

## **Preliteracy - Outline**

*Some of our clients have had little or no access to formal education before arriving in America. If they do not have writing/reading skills in their home language, it is very difficult to grasp those skills in a new language. This set of lessons are meant to encourage the clients who are in a preliteracy stage – “reading,” at its core, is attributing meaning to symbols. A 2-year-old may not be able to read a book, but they know that the McDonald’s golden arches mean cheeseburgers and fries and small cheap toys – and therefore they have the beginning skills of literacy! Use the activity ideas and worksheets below to help clients “read” our culture.*

*Non-verbal activities: Some games and activities do not require reading and have a low need for verbal communication. These are great ways to begin to interact, break the ice, and build relationship! Ex: Jenga, Memory, Checkers, Sorry, Operation, jacks, dominoes, jigsaw puzzles, soccer, baseball, basketball, making friendship bracelets, playing instruments, showing photographs.*

*Two great ways to practice beginner writing: use blank copy/printer paper, and the tutor will write letters, numbers, or words in large print with a highlighter. Then the student will trace over the highlighter with a pencil to practice. -OR- Have a bag of Scrabble or Boggle letters, to line up on a table and manipulate to form words and teach phonics.*

### **Lesson 1: Colors (p. 3)**

*Introduce basic colors. Point to and read the name of the color. Have student identify things around them that are these colors or variations of the colors.*

- A) Say a color and have the student point to an item that has that color.*
- B) Point to some items and have the student verbally identify the color.*
- C) Provide some markers, crayons, or colored pencils and have the student practice writing the names of the colors with the matching utensil.*
- D) Games to play: UNO, Candy Land.*

### **Lesson 2: Shapes (p. 4)**

*Introduce 6 basic shapes. Trace the shape with a finger or highlighter as you read the name. Have student identify things around them that are these shapes.*

- A) Say a shape and have the student point to an item that has that shape.*
- B) Point to some items and have the student verbally identify the shape.*
- C) Provide some pencils or highlighters and have the student practice writing the names of the shapes and the shape beside it.*

### **Lesson 3: Symbols (p. 5-7)**

*Review colors and shapes by identifying both in the street sign worksheet. Teach the meanings of the different colors and shapes of the signs.*

*Red = stop, orange = construction work, yellow = slow down, green = road names, exits, go, blue = medical, brown = rest/rec areas, white = driving instruction.*

*Triangle = warning, diamond = up ahead, square/rectangle = FYI, octagon = stop, circle (with line through it) = no.*

*Go to the next 2 worksheets and discuss the symbols, along with the color and shape. See if the student can identify what they mean and how they should respond.*

*A) Go for a ride in your car with the student and see how many traffic signs, company logos, and restaurant symbols they can identify and explain.*

*B) Use p. 71-77 in the NC Driver's Handbook to practice and learn traffic signs – this will help them get their permit!*

### **Lesson 4: Gestures (p. 8-9)**

*Introduce Hand gestures and their meanings. Demonstrate, and use dramatic facial expressions to indicate the general meaning of each one. Practice, and teach student how to respond appropriately to each.*

*Games to play: Charades or Headbandz or Guesstures (after some practice rounds, add a time element or teams to enhance excitement or competition.)*

### **Lesson 5: Numbers (p. 10-11)**

*Introduce numbers 1-100. Provide some small items to demonstrate – playing chips, stones, buttons, popcorn, M&Ms, paperclips, etc. Say the name of the number as you read it or count items out. Focus on teaching 1-20. Then show how you combine numbers to create new ones:  $20+2=22$ ,  $100+30+5=135$ .*

*A) Cut the numbers into flashcards if you want - cut strips and fold them so the name is on one side and the numeral is on the other. - OR - Provide 3x5 cards and have student practice writing and make their own flashcards.*

*B) Make/hold up a number using the flashcards, and have the student count out that number of items and say the name of the number.*

*C) Select a certain number of items, and have the student count them and identify how many are in the group.*

*D) Cut the worksheet so each numeral and name are individual cards. Scramble them up and have the student find numeral/name matches.*

*E) Turn all the flashcards face-down and lay them out on a table and play Memory.*

*F) Games to play: UNO, Dutch Blitz, assorted card games with typical deck of cards.*

Lesson 1: Colors

**RED**

**ORANGE**

**YELLOW**

**GREEN**

**BLUE**

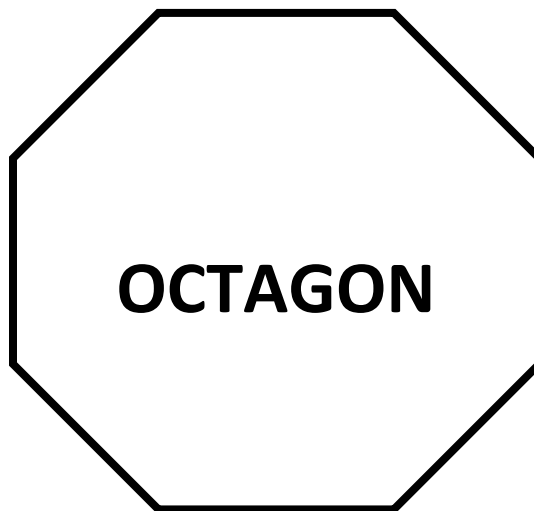
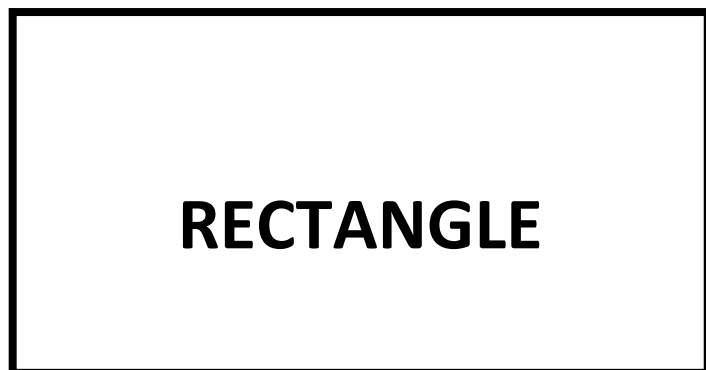
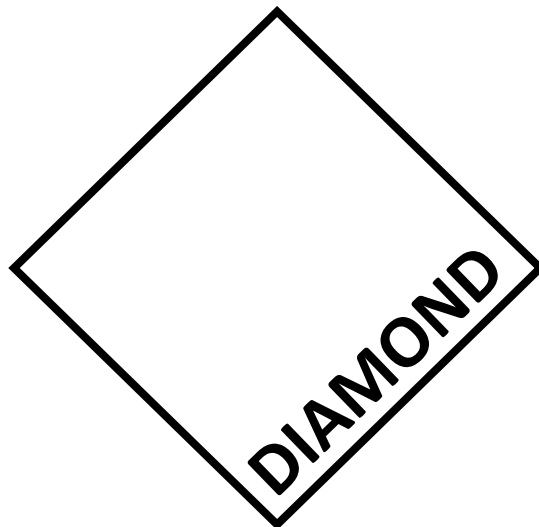
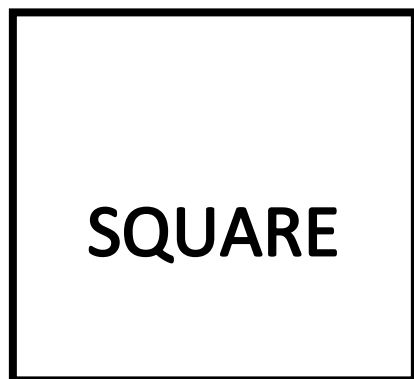
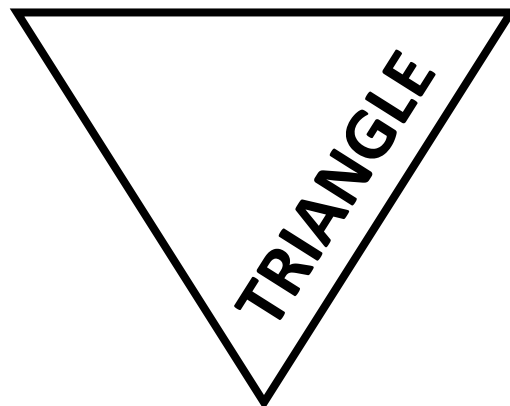
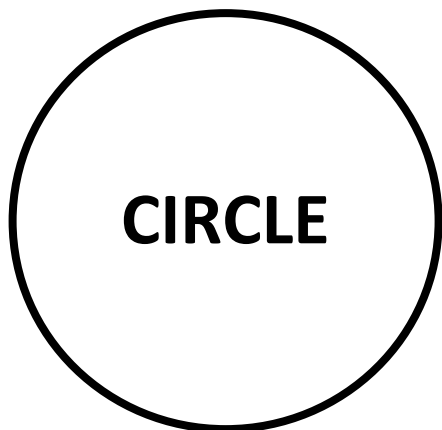
**PURPLE**

**BROWN**

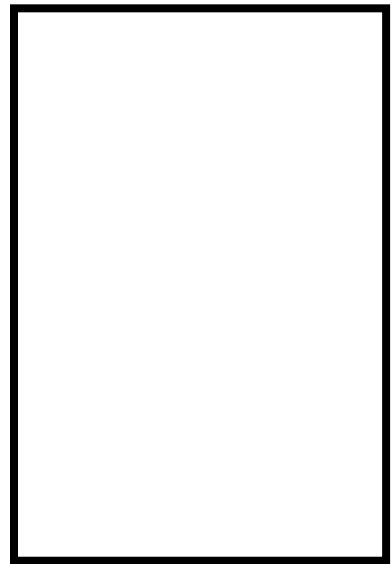
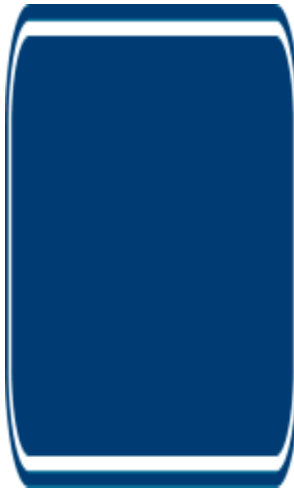
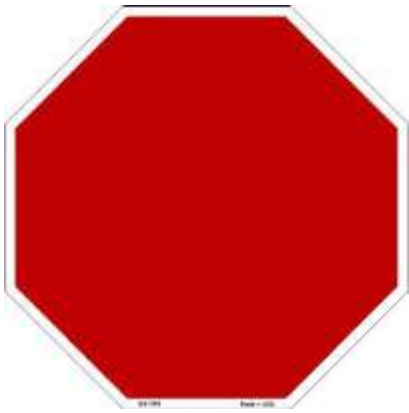
**BLACK**

**WHITE**

Lesson 2: Shapes



Lesson 3: Symbols







## Lesson 4: Gestures

Thumbs up – that's good



Peace/Victory



Thumbs down – that's bad



Fingers crossed – hope for good things



Hand shake – Polite Greeting/Agreement



Air quotes – I'm not serious



O.K.



Crazy



Point



Loser – you are stupid



Shhh! – Be quiet



Flip-off – I disrespect you





I'm watching you – don't mess up!



Calm down



I don't know



Yawn – This is boring



My lips are sealed – I'll keep a secret



Stop or Wait – I'm ignoring you



Call me on the phone later



Look at the time – you are late



High five/Fist bump – Good teamwork!



Gag me – That's gross!



Time out – stop for a minute



Salute – Follow a command



## Lesson 5: Numbers

<b>0</b>	<b>ZERO</b>
<b>1</b>	<b>ONE</b>
<b>2</b>	<b>TWO</b>
<b>3</b>	<b>THREE</b>
<b>4</b>	<b>FOUR</b>
<b>5</b>	<b>FIVE</b>
<b>6</b>	<b>SIX</b>
<b>7</b>	<b>SEVEN</b>
<b>8</b>	<b>EIGHT</b>
<b>9</b>	<b>NINE</b>
<b>10</b>	<b>TEN</b>
<b>11</b>	<b>ELEVEN</b>
<b>12</b>	<b>TWELVE</b>
<b>13</b>	<b>THIRTEEN</b>
<b>14</b>	<b>FOURTEEN</b>

<b>15</b>	<b>FIFTEEN</b>
<b>16</b>	<b>SIXTEEN</b>
<b>17</b>	<b>SEVENTEEN</b>
<b>18</b>	<b>EIGHTEEN</b>
<b>19</b>	<b>NINETEEN</b>
<b>20</b>	<b>TWENTY</b>
<b>30</b>	<b>THIRTY</b>
<b>40</b>	<b>FORTY</b>
<b>50</b>	<b>FIFTY</b>
<b>60</b>	<b>SIXTY</b>
<b>70</b>	<b>SEVENTY</b>
<b>80</b>	<b>EIGHTY</b>
<b>90</b>	<b>NINTY</b>
<b>100</b>	<b>ONE HUNDRED</b>