

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

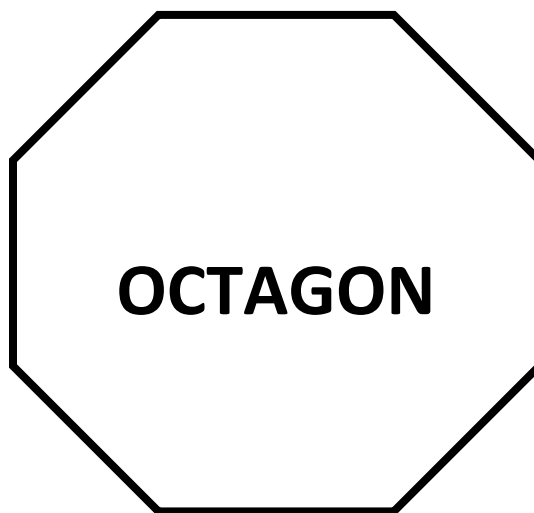
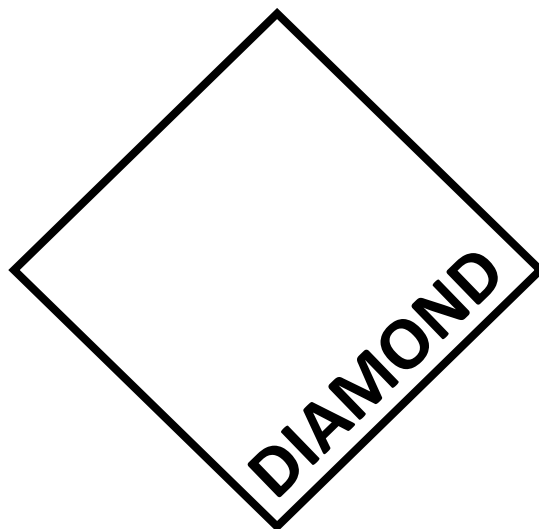
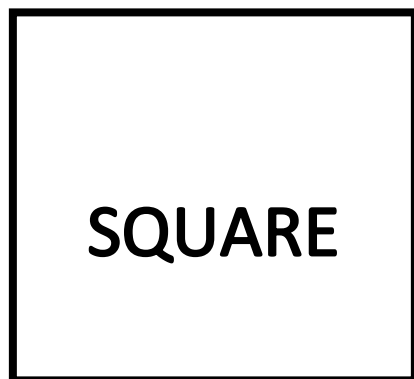
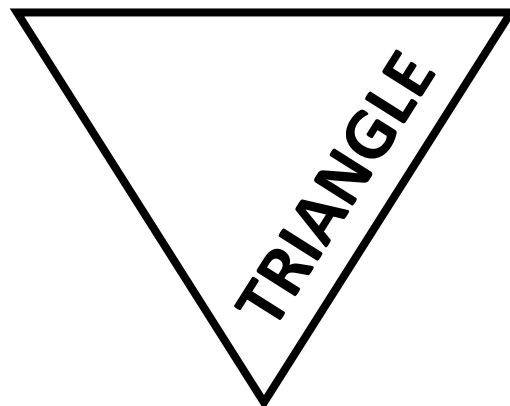
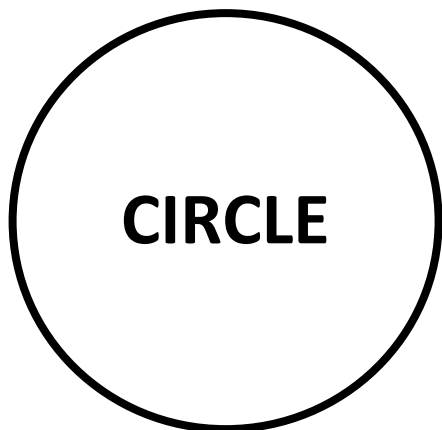
PURPLE

BROWN

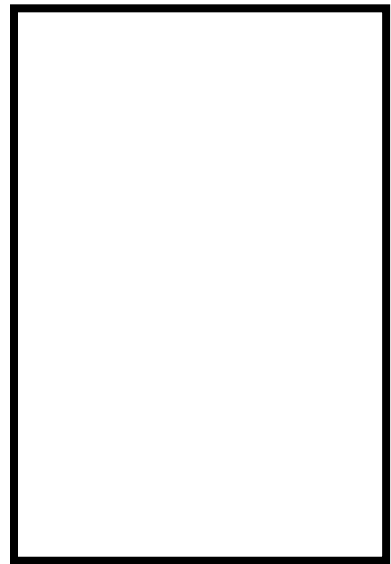
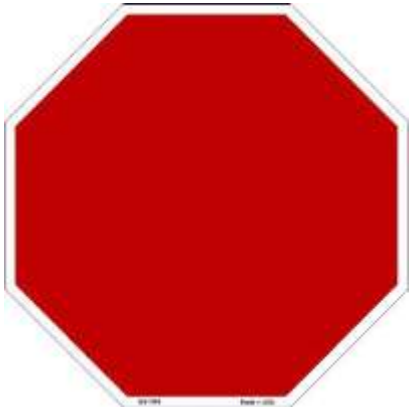
BLACK

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



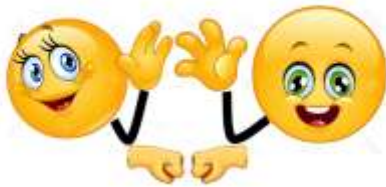
Call me on the phone later



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

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

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