Cognitive Development section in the Family Guide</a>.</li> <li>• The tutor will tab the section the parent is to use to document their child's experience with the homework assigned, as well as reminding the parent that the next lesson will begin discussing the student's success with the homework.</li> </ul>



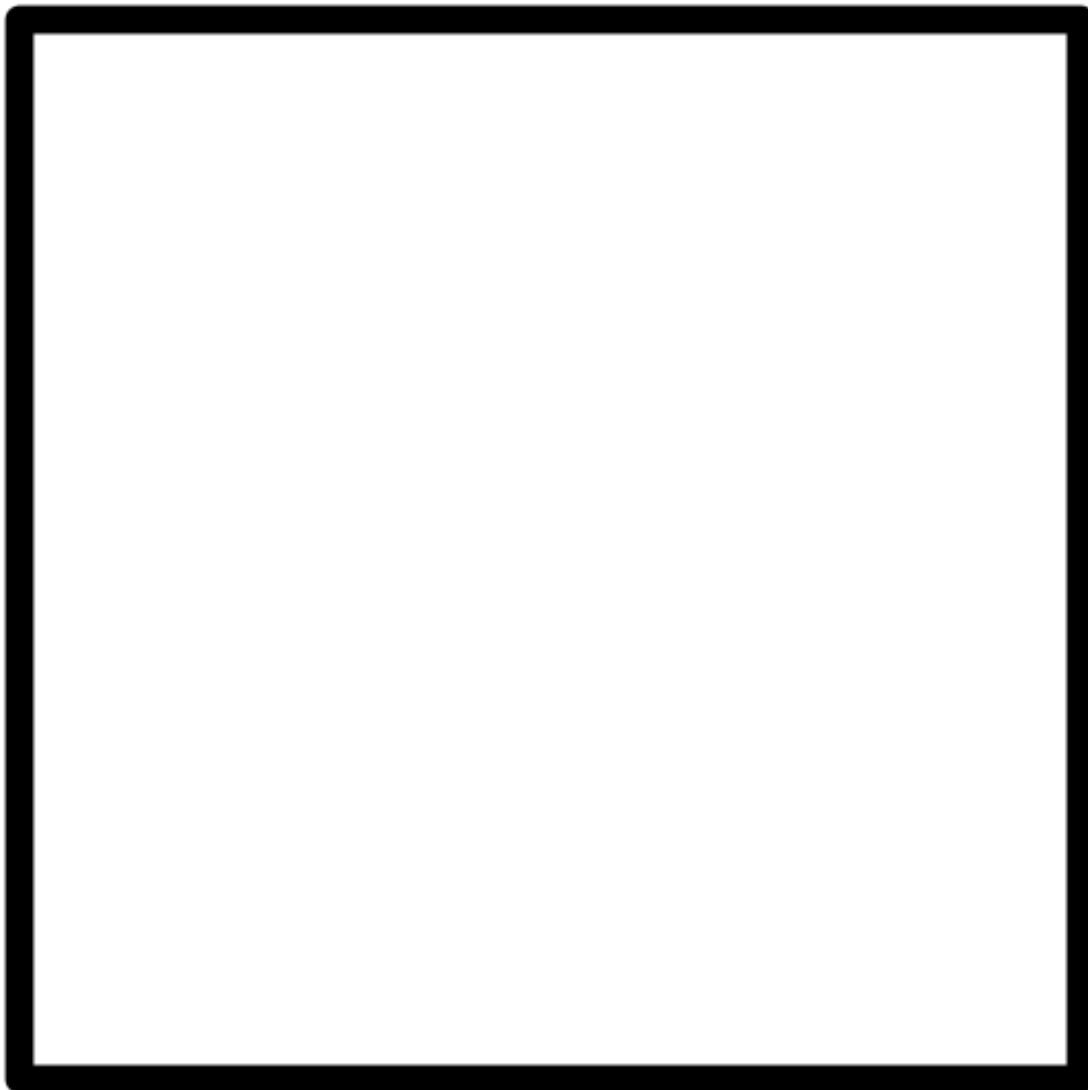
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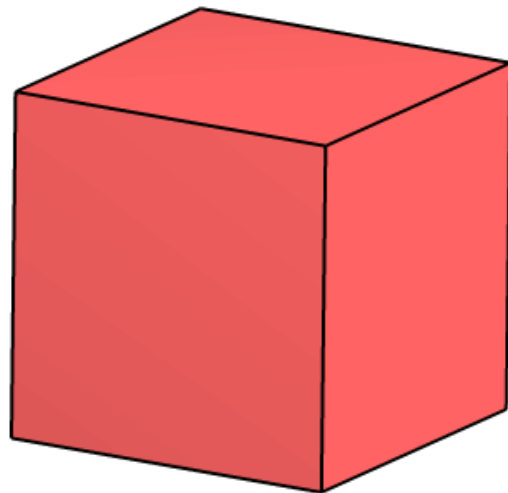
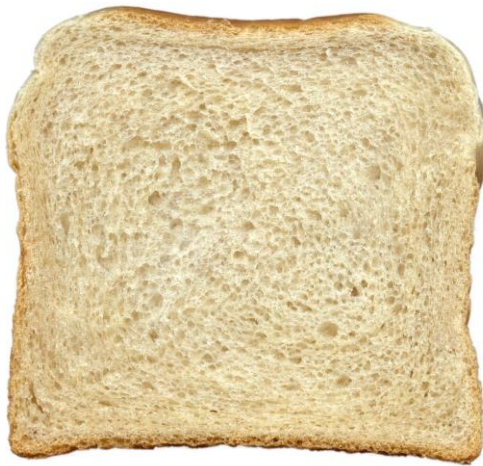
# COLORS



# Square



# Square Ideas





# MEP Pre-K JumpStart Lesson

## Day #15

**Objective:** Students will learn social emotional skills, fine motor skills, letters in their first name, numbers 1-10, all previous colors, the oval shape and the words *happy & sad*.

Area of Development	Activity	Instructions:
Emotional & Social	Spread a Little Sunshine	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>Review the worksheets from the previous day's lesson to check for understanding.</li> <li>Play Jack Hartmann: <i>Spread a Little Sunshine</i>. After listening and dancing, the tutor will ask the students about how we can spread sunshine or happiness in our lives.</li> <li><a href="#">Spread a Little Sunshine</a></li> </ul>
Approaches to Play & Learning	Sing Alphabet	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>Play a YouTube alphabet song.</li> <li>Sing along with the students as the tutor points to each letter as they sing.</li> <li><a href="#">"ABC Song"</a></li> <li>Have students listen to Anna Dewdney's: <i>Llama Llama Misses Mama</i>. After listening to the story, students will talk about the illustrations, letters and feelings (happy/sad).</li> <li><a href="#">Llama Llama Misses Mama</a></li> </ul>
Cognitive	Writing: Letters of my name	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>Provide students a worksheet with their first name printed on the paper.</li> <li>Have students say and trace the letters in their first name using the worksheet.</li> <li>Help students as needed by modeling correct pencil grip, anchoring the paper, etc.</li> <li>Encourage them to write their name independently on wide-lined paper.</li> <li>Provide children with a magazine and ask them to find the letters in their name, cut the letters out of the magazine and have them glue the letters on a piece of paper with a glue stick.</li> <li><b>Extension</b> - Hide the letters of the students' names and a few other random letters in the room, and have students go on a letter scavenger hunt to locate only the letters of their name.</li> </ul>

<b>Approaches to Play &amp; Learning</b>	<b>Watch YouTube Video &amp; Dance</b>	<b>Math Review Video</b> <b>The tutor will:</b> <ul style="list-style-type: none"> <li>Review the numbers 1-10 by playing: Jack Hartmann: <i>Let's Learn Our Numbers</i></li> <li><a href="#">Let's Learn Our Numbers</a></li> </ul>
<b>Approaches to Play &amp; Learning</b>	<b>Watch YouTube Video &amp; Dance</b>	<b>The tutor will:</b> <ul style="list-style-type: none"> <li>Transition to a brain break using a song/video on YouTube <a href="#">"Tooty Ta"</a></li> </ul>
<b>Cognitive</b>	<b>Review Colors</b>	<b>Colors Activity</b> <b>The tutor will:</b> <ul style="list-style-type: none"> <li>Review all colors using manipulatives or the colors activity sheet.</li> <li><a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul> <b>The tutor may also use video for review.</b> Jack Hartmann: <i>What Color Is It?</i> <ul style="list-style-type: none"> <li><a href="#">What Color is it?</a></li> </ul>
<b>Cognitive</b>	<b>Recognize &amp; Identify Shape</b>	<b>Worksheet: Oval Shape Activity</b> <b>The tutor will:</b> <ul style="list-style-type: none"> <li>Introduce the oval by looking at objects that are in the shape of an oval such as a face, a mirror, egg, etc.</li> <li>Ask the students to identify an oval in their surroundings.</li> </ul> <b>The students will:</b> <ul style="list-style-type: none"> <li>Make an oval using the oval shape activity worksheet and playdough <u>or</u></li> <li>Draw an oval and then make it with playdough.</li> <li><a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul> Shape Ideas: <ul style="list-style-type: none"> <li><a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>
<b>Cognitive</b>	<b>Oppositional Words</b>	<b>Tutor will:</b> <ul style="list-style-type: none"> <li>Play Jack Hartmann: <i>If You're Happy and You Know It</i> <a href="#">If You're Happy and You Know It</a></li> <li>Use Emoji posters to show <i>happy/sad</i>.</li> <li>Model <i>happy and sad</i> after watching the video.</li> <li>Students will take turns naming examples of things that make them feel happy &amp; sad. Help, when necessary.</li> <li><a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>

<b>Language &amp; Communication</b>	<b>Nursery Rhymes</b>	<b>The tutor will:</b> <ul style="list-style-type: none"> <li>• Provide students with the nursery rhyme worksheet and pictures that go along with it.</li> <li>• Sing the nursery rhyme with the students.</li> <li>• Share with the students those words in the song often rhyme because they share similar letters and sounds.</li> <li>• Ask the students to share rhyming words they heard in the nursery.</li> <li>• <a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>
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<b>Materials</b>	<ul style="list-style-type: none"> <li>• Device to play music and videos</li> <li>• Book by Anna Dewdney: <i>Llama Llama Misses Mama</i></li> <li>• Worksheets (Colors Activity, Oval Shape Activity)</li> <li>• Wide-lined paper, glue, scissors, blank white paper &amp; magazines (for writing)</li> <li>• Happy/Sad Emoji Poster</li> <li>• Shape Ideas Worksheet</li> <li>• Playdough</li> <li>• <a href="#">Nursery Rhyme</a></li> </ul>
<b>Homework</b>	<p style="text-align: center;"><u>Cognitive Development</u> <i>Moving to the Music</i></p> <ul style="list-style-type: none"> <li>• Play a variety of music and/or encourage children to make their own instruments from items found at home. Ask the child to move their body to the music.</li> <li>• Ask questions such as, "What does this music make you think of?" "How does this music make you feel?"</li> <li>• Discuss the sounds they hear and explore how to make music together.</li> <li>• Ask the parent to complete the <a href="#">Cognitive Development section in the Family Guide</a>.</li> <li>• The tutor will tab the section the parent is to use to document their child's experience with the homework assigned, as well as reminding the parent that the next lesson will begin discussing the student's success with the homework.</li> </ul>

# HAPPY

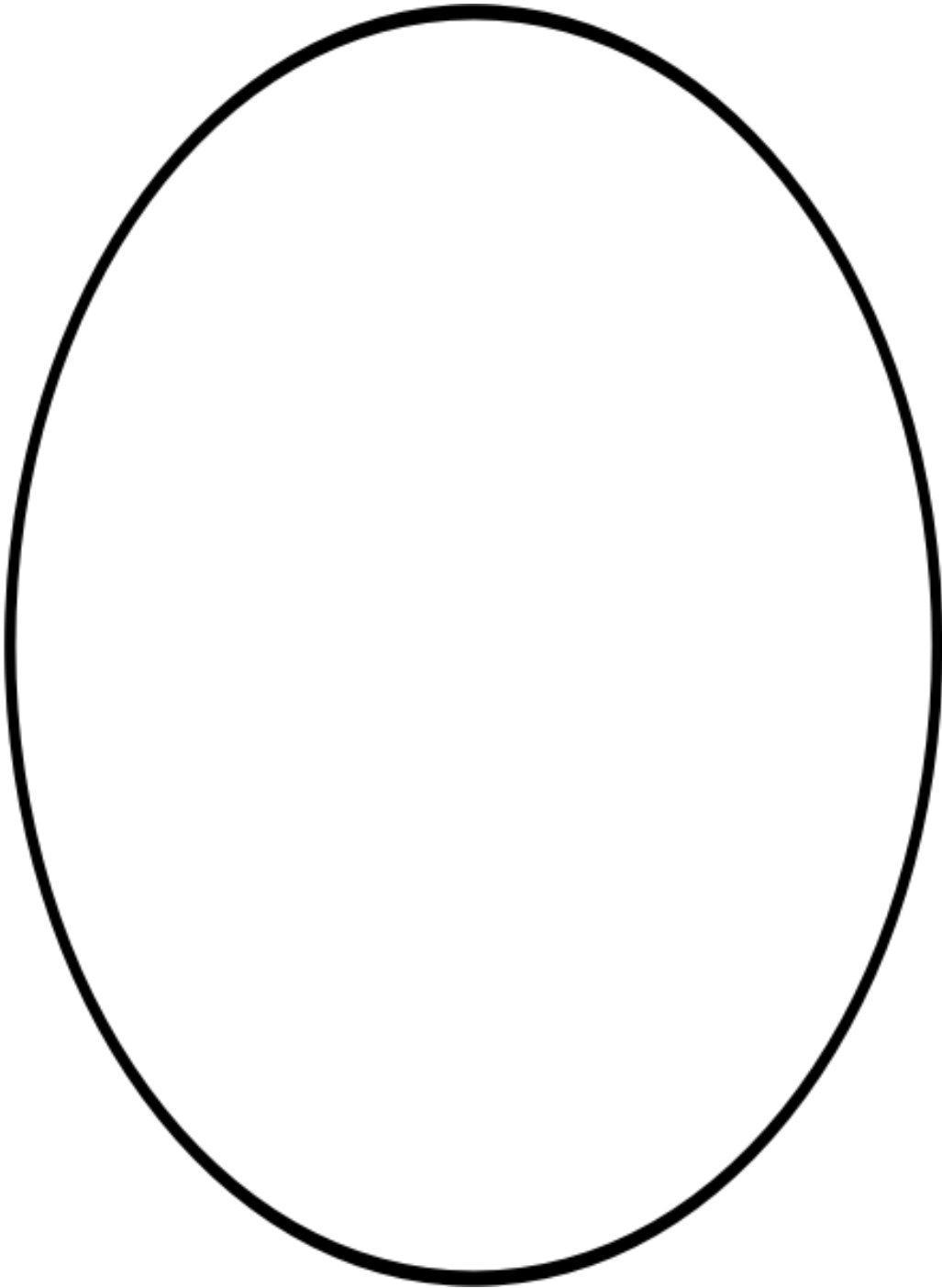




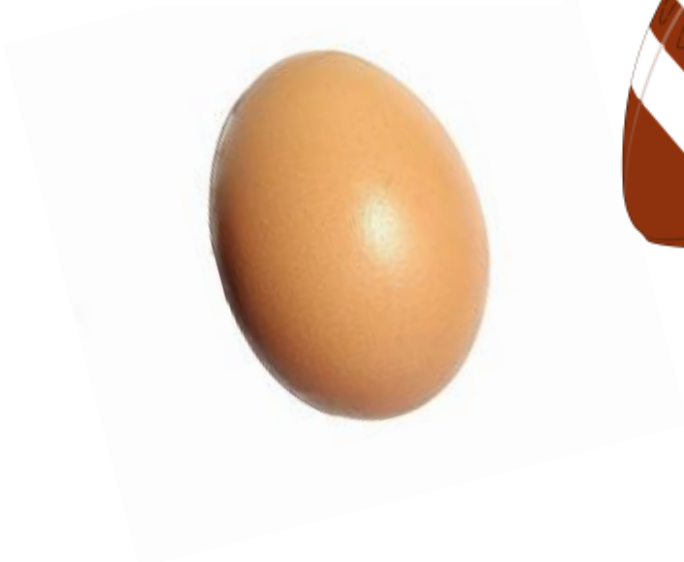
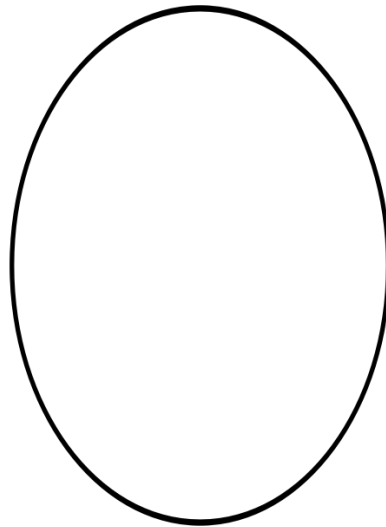
**SAD**



# Oval



# Oval Ideas



# COLORS



# COLORS





# MEP Pre-K JumpStart Lesson

## Day #16

**Objective:** Students will review all previous content taught including emotional skills, fine motor skills, letters in their first name, numbers, shapes and selected oppositional words.

Area of Development	Activity	Instructions:
Approaches to Play & Learning	Sing Alphabet	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Play a YouTube alphabet song.</li> <li>• Sing along with the students as the tutor points to each letter as they sing.</li> <li>• <a href="#">"ABC Song"</a></li> </ul> <p><b>Optional</b></p> <ul style="list-style-type: none"> <li>• Students can sing the alphabet without the video.</li> </ul>
Cognitive	Writing: Letters of my name	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Provide students a worksheet with their first name printed on the paper.</li> <li>• Have students say and trace the letters in their first name using the worksheet.</li> <li>• Help students as needed by modeling correct pencil grip, anchoring the paper, etc.</li> <li>• Encourage them to write their name independently on wide-lined paper.</li> <li>• Provide children with a magazine and ask them to find the letters in their name, cut the letters out of the magazine and have them glue the letters on a piece of paper with a glue stick.</li> <li>• <b>Extension</b> - Hide the letters of the students' names and a few other random letters in the room, and have students go on a letter scavenger hunt to locate only the letters of their name.</li> </ul>
Cognitive	Review Numbers	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Review numbers 1-10 by playing: Jack Hartmann: Let's Learn our Numbers.</li> <li>• <a href="#">Let's Learn Our Numbers</a></li> </ul> <p><b>Optional:</b></p> <ul style="list-style-type: none"> <li>• The tutor will write numbers on paper/whiteboard and have students recognize them or students may write the numbers on their own.</li> </ul>

<b>Cognitive</b>	<b>Review Colors</b>	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>Review colors by listening to: Learn Colors: Preschool Chant</li> <li><a href="#">Learn Colors Chant</a></li> </ul> <p><i>Optional:</i></p> <ul style="list-style-type: none"> <li>The tutor will have the students name colors using objects or use premade colors activity sheet.</li> </ul> <p>Colors Activity Worksheet:</p> <ul style="list-style-type: none"> <li><a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>
<b>Cognitive</b>	<b>Review Shapes</b>	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>Review shapes by listening to: Jack Hartmann: <i>Shape Up</i></li> <li><a href="#">Shape Up</a></li> </ul> <p><i>Optional:</i></p> <ul style="list-style-type: none"> <li>The tutor will use premade shape worksheets and ask students to identify shapes.</li> </ul> <p>Shapes worksheet:</p> <ul style="list-style-type: none"> <li><a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>
<b>Cognitive</b>	<b>Oppositional Words</b>	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>Model and explain select oppositional words: <ul style="list-style-type: none"> <li>Fast &amp; Slow</li> <li>Big &amp; Small</li> <li>Happy &amp; Sad</li> </ul> </li> <li>Students will name feelings using Emoji Posters.</li> <li><a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>
<b>Approaches to Play &amp; Learning</b>	<b>Watch YouTube Video &amp; Sing</b>	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>Transition to a brain break using a song/video on YouTube. Jack Hartmann: <i>Celebrate a Great School Year</i></li> <li><a href="#">Celebrate a Great School Year</a></li> </ul>
<b>Health &amp; Physical</b>	<b>Fine Motor Skills</b>	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>Provide students with an example picture with geometric shapes.</li> <li>Encourage students to draw a similar picture with different shapes and colors.</li> </ul> <p><b>The students will:</b></p> <ul style="list-style-type: none"> <li>Identify colors and shapes in example picture.</li> <li>Discuss vocabulary: sun, pool, tree, house, etc.</li> <li>Draw other shapes, for example, a black door, 2 blue windows, etc.</li> </ul> <p>Example of a Shape Picture</p> <ul style="list-style-type: none"> <li><a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>

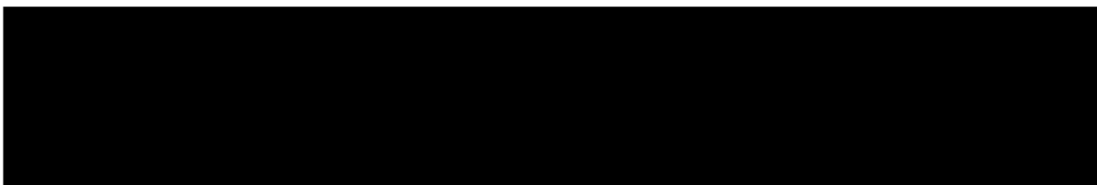
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Device to play music and videos</li> <li>• Pencils</li> <li>• Paper</li> <li>• Crayons</li> <li>• Emoji Posters</li> <li>• Colors Activity Worksheet</li> <li>• Shapes Worksheet</li> <li>• Example of a Shape Picture</li> </ul>
<b>Homework</b>	<p style="text-align: center;"><u>Cognitive Development</u> <i>Junior Journalist</i></p> <ul style="list-style-type: none"> <li>• Go for a walk with the child and observe various types of wildlife or plants in your area.</li> <li>• Invite the student to tell about the plants and animals observed.</li> <li>• Children can begin a science journal/notebook to draw pictures and label the things they see on their walks.</li> <li>• Ask the parent to complete the Cognitive Development section in the Family Guide.</li> <li>• The tutor will tab the section the parent is to use to document their child's experience with the homework assigned, as well as reminding the parent that the next lesson will begin discussing the student's success with the homework.</li> </ul>



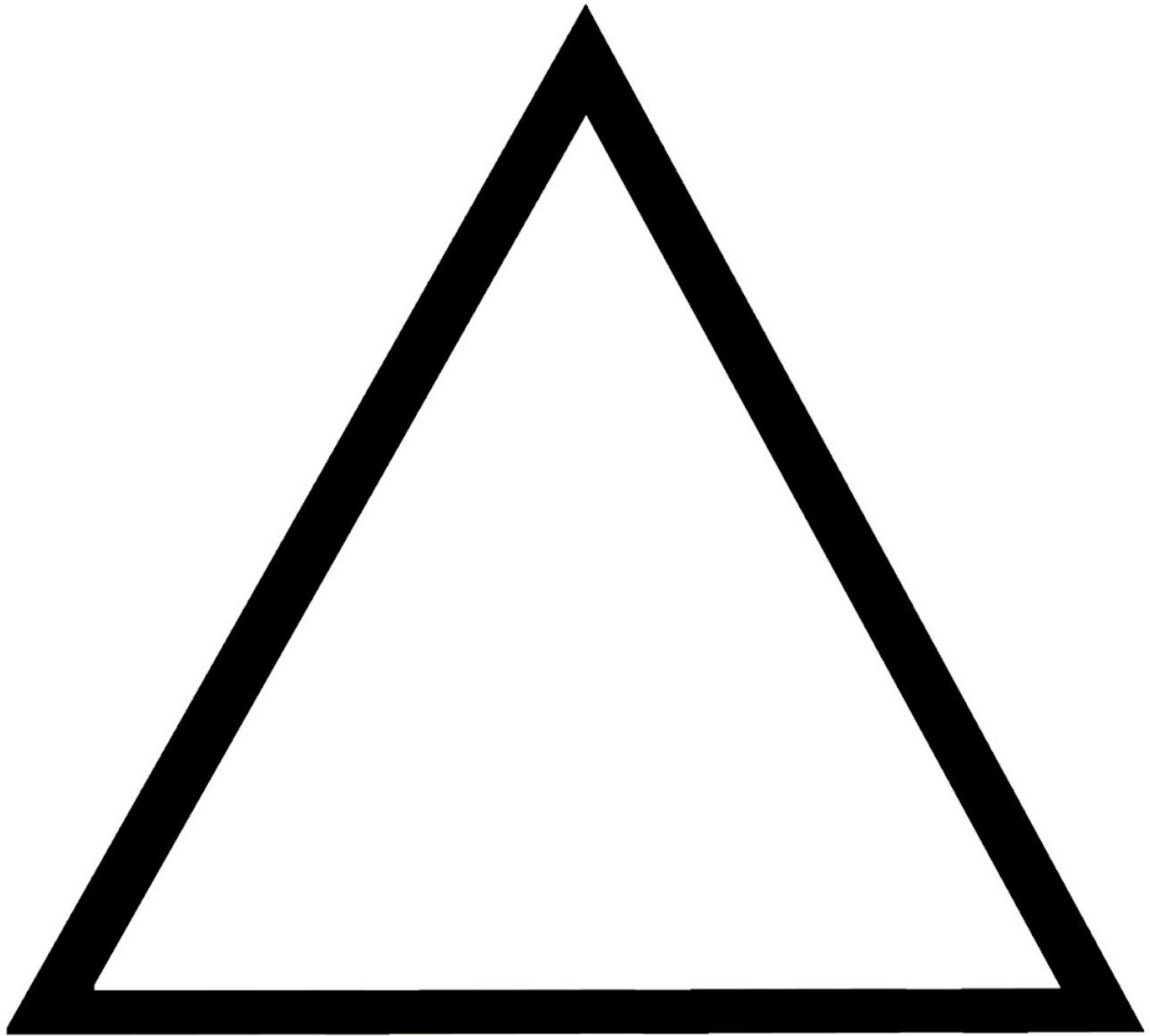
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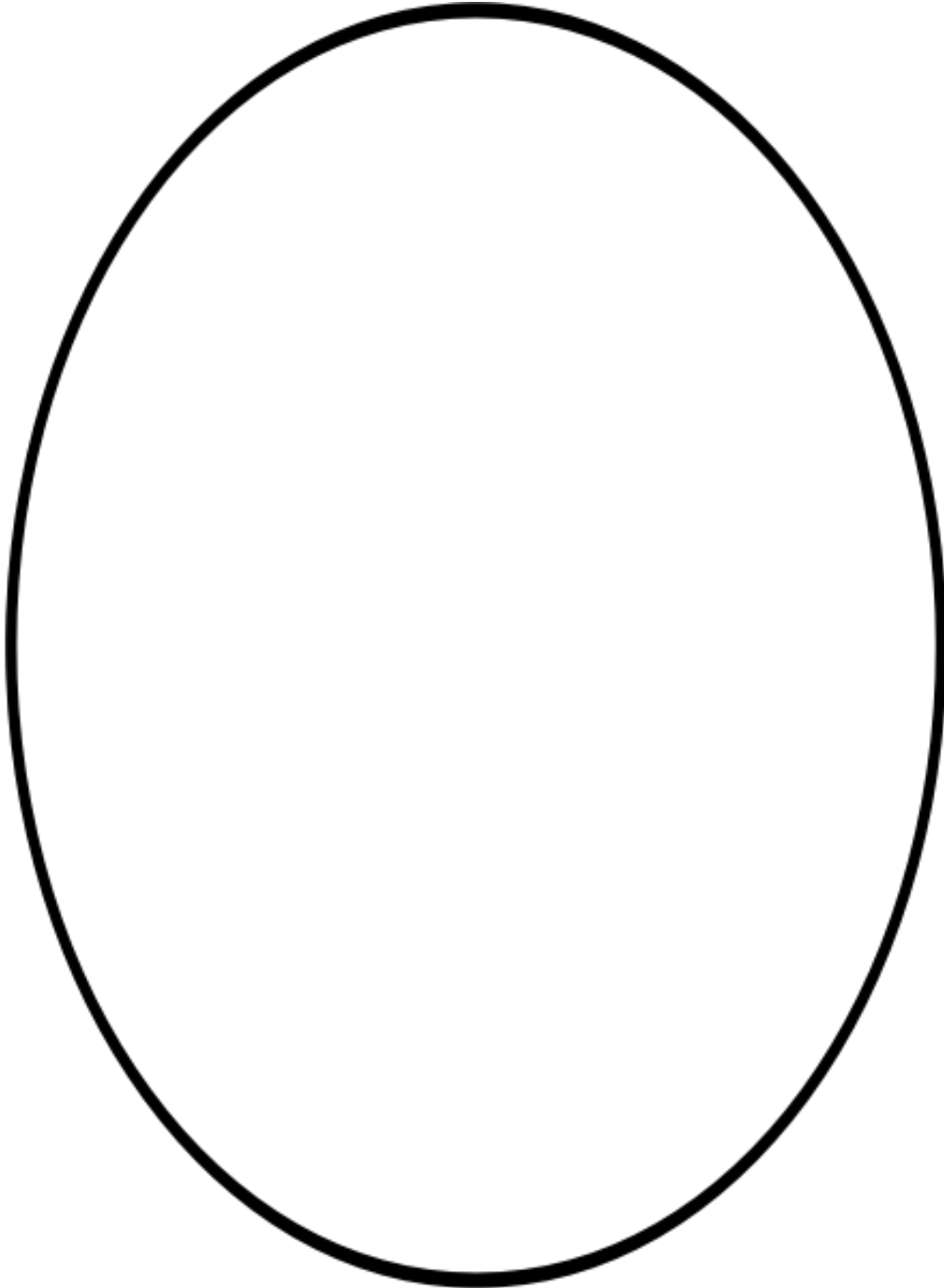
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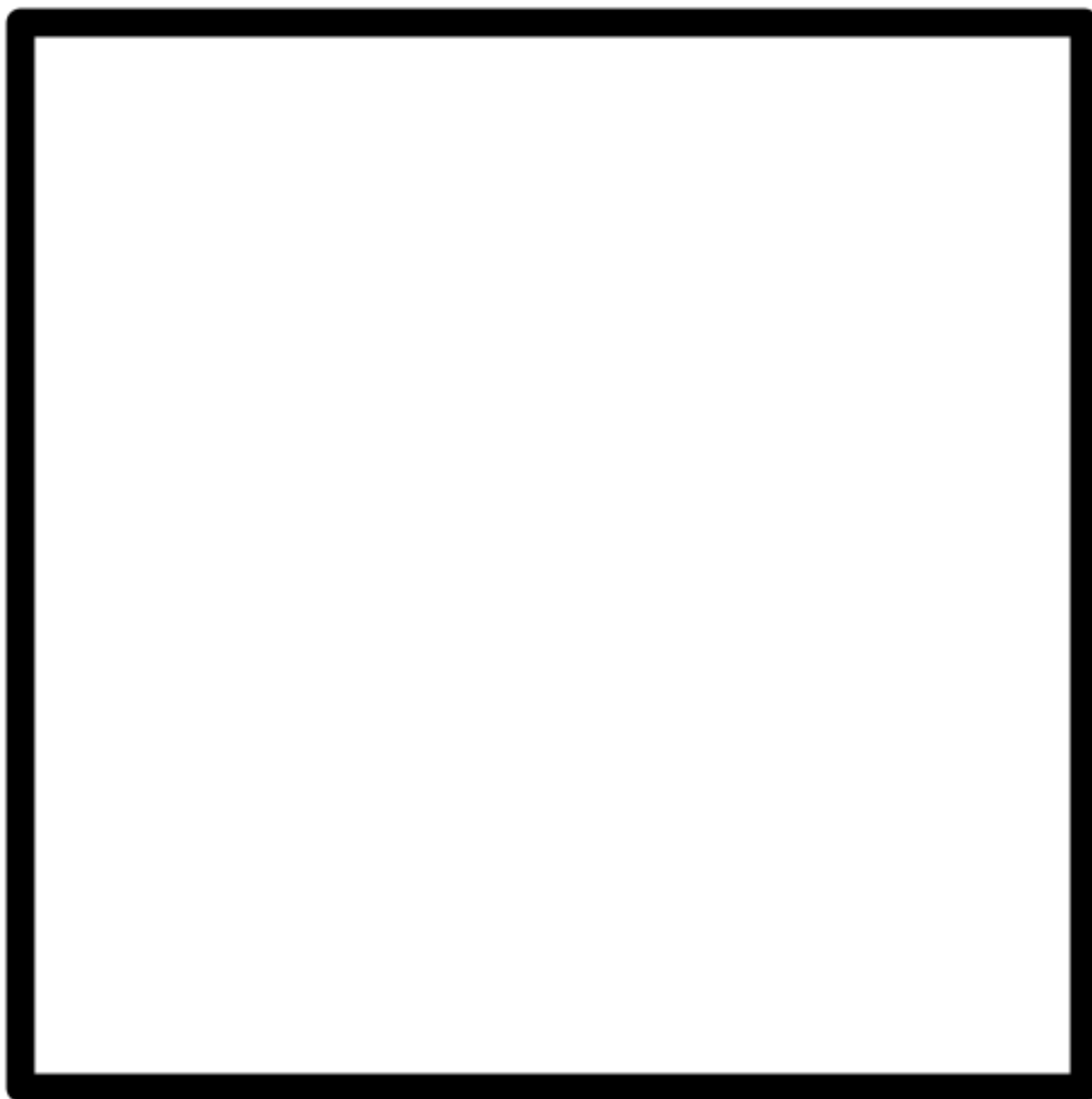
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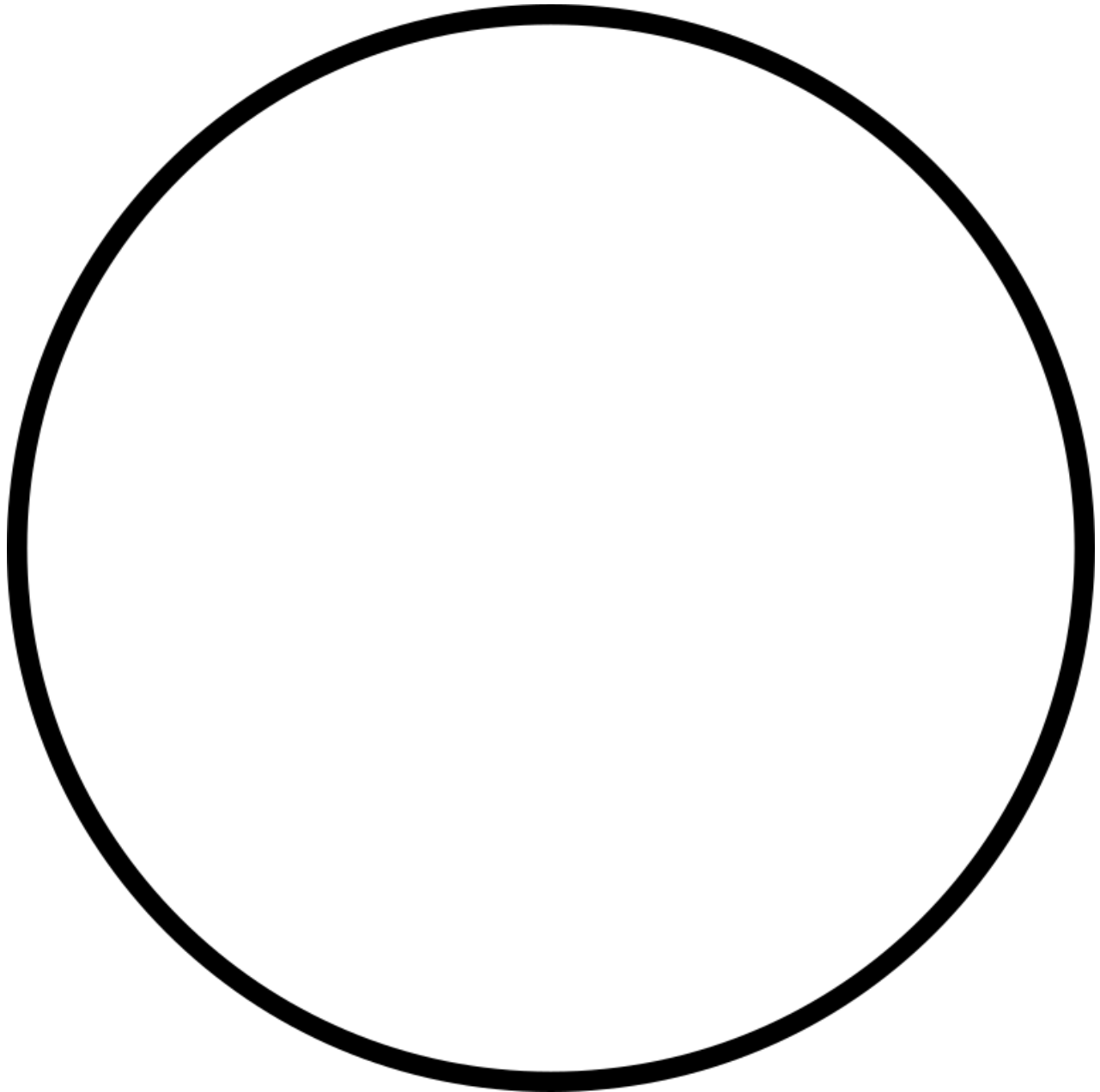
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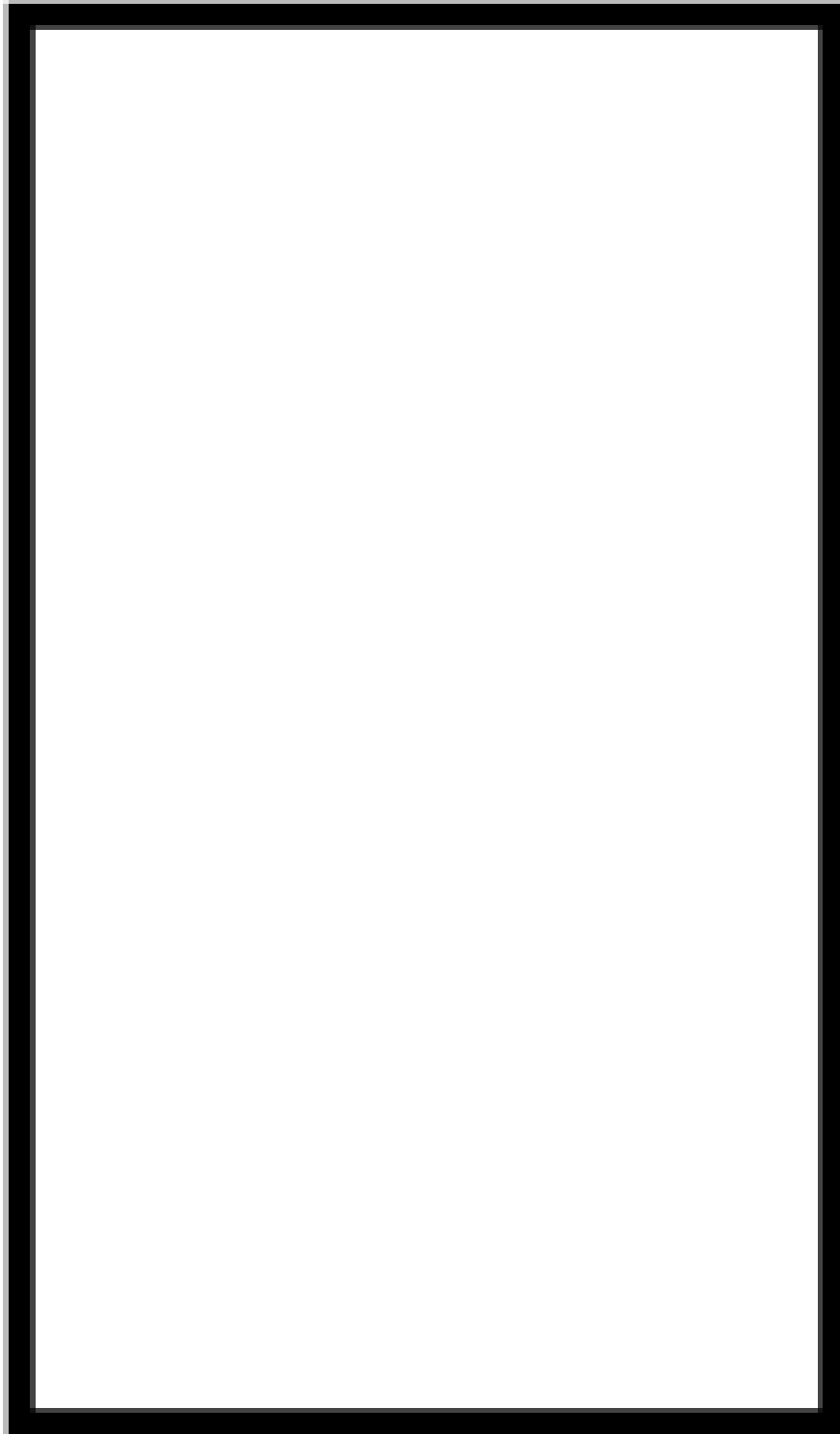
# Square



# Circle



# Rectangle





## MEP Pre-K JumpStart Lesson

### Day #17

**Objective:** Tutor will evaluate using the Pre-assessment and “I Can” Statements. Tutor will also discuss PreK-K transitional process.

Activity:	Instructions:
<b>Post-Assessment &amp; “I Can” Statements</b>	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Administer the post-assessment (Instructions on how to administer the test are on the assessment).</li> <li>• <a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> <li>• Complete the “I Can” Statement document (which is based upon North Carolina Foundation for Early Learning and Development) from what you observed and learned from the child throughout the lessons. Mark student’s current skill development in the various areas on the “I Can” document.</li> <li>• <a href="https://bit.ly/3K5UPds">https://bit.ly/3K5UPds</a></li> </ul>
<b>Kindergarten Readiness Material</b>	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Discuss the PreK-K transition with families.</li> <li>• Talk about a typical school day and answer any questions the student or parents may have.</li> <li>• Discuss how the families can continue to use the “<i>Let’s Get Ready, A Family’s Guide</i>”, as a support resource they can use to further build their child’s readiness skills for kindergarten.</li> </ul>
<b>Closure</b>	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"> <li>• Have students listen to David Steinberg’s, <i>Kindergarten, Here I Come!</i> After listening to the story, discuss a day in kindergarten. Examples are crisscross applesauce, going to recess, playing with friends, carrying a lunchbox, having a cubby, etc.</li> <li>• Read book or listen on YouTube <ul style="list-style-type: none"> <li>◦ <a href="#">Kindergarten, Here I Come!</a></li> </ul> </li> </ul>

<b>Materials</b>	<ul style="list-style-type: none"> <li>• Post-Assessment</li> <li>• “I Can” Statements</li> <li>• Book by David Steinberg: <i>Kindergarten, Here I Come!</i></li> <li>• Let’s Get Ready! A Family’s Guide</li> </ul>
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## MEP Pre-K JumpStart Lesson

### Day #18

**Objective:** Celebrate student achievements by having a graduation activity.

<b>Activity:</b>	<b>Instructions:</b>
<b>Closure Celebration</b>	<p><b>The tutor will:</b></p> <ul style="list-style-type: none"><li>• Provide closure to the MEP Pre-K JumpStart program with celebrations. This can be a graduation, food and/or a field trip to a Kindergarten classroom at a nearby local school.</li><li>• Thank parents for their participation and continued effort as their child's first teacher.</li></ul>

<b>Materials</b>	<ul style="list-style-type: none"><li>• <b>Graduation Certificate</b></li><li>• <b>Graduation Cap and Gown.</b> Amazon Link - <a href="#">Graduation Cap &amp; Gown</a></li></ul>
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# *Pre-Kindergarten*

## DIPLOMA OF PARTICIPATION TO

\_\_\_\_\_ for your participation in the \_\_\_\_\_ County Public Schools  
Migrant Education Pre-K JumpStart Program

\_\_\_\_\_  
Tutor Signature

\_\_\_\_\_  
Date





# MEP Pre-K JumpStart Lesson Resources

## Videos

- YouTube
- The Learning Station <https://www.learningstationmusic.com/>
- Super Simple <https://supersimple.com/super-simple-songs/>
- Jack Hartmann Kids Music Channel  
<https://jackhartmann.com/pages/fun-house>
- Go Noodle  
<https://www.gonoodle.com/>

## Websites

- <https://sites.google.com/dpi.nc.gov/nck-3fap/home>
- [www.prekinders.com](http://www.prekinders.com)
- [www.pre-kpages.com](http://www.pre-kpages.com)
- <https://pbskids.org/>
- <https://www.sesamestreet.org/>
- <https://www.k5learning.com/>

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### ***The following are books that work great in reinforcing concepts.***

- Color Books List: <https://pocketofpreschool.com/colors-books-for-little-learners/>
- Counting Books: <https://www.scholastic.com/parents/books-and-reading/raise-a-reader-blog/10-must-have-counting-books.html>
- Shape Books: <https://www.goodreads.com/shelf/show/shapes-storytime>
- Opposite Resource: <https://www.themeasuredmom.com/25-books-about-opposites/>
- Feelings Resource: <https://jbrary.com/2019-picture-books-feelings-and-emotions/>

### ***The following are resources that work great with the lesson plans.***

- Educational Insights Alphabet Beanbags, Learn Letters, Toddler Learning Toy, Preschool Toys, Set of 26 Beanbags, Ages 3+
- Educational Bean Bags for Toddlers, 12 Pack Preschool Learning Toys for Kids to Learn Shapes and Colors, Beanbags Montessori Activity, Fun Travel, Catch or Toss Game for Boy and Girls
- Educational Insights Number Beanbags, Learn Numbers, Toddler Learning Toy, Preschool Toys, Set of 20 Beanbags, Ages 3+
- Educational Insights Educational Toys - Colors Beanbags, Learn Colors, Toddler Learning Toy, Preschool Toys, set of 10 Beanbags, Ages 3+
- Educational Insights Shapes Beanbags, Learn Shapes, Toddler Learning Toy, Preschool Toys, Set of 8 Beanbags, Ages 3+

- Skoolzy ABC Wooden Blocks for Toddlers - 30 Wood Alphabet Blocks - Montessori Stacking Letter  
Preschool Learning Toys - Kindergarten Reading with Travel Tote
- Gamenote Magnetic Alphabet Maze Board with 4 Activity Cards, Wooden Matching Letter Game  
Montessori Toys for Preschool Kindergarten - Fine Motor Skills Toys ABC Recognition Color  
Sorting Puzzle



# MEP Pre-K JumpStart Lesson

## Supplemental Teaching Ideas

\*\*Every child learns differently at different paces. Here are a few hands-on activities that are fun and engaging.

### Letters in Name:

- **Letter Blocks:** Use letter blocks to build a child's name on every lesson.
- **Legos:** with a black marker, write the child's name on each Lego. Have the child connect the Legos.
- **Bottle Caps.** Write letters of their name on water bottle caps with a permanent marker. Have the child place the letters in order.
- **Popsicle Sticks.** Write the letters of their name on popsicle sticks. Have the child place the letters in order.



## **Shapes:**

**Playdough.** Laminate or place the shape mats in a sheet protector. Build the shape using playdough using a scaffolding system.

- First, you show the child
- Then, you do it together,
- Finally, the child does it independently.

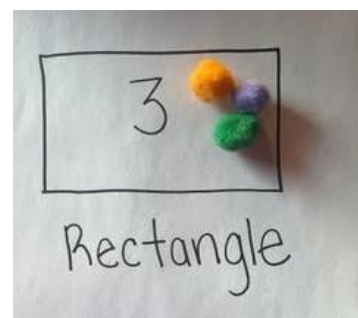
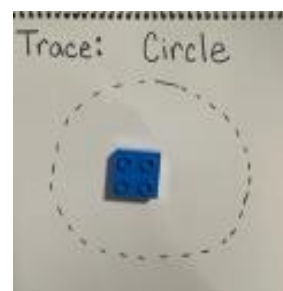
**\*\*\*You can also do this with the letters in the child's name. \*\*\***

- Draw the shape on a piece of paper and have the child trace the shape or even draw the shape independently. Then, use the playdough to build the shape.

- Have the child place a specific quantity in a specific shape. For example, have the child place 3 objects in the rectangle.

- Have the child place 2 colored objects in a specific shape.

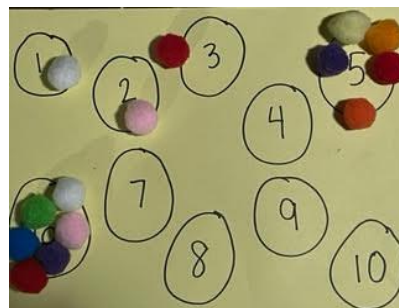
**\*\*\*\*Child size toy tweezers are great for fine motor development. They can be used to pick up objects, especially pom-poms. \*\*\*\***



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## Numbers:

- **Objects.** Have the child place objects in the numbered circles. This can be toys, pom-poms, beans, beads, etc.



- **Bottle Caps.** Write the numbers 1-10 on water bottle caps with a permanent marker. Have the child place the numbers in order.



- **Popsicle Sticks.** Write the numbers 1-10 on popsicle sticks. Have the child place the numbers in order.



- **Unifix cubes** are great for counting and sorting.



**\*\*\*Helpful tip: (1-to-1 correspondence is the skill of counting one object as you say one number.)\*\*\***



These are foam puzzles\*\*

Dry erase whiteboards are also very engaging\*\*\*



Dry Erase Pockets\*\*\*



Magnetic Letters\*\*\*

