



Dear Parent / Guardian,

Ready Set Learn is a program designed to help children make the transition into kindergarten. Due to the pandemic, the sessions this year will be virtual. You can find the sessions on the district website at www.pvbears.org. There is a link for “**Ready Set Learn**” in which you can locate the video presentation and accompanying parent packet. This is the first of five sessions that will be posted throughout the year. This session focuses on book and print awareness as well as number sequencing. Please watch the video and follow along with the parent packet to learn how you can help your child prepare for reading and math in kindergarten.

Please stop by the Pleasant Valley District Office Monday through Friday between the hours of 8:30 am and 3:00 pm. to pick up your complimentary copy of the book “The Little School Bus” so that you can practice the strategies shown in the video with your child. This book is yours to keep. Copies of the accompanying parent packet will also be available for pick up. If you are unable to pick up the materials in the hours above, please call 570-402-1000, ext. 1311. Thank you.

If you have any questions, please feel free to email Lori Hagerman, Curriculum Supervisor, at hagerman.lori@pvbears.org.



Ready Set Learn

Small Group Session

Parent Packet



“Book and Print Awareness”

“Number Sequencing”

Components of Early Literacy/Math

<i>Early Literacy /Math Skill</i>	<i>Example</i>
Book and Print Awareness	Listening to books read aloud & learning about the way print is used in books
Number Sequencing	Sequencing using first, second, third, etc.
Letter Recognition	Learning to differentiate the letters in the alphabet
Number Recognition	Learning to differentiate numbers
Vocabulary Building	Learning what words mean and using new words
Math vocabulary	Learning words specific to math
Sound Awareness	Listening to and recognizing the sounds of the English language
Counting sounds	Counting the sounds that you hear
Letter Sounds	Recognizing that sounds and letters in English connect
Match numbers and objects	Recognizing numbers and matching the correct number of objects

Literacy Milestones: Birth through Kindergarten

<i>Pre Reading Skill</i>	<i>Birth-Age 3</i>	<i>Ages 3-4</i>	<i>Kindergarten</i>
Book and Print Awareness	<input type="checkbox"/> Pretends to read books <input type="checkbox"/> Names objects in books <input type="checkbox"/> Talks about characters in book <input type="checkbox"/> Begins to recognize own name	<input type="checkbox"/> Enjoys listening to storybooks <input type="checkbox"/> Understands print carries a message <input type="checkbox"/> Identifies familiar signs/labels	<input type="checkbox"/> Understands left to right tracking of print <input type="checkbox"/> Names book title <input type="checkbox"/> Names book author
Letter Recognition		<input type="checkbox"/> Identifies some letters correctly	<input type="checkbox"/> Identifies and names all capital letters correctly <input type="checkbox"/> Identifies and names all lower case letters correctly
Vocabulary Building	<input type="checkbox"/> Associates frequently spoken words with objects <input type="checkbox"/> Starts with 200 words and builds to 1000 words by end of age 2	<input type="checkbox"/> Learns and correctly uses 20-25 new words per week	<input type="checkbox"/> Uses new words correctly in context <input type="checkbox"/> Uses the correct grammatical constructions of sentences
Sound Awareness	<input type="checkbox"/> Responds to and imitates tones and rhythms	<input type="checkbox"/> Participates in rhyming games	<input type="checkbox"/> Understands words consist of sounds
Letter Sounds		<input type="checkbox"/> Makes some letter sound matches when writing <input type="checkbox"/> Attempts reading through letter sound matches	<input type="checkbox"/> Understands sequence of letters represent sounds in a word <input type="checkbox"/> Learns most 1:1 letter sound matches

Steps for Creating a Literacy Space

Materials: Cardboard box, pencils, pens, markers, paper, letter cards, letter magnets, plastic letters, magazines, books from garage sales, books from used book stores, books from library sales and books from bookstores

- ☐ Pick a special place in the house for your child's Literacy Space
- ☐ Decorate a cardboard box together for the book storage
- ☐ Talk about how you can arrange the books
 1. Category (example-animal or holiday books)
 2. Alphabetical (example- arrange by first letter in title)
 3. Library (example-special section for library books)
 4. Magazines (ex.- National Geographic for Kids)
- ☐ Encourage family/friends to give child books as presents on birthday or holidays for your child's personal library
- ☐ Encourage family/friends to read to your child
- ☐ Add any books you create for your child
- ☐ Add books your child creates
- ☐ Find a special area for paper, markers, crayons, pencils, and pens
- ☐ Find a special area for all letter card/magnets
- ☐ Special area for device with eBook and head phones to encourage reading without an adult
- ☐ Label, label, label everything in and outside the literacy space to increase frequency of environmental print (example: Refrigerator, Stove, Closet)
- ☐ Encourage your child to use their Literacy Space

Appendix A- Recommended Children's Book List

Recommended Children's Book List

(Books for Ages 2-4)

Agapanthus Hum and Major Bark, by Jennifer Plecas

After losing a tooth, Agapanthus discovers that she can make an angel hoot by blowing through the hole in her smile.

Bedtime for Frances, by Russell Hoban

It may be bedtime for Frances, but Frances is not ready to go to bed. Children will enjoy Frances' antics of as she thinks up new diversions to keep her from going to bed.

Clifford the Big Red Dog, by Norman Bridwell

Clifford the Big Red Dog Board Book celebrates Clifford's 35th anniversary. This giant dog bathes in the swimming pool, and occasionally catches the cars he chases.

Color Zoo, by Lois Ehlert

Nine animals, 9 shapes, and 16 shades of color make this zoo a visual treat for little ones to explore. As readers turn each page, they can watch the pictures change: a lion turns into a goat; an ox into a monkey; a tiger into a mouse, and more.

Corduroy, by Don Freeman

Corduroy the stuffed bear has always wanted a home. Lisa wants to buy him, but her mother points out that the little bear's green overalls are missing a button! The next day Lisa buys Corduroy and now Corduroy has a home and a friend!

Everything to Spend the Night from A to Z, by Ann Whitford Paul

Rollicking rhymes and illustrations packed with funny details reflect this exuberant narrator's delight as she pulls one thing after another out of her overnight bag and invites her grandpa to join in the fun.

Go, Dog, Go, by P.D. Eastman

Dogs in all shapes, sizes, and colors -- black, white, yellow, green, blue, pink, and red--star in this wonderfully goofy book. Floppy-eared canines zooming around in cars, riding a Ferris wheel, and generally having a marvelous time illustrate simple concepts in short vignettes. A recurring disagreement about hats is finally resolved at the great dog party high in the tree-tops.

Guess How Much I Love You, by Sam McBratney

How much can you love someone? Little Brown Hare wants to show Big Nutbrown Hare how very much he loves him - but a love as big as his is very hard to measure!

Freight Train, by Donald Crews

Is it an airplane? Is it a car? Is it a bicycle? It's a freight train, rushing through the countryside, through the city, through the day, and through the night to bring things to you.

Hamster Chase, by Anastasia Suen

The class hamster gets loose and it's up to Peter, Amy, and Archie to find him and lure him back into his cage.

How many? How much? (Get Set for Kindergarten series), by Rosemary Wells

Timothy and his kindergarten classmates learn about counting, measuring, money, and other math concepts. Includes activities on directionality, spatial relations, and the days of the week.

If You Give a Mouse a Cookie, by Laura Numeroff

If a hungry little traveler shows up at your house, you might want to give him a cookie. If you

give him a cookie, he's going to ask for a glass of milk. He'll want to look in a mirror to make sure he doesn't have a milk mustache, and then he'll ask for a pair of scissors to give himself a trim.

The Little Red Hen, by Byron Barton

The little red hen finds none of her lazy friends willing to help her plant, harvest, or grind wheat into flour, but all are eager to eat the bread she makes from it.

Mouse Count, by Ellen Stoll Walsh

A hungry snake finds ten little mice and counts them into a jar for dinner. But the clever mice soon outwit the snake and "uncount" themselves--until they've all gotten away.

Owl Babies, by Martin Waddell

Never has the plight of young ones who miss their mother been so simply told or so beautifully rendered as in this tale of three baby owls who awaken one night to find their mother gone. Where is she? When will she return? What scary things move in the night around them?

Ring! Yo?, by Chris Raschka

RING! YO? gives young readers only one side of the conversation -- and asks them to use their imaginations to fill in the other half.

Runaway Bunny, by Margaret Wise Brown

A little rabbit who wants to run away tells his mother how he will escape, but she's always right behind him.

Time for Bed, by Mem Fox

Day is done. Darkness is falling everywhere, and little ones are getting sleepy. This gentle book, with its rhythmic verse and peaceful, loving illustrations, will lull toddlers whether it's bedtime, nap time, or simply time for a snuggle.

The Very Hungry Caterpillar, by Eric Carle

This is the delightful story of one very small and very hungry caterpillar who grows into a beautiful butterfly as he nibbles his way through the pages of the book.

Where's Spot?, by Eric Hill

A mother dog finds eight other animals hiding around the house before finding her lost puppy, Spot.

Activity 1: Engaging in Book Talk (incorporating math):

Preview: "During this activity, I will show you some ways to engage your child in book talk and incorporate math with some number sequencing concepts. We will use *The Little School bus* by Carol Roth as our model book."

☐ Talk about past events connected to the text

Explain why we talk about past events: **Children will begin connecting to text immediately if you connect it to something related to their own lives or your life. This will build background knowledge before reading text. If children have background knowledge, they have a better chance of understanding text.**

Introduce the book: **The title of this story is *The Little School Bus*. This is a rhyming book all about different animals riding a school bus. The story starts with the bus coming around and picking up all of the animals for school. Each time a new animal gets on the bus, the story repeats all the animals before it. Think about some of the animals you have seen. Maybe you will see a picture of one in the book that reminds you of one you have seen before. Maybe something in this book will remind you of another book you read. Let's take a look!**

Try to think of another way to connect this to a past or future event, or a story that was read in the past.

☐ Talk about cause and effect

Explain why we talk about cause and effect: **Many texts use cause and effect of events during the story. If children can anticipate the possibility of cause and effect and recognize cause and effect, the chances that they will understand the text are greater.**

Modeling Example from *The Little School Bus* (Read Page 3 out loud): **How did the bus get to that bus stop? It didn't just appear. Something had to happen for it to get in front of that house. How did it get there?**

(Read Page 4 out loud): **The little goat was first on the bus. Was there anyone else on the bus besides the bus driver? No, there wasn't. The goat was first to get on the bus. How many animals got on the bus? Yes, just one animal. The bus was empty, besides the bus driver, and then one goat got on the bus. That means there is now one animal riding bus.**

Find another page in the story where you could talk about cause and effect.

☐ Predict future events

Explain why we predict future events: **"Predicting future events will help a child to engage in the text by continuing to think about what will happen next. If they are thinking**

about what might happen next, this will help them to revise their understanding of the text if the predicted event does or doesn't occur. You can then ask 'why?' "

Modeling Example from *The Little School Bus* (Read Page 7 out loud): **We know that the bus made its first stop and it just made its second stop. What do you think will happen next? Why do you think that?**

You can ask prediction questions throughout the book.

Before the bus stopped to pick up the pig, there was one animal riding the bus. After the pig got on the bus, how many animals were riding the bus? Yes, two animals were riding the bus. The goat got on at the first bus stop. The pig got on at the second bus stop. Second means two. Two animals got on the bus.

(Read Pages 8 & 9 out loud): **A fox with socks got on the bus! He was the third one on the bus. How many animals are now riding the bus? Yes, three animals are riding the bus. Third means three: a goat, a pig and a fox.**

☐ Talk about issues or themes

Explain why we talk about issues and themes: **"Books tell us a story and may provide a wonderful lesson. Encouraging children to think about the big idea of the story will help them on their journey to think about that BIG IDEA or big picture the story provides for us."**

Modeling Example from *The Little School Bus* (Read Page 10 to 13 out loud): **"Is this story mostly about animals riding a bus to school? Or is it mostly about the different things the animals are wearing? Why do you think that?"**

The fuzzy quick chick got on the bus. She was the fourth animal on the bus. How many animals are now riding the bus? Yes, four animals are riding the bus. Fourth means four: a goat, a pig, a fox and a chick.

(Read pages 14 to 17 out loud): **The hairy bear got on the bus. He was the fifth animal on the bus. How many animals are riding the bus now? Yes, five animals are riding the bus. Fifth means five: a goat, a pig, a fox, a chick and a bear.**

☐ Discuss characters' feelings, personality traits and motivations

Explain why we talk about characters: **"Thinking about and knowing the characters in a book will lead to a better understanding of the text. Children can begin early thinking about the characters in their books that are often very dynamic and interesting!"**

Modeling Example from *The Little School Bus*. **"How do you think the pig in a wig (on page 14) was feeling? How do you know? If she could talk, what do you think she would say? Why do you think that?"**

Find another page in the story where you can discuss a character.

☐ More math sequencing concepts

(Read pages 18-21 out loud): **The wiggly worm got on the bus. He was the sixth animal on the bus. How many animals are riding the bus now? Yes, six animals are riding the bus. Sixth means six: a goat, a pig, a fox, a chick, a bear and a worm.**

(Read pages 22-25 out loud) **The sleepy sheep got on the bus. She was the last animal on the bus. How many animals are riding the bus now? A goat, a pig, a fox, a chick, a bear, a worm and a sheep. How many is that? Yes, seven. Seven animals rode the bus.**

☐ Make another prediction

(Look at page 24) **What do you think will happen now that the bus has arrived at school? Why do you think that?**

(Read pages 26 to 29 out loud): **Where do you think the bus is going now? What makes you think that?**

☐ Discuss the book

(Read pages 30 to 32 out loud): **Was your prediction correct? Tell me about your favorite part of the book. Why was that your favorite part?**

***As you read this book you could also incorporate conversation about the rhyming. Your child can chime in and read chorally as the characters are repeated on each page.**

Activity 2: Talking about Print

Materials: *The Little School Bus* by Carol Roth

Activity Objective: Talking about print will help children begin to understand how print moves from left to right and how words on the page stand for words read aloud. This skill will help children when they begin to engage in text independently.

Checklist Objective: The objective of this checklist is to remember to use all items when reading text with their child.

Preview: During this activity, we will use the book “The Little School Bus” as a model book. I will show you how talk about print with your child.

- ☐ Talk to your child about what an author does.

Modeling: **Before beginning the text, tell your child, “The author is the person who writes the story. She has the words of the story in her head and she writes them on the page. The title of this story is *The Little School Bus*. The author is named Carol Roth. What does the author do?”**

- ☐ Talk to your child about what an illustrator does.

Modeling: **Before beginning the text, tell your child, “The illustrator is the person who draws the pictures for the story. Sometimes the book has pictures, or photographs. The person who takes photographs for the story is called the photographer. What does the illustrator do? What does the photographer do?”**

- ☐ Tell your child that the groups of letters on the page stand for words and ideas.

Modeling: **During reading point out that, “The groups of letters on the page stand for words.” (Point) “Here is a word and here is a word. Follow along with each word in the story as I read.”**

- ☐ Teach left to right progression and one to one matching of text to your child. The steps are:

Modeling: **During reading point out that, "The words on the page (point) move from this side to this side. As I am reading them, my eyes are moving from one side of the page to the other then to the next row. Now hold my hand and try it with me as I read. I will read as fast or as slow as you point to each word. Now try moving your finger across the rows as I read."**

Practice at home: **Try this with your child using a book from home. Speak to your child and move through each step.**

- 1. Model: Point your finger below each word as you read.**
- 2. Lead: Encourage him/her to try it with you.**
- 3. Independent: Finally, ask your child to try tracking the print without your assistance by pointing to each word as you read it.** (You read, the child points. Only do a few words at a time so you don't overwhelm him or her.)

- ☐ Talk to your child about a specific letter on the page. Have your child try to find more words with that letter.

Modeling: **"We were talking about the letter D today because your name begins with that letter, Dan. Find all the capital and lower case Ds in the story and point to them with me."**

Practice at home: **Try this with your child using a book from home. Repeat the activity above, locating other letters in the story.**

Activity 3: Classification and Sorting

Materials: *The Little School Bus* by Carol Roth

Activity Objective: We will work on classifying objects and counting the number of objects in each category.

Activity: Read the story to your child. As you are reading, engage your child in conversation about the possible ways you could sort and classify the different stuffed animals.

Modeling: We are going to read the book, "The Little School Bus." As we are reading, let's talk about all of the interesting characteristics of the illustrations. That means we are going to look for ways that the objects in the pictures are the same or different. We are going to be creative in figuring out ways that we can group or sort the objects in the illustrations.

- Read pages 2-5 aloud. Ask your child, **"Look at pages 4 and 5. What are some ways we could group the objects in this illustration?"** **Could we group by color? What colors do you see? I see 2 red objects. I see different shapes. I see many rectangles, the lights on the bus, the window. Can you find any other shapes?"** You could incorporate counting the objects in each category.
- Read page 7 aloud. Ask your child, **"What are some ways we can sort objects in this picture? I'll get you started. Lets look at all of the curvy lines on this page. The pigs dress has curvy decorations on it. The pig's hair has curves, the tire area of the bus has curves. How else can we sort things in this picture? Could we sort by size, maybe small and big? The pig's feet and her round suitcase are small. Her head and the school bus are big."**
- Read pages 8-9 aloud. Ask your child, **"Look closely at all of the details of this picture. How could we sort the objects in this picture? Think about some of the ways we have sorted so far: color, shape size."** Continue to prompt the conversation to get your child to think about ways they can group the objects. You can also incorporate counting the various objects in each category.
- Continue this process throughout the book to really get your child thinking about creative ways to sort the objects in the pictures.

Practice at home: Try this with your child using a book from home. Look at the pictures as you read and count objects, discuss the features or characteristics of different items on the page. Figure out how you could sort or group the objects.