

Before Readiness Readers

Activity One - Before Readiness Readers – Understanding the concept of ‘word’

Concept	Materials needed for instruction	Activity Description
<p>Word</p>	<p>Individual picture of each student in the group with the student’s name written under their picture. A dot should be made under the name like the dot under the words on page 1 of Readiness Reader 1.</p> <p>Index card with the student’s name written on the card. A dot should be made under the name like the dot under the words on page 1 of Readiness Reader 1.</p>	<p>Objective: <u>Students will read their names.</u></p> <p>Activity: New teachers, or teachers new to Dr. Cupp Readers, might say the following:</p> <ul style="list-style-type: none"> • “Boys and girls, today we are going to learn how to read words. The words we will learn to read will be your names.” The teacher then places the picture of each student in front of the student. (Students should be seated at a table in a small group.) • “Look at the word I have written on the bottom of your picture. The word is your name. I will read your name to you.” The teacher then touches the dot under the student’s name on each picture and reads the name of each student. • “Now, I would like for you to help me read your names.” The teacher again moves from student to student, touches the dot under each name, and reads the name. The teacher encourages the students to read the names with him or her. <p>When students can successfully read their names under their picture cards with the teacher, the teacher then selects one child’s picture and places it on the table. Next to the selected child’s picture, the teacher places a card that only has the child’s name written on it.</p> <p>The teacher demonstrates to the children how to place the card with the child’s name on top of the name at the bottom of the child’s picture.</p> <ul style="list-style-type: none"> • “Boys and girls, I have matched _____ name on this card with _____ name under his/her picture. I would like for everyone to take the card with your name and match it to the name under your picture.” Students then take turns reading their names. First they point to their name on the card and then read their name. Then they pick up the card, point to their name under their picture, and read their name again. • “Today, we have learned how to read words. These words are our names.” Students will continue to practice reading their names.

		<p><u>Activity One continued</u></p> <p>If students seem confused or they have difficulty reading their names, then repeat this activity again the next day. If students are successful, then select two students' pictures and the name cards for these two students. Mix up the two pictures and name cards and ask students to match the name cards with the pictures and then read the names of the two selected students. Students should touch the dot under the name as they read the name.</p> <p>Note to the teacher: Continue this activity by selecting the picture and name cards of students and mixing them up.</p> <p>Assessment: Students are in a small group at the table. The teacher will call on each student, one at a time, and say:</p> <ul style="list-style-type: none"> • “_____ <i>please point to your name and read your name for me.</i>” <p>If the student does not respond to the teacher's request, then the teacher gently takes the child's finger and places it on the dot under the child's name, and reads the child's name. Any attempt by the student to respond to the teacher should be rewarded with a big smile and kind words.</p> <p>Activity variation: Each student has their picture in front of them at the table. One student is selected to stand up. The teacher instructs the student to move around the group and read the name of each child. The student touches the dot under each child's name and then reads the child's name.</p>
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Activity Two - Before Readiness – Reading the words Jack, Jilly, Dog

Concept	Materials needed for instruction	Activity Description
<p>Word</p>	<p>Cut out pictures from page 3 of Readiness Reader 3. Glue these pictures of Jack, Jilly and Dog to three index cards.</p> <p>Draw a black dot under each name Cut out the words Jack, Jilly and Dog on page 3 of Readiness Reader 3.</p>	<p>Objective: <u>Students will point to the dots under picture cards with the words Jack, Jilly and Dog, and read the names.</u></p> <p>Activity: The teacher shows students how to match the words Jack, Jilly, and Dog with the pictures of Jack, Jilly and Dog following the same directions given in Activity One. After students have matched the names with the pictures, the students will touch the black dot under each word and read the names Jack, Jilly, and Dog.</p> <p>Assessment: Using the picture cards with the names at the bottom, students will point to the black dot under the words Jack, Jilly, and Dog, and read the names.</p> <p>Activity Variation: The teacher will fold back the names under the picture cards and ask students to match the name card with the picture.</p>

Notes:

Activity Three - Before Readiness – One to one correspondence – Counting pennies

Concept	Materials needed for instruction	Activity Description
One to one correspondence	Page 9 of Readiness Reader 3 Five pennies for each student in the group	<p>Objective: Students will demonstrate an understanding of one to one correspondence by counting out the correct number of pennies when the teacher calls out a number from one to five.</p> <p>Activity The teacher will either use page 9 of Readiness Reader 3, or will draw out a slightly larger version of the boxes on this page. The teacher will point to a number on this page and say the number. The teacher will then demonstrate how to count out the selected number of pennies.</p> <p>The teacher will point to and call out a number from one to five. Students will count out the correct number of pennies that corresponds to the number the teacher called out. Students will then individually touch each penny and count back the correct number of pennies to the teacher.</p> <p>Assessment: See objective</p>

Notes:

Activity Four - Before Readiness – One to one correspondence – Counting letters in words

Concept	Materials needed for instruction	Activity Description
<p>One to one correspondence with letters in words</p>	<p>Students' name cards from Activity One</p>	<p>Objective: Students will demonstrate an understanding of one to one correspondence of letters in words by counting the number of letters in their names.</p> <p>Activity: Using the student name cards from Activity One, the teacher will select a student's name and point to each letter in the student's name. The teacher will touch below each letter and count the letters in the student's name.</p> <p>New teachers, or teachers new to Dr. Cupp Readers, might say the following:</p> <ul style="list-style-type: none"> • <i>“Boys and girls, this is the name _____ (example – Maria). Maria has five letters in her name. I am going to touch each letter and count to see how many letters are in the name Maria. You may count with me.”</i> The teacher then touches below each letter in Maria's name and counts each letter. <p>The teacher then holds up the name of each child and counts the letters in each name.</p> <p>Assessment: See Objective</p>

Notes:

Activity Five - Before Readiness – Introducing the concept of letters representing sounds

Concept	Materials needed for instruction	Activity Description
Letters represent sounds	Picture of animals that might include: Dog Cat Cow Pig	<p>Objective: Students will point to the picture of an animal and make the sound for the animal.</p> <p>Activity: The teacher will point to the picture of an animal and say;</p> <ul style="list-style-type: none"> • <i>“Boys and girls, this is a dog, and a dog makes the sound woof.”</i> • <i>“This is a cat, and a cat makes the sound meow.”</i> • <i>“This is a cow, and a cow makes the sound moo.”</i> <p>Students then take turns pointing to the animal and making the sound for each animal.</p> <p>Assessment: See Objective</p>

Notes:

Activity Six - Before Readiness – Introducing the concept of letters representing sounds

Concept	Materials needed for instruction	Activity Description
<p>Letters represent sounds</p>	<p>Page 7 of Readiness Reader 3</p> <p>Letters <u>a</u>, <u>t</u> on an index card</p>	<p>Objective: Students will point to the letter <u>a</u> and make the sound /a/.</p> <p>Activity: New teachers, or teachers new to Dr. Cupp Readers, will point to the picture of the bat on page 7 of Readiness Reader 3 and say the following:</p> <ul style="list-style-type: none"> • <i>“Boys and girls, this is a picture of a bat. We play games with a ball and a bat.”</i> (The teacher then points to the word <u>bat</u>.) <i>“This is the word <u>bat</u>. There are three letters in the word <u>bat</u>. Let’s count each letter. Letters make sounds just like animals make sounds. The word <u>bat</u> is made by putting three sounds together. Listen as I make the sound for each letter in the word <u>bat</u>.”</i> (The teacher then points to the letters <u>b</u>,<u>a</u>,<u>t</u> and makes the sound for each letter. <i>“The letter <u>b</u> makes the sound /b/. The letter <u>a</u> makes the sound /a/ and the letter <u>t</u> makes the sound /t/. Please listen as I put these sounds together and make the word <u>bat</u>.”</i> (The teacher then blends the word by saying /b/ /at/ makes the word <u>bat</u>.) <p>Assessment: See objective</p> <p>Note: The concept of letters representing sounds may take numerous repetitions before students begin to understand the concept.</p>

Notes:

Student Checklist for the Six Activities

Student's Name	<u>Activity 1</u> Students will read their name.	<u>Activity 2</u> Students will read Jack, Jilly, and Dog with pictures.	<u>Activity 3</u> Students will count the correct number of pennies.	<u>Activity 4</u> Students will count the number of letters in their names.	<u>Activity 5</u> Students will point to the animal and make the sounds for three animals.	<u>Activity 6</u> Students will point to the letter <u>a</u> and make the sound /a/ for short <u>a</u> .
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