

Love 2

Learn



Family Literacy Program Manual



Love² Learn

Family Literacy Program Manual

Love 2 Learn

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Writer/Program Developer: Joan Exley

Editor: Margaret Sutherland

Designer: Kim Thorn

Content Providers: Sheri Allarie, Joanne Harris, Nicole Purvis, Melissa Woodward

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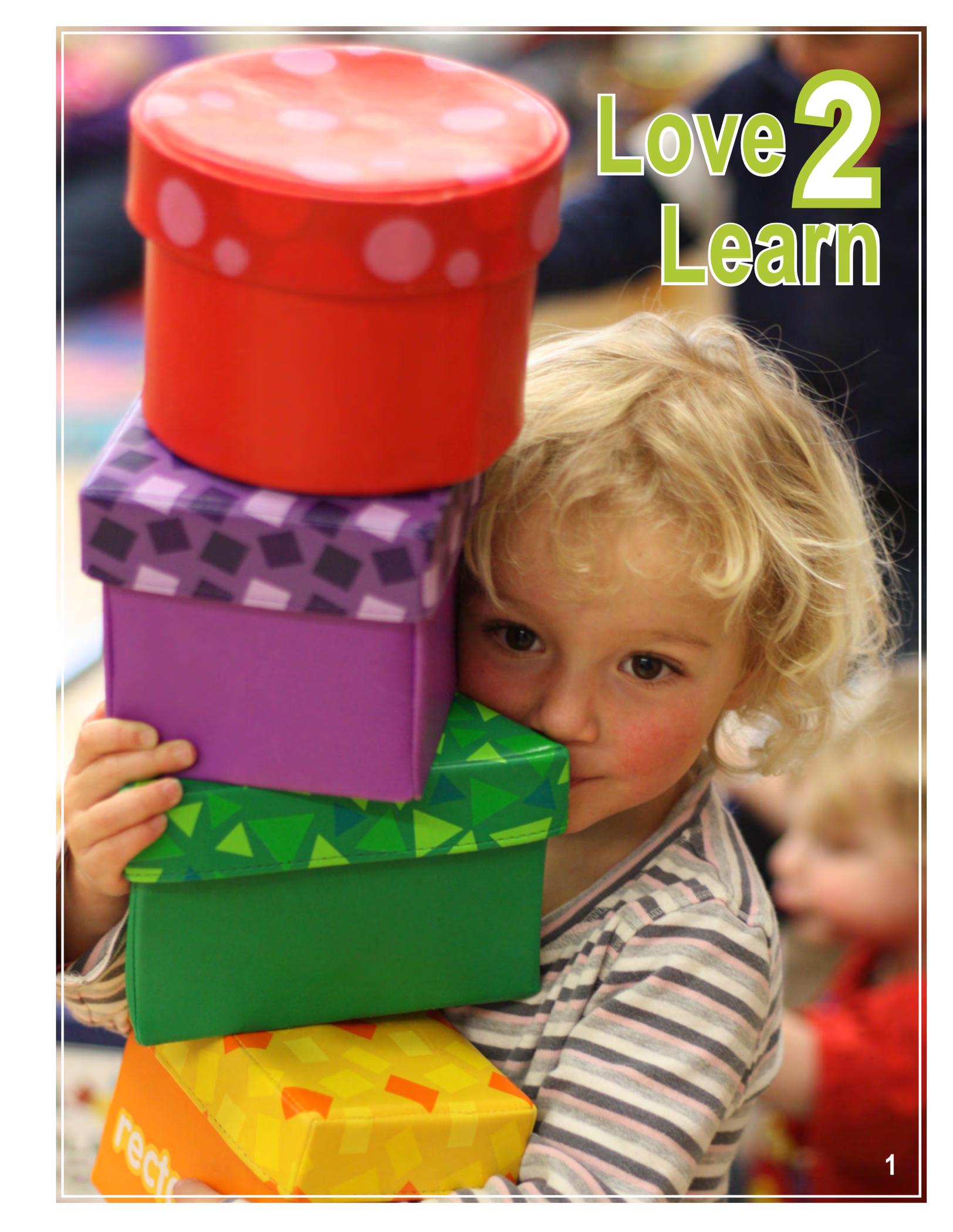
Decoda Literacy Solutions
560 - 510 Burrard Street,
Vancouver, BC
Phone: (604) 681-4199
Fax: (604) 681-3006
Email: info@decoda.ca
Web: decoda.ca

The logo for Decoda Literacy Solutions features the word 'Decoda' in a large, black, serif font. Below it, the words 'LITERACY SOLUTIONS' are written in a smaller, black, sans-serif font.

Decoda
LITERACY SOLUTIONS

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Love **2** Learn

A Bit Of Background

Love 2 Learn is an early-learning program that was developed in Nelson, BC. The program is for three- to five-year-olds and their parents or caregivers and is offered in partnership with the schools in our community. Love 2 Learn grew out of a desire to support parents and is based on the belief that parents are a child's first and most important teacher.

This Love 2 Learn manual was developed as a starting point for offering a Love 2 Learn program in your community. Its focus is on the program's components, structure and philosophy. It includes useful tools and lessons learned to help you get started.

We have included ten lesson plans, ten Ideas 2 Go and a set of Give it a Glance. But remember, this is just a way to launch your Love 2 Learn program. Be sure to create your own lesson plans and follow the interests and needs of the families you work with. Be reflective and responsive. Keep in mind the program's foundational ideas and best practices ... then follow your families and create more lessons. Make Love 2 Learn what it needs to be in your community!

Jean Eddy



Columbia Basin Alliance for Literacy

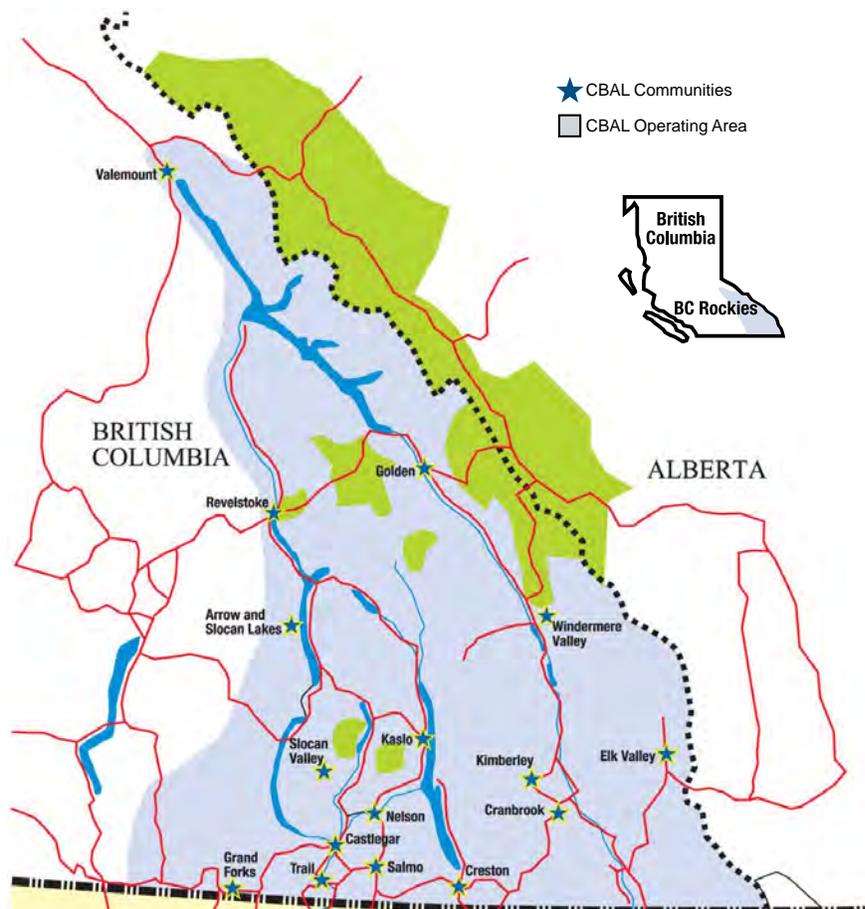
The Columbia Basin Alliance for Literacy (CBAL) is a not-for-profit organization that develops, promotes and delivers literacy programs and services for people of all ages in the Columbia Basin and Boundary regions of southeast British Columbia.

CBAL's vision is that local communities will be healthy, inclusive, and committed to literacy and learning as "lifelong" and "life-wide" activities.

CBAL's 16 community literacy coordinators work with local advisory committees to develop effective literacy programs and services for the 77 communities they serve across the region.



Program Area



Family Literacy



“Family literacy refers to the way parents, children and extended family members use literacy at home and in their community. Family literacy occurs naturally during the routines of daily living and helps adults and children “get things done.”

(Introduction to Family Literacy, Centre for Family Literacy, 2007)

“Family literacy celebrates and supports the lifelong learning that occurs every day within families and communities.”

(CBAL Community Literacy Coordinators, 2009)

A quality family literacy program is ...

Strengths-based

- Builds on the knowledge that families bring with them
- Builds on the existing good work in the community
- Is based on principles of collaboration and respect
- Honours cultural and linguistic backgrounds
- Encourages practitioners to become co-learners
- Avoids deficit language like “trapped,” “at risk,” and “break the cycle”

Intergenerational in nature

- Encourages adults and children to participate together
- Directs learning to adults and children

Responsive to community needs

- Provides an opportunity for parents and other service providers to give input about time, location and program format



Family Literacy

A quality family literacy program is ...

Inclusive

- Includes diverse cultural and linguistic backgrounds

Able to help reduce barriers

- Considers transportation, time and cost for participants
- Is always a supportive environment for families
- Doesn't make assumptions
- Is clear, explicit and uses visuals
- Uses plain language techniques
- Knows what services are available to adults in the community
- Creates a literacy-friendly environment

(Decoda Literacy Solutions, 2014)



A photograph of two young children with blonde hair, focused on playing with colorful toys. The child on the left is wearing a light green sweater with a pattern of small hearts in purple, blue, and pink. They are holding a blue and green toy. The child on the right is wearing a pink shirt and is also playing with a green toy. The background is a colorful, blurred play area.

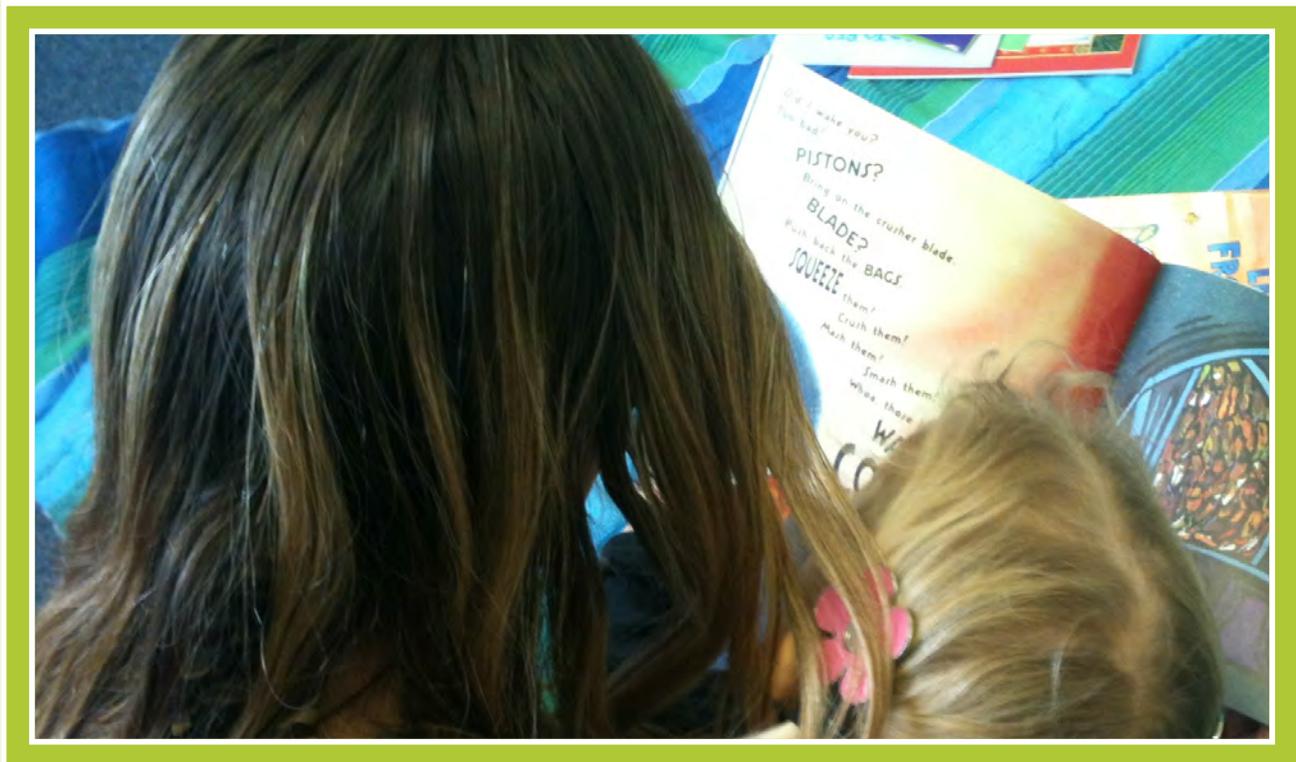
Love 2 Learn Program

Program Overview

Love 2 Learn is an early learning program designed for children aged three to five and their parents and caregivers. Ideally, the program is held in an elementary school so children and parents become comfortable in the school environment before children go to kindergarten. If no space in a school is available, any location that is safe and appropriate for preschoolers will work.

Love 2 Learn program goals are to:

- Provide shared experiences for parents and caregivers and children that are centred on fun and engaging, play-based learning activities
- Make those learning activities transferable to the home environment
- Provide access to materials and resources that can be borrowed and taken home
- Show parents and caregivers new ways to support their children's development and learning
- Create a supportive network of parents and caregivers



Love 2 Learn may include:

- Exploring and learning together
- Making simple materials into “learning toys”
- Creating felt board stories, modelling clay art and book crafts
- Borrowing books from the school library
- Sharing a healthy snack
- Accessing a resource lending library
- Sharing rhymes, stories and songs at circle time

More ideas and materials are shared with parents through:

Ideas 2 Go – materials and ideas given to parents and caregivers weekly to take and do at home

Give it a Glance – a tool used to share the collective wisdom of the group, start conversations and plant the seeds of ideas



Program Structure

Always let parents and caregivers know that there is no “late” at Love 2 Learn. If they are not able to get there at the beginning of the program, welcome them in and let them know you are glad they are there. If parents or caregivers come early, make them feel welcome by inviting them to come in and help with set up.

Families have many years ahead when the pace of life will quicken. Let’s make sure both the adults and young ones are not feeling rushed.

Shape of the Day

Session contact hours: 1.5

Facilitator on-site time: 2.5 hours (varies with different locations and groups). Before participants arrive, set up the welcome table at the entrance to the room and lay the resource lending library materials out on tables or on the floor around the room.

Welcome Table

The welcome table is a place to share:

- Give it a Glance
- Community happenings
- Scholastic book clubs materials (if available through the school)
- Sign in sheet
- Songs, poems or story list to go with the day’s theme
- Nametags for children and adults



First 30 minutes

The first 30 minutes is a time for exploration and play. It is the most valuable time for you to connect with parents and caregivers. As families arrive they can play with the resources that are laid out around the room. This is a time for exploration and play.

Take this time to:

- Check in
- Model the use of the resources
- Get ideas for programming
- Find out what families need and want
- Develop relationships and engage in conversations

Circle Time

Circle time will vary greatly depending on the group you have. It is a time for:

- Sharing stories, finger-plays, songs, etc.
- Modeling shared reading
- Practising skills like listening, sharing and focusing
- Weaving in indirect goals like “understands and follows routines” or “expresses their own point of view and reflects on others’ views.”

Library Visit

Connecting with the school library helps families become part of the school community. Often it is one of the families’ favourite parts of the program. The library visit provides:

- A chance to model discussions about books
- An opportunity to help choose appropriate books for children
- Access to books and other resources
- A time to create a connection to the school community

Program Structure

Time to Create

- Choose activities that are simple and have a literacy connection
- Provide opportunities to work on skills like use of scissors and pencil grip
- Keep it simple - don't shy away from classic crafts (e.g. paper bag puppets)



Ideas 2 Go

As families leave, offer the Idea 2 Go for the week. Keep Ideas 2 Go literacy-based. Include activities that help parents support their children's learning at home.

Keep circle time to 15 – 20 minutes. The youngest children will likely have had little experience in a circle. Allow for this. Use lots of movement and short stories. Shorter is better than longer. End with the group wanting more!

Ideas for Circle Time

- Start with a gathering song to get everyone to the circle. Be consistent with this each week to create familiarity and routine.
- Include everyone in the circle with a name song, e.g. Hickity Pickity Bumblebee, can you say your name for me?
- Start with a big book as they are fun and engaging for a group. Often the public library or schools have big books to borrow.
- Try rhymes, books, felt stories, draw and tell, puppets, storytelling, and songs for variety and to model different strategies for parents.
- Play very simple games and showcase resources available in the lending library.
- Use a consistent song or rhyme to transition to the next activity. This provides structure and gives children who find transitions challenging a cue that a change in activity is coming.

Tips for Circle Time

- Get parents and caregivers to participate as much as possible. Encourage them to take their child on their knee or to sit as close as possible.
- Find a book with a phrase or word, sound effect or action that allows audience participation. Participation is the best way to keep attention.
- Start with the longest story. End with felt stories, which are more visual and engaging.
- Intersperse stories with rhymes, songs and movement.
- Repeat rhymes a few times to help parents learn them for home use.
- Choose books with bright, bold and large illustrations.

Circle Time

More Tips for Circle Time

- Be prepared! Read stories ahead of time; practise rhymes and songs.
- Be flexible. Have a spare story ready in case you need it.
- Choose materials you love for circle time. It is easier to be enthusiastic if you love the story.
- Create your own movement and actions for your story. Have the families join in when you are sharing a story. Have families make actions and movement.
- Keep story time short and engaging. If it's not going well, end the circle early. Be in tune with your families.



Resources for Circle Time

- BC Child Care Resource and Referral (CCRR) resource library
- Books
 - o *Hands That Tell a Story* by Kathy Reid-Naiman
 - o *I'm a Little Teapot: Presenting Preschool Storytime* by Jane Cobb
 - o *Ring a Ring O Roses: Finger Plays for Preschool Children* by Charles A. Hansen (Editor) and Cynthia S. Stillely (Editor)
 - o *The Complete Book of Rhymes, Songs, Fingerplays, and Chants* by Jackie Silberg and Pam Schiller
 - o *Wee Sing Children's Songs and Fingerplays* by Pamela Conn Beall and Susan Hagen Nipp
- Decoda Literacy Solutions – decoda.ca
- Local public library – felt stories, resource books, big books



Circle Time

Types of Books for Circle Time

Wordless (or nearly wordless) This type of book allows for A LOT of discussion. Questions and conversation can be modeled in the circle. Try *Goodnight, Gorilla* by Peggy Rathmann, or *Good Dog, Carl* by Alexandra Day.

Concept Look for shapes, colours, numbers, seasons, senses, and the alphabet.

Rhyming or Pattern/Predictable Rhyming, repetition and predictability are important for early language and literacy development.

Beautifully Illustrated There are many wonderful award winners by authors like Audrey Wood, Eric Carle, Barbara Reid, Eugenie and Kim Fernandes. Many of these illustrated books offer ways to extend the story through related art activities - play dough art (Barbara Reid, Eugenie Fernandes), tissue paper crafts (Eric Carle).

Award Winners Watch for the medal on the front of some books.

Classics Old favourites are still a hit. Share a favourite from your childhood with the group. These books invite participation. Make it fun by having everyone join in!

Non-fiction Sharing non-fiction books shows that information can be found in books and engages children's curiosity and love of learning.

Canadian Don't forget Canadian authors! Here are some examples:

- Marie-Louise Gay
- Barbara Reid
- Sharon Jennings
- Phoebe Gilman

Folk and Fairy Tales There are many books that present illustrated, modified versions of classic fairy tales that are suitable for young children.



**Love²
Learn**

**Connections with Parents
and Program Partners**

Connecting with Parents and Caregivers

The connections you make with the adults in Love 2 Learn are crucial to the success of your program. Here are some thoughts to keep in mind, and review from time to time, to ensure that your focus remains on supporting parents and caregivers in being their children's first and most important teachers.

Making the Connection

Build relationships

- The first part of each session is the most important. It's a time to connect individually and get to know the families in your program. The stronger your relationships are, the more effective you'll be in supporting families.

Model exploration

- When you are sitting beside a family, gently model ways to interact with the learning materials. Point out the things you know about the material so parents and caregivers gain a deeper understanding of why an activity is valuable. When you show one person an idea, very often that person will pass it on to another.

Have informal conversations

- It can be challenging to share ideas in a large group. There are many distractions and it is often loud and unfocused. The one-to-one conversations you have with parents and caregivers as you are playing and interacting with the children are valuable and rich. Much of what we share with parents comes through in these informal conversations.

Refer to other agencies and resources

- The welcome table is a good place to share what is going on in your community. Keep your eyes and ears open and talk to other service providers about opportunities that may be of interest to the families in your program.
- Often a parent will share a concern or challenge as you are chatting. If there is nothing in Love 2 Learn to address his or her need, look further. Talk to other service providers, look online, or ask professionals in your community.

Connecting with Parents and Caregivers

Working with Vulnerable Families

- Know the resources available in your community so that you can refer families to the services they need. Display resources on the welcome table or keep them in a binder that is easily accessible to parents. Invite professionals like Public Health Nurses and Infant Development Workers to visit your program.
- Encourage vulnerable families to come to you. Let families know you are available. Give positive feedback on their parenting in any way you can. Open the door for conversation. Give positive messages about their children's strengths and skills.
- Facilitate conversation and peer networking to make sure families know one other. When families are sitting at the table doing an activity, try to start a conversation and pull people in. Ensure that new families are welcomed and feel valued right away. If two families have a similar concern, try connecting them around the issue. Create a community within the group to support those who are most vulnerable.
- Always give families the option to step away from circle or other activities. This allows families that have challenges with sitting in a circle to feel included and successful in the program.
- If there are barriers to accessing the program, like transportation, try to help find ways around them.
- Bring families together by suggesting they go to the school or community playground after the program. This helps create connections outside the program.
- Be sure to connect with families on a regular basis so they feel well supported. This could be a quiet conversation during activity times, a quick phone call when a parent has missed a session or a check in after the program if you sense a family is struggling.

Connecting with Parents and Caregivers

Providing Parent Resources

It is helpful to have a collection of parenting books in the Love 2 Learn resource lending library. They can be displayed in the room and borrowed by parents and caregivers. Add resources as they are recommended - or those that address a specific need. Some Parent Advisory Committees are willing to purchase parenting books to lend to the parent community in their schools.

Make a list of places in your community that have resources for parents and put it on the welcome table. Good places to start include the public library, Child Care Resource and Referral (CCRR), Family Resource Program, and mental and public health agencies.



Connecting with Schools (or other locations)

Building a relationship with the school principal and staff is important to the success of the program. Ask for a meeting to discuss the program. Focus on the goals that are shared by the school and the program. Point out the value of introducing families to the school community and helping preschoolers develop school readiness skills before they enter school. Once the program is running, invite the kindergarten teacher and principal to drop in any time. Building these connections helps families and schools.

If there is no space in a school for Love 2 Learn in your community have a similar conversation with staff at the place you wish to run your program.

Deciding What to Take

Helpful information to take when meeting with school or other organization's personnel includes:

- Organization brochure
- List of programs you offer (Adult, Youth, Family)
- Love 2 Learn program description and goals
- Your business card with contact information

Once you have agreed to run a Love 2 Learn program at a school or other location, it is a good idea to develop a partnership agreement so that both partners are clear on what their roles and responsibilities are for the program.

Included on the next page is a sample partnership agreement. At times, schools or parent advisory committees have funds to help support Love 2 Learn. Any financial agreement you come to with a school or other organization should be clearly indicated in the partnership agreement.

Love 2 Learn Partnership Agreement

between

Your Organization

and

Partner Organization

MM, DD, YYYY to MM, DD, YYYY

Love 2 Learn Program Goals:

- Provide shared experiences for parents and caregivers and children that are centred on fun and engaging, play-based learning activities
- Make those learning activities transferable to the home environment
- Provide access to materials and resources that can be borrowed and taken home
- Show parents and caregivers new ways to support their children's development and learning
- Create a supportive network of parents/caregivers

_____ will:

Your Organization

- Provide ____ weeks of Love 2 Learn, which will include:
 - o discussions with parents about supporting early learning
 - o structured circle time
 - o literacy activities for parents/caregivers and children to engage in together
 - o Ideas 2 Go for parents to take and use at home
- Provide programming that is responsive to participant needs and fits within the vision of _____
Your Organization
- Provide the program facilitator, weekly supplies and snacks for participants
- Provide program resources

Love 2 Learn Partnership Agreement

_____ will:

Partner Organization

- Provide program space
- Promote the program
- Provide photocopying
- Provide space to store program resources (3 small plastic tubs)

_____ will invoice _____
Your Organization Partner Organization

for \$_____ upon completion of _____, one and a half hour long, sessions of Love 2 Learn.

Your Name

Name

Title

Title

Your Organization

Partner Organization

Date



Love **2**
Learn

**Program Resources
and Tools**

Program Resources

You will need three plastic tubs for Love 2 Learn. One tub will contain basic supplies you may need each week. The other two tubs will hold the resource lending library, which is used in the first 30 minutes in the program and contains items that are available for families to borrow for the week. Don't let the cost of a resource library hold you back! This is something that can be built over time.

Sample Love 2 Learn Resource Library

Activities and Games

- Bead Sequencing Kit
- Early Language Concept Kit
 - *category sorting*
- Feed the Animals (monkey and dog)
 - *fine motor skills game*
- Gears
- Lacing Letters and Numbers
- Match a Colour Sorting Box
- Rhyming Bags
- Sorting Math Bag
- Storytelling Math Kit - Tang's Story
- Toobaloo - *magnifies a child's voice so they hear themselves*

Puzzles

- ABC Floor Puzzle
- Farm Cube Blocks
- Floor Puzzle - ABC Train
- Puzzles – alphabets and shapes
- Wooden puzzles (3)
 - Rhyming Words, In My Home, Animals

Books and Companion Activities

- Chicka Chicka 123 Tree Kit and Book
- Jack & the Beanstalk Story Bag



Program Cost

The cost for Love 2 Learn will vary, depending on how much in-kind support you receive, contributions from community partners and other sources, and the amount your organization pays program facilitators.

The resource lending library can be built over time, but it is important to allow for that cost as providing resources to borrow and take home is an important part of the program. With a little creativity, the cost for program supplies and snacks can be quite reasonable.

Facilitation time should include enough time to cover program planning and preparation, shopping, setup and cleanup.

Sample Love 2 Learn Budget

Love 2 Learn Budget (10 weeks)			
	Cost	In-kind contributions	Description
Program Facilitator	\$1250		\$25/hour - 5 hours/week
Weekly Supplies & Snacks	\$300		\$30/week
Rent		\$750	\$25/hour - 3 hours/week
Resources	\$100		\$100/10 sessions - to keep resource lending library current
Promotion		\$100	Partner organization
Photocopying		\$50	Partner organization
Total	\$1650	\$900	

Program Cost

In Nelson, where Love 2 Learn originated, CBAL provides:

- A trained facilitator
- Weekly program supplies
- Healthy snack for families
- 1 free book per child (optional)
- Ideas 2 Go resource package for families each week
- Resource lending library for families

Local schools provide:

- Space for program and storage of three tubs of resources
- Program promotion through the school
- Photocopying
- Access to the school library



Program Facilitator Tools

Below are some examples of forms and tools used in Love 2 Learn. Use these to keep organized and gather information from participants. These forms and tools include:

- Program Description
- Program Overview
- Program Advertisement
- Registration Form
- Parent Welcome Letter
- Book Sign-Out Form
- Participant Feedback Form
- Facilitator Feedback Form
- Facilitator Reflective Practice Sheet

Be sure to adjust your program based on the feedback you receive. Be thoughtful and reflective in your practice to keep your program fresh and fun!

Program Description



Love 2 Learn is an early learning program for children 3 to 5 and their parents or caregivers. A facilitator leads a circle time with songs, stories and rhymes. The facilitator models ways in which adults can engage children in conversations and activities around literacy. Materials are available for learning through play experiences. The program includes a lending library and ideas to take home.





Program Overview

Love 2 Learn is an early learning program designed for children aged three to five and their parents and caregivers.

Program goals are:

- Provide shared experiences for parents and caregivers and children that are centred on fun and engaging, play-based learning activities
- Make those learning activities transferable to the home environment
- Provide access to materials and resources that can be borrowed and taken home
- Show parents and caregivers new ways to support their children's development and learning
- Create a supportive network of parents and caregivers

Love 2 Learn may include:

- Exploring and learning together
- Making simple materials into 'learning toys'
- Making felt board stories, clay art and book crafts
- Borrowing books from the school library
- Sharing a healthy snack
- Accessing a resource lending library
- Sharing rhymes, stories and songs at circle time

Ideas and materials are shared through:

Ideas 2 Go – materials and ideas given to parents and caregivers weekly to take home and do at their kitchen table

Give it a Glance – a tool used to share our collective wisdom

Love 2 Learn

**Come Out and Enjoy
Love 2 Learn!**

**A free program
for 3-5 year olds and
their adult ...**

Love 2 Learn includes:

- Exploring and learning together
- Making simple materials into “learning toys”
- Making felt board stories, clay art and book crafts
- Borrowing books
- Sharing a healthy snack
- Accessing a resource lending library
- Sharing rhymes, stories and songs at circle time
- Taking “Ideas 2 Go” home – materials and ideas given to parents and caregivers weekly to take and do at home





Welcome to Love 2 Learn

Parents are a child's first and most important teacher. Love 2 Learn is an early literacy program. We hope you will come away with some great ideas for things to do at home to help your child begin on the road to lifelong learning.

Children learn through play. We hope that many of the activities we'll do together spark ideas for things you can do at home. All of our resources are available to borrow. Take them home and enjoy playing with your child.

Love 2 Learn is a parent participation program. You and your child will enjoy doing the activities together.

Come to the circle time with your child and enjoy listening to stories together. For some children this will be their first time sitting in a group. This is a learning experience. Be patient and know that it may take time for them to be interested. We are very flexible.

Please respect the classroom and its belongings. We are very fortunate to hold our program in the school. At the end of the day, please help clean up with your child. It is a much easier and more enjoyable job when we do it together.

We base the program content on your input. If you have ideas or requests for activities please let us know.

If you have any questions or concerns please talk to us:

Program Facilitator:

Program Coordinator:





Facilitator Feedback Form

Please fill out this form at the end of the program to help make sure future Love 2 Learn programs are as effective as possible!

Love 2 Learn Program Goals:

- Provide shared experiences for parents and caregivers and children that are centred on fun and engaging, play-based learning activities
- Make those learning activities transferable to the home environment
- Provide access to materials and resources that can be borrowed and taken home
- Show parents and caregivers new ways to support their children's development and learning
- Create a supportive network of parents and caregivers

How did you collect participant feedback this session? (E.g. paper evaluation, Stars and Wishes, conversation recorded by you, etc.)

What did you learn from participant feedback? (What was positive? What challenges or issues were raised?)

What changes or adjustments will you make for the next Love 2 Learn program?

How do you know the program goals were met this session?

Please share a story or two that sticks out for you. (Look for stories that show the impact of the program.)



Facilitator Reflective Practice Sheet

“Being reflective in our practice helps us to grow and be more intentional in what we do.
Looking back can be a good way to move forward.” (Joan Exley)

At the end of each session, take a moment to reflect on what went well and what didn't. If it is difficult to let your thoughts flow, try these questions:

Did any new ideas come out of today's activities?

How did you feel parents received what you were saying?

Are there activities for the next session that came from today?

What do you feel good about? What was frustrating?



Love **2** Learn

Lesson Plans

Lesson Plans

There are ten lesson plans in this manual. The activities in each lesson are designed so they can be modified to suit the children in your program. For example, if you have a very young group you may want to have a shorter circle time or simplify the craft.

The templates, Rhymes and Songs sheets and Ideas 2 Go for each session are included with the lesson plans.

The learning goals for Love 2 Learn are based on British Columbia's Early Learning Framework. The primary purpose of the framework is to support adults to create "rich early learning experiences and environments that reflect the latest knowledge on how to best support young children's early learning and development." (British Columbia Early Learning Framework, p. 3)

Principles of the British Columbia Early Learning Framework

- Children are born with the innate desire to learn.
- Families are the primary caregivers of children and have the most important role in promoting their children's well-being, learning, and development in the context of supportive communities.
- Play is vital to children's healthy development and learning.
- Consistent, responsive and nurturing relationships are essential to the well-being and early learning of children.
- All aspects of children's development and learning—physical, social, emotional, cultural, linguistic, and intellectual—are interrelated and interdependent.
- Language plays a central role in connecting thought and learning.
- Children are active participants in their families and communities.
- The individual, cultural, and linguistic identities of children and families are respected and integrated into early learning settings, programs, and activities.
- The physical environment shapes children's learning and well-being.

This framework outlines four areas of early learning:

- Well-being and Belonging
- Exploration and Creativity
- Languages and Literacies
- Social Responsibility and Diversity

Each session of Love 2 Learn has four goals based on these areas of learning. These goals help to focus our attention and intention as we facilitate the experiences families have.

Thank-you to all the Children’s Librarians, Early Childhood Educators and Family Literacy Practitioners who keep the rhymes and songs included in these lesson plans alive by passing them on through the oral tradition.

Pay careful attention to each lesson’s goals and let them set the tone for your conversations with families.

Sometimes the goals tie directly to the lesson’s activities.

Sometimes the goals are meant as a reminder of the foundational philosophy of family literacy and can be woven into the program more indirectly.



“Family literacy programs are about working with the adults in the room and helping them support their children’s learning.”

Joan Exley



Lesson Plan 1 - Apples

Session #: _____

Date: _____

Location: _____

Welcome & Exploring

- Set up the Welcome Table
- Lay out program resources
- Greet and interact with families; model supportive play

Circle Time

- Read *The Growing Up Tree* by Vera Rosenberry
- Sing “In the Apple Tree”
- Tell the “Ten Red Apples” felt board story
- Cut an apple in half horizontally - look at the star!
 - Talk about apples being a fruit
 - Talk about things we eat and do that make us healthy
- Sing the “Applesauce” song

Snack

- Include either apples or applesauce
- Introduce Apple Lacing Fun Ideas 2 Go

Library Visit

Time to Create - Apple Stamping

1. Cut 5 apples in half. Cut some vertical and some horizontal.
2. Put 3 colours of washable paint in 3 different pie pans.
3. Place three pieces of apple in each paint tray.
4. Have parent and child use the apples to stamp white paper (cut slightly smaller than construction paper). Play with mixing colours.
5. Glue coloured construction paper to the back of each art piece.

Goodbye

- Gather families at circle and let children share their creations
- Sing a favourite goodbye song

Goals

- Engage in sound and word play
- Build, create and design using different materials and techniques
- Explore and learn about family, community and the wider world
- Learn ways to keep healthy, including nourishment, sleep and physical activity

Ideas 2 Go - Apple Lacing Fun

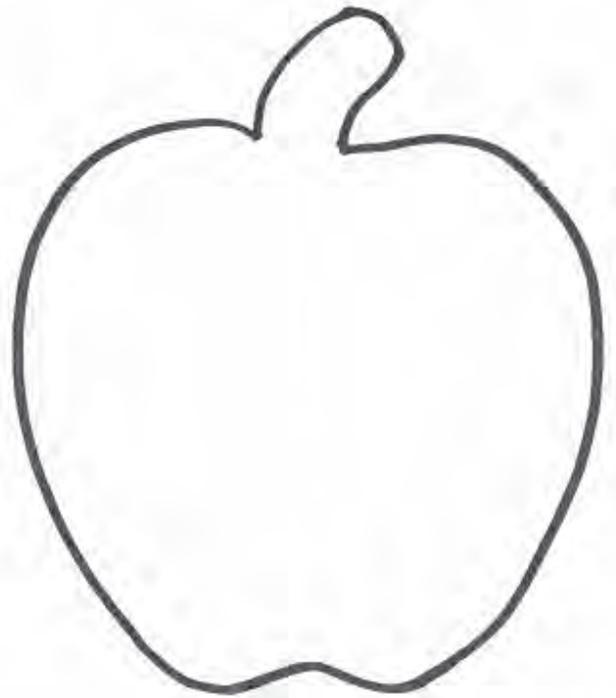
Materials to Bring

- ✓ Book(s) for Circle Time
- ✓ 5 apples
- ✓ Knife for cutting apples
- ✓ 3 colours of paint
- ✓ 3 aluminum pie plates
- ✓ White paper
- ✓ Coloured construction paper
- ✓ Copies of Rhymes and Songs sheets
- ✓ For Ideas 2 Go
 - Copies of Ideas 2 Go sheet
 - Apple templates
 - Yarn

Reminders



“Ten Red Apples” felt board story template



(cut out ten apples)

Ten Red Apples

Ten red apples hanging in a tree
The juiciest apples you ever did see
The wind came by and gave an angry frown
And one little apple came tumbling down

Nine red apples hanging in a tree
Continue counting down ...



Lesson Plan 1 - Apples

Rhymes and Songs

Little Apple

I'm a little apple
Growing on a tree
If you want applesauce
Just mash me!

In the Apple Tree

Way up high in the apple tree
Two red apples smiled at me
So I shook that tree
As hard as I could
Down came the apples
Mmm Mmm good!

Apple Sauce

Tune: Yankee Doodle

Peel an apple, cut it up
Cook it in a big pot
When you taste it you will find
It's apple sauce you've got

Apples Falling Down

Tune: London Bridge is Falling Down

See the apples falling down
 falling down, falling down
See the apples falling down
Down to the ground
Pick the apples, toss them up
 toss them up, toss them up
Pick the apples, toss them up
Up to the sky

Apples

Tune: Twinkle Twinkle

Apple juicy, apple round
On the tree and on the ground
Apples yellow, apples red
Apple pie, juice and bread
Apples tasty, apples sweet
Apples are so good to eat!



Ideas 2 Go - Apple Lacing Fun

Included in this kit:

- ✓ Apple template
- ✓ Yarn

Also needed:

- ✓ Markers
- ✓ Single-hole punch
- ✓ Scissors
- ✓ Tape

What to do:

1. Have your child colour the apple template and cut it out.
2. Punch holes all around the edge of the apple shape (being careful not to get too close to the edge).
3. Wrap one end of the yarn in tape to make it easier to thread through the holes. Give your child the long piece of yarn.
4. Thread yarn through the holes ... in and out, in and out.
5. Tie a knot or a bow at the end of the lacing.

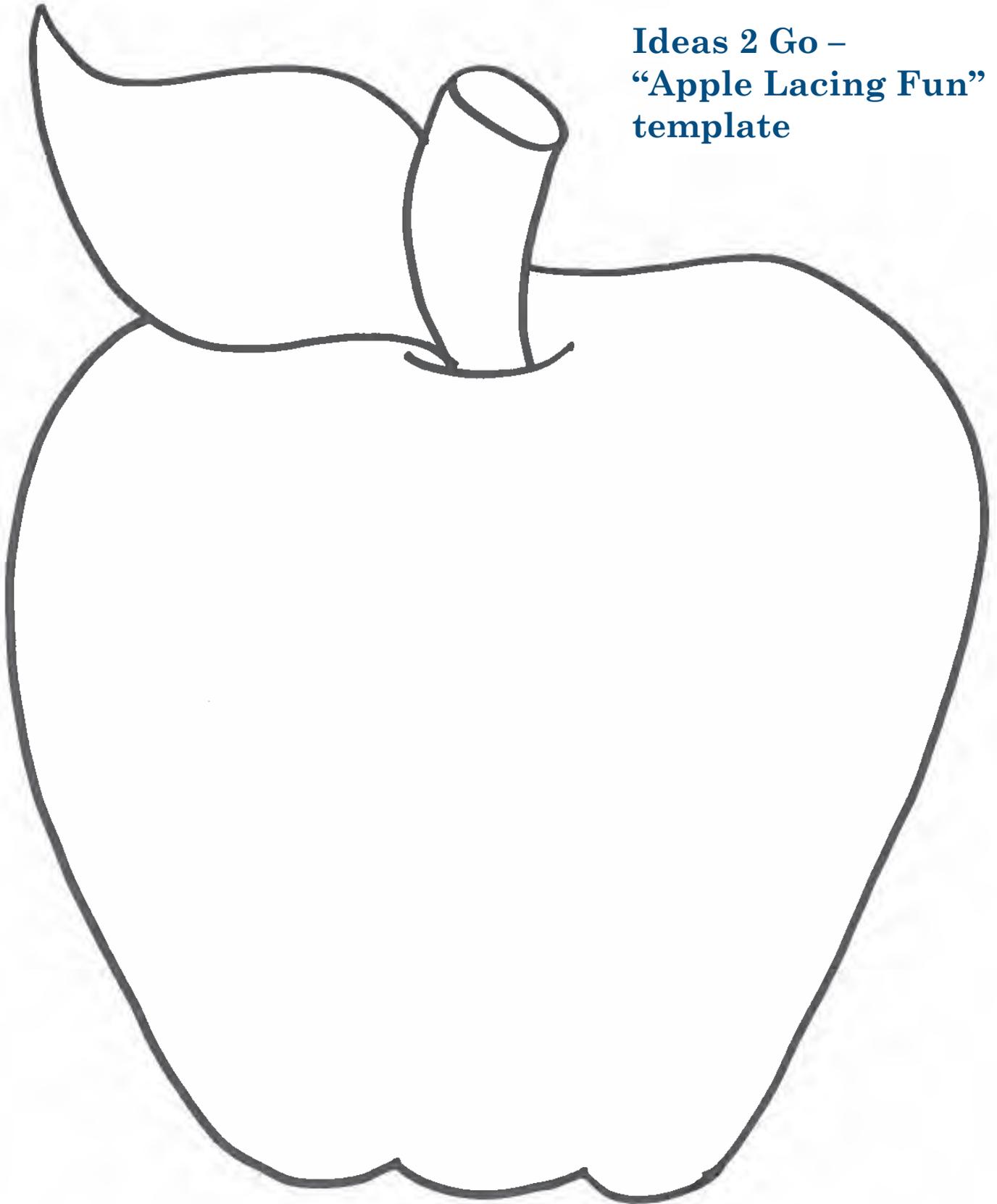
More ways to make it fun!

- Put two apple templates together, lace most of the way around and then stuff it with newspaper to make a puffy apple. Sew up the hole to complete your apple.
- Decorate the apple template with things collected from nature (sticks, moss, and leaves).
- Make a pie, apple sauce or apple crisp.



Lesson Plan 1 - Apples

**Ideas 2 Go –
“Apple Lacing Fun”
template**





Lesson Plan 2 - Colours

Welcome & Exploring

- Set up the Welcome Table
- Lay out program resources
- Greet and interact with families; model supportive play

Circle Time

- Read *Where is the Green Sheep?* by Mem Fox
- Sing “Do You Know the Colour Blue?”
- Play “Little Mouse, Little Mouse” felt board game (Ideas 2 Go)
- Read *My Crayons Talk* by Brian Karas
- Sing “The Colour Song”
- Teach “Pass the Colour”

Snack

Library Visit

Time to Create - Where is the Green Sheep?

1. Provide green cardstock or construction paper and a sheep template for each family.
2. Have each parent/caregiver and child cut out a green sheep and decorate it to create eyes, mouth and woolly curls.
3. Play a game of “Where is Green Sheep?” (hide and seek with the green sheep).

Goodbye

- Gather families at circle and let children share their sheep
- Sing a favourite goodbye song

Session #: _____

Date: _____

Location: _____

Goals

- Understand and follow routines
- Express a zest for living and learning
- Be curious about vocabulary, concepts and written language
- Express a positive regard for others and respect for self, others and property

Ideas 2 Go

Little Mouse, Little Mouse felt board game

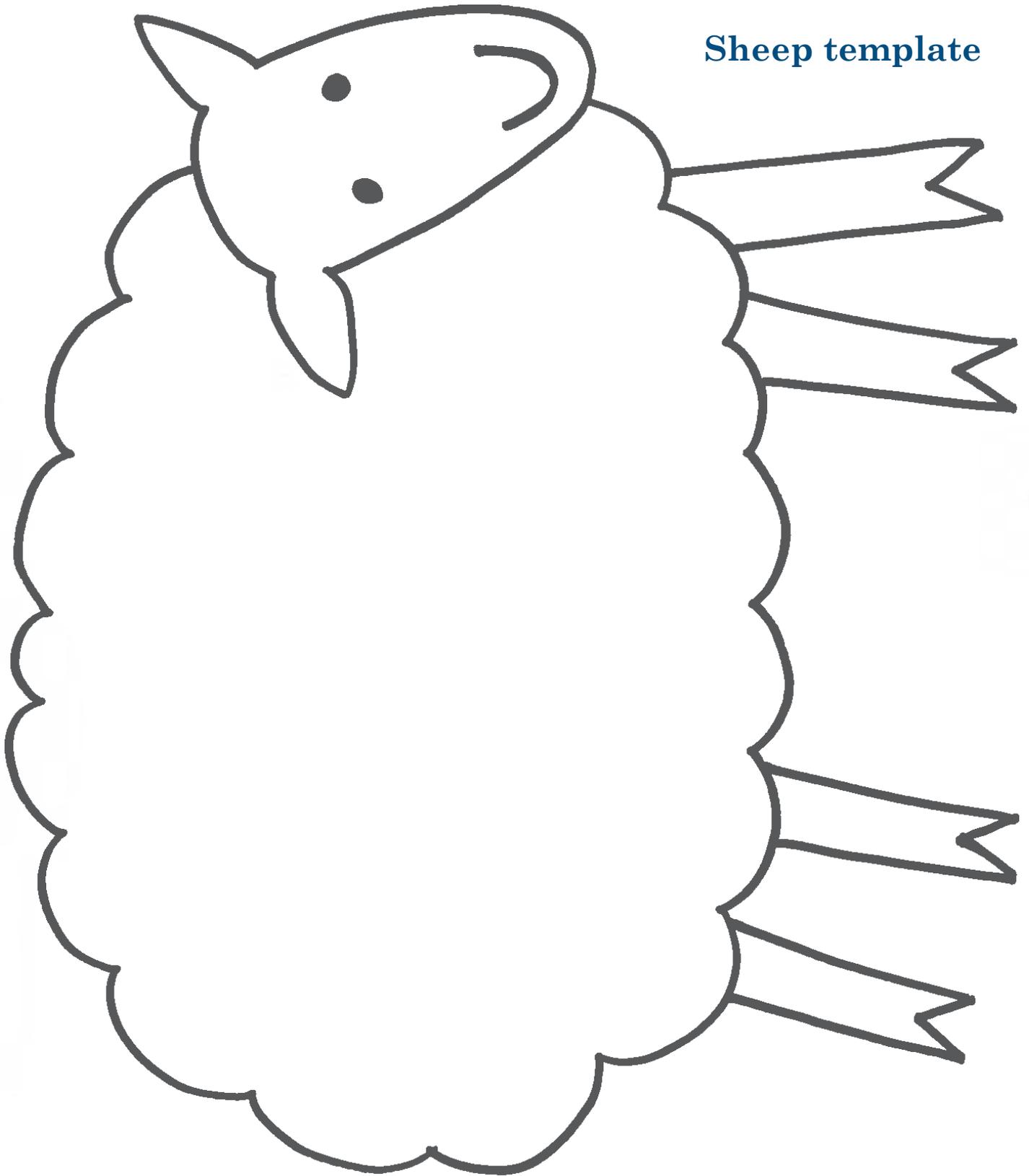
Materials to Bring

- ✓ Book(s) for Circle Time
- ✓ Green card stock for sheep
- ✓ Sheep template
- ✓ Books: *Where is the Green Sheep?* and *My Crayons Talk*
- ✓ Multiple copies of Rhymes and Songs sheets
- ✓ For Ideas 2 Go
 - o Copies of Ideas 2 Go sheet
 - o Little Mouse templates
 - o Small pieces of different coloured felt
 - o Pizza boxes
 - o Large squares of felt for pizza box

Reminders



Sheep template





Lesson Plan 2 - Colours

Rhymes and Songs

Do you know the colour blue?

Tune: Do you know the muffin man?

Do you know the colour blue?
The colour blue,
The colour blue,
Do you know the colour blue?
It's there on Michael's shirt.

(continue using all colours)

Pass the Colour

Tune: Row, Row, Row Your Boat

Pass, pass, pass the colour,
This is the game we play!
When the little song is through,
The colour names we'll say

(Pass a crayon around. When the song stops, name the colour of the crayon.)

If You're Wearing Something Blue

Tune: If You're Happy and You Know It

If you're wearing something blue,
clap your hands.
If you're wearing something blue,
clap your hands.
If you're wearing something blue,
then stomp your feet, too.
If you're wearing something blue,
clap your hands.

(continue using all colours)

What Colour are you Wearing?

Tune: Mary Had a Little Lamb

If you're wearing red today,
Red today,
Red today,
If you're wearing red today,
Stand up and shout 'Hooray!'

(use other colours for other verses)

Making a Purple Stew

Making a purple stew,
whip, whip, whip, whip
Making a purple stew,
whip, whip, whip, whip

(Pretend to stir a big pot)

Purple potatoes and purple tomatoes
And even a purple YOU!



Ideas 2 Go - “Little Mouse, Little Mouse” Felt Board Game

Included in this kit:

- ✓ Coloured felt
- ✓ House and mouse templates
- ✓ Pizza box
- ✓ Sheet of felt for the pizza box
- ✓ Little Mouse rhyme sheet

Also needed:

- ✓ Scissors
- ✓ Glue
- ✓ Marker for template

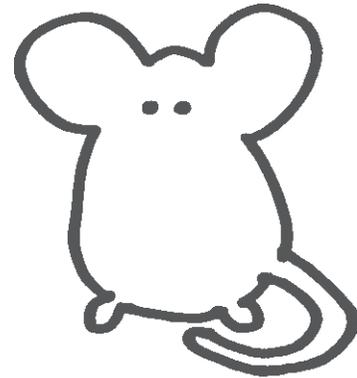
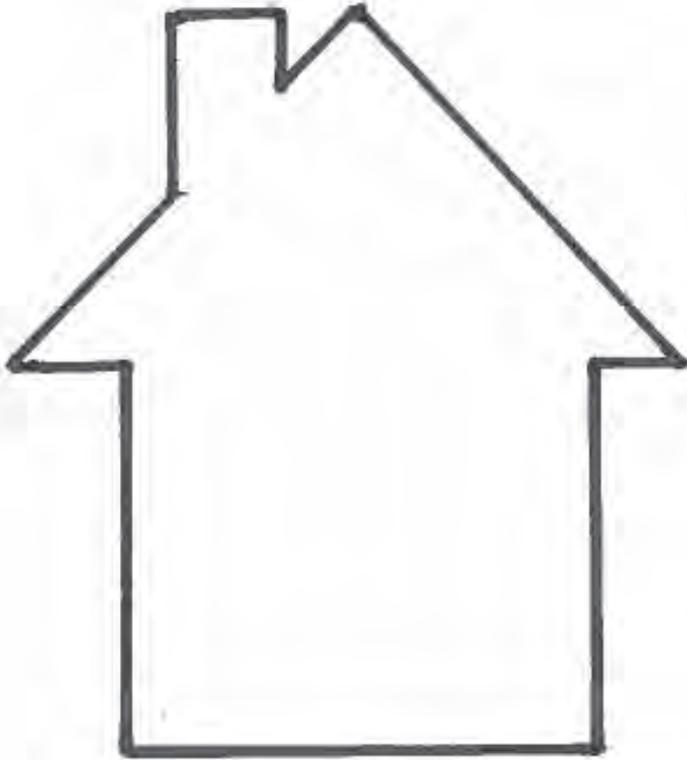
What to do:

1. Trace the house template on different colours of felt. Cut out the houses.
2. Trace the mouse template and cut out the mouse.
3. Glue a sheet of felt onto the inside of the pizza box.
4. Play the Little Mouse, Little Mouse game.



Lesson Plan 2 - Colours

**Ideas 2 Go –
“Little Mouse, Little Mouse”
templates**



To Play “Little Mouse, Little Mouse”

1. Use the template to cut houses out of different colours of felt.
2. Use the template to make a felt mouse.
3. Put the houses on a felt board. Hide the mouse behind one house.
4. Say the rhyme together, asking your child to guess which colour house the mouse is behind.

**Little Mouse, Little Mouse
Are you in the red house?**



Lesson Plan 3 - Caterpillars & Butterflies

Session #: _____

Date: _____

Location: _____

Welcome & Exploring

- Set up the Welcome Table
- Lay out program resources
- Greet and interact with families; model supportive play

Circle Time

- Read or tell *The Very Hungry Caterpillar* by Eric Carle using the book or a felt board story
- Retell the story with the families adding their own favourite foods
- Read the poem the “Fuzzy Wuzzy Caterpillar” - have the families move in sync with the poem
- Teach the rhyme “Five Butterflies”

Snack

- Introduce and explain the caterpillar paper chain craft

Library Visit

Time to Create - Paper chain caterpillars

1. Provide strips of construction paper in different colours.
2. Have parent/caregiver and child:
 - a. Tape or glue one paper strip into a loop and continue adding loops of different colours to make a paper chain.
 - b. Curl small strips of paper around a pencil and tape to the paper chain to make a caterpillar with antennae.
 - c. Add eyes with markers or googly eyes.

Goodbye

- Gather families to share their caterpillars
- Introduce the Bookworm Ideas 2 Go
- Sing a favourite goodbye song

Goals

- Communicate thoughts and experiences creatively using many different forms of expression
- Develop a sense of wonder for natural environments
- Understand how their own actions may affect nature and our planet
- Build healthy relationships with both adults and children

Ideas 2 Go - Make a Bookworm

Materials to Bring

- ✓ Book(s) for Circle Time
- ✓ Coloured construction paper
- ✓ Tape and glue
- ✓ Googly eyes
- ✓ Crayons and markers
- ✓ Copies of Rhymes and Songs sheets
- ✓ For Ideas 2 Go
 - o Copies of Ideas 2 Go sheet
 - o Copies of book worm template
 - o Pipe cleaners

Reminders

Lesson Plan 3 - Caterpillars & Butterflies



Rhymes and Songs

Fuzzy Wuzzy Caterpillar

Fuzzy wuzzy caterpillar
in the garden creeps
He spins himself a blanket
and soon falls fast asleep
Fuzzy wuzzy caterpillar
wakes up by and by
To find he has wings of beauty,
changed to a butterfly!

Caterpillar

Tune: Motor Boat, Motor Boat

Caterpillar, caterpillar, long and slow
Caterpillar, caterpillar, eat and grow
Caterpillar, caterpillar, close your eyes
Caterpillar, caterpillar, change your size
Caterpillar, caterpillar, where'd you go?

Fuzzy Caterpillar

The fuzzy caterpillar
curled up on a leaf
Spun her little chrysalis
and then fell fast asleep
While she was sleeping,
she dreamed that she could fly
And later when she woke up,
she was a butterfly!

Five Butterflies

Five little butterflies by the door
One flew away
And then there were four

Four little butterflies by the tree
One flew away
And then there were three

Three little butterflies up in the blue
One flew away
And then there were two

Two little butterflies out in the sun
One flew away
And then there was one

One little butterfly now all alone
She was so lonely so she flew home!



Lesson Plan 3 - Caterpillars & Butterflies

Ideas 2 Go - Bookworm

Included in this kit:

- ✓ Bookworm template
- ✓ Pipe cleaners

Also needed:

- ✓ Markers
- ✓ Scissors
- ✓ Glue or tape

What to do:

1. Cut circles out of construction paper. Use the template or make your own sizes.
2. On each circle write the title of a book that you have read together.
3. Decorate your circles any way you'd like.
4. Overlap your circles and glue together to make a squiggly bookworm body.
5. Add more circles to keep your bookworm growing!
6. Use pipe cleaners or scraps of paper to make antennae and a face for your bookworm.

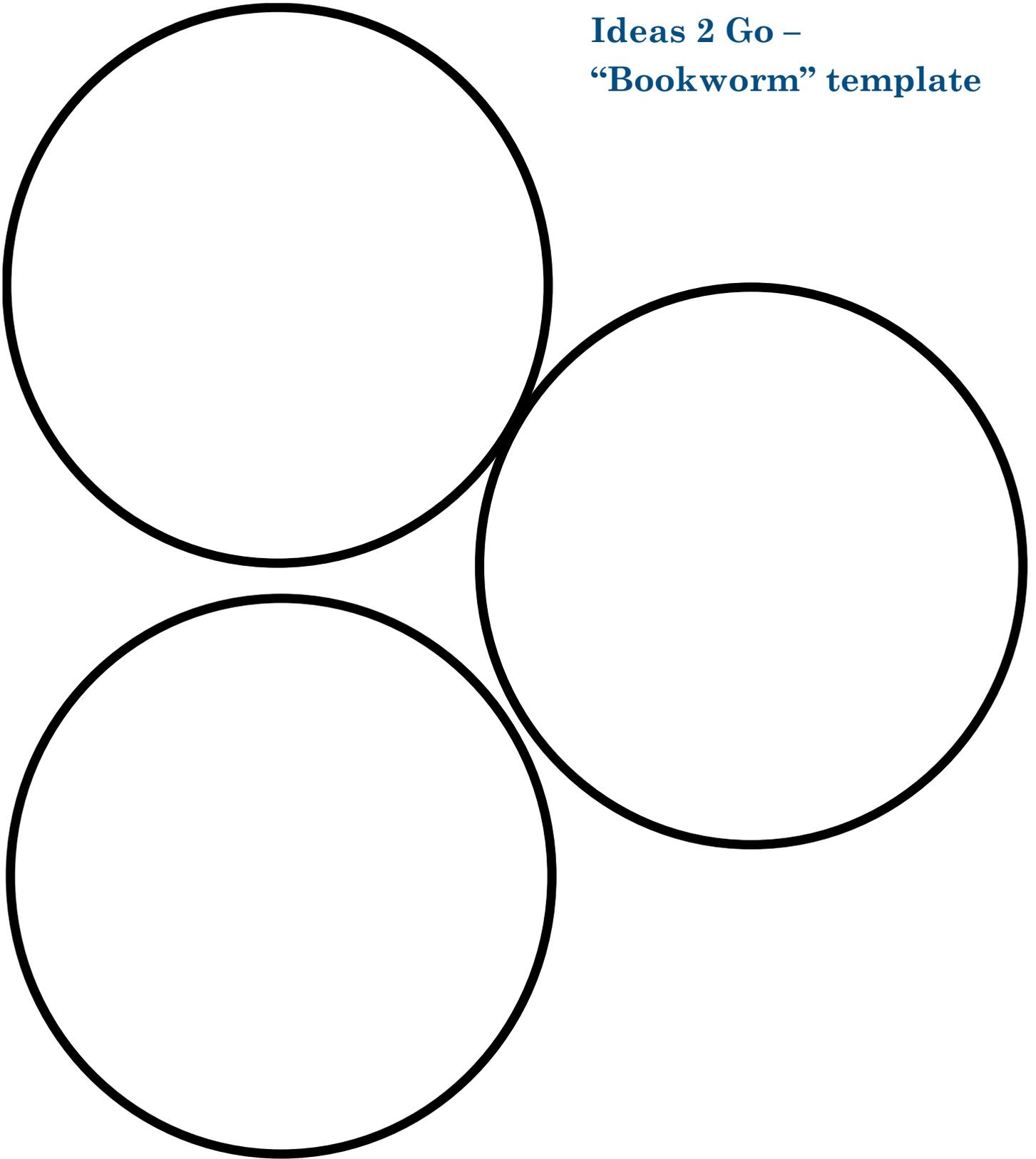
More ways to make it fun!

- Make a book caterpillar instead of a worm.
- Retell *The Very Hungry Caterpillar* at home.
- Go for a walk outside and see if you can find a worm or caterpillar.
- Go to the library and sign out more books to add to your bookworm.

Lesson Plan 3 - Caterpillars & Butterflies



Ideas 2 Go –
“Bookworm” template



Lesson Plan 4 - Dinosaurs



Session #: _____

Date: _____

Location: _____

Welcome & Exploring

- Set up the Welcome Table
- Lay out program resources
- Greet and interact with families; model supportive play

Circle Time

- Tell “Five Little Dinosaurs” felt board story
 - Let each child take a dinosaur off the felt board
 - Recite the poem several times
- Read *Dinos To Go* by Sandra Boynton
- Sing “Sleeping Dinosaurs”
- Show pictures of different dinosaurs
 - Discuss how they might have walked
- Teach “A Dinosaur” rhyme
- Walk to the snack table like a dinosaur

Snack

- Introduce Dino Bones Ideas 2 Go

Library Visit

Time to Create

1. Lay a variety of greens, white and yellow cardstock or construction paper, glue sticks, googly eyes, crayons/markers and scissors.
2. Give each family a capital D template.
3. Have parent/caregiver and child:
 - a. Cut out the D and glue onto white paper.
 - b. Cut triangles for scales, rectangles for legs, and other shapes to glue to the D to make it a scaly dinosaur.
 - c. Decorate with googly eyes and markers.

Goodbye

- Gather families at circle and let children share their dinosaurs
- Sing a favourite goodbye song

Goals

- Build, create and design using different materials and techniques
- Be curious about vocabulary, concepts and written language
- Feel valued and explore their own strategies for learning
- Understand fairness both for themselves and others

Ideas 2 Go - Dino Bones

Materials to Bring

- ✓ Book(s) for Circle Time
- ✓ White, yellow and green card stock
- ✓ Templates or example of a capital D cut from green paper
- ✓ Stick glue
- ✓ Googly eyes
- ✓ Markers and crayons
- ✓ Scissors
- ✓ Pictures of dinosaurs
- ✓ Copies of Rhymes and Songs sheets
- ✓ For Ideas 2 Go
 - Copies of Ideas 2 Go sheet
 - Copies of Dinosaur templates
 - Dried pasta in different shapes
 - Small plastic or paper bags for pasta
 - Construction paper

Reminders



Lesson Plan 4 - Dinosaurs

Ideas 2 Go - Dino Bones

Included in this kit:

- ✓ Uncooked pasta
- ✓ Dinosaur template
- ✓ Construction paper

Also needed:

- ✓ Scissors
- ✓ Glue
- ✓ Markers

What to do:

1. Cut out the dinosaur template.
2. Glue the dinosaur onto the construction paper.
3. Glue pasta onto the outline of the dinosaur to make it look like a dinosaur skeleton.
4. Add some details with markers.

More ways to make it fun!

- Create a name and history for your dinosaur.
- Bury your dinosaur (in sand, cornmeal, etc.) and have your child dig it up.
- Read some dinosaur books and talk about when dinosaurs lived and what they ate.
- Go to the library and explore the dinosaur books.

Lesson Plan 4 - Dinosaurs



Rhymes and Songs

Sleeping Dinosaurs

Tune: Sleeping Bunnies

See the sleeping dinosaurs
Sleeping til it's noon
Shall we wake them with a merry tune
Oh so still, on a hill
Shhhhhhh
Wake up, wake up, wake up
Sleeping dinosaurs
Wake up, wake up, wake up
Sleeping dinosaurs
Stretch little dinosaurs
Stretch, stretch, stretch
Roar little dinosaurs
Roar, roar, roar
Sleep little dinosaurs
Sleep, sleep, sleep

A Dinosaur

Dinosaurs go like this and that
They're very big and very fat
They have no fingers
Just three big claws
But oh my goodness
Just look at those jaws!

Five Enormous Dinosaurs

Five enormous dinosaurs
Letting out a roar
One went away
And then there were four

Four enormous dinosaurs
Chomping down a tree
One went away
And then there were three

Three enormous dinosaurs
Eating tiger stew
One went away
And then there were two

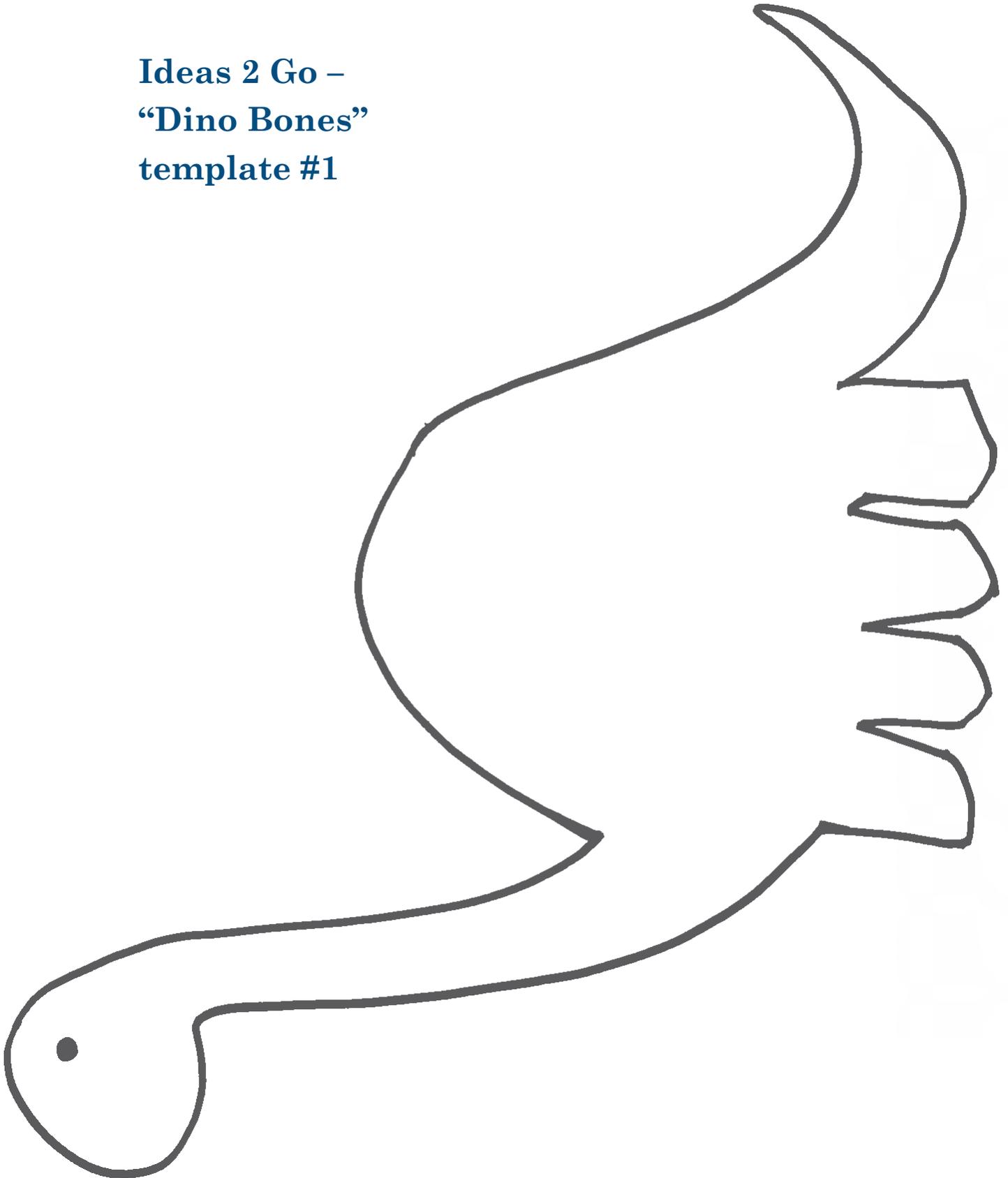
Two enormous dinosaurs
Having lots of fun
One went away
And then there was one

One enormous dinosaur
Afraid to be a hero
He went away
And then there were zero!



Lesson Plan 4 - Dinosaurs

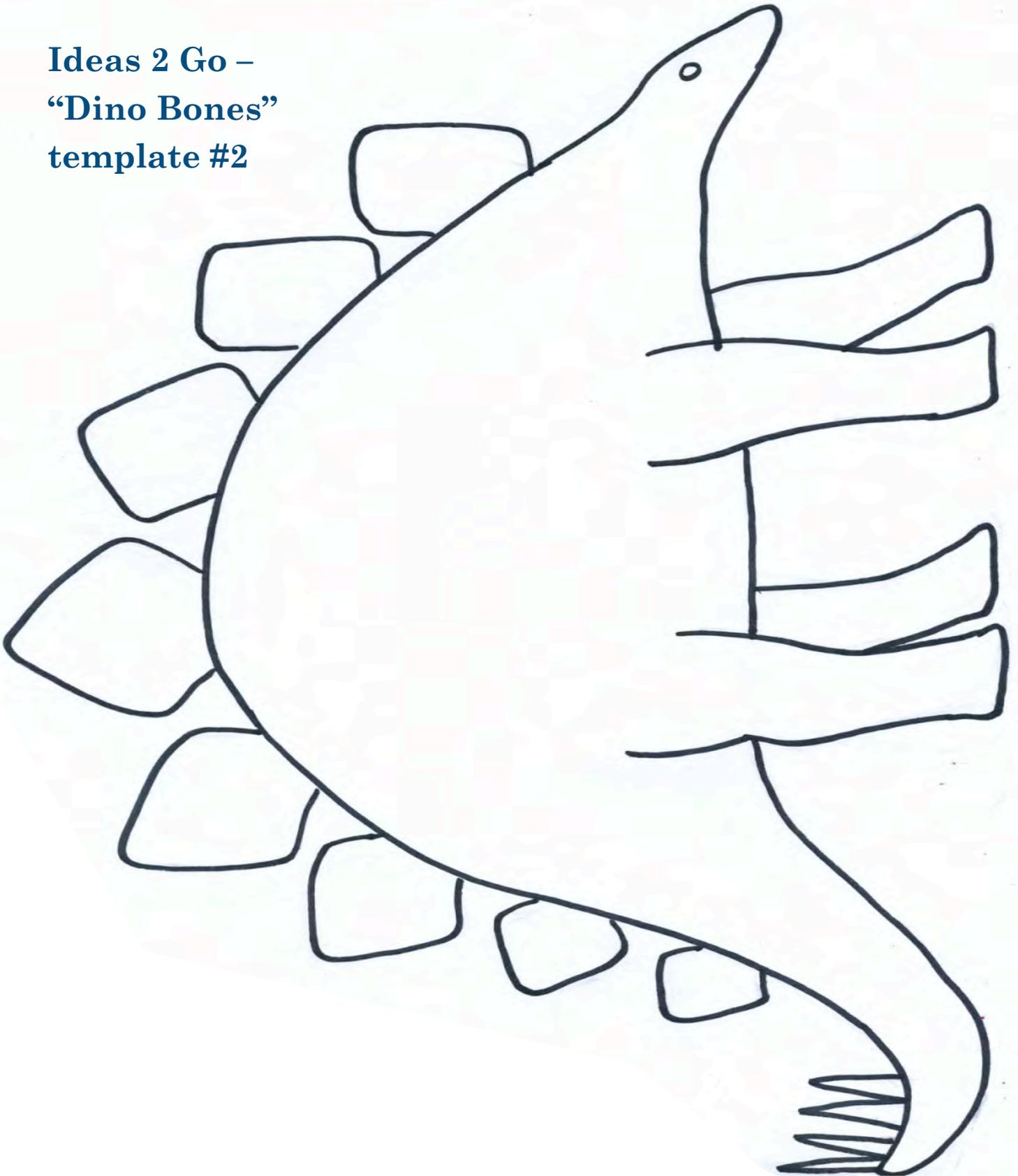
Ideas 2 Go –
“Dino Bones”
template #1



Lesson Plan 4 - Dinosaurs



Ideas 2 Go –
“Dino Bones”
template #2





Lesson Plan 4 - Dinosaurs

**Ideas 2 Go –
“Dino Bones”
template #3**





Lesson Plan 5 - Fall

Welcome & Exploring

- Set up the Welcome Table
- Lay out program resources
- Greet and interact with families; model supportive play

Circle Time

- Read *Going on a Leaf Hunt* by Steve Metzger
- Sing “All the Leaves are Falling Down”
- Sing “The Leaves are Green”
- Read *Stone Soup* by Jon J Muth
- Talk about fall and the changing colour of leaves
- Show different coloured leaves and pass them around the circle - smell, feel and listen to the leaves

Snack

- Talk about the Detective Duo Ideas 2 Go and going outside to look for signs of fall

Library Visit

Time to Create - Leaf rubbings

1. Spread out different kinds of leaves in the centre of the craft table.
2. Give each child a piece of white paper (cut smaller than construction paper) and a large primary pencil.
3. Demonstrate putting a leaf under the paper and rubbing with the pencil.
4. Have children do their rubbings.
5. Get children to choose a piece of coloured construction paper.
6. Glue their rubbings onto the construction paper.

Goodbye

- Sing a favourite goodbye song

Session #: _____

Date: _____

Location: _____

Goals

- Experience the stories and symbols of their own and other cultures
- Explore the world using their bodies and all their senses
- Show responsibility for themselves and begin to show responsibility for others
- Feel valued and explore their own strategies

Ideas 2 Go - Detective Duo

Materials to Bring

- ✓ Book(s) for Circle Time
- ✓ White paper
- ✓ Large pencils
- ✓ Coloured construction paper
- ✓ White glue
- ✓ Little paper cups
- ✓ Popsicle sticks for glue cups
- ✓ Leaves of different shapes and colours
- ✓ Copies of Rhymes and Songs sheets
- ✓ For Ideas 2 Go
 - o Copies of Ideas 2 Go sheet
 - o Clothes pins
 - o Pipe cleaners

Reminders



Rhymes and Songs

The Squirrel

Whisky, frisky, hoppity, hop
Up he goes to the tree top
Whirling, twirling, round and round
Down he scampers to the ground

Furly, curly, what a tail!
Tall as a feather, broad as a sail
Where's his supper? In the shell
Snappity, crackity, out it fell

(Use hand actions to make it fun!)

The Leaves are Green

Tune: Here We Go Round the Mulberry Bush

The leaves are green, the apples are red
They hang so high above my head
Leave them alone until frosty weather
Then they'll come tumbling down together!

The leaves are green, the nuts are brown
They hang so high I can't get them down
Leave them alone until frosty weather
Then they'll come tumbling down together!

All the Leaves are Falling Down

Tune: London Bridge is Falling Down

All the leaves are falling down
Falling down, falling down
All the leaves are falling down
It is fall!

Take the rake and rake them up
Rake them up, rake them up
Take the rake and rake them up
It is fall!

Make a pile and jump right in
Jump right in, jump right in
Make a pile and jump right in
It is fall!

Tony Chestnut

Toe knee chest nut (Tony Chestnut)
Nose I love him (knows I love him)
Toe knee nose (Tony knows)
Toe knee nose (Tony knows)
Toe knee chest nut (Tony Chestnut)
Nose I love him (know I love him)
That's what toe knee nose
(That's what Tony knows)

(Point to body parts as singing the song)



Lesson Plan 5 - Fall

Ideas 2 Go - Detective Duo

Included in this kit:

- ✓ Clothes pin
- ✓ Pipe cleaner

Also needed:

- ✓ A little imagination

What to do:

1. Bend the pipe cleaner into a circle and twist the ends together.
2. Clip the clothes pin onto the edge so it looks like a magnifying glass.
3. Have fun discovering!

Kids love to be spies and detectives. Use the “magnifying glasses” to find things around your house and yard. Doing it in a team is extra fun!

Try scouting for:

- Things that are the same colour
- Things that are rough
- Things that are smooth
- Things that rhyme (red, head, bed ...)
- Things that are lost (your keys! - hee hee)
- Things that make a pattern (something red, something green, something red ...)
- The letters in your first name
- Count the numbers of stairs, the number of door knobs ...
- The possibilities are endless! Have fun!!



Lesson Plan 6 - Farms

Session #: _____

Date: _____

Location: _____

Welcome & Exploring

- Set up the Welcome Table
- Lay out program resources
- Greet and interact with families; model supportive play

Circle Time

- Read *Big Red Barn* by Margaret Wise Brown
- Sing “The Animals on the Farm”
- Sing “Baa Baa Black Sheep”
- Show raw wool and a ball of yarn. Talk about how where it came from
- Read *Old Mikamba Had a Farm* by Rachel Isadora

Snack

Library Visit

Time to Create - Paper Bag Farm Animals

1. Give each parent/caregiver and child a paper bag. Help them orient their paper bag so that a hand inside will open the bottom flap to create a mouth.
2. Have adults and children decorate their bags to create a farm animal puppet. Use paper, crayons and other craft supplies to make ears, nose, eyes and mouth.
(If you want animal head templates try websites such as dltk-kids.com).

Goodbye

- Gather families at circle and let children share their farm animals
- Sing a goodbye song

Goals

- Engage in sound and word play
- Be creative and expressive in a variety of ways
- Learn to appreciate and celebrate diversity
- Feel safe and respected

Ideas 2 Go

Baa Baa Black Sheep Felt Story

Materials to Bring

- ✓ Book(s) for Circle Time
- ✓ Paper bags
- ✓ Craft supplies
- ✓ Cotton balls
- ✓ Crayons
- ✓ Copies of Rhymes and Songs sheets
- ✓ For Ideas 2 Go
 - o Copies of Ideas 2 Go sheet
 - o Copies of sheep templates 1 and 2
 - o Felt

Reminders



Rhymes and Songs

This is the Way We

Tune: Here We Go Round the Mulberry Bush

This is the way we plant the hay
Plant the hay, plant the hay
This is the way we plant the hay
So early in the morning

Other verses:

Feed the chickens

Chop the wood

Milk the cows

Pace Goes the Pony

Bouncing rhyme

Pace goes the pony, the pony, the pony
Pace goes the pony, the pony
Whoa!

Canter goes the horsy, the horsy, the horsy
Canter goes the horsy, the horsy
Whoa!

Gallop goes the stallion, the stallion,
the stallion

Gallop goes the stallion

And he jumps over the fence

(lift your child up)

Animals on the Farm

Tune: Wheels on the Bus

All the leaves are falling down
Falling down, falling down
All the leaves are falling down
It is fall!

Take the rake and rake them up
Rake them up, rake them up
Take the rake and rake them up
It is fall!

Make a pile and jump right in
Jump right in, jump right in
Make a pile and jump right in
It is fall!

This Little Piggy

This little piggy went to market *(wiggle thumb)*

This little piggy stayed home *(wiggle pointer)*

This little piggy ate *(insert favourite food)*

(wiggle middle finger)

This little piggy had none *(wiggle ring finger)*

And this little piggy went *(wiggle baby finger)*

Wee, wee, wee *(tickle up the body)*

All the way home



Lesson Plan 6 - Farms

Ideas 2 Go - “Baa Baa Black Sheep” Felt Board Story

Included in this kit:

- ✓ Baa Baa Black Sheep templates
- ✓ Felt

Also needed:

- ✓ Glue
- ✓ Markers or Crayons
- ✓ Scissors

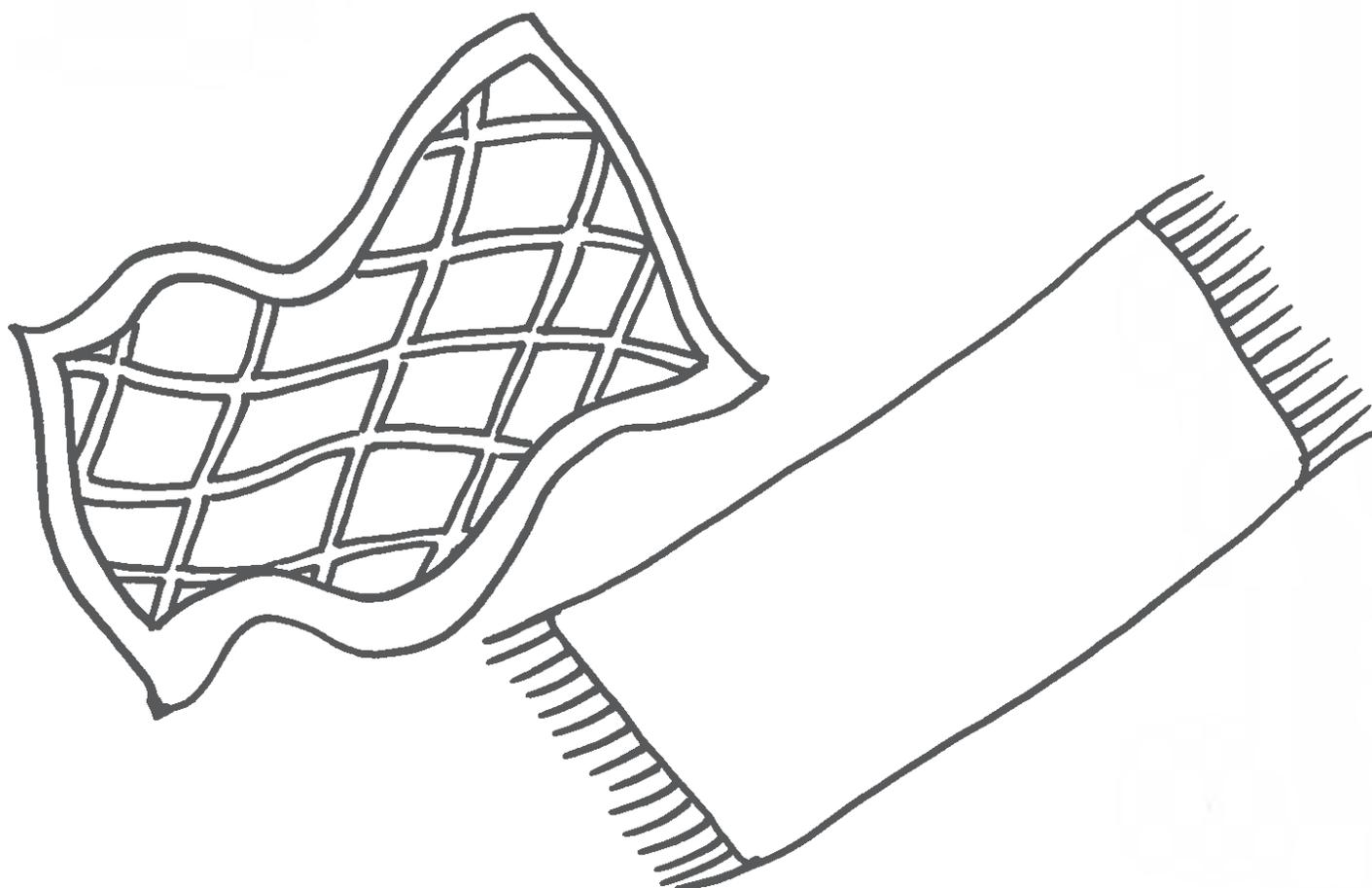
What to do:

1. Colour the story templates.
2. Cut out the template pieces.
3. Glue template pieces onto felt.
4. Tell the story using a felt board.

Lesson Plan 6 - Farms



Ideas 2 Go –
“Baa Baa
Black Sheep”
template #1

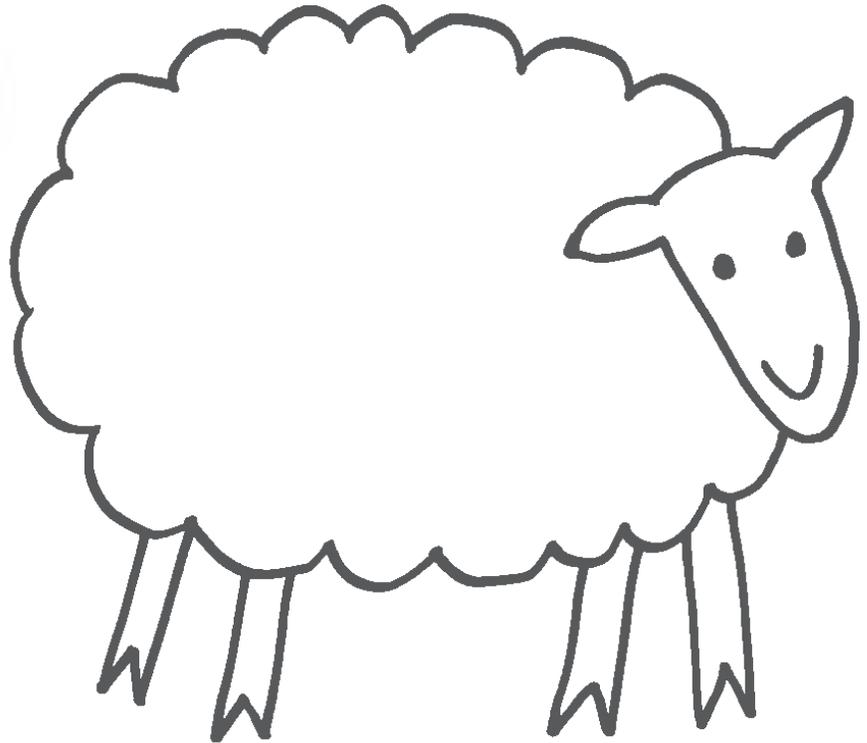




Lesson Plan 6 - Farms

Ideas 2 Go – “Baa Baa Black Sheep” template #2

*(cut out one sheep
and three bags)*



Baa Baa Black Sheep

Baa baa black sheep

Have you any wool?

Oh yes, oh yes, three bags full

One for a sweater

One for a rug

One for a blanket

to keep you warm and snug

Baa baa black sheep

Have you any wool?

Oh yes, oh yes, three bags full

Lesson Plan 7 - Numbers

Welcome & Exploring

- Set up the Welcome Table
- Lay out program resources
- Greet and interact with families; model supportive play

Circle Time

- Read *Ten Little Ducks* by Franklin Hammond
- Sing “One Little, Two Little, Three Little Bubbles”
- Read *One Was Johnny* by Maurice Sendak
 - o Give each family numbers written on card stock
 - o Ask families to hold up each number written on card stock as it appears in the book
- Introduce Time to Create
 - ~ Personal Numbers Book

Snack

- Talk about Numbers Hide and Seek Ideas 2 Go

Library Visit

Time to Create - Personal Numbers Book

1. Provide sheets of coloured construction paper cut in half, a collection of flat items, glue and markers.
2. Have each parent/caregiver and child choose 11 sheets of paper. Have them write large numbers, 1 through 10, on the back of the first 10 pieces of paper.
3. Get families to glue the appropriate number of items on the opposite page to create a 1 to 10 counting book.
4. Get families to punch holes down the side for binding and lace the book loosely with yarn or pipe cleaners.

Goodbye

- Sing a favourite goodbye song

Session #: _____

Date: _____

Location: _____

Goals

- Express a sense of personal well being
- Actively explore, think and reason
- Use numbers, measurement and form in meaningful contexts
- Participate in the making, following, and reworking of rules, rituals, and procedures in their everyday world

Ideas 2 Go - Numbers Hide and Seek

Materials to Bring

- ✓ Book(s) for Circle Time
- ✓ Coloured construction paper
- ✓ Yarn, pipe cleaners
- ✓ Flat items to glue (feathers, buttons, stickers, popsicle sticks, play coins or tokens, gems, pieces of ribbon, pipe cleaners, etc.)
- ✓ Three hole punch
- ✓ Copies of Rhymes and Songs sheets
- ✓ For Ideas 2 Go
 - o Copies of Ideas 2 Go sheet
 - o 5 envelopes for each family
 - o 25 or so small squares of paper for each family

Reminders

Rhymes and Songs

One Little, Two Little, Three Little Bubbles

Tune: Ten Little Indians

One little, two little, three little bubbles
Four little, five little, six little bubbles
Seven little, eight little, nine little bubbles
Ten little bubbles go pop!

Clap on 'pop!'

Next verse: reverse and count backwards

Five Little Peas

Five little peas, in a pea pod pressed

(Closed fist)

One grew, two grew
And so did all the rest

(Unwrap fingers from fist as your count)

They grew and they grew and they did not stop

(Move hands apart from one another)

They grew SO fast that the pea pod popped!

(Clap on popped!)

1, 2, 3, 4, 5,

Once I Caught a Fish Alive

One, two, three, four, five
Once I caught a fish alive
Six, seven, eight, nine, ten
Then I let him go again!

Why did you let him go?
Because he bit my finger so
Which finger did he bite?
The little finger on the right!

Five Little Ducks

Five little ducks went out one day
Over the hill and far away
Mother duck said
“Quack, quack, quack, quack.”
But only four little ducks came back.

Four little ducks went out one day
Over the hill and far away
Mother duck said
“Quack, quack, quack, quack.”
But only three little ducks came back.

Three little ducks went out one day
Over the hill and far away
Mother duck said
“Quack, quack, quack, quack.”
But only two little ducks came back.

Two little ducks went out one day
Over the hill and far away
Mother duck said
“Quack, quack, quack, quack.”
But only one little duck came back.

One little duck went out one day
Over the hill and far away
Mother duck said
“Quack, quack, quack, quack.”
But none of the five little ducks came back.

Sad mother duck went out one day
Over the hill and far away
The sad mother duck said
“Quack, quack, quack.”
And all of the five little ducks came back.

Ideas 2 Go - Numbers Hide and Seek

Included in this kit:

- ✓ 5 envelopes
- ✓ 5 small pieces of paper

Also needed:

- ✓ Markers

What to do:

1. Mark the 5 envelopes 1 through 5.
2. Write a number on each of the small pieces of paper (1 through 5). Make several of each number.
3. Hide the small numbered papers around the house. Don't hide them too well!!!
4. Ask your child to find the numbers and help him or her place each number in the correct envelope. Talk about numbers.
5. Afterwards, empty the envelopes and talk about the numbers and how they match.

More ways to make it fun!

- Use the same activity for an alphabet hunt. Use the child's name as a sample of letters.
- Use upper and lower case letters.
- Help your child trace the numbers or letters.



Lesson Plan 8 - Oceans

Session #: _____

Date: _____

Location: _____

Welcome & Exploring

- Set up the Welcome Table
- Lay out program resources
- Greet and interact with families; model supportive play

Circle Time

- Show children a collection of shells
 - Talk about colours and textures
- Teach “Five Little Fish” rhyme
- Read *The Rainbow Fish* by Marcus Pfister
- Sing “Sailing, Sailing”
- Sing “Fishy Hokey Pokey”
- Show pictures of things that live in the ocean
 - Talk about how they move
 - Move around the room like creatures in the sea

Snack

- Introduce Ideas 2 Go activity

Library Visit

Time to Create - Sparkly Fish

1. Lay out a fish shape, glue and tin foil for each parent/caregiver and child.
2. Put out decorating supplies.
3. Talk to the children about creating a beautiful coloured fish. Let them know that they can add scales to the fish with the tinfoil pieces.
4. Ask children to cut out their fish template.
5. Have children glue on tissue and tinfoil pieces.
6. Attach streamers for the tail of the fish.

Goodbye

- Sing a goodbye song

Goals

- Feel a sense of security, self-respect and self-regulation
- Identify and try possible solutions to problems in meaningful contexts and situations
- Express their own points of view and reflect on others’ views
- Understand fairness both for themselves and others

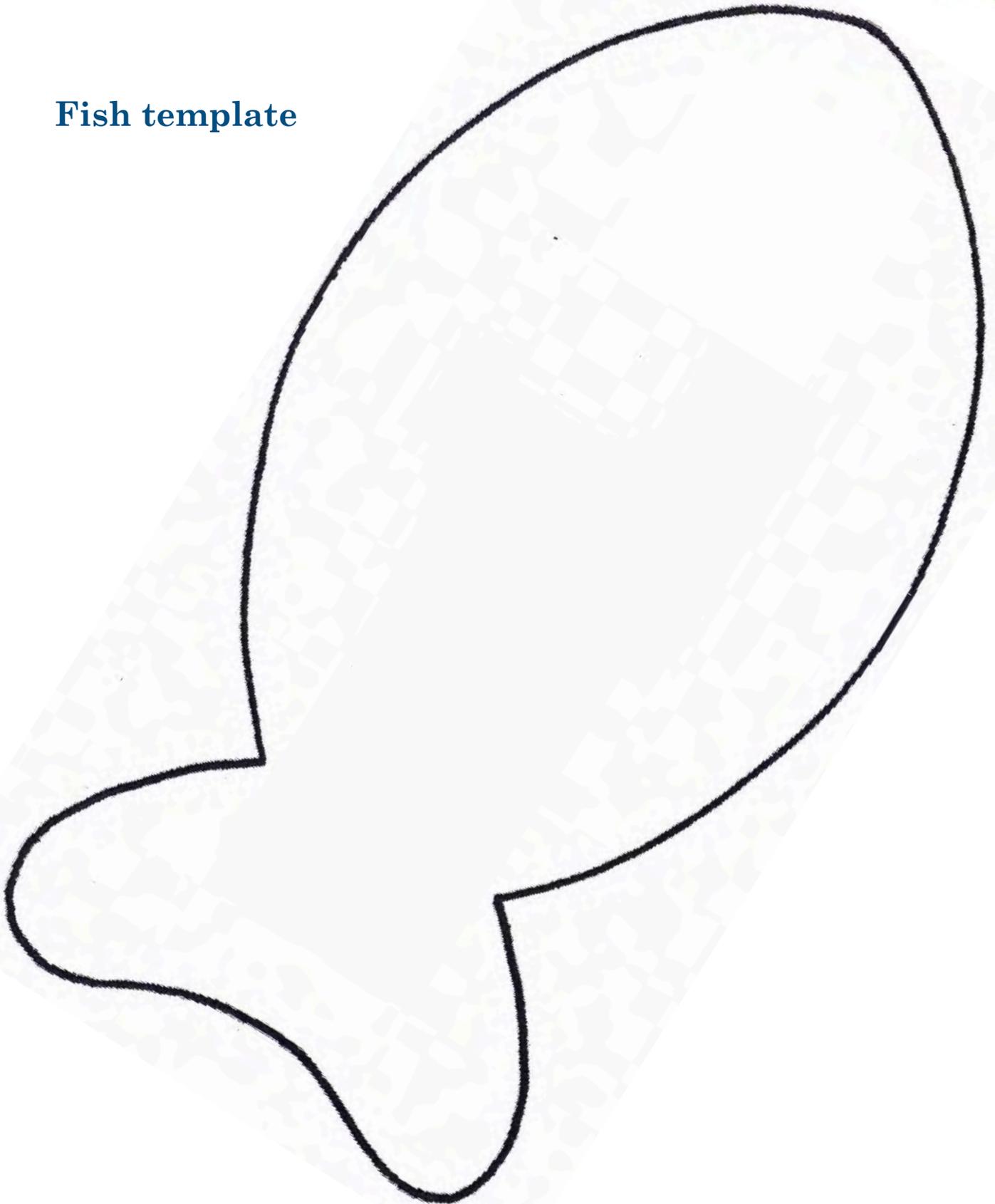
Ideas 2 Go- My Starfish

Materials to Bring

- ✓ Book(s) for Circle Time
- ✓ Collection of shells
- ✓ Fish template printed on card stock
- ✓ Small pieces of different coloured tissue paper
- ✓ Small pieces of aluminum foil
- ✓ Googly eyes
- ✓ Streamers
- ✓ Colouring markers
- ✓ White glue
- ✓ Small paper cups
- ✓ Popsicle sticks
- ✓ Copies of Rhymes and Song sheets
- ✓ For Ideas 2 Go
 - Copies of Ideas 2 Go sheet
 - Copies of Starfish template
 - Birdseed
 - Ribbon



Fish template





Lesson Plan 8 - Oceans

Rhymes and Songs

Fishy Pokey

You put your left fin in
You put your left fin out
You put your left fin in
And you shake it all about
You do the fishy pokey and you
Turn yourself around and
That's what it's all about
(Continue using other fish body parts)

Sailing Sailing

Sailing sailing over the water
Sailing sailing over the sea
Sailing sailing over the ocean
Sail back home to me

Five Little Fish

Five little fish, swimming on the ocean floor
One swam off, and then there were four
Four little fish, swimming in the sea
One swam off, then there were three
Three little fish, swimming in the water blue
One swam off, then there were two
Two little fish, having lots of fun
One swam off, then there was one
One little fish, swimming all alone
She decided, to swim back home

Slippery Fish

Slippery fish, slippery fish,
sliding through the water,
Slippery fish, slippery fish,
Gulp, Gulp, Gulp!
Oh, no! It's been eaten by an ...

Octopus, octopus,
squiggling in the water
Octopus, octopus,
Gulp, Gulp, Gulp!
Oh, no! It's been eaten by a ...

Tuna fish, tuna fish,
flashing in the water,
Tuna fish, tuna fish,
Gulp, Gulp, Gulp!
Oh, no! It's been eaten by a ...

Great white shark, great white shark,
lurking in the water,
Great white shark, great white shark,
Gulp, Gulp, Gulp!
Oh, no! It's been eaten by a ...

Humongous whale, humongous whale,
spouting in the water,
Humongous whale, humongous whale,
Gulp! Gulp! Gulp! BURP!
Pardon me!

"Octopus (Slippery Fish)" by Charlotte Diamond
© Charlotte Diamond Music 1985 SOCAN
www.charlottediamond.com



Ideas 2 Go - My Starfish

Included in this kit:

- ✓ Starfish template
- ✓ Birdseed
- ✓ Ribbon

Also needed:

- ✓ Single-hole punch
- ✓ Scissors
- ✓ Glue

What to do:

1. Have your child count the number of arms on the starfish.
2. Explain that a starfish is a sea star because of its shape.
3. Spread glue all over the starfish.
4. Sprinkle the birdseeds all over the glue. Pour off excess.
5. Let it dry and cut it out. Now ... feel the starfish!
6. Punch a hole in the top of the starfish and tie a ribbon on it to display.
7. Hang your starfish in a special place.

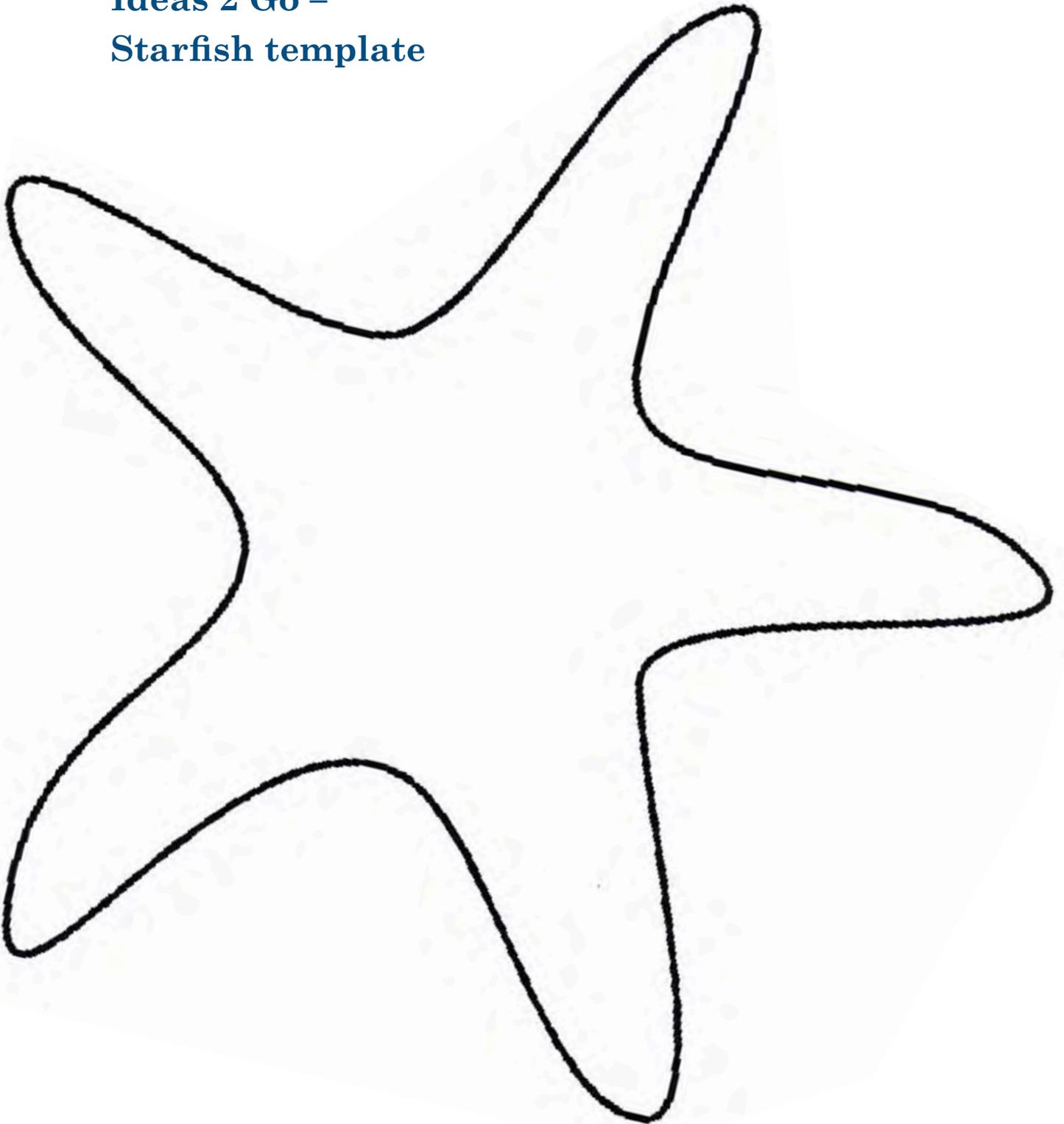
More ways to make it fun!

- Take a trip to the library and explore books about starfish and the sea.
- If you have a chance, visit the ocean or an aquarium.
- Make an ocean scene on a large piece of paper.



Lesson Plan 8 - Oceans

Ideas 2 Go –
Starfish template





Lesson Plan 9 - Penguins

Session #: _____

Date: _____

Location: _____

Welcome & Exploring

- Set up the Welcome Table
- Lay out program resources
- Greet and interact with families; model supportive play

Circle Time

- Read *Lost and Found* by Oliver Jeffers
 - Share stories about what the boy might tell the penguin as they sail to the South Pole
- Teach the “Five Little Penguins” counting rhyme
- Read *Your Personal Penguin* by Sandra Boynton
- Sing the song from Boynton’s book
 - Walk around the room like penguins
- Teach “Little Penguin”
 - Walk to snack like a penguin

Snack

Library Visit

Time to Create - Feed the Penguin

1. Paint a simple penguin on a cardboard box and cut a hole in the belly. (before the session)
2. Have families create a sock fish by:
 - a. filling a colourful sock with rice or beans.
 - b. tying the cuff closed tightly with yarn or elastic.
 - c. trimming the end into a handsome fish tail.
 - d. gluing on googly eyes or drawing the eye with a marker.
3. Play beanbag toss to feed the fish to the penguin. Have children imagine what it would be like to throw like a penguin.

Goodbye

- Sing a favourite goodbye song

Goals

- Explore and learn about family, community and the wider world
- Explore the world using their bodies and all their senses
- Engage in sounds and word play
- Feel valued and explore their own strategies for learning

Ideas 2 Go

The Best Play Dough . . . Ever!

Materials to Bring

- ✓ Book(s) for Circle Time
- ✓ Colourful socks
- ✓ Rice or beans to fill the beanbag
- ✓ Yarn or elastic bands
- ✓ Googly eyes or markers
- ✓ Simple, homemade penguin to feed
- ✓ Copies of Rhymes and Songs sheets
- ✓ For Ideas 2 Go
 - Copies of Ideas 2 Go sheet
 - Flour, salt and cream of tartar

Reminders

Lesson Plan 9 - Penguins



Rhymes and Songs

Little Penguin

Tune: I'm a Little Teapot

I'm a little penguin
Black and white
I waddle to the left
I waddle to the right
I can't fly but I can swim
I waddle to the water
And jump right in

One Little Penguin

One little penguin
Looking for something new
Called for his sister
And then there were two

Two little penguins
Splashing at the sea
Called for their brother
And then there were three

Three little penguins
Swimming at the shore
Called for their mother
And then there were four

Four little penguins
Learning how to dive
Called to their father
And then there were five!

Penguin Parade

Waddle, waddle, waddle
From side to side
Penguins go a-walking
Slip, slip, slide, slide

With a funny jump
The penguins dash
Down to the water
Splash! Splash! Splash! Splash!

Waddle from the water
With a rock n' roll
Penguins go parading
On a wintry stroll

Five Little Penguins

Five little penguins standing in a row
(Hold 5 fingers up)
Five little penguins standing in the snow
(Wiggle fingers)
Brrr! It's cold! I cannot stay!
(Hug self and shiver)
And one little penguin waddles away
(Hide one finger)
Continue counting down



Lesson Plan 9 - Penguins

Ideas 2 Go - The Best Play Dough . . . Ever!

Included in this kit:

- ✓ 2 cups of flour
- ✓ 1/2 cup salt
- ✓ 2 tbsp. cream of tartar

Also needed:

- ✓ 3 tbsp. oil
- ✓ 1 2/3 cup boiling water
- ✓ Food colouring (optional)
- ✓ Mixing bowl and spoon
- ✓ Measuring cup

What to do:

1. Boil the water and measure it into a measuring cup.
2. Add the oil and food colouring.
3. Mix dry ingredients in a large bowl.
4. Add the water solution to the dry ingredients and mix until it's stiff.
5. HOT! Carefully remove from bowl and mix by hand. Mixture should be silky smooth.
6. Let cool ... play ... then store in a sealed container. It will keep for months!

More ways to make it fun!

- Roll out the play-dough and use letter cookie cutters to spell your child's name.
- Get out baking supplies (muffin tins, cookie sheets) and pretend to be bakers.
- Make groups of shapes and cut-outs and practice counting.



Lesson Plan 10 - Winter

Session #: _____

Date: _____

Location: _____

Welcome & Exploring

- Set up the Welcome Table
- Lay out program resources
- Greet and interact with families; model supportive play

Circle Time

- Teach rhyme “A Round Little Snowflake”
- Read *The Snowy Day* by Ezra Jack Keats
- Sing “Dropped My Hat”
- Read *Snowballs* by Lois Ehlert
 - Discuss how snow people can come in all shapes and sizes - just like us
- Teach “Here’s a Hill”
- Sing the “Snowflakes Song”

Snack

- Talk about the Sandpaper Gingerbread Man Ideas 2 Go

Library Visit

Time to Create - Icy Chalk Snow People

1. Provide blue paper, white chalk and pencil crayons or crayons.
2. Have each parent and child:
 - a. Use white chalk to draw snow people. Smudge the chalk to create a snowy look.
 - b. Use pencil crayons to decorate the snow people and add detail to their winter scenes.
 - c. Glue the blue paper onto a larger piece of white paper to create a frame.

Goodbye

- Gather families at the circle and let children share their creations
- Sing a favourite goodbye song

Goals

- Engage in sound and word play
- Be creative and expressive in a variety of ways
- Begin to recognize discrimination and inequity and to respond appropriately
- Understand and follow routines

Ideas 2 Go

Sandpaper Gingerbread Man

Materials to Bring

- ✓ Book(s) for Circle Time
- ✓ Blue construction paper (cut a bit smaller than the white)
- ✓ White construction paper for a frame
- ✓ White chalk
- ✓ Pencil crayons
- ✓ Glue
- ✓ Copies of Rhymes and Songs sheets
- ✓ For Ideas 2 Go
 - Copies of Ideas 2 Go sheet
 - Sandpaper squares
 - Gingerbread man template
 - Rick rack
 - Ribbon or string
 - Cinnamon Sticks

Reminders

Lesson Plan 10 - Winter



Rhymes and Songs

A Round Little Snowman

A round little snowman
Had a carrot nose
Along came a rabbit
And what do you suppose?
That hungry little rabbit
Looking for some lunch
Ate the snowman's carrot nose
Nibble nibble crunch!

Snowflakes Falling

Tune: Jingle Bells

Snowflakes falling, snowflakes falling
Falling all around
Snowflakes falling, snowflakes falling
On every roof in town

Snowflakes Snowflakes

Tune: Twinkle, Twinkle, Little Star

Snowflakes, snowflakes
Dance around
Snowflakes, snowflakes
Touch the ground
Snowflakes, snowflakes
In the air
Snowflakes, snowflakes
Everywhere
Snowflakes, snowflakes
Dance around
Snowflakes, snowflakes
Touch the ground

I Dropped My Hat

I dropped my hat
Pick it up, pick it up
I dropped my hat
Pick it up, pick it up
I dropped my hat
Pick it up, pick it up
And I put it on my head

Picka picka picka
Pick it up, pick it up
Picka picka picka
Pick it up, pick it up
Picka picka picka
Pick it up, pick it up
And I put it on my head

(Make more verses like dropped my boot, book, mitten ...)

Here's a Hill

Here's a hill and here's a hill

(arms make two hills)

All covered in snow

(make snow fall with fingers)

I jump on my sled

(hands clap together)

And down I go!

(hand slides like a sled)



Lesson Plan 10 - Winter

Ideas 2 Go - Sandpaper Gingerbread Man

Included in this kit:

- ✓ Sandpaper square
- ✓ Gingerbread man template
- ✓ Rick rack
- ✓ Cinnamon stick

Also needed:

- ✓ Scissors
- ✓ Single-hole punch
- ✓ Markers
- ✓ Decorating supplies like glitter or buttons

What to do:

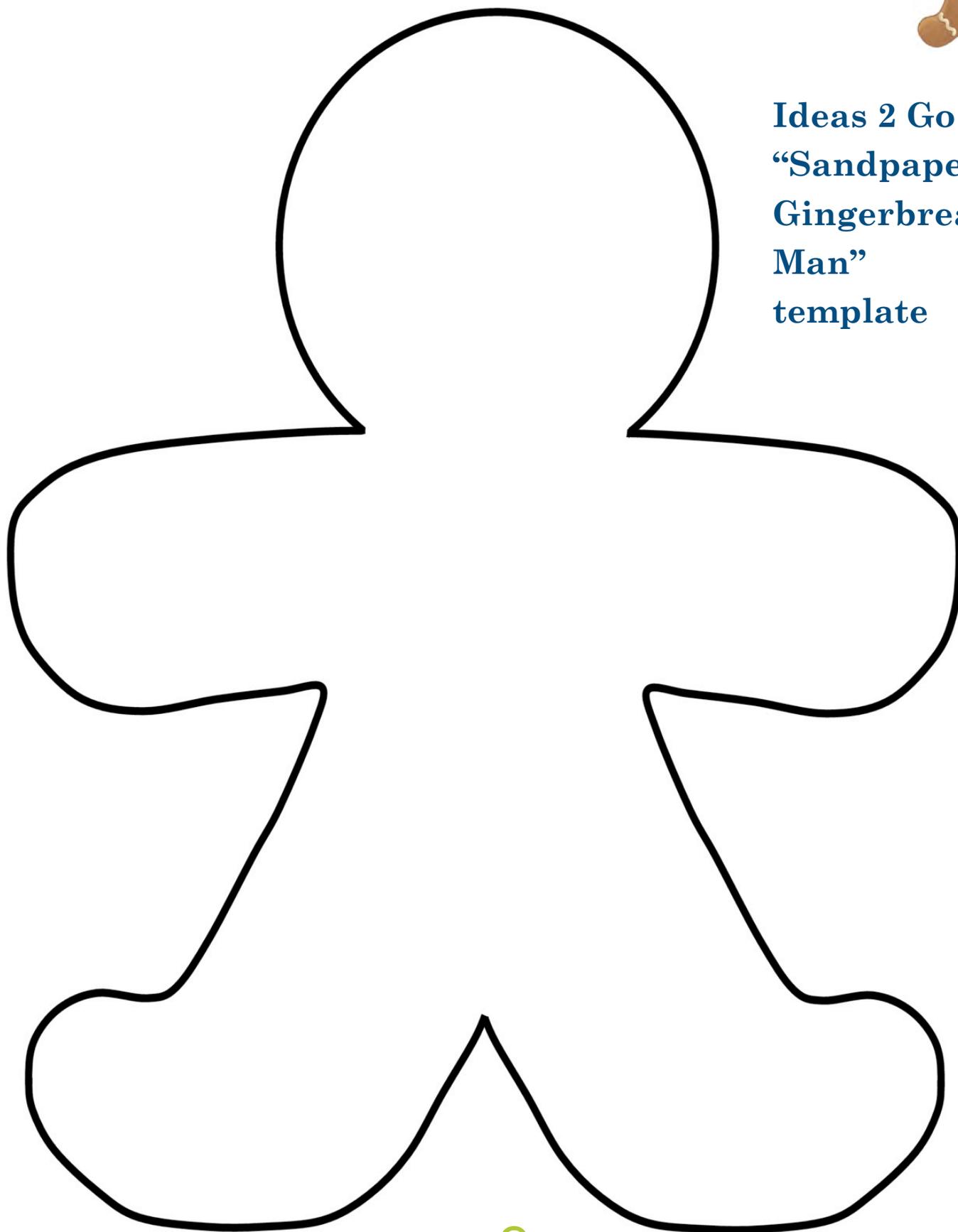
1. Using the gingerbread man template, trace the shape on the back of the sandpaper and cut him out.
2. Punch a hole at the top of the gingerbread man's head (for the ribbon).
3. Rub the cinnamon stick over the body of the gingerbread man to make him smell spicy.
4. Decorate the gingerbread man.
5. Thread ribbon through the hole and tie ends together.

More ways to make it fun!

- Tell the traditional tale of the “Gingerbread Man” to your child.
- Make up a story about your gingerbread man and act it out.
- Play chase and shout “Run, run, as fast as you can...”.



**Ideas 2 Go –
“Sandpaper
Gingerbread
Man”
template**





Love **2**
Learn

Give it a Glance

Give it a Glance

“Give it a Glance” shares simple ideas with parents, in a very visual way. You can print Give it a Glance on paper, or print on card stock to use over and over again.

Display Give it a Glance in a stand-up folder on the welcome table. Mention the day’s idea to individual parents in casual conversation or discuss with the group during circle time. The ideas are simple but can be a starting point for rich discussion.

Encourage parents to add their own ideas or wisdom to the Give it a Glance collection. Or, use the Give it a Glance folder to share multiple copies of ideas like recommended book lists or tips for reading aloud.

When an issue, concern or interest comes up in the group, use Give it a Glance to provide information or spark a discussion.

When feeling safe and nurtured, your child will learn more easily and more deeply.



Love² Learn

Give it a Glance

Take time to talk about new words. Snuggle with your preschooler while you read.

Invite your children’s friends and parents. Ask them to bring a few books they’d like to trade.



Love² Learn

Give it a Glance

Plan a book exchange party.

Conversation contributes to language development and learning.



Love² Learn

Give it a Glance

Make conversation a priority.

This will help develop eye-hand coordination.



Love² Learn

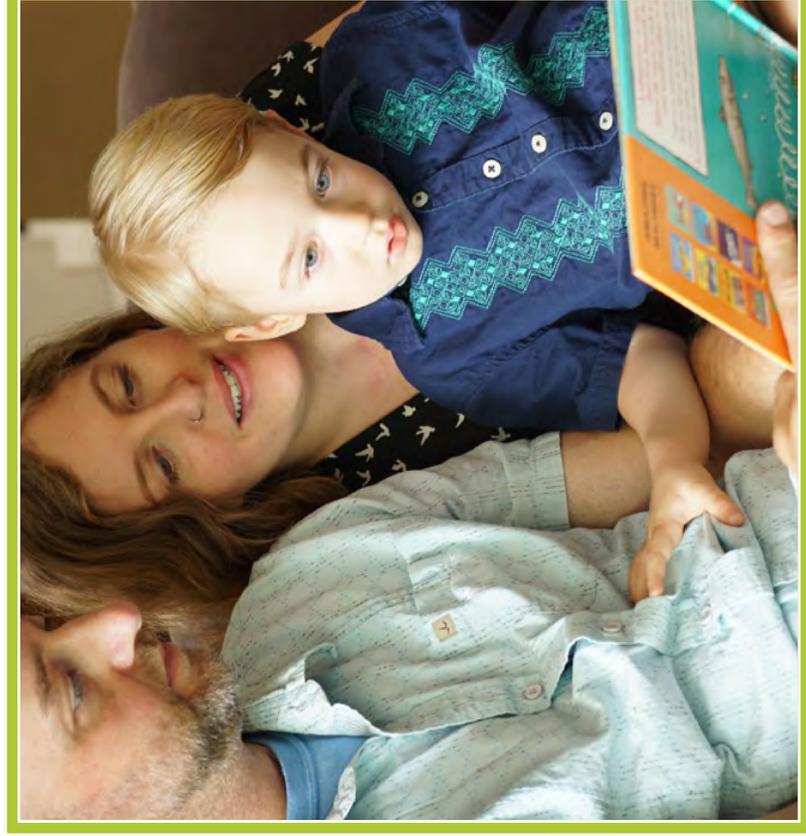
Give it a Glance

Play games such as:

- throwing
- catching a ball
- balancing
- building with blocks

Pick a spot in your home where it is quiet and your little ones are cozy.

Love **2**
Learn



Give it a Glance

Set aside a special time each day to read to your child.

*“Where do
you
think
the woman
is going?”*

**Love2
Learn**



Give it a Glance

**When sharing storybooks,
ask questions about
the pictures.**

When feeling
safe and
nurtured,
your child will
learn more
easily and
more deeply.

Love  Learn



Give it a Glance

**Take time to talk about new words.
Snuggle with your
preschooler while you read.**

**Sit down
beside your
child and read
your own
book to show
that books
are enjoyable.**

**Love 2
Learn**



Give it a Glance

**Encourage your children to
select and look at books
on their own.**

There will be
favourite
books
your child
will want
to look at
over and
over again.

Love **2**
Learn

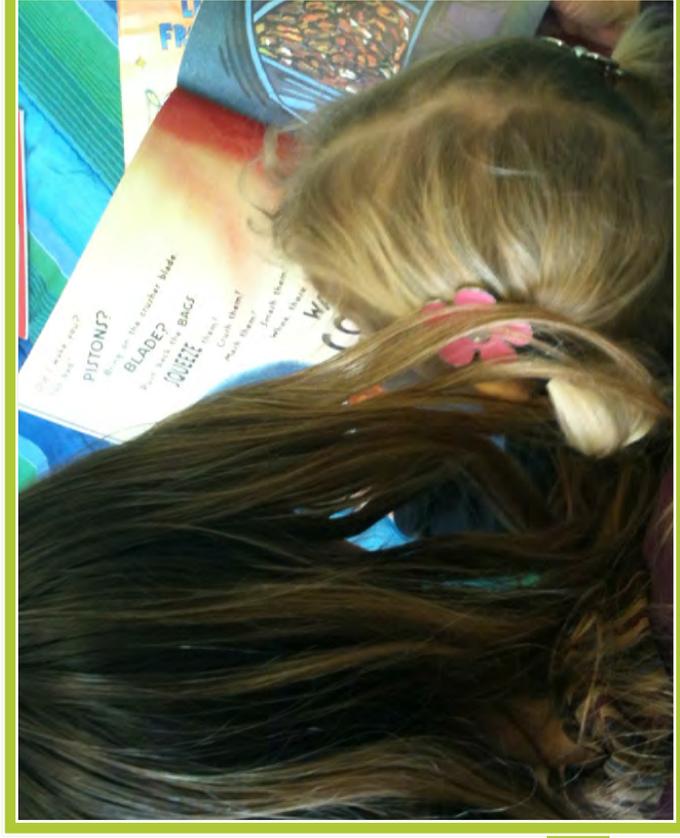


Give it a Glance

**Being familiar with words and
letters helps children learn.**

Get your preschooler a library card. Go to the library regularly and explore the children's section together.

Love 2 Learn



Give it a Glance

Encourage your child to choose books to take home.

**Invite your
children's
friends and
parents.**

**Ask them to
bring a few
books they'd
like to trade.**

**Love 2
Learn**

Give it a Glance



**Plan a book
exchange party.**

Have a
reading
picnic.

Play
dress up
and
act out
a book.

Love 2
Learn



Give it a Glance

**Introduce books into your
daily activities.**

*“This morning
at 10 o’clock
we’re going
to the store.
After lunch
we can play
a game.”*

**Love 2
Learn**



Give it a Glance

**Discuss the order of your daily
events to help your child
understand time.**

Sort
them
by
shape,
colour or
size.

Love 2
Learn



Give it a Glance

**Collect objects like buttons,
stones and blocks.**

*“The
window is
square.
The
cookie is
round.”*

Love 2
Learn

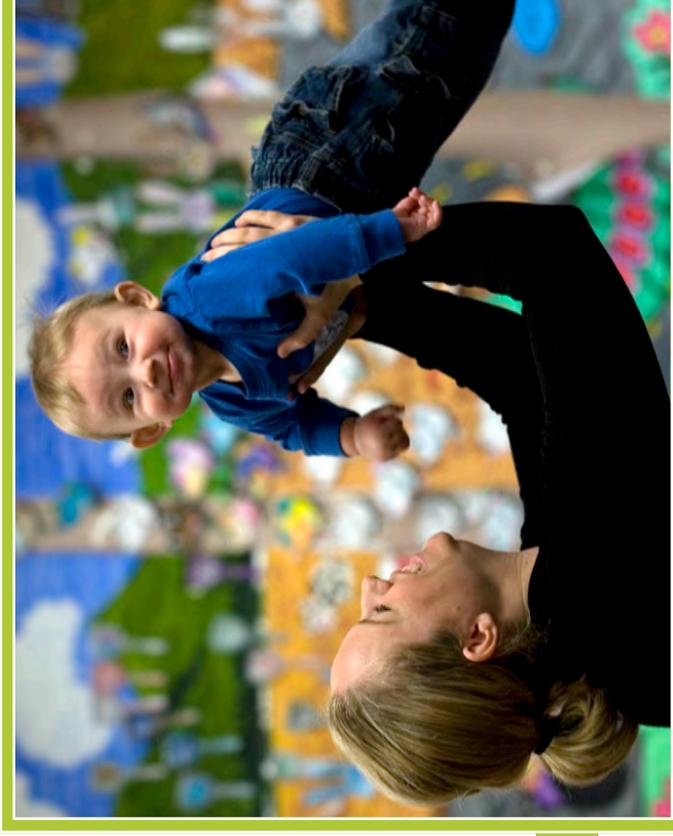


Give it a Glance

**Identify shapes in the world
around you and talk about them
with your child.**

“Are you excited?”
“You look surprised!”
“That is frustrating.”
“I know you’re disappointed.”

**Love 2
Learn**



Give it a Glance

**Expand vocabulary by
using new words
to describe your child’s feelings.**

Kids love to
play with
glue, flour,
water,
play dough,
and
paint.

Love 2
Learn



Give it a Glance

**Set up opportunities for your
child to be messy!**

Display
children's
creations
where
they can
see
them.

Love 2
Learn

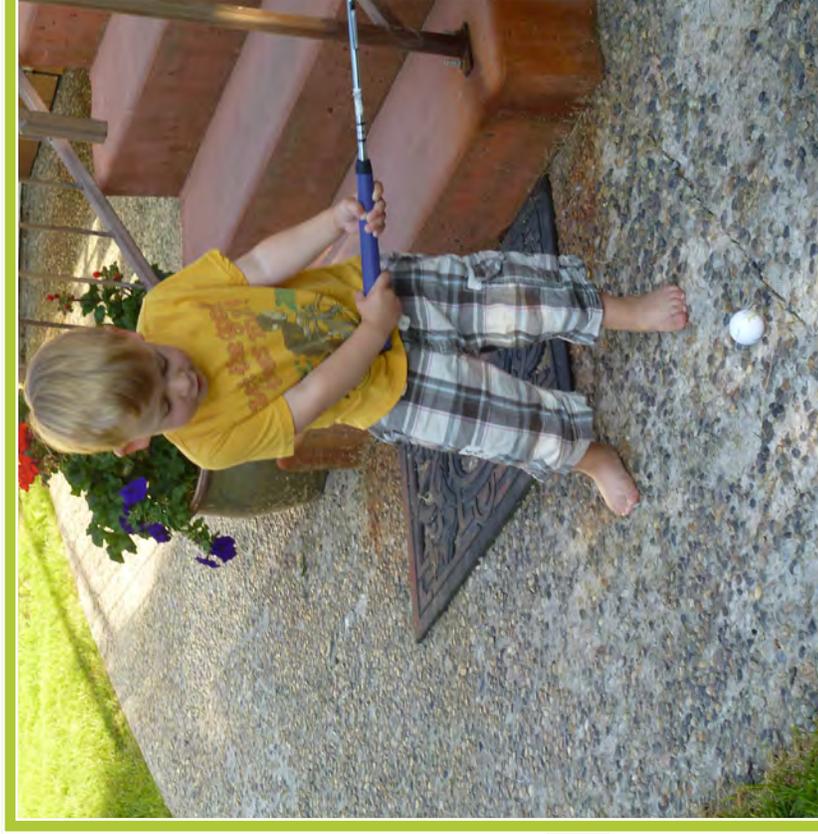


Give it a Glance

**Encourage your children's
creativity.**

It is important that your child have access to both structured activities and free playtime.

**Love 2
Learn**



Give it a Glance

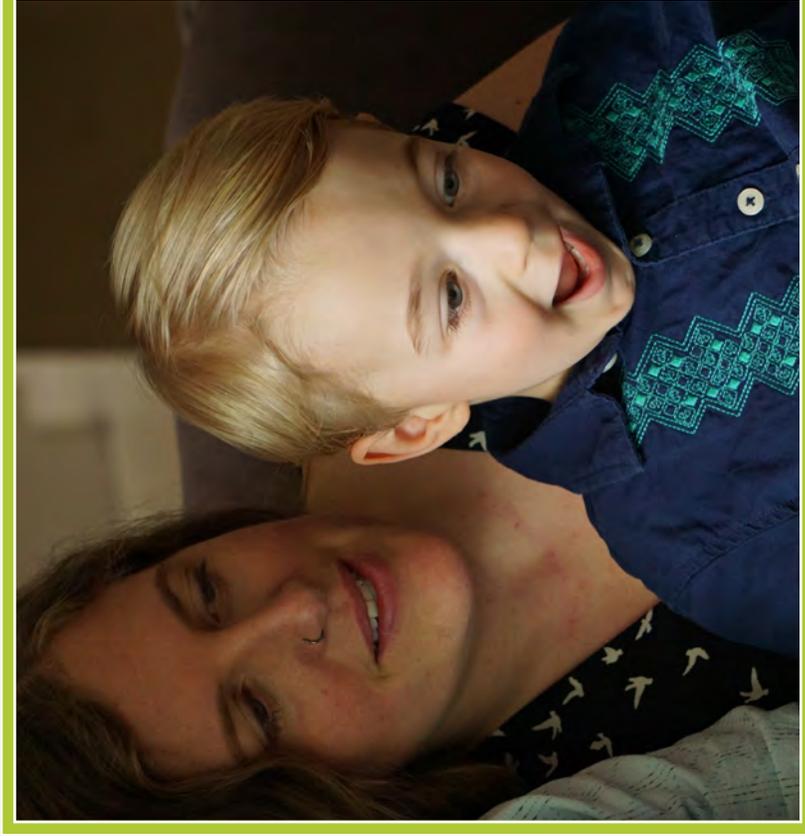
**Balance your
child's schedule.**

**Talk about
what
you are
watching.**

**Keep the
television
off during
meal times.**

**Love 2
Learn**

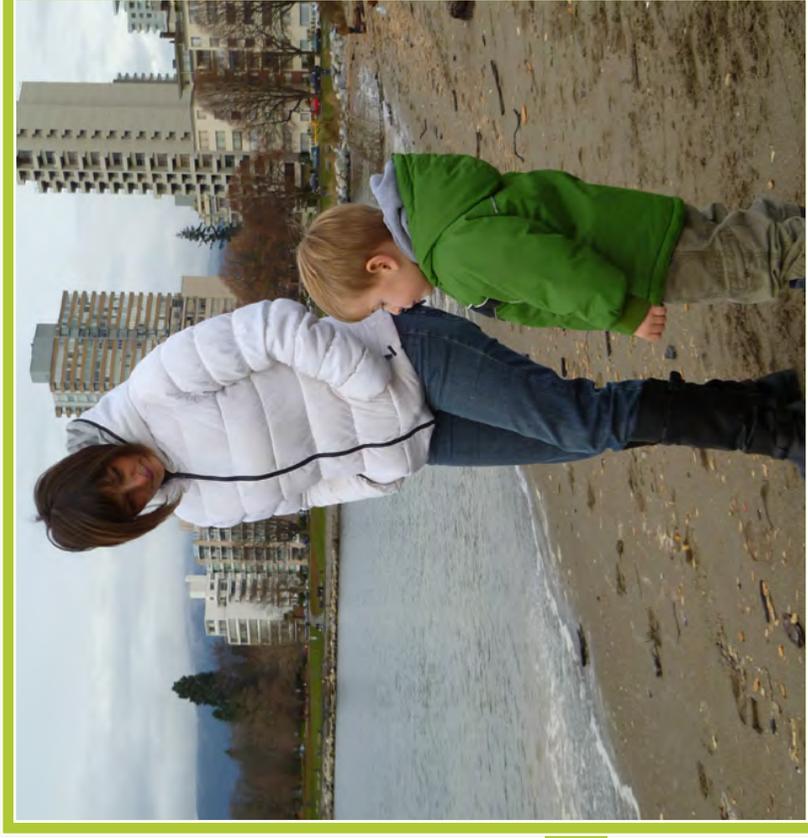
Give it a Glance



**Watch TV
with your child**

Conversation
contributes
to
language
development
and
learning.

Love 2
Learn



Give it a Glance

**Make conversation
a priority.**

This
will
help
develop
eye-hand
coordination.

Love 2
Learn



Give it a Glance

- Play games such as:**
- **throwing**
 - **catching a ball**
 - **balancing**
 - **building with blocks**

**Make up
simple
songs
about
everyday
activities
like having
lunch.**

**Love 2
Learn**

Give it a Glance



Sing songs.

**Be your
child's scribe
and write
down his or
her words.**

**Make
a book
and read it.**

**Love 2
Learn**



Give it a Glance

**Ask your child to tell you
a story about a picture
he or she has drawn.**

*“How many
words
do you
know that
start with
the same
sound
as your
name?”*

**Love 2
Learn**

Give it a Glance



**Play word and
sound games.**

*“Peter
Piper picked
a peck of
pickled
peppers.”*

*“She sells
sea shells
by the
seashore.”*

Love **2**
Learn



Give it a Glance

**Have fun with
tongue twisters.**

Child: “Daddy
cook soup?”

You: “Yes,

Daddy is
cooking

vegetable

soup for

lunch.”

Love 2
Learn



Give it a Glance

**Expand your children’s
vocabulary by expanding
their sentences.**

*“Look at that
blue car.”*

*“Are you
going to
wear your
red shoes?”*

*“Let’s find
all the yellow
leaves.”*

**Love 2
Learn**



Give it a Glance

**Talk about colours
as you
go about your day.**