

Lesson Plan

Milestone 2: Learning to Read the First 50 Words



Your Baby Can
Early Learning Centre
India



Language Learning Is Child's Play!

Lesson Plan

Objectives:

- Help students achieve Milestone 2: Learning to Read the First 50 Words
- Use more than 2000 spoken words
- Allow children to simultaneously see and hear words at least 400 times

Specific Focused Words for this Lesson:

arms, arms up, arms down, babies, baby, bib, blanket, book, bouncing, bubble, bucket, cat, chimpanzee, clap, clapping, crawling, dog, ear, eating, elephant, eyes, giraffe, gorilla, head, hi, hippopotamus, kick, keys, monkey, mouth, nap, no, nose, point, rattle, reach, reaching, roll over, smiling, swing, tiger, toes, tongue, wave, waving, yes, & zip

Age Range of Children:

3 months – 5 years

Materials Needed:

Teaching Cards, Milestone Cards, YBCL Vol.2 DVD, Sliding Word Cards, a very large whiteboard, toy animals and images to match these words: dog, cat, elephant, chimpanzee, gorilla, tiger, giraffe, hippopotamus, & monkey; actual objects and images of these objects: bib, blanket, book, bouncing, bubble, bucket, keys, rattle, & swing; objects to demonstrate verbs/actions: zipper, food/pretend food to demonstrate eating; images for body parts: arms, ear, eyes, head, mouth, nose, toes, & tongue; images for actions (arms up, arms down, clap/clapping, [same image used for clap and clapping] crawling, eating, kick, nap, point, reach/reaching [same image], roll over, smiling, wave/waving [same image], & zip

Behaviors to Model:

Use precise and descriptive language. If the word is “eyes,” say “eyes” rather than “eye” and show an image that has multiple eyes.

Talk clearly and at a fast pace. The number of words spoken to a child is a great predictor of the child’s vocabulary later in life, so talk as much as you can and describe what is happening in the classroom.

Value every second of the baby’s brain development time, so be prepared and organize the materials ahead of time.

With babies under 11 months of age, use parentese (talk in a slightly higher pitch, slightly over-enunciate, and slightly elongate the vowel sounds). Notice where the younger babies are looking, as that is how they can communicate to give answers to questions.

Be flexible. Please teach words in context and be flexible. For example, if a parent or child asks a question and the answer is “yes” – quickly show the word “yes” while saying yes. If this is done, then you may skip one of the times that the word is taught in the lesson plan. Teaching in context with meaning is preferred, so use opportunities that arise to do that.

If this plan suggests you reach for the bookcase and there is no bookcase nearby, please reach for something more suitable.

Also, if the teacher is excellent at singing, then those skills can be used by modifying some of the activities. For example, the teacher could sing “Head and Shoulders, Knees and Toes” while showing the words and demonstrating the meanings of the words.

Encourage children to participate, but move at a fast pace without delay. Parents may want to go at a slow pace and wait for their babies to touch their own noses, for example, but in this group setting it is generally

better if the parents touch their baby's nose instead of slowing the entire class waiting for a few. Please let the parents know that you are going to show the babies words at least 400 times and speak at least 2000 words and that they can wait for the babies to respond at home later today.

Keep their attention. If an activity is not going as well as planned, you may need to shorten it and move on. Be full of energy and speak with enthusiasm!

Early Literacy Milestones

1. Learning the Shape Bias and Recognizing the First Written Word
2. **Learning to Read the First 50 Words**
3. Recognizing Patterns of the Written Language
4. Reading Two- and Three-Word Phrases
5. Learning to Read around 200 Words
6. Learning Phonics
7. Reading Sentences
8. Reading a Book from Cover to Cover
9. Fast Reading
10. Independent Reading

Lesson Plan for Milestone 2:

Learning to Read the First 50 Words

Overview of Class

1. Teach Meanings of 46 Words

Length: 11.5 minutes – about 15 seconds per word

2. Quick Review of Body Part Words

Use images along with actual body parts

Length: 2 minutes

3. Body Parts Word Game

Length: 2 minutes

4. Video

Length: 8 minutes

Take a 5-Minute Break

Encourage children to do physical activities!

5. Animal Facts

Give facts about each animal

Length: 6 minutes

6. Animal Questions

Show the animals again and ask questions – this time images will be used

Length: 3 minutes

7. Do Actions While Looking at the Words

Length: 10 minutes

8. Quick Review Showing Images of Actions

Use images along with actual body parts

Length: 2 minutes

9. Matching Game with Words and Actions

Demonstrate two words as a group, then parents do this one-on-one with their children

Length: 5 minutes

10. Video

Length: 5 minutes

Take a 5-Minute Break

Encourage children to do physical activities!

11. Quick Review of Object Words

Use actual objects

Length: 2 minutes – less than 10 seconds per word

12. Fast Words Game Using Object Words

Use images of objects

Length: 1 minute – less than 2 seconds per word (show at least 30 words!)

13. Word Recognition Game

Demonstrate two words, then parents do on their own

Length: 2 minutes

14. Sorting Activity to Teach Categories

Place three large circles where they can be seen by everyone (or break into smaller groups if everyone can't see) and sort objects

Length: 5 minutes

Total Length of Plan: Approximately 1 hour, 15 minutes.

Milestone 2 Lesson Plan: Part 1

Teach meanings of 46 words in a row

Length: 11.5 minutes – about one word every 15 seconds

Materials needed: 46 Teaching Cards with the following words: arms, arms up, arms down, babies, baby, bib, blanket, book, bouncing, bubble, bucket, cat, chimpanzee, clap, clapping, crawling, dog, ear, eating, elephant, eyes, giraffe, gorilla, head, hi, hippopotamus, kick, keys, monkey, mouth, nap, no, nose, point, rattle, reach, reaching, roll over, smiling, swing, tiger, toes, tongue, wave, waving, yes, & zip.

Tip: In order to go at a very fast pace, please make sure the cards and images are sorted ahead of time. Inform parents to please touch the corresponding body parts of their baby or to assist in doing actions. Use the large whiteboard if you are not able to find a word card quickly or if some children may not be able to see the word cards.

Point to each word as you say it, then clearly show the meaning of the word while describing the objects, animals, actions, or body parts. Start with the word “hi” and say “hi” while pointing to the word from left to right. If you have more than one teacher, then each teacher should hold a different word card that says hi. Use the Teaching Cards, Milestone Cards, Sliding Word Cards, handwritten cards, whiteboards, or other means to quickly show the word while saying it. The teacher could say something similar to “Hi! It is nice to see you!” Each teacher should say a slightly different greeting starting with the word hi. You only have about 15 seconds per word, so it is critical to go at a fast pace.

Since “yes” and “no” are not in any of the categories that follow, they could be demonstrated next. Show the word “yes” and encourage the parents and children to gently nod their heads yes. We are not going to

use the class time to wait for all of the babies to respond to do this or we would not get nearly as much done. The parents should do this at home. Say the word “no” while pointing to the word from left to right. Shake your head “no” and encourage parents and the children to gently shake their heads no. Next, ask two “yes/no” questions that are related to something in the classroom. For example, you may say, “Is this a bird?” while holding up a book. Show the words “yes” and “no.” Say “No, this is not a bird.” while shaking your head no. Say, “Which word says “no”? Point to the word no.” Do not pause more than a few seconds, then hold up the word “no” while saying, “This is the word no.” The class must go at a fast pace. The children need to be taught to respond quickly. It will take them a while, but they will eventually learn to respond quickly if they want to respond before the answers are given. Next say, “Is this a book? Yes, this is a book!” Show both words again. Say, “Which word says yes? Please point to the word yes!” Say, “Here is the word yes!” while raising it or pointing to it. Say “Yes, this is a book.” while pointing out the book and gently nodding your head yes. Point to the word “yes” one more time as you say yes, then quickly move on. If you have taken more than 30 seconds to do everything described about yes and no, then that is too long. Please go at a fast pace, but try to highlight the meanings of the words with the inflection of your voice or any means of showing the meanings of the words.

Body parts

Show the word, then show what the word means. Point to the word as it is spoken, then point to the body part and say the word again. Quickly provide additional information about the meaning of the word. For example, say, “Eyes. We see with our eyes.” Show the words where everyone can see them. This is a key part – you must make it easy for everyone to see the words and hear the words at the same time. You could have two teachers hold up the words at the same time as the words are spoken. Ideally, the words would be in different fonts with different colors.

Be precise with the words. For example, do NOT show the word “eyes” if you say the word “eye” as you point to it. We must be much more precise for the babies and the parents.

Example: Show the word “ear” and say, “Ear. This is my ear. Your parent is touching your ear.” Point to the word “ear” again and say, “Ear. We hear with our ears.” When you say the word “ears” please gently tug both of your ears. Tell the parents to gently touch their babies’ body parts as the teacher says the words. Each word should take less than 15 seconds. Please quickly move on and do the other body parts: nose, head, toes, eyes, arms, tongue, & mouth. Show each word as you say it and point from left to right.

Examples of statements to make about the body parts:

- “I can smell with my nose.” [If you have a flower or something else to smell, then very quickly smell it or pretend to smell something.]
- “My head goes from the top of my neck to my hair. My head includes my eyes, ears, nose, mouth, chin, and cheeks.” [Point out each of those body parts as you say the sentence.]
- “You have ten toes. You have socks and shoes covering your toes!” [Parents should be touching toes as you say the sentences.]
- “We can see with our eyes. I can see the word ‘eyes.’” [point to your eyes when you say the first sentence]
- “Put your arms out like this! Now, move your arms up and down!” Demonstrate as you say the sentences.]
- “This is my tongue. Where is your tongue? Your tongue is used to lick, when talking and for eating. You can use your tongue to taste if food is salty, sweet, or sour. Now, you put your tongue between your teeth and blow. You can make the ‘th’ sound!” [Point to your tongue. Parents

should point to their baby's tongue. Make expressions to match salty, sweet, and sour. Demonstrate how to make the 'th' sound.]

- "This is my mouth! My tongue and my teeth are inside my mouth. You use your mouth when you talk, eat, or smile."

Objects

Show the words, then show the actual objects. For example, show the word "blanket" and say, "Blanket. This is a blanket and this is a blanket. Blankets can help keep us warm!" Remember to point to the words as you say them. If you say "blankets" then do not point to the word "blanket" instead point to the two blankets.

Quickly move to the next word. You could have a large box and pull the items out of the box in a dramatic way to keep the interest of the babies and children. Once you have moved to the next word – for instance "bib," then it is better if the blanket cannot be seen.

Do each of the other objects in a similar way: bib, book, bubble, bucket, keys, rattle, & swing.

Examples of descriptive sentences about objects:

Change the sentences to describe the actual objects that you have.

- "This bib is soft with red dots. A bib is used to help keep children clean while they are eating."
- "This book has a picture of two rabbits on the front cover. The title of the book is written here. It is called _____."
- "I am blowing bubbles. A bubble is a very thin film of liquid that contains air or gas."
- "This bucket is made of plastic. It can be used to carry water or many other materials. I am holding the handle of the bucket."

- “Keys are used to open locks. This is a house key. This is a car key. These are toy keys.”
- “When you shake a rattle, it makes sounds. Listen while I move this rattle up and down. Now, listen to the rattle while I twist it.”
- “This is a swing. A swing is a seat suspended by ropes or chains. Someone may sit in or on the swing and swing back and forth.” [Note: Please use “in the swing” if the child’s legs go in something or “on the swing” if the child’s legs are not in anything and the child is sitting on the swing.]

Animals

Show the word, then quickly show the “toy animal” figure for that word. Ideally, the toy animal would look very similar to the actual animal and be large enough for the children to see it.

Example: Say, “Elephant” [while pointing to the word elephant]. This is a toy elephant. Elephants are very big! This is the word elephant and this is a toy elephant.” Try your best to demonstrate the meanings of the words as you are saying them. Use the inflection of your voice, actions such as looking at the toy elephant, pointing, and facial and arm expressions to convey the meaning of the words. When you say “Elephants are very big!” You can use the pitch of your voice along with spreading your arms wide to demonstrate the meaning of “big.” In the last sentence, while you say, “This is the word elephant and this is a toy elephant.” hold the word “elephant” up as you say that part of the sentence, then hold up the toy elephant at the end of the sentence.

NOTE: Each time you do the words in the future, provide different information. For example, you may say, “African elephants have larger ears than Asian elephants.” the next time and another time you may say, “Elephants have the largest brains of all land animals. Elephants are very

smart animals!" It is generally better for the babies to have many good descriptions of the meanings of words instead of saying one description over and over.

Do each of the other animals in a similar way: dog, cat, chimpanzee, gorilla, tiger, giraffe, hippopotamus, & monkey. Show the word, say it while pointing from left to right, then show the meaning of the word.

Actions

Demonstrate the meanings of action words: Hold up a word that everyone can see. Point to the word from left to right as you say it, then demonstrate the meaning of the word. Encourage the parents, babies, and toddlers to do the actions! Show the word again (a different word card saying the same word) while saying it and asking everyone to say the word.

Example: "Wave!" Say 'wave'!" [As you point to the word two separate times, then wave to the children.] "Can you wave with me? Wave!"

Emphasize the meaning of the word or highlight the written word each time you say it. When emphasizing the written word, point to it from left to right. While you should encourage the parents, babies, and children to wave, you must go at a good pace.

Do the other action words in a similar way: arms up, arms down, bouncing, clap, clapping, crawling, eating, kick, nap, point, reach, reaching, roll over, smiling, waving, & zip.



Milestone 2 Lesson Plan: Part 2

Quick Review of Body Part Words

Length: 2 minutes

Materials needed: Sliding Word Cards with the following words: eyes, arms, mouth, nose, ears, head, toes, & tongue

Show the words in a different order than before. Use different word cards, but show the same words. If you used the Teaching Cards the first time, then you may want to use the Sliding Word Cards or Milestone Cards this time.

Example: Show the word “eyes” while pointing to the word from left to right and simultaneously saying “eyes.” Point to your eyes and say “eyes.” Close and open your eyes while saying “eyes” and say, “You see with your eyes! Look, here is a picture showing two eyes!” Again, point to another word card that says “eyes” and say “eyes”. You are using images this time along with the child’s body parts, your body parts, and the parents’ body parts. Go at a fast pace and review the other body part words in a different order from the first time (arms, mouth, nose, ears, head, toes, & tongue).

Milestone 2 Lesson Plan: Part 3

Body Parts Word Game

Length: 2 minutes

Materials needed: Sliding Word Cards with the following words: eyes, arms, mouth, nose, ears, head, toes, & tongue

Hold up two words “ear” and “head” and say, “Which word says ‘ear’? Can you find the word ‘ear’? Point to the word ‘ear’?” Encourage the children and the parents to point to the word ‘ear’, then say something similar to “Ear! This is the word ‘ear’ [while showing only that word]. You can hear with an ear!” [while pointing to one ear]. At this point, move the two words around up and down and right to left and end with the words in a random order. Say, “Now, where is the word ‘head’? Can you find the word ‘head’? Which word says ‘head’?” Encourage the babies to answer by looking or pointing. Other children can answer verbally or pointing. Say “This is the word ‘head’ and this says ‘ear’!”

Now, look at these two words – show ‘nose’ and ‘mouth’. Say, “Which word says ‘mouth’? Point to the word mouth, then open your mouth! Now, find the word ‘nose’. Point to the word ‘nose’, then touch your ‘nose’.” Continue as before saying something such as “Yes, this is the word ‘mouth’ and this says ‘nose’!” if the children are pointing to the correct words. If they are not correct, then you could say, “This says ‘mouth’ and this says ‘nose’!”

Next, show two more word cards “arms” and “tongue” and finally, “eyes” and “toes”.



Milestone 2 Lesson Plan: Part 4

Show Video

Length: 8 minutes

Materials needed: Volume 2 Your Baby Can Learn DVD

Tip: Each time show a different version of the video or a different section of the same video. The different versions are: V1 British, Classic, Newer, and Update; V2 British, Classic and Newer; V3 British, Classic and Newer; V4 British, Classic and Newer; and V5 British, Classic and Newer

This time, show the Volume 2 Classic video. Start a few words after the end of the first song. Show the video for 8 minutes. Encourage the parents to repeat the words after the words are said in the video and to do actions related to the words. Example: arms – “arms” Voiceover in the video. Parents and children should repeat “arms”. The word arms will be said twice in the video and parents and children can repeat it again after the second voiceover. Next, do the actions with the children on the screen or answer the questions. For the video, it would be good to dim the lights and reduce the distractions in the room. In other words, try not to have toys or other objects in the children’s line of sight while trying to focus on the video.

After 8 minutes of this group interactive experience with the video, remind parents that it is better if they do NOT show entertainment-based videos to their babies.

Take a 5-minute break after this segment. Encourage the parents and children to move during the break. Consider having physical activities for toddlers and preschoolers during the breaks.

Milestone 2 Lesson Plan: Part 5

Animal Facts

Length: 6 minutes

Materials needed: words, images, and toy animals for the following animals: monkey, chimpanzee, gorilla, dog, cat, tiger, giraffe, hippopotamus, & elephant

Show the words and images of animals and say a descriptive sentence about each image, then say some facts about the animals. For four of the animals, provide about 45 seconds to about 1 minute's worth of facts while the children are looking at different images. For the other four animals, please give one quick fact about each animal.

Example: Show the image to the right and say:

"Some dog senses are better than ours and some are worse. Two that are better are hearing and smelling." Point to the dogs' ears and nose as you say hearing and smelling.



"Puppies may not hear well when they're born, but they quickly surpass our hearing abilities. Dogs can hear higher pitched sounds than people." Demonstrate higher pitched by speaking in a higher pitch as you say that part.

"Dogs can hear sounds from about 4 times the distance as humans." Provide an example in the classroom. "So, if a sound is made at the clock and people can hear it at this distance, then a dog could hear it from _____. " [I made up this example as a sample of what you may say to provide a specific example to explain what "4 times the distance"

means.]

“Dogs also have great abilities when smelling. Dogs can figure out information with their noses. Even though dogs’ brains are smaller than human brains, the part of a dog’s brain that controls smell is about 40 times larger than it is for people.”

Present the words and images for monkey, chimpanzee, and gorilla consecutively to help them see the similarities and differences. Also, show cat, tiger, giraffe, hippopotamus, & elephant. Give quite a few facts about 3 of these 8 animals and a quick fact about all of the others.

Do a very quick review of the 9 animals at the end that focuses on the written words as much as the images. Say the word, then show the toy animal that represents it. This quick review is focused on learning to read the words and it should take a little less than 1 minute.

Milestone 2 Lesson Plan: Part 6

Ask questions about the animals

Length: 3 minutes

Materials needed: words, images, and toy animals for the following animals: monkey, chimpanzee, gorilla, dog, cat, tiger, giraffe, hippopotamus, & elephant

Example: “This is a picture of a dog. Which words say ‘dog’?” [Show three words that everyone can see – dog, elephant, and dog. The two words that say ‘dog’ should be in different colors with different fonts and background colors.]

“Yes, this word says ‘dog’! and this word says ‘dog’!” while pointing out those words. “This is the word ‘elephant’.”

“We have five senses – seeing, hearing, smelling, tasting, and touching!” while pointing to the eyes, ears, nose, tongue, and acting like you are touching something as you are saying the senses. Dogs are better than humans at which two senses?”

“Is it seeing, hearing, smelling, tasting, or touching?” Quickly point to your eyes, ears, nose, tongue, and pretend to touch or actually touch something as you say the words. Do NOT wait for the children to do those actions and do not encourage them to do it this time. You can do this later after teaching the senses quite a few times.

Encourage children to answer the questions.

Show an image of a hippopotamus or a toy hippo. Ask “Which word says hippopotamus?” while showing three words. The words can say “cat,” “tiger,” and “hippopotamus.”

Say something such as "This says hippopotamus! Good! This says cat and this says tiger. Are hippos big or small?"

The word "big" could be written out somewhere and it could be large. The word "small" could be written and it could be small. You likely will be able to use these two word cards many times in the future. Say "big" and "small" in such a way to convey the meanings of the words.

Ask a few more questions related to the animal facts if time remains.

Milestone 2 Lesson Plan: Part 7

Do These Actions!

Length: 5 minutes

Materials needed: images and word cards for the following words: arms up, arms down, clap/clapping, crawling, eating, kick, nap, point, reach/reaching, roll over, smiling, wave/waving, & zip

Each child will be encouraged to do the actions! In cases where the babies are not able to do the actions, then the parents will be encouraged to help the babies do the actions.

Examples:

- Show the words 'arms up' and say, "This says arms up!" as you point to the words from left to right. "Put your arms up! Arms up!" Point to the words arms up while the parents and children are putting their arms up.
- Say, "Arms down. Now, put your arms down!" while pointing to the words 'arms down' when saying it. Encourage the children to put their arms down.
- "Arms up!" show the words and say it again, while demonstrating arms up, then quickly show the words 'arms down' while saying 'arms down' and putting your arms down.
- Show the word 'clap' and say 'clap' then clap. Encourage the children to clap. Next, show the word 'clapping' while saying 'clapping' and encourage the children to clap.
- Show the word 'smiling' while saying 'smiling' and making a big smile. "Are you smiling?" Encourage parents and children to smile!

- Show the word 'wave' while saying 'wave', then wave your hand and encourage the children to wave.
- Show the word 'waving' while saying 'waving', and encouraging the children to continue waving.
- Show the word 'zip' while saying 'zip' and pointing to the word from left to right, then demonstrate the meaning of the word zip. Encourage the children to pretend to zip.
- Show the word 'nap' while saying 'nap' and point to the word from left to right, pretend to take a quick nap. "Can you pretend to take a nap?" Hold up the word 'nap' in front of you while you close your eyes.
- Show the word 'eating' while saying 'eating' and pointing to the word from left to right, then pretend to eat or actually eat something. Encourage the children to pretend to eat. Again, point to the word 'eating' and say 'eating' while pointing to the word from left to right.
- Show the word 'reach' while saying 'reach' and pointing to the word from left to right. Next, demonstrate the meaning of the word by saying, "I can reach by extending my arm toward the bookcase." Note, if you are too far from a bookcase, then reach toward something else and change this to whatever makes sense in your classroom. "Can you reach toward the word 'reach'?"
- "This says 'reaching.'" while pointing to the word from left to right, then say, "I am reaching for _____." "Reaching." Demonstrate it again and point to the word reaching as you say it.
- "This says 'kicking.'" Again, point to the word from left to right as you say it. "I am kicking a ball! Can you kick? Make a kick with your leg. Some of you are kicking!" "This says kicking!"

- “This says crawling.” while pointing to the word crawling and saying crawling. Get down on the floor and crawl. “I am crawling. Can you crawl? Now, some of you are crawling. This says crawling!” While the children are crawling, please do your best to make sure they see and hear the word crawling.
- “This says point. I am pointing to the word point. Now, I am pointing to the ceiling. Now, I’m pointing to the [clock]. Can you point? Point to the [clock]. Now, point up!”
- “This says roll over.” Point to the words as you say them. Depending on the classroom setting, you could roll over and encourage the children to roll over.



Milestone 2 Lesson Plan: Part 8

Quick Review Showing Images of Actions

Length: 3 minutes

Materials needed: images and word cards for the following words: arms up, arms down, clap/clapping, crawling, eating, kick, nap, point, reach/reaching, roll over, smiling, wave/waving, & zip

For the review, please show the words while pointing to them from left to right, then show the images that represent those words. Say a sentence that describes each image. Please go at a fast pace of around 14-15 seconds per word.

Example for the words "clap" and "clapping": "This says clap and this says clapping. Can you clap like this baby? This is a picture showing a baby who can clap. The baby is clapping!"

Milestone 2 Lesson Plan: Part 9

Matching Game with Words and Actions

Length: 5 minutes

Materials needed: same as the previous section (part 8)

Show the children two images – one showing a dog or cat and one showing children clapping. Next, hold up the word “clapping” and say, “Let’s put this word next to what it means. Should we put this word by the dog or by the children who are clapping?”

“Yes, we should put the word ‘clapping’ next to the picture showing children clapping!”

“Look, here are two more pictures. What is this? This shows a picture of a baby girl who is waving, and this shows a picture of a bucket. Now, look at this word [waving]! Should we put this word next to the waving or next to the bucket?”

“This says waving! Let’s put the word waving next to the picture of the baby waving her hand.”

This time, place two words (“eating” and “blanket”) where the children can see them, then show an image of a child eating. Ask, “Which word goes with the picture of a child eating? Is it this word [blanket] or this word [eating]?”

“Should we put the picture showing eating here or here?”

“This word says ‘eating,’ so we will put it here!”

Encourage the parents to do the same activities at home using words and images.

Milestone 2 Lesson Plan: Part 10

Show Video

Length: 5 minutes

Materials needed: Volume 2 Your Baby Can Learn DVD

Start where you left off last time and continue for about 5 minutes. Encourage the children to say the words and do actions or answer questions related to the words.

Then have a 5-minute break.

Milestone 2 Lesson Plan: Part 11

Quick Review of Object Words Using Images

Length: 2 minutes – less than 10 seconds per word

Materials needed: images, actual objects, Teaching Cards, Sliding Word Cards, and Milestone Cards for each of these words: bib, blanket, book, bouncing, bubble, bucket, keys, rattle, & swing

Review the words very quickly two times. The first time through, please use the images. For the second review, please use the actual objects. The total time is about 2 minutes, so please go at a fast pace.

Show each word while pointing to it from left to right, then quickly show what the word means. The first time you review the words, please use the Teaching Cards. The second time, please use the Sliding Word Cards or Milestone Cards.

Say each word while pointing to it from left to right, then say one sentence describing each image. This should take under 10 seconds per word.

Next, show the words in a different order and use different word cards while reviewing the same words.



Milestone 2 Lesson Plan: Part 12

Fast Words Game Using Object Words

Length: 1 minute – less than 2 seconds per word (show at least 30 words!)

Materials needed: Teaching Cards with the following object words: bib, blanket, book, bubble, bucket, keys, rattle, and swing. You will also have a chance to show these non-object words: bouncing, monkey, point, tongue (as they are on the backs of some of the cards)

This is an important game to develop children's focus and speed of reading.

Show the child how to play by having one teacher hold up word cards for one volunteer parent (or another teacher) to read. After about 20 words, then you can ask the entire group to join in. The teacher should flip through the six cards (12 words because you will use the front and back) as quickly as possible while the parent reads the words aloud. Once the children see you in action, she or he will want to join in. Flip words over and do not go in a predictable pattern. Go as fast as you possibly can by flipping through the cards forwards and backwards and turning them over. The person reading the words needs to be very quick and loud, so choose someone who will be quick and loud. The person reading the words says the word right away and the teacher then flips to the next word. Frequently, go back to the same words. Here is a sample word order. Please place the word cards in this order with the word bib on top: bib, bubble, rattle, keys, book, swing.

Show the words in this order as quickly as possible: bib, bubble, bib, bubble, rattle, keys, rattle, keys, monkey, keys, monkey, keys, book, swing, tongue, book, bouncing, keys

The order of words just mentioned gives you an idea of how to do it. Go as fast as you can and don't be concerned about the order. It should be fun, so if you drop a card or put a word upside down please enjoy it, and people should be laughing and having fun. If not, then go even faster with the words until you are making mistakes because you are trying to go faster than people can say them.

Key Point: It is much easier to say the words quickly than it is to move the words quickly, so you can't really go too quickly with the word cards as long as the words can be seen by the children and as long as the children can hear the person read them.



Milestone 2 Lesson Plan: Part 13

Word Recognition Game

Length: 2 minutes

Materials needed: A variety of Teaching Cards or Sliding Word Cards with the following words: bib, keys, rattle, book, bubble, blanket, bucket, & point

Hold up two words from the Fast Words Game. Start with “keys” and “bib” and ask “Where is the word bib?” Point to the word that says ‘bib’!”

“Yes, this says bib! Good. Now, find the word ‘keys’! Point to the word ‘keys’!”

“Good. This is the word ‘keys’! Bib. Keys.” [at the end, say the words again as you hold them up – when possible, point to the words from left to right as you say them]

Do the same with the following words: “rattle” and “book”; “bubble” and “blanket”; “bucket” and “point.”

Milestone 2 Lesson Plan: Part 14

Sorting Activity to Teach Categories

Length: 5 minutes

Materials needed: at least 3 bibs, at least 3 word cards that say 'hi', at least 3 cups, a large bag that conceals all of the other objects

Tip: Plan ahead and place 3 large rings (for example, hula hoops) on the floor or possibly attached to a blank wall. Do this so everyone can see the three rings. If the floor or wall has some distracting design, then try to cover that part with a plain background. Place items from the same category inside each ring while you are describing the objects.

Start: Say, "Let me pull out the first object out of the bag. Hmmm. This is a bib! The first object could go in any of the three rings. Let's see, where do we want to put the bibs. Let's put the bibs here. Look, I'm pulling a cup out of the bag. Let's put this cup and any other cup that we see in this ring! Now, let's get another object out of the bag. What is this? This is the word 'hi'. Where should be put the word 'hi'? Yes, that's right it should be in the last ring. We will put all of the words that say 'hi' in this ring! Wow, what is this? This is a cup! Notice the shape of this cup is similar to the shape of the first cup. We know it is a cup from its shape. Cups generally have a shape that allows people to hold it in their hands and we can drink water or other liquid from cups." [Say that while putting the cup in the same ring as the other cup.] "Look, what does this say? This says 'hi'! Where should we put the word 'hi'? Should we put the word 'hi' with the bib? No! Should we put the word 'hi' with the cup? No! Should we put the word 'hi' with the other word that says 'hi'? Yes!"

Continue taking the objects out of the bag and sorting them. Ask more questions now that the three categories are more established.