PARENTING & LITERACY FOR SUCCESS
( P.L.S.)

A Family Literacy Program

Curriculum Guide

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Overview

In the past, parents of preschoolers were not given special guidelines for preparing their children for kindergarten. However, much more is now expected of preschoolers as they enter kindergarten. Since not all children attend preschool programs, parents need targeted information in order to prepare their children. The Parenting and Literacy for Success program (P.L.S.) is a fun and easy program that provides parents with valuable tools they can use during and after attending the P.L.S. program.

Target Audience

The Parenting and Literacy for Success (P.L.S.) program targets parents with limited resource who have preschoolers 3 to 5 1/2 years old.

Goal of Program

The Parenting and Literacy for Success (P.L.S) program is a family literacy program whose main goal is to introduce parents to the pre-kindergarten standards and help them teach their preschoolers pre-kindergarten concepts in math, science, reading and other areas which can prepare them for kindergarten success. The P.L.S program combines the reading of four specially selected children’s books with hands-on activities that reinforces these pre-kindergarten concepts introduced in the book. These workshop activities prepare the parents to extend these new skills from classroom to home. Each book focuses on different pre-kindergarten concepts.

Program Delivery

The Parenting and Literacy for Success (P.L.S.) program curriculum is a flexible guide that provides educators with activities and other materials needed to develop their own unique program for parents of preschoolers. The program can be used in a variety of formats, such as a four-week or six-week program with the first 45 minutes spent with the parents and the last hour with parents and children together. Ideally, every child would receive each book referenced. If budgets do not allow for this, the books can be kept at the educational site.
Evaluations at Pilot Sites

The feedback for the *Parenting and Literacy for Success* program from all pilot sites, participants and facilitators was very enthusiastic. Ninety-nine percent of participants indicated English as a second language to their native Spanish. Two evaluation instruments were developed and used at these sites, pre-test and post-test, and a post-pre. These results were:

- 87% of participants reported that P.L.S. increased their knowledge of Nevada’s Pre-Kindergarten concepts from “none or very little” to “very much.”
- 89% felt that the program’s books and activities will help them to continue to teach or reinforce the concepts with their children.
- 100% reported that their children’s knowledge of the basic math concept of “Size” increased from “none or very little” to “some or more than some” (measured by the children’s ability to demonstrate the concept).
- 100% reported that their children’s knowledge of the basic math concept of “Comparing and Sorting” increased from “none or very little” to “some or more than some” (measured by the children’s ability to demonstrate the concept).
- 100% reported that their children “used pictures in a book to tell a story” increased from “none or very little” to “some or more than some” (measured by the children’s ability to demonstrate the concept).

The P.L.S. program continues to be an integral part of the Pahrump Even Start parenting education program and parts of the curriculum have been integrated into UNCE’s Classroom on Wheels program.

Background Research

Research has shown that if children know a variety of skills BEFORE they begin kindergarten, they will have a better chance for success in school. (National Association for the Education of Young Children, 2000. With the federal government’s *No Child Left Behind* mandate as a motivator, each state has created guidelines that identify specific skills and outcomes for preschoolers prior to entering kindergarten. In 2004, through the joint efforts of 150 educators (including the University of Nevada, Reno) and various state agencies, the Nevada Pre-Kindergarten Content Standards were created and adopted. (Nevada Pre-Kindergarten Content Standards, 2004, Nevada State Board of Education). The identified content areas are Language/Literacy, Physical Development/Health, Creative Arts, Science, Math and Social Emotional/Social Studies.
References


The Books

The Best Bug Parade
Author-Stuart Murphy

Bear All Year
Author-Harriet Ziefert & Arnold Lobel
ISBN-1-4027-1946-9

What Can Simon Be?
Author-Gene Yates

Whoever You Are
Author-Mem Fox
The Parenting and Literacy for Success Program (P.L.S)

Getting Started: The First Class Script

Welcome and Introduction to the P.L.S. program
Welcome to the first session of the Parenting and Literacy for Success program or (P.L.S.) for short. For the next several meetings (days, weeks, etc.) you will be using the books and activities of the P.L.S. Program to learn or reinforce what you already may know about preparing your children for kindergarten. First, I’d like to give you some background on why a parent would want to do this.

Background
For years educators have known that if children know a variety of skills BEFORE they begin kindergarten, they will have a better chance for success once they are in school. Over the past several years each state has created guidelines that identify specific skills that all preschoolers should learn to be better prepared for kindergarten. Throughout your state, licensed preschools will be focusing on these guidelines in their classrooms. However, not EVERY child attends preschool. That’s where the P.L.S. program can help.

Parents as teachers
We all know that parents are the ones who teach their children how to eat with a spoon, how to dress themselves and countless other skills that children need. But sometimes parents don’t realize that THEY can also be their children’s first teachers when it comes to school skills. By using these specially chosen children’s books and accompanying activities, the P.L.S. Program can help you as parents start to teach your children some of the basic Pre-Kindergarten concepts. First, let’s begin with some basic definitions.
Basic Definitions

- **Pre-Kindergarten (Pre-K):** These are the years before a child enters kindergarten, specifically ages 3-5½.

- **Pre-Kindergarten content standards and concepts:** These are the specific skills that your state’s teachers Department of Education have identified as very important for preschoolers to know BEFORE kindergarten. These skills are in the different areas of learning, such as math, reading and science. These basic skills are called **concepts** and children need to learn them so that they can understand the more complicated parts of math, reading, science and other school subjects. These are concepts all children need to know for their everyday life. Here is a very simple way to look at Pre-Kindergarten concepts.

  Think about building a house:

  ![House](image)

  First, the workers build a wooden frame, then they add the pipes and plumbing, later the glass for the windows and so on. Now think of the Pre-K concepts as the wooden frame and you can see how important they are. With the P.L.S. Program and other Pre-K programs, you as parents are helping to build the framework for your children’s education.

Now let’s start the P.L.S. Program with our first book: **The Best Bug Parade,** a bright and colorful story of how bugs of all sizes get together to form their own special parade.
The Best Bug Parade
Script/Outline

• First, I will read **The Best Bug Parade** to you, and then we will go over the activities that you will be doing with your children today. Today’s activities will be covering Pre-Kindergarten concepts in the areas of math, reading and visual arts.

• Please remember, our goal is to allow your child to try to do the activities first before you help them.

  1. In Part A, the children will be making bug stick puppets.

  2. In Part B, the children will be using their bugs to demonstrate “sorting and comparing” (Pre-K Math Concept).

  3. In Part C, the children will be using their bugs to identify three different colors (Pre-K Visual Arts Concept).

  4. In Part D, the children will “read” the book to YOU by using the pictures to tell their interpretation of the story. This is pre-reading, (Pre-K Reading Concept).
BEST BUG PARADE
Facilitator’s Instructions for Activity One
MAKING BUG STICK- PUPPETS

Goal of this activity: To introduce or reinforce Pre-K math, reading and visual arts concepts to the child and family.

Pre-K Content Standards:
• Use visual arts as means of expression in science, math (Pre-K Visual Arts)
• Comparing and ordering (Pre-K Math)
• Sorting objects-patterns ( Pre-K Math)
• Identifying colors (Pre-K Visual Arts)
• Using pictures to help with understanding of story (Pre-K Reading)

Preparation and Supplies you will need:
• Red, white, green construction paper - pre-cut each color into three different sizes which will make it easier for children to construct three different sizes of bugs
• Wide wooden popsicle sticks - three per child
• Scotch tape (works better than paste)
• Styrofoam cups (cheapest ones will work) three cups per child. Note: Make an example of each size bug and set in front of class as patterns
• Multi colored markers
• Make one each of the following signs before class:
  1. RESERVED FOR BIG BUGS
  2. RESERVED FOR BIGGER BUGS
  3. RESERVED FOR BIGGEST BUGS
  4. RESERVED FOR RED BUGS
  5. RESERVED FOR GREEN BUGS
  6. RESERVED FOR WHITE BUGS
MAKING BUG STICK- PUPPETS

Part A. Go over these instructions with the parents as THEY will be doing the activity with their children. NOTE: Once you cover the activity with the parents, the facilitator’s role should be to assist and encourage.

1. **Parents**, Have your child take one sheet of red paper, one sheet of white, and one sheet of green.
2. Ask your child to draw a bug on each paper—any kind they want.
3. Assist your child with cutting out each bug and taping a wide handle on the back of each bug.
4. Assist your child with turning the styrofoam cups upside down, making a hole and sliding the stick into the upside down cup like the examples at the front of the room.
5. Have your child line up the bugs according to size. **Pre-K concept:** Comparing and ordering and using visual arts as a means of expression in science and math

Part B. Set up three separate areas and place the **Reserved for BIG Bugs** sign at one area, the **Reserved for BIGGER Bugs** sign at the second area and a **Reserved for the BIGGEST Bugs** sign at the third area.

**Parents:** Have your child place his/her bugs at the table with the correct reserved sign. NOTE: If you have time, you can repeat the steps using another **COMPARATIVE:** small, smaller, smallest; short, shorter, shortest: long, longer, longest, etc. **Pre-K concept:** Sorting

Part C. **Ask a parent to change the signs at the three separate areas to Reserved for RED bugs, Reserved for WHITE bugs and Reserved for GREEN bugs.**

**Parents:** Have your child place his/her bugs at the correct table and reinforce the different **COLORS** of the bugs **Pre-K concept:** Identifying colors

Part D. **Parents**, please retrieve your child’s bugs and return to your seats and finish with your child “reading” The Best Bug Parade” to you. GREAT JOB to All!!!

**Pre-K concept:** Using pictures to help with the understanding of story
BEST BUG PARADE
Facilitator’s Instructions for Activity Two

**Goal of this activity:** To introduce or reinforce Pre-K science, reading and visual arts concepts to the child and family.

**Pre-K content standards emphasized:**
- Identify humans, animals and plants (Pre-K Science)
- Observe their world (Pre-K Science)
- Ask questions about their world (Pre-K Science)

**Preparation and Supplies you will need:**
- Small magnifying glasses - one for each child. These are available at educational supply stores and on-line for as low as 25 cents each. If possible, let the children keep one so that they can continue exploring at home.
- Preserved samples of bugs. These can be purchased at educational supply stores and on-line with prices ranging from $15 to $40. A good long-term investment.
- Colorful examples of FAKE butterflies, spiders and insects that the children can hold and examine. Available at educational supply stores and on-line with prices starting at $7.
- Make “Scientist in Training” badges by using the peel off name tags available in office supply stores or the local grocery store.
Facilitator Script/Outline Session Two

We are going to begin by reviewing our last class. We learned what the meaning of Pre-Kindergarten (the years before kindergarten, 3 to 5 1/2) and what the Pre-K content standards are (the different skills that children should have learned or started learning before they enter kindergarten). Last class after we read the Best Bug Parade, the activities focused on the Pre-K Math concepts of comparing and ordering (big, bigger, biggest) and sorting (when we grouped the three sizes at the three different tables). We also focused on visual arts when the children made the different colors of bugs - RED, GREEN and WHITE.

For this class we are going to be using The Best Bug Parade book again and this time we will be covering some Pre-K science concepts, such as identifying humans, animals and plants; observing the world; and asking questions about their world. The children will have a chance to be little scientists.

It might be a nice change if one of you volunteer to read The Best Bug Parade to the group? Thank you.

Today when you read to your child remember to point out the different bugs in the book and explain that they are going to see some other bugs that are set up on our display tables. I am giving each of you a magnifying glass for your child but please do not show to your child until later.

- After your children are seated please re-read The Best Bug Parade and then have your children look at the bug displays and explain what they see. Note: Naked eyes first, to set up for the contrast when using a magnifying glass.
- Parents you can now give your children the magnifying glasses and have them look at the bug displays again. Ask them how the bugs look NOW using the magnifying glasses
- When you return to your seats, continue using the magnifying glasses, and have the children examine their hands, their The Best Bug Parade book, and other objects on the table and tell you what they are seeing.

Give each child “A Scientist-in-Training” badge.
Pre-Kindergarten Content Standards covered in The Best Bug Parade sessions:

- Using visual arts as a way of expression in science and math (Pre-K Visual Arts)
- Comparing and ordering of objects (Pre-K Math)
- Sorting objects-patterns (Pre-K Math)
- Identifying colors (Pre-K Visual Arts)
- Using pictures to help with understanding of a story (Pre-K Reading)
- Identifying humans, animals and plants (Pre-K Science)
  - Observing their world (Pre-K Science)
  - Asking questions about their world (Pre-K Science)

Additional activities to do at home:

- Have child compare sizes and shapes of ordinary things, such as pots and pans, cooking utensils, cups, etc.
- Compare the sizes of each family member.
- Point out the different colors in everyday settings – make a game of it.
- READ, READ, READ to your child every day – even if it’s the labels on the cans or packages of ingredients for tonight’s dinner.

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At our last class we completed our first book, *The Best Bug Parade*. I hope that you enjoyed continuing the activities at home with your children.

Our next book is **BEAR ALL YEAR**, a story about a little bear’s experiences with the different seasons of the year.

- We’ll start by reading the book and then go over the activity that you will be doing with your children today. This one will focus on your child’s experiences with the different seasons and weather. The activity will be covering Pre-Kindergarten concepts in the areas of math, reading, music and movement and visual arts.

- Each child will have four papers, one for each month, that is divided into four areas: the weather of the season, what they wear in that season, what the trees and plants look like in that season and what they like to do in that season. Note: Depending on where you live, the four seasons may not match the usual descriptions. For example, in the Southwest children may not have seen snow yet and may need more help in understanding that snow is often connected to the winter season.
**BEAR ALL YEAR**

Facilitator’s Instructions for Activity One

**Goal of this activity:** To introduce or reinforce Pre-K physical science, reading and visual arts concepts to the child and family.

**Pre-K content standards:**
- Observe their world (Pre-K Science)
- Ask questions about their world (Pre-K Science)
- Use visual arts as means of expression in science, math (Pre-K Visual Arts)

**Preparation and supplies you will need:**
- Copies of the four seasons worksheets—one set per child
- Colored markers and crayons
- Rulers

**OUR FOUR SEASONS**

1. Parents, as you noticed when we read the book, it has your child participating in the story. Try to build on this by asking other questions about the objects in the other boxes.
2. After reading with your child, please take one set of the season worksheets and talk about the four seasons. Some questions can be: What season are we in now? How are you dressed today? Continue with the other three seasons.
3. **Assist** your child in deciding what to draw in each area and remember to relate back to the book with questions like; what did Bear do in fall, winter, summer and spring?
4. Display their “seasons” at home and continue talking about the seasons of the year when you can.
“ME All Year”

SPRING

The weather in SPRING is I wear these clothes

The trees and plants look like this I like to do this
ME All Year

SUMMER

The weather in SUMMER is I wear these clothes

The trees and plants look like this I like to do this
ME All Year

WINTER

The weather in WINTER is

I wear these clothes

The trees and plants look like this

I like to do this
ME All Year

FALL

The weather in FALL is I wear these clothes

The trees and plants look like this I like to do this
BEAR ALL YEAR
Facilitator’s Instructions for Activity Two

Goal of this activity: To introduce or reinforce Pre-K physical science, reading and visual arts concepts to the child and family.

Pre-K content standards:
- Identify hot and cold (Pre-K Physical Science)
- Identify familiar weather conditions (Pre-K Physical Science)
- Observe and identify weather from day to day (Pre-K Earth and Space Sciences)
- Move in a variety of ways to music (Pre-K Dance/Movement)
- Playing instruments (Pre-K Music)

Preparation and Supplies you will need:
- Posters or pictures on display of different types of weather - rain, fog, snow.
- Patterns/examples for sun, snowflake, lightning bolt, rain cloud.
- Large multicolored construction paper - four sheets per child.
- Child safe scissors.
- Multi colored markers.
- Small cymbals, rhythm sticks and tambourines. Note: Options -- Purchase a “Band in A Box” set at an educational supply store or use anything you have available to simulate weather sounds -- wind, rain, thunder.
- CD with different weather simulations -- available at educational supply store.
- CD player.
Our Weather in Pictures, Movement and Sound

Part A.
- Using the patterns/examples, parents, please assist your child with drawing their own four weather symbols: ☀️ ❄️ ☁️ ♨️
- Parents explain what each symbol represents.

Part B.
- Play the CD that has different types of weather simulation and ask all what they think the weather would look like if it could dance.
- Everyone move to the music -- vary the tempo -- continue for 5 minutes.

Part C.
- Have each child pick an instrument.
- Demonstrate the sounds of thunder, rain and wind with the instruments.
WEATHER SYMBOLS
LIGHTNING
PARTLY SUNNY
WINDY
RAINY
SNOWY
Pre-Kindergarten Content Standards covered in Bear All Year sessions

- Observing their world (Pre-K Science)
- Asking questions about their world (Pre-K Science)
- Using visual arts as means of expression in science, math (Pre-K Visual Arts)
- Identifying hot and cold (Pre-K Physical Science)
- Identifying familiar weather conditions (rain, sunshine, snow, fog) (Pre-K Geography)
- Observing and identifying weather from day to day (Pre-K Earth and Space Sciences)
- Moving in a variety of ways to music (Pre-K Dance/Movement)
- Playing instruments (Pre-K Music and Movement)
- Using pictures to tell story (Pre-K Reading)

Additional suggestions to do at home:
- Have child observe weather for a week/month
- Watch a TV weather report together
- Read the weather reports in the paper together

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WHAT CAN SIMON BE?
What Can Simon Be?
Script/Outline

At our last class we completed our second book, *Bear All Year*. I hope that you enjoyed continuing the activities at home with your children.

As you know, for our first two books we used the same book for two separate classes, and you have seen the value that one book has in teaching your child Pre-Kindergarten concepts. For our last two books we will be covering our concepts in one class per book.

Today’s book is *What Can Simon Be?*, the story of a little snake trying to figure out what he can do with his unique talents.

We will be focusing on Reading and Writing with today’s three activities. You may notice I have on display examples of many different career people, or community helpers as they are often referred to in the K-3 classrooms. We will be using these examples for the second activity.

Let’s begin with reading *What Can Simon Be?*
WHAT CAN SIMON BE?
Facilitator’s Instructions for Activities

**Goal of this activity:** To introduce or reinforce Pre-K reading and Pre-K writing concepts to the child and family.

**Pre-K content standards:**
- Using pictures to aid comprehension (Pre-K Reading)
- Identifying the front of the book, how to turn the pages when reading (Concepts of print – Pre-K Reading)
- Tracing and progressing to copying basic shapes (Pre-K Writing – Fine Motor Skills)

**Preparation and Supplies you will need:**
- Cutouts or pictures of a wide variety of career people – often referred to as community helpers -- Sets are available for sale at educational supply stores and will last a long time if they are laminated or make your own set. DISPLAY them around the room BEFORE class.
- Sturdy paper in a variety of shades -- one per child
- Colored markers or crayons.
- Copies of basic shapes to be traced -- see examples.

**SCRIPT:**
**ACTIVITY ONE: Reading.** Parents, in this activity, before you read the book to your child, begin by asking:
- Where is the front of the book?
- Where is the back of the book?
- Would you turn the pages as we read it? (demonstrate to your child, if needed)

**Note:** After the parents read *What Can Simon Be?* to their children, as a group, discuss the book and cover the main theme of being yourself and that there are many different kinds of jobs the children can choose.
Activity two: Community Helpers

I have a wide variety of different career people/community helpers. As you may recall in the book, Simon had many jobs he was considering.

1. Please walk around with your child and talk about these examples. Ask your child what he/she would like to be when older. Let your child choose the one career example he/she likes and return to your tables.

2. Have your child draw a picture of Simon as he is pictured on the cover or inside the book

3. Have your child draw a picture of his/her favorite community helper example.

4. Have your child draw themselves in any job he or she would like to be.
Activity three: Writing Section

Parents: I have put a variety of basic shapes on your table with which your child should become familiar. Please, ask your child to trace the shapes with the markers. They can do this several times to get the feel of the shapes.

- After your child has finished tracing, please demonstrate how to draw the shapes without tracing and then have your child draw each shape. More than likely the drawings will be a bit shaky but that is perfectly OK. It will take practice for the drawings to get more accurate. It is very important that your child practice drawing each day and with a variety of tools, i.e. crayons, markers, pencils. REMEMBER to keep it FUN!!
WHAT CAN SIMON BE?
Parent Handout

Pre-Kindergarten content standards covered:

- Using pictures to aid comprehension (Pre-K Reading)
- Identifying the front of the book, how to turn the pages when reading
  (Concepts of print – Pre-K Reading)
- Tracing and progressing to copying basic shapes (Fine Motor Skills-Pre-K Writing)
- Counting to 10 (Pre-K Math)
- Recognizing and reading numerals 0-5 (Pre-K Math)
- Identifying circles, triangles and squares (Pre-K Math)

More suggestions to do at home and around your neighborhood:

- Ask your child to look for circles, triangles, squares and other shapes, like road signs, store signs etc.
- Reinforce to parent the need to have child practice drawing each day and with a variety of tools, i.e. crayons, markers, pencils.
- Read with your child everyday even if it’s just for a few minutes. It all counts.
- Have your child practice counting 1-10, then 11-20 and so on.
- Have your child look for numbers everywhere throughout their day -- help them learn to like numbers.

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Counting to 10 Handout

1 2 3
4 5 6
7 8 9
1 0
At our last class, we completed our third book, *What Can Simon Be?* and I hope that you enjoyed continuing the activities at home with your children. Today we will complete our fourth and last book with a beautiful story called *Whoever You Are,* that poetically talks of the different cultures around the world. Our activities will be focusing on Pre-K geography and Pre-K dance/movement and specifically on different cultures. Let’s get started by reading *Whoever You Are.*
WHOEVER YOU ARE
Facilitator’s Instructions for Activities

Goal of this activity: To introduce or reinforce Pre-K geography (places and regions), music and movement to the child and family.

Pre-K content standards:
• Share information about family practices, customs and culture (Cultural identity -- Pre-K geography)
• Be exposed to diverse family practices, customs and culture (Cultural perspectives -- Pre-K geography)
• Ask questions about their world (Pre-K science)
• Move in a variety of ways to music (Pre-K Dance/Movement)

Preparation and supplies you will need:
• Inflatable globes -- These are light and can easily be passed around the group and can be purchased at educational supply stores and online with prices starting at $5.99.
• CD with songs from around the world. Note: an excellent example is World Playground by Putumayo Kids www.putumayokids.com
• CD player

• Construction paper to draw picture of world
• Multicolored markers

Shortcut: Note pads shaped like the globe can be purchased at educational supply stores.
Script:

Activity one: Reading: Parents, as you read the book to your child, point out the different kind of homes, clothes, animals and lands as you are reading the words that tell us about all the things that “little ones” all over the world have in common.

Activity two: (individual family) Globe exercise for families’ origins

Parents, using the inflatable globe ask your children:

1. where is the country they live in now?
2. where is the country their family is from?
3. where is the country or countries of their ancestors?
4. to draw their own world globe

Activity three: (group) Globe exercise, music and dance.

1. For this next activity we are going to be listening and dancing to the music of different countries. Before I read the story, I will show the featured country on the inflatable globe. After I read the story that inspired the music, we will pass the globe around the group for all of the children to locate the featured country and then we will all dance to the music. And remember, with this kind of dancing ANY way we move is GREAT!!

2. We will do this for a variety of different countries.
WHOEVER YOU ARE
Parent Handout

Pre-Kindergarten content standards covered:

- Sharing information about family practices, customs and culture
  (Cultural identity -- Pre-K geography)
- Being exposed to diverse family practices, customs and culture (Cultural perspectives--Pre-K geography)
- Asking questions about their world (Pre-K Science)
- Moving in a variety of ways to music (Pre-K Dance/Movement)

More suggestions to do at home and around the neighbor:

- Attend community events that celebrate cultural events, your own and others.
- Watch movies about different people and countries.
- Visit the library and explore the many books, tapes and CDs on other culture.
EVALUATION TOOLS
“PARENTING AND LITERACY FOR SUCCESS” EVALUATION
Pre-Test #1

Date: ____________________________  Location: ____________________________

Last 4 numbers of phone #___________

Please answer the following questions to help us review this workshop’s content and identify its impact on you and your child.

1. Circle a number on the following scale to indicate how much you know about the general term “Pre-Kindergarten.”

   NONE  1
   VERY LITTLE  2
   SOME  3
   MORE THAN SOME  4
   VERY MUCH  5

2. Circle a number on the following scale to indicate how much you know about Nevada’s “Pre-Kindergarten Standards.”

   NONE  1
   VERY LITTLE  2
   SOME  3
   MORE THAN SOME  4
   VERY MUCH  5

3. Circle a number on the following scale to indicate how much you know about the general terms “Pre-K Math, Pre-K Visual Arts, Pre-K Reading and Pre-K Science.”

   NONE  1
   VERY LITTLE  2
   SOME  3
   MORE THAN SOME  4
   VERY MUCH  5

4. Circle a number on the following scale to indicate how much your child knows about Comparing and Sorting objects into groups such as BIG, BIGGER, BIGGEST.

   NONE  1
   VERY LITTLE  2
   SOME  3
   MORE THAN SOME  4
   VERY MUCH  5

5. Circle a number on the following scale to indicate how much your child knows about identifying basic colors.

   NONE  1
   VERY LITTLE  2
   SOME  3
   MORE THAN SOME  4
   VERY MUCH  5

6. Circle a number on the following scale to indicate how much your child uses pictures to “read” and understand a story.

   NONE  1
   VERY LITTLE  2
   SOME  3
   MORE THAN SOME  4
   VERY MUCH  5

7. How many times a week do you or another family member read with your child?

   0  1-2  3-4  4-5  MORE THAN 5
“PARENTING AND LITERACY FOR SUCCESS” EVALUATION
Post-Test #1

Date: ___________________________ Location: ___________________________

Last 4 numbers of phone #________________

Please answer the following questions to help us review this workshop’s content and identify its impact on you and your child.

1. Circle a number on the following scale to indicate how much you know about the general term “Pre-Kindergarten.”

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7. How many times a week do you or another family member read with your child?

| 0 | 1-2 | 3-4 | 4-5 | MORE THAN 5 |

51
8. What are the ages of your preschool girls? 
____________________________________

9. What are the ages of your preschool boys? 
_______________________________________

10. How do you describe yourself?  
____ African American/Black 
____ Asian American or Pacific Islander 
____ Caucasian/White  
____ Latina/Mexican/Hispanic 
____ Native American/Alaskan/Aleut  
____ Multi-Ethnic/Multi-Racial 
____ Other (please write in) _________________

11. What language is mostly/mainly spoken in your home? 
____________

12. Highest grade completed ______

13. How would you describe your family?  
____ Single-parent family 
____ Two-parent family  
____ Other (please write in) __________________

14. How often each week does your child usually participate in a licensed preschool program?  
____ never 
____ once a week  
____ twice a week 
____ three times a week  
____ four or more times a week
PARENTING AND LITERACY FOR SUCCESS EVALUATION (POST-PRE)  
(P.L.S Program)

Date: __________________________ Location: ______________________________

Group #____  Ages of boys ______ ages of girls_______

Please answer the questions below to help us identify what you and your child have learned.

1. Circle a number on the following scale to indicate how much you knew about Nevada’s “Pre-Kindergarten Standards” BEFORE these classes.

   NONE  VERY LITTLE  SOME  MORE THAN SOME  VERY MUCH
   1      2          3      4                   5

2. Circle a number on the following scale to indicate how much you know about Nevada’s “Pre-Kindergarten Standards” AFTER these classes.

   NONE  VERY LITTLE  SOME  MORE THAN SOME  VERY MUCH
   1      2          3      4                   5

3. Circle a number on the following scale to indicate how much you knew about these general terms: “Pre-K Math, Pre-K Visual Arts, Pre-K Reading and Pre-K Science” BEFORE these classes.

   NONE  VERY LITTLE  SOME  MORE THAN SOME  VERY MUCH
   1      2          3      4                   5

4. Circle a number on the following scale to indicate how much you know about these general terms: “Pre-K Math, Pre-K Visual Arts, Pre-K Reading and Pre-K Science” AFTER these classes.

   NONE  VERY LITTLE  SOME  MORE THAN SOME  VERY MUCH
   1      2          3      4                   5

5. Circle a number on the following scale to indicate how much your child knew about “Comparing and Sorting” objects into BIG, BIGGER, and BIGGEST BEFORE you attended these classes.

   NONE  VERY LITTLE  SOME  MORE THAN SOME  VERY MUCH
   1      2          3      4                   5

6. Circle a number on the following scale to indicate how much your child knows about “Comparing and Sorting” objects into BIG, BIGGER, BIGGEST AFTER you attended these classes.

   NONE  VERY LITTLE  SOME  MORE THAN SOME  VERY MUCH
   1      2          3      4                   5
7. Circle a number on the following scale to indicate how much you knew about using Art to learn Science and Math BEFORE attending these classes.

NONE 1  VERY LITTLE 2  SOME 3  MORE THAN SOME 4  VERY MUCH 5

8. Circle a number on the following scale to indicate how much you know about using Art to teach Science and Math AFTER attending these classes.

NONE 1  VERY LITTLE 2  SOME 3  MORE THAN SOME 4  VERY MUCH 5

9. Circle a number on the following scale to indicate how much your child used pictures in a book to tell a story BEFORE you attended these classes.

NONE 1  VERY LITTLE 2  SOME 3  MORE THAN SOME 4  VERY MUCH 5

10. Circle a number on the following scale to indicate how much your child uses pictures in a book to tell a story AFTER you attended these classes.

NONE 1  VERY LITTLE 2  SOME 3  MORE THAN SOME 4  VERY MUCH 5

11. How much did the four books help you to teach your children some Pre-Kindergarten concepts?

NOT AT ALL 1  VERY LITTLE 2  SOME 3  MORE THAN SOME 4  VERY MUCH 5

12. How much did the activities help you to teach your children some Pre-Kindergarten concepts?

NOT AT ALL 1  VERY LITTLE 2  SOME 3  MORE THAN SOME 4  VERY MUCH 5

Additional comments: