Summer Success: A Comprehensive Kindergarten Readiness Camp Manual

Laura M. Justice, Jackie D. Goodway, Kiren S. Khan, Kari Welch, Maureen Myrtil, Ruri Famelia, & Elaine M. Joy

December 2017
# Table of Contents

Important Notices ........................................................................................................... 3  
Copyright Notice ........................................................................................................... 3  
Acknowledgments .......................................................................................................... 3  
Introduction ................................................................................................................... 4  
Domains of Instruction ................................................................................................. 5  
   Table 1 ......................................................................................................................... 5  
   Table 2 ......................................................................................................................... 6  
Domain 1: Language and Literacy .................................................................................. 6  
Domain 2: Math ............................................................................................................... 7  
Domain 3: Social-Emotional ......................................................................................... 7  
Domain 4: Gross Motor ................................................................................................. 8  
Lesson Plans .................................................................................................................. 9  
Auxiliary Activities ....................................................................................................... 59  
   Field Trips ..................................................................................................................... 59  
   Glass Art ....................................................................................................................... 61  
   Drama Class ................................................................................................................. 63  
   Family Engagement ..................................................................................................... 64  
Appendices ...................................................................................................................... 65  
   Sample Daily Schedule .............................................................................................. 65  
   List of Recommended Books .................................................................................... 66  
   Summer Success Screener .......................................................................................... 67  
   Summer Success Screener Recording Form ............................................................... 69  
      Test of Phoneme Segmentation .............................................................................. 69  
      Test of Initial Sounds ............................................................................................... 72  
      Counting Test .......................................................................................................... 75  
      Cardinality Test ....................................................................................................... 76  
      Categorization and Pattern Completion Test ......................................................... 80  
      Math Language Test ............................................................................................... 90  
      Emotion Recognition Test ..................................................................................... 95  
   Gross Motor Assessments ......................................................................................... 96  
References ....................................................................................................................... 97  
Author Note ................................................................................................................... 99
Important Notices

Copyright Notice

This manual is copyrighted in its entirety. All rights reserved. School administration and educational professionals may make photocopies of this manual for use with their students. No modification, transmission, republication, commercial, or noncommercial distribution of this manual is permitted without written permission from Laura Justice, justice.57@osu.edu

Acknowledgements

Pilot sessions of Summer Success were supported by The Schoenbaum Family Center and The Crane Center for Early Childhood Research and Policy, The Ohio State University, The City of Columbus, FutureReady Columbus, The Columbus Foundation, and Columbus City Schools. We would like to thank the teaching teams from both the summer of 2016 and 2017 whose dedication to the project and the children allowed for the development of a successful program and materials. Development of Summer Success will continue in consecutive years with support from The Ohio State University, The City of Columbus, and other potential sponsors.

Summer Success would not have been able to provide high-quality field trips without the support and generous donations of several community organizations. These organizations included The Columbus Metropolitan Library, The Columbus Museum of Art, The Center of Science and Industry, Franklin Park Conservatory and Botanical Gardens, and The Columbus Trolley Company. The Summer Success Team would like to thank the administration and staff of these organizations for welcoming our program into their facilities and providing our camp with transportation that allowed for enriching experiences for everyone involved.

The authors would also like to acknowledge Mihaia Gugiu, Emi Tsuda, Meena Mihalski, Flora Hong, and the Summer Success staff members for their contributions to this manual.

Direct correspondence to:

Laura Justice, Ph.D.
Executive Director
The Crane Center for Early Childhood Research and Policy
The Schoenbaum Family Center
The Ohio State University
175 E. 7th Ave
Columbus, OH 43201
Introduction

Summer Success is a kindergarten readiness program that was developed in consultation with researchers, educators, and community partners in the field of early childhood education. It is designed to be implemented during the summer prior to kindergarten entry for children who have had little-to-no formal early childhood experience. Summer Success is intended to provide a four-week, 140-hour intensive program with low teacher-to-child ratios that allows for high-quality, individualized instruction. Summer Success aims to provide explicit instruction in the domains of: (1) language and literacy, (2) math, (3) social-emotional, and (4) gross motor within the context of a “camp-based environment.” Creative arts and auxiliary activities, such as field trips, are included throughout the program to reinforce and expand upon instruction across these domains. Caregiver and family engagement strategies are also emphasized in this program to enhance children’s learning at home during the summer months.

The Summer Success program materials, including daily lesson plans, sample schedules, recommended storybooks, suggested creative and auxiliary activities, and select screening and assessment materials, are provided in this manual free of charge to early childhood educators and community partners who are interested in providing high-quality, individualized instruction to children preparing to enter kindergarten.

The Summer Success program was piloted in the summer of 2016 and 2017. An evaluation of the program demonstrated that it could be feasibly implemented in a camp-based environment, and was associated with significant gains in participating children’s kindergarten readiness skills. For further information about the validation of the Summer Success program, please consult the Crane Center for Early Childhood Research and Policy’s Fall 2017 whitepaper titled, “Summer Success: A Comprehensive Kindergarten Readiness Camp” at earlychildhood.ehe.osu.edu
Domains of Instruction

The Summer Success program focuses on providing explicit instruction in four distinct domains considered important for kindergarten readiness by the researchers, educators, and community partners consulted when developing this program. These domains are: (1) language and literacy, (2) math, (3) social-emotional, and (4) gross motor. Table 1 lists these domains, along with their corresponding learning targets. Table 2 provides an overview of when the learning targets are presented throughout the course of the four-week Summer Success program.

Table 1. Summer Success domains of instruction and their corresponding learning targets.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Learning Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language and Literacy</td>
<td>1. Understand and identify story components, such as setting, characters, and events; 2. Identify and sequence story events; 3. Identify and isolate the initial sounds of words; 4. Identify and isolate phonemes (i.e., sounds within words), and count the number of phonemes; and 5. Identify upper- and lower-case letters of the alphabet.</td>
</tr>
<tr>
<td>Math</td>
<td>1. Count and write numbers 1-20; 2. Count and identify the total number of objects in a set; 3. Sort and classify objects by some property and identify common and differing features among sets; and 4. Demonstrate understanding and use quantity/size comparisons (e.g., more/less, and same/different).</td>
</tr>
<tr>
<td>Social-Emotional</td>
<td>1. Demonstrate self-regulation skills, such as compliance with routines and transitions, following rules, and turn-taking; and 2. Understand emotions and their expression, (e.g., identify emotion based on facial expressions, predict how others might feel, use emotion language).</td>
</tr>
<tr>
<td>Gross Motor</td>
<td>1. Demonstrate object control skills (i.e., rolling, catching, throwing, kicking, dribbling, and striking); and 2. Engage in daily physical activity.</td>
</tr>
</tbody>
</table>
Table 2. Overview of learning targets presented in Summer Success program.

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Language &amp; Literacy 1 Social-Emotional 2</td>
<td>Language &amp; Literacy 1 Social-Emotional 2</td>
<td>Language &amp; Literacy 1 Math 1 Gross Motor 1</td>
<td>Language &amp; Literacy 2 Math 1 Social-Emotional 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language &amp; Literacy 5 Math 1 Gross Motor 1</td>
<td>Language &amp; Literacy 2 Math 4 Gross Motor 1</td>
<td>Language &amp; Literacy 3 Language &amp; Literacy 5 Math 2 Gross Motor 1</td>
<td>Language &amp; Literacy 2 Gross Motor 1</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Language &amp; Literacy 3 Language &amp; Literacy 4 Gross Motor 1</td>
<td>Language &amp; Literacy 1 Language &amp; Literacy 4 Gross Motor 1</td>
<td>Language &amp; Literacy 1 Language &amp; Literacy 4 Gross Motor 1</td>
<td>Math 3 Math 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math 3 Language &amp; Literacy 4 Gross Motor 1</td>
<td>Math 2 Math 3</td>
<td>Language &amp; Literacy 2 Social-Emotional 2</td>
<td>Social-Emotional 2 Language &amp; Literacy 4</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Math 3 Language &amp; Literacy 4 Gross Motor 1</td>
<td>Language &amp; Literacy 1 Social-Emotional 2</td>
<td>Language &amp; Literacy 1 Math 1 Gross Motor 1</td>
<td>Language &amp; Literacy 2 Math 1 Social-Emotional 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language &amp; Literacy 5 Math 1 Gross Motor 1</td>
<td>Language &amp; Literacy 2 Math 4 Gross Motor 1</td>
<td>Language &amp; Literacy 3 Language &amp; Literacy 5 Math 2 Gross Motor 1</td>
<td>Language &amp; Literacy 2 Gross Motor 1</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Language &amp; Literacy 3 Language &amp; Literacy 4 Gross Motor 1</td>
<td>Language &amp; Literacy 1 Language &amp; Literacy 4 Gross Motor 1</td>
<td>Language &amp; Literacy 1 Language &amp; Literacy 4 Gross Motor 1</td>
<td>Math 3 Math 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math 3 Language &amp; Literacy 4 Gross Motor 1</td>
<td>Math 2 Math 3</td>
<td>Language &amp; Literacy 2 Social-Emotional 2</td>
<td>Social-Emotional 2 Language &amp; Literacy 4</td>
<td></td>
</tr>
</tbody>
</table>

Note. The learning targets “Demonstrate self-regulation skills” (Social-Emotional 1) and, “Engage in daily physical activity” (Gross Motor 2) are not included in the table above. Summer Success program staff will incorporate instruction in these domains during mealtimes, transitions, daily lessons, and free choice and auxiliary activities throughout the program, when appropriate.

Domain 1: Language and Literacy

The Language and Literacy domain of the Summer Success program focuses on five learning targets: (1) Understand and identify story components, such as setting, characters, and events; (2) Identify and sequence story events; (3) Identify and isolate the initial sounds of words; (4) Identify and isolate phonemes (i.e., sounds within words) and count the number of phonemes; and (5) Identify the upper- and lower-case letters of the alphabet.

(1) The ability to understand and identify story components, such as setting, characters, and events, and (2) The ability to identify and sequence story events, are predictive of later reading abilities and academic success (Zucker, Cabell, Justice, Pentimonti, & Kaderavek, 2013).

(3) Further, developing phonological awareness skills, such as the ability to identify and isolate the initial sounds of words, and (4) The ability to identify and isolate phonemes (i.e., sounds within words), and count the number of phonemes, is an important precursor to reading and spelling (Burgess & Lonigan, 1998; MacDonald & Cornwall, 1995).

(5) Alphabet knowledge, including the ability to identify the upper- and lower-case letters of the alphabet, also represents an important component of emergent literacy with research demonstrating that it is the best predictor of children’s later reading and spelling abilities (Leppanen, Aunola, Niemi, & Nurmi, 2008; Lonigan, Burgess, & Anthony, 2000).
Domain 2: Math

The Math domain of the Summer Success program focuses on four learning targets: (1) Count and write numbers 1-20; (2) Count and identify the total number of objects in a set; (3) Sort and classify objects by some property and identify common and differing features among sets; and (4) Demonstrate understanding and use quantity/size comparisons, (e.g., more/less, and same/different).

(1) Counting, including the ability to verbally count and write numbers 1-20, is a foundational number skill that strongly predicts children’s future mathematical abilities (Aunola, Leskinen, Lerkkanen, & Nurmi, 2004).

(2) Further, the ability to count and identify the total number of objects in a set is an important precursor to the ability to quantify how much/how many and more/less, and perform arithmetic manipulations on a set such as adding and subtracting (Chu, vanMarle, & Geary, 2015).

(3) The ability to sort and classify objects by some property and identify common and differing features among sets is a critical building block in developing counting strategy, problem-solving, generalizations about number combinations, and algebraic thinking (Copley, 2000).

(4) Understanding and using quantity/size comparisons (e.g., more/less, and same/different) is critical for early numeracy development and comprehension of exact mathematical concepts such as cardinal number knowledge (Toll & Van Luit, 2014).

Domain 3: Social-Emotional

The Social-Emotional domain of the Summer Success program focuses on two learning targets: (1) Demonstrate self-regulation skills, such as compliance with routines and transitions, following rules, and turn-taking; and (2) Understand emotions and their expression, (e.g., identify emotion based on facial expressions, predict how others might feel, and use emotion language).

(1) Self-regulation skills, such as compliance with routines and transitions, following rules, and turn-taking, are predictive of children’s positive adaptation to school and the development of early social skills and academic abilities (Willoughby, Kupersmidt, Voegler-Lee, & Bryant, 2011).

(2) Emotion recognition, including the ability to understand emotions and their expression (e.g., identify emotion based on facial expressions, predict how others might feel, and use emotion language), is important in helping children maintain emotional health and develop prosocial and cooperative behaviors (Izard et al., 2001).
Domain 4: Gross Motor

The Gross Motor domain focuses on two learning targets: (1) Demonstrate object control skills (i.e., rolling, catching, throwing, kicking, dribbling, and striking); and (2) Engage in daily physical activity.

(1) Demonstrating object control skills (i.e., rolling, catching, throwing, kicking, dribbling, and striking) is important for the development of more advanced movement patterns, like sport skills, and is related to physical activity outcomes in adolescence (Cohen, Morgan, Plotnikoff, Callister, & Lubans, 2015; Gallahue, Ozmun, & Goodway, 2012).

(2) Engaging in daily physical activity, (i.e., moderate to vigorous physical activity, or MVPA) promotes a healthy developmental trajectory by improving cardiovascular health, adequate bone and motor development, as well as positive cognitive and social development.
Lesson Plans

The Summer Success program includes four domains of learning: (1) language and literacy; (2) math; (3) social-emotional; and (4) gross motor, along with their corresponding learning targets across 20 total days of instruction (four weeks x 5 days per week).

Each daily lesson plan addresses two or more learning targets and includes the following components: (a) reading of storybooks in a large group, (b) group discussion of these storybooks, (c) free choice activities, and (d) large group instruction. While each daily lesson plan includes a specific free choice activity, teachers may implement these activities during any day of the week. For each day, educators are provided with explicit instruction regarding how to implement activities. Supplemental activities are included throughout the lesson plans when appropriate.

A complete list of recommended books that correspond with these daily lesson plans and a sample daily schedule can be found in the appendices of this manual.

Lessons plans include the following information:

- **Week and Day of Each Lesson:** Details when each daily lesson plan should be implemented.

- **Domains and Learning Targets:** Lists the domains and learning targets being addressed during each daily lesson plan.

- **Target Breakdown:** Describes the group book discussion, free choice activities, and large group instruction that correspond with each learning target. Some target breakdowns refer to activities that were introduced in previous daily lesson plans. In this case, these activities also include a reference to the week and day when the activity was previously introduced (e.g., First Name Writing (see week 1, day 1)).

- **Books:** Lists the books recommended for the group book discussion for each daily lesson plan.

- **Materials:** Lists all of the materials required to implement each daily lesson plan. Some materials refer to activities that were introduced in previous daily lesson plans. In this case, these materials also include a reference to the week and day when the activity was previously introduced (e.g., Make a Garden materials (see week 1, day 1)).

- **Supplements:** Describes supplemental activities that may be used to reinforce various learning targets during any day of the week corresponding to that daily lesson plan.
**Week 1, Day 1**

**Domains: Language and Literacy, Social-Emotional**

**Learning Targets:**
1. Understand and identify story components, such as setting, characters, and events.
2. Understand emotions and their expression, (e.g., identify emotion based on facial expressions, predict how others might feel, use emotion language).

**Books:**
1. *Where the Wild Things Are* by Maurice Sendak
2. *The Way I Feel* by Janan Cain

**Materials:**
- Copies of illustrations from *Where the Wild Things Are*
- Butcher paper
- Coloring utensils
- Assorted arts and crafts materials
- Bingo board (3 x 3) with pictures of children expressing at least six different emotions (e.g., happy, sad, angry, scared, tired, disgusted).
- Bingo pieces
- Laminated cards containing children’s first names, with blank lines or boxes underneath each letter of children’s names
- Dry erase markers or other writing utensils

**Target 1:** Understand and identify story components, such as setting, characters, and events.

**Book Discussion:** Read *Where the Wild Things Are*. Highlight characters and settings within the book. Explain the terms *character* (i.e., who is in the book) and *setting* (i.e., where the book takes place).

**Free Choice activities:**
- *Where the Wild Things Are Story Cards*: Copy and print the illustrations from different pages of *Where the Wild Things Are* to make story cards. Prompt children to arrange the story cards in chronological order, using the various characters and settings depicted on the story cards to help them identify the correct order of events. Have book available for children to reference.
- *Make a Garden*: Using a large sheet of white butcher paper, coloring utensils, and various art materials, encourage children to create a “garden” with their peers.

**Target 2:** Understand emotions and their expression, (e.g., identify emotion based on facial expressions, predict how others might feel, use emotion language).

**Book Discussion:** While reading *The Way I Feel*, prompt children to identify the emotion on each page. Discuss how the colors on each page represent the emotion on each page (e.g., *happy* is represented by bright yellow and orange, while *scared* is represented by black and dark blue). Encourage the children to make the faces for each emotion.
Free Choice activities:
- *Emotions Bingo:* Create 3 x 3 bingo cards with pictures of children expressing at least six different emotions (e.g., happy, sad, angry, scared, tired, disgusted). Call out an emotion and ask children to identify the picture corresponding to that emotion, and place bingo pieces on top of the picture corresponding to that emotion. Continue activity until children have identified all of the emotions on their cards.

Large Group activities:
- *Emotions Chart:* Using large pieces of butcher paper, prepare separate charts for two or three emotions (e.g., a separate chart for happy, sad, and angry). Refer to each chart individually and discuss events or things that can make someone to feel the emotion depicted on the chart. Prompt children to share events or things that make them feel the same way. Then, ask children to draw pictures representing the events or things that make them feel the emotions depicted on the charts.

Supplements:

Free Choice activities:
- *First Name Writing:* Type, print, cut out, and laminate cards containing children’s first names. Include spaces or boxes underneath each letter in the children’s first names for children to practice writing each letter of their first name. Set out dry erase markers or other writing utensils for children to use in their name writing practice.
Week 1, Day 2

Domains: Language and Literacy, Social-Emotional

Learning Targets:
1. Understand and identify story components, such as setting, characters, and events.
2. Understand emotions and their expression, (e.g., identify emotion based on facial expressions, predict how others might feel, use emotion language).

Books:
1. *The Tale of Peter Rabbit* by Beatrix Potter
2. *My Many Colored Days* by Dr. Seuss

Materials:
- *Make a Garden* materials (see week 1, day 1)
- Coloring utensils
- Assorted arts and crafts materials
- Socks or paper bags
- Cube tissue boxes (2)
- Glue or tape
- Pictures of animals (6)
- Pictures of faces depicting various emotions (6)
- Chart or pictures depicting the life cycle of a butterfly
- *Emotions Bingo* materials (see week 1, day 1)
- *First Name Writing* materials (see week 1, day 1)

Target 1: Understand and identify story components, such as setting, characters, and events.

**Book Discussion:** Read *The Tale of Peter Rabbit* and highlight the characters and settings within the book. Discuss items found in a garden (e.g., food, flowers, bugs, worms, etc.) and prompt children to identify and discuss the various items in Mr. McGregor’s garden, such as food, animals, and tools.

**Free Choice activities:**
- *Make a Garden:* Continue adding to the garden children began on week 1, day 1. Encourage children to include some of the new objects that they were introduced to in *The Tale of Peter Rabbit.*
- *Puppets:* Encourage children to create puppets using socks or paper bags, coloring utensils, and assorted arts and crafts materials. Prompt children to tell their own stories using the puppets as characters and imagining various settings for their stories to take place. If children find it difficult to tell their own stories, encourage them to recall and/or reenact *The Tale of Peter Rabbit, Where the Wild Things Are,* and/or *The Way I Feel.*

Target 2: Understand emotions and their expression, (e.g., identify emotion based on facial expressions, predict how others might feel, use emotion language).
**Book Discussion:** While reading *My Many Colored Days*, prompt children to identify the emotion described on each page and the color the author associated with each emotion. (e.g., the blue-colored page represents *sadness*). Prompt children to recall *The Way I Feel* to assist them with identifying the emotions and associated colors described on each page.

**Free Choice activities:**
- *Dice Charades:* Using two cube tissue boxes for dice, glue or tape pictures of animals to each of the six sides of one tissue box. Glue or tape pictures of faces depicting six different emotions to each of the six sides of the other tissue box. Prompt children to take turns rolling both the animal and emotion dice at the same time. Encourage children to act out the animal and emotion they roll (e.g., sad cat, angry monkey).
- *Emotions Bingo* (see week 1, day 1)

**Supplements:**

**Large Group activities:**
- *Life Cycle of a Butterfly:* Discuss the life cycle of a butterfly in four stages: (1) egg, (2) caterpillar, (3) chrysalis, and (4) butterfly. Emphasize words such as first, next, and last to describe the sequence of the four stages. Use an accompanying chart with drawings or pictures of the stages as a visual aid.

**Free Choice activities:**
- *First Name Writing* (see week 1, day 1)
Week 1, Day 3

Domains: Language and Literacy, Math, Gross Motor

Learning Targets:
1. Understand and identify story components, such as setting, characters, and events.
2. Count and write numbers 1-20.
3. Demonstrate object control skills (i.e., rolling, catching, throwing, kicking, dribbling, and striking).

Books:
1. *Ten Black Dots* by Donald Crews
2. *The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear* by Audrey Wood

Materials:
- *Puppets* materials (see week 1, day 2)
- Butcher paper
- Writing utensils
- Beads
- Pipe cleaners
- Play-Doh®
- Plastic bugs
- Soil
- Plastic tub
- Plastic shovels or cups
- Beach balls
- Foam balls (medium-sized)
- Tennis balls
- Scarves
- Beanbags
- Poly spots

Target 1: Understand and identify story components, such as setting, characters, and events.

**Book Discussion:** After reading *The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear*, prompt children to identify the characters and setting in the story. For example, ask, “Someone was talking/narrating the entire time, but did we ever actually see them/their character in the story? Who do we think the person telling the story was? Who else was in the story? What was the setting of the story?” Explore the book, showing the children the shadow on the back cover to expand the discussion of who the narrator may be.

**Free Choice activities:**
- *Puppets* (see week 1, day 2)
Target 2: Count and write numbers 1-20.

Book Discussion: As you read *Ten Black Dots*, prompt children to count the dots on each page while you point to each dot. Discuss the images the dots create on each page (e.g., snakes on one page, dots on another).

Large Group activities:
- *How Many Letters are in Your Name? Chart:* Using a large sheet of butcher paper, prepare a large chart that includes the names of all the children participating in the program. Prompt each child to approach the chart and count the number of letters in their name. Set out writing utensils and encourage the children to practice writing their name and the number of letters in their name on the chart.

Target 3: Demonstrate object control skills (i.e., rolling, catching, throwing, kicking, dribbling, and striking).

Gym Class:
- *Warm-Up* (3-4 minutes, using music to encourage movement)
- *Catching Activities* (12 minutes):
  - When children are not able to catch a tossed ball:
    - Roll a ball on the floor back-and-forth with a partner.
    - Toss and catch a scarf.
  - When children are able to catch a ball with their arms but not with their hands:
    - Toss and catch a beach ball.
    - Toss and catch a ball with a partner over a short distance. Slowly increase the distance between partners. Start with a large ball like a beach ball and progress to a smaller ball, like a medium-sized foam ball and then, a tennis ball.
- *Throwing Activities* (12 minutes):
  - When children are able to throw front-facing and with a chopping action of the arm:
    - Step onto a poly spot and throw toward a wall. Progress from stepping with the same side foot to throwing hand to stepping with the opposite foot to throwing hand.
  - When children are able to step and throw with the opposite foot to throwing hand:
    - Throw a beanbag toward a big target on a wall from a short distance. Slowly increase difficulty by using smaller targets and increasing the distance between the children and the wall.
    - Throw a beanbag, beginning with a wind-up of the arm from behind the body to a follow-through of the arm across the body.
- *Cool-Down/Stretching* (3 minutes)
**Free Choice activities:**

- **Bead Bracelets:** Using pipe cleaners and beads, assign each child a number from 1-20 and prompt him or her to string the corresponding number of beads onto a pipe cleaner. Once children have added the correct number of beads to their pipe cleaners, encourage them to remove the beads from the pipe cleaner and try a different number. Repeat the activity and prompt the children to practice counting the number of beads on their pipe cleaners. Ask questions such as, “Are there more or less beads than before?” and, “Which friend has more or less beads on their bracelet?”

- **Play-Doh® Cardinality:** While a teacher calls out a number from 1-20 to the class, prompt children to make simple shapes from Play-Doh® to represent that number (e.g., nine balls, six pancakes).

- **Bug Count:** Fill a large plastic tub with soil. Scatter and bury plastic bugs within the soil. Encourage children to dig for the bugs using cups or small plastic shovels and to count how many bugs they find.
Week 1, Day 4

Domains: Language and Literacy, Math

Learning Targets:
1. Identify and sequence story events.
2. Count and write numbers 1-20.

Books:
1. *Where’s My Teddy?* by Jez Alborough
2. *Counting Crocodiles* by Judy Sierra
3. *The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear* by Audrey Wood (optional)

Materials:
- Chart depicting the life cycle of a flower
- Pictures depicting the life cycle of a butterfly
- Copies of illustrations from *The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear*
- *Bead Bracelets* materials (see week 1, day 3)
- *Bug Count* materials (see week 1, day 3)
- *Play-Doh® Cardinality* materials (see week 1, day 3)
- Pots
- Potting soil
- Flower seeds

**Target 1:** Identify and sequence story events.

**Book Discussion:** After reading *Where’s My Teddy*, prompt children to retell the events of the story by referring to the pictures in the book. Ask questions such as, “What was Eddie doing first? What happened next? And what happened after that?” to encourage children to sequence the events in the story.

**Large Group activities:**
- *How Seeds Grow Chart:* Prepare a chart depicting the life cycle of a flower in three stages: (1) seeds, (2) sprout, and (3) flower. Discuss with children how flowers grow, emphasizing the words *first*, *next*, and *last*. Prompt children to repeat the stages back to the teacher, using the words *first*, *next*, and *last*. Expand on this activity by helping children to fill pots with potting soil and plant flower seeds that they will care for during the remainder of the Summer Success program. After planting the flower seeds, discuss what will happen to the seeds next. Ask children what the seeds will need *first*, before they can grow (e.g., water, sunlight).
Free Choice activities:
- *Butterfly Life Cycle Sort:* Print or draw pictures of the four stages of the butterfly life cycle on separate sheets of paper. Help children to work collaboratively to place the pictures in the correct sequence, prompting them to use the words *first, next, and last.*
- *The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear Story Cards:* Copy and print illustrations from *The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear* to make story cards. Set the book out as a reference for the children, and encourage children to place the story cards in chronological order. This activity can be expanded by encouraging the children to act out the scenes while they put them in order.

**Target 2:** Count and write numbers 1-20.

**Book Discussion:** Read *Counting Crocodiles* while encouraging children to count the crocodiles on each page. Practice counting forwards from 1-10 and backwards from 10-1. Encourage the children to jump or clap while counting.

Free Choice activities:
- *Bead Bracelets* (see week 1, day 3)
- *Play-Doh® Cardinality* (see week 1, day 3)
- *Bug Count* (see week 1, day 3). This activity can be expanded by having children sort the bugs by color, type, or size.
Week 1, Day 5

Domains: Language and Literacy, Social-Emotional

Learning Targets:
1. Understand and identify story components, such as setting, characters, and events.
2. Understand emotions and their expression, (e.g., identify emotion based on facial expressions, predict how others might feel, use emotion language).

Books:
1. *Caps for Sale* by Esphyr Slobodkina
2. *The Way I Feel* by Janan Cain

Materials:
- Puppets materials (see week 1, day 2)
- Dice Charades materials (see week 1, day 2)
- Elastic headbands
- Laminated pictures of faces depicting various emotions
- Hot glue gun or tape
- Butcher paper
- Markers or writing utensils
- Play parachute
- Clip art or hand-drawn outlines of butterflies
- Watercolors
- Paintbrushes
- Velcro® fasteners
- First Name Writing materials (see week 1, day 1)

Target 1: Understand and identify story components, such as setting, characters, and events.

**Book Discussion:** While reading *Caps for Sale*, prompt children to identify the setting and the characters introduced on each page. Encourage children to act out the events of the story as the teacher reads (e.g., assign one child to act out the part of the peddler while the other children act out the part of the monkeys).

**Free Choice activities:**
- Puppets (see week 1, day 2)

Target 2: Understand emotions and their expression, (e.g., identify emotion based on facial expressions, predict how others might feel, use emotion language).

**Book Discussion:** While reading each page of *The Way I Feel*, ask the children to identify how the person on each page might feel. Ask questions such as, “How do we know this person feels this way? Have you felt this way before? What did you do when you felt this way?”
Free Choice activities:
- *Dice Charades* (see week 1, day 2)
- *Emotions Headbands*: Create headbands by using hot glue or tape to attach laminated pictures of faces representing various emotions to elastic headbands. Prompt children to put on the headbands without looking at the attached emotions. Assign children to a partner. Prompt partners to give one another clues to help them identify the emotion depicted on their headbands. Encourage children to take turns with their partner in guessing the emotion depicted on their headbands.

Large Group activities:
- *Emotions Graph*: Ask children which emotion they are feeling today. Using butcher paper, draw a graph to record the number of children feeling each emotion. Prompt children to count the number of peers feeling each emotion on the graph. Help children to identify the most common and least common emotions their peers are feeling.
- *Parachute with Feelings*: Using a play parachute, encourage children to make large, small, fast, and slow waves. Expand this activity by encouraging children to move under the parachute in different ways based on how they feel. For example, say, “Crawl under the parachute if you are feeling happy.”

Supplements:
Free Choice activities:
- *Butterfly Names*: Print clip art or hand-draw outlines of butterflies for each child. Using watercolor paint and paintbrushes, help children to paint their butterflies. Write children’s names on their butterflies. Attach Velcro® fasteners to the butterflies and to a large sheet of butcher paper. Prompt children to identify their butterflies by their names and attach them to the paper. Expand this activity by encouraging children to attach their butterflies to the butcher paper each day that they return to Summer Success.
- *First Name Writing* (see week 1, day 1)
Week 2, Day 1

Domains: Language and Literacy, Math, Gross Motor

Learning Targets:
1. Identify upper- and lower-case letters of the alphabet.
2. Count and write numbers 1-20.
3. Demonstrate object control skills (i.e., rolling, catching, throwing, kicking, dribbling, and striking).

Books:
1. *The Letters Are Lost* by Lisa Ernst
2. *Caps for Sale* by Esphyr Slobodkina

Materials:
- Dry erase board, chalkboard, or butcher paper
- Dry erase markers, chalk, or other writing utensils
- Large plastic tub
- Sand
- Scrabble pieces or plastic letters
- White paper
- Writing utensils
- Construction paper
- Coloring utensils
- Pictures of animals or objects corresponding to the letters of the alphabet (optional)
- Laminated construction paper circles containing each of the letters of the alphabet
- Pictures of ladybugs without spots or flowers without petals
- Inkpads
- Lego® bricks
- Classroom objects of various sizes
- Poly spots
- Beanbags
- Tees
- Tee ball bats
- Tee balls

Target 1: Identify upper- and lower-case letters of the alphabet.

Book Discussion: While reading *The Letters are Lost*, prompt children to identify the letters of the alphabet on the page and guess the letter on the next page. Discuss which sound each letter makes. After reading the book, choose several letters and encourage the children to give examples of words that start with each letter. Write the words on a dry erase board, chalkboard, or butcher paper. Point to each word and its initial letter.
Free Choice activities:
- **Sandbox with Letters:** Fill a large plastic tub with sand and hide scrabble pieces or plastic letters in the sand. Encourage children to dig for letters using small plastic shovels or cups. Prompt children practice writing each letter they find in the sand with their fingers, or using white paper and writing utensils.
- **First Letter Name Art:** Using construction paper, create a large outline of the first letter of each child’s name. Leave enough space inside each letter to draw pictures and write words that begin with that letter (e.g., a child with a name that begins with the letter C might write the words cat or car, and draw corresponding pictures). To scaffold children who need extra support, print pictures of animals or objects corresponding to the letters of the alphabet to serve as prompts.

Large Group activities:
- **Musical Alphabet Game:** Cut large circles out of construction paper, write a letter on each circle, and laminate the letter-circles. Place the letter-circles on the floor, either in alphabetical order, or randomly. Play music and prompt children to walk around the room, stepping on one letter at a time. Stop the music and prompt children to identify the letter-name and letter-sound of the letter they are standing on. Repeat activity multiple times.

**Target 2:** Count and write numbers 1-20.

**Book Discussion:** While reading *Caps for Sale*, prompt children to count the number of blue, red, brown, and gray caps, as well as the total number of caps.

Free Choice activities:
- **Fingerprint Art:** Print pictures of ladybugs without spots and/or flowers without petals. Write a number 1-20 on each ladybug and/or flower. Prompt children to use inkpads and their fingers to stamp the corresponding number of spots/petals on each ladybug and/or flower.
- **Lego® Measuring:** Set out different classroom objects (e.g., books, markers, pencils), along with Lego® bricks. Prompt children to stack Lego® bricks to the same height or length of the objects. Then, encourage children to count the number of bricks required to “measure” each of the objects.

**Target 3:** Demonstrate object control skills (i.e., rolling, catching, throwing, kicking, dribbling, and striking).

Gym Class:
- **Warm-Up (3-4 minutes, using music to encourage movement)**
- **Throwing Activities (12 minutes):**
  - When children are able to throw front-facing and with a chopping action of the arm:
    - Step onto a poly spot and throw toward a wall. Progress from stepping with the same side foot to throwing hand to stepping with the opposite foot to throwing hand.
  - When children are able to step and throw with the opposite foot to throwing hand:
SUMMER SUCCESS

The Schoenbaum Family Center (SFC) and Crane Center for Early Childhood Research and Policy (CCEC)

23

- Throw a beanbag toward a big target on a wall from a short distance. Slowly increase difficulty by using smaller targets and increasing the distance between the children and the wall.
- Throw a beanbag, beginning with a wind-up of the arm from behind the body to a follow-through of the arm across the body.

**Striking Activities** (12 minutes):
- When children can strike a ball off a tee using one hand:
  - Strike a ball off a tee to a wall or a target with one hand, while standing on a poly spot placed to the side of the tee.
  - Practice gripping the bat properly (i.e., the dominant hand should grip the bat above the non-dominant hand).
- When children are able to strike a ball off a tee using two hands:
  - Strike a ball off a tee to a wall or a target using a step-to-swing-through motion. Progress from stepping with the same side foot to dominant hand to stepping with the opposite foot to dominant hand.
  - Strike a ball off a tee to a wall or a target by swinging the bat back and then following through across the body. Gradually increase the distance between the ball and the wall or target.

**Cool-Down/Stretching** (3 minutes)
Week 2, Day 2

Domains: Language and Literacy, Math, Gross Motor

Learning Targets:
1. Identify and sequence story events.
2. Demonstrate understanding and use quantity/size comparisons (e.g., more/less, and same/different).
3. Demonstrate object control skills (i.e., rolling, catching, throwing, kicking, dribbling, and striking).

Books:
1. *The Very Hungry Caterpillar* by Eric Carle
2. *Albert's Bigger than Big Idea* by Eleanor May

Materials:
- Copies of the illustrations from *The Very Hungry Caterpillar*
- Glue or tape
- Clothespins
- Paint stir sticks
- Assorted arts and crafts materials
- Trifold poster board
- Plastic foods to represent food that the caterpillar ate in *The Very Hungry Caterpillar*
- Various plastic fruits
- Butcher paper
- Writing utensils
- Brown construction paper
- Scissors
- Lego® Measuring materials (see week 2, day 1)
- Sandbox with Letters materials (see week 2, day 1)
- Basketballs or gym balls
- Plastic bowling pins (optional)

Target 1: Identify and sequence story events.

**Book Discussion:** After reading *The Very Hungry Caterpillar*, discuss the foods that the caterpillar ate, using words such as *first*, *next*, and *last*. For example, ask, “What did the caterpillar eat first?” Prompt the children to discuss the sequence of events in the book and encourage them to recall the life cycle of a butterfly discussed during the previous week.

**Free Choice activities:**
- *Hungry Caterpillar Sequencing*: Decorate paint stir sticks with assorted arts and crafts materials to resemble caterpillars. Copy and print illustrations from *The Very Hungry Caterpillar* to create story cards and glue or tape the story cards to clothespins. Prompt children to attach the story events to the paint stir stick caterpillars in order. Use the book to scaffold children who need extra support.
**Large Group activities:**

- **Hungry Caterpillar Food Toss Game:** Using a large trifold board and assorted arts and crafts materials, create a large cutout of a caterpillar’s face, with a cut-out opening for the caterpillar’s mouth. This opening should be large enough for children to toss in various plastic foods. Prompt children to toss various plastic foods into the caterpillar’s mouth in the same order and quantity that the caterpillar ate them in *The Very Hungry Caterpillar* (e.g., one apple, two pears).

**Target 2:** Demonstrate understanding and use quantity/size comparisons (e.g., more/less, and same/different).

**Book Discussion:** While reading *Albert’s Bigger than Big Idea*, ask children questions such as, “Why did Albert need a bigger bag?” After the story, show children various plastic fruits, and prompt them to identify which is larger and which is smaller.

**Free Choice activities:**

- **Wiggly Worms Measuring:** Using a large sheet of butcher paper, label the top of the paper, “shortest,” and the bottom of the paper, “longest.” Prompt the children to use brown construction paper and scissors to make “worms,” allowing children to create any size or shape of worm they desire. Help children to work together to place the worms in order from shortest to longest on the butcher paper.

**Target 3:** Demonstrate object control skills (i.e., rolling, catching, throwing, kicking, dribbling, and striking).

**Gym Class:**

- **Warm-Up** (3-4 minutes, using music to encourage movement)

- **Rolling Activities** (12 minutes):
  - When children are able to toss a ball, but cannot roll a ball on the floor:
    - Bend knees and toss a basketball or gym ball on the floor to a target or plastic bowling pins.
  - When children are able to roll a ball on the floor:
    - Step, bend knees, and roll a basketball or gym ball on the floor to a target or plastic bowling pins. Progress from stepping with the same side foot to rolling hand to stepping with the opposite foot to rolling hand.
    - Step, bend knees, and roll a basketball or gym ball on the floor beginning with a backwards swing with the rolling hand to rolling the ball forward.

- **Dribbling Activities** (12 minutes):
  - When children are not able to dribble a ball:
    - Bounce a basketball or gym ball on the floor and catch it using two hands. Start on knees and progress to bouncing and catching while standing.
    - Start on knees and bounce a basketball or gym ball on the floor with one hand two times. Catch with two hands. Progress to increasing the number of bounces before catching.
When children are able to dribble a ball:
  - Dribble a basketball or gym ball while standing and stationary.
  - Dribble a basketball or gym ball using the pads of the fingers. Practice bouncing the ball no higher than the belly button.

- Cool-Down/Stretching (3 minutes)

Supplements:

**Free Choice activities:**
- Lego® Measuring (see week 2, day 1)
- Sandbox with Letters (see week 2, day 1)
Week 2, Day 3

Domains: Language and Literacy, Math, Gross Motor

Learning Targets:
1. Identify and isolate the initial sounds of words.
2. Identify upper- and lower-case letters of the alphabet.
3. Count and identify the total number of objects in a set.
4. Demonstrate object control skills (i.e., rolling, catching, throwing, kicking, dribbling, and striking).

Books:
1. *Chicka Chicka Boom Boom* by Bill Martin Jr.
2. *Pete the Cat and His Four Groovy Buttons* by Eric Litwin

Materials:
- Laminated individual letters of the alphabet
- Printed or hand-drawn puzzles depicting three images across the top of the puzzle, with three blank lines or boxes underneath each image
- *Sandbox with Letters* materials (see week 2, day 1)
- *First Letter Name Art* materials (see week 2, day 1)
- *Fingerprint Art* materials (see week 2, day 1)
- Beanbag (1)
- Sidewalk chalk
- White paper
- Writing utensils
- Coloring utensils
- Soccer balls and basketballs, and/or gym balls
- Poly spots

Target 1: Identify and isolate the initial sounds of words, and identify upper- and lower-case letters of the alphabet.

Book Discussion: Print and laminate individual letters of the alphabet. Before reading *Chicka Chicka Boom Boom*, pass out a laminated letter of the alphabet to each child. As you read *Chicka Chicka Boom Boom*, prompt children to hold up their letter of the alphabet when it is introduced in the story.

Free Choice activities:
- *Initial Sounds Puzzle*: Create and print puzzles with three images across the top (e.g., a cat, an apple, a ring) and three empty boxes or blank lines below each image. Prompt children to fill in the empty boxes below each picture with the first letter-sound of the word above in order to spell a new word (e.g. C for *cat*, A for *apple*, and R for *ring* to spell the new word CAR).
- *Sandbox with Letters* (see week 2, day 1)
- *First Letter Name Art* (see week 2, day 1)
**Target 2:** Count and identify the total number of objects in a set.

**Book Discussion:** While reading *Pete the Cat and His Four Groovy Buttons*, ask children to count the total number of buttons on each page. While reading, also point out the numeral for each corresponding number of buttons. As the buttons go missing, ask children whether there are more or less buttons. For example, ask, “If there are three buttons, is that more or less than four buttons?”

**Free Choice activities:**
- *Fingerprint Art* (see week 2, day 1)

**Large Group activities:**
- *Hopscotch Bean Bag Toss:* Using sidewalk chalk, create a hopscotch outline, numbered 1-10, on the playground or another outdoor space. Line children up. Prompt the first child in line to toss a beanbag onto a number on the hopscotch outline, and identify the number aloud. Then, encourage the child to hop through each square of the hopscotch, counting aloud as he or she hops. Repeat until all children have had one or more turns to hopscotch. Challenge the children to hop with both feet, or to hop on just one foot.

**Target 4:** Demonstrate object control skills (i.e., rolling, catching, throwing, kicking, dribbling, and striking).

**Gym Class:**
- *Warm-Up* (3-4 minutes, using music to encourage movement)
- *Kicking Activities* (12 minutes):
  - When children can stand stationary behind a ball, but are not able to kick a ball very well:
    - Stand on one leg and, holding onto a wall or a friend’s hand, swing the free leg back-and-forth.
    - Stand behind a line. Step over the line onto a poly spot and kick a gym ball or soccer ball toward a wall.
  - When children are able to step and kick a ball:
    - Stand on a poly spot about five feet from a gym ball or soccer ball. Jog to the ball and kick the ball toward a wall. Gradually increase the distance between the ball and the wall and the distance between the child and the ball.
    - Dribble a gym ball or soccer ball using gentle, tapping movements of the feet.
- *Dribbling Activities* (12 minutes):
  - When children are not able to dribble a ball:
    - Bounce a basketball or gym ball on the floor and catch it using two hands. Start on knees and progress to bouncing and catching while standing.
    - Start on knees and bounce a basketball or gym ball on the floor with one hand two times. Catch with two hands. Progress to increasing the number of bounces before catching.
When children are able to dribble a ball:
- Dribble a basketball or gym ball while standing and stationary.
- Dribble a basketball or gym ball using the pads of the fingers. Practice bouncing the ball no higher than the belly button.

• **Cool-Down/Stretching** (3 minutes)

**Supplements:**

**Free Choice activities:**
- **Free Write Station:** Set out white paper, writing utensils, and coloring utensils for children to practice writing letters and numbers, or to free draw.
Week 2, Day 4

Domains: Language and Literacy, Math

Learning Targets:
1. Identify and isolate the initial sounds of words.
2. Identify upper- and lower-case letters of the alphabet.
3. Count and identify the total number of objects in a set.

Books:
1. *Z is for Moose* by Kelly Bingham
2. *Over in the Garden* by Jennifer Ward

Materials:
- Alphabet bingo board games including both upper- and lower-case letters
- Bingo pieces
- *Sandbox with Letters* materials (see week 2, day 1)
- *Fingerprint Art* materials (see week 2, day 1)
- Cups
- Small objects (e.g. beads, plastic bugs)
- Paper plates
- Construction paper
- Scissors
- Glue (optional)
- *Free Write Station* materials (see week 2, day 3)

Target 1: Identify and isolate the initial sounds of words; and identify upper- and lower-case letters of the alphabet.

**Book Discussion**: While reading *Z is for Moose*, prompt children to make the sounds of the letters introduced on each page. For some of the pages, cover up the picture with your hand or a piece of paper, and ask children to guess which picture will be used to represent each letter.

**Free Choice activities:**
- *Letter Bingo*: Create or purchase an alphabet bingo game that includes both upper- and lower-case letters. While the teacher calls out a letter, prompt children to identify the corresponding letter and place a bingo piece onto their bingo sheets. This activity can be expanded by providing only the letter-sound or an example of a word that begins with each letter.
- *Sandbox with Letters* (see week 2, day 1)

Target 2: Count and identify the total number of objects in a set.

**Book Discussion**: While reading *Over in the Garden*, prompt individual children to count the number of bugs on each page. Ask children to first count only the smaller “baby” bugs, and then ask them to count all of the bugs, including the large “mother” bug.
**Free Choice activities:**
- *Race to Fill the Cup:* Give each child an empty cup, along with small objects (e.g., beads, plastic bugs) to fill the cups. Call out a number 1-20, and prompt children to count out the correct number of objects to place in their cup. The child who fills his or her cup first is the winner of the round. Play multiple rounds.
- *Fingerprint Art* (see week 2, day 1)

**Large Group activities:**
- *Shape Pizzas:* Using various colors of construction paper, cut out various shapes (e.g., rectangles, triangles, circles) to represent pizza toppings. A paper plate will serve as the “pizza.” Direct children to make pizzas by counting out a specific number of toppings and placing them on each pizza (e.g., five pieces of cheese/orange triangles, seven peppers/green rectangles, six pepperonis/red circles). As a free art activity, allow children to create their own pizzas, using glue and leftover shapes.

**Supplements:**

**Free Choice activities:**
- *Free Write Station:* (see week 2, day 3)
Week 2, Day 5

Domains: Language and Literacy, Math

Learning Targets:
1. Identify and sequence story events.
2. Demonstrate understanding and use quantity/size comparisons, (e.g., more/less, and same/different).

Books:
1. *The Three Little Fish and the Big Bad Shark* by Will Grace
2. *I'm the Biggest Thing in the Ocean* by Kevin Sherry

Materials:
- Copies of illustrations from *The Three Little Fish and the Big Bad Shark*
- Butcher paper
- Writing utensils
- Blue construction paper
- Scissors
- *Sandbox with Letters* materials (see week 2, day 1)
- *Free Write Station* materials (see week 2, day 3)
- *Race to Fill the Cup* materials (see week 2, day 4)
- Building materials (e.g., Popsicle® sticks, blocks, Lego® bricks, and paper cups)
- Laminated numbers 1-20

Target 1: Identify and sequence story events.

**Book Discussion:** After reading *The Three Little Fish and the Big Bad Shark*, prompt children to recall the sequence of events in the story using the words beginning, middle, and end.

**Free Choice activities:**
- *Three Little Fish Sequencing:* Copy illustrations from *The Three Little Fish and the Big Bad Shark* to make story cards. Prompt children to place the story cards in chronological order using the book as a reference.

Target 2: Demonstrate understanding and use quantity/size comparisons, (e.g., more/less, and same/different).

**Book Discussion:** While reading *I'm the Biggest Thing in the Ocean*, use words such as bigger, smaller, more, less, and fewer to compare the size and shape of the characters. Count the number of animals that are smaller or bigger than the main character.

**Free Choice activities:**
- *Fantastic Fish Measuring:* Reference *Wiggly Worms* activity (see week 2, day 2). Repeat activity using fish instead of worms.
Supplements:

Free Choice activities:
- Sandbox with Letters (see week 2, day 1)
- Free Write Station (see week 2, day 3)
- Race to Fill the Cup (see week 2, day 4)

Large Group activities:
- Building Houses: After reading *The Three Little Fish and the Big Bad Shark*, create stations containing different building materials, such as Popsicle® sticks, blocks, Lego® bricks, and paper cups. Prompt children to use the building materials to build a house at each station. Encourage children to test the strength of each house by blowing on it or tapping it lightly. Rotate children through each of the stations, testing the strength of the house at each station. Compare which houses are stronger and which are weaker.
- Number Hunt: Print and laminate numbers 1-20. Hide the numbers in the classroom or outside and challenge the children to search for them. After all of the numbers are found, prompt the children to identify the numbers and work together to place the numbers in order.
Week 3, Day 1

Domains: Language and Literacy, Gross Motor

Learning Targets:
1. Identify and isolate the initial sounds of words.
2. Identify and isolate phonemes (i.e., sounds within words), and count the number of phonemes.
3. Demonstrate object control skills (i.e., rolling, catching, throwing, kicking, dribbling, and striking).

Books:
1. *Silly Sally* by Audrey Wood

Materials:
- Dry erase board, chalkboard, or butcher paper
- *Sequence Letters™* board game
- Butcher paper or poster board
- Green construction paper
- Scissors
- Glue or tape
- Plastic frogs
- Printed or hand-drawn board games with spaces depicting letters of the alphabet
- Dice
- Game pieces
- *Free Writing* materials (see week 2, day 3)
- Matching cards depicting letters of the alphabet in lower- and upper-case
- Beach balls
- Foam balls (medium-sized)
- Tennis balls
- Soccer balls or gym balls
- Scarves
- Poly spots

Targets 1 and 2: Identify and isolate the initial sounds of words; and identify and isolate phonemes (i.e., sounds within words), and count the number of phonemes.

**Book Discussion:** Before reading *Silly Sally*, discuss rhyming words (i.e., rhyming words are words that sound the same at the end). Provide children with simple examples of rhyming words (e.g., dog and log, cat and mat). While reading *Silly Sally*, help children to identify the rhyming words on each page. After reading the story, prompt children to recall some of the rhyming words from the story. Using a dry erase board, chalkboard, or butcher paper, write each of the rhyming words that the children identify and highlight the rhyming endings of the words.
Free Choice activities:

- **Sequence Letters™**: Purchase the Sequence Letters™ board game. Using the Sequence Letters™ board game, prompt children to identify the letter-sound on their cards and match the card to the initial sound of the picture on the board.
- **Alphabet Frog Jumping Game**: Using butcher paper or poster board, green construction paper, scissors, and glue or tape, create a chart with 26 green lily pads. Write the letters of the alphabet on each of the lily pads. Give children plastic frogs and prompt them to “jump” their frog onto a lily pad on the chart. Encourage children to identify the letter-name and letter-sound of the lily pad that their frogs land on.
- **Letter Board Game**: Print or create a board game with individual letters of the alphabet depicted in spaces along the paths. Prompt children to take turns rolling a die, identifying the number on the die, and then moving their game piece the corresponding number of spaces. Encourage children to identify the letter they land on and the sound that letter makes.

Large Group activities:

- **Moving with the Alphabet**: Compile a list of movements whose initial letter-sound corresponds to each letter of the alphabet (e.g., J for jumping jacks). Prompt children to act out the movements for each letter. This activity can be expanded with yoga poses as a quiet time or transition activity.

**Target 3**: Demonstrate object control skills (i.e., rolling, catching, throwing, kicking, dribbling, and striking).

Gym Class:

- **Warm-Up (3-4 minutes, using music to encourage movement)**
- **Catching Activities (12 minutes):**
  - When children are not able to catch a tossed ball:
    - Roll a ball on the floor back-and-forth with a partner.
    - Toss and catch a scarf.
  - When children are able to catch a ball with their arms but not with their hands:
    - Toss and catch a beach ball.
    - Toss and catch a ball with a partner over a short distance. Slowly increase the distance between partners. Start with a large ball like a beach ball and progress to a smaller ball, like a medium-sized foam ball and then, a tennis ball.
- **Kicking Activities (12 minutes):**
  - When children can stand stationary behind a ball, but are not able to kick a ball very well:
    - Stand on one leg and, holding onto a wall or a friend’s hand, swing the free leg back-and-forth.
    - Stand behind a line. Step over the line onto a poly spot and kick a gym ball or soccer ball toward a wall.
  - When children are able to step and kick a ball:
    - Stand on a poly spot about five feet from a gym ball or soccer ball. Jog to the ball and kick the ball toward a wall. Gradually increase the distance between the ball and the wall and the distance between the child and the ball.
    - Dribble a gym ball or soccer ball using gentle, tapping movements of the feet.
SUMMER SUCCESS

The Schoenbaum Family Center (SFC) and Crane Center for Early Childhood Research and Policy (CCEC)

- **Cool-Down/Stretching** (3 minutes)

**Supplements:**

**Free Choice activities:**

- *Alphabet Memory:* Create a set of cards with upper-case letters of the alphabet written or printed on each card. Create an identical set of cards with lower-case letters. Choosing up to ten pairs of cards, prompt children to practice identifying the letters and matching the upper-case and lower-case letters. Expand this activity by flipping the cards over and encouraging the children to take turns flipping over two cards at a time to identify matching upper- and lower-case letters. Repeat until all matches are found.

- *Free Writing* (see week 2, day 3)
Week 3, Day 2

Domain: Language and Literacy, Gross Motor

Learning Targets:
1. Understand and identify story components, such as setting, characters, and events.
2. Identify and isolate phonemes (i.e., sounds within words), and count the number of phonemes.
3. Demonstrate object control skills (i.e., rolling, catching, throwing, kicking, dribbling, and striking).

Books:
1. *Click, Clack, Moo: Cows That Type* by Doreen Cronin
2. *Jump!* by Scott M. Fischer

Materials:
- Tote bag
- Storytelling items (e.g., small animal figurines, plastic fruits, felt manipulatives)
- Dry erase board
- Dry erase markers
- *Sequence Letters™* materials (see week 3, day 1)
- *Alphabet Memory* materials (see week 3, day 1)
- *Letter Board Game* materials (see week 3, day 1)
- *Free Writing* materials (see week 2, day 3)
- Beach balls
- Foam balls (medium-sized)
- Tennis balls
- Scarves
- Poly spots
- Beanbags

Target 1: Understand and identify story components, such as setting, characters, and events.

**Book Discussion:** After reading *Click, Clack, Moo: Cows That Type*, prompt children to identify the setting and various characters. Discuss how characters can be both animals and people.

**Large Group activities:**
- *Story Bag*: Fill a tote bag with miscellaneous objects that can be used to tell a story (e.g., small animal figurines, plastic fruits, felt manipulatives). Pass the bag around the room and prompt children to pull an item out of the bag that they will use to tell their portion of the story. Encourage a child to begin the story. Scaffold children who need extra support by modeling the use of the phrase, "Once upon a time..." to begin telling the story. Facilitate children to continue taking turns adding to the story. Encourage the final child in the classroom to end the story. Scaffold children who need extra support by modeling the use of the phrase, "The End," to show that the story is over.
Target 2: Identify and isolate phonemes (i.e., sounds within words), and count the number of phonemes.

**Book Discussion:** While reading *Jump!*, prompt children to identify the words that rhyme on each page. Extend this activity by having children think of additional words that rhyme with the words on each page. After reading, challenge children by asking them to recall the different rhyming words found within the story.

**Free Choice activities:**
- *Initial Sounds Writing:* Using a dry erase board, draw or display pictures of three- and four-letter words (e.g., dog, jump, and cow). Beside each picture, write the corresponding word, leaving the first letter blank. Encourage children to say the word aloud and identify the initial letter-sound. Then, write the missing letter in the blank. Extend this activity by removing the remaining letters and encouraging children to identify the missing letters of each word.

Target 3: Demonstrate object control skills (i.e., rolling, catching, throwing, kicking, dribbling, and striking).

**Gym Class:**
- *Warm-Up* (3-4 minutes, using music to encourage movement)
- *Catching Activities* (12 minutes):
  - When children are not able to catch a tossed ball:
    - Roll a ball on the floor back-and-forth with a partner.
    - Toss and catch a scarf.
  - When children are able to catch a ball with their arms but not with their hands:
    - Toss and catch a beach ball.
    - Toss and catch a ball with a partner over a short distance. Slowly increase the distance between partners. Start with a large ball like a beach ball and progress to a smaller ball, like a medium-sized foam ball and then, a tennis ball.
- *Throwing Activities* (12 minutes):
  - When children are able to throw front-facing and with a chopping action of the arm:
    - Step onto a poly spot and throw toward a wall. Progress from stepping with the same side foot to throwing hand to stepping with the opposite foot to throwing hand.
  - When children are able to step and throw with the opposite foot to throwing hand:
    - Throw a beanbag toward a big target on a wall from a short distance. Slowly increase difficulty by using smaller targets and increasing the distance between the children and the wall.
    - Throw a beanbag, beginning with a wind-up of the arm from behind the body to a follow-through of the arm across the body.
- *Cool-Down/Stretching* (3 minutes)
Supplements:

Free Choice activities:
- *Sequence Letters™* (see week 3, day 1)
- *Alphabet Memory* (see week 3, day 1)
- *Letter Board Game* (see week 3, day 1)
- *Free Writing* (see week 2, day 3)
SUMMER SUCCESS

Week 3, Day 3

Domain: Language and Literacy, Gross Motor

Learning Targets:
1. Understand and identify story components, such as setting, characters, and events.
2. Identify and isolate phonemes (i.e., sounds within words), and count the number of phonemes.
3. Demonstrate object control skills (i.e., rolling, catching, throwing, kicking, dribbling, and striking).

Books:
1. *Let's Sing a Lullaby with the Brave Cowboy* by Jan Thomas
2. *Silly Sally* by Audrey Wood

Materials:
- *Story Bag* materials (see week 3, day 2)
- Butcher paper
- Writing utensils
- Velcro® fasteners
- Printed pictures of objects corresponding to the letter-sound of each of the letters of the alphabet
- *Initial Sounds Writing* materials (see week 3, day 2)
- *Sequence Letters™* materials (see week 3, day 1)
- *Alphabet Memory* materials (see week 3, day 1)
- *Free Writing* materials (see week 2, day 3)
- *Letter Sort Chart*
- Poly spots
- Beanbags
- Tees
- Tee ball bats
- Tee balls

Target 1: Understand and identify story components, such as setting, characters, and events.

**Book Discussion:** While reading *Let's Sing a Lullaby with the Brave Cowboy*, prompt children to identify the characters and setting of the story. Ask children to predict what they think will happen to the characters throughout the story. Ask questions such as, “Are there any new characters on this page?” and, “How do you think the wolf feels about lullabies?” to encourage discussion.

**Free Choice activities:**
- *Story Bag* (see week 3, day 2)
**Target 2:** Identify and isolate phonemes (i.e., sounds within words), and count the number of phonemes.

**Book Discussion:** Read both *Silly Sally* and *Let’s Sing a Lullaby with the Brave Cowboy* and prompt children to identify rhyming words on each page. Write rhyming word pairs on a dry erase board, chalkboard, or butcher paper and ask children to circle the ending sounds in each word that are the same.

**Free Choice activities:**
- *Initial Sounds Writing* (see week 3, day 2)

**Target 3:** Demonstrate object control skills (i.e., rolling, catching, throwing, kicking, dribbling, and striking).

**Gym Class:**
- *Warm-Up* (3-4 minutes, using music to encourage movement)
- *Throwing Activities* (12 minutes):
  - When children are able to throw front-facing and with a “chopping” action of the arm:
    - Step onto a poly spot and throw toward a wall. Progress from stepping with the same side foot to throwing hand to stepping with the opposite foot to throwing hand.
  - When children are able to step and throw with the opposite foot to throwing hand:
    - Throw a beanbag toward a big target on a wall from a short distance. Slowly increase difficulty by using smaller targets and increasing the distance between the children and the wall.
    - Throw a beanbag, beginning with a wind-up of the arm from behind the body to a follow-through of the arm across the body.
- *Striking Activities* (12 minutes):
  - When children can strike a ball off a tee using one hand:
    - Strike a ball off a tee to a wall or a target with one hand, while standing on a poly spot placed to the side of the tee.
    - Practice gripping the bat properly (i.e., the dominant hand should grip the bat above the non-dominant hand).
  - When children are able to strike a ball off a tee using two hands:
    - Strike a ball off a tee to a wall or a target using a step-to-swing-through motion. Progress from stepping with the same side foot to dominant hand to stepping with the opposite foot to dominant hand.
    - Strike a ball off a tee to a wall or a target by swinging the bat back and then following through across the body. Gradually increase the distance between the ball and the wall or target.
- *Cool-Down/Stretching* (3 minutes)
Supplements:

Free Choice activities:
- **Letter Sort Chart:** Using butcher paper, Velcro® fasteners, writing utensils, and printed pictures of objects corresponding to the letter-sound of each of the letters of the alphabet, create a chart including each letter of the alphabet typed or written in both upper- and lower-case on the chart. Underneath each letter, attach a picture of an object that begins with the same letter-sound using Velcro® fasteners. Prompt children to match each letter of the alphabet with its corresponding picture by thinking of the initial sound of the item in the picture (e.g., prompt child to match upper-case letter A with a picture of an apple).
- **Sequence Letters** (see week 3, day 1)
- **Alphabet Memory** (see week 3, day 1)
- **Free Writing** (see week 2, day 3)

Large Group activity:
- **Bravery Discussion:** After reading *Let’s Sing a Lullaby with the Brave Cowboy*, discuss with children what it means to be brave. Provide children with examples of bravery. Encourage children to describe instances of bravery in their own lives, or to imagine how they could show bravery in the future.
Week 3, Day 4

Domain: Math

Learning Targets:
1. Sort and classify objects by some property and identify common and differing features among sets.
2. Demonstrate understanding and use quantity/size comparisons (e.g., more/less, and same/different).

Books:
1. Pattern Fish by Trudy Harris
2. The Napping House by Audrey Wood

Materials:
- Butcher paper, chalkboard, or dry erase board
- Writing utensils, chalk, or dry erase markers
- Printed or hand-drawn outlines of fish on white paper
- Assorted arts and crafts materials
- Small building blocks or cubes
- Pipe cleaners
- Craft sticks
- Number flash cards (optional)
- Free Writing materials (see week 2, day 3)
- Initial Sounds Writing materials (see week 3, day 2)
- Musical Alphabet Game materials (see week 2, day 1)

Targets 1 and 2: Sort and classify objects by some property and identify common and differing features among sets; and demonstrate understanding and use quantity/size comparisons (e.g., more/less, and same/different).

Book Discussion: Before reading Pattern Fish, define and explain patterns. Draw examples of ABAB patterns (e.g., red, blue, red, blue) or ABCABC patterns (e.g., red, blue, yellow, red, blue, yellow) on butcher paper, a chalkboard, or a dry erase board. While reading the story, prompt children to identify patterns in the illustrations and to complete them. For example, ask, “Blue, yellow, blue, yellow, blue…What comes next?”

Free Choice activities:
- Pattern Fish: Create or print an outline of a fish for each child on white paper. Prompt children to create a pattern on their fish using various art materials such as crayons, scrap paper, or buttons.
- Building Patterns: Using small blocks or cubes, prompt children to create ABAB or AABB patterns with different colors (e.g., red, blue, red, blue) Scaffold children who need extra support by modeling examples of patterns for children to recreate. Encourage children to compare the size of their block-building patterns with other children. Ask questions such as, “Which block patterns are taller? Which are shorter?” or, “Which have more cubes? Which have less cubes?”
Supplements:

**Book Discussion:** After reading *The Napping House*, encourage children to stand up and reenact each event in the story (e.g., prompt children to claw the air, representing when the cat claws the dog). Discuss how the objects in the bed are ordered from largest to smallest.

**Free Choice activities:**
- *Number Building:* Using craft sticks and pipe cleaners, prompt children to create different numerals. Discuss how the craft sticks can be used to create the straight lines and the pipe cleaners can be used to create the curved sections of the numerals. Scaffold children who need extra support by using number flash cards, or modeling examples of numeral building.
- *Free Writing* (see week 2, day 3)
- *Initial Sounds Writing* (see week 3, day 2)

**Large Group activity:**
- *Musical Sounds Game:* Repeat *Musical Alphabet Game* (see week 2, day 1), but instead of identifying only the letter-names, prompt children to identify both the letter-names and the letter-sounds.
Week 3, Day 5

Domain: Math

Learning Targets:
1. Sort and classify objects by some property and identify common and differing features among sets.
2. Demonstrate understanding and use quantity/size comparisons (e.g., more/less, and same/different).

Books:
1. *Big Bug* by Henry Cole
2. *A Big Guy Took My Ball* by Mo Willems

Materials:
- Large plastic tub or bin
- Plastic bugs of various shapes, colors, and sizes
- *Building Patterns* materials (see week 3, day 4)
- *Free Writing* materials (see week 2, day 3)
- *Initial Sounds Writing* materials (see week 3, day 2)
- *Number Building* materials (see week 3, day 4)
- Play parachute

Target 1: Sort and classify objects by some property and identify common and differing features among sets; and demonstrate understanding and use quantity/size comparisons (e.g., more/less, and same/different).

**Book Discussion:** While reading both *Big Bug* and *A Big Guy Took My Ball*, discuss words such as *big, little, larger,* and *smaller*. While reading *A Big Guy Took My Ball*, discuss why Piggie thinks the ball is big, but Whale thinks the ball is small. Explain that the text describing Whale’s voice is large because he is a large animal, while the text describing Gerald and Piggie’s voice is large when they have “large” emotions, such as feeling upset or worried. Encourage children to recall a time when they were upset. Ask questions like, “How does your voice sound when you are upset?” and, “Have you ever had a really big emotion?”

**Free Choice activities:**
- *Bug Sort with Patterns*: Fill a large plastic tub or bin with plastic bugs of various shapes and colors. Prompt children to sort bugs by similar features, such as color, size, or number of legs. Encourage children to use the bugs to create patterns.
- *Building Patterns* (see week 3, day 4)
Large Group activity:

- **Parachute**: Use a play parachute to demonstrate large and small movements. For example, prompt children to make waves with the parachute that start small and slow, and gradually grow larger and faster. Extend this activity by raising the parachute and encouraging children to make large movements under the parachute (e.g., jumping, skipping), or lowering the parachute and encouraging children to make small movements under the parachute (e.g., crawling, crab walking). Encourage children to suggest and act out additional movements to represent the words *big* and *small*.

Supplements:

**Free Choice activities:**

- **Free Writing** (see week 2, day 3)
- **Initial Sounds Writing** (see week 3, day 2)
- **Number Building** (see week 3, day 4)
Week 4, Day 1

Domains: Language and Literacy, Math, Gross Motor

Learning Objectives:
1. Sort and classify objects by some property and identify common and differing features among sets.
2. Identify and isolate phonemes (i.e., sounds within words), and count the number of phonemes.
3. Demonstrate object control skills (i.e., rolling, catching, throwing, kicking, dribbling, and striking).

Books:
1. *Little Cloud* by Eric Carle
2. *Rhyming Dust Bunnies* by Jan Thomas

Materials:
- *Building Patterns* materials (see week 3, day 4)
- *Pattern Fish* materials (see week 3, day 4)
- Set of flash cards depicting common rhyming words
- *Musical Alphabet Game* materials (see week 2, day 1)
- Homemade “slime”
- Scissors, rolling pins, and other manipulatives
- Colored construction paper
- White finger paint
- Beach balls
- Foam balls (medium-sized)
- Tennis balls
- Scarves
- Poly spots
- Bean bags
- Plastic bowling pins (optional)
- Soccer balls and basketballs, and/or gym balls
- Tees
- Tee ball bats
- Tee balls

Target 1: Sort and classify objects by some property and identify common and differing features among sets.

Book Discussion: While reading *Little Cloud*, discuss common and differing characteristics between the little cloud and the object the cloud becomes on each page. Ask questions like, “What do clouds and sheep have in common? How are clouds and airplanes alike? How are they different?”

Free Choice activities:
- *Building Patterns* (see week 3, day 4)
- *Pattern Fish* (see week 3, day 4)
Target 2: Identify and isolate phonemes (i.e., sounds within words), and count the number of phonemes.

Book Discussion: While reading *Rhyming Dust Bunnies*, ask children to identify rhyming words on each page, and to provide examples of real or make-believe words that rhyme; (e.g., frog, dog, tog).

Free Choice activities:
- *Rhyming Word Sort*: Create a set of flash cards depicting common rhyming words. Spread the flash cards out on a table and prompt children to look for the matching pairs. Begin with a small number of cards face-up on the table. As children become more proficient, increase the number of cards, or place them facedown. When children make a match, encourage them to say the rhyming words aloud and identify another word that rhymes with the pictures.
- *Dot Hopping Phonemes*: Use the laminated letter-circles from the *Musical Alphabet Game* materials (see week 2, day 1) to place short, three-letter, CVC (consonant-vowel-consonant) words on the floor around the room. Say the words aloud and prompt children to repeat the words very slowly, so that they can hear the individual sounds within the word. Then, encourage children to jump from one letter to the next, while saying and counting the letter-sounds aloud.

Target 3: Demonstrate object control skills (i.e., rolling, catching, throwing, kicking, dribbling, and striking).

Gym Class:
- *Warm-Up* (3-4 minutes, using music to encourage movement)
- *Rolling Activities* (4 minutes):
  - When children are able to toss a ball, but cannot roll a ball on the floor:
    - Bend knees and toss a basketball or gym ball on the floor to a target or plastic bowling pins.
  - When children are able to roll a ball on the floor:
    - Step, bend knees, and roll a basketball or gym ball on the floor to a target or plastic bowling pins. Progress from stepping with the same side foot to rolling hand to stepping with the opposite foot to rolling hand.
    - Step, bend knees, and roll a basketball or gym ball on the floor beginning with a backwards swing with the rolling hand to rolling the ball forward.
- *Catching Activities* (4 minutes):
  - When children are not able to catch a tossed ball:
    - Roll a ball on the floor back-and-forth with a partner.
    - Toss and catch a scarf.
  - When children are able to catch a ball with their arms but not with their hands:
    - Toss and catch a beach ball.
    - Toss and catch a ball with a partner over a short distance. Slowly increase the distance between partners. Start with a large ball like a beach ball and progress to a smaller ball, like a medium-sized foam ball and then, a tennis ball.
• **Throwing Activities** (4 minutes):
  o When children are able to throw front-facing and with a chopping action of the arm:
    ▪ Step onto a poly spot and throw toward a wall. Progress from stepping with the same side foot to throwing hand to stepping with the opposite foot to throwing hand.
  o When children are able to step and throw with the opposite foot to throwing hand:
    ▪ Throw a beanbag toward a big target on a wall from a short distance. Slowly increase difficulty by using smaller targets and increasing the distance between the children and the wall.
    ▪ Throw a beanbag, beginning with a wind-up of the arm from behind the body to a follow-through of the arm across the body.

• **Kicking Activities** (4 minutes):
  o When children can stand stationary behind a ball, but are not able to kick a ball very well:
    ▪ Stand on one leg and, holding onto a wall or a friend’s hand, swing the free leg back-and-forth.
    ▪ Stand behind a line. Step over the line onto a poly spot and kick a gym ball or soccer ball toward a wall.
  o When children are able to step and kick a ball:
    ▪ Stand on a poly spot about five feet from a gym ball or soccer ball. Jog to the ball and kick the ball toward a wall. Gradually increase the distance between the ball and the wall and the distance between the child and the ball.
    ▪ Dribble a gym ball or soccer ball using gentle, tapping movements of the feet.

• **Dribbling Activities** (4 minutes):
  o When children are not able to dribble a ball:
    ▪ Bounce a basketball or gym ball on the floor and catch it using two hands. Start on knees and progress to bouncing and catching while standing.
    ▪ Start on knees and bounce a basketball or gym ball on the floor with one hand two times. Catch with two hands. Progress to increasing the number of bounces before catching.
  o When children are able to dribble a ball:
    ▪ Dribble a basketball or gym ball while standing and stationary.
    ▪ Dribble a basketball or gym ball using the pads of the fingers. Practice bouncing the ball no higher than the belly button.

• **Striking Activities** (12 minutes):
  o When children can strike a ball off a tee using one hand:
    ▪ Strike a ball off a tee to a wall or a target with one hand, while standing on a poly spot placed to the side of the tee.
    ▪ Practice gripping the bat properly (i.e., the dominant hand should grip the bat above the non-dominant hand).
  o When children are able to strike a ball off a tee using two hands:
    ▪ Strike a ball off a tee to a wall or a target using a step-to-swing-through motion. Progress from stepping with the same side foot to dominant hand to stepping with the opposite foot to dominant hand.
- Strike a ball off a tee to a wall or a target by swinging the bat back and then following through across the body. Gradually increase the distance between the ball and the wall or target.
  - *Cool-Down/Stretching (3 minutes)*

**Supplements:**

**Free Choice activities:**
- *Slime:* Create “slime,” using an online recipe. Encourage children to play with the material using scissors, rolling pins, and other manipulatives.

**Large Group activity:**
- *Cloud Paint:* Take children outside to look at the clouds in the sky. Discuss the different shapes that they see. Prompt children to use colored construction paper and white finger paint to recreate the clouds/shapes that they see in the sky.
Week 4, Day 2

Domain: Math

Learning Targets:
1. Count and identify the total number of objects in a set.
2. Sort and classify objects by some property and identify common and differing features among sets.

Books:
1. *Pete the Cat and the Missing Cupcakes* by Kimberly and James Dean
2. *Chalk* by Bill Thompson

Materials:
- Ten printed or hand-drawn circles on white paper for each child
- Writing and coloring utensils
- Butcher paper
- Fly swatter (optional)
- *Bug Sort with Patterns* materials (see week 3, day 5)
- *Building Patterns* materials (see week 3, day 4)
- *Slime* materials (see week 4, day 1)
- White paper
- Colored construction paper
- Stapler

Targets 1 and 2: Count and identify the total number of objects in a set; and sort and classify objects by some property and identify common and differing features among sets.

**Book Discussion:** Before reading *Pete the Cat and the Missing Cupcakes*, create or print handouts on white paper containing 10 circles to represent the cupcakes in the story. While you read, prompt children to color/fill-in the cupcakes as they go missing. Then, encourage the children to count how many cupcakes are left and how many have gone missing.

**Free Choice activities:**
- *Smack the Number:* Using a large sheet of butcher paper, create a chart with numbers ranging from 1-20 scattered across the paper. Call two children at a time to the chart and say a number from 1-20 aloud. Prompt children to use fly swatters or their hands to smack/find the number that was called. Continue to play until all children have had multiple turns to find a number.
- *Bug Sort with Patterns* (see week 3, day 5)
- *Building Patterns* (see week 3, day 4)

**Large Group activity:**
- *Moving with Numbers:* Take children to a large open space. Prompt them to perform an action for a specified number of times (e.g., five jumping jacks, 13 bunny hops.) Encourage children to count the movements aloud, together. Expand the activity by prompting children to create a pattern using their movements (e.g., jump, clap, jump, clap).
Supplements:

**Book Discussion:** While reading *Chalk*, encourage children to describe what is happening on each page and to predict the events of the next page.

**Free Choice activities:**
- *Slime* (see week 4, day 1)
- *Book Writing:* Create multiple books by folding sheets of white paper, placing them inside a folded construction paper cover, and stapling the pages together. Set out coloring and writing utensils and encourage children to create their own storybooks by drawing or writing their own stories inside. Help children decorate the cover with a title and an author’s (i.e., their) name. When they finish their storybooks, encourage children to read them aloud to the class.
Week 4, Day 3

Domains: Language and Literacy, Social-Emotional

Learning Targets:
1. Identify and sequence story events.
2. Understand emotions and their expression, (e.g., identify emotion based on facial expressions, predict how others might feel, use emotion language).

Books:
1. The Rainbow Fish By Marcus Pfister
2. The Way I Feel by Janan Cain

Materials:
- Story Bag materials (see week 3, day 2).
- Books (see week 4, day 2)
- Socks, or paper bags
- Assorted arts and crafts materials
- F-N-L Obstacle Course materials (e.g., chairs, pillows, pool noodles)
- Dice Charades materials (see week 1, day 2)
- Emotions Headbands materials (see week 1, day 5)
- Slime materials (see week 4, day 1)

Target 1: Identify and sequence story events.

Book Discussion: After reading The Rainbow Fish, use the pictures in the book to prompt children to retell the events of the story. Ask questions such as, “What happened first? What happened next? What happened last?” Discuss what happened at the beginning, the middle, and the end of the story.

Free Choice activities:
- Story Bag F-N-L (see week 3, day 2): While using the Story Bag materials, prompt children to predict what will happen first, next, and last in their stories.
- Book Writing (see week 4, day 2): Prompt children to recall the sequence of events in their stories. For example, ask, “What happened at the beginning of your story? The middle? The end?”
- Make Puppets: Set out socks or paper bags, and assorted arts and crafts materials for children to create their own puppets. Encourage children to use the puppets to create characters and tell stories.

Large Group activity:
- F-N-L Obstacle Course: Use different objects to create an obstacle course (e.g., chairs, pillows, pool noodles). Instruct children to go through the obstacle course in a specific order. For example, say, “First, jump over the pool noodle. Next, climb over the chair. Last, jump on the pillows.” Expand the activity and increase difficulty by changing the order of the movements and the number of objects.
Target 2: Understand emotions and their expression, (e.g., identify emotion based on facial expressions, predict how others might feel, use emotion language).

Book Discussion: While reading each page of The Way I Feel, ask children to identify the emotion depicted on the page. Ask questions such as, “How do we know this person feels this way? Have you felt this way before? What did you do when you felt that way?”

Free Choice activities:
- Dice Charades (see week 1, day 2)
- Emotions Headbands (see week 1, day 5)

Supplements

Free Choice activity:
- Slime (see week 4, day 1)
Week 4, Day 4

Domains: Language and Literacy, Social-Emotional

Learning Targets:
1. Identify and isolate phonemes (i.e., sounds within words), and count the number of phonemes.
2. Understand emotions and their expression, (e.g., identify emotion based on facial expressions, predict how others might feel, use emotion language).

Books:
1. I Ain’t Gonna Paint No More By Karen Beaumont
2. Caps for Sale by Esphyr Slobodkina

Materials:
- Dot Hopping Phonemes materials (see week 4, day 1)
- Rhyming Word Sort materials (see week 4, day 1)
- Dice Charades materials (see week 1, day 2)
- Emotions Headbands materials (see week 1, day 5)
- Book Writing materials (see week 4, day 2)
- Make Puppets materials (see week 4, day 3)
- Slime materials (see week 4, day 1)
- Two-liter soda bottle
- Shaving cream
- Blue food dye
- Book Writing materials (see week 4, day 2)

Target 1: Identify and isolate phonemes (i.e., sounds within words), and count the number of phonemes.

**Book Discussion:** While reading I Ain’t Gonna Paint No More, prompt children to guess the rhyming body part that the child will paint next. Encourage children to pretend to paint their own body parts while you read the story.

**Free Choice activities:**
- Dot Hopping Phonemes (see week 4, day 1)
- Rhyming Word Sort (see week 4, day 1)

Target 2: Understand emotions and their expression, (e.g., identify emotion based on facial expressions, predict how others might feel, use emotion language).

**Book Discussion:** While reading Caps for Sale, ask children to infer how the peddler might be feeling at different moments in the story. Ask questions such as, “How do you think the peddler feels? Why do you think he feels this way?” Prompt children to act out the story by calling out, “Caps for sale!” and repeating, “tsz, tsz, tsz,” when the peddler asks for his caps back.
Free Choice activities:
- Dice Charades (see week 1, day 2)
- Emotions Headbands (see week 1, day 5)

Supplements:

Free Choice activities:
- Book Writing (see week 4, day 2)
- Make Puppets (see week 4, day 3)
- Slime (see week 4, day 1)

Large Group activities:
- Clouds and Rain Demonstration: Fill a two-liter soda bottle two-thirds full with water. Cover the top with shaving cream to represent clouds. Drip blue food dye over the top of the shaving cream, allowing the dye to slowly float down through the clouds and the water. Use the demonstration to discuss how rain falls through clouds.
- Book Reading: Prompt children to read the books they created earlier in the week aloud to the class. Encourage them to sit at the front of the group, read the titles of their stories, and use a loud voice.
Week 4, Day 5

Domains: Language and Literacy, Math

Learning Targets:
1. Identify and sequence story events.
2. Count and identify the total number of objects in a set.

Books:
1. *The Three Little Fish and the Big Bad Shark* by Will Grace
2. *Pete the Cat and the Missing Cupcakes* by Kimberly and James Dean

Materials:
- *Story Bag F-N-L* materials (see week 3, day 2)
- *Book Writing* materials (see week 4, day 2)
- *Pete the Cat and the Missing Cupcakes* handouts/printouts (see week 4, day 2)
- Writing and coloring utensils
- *Dice Charades* materials (see week 1, day 2)
- *Emotions Headbands* materials (see week 1, day 5)
- Cupcake wrappers
- *Make Puppets* materials (see week 4, day 3)
- *Slime* materials (see week 4, day 1)
- *Book Reading* materials (see week 4, day 4)

Target 1: Identify and sequence story events.

**Book Discussion:** After reading *The Three Little Fish and the Big Bad Shark*, use the pictures in the book to prompt children to retell the story. Ask questions such as, “What happened first? What happened next?” Discuss what happened at the beginning, the middle, and the end of the story.

**Free Choice activities:**
- *Story Bag F-N-L* (see week 3, day 2)
- *Book Writing* (see week 4, day 2)

Target 2: Count and identify the total number of objects in a set.

**Book Discussion:** While you read *Pete the Cat and the Missing Cupcakes*, repeat the activity from week 4, day 2. As you read, ask children to count the number of missing and remaining cupcakes. Prompt children to count how many total cupcakes are on each page.

**Free Choice activities:**
- *Dice Charades* (see week 1, day 2)
- *Emotions Headbands:* (see week 1, day 5)
Large Group activities:
- *Cupcake Monster Game:* After reading *Pete the Cat and the Missing Cupcakes*, choose one child to be a “cupcake monster.” Give the rest of the children one or two cupcake wrappers. Prompt children to count the total number of cupcake wrappers. Ask children to hide their cupcake wrappers in the classroom, while the cupcake monster closes his or her eyes. Then, prompt the cupcake monster to search for the hidden cupcake wrappers. After each cupcake wrapper is found, ask the owner of the found cupcake wrapper to sit down. Prompt children to count each cupcake wrapper as it is found. Continue until all cupcake wrappers are found and all the children are sitting down.

Supplements:

Free Choice activities:
- *Make Puppets* (see week 4, day 3)
- *Slime* (see week 4, day 1)

Large Group activities:
- *Book Reading* (see week 4, day 4)
Auxiliary Activities

Field Trips

The pilot implementation of the Summer Success program in the summer of 2016 and 2017 included field trip opportunities donated by community partners. These field trips were selected based on their ability to reinforce the learning targets addressed in the Summer Success program and to provide rich learning experiences that otherwise may not have been available to Summer Success participants. Programs that are interested in supplementing this program with field trip experiences could likewise consider contacting community partners that have a vested interest in early childhood education, such as local art museums, science centers, and zoos, to explore options for discounted or free admission. If transportation arrangements prove challenging, we recommend replacing field trips with on-site experiences offered by community partners, or replicating these experiences in-house.

The following field trips were included in the pilot implementation of the Summer Success program in the summer of 2016 and 2017 and are provided below as examples of experiences programs may consider offering to enrich the Summer Success program. Field trips are described below, along with suggestions for replicating in-house.

1. **The Center of Science and Industry (COSI):**
   This field trip reinforced the math learning target: (1) Demonstrate understanding and use quantity/size comparisons (e.g., more/less, and same/different). It included exploration of math and science concepts through interactive, hands-on experiences, such as an experiment to determine how many children were needed to lift a car. A similar experience could be provided in-house with sensory bins, water tables, or an on-site visit from a local science center.

2. **The Columbus Museum of Art:** This field trip reinforced the math learning targets: (1) Sort and classify objects by some property and identify common and differing features among sets; and (2) Demonstrate understanding and use quantity/size comparisons (e.g., more/less, and same/different). It included a tour led by the museum's early childhood staff, and a self-guided exploration of the museum's child-friendly exhibits. This experience could be replicated in-house by creating art projects and displaying them in an art gallery to exhibit to parents and caregivers, or taking a web-based virtual tour of an art museum.
3. **The Franklin Park Conservatory and Botanical Gardens:** This field trip reinforced the language and literacy learning target: (1) Identify and sequence story events; and the math learning targets: (1) Count and identify the total number of objects in a set; and (2) Sort and classify objects by some property and identify common and differing features among sets. The field trip included self-guided exploration of various habitats, plant varieties, and the butterfly life cycle through interactive, child-friendly exhibits. This experience could be replicated in-house by providing opportunities for children to care for live plants in their classroom and/or observe the butterfly life cycle, either directly or through web-based videos.

4. **The Columbus Metropolitan Library:** The field trip reinforced the language and literacy targets: (1) Understand and identify story components, such as setting, characters, and events; and (2) Identify and sequence story events. It included a tour of the newly-renovated downtown library branch, a storytime experience led by library staff, and a self-guided exploration of the branch's child-friendly space. This experience could be replicated in-house through an on-site visit from local library staff or setting up a “library” in the dramatic play center that would allow children to browse for and check out books.
Glass Art

The pilot implementation of the Summer Success program in the summer of 2016 and 2017 included a glass art experience led by a local artisan. While the developers of the Summer Success program recognize that providing a glass art experience is not feasible for many programs, many of these activities can be replicated through other art mediums, utilizing low-cost materials. Descriptions of the glass art projects completed during the pilot implementation of Summer Success are below, along with the learning targets addressed during each art project. Suggestions for replicating each of the glass art projects utilizing readily available, low-cost materials are also included.

1. **Glass Gardens:** This glass art project introduced children to working with glass and several math learning targets, including:
   (1) Count and write numbers 1-20;
   (2) Count and identify the total number of objects in a set; and
   (3) Sort and classify objects by some property and identify common and differing features among sets.
   Children built upon prior concepts introduced earlier in the program related to gardening. Summer Success staff members engaged children in discussion regarding shapes and patterns visible in the garden (e.g., rows). The children were then provided with a variety of glass shapes in different colors to create their own unique gardens. This project could be easily replicated using garden objects cut from construction paper and glue.

2. **Self Portraits:** This glass art project focused on self-expression, rather than a particular learning target. To represent the diverse learners in the group, children were offered a variety of skin tone glass pieces and glass shapes to represent their faces. Children were then encouraged to apply glass pieces to represent themselves in the manner of their choice. This project could be easily replicated using construction, contact, or tissue paper and glue.
3. **Glass Bugs:** This glass art project reinforced the math learning targets: (1) Count and write numbers 1-20; (2) Count and identify the total number of objects in a set; and (3) Sort and classify objects by some property and identify common and differing features among sets. Children selected and counted the legs, antennae, and eyes for their bugs and discussed patterns related to bug anatomy. This project could be easily replicated using contact paper, foam shapes, and permanent or paint markers.

4. **Family Keychains:** This glass art project reinforced the math learning targets: (1) Count and write numbers 1-20; (2) Count and identify the total number of objects in a set; and (3) Demonstrate understanding and use quantity/size comparisons, (e.g., more/less, and same/different). Children created gifts for caregivers and other important individuals in their lives. Children matched the number of keychains they had created to the number of people in their families. This project could be easily replicated using air-dry clay, or jewelry beads and string.
**Drama Class**

The pilot implementation of the Summer Success program in the summer of 2016 and 2017 included a drama class component to reinforce the social-emotional learning targets: (1) Demonstrate self-regulation skills, such as compliance with routines and transitions, following rules, and turn-taking, and (2) Understand emotions and their expression, (e.g., identify emotion based on facial expressions, predict how others might feel, use emotion language); the math learning target: (3) Sort and classify objects by some property and identify common and differing features among sets; and the gross motor learning target: (4) Engage in daily physical activity. All drama classes offered during the pilot session included the following sequence: (1) a warm-up activity, (2) an ensemble-building activity, and (3) creative movement and improvisation activities. Below are examples of drama class activities offered during the pilot implementation of the Summer Success program that can be easily replicated by other programs.

1. **Ducks and Cows:** Children stand in various locations around the room and close their eyes. Staff members circulate around the room and whisper to each child whether they are a "duck" or a "cow." When staff members say the word, “Go,” children are instructed to act out their designated animal using sound and movement. Children then must group themselves with the other ducks or cows. As children become more comfortable with this activity, staff members may choose to add more animals.

2. **Morphing Movement:** Children stand on one side of the classroom. Staff members instruct children to walk across the room while acting out a character or animal. For example, staff members may instruct children to, “Walk across the room like a hungry lion,” “Walk across the room like a really old man,” or, “Walk across the room like a celebrity.”

3. **Musical Statutes:** Staff members play music and encourage children to dance. Staff members stop the music and instruct children to pretend that they are statues. Staff members then resume the music and instruct children to resume dancing. Staff members may also instruct individual children or the whole class to act out other animals or objects, such as a dog, tree, or spider.

4. **Emotion Dance:** Prior to this activity, staff members should select several songs that evoke very different emotions. Staff members should then play each song and encourage children to identify the emotions evoked by that song. Staff members should then encourage children to dance in a way that matches the emotion evoked by the song.
Family Engagement

Family engagement was critical to supporting the learning objectives of the pilot implementation of the Summer Success program. The pilot sessions of Summer Success included two key family engagement strategies:

1. **Family Information Night:** Consisted of a brief introduction to the Summer Success program and its goals, dinner, and a demonstration of a large-group book-reading session.

2. **Weekly Newsletters:** Highlighted activities and lesson plans from the week, along with corresponding learning targets; recommended activities and strategies for families to enhance learning at home; and provided individualized feedback to each family on their child’s progress that week.
Appendices

Sample Daily Schedule

Summer Success’ daily schedule is designed to provide children with a balance of large-group, small-group, and free-choice activity sessions. This balance between large-group, small-group, and free-choice activity sessions is included intentionally in order to represent a camp-based environment, while still maintaining realistic expectations for transition to the kindergarten classroom. The Sample Daily Schedule below illustrates how large-group, small-group, and free-choice activity formats could be distributed during the programmatic day, and includes optional auxiliary activities, such as field trips and glass art. This sample daily schedule may be adjusted to suit the needs and resources of specific programs.

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:00</td>
<td>Drop-off &amp; Breakfast</td>
<td>Drop-off &amp; Breakfast</td>
<td>Drop-off &amp; Breakfast</td>
<td>Drop-off &amp; Breakfast</td>
<td>Drop-off &amp; Breakfast</td>
</tr>
<tr>
<td>9:00-9:30</td>
<td>Gym Class</td>
<td>Playground</td>
<td>Gym Class</td>
<td>Playground</td>
<td>Gym Class</td>
</tr>
<tr>
<td>9:30-10:00</td>
<td>Playground</td>
<td>Playground</td>
<td>Playground</td>
<td>Playground</td>
<td>Playground</td>
</tr>
<tr>
<td>10:00-10:30</td>
<td>Book Discussion</td>
<td>Book Discussion</td>
<td>Book Discussion</td>
<td>Book Discussion</td>
<td>Book Discussion</td>
</tr>
<tr>
<td>10:30-11:30</td>
<td>Free Choice</td>
<td>Free Choice</td>
<td>Free Choice</td>
<td>Free Choice</td>
<td>Free Choice</td>
</tr>
<tr>
<td>11:30-11:50</td>
<td>Music/Movement &amp; Bathroom</td>
<td>Music/Movement &amp; Bathroom</td>
<td>Music/Movement &amp; Bathroom</td>
<td>Drama Class &amp; Bathroom</td>
<td>Music/Movement &amp; Bathroom</td>
</tr>
<tr>
<td>11:50-12:20</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:20-1:00</td>
<td>Playground</td>
<td>Bathroom &amp; Field Trip</td>
<td>Playground</td>
<td>Playground</td>
<td>Playground</td>
</tr>
<tr>
<td>1:00-2:00</td>
<td>Large Group</td>
<td>Field Trip</td>
<td>Glass Artist</td>
<td>Large Group</td>
<td>Large Group</td>
</tr>
<tr>
<td>2:00-3:00</td>
<td>Free Choice</td>
<td>Field Trip</td>
<td>Free Choice</td>
<td>Free Choice</td>
<td>Free Choice</td>
</tr>
<tr>
<td>3:00-3:30</td>
<td>Snack &amp; Pickup</td>
<td>Snack &amp; Pickup</td>
<td>Snack &amp; Pickup</td>
<td>Snack &amp; Pickup</td>
<td>Snack &amp; Pickup</td>
</tr>
</tbody>
</table>
Recommended Book List

The books recommended in the list below were selected for the Summer Success program because of their quality and their content, particularly as it corresponds to the domains and learning targets addressed in this program. However, books may be substituted and group book discussions adapted as needed or appropriate. Nevertheless, when substituting one book for another, it is important to ensure that the content of the book addresses the appropriate learning target(s) for the daily lesson plan. For example, if substituting the book *The Way I Feel* in Week 1, Day 1, one should ensure that the replacement book addresses the learning target, “Understand emotions and their expression, (e.g. identify emotion based on facial expressions, predict how others might feel, use emotion language).” Further, some of the recommended books included in the list below are repeated across several daily lesson plans in order to reinforce learning targets.

1. *A Big Guy Took my Ball* by Mo Willems
2. *Albert’s Bigger Than Big Idea* by Eleanor May
3. *Big Bug* by Henry Cole
4. *Caps for Sale* by Esphyr Slobodkina
5. *Chalk* by Bill Thomson
7. *Click, Clack, Moo: Cows That Type* by Doreen Cronin
8. *Counting Crocodiles* by Judy Sierra
10. *I’m the Biggest Thing in the Ocean* by Kevin Sherry
11. *Jump!* by Scott Fischer
12. *Let’s Sing a Lullaby with the Brave Cowboy* by Jan Thomas
13. *Little Cloud* by Eric Carle
14. *My Many Colored Days* by Dr. Seuss
15. *Over in the Garden* by Jennifer Ward
16. *Pattern Fish* by Trudy Harris
17. *Pete the Cat and His Four Groovy Buttons* by Eric Litwin
18. *Pete the Cat and the Missing Cupcakes* by Kimberly and James Dean
19. *Rhyming Dust Bunnies* by Jan Thomas
20. *Silly Sally* by Audrey Wood
21. *Ten Black Dots* by Donald Crews
22. *The Letters Are Lost* by Lisa Ernst
23. *The Little Mouse, the Red Ripe Strawberry, and the Big Hungry Bear* by Don and Audrey Wood
24. *The Napping House* by Audrey Wood
25. *The Rainbow Fish* by Marcus Pfister
26. *The Tale of Peter Rabbit* by Beatrix Potter
27. *The Three Little Fish and the Big Bad Shark* by Will Grace
28. *The Very Hungry Caterpillar* by Eric Carle
29. *The Way I Feel* by Janan Cain
30. *Where the Wild Things Are* by Maurice Sendak
31. *Where’s my Teddy* by Jez Alborough
32. *Z is for Moose* by Kelly Bingham
**Summer Success Screener**

The researchers consulted in the creation of the Summer Success program developed a **Summer Success Screener** in order to evaluate initial skills (so as to individualize instruction for each child) and assess gains in participating children’s kindergarten readiness skills across three of the domains of learning targeted through this program: (1) language and literacy, (2) math, and (3) social-emotional. The Summer Success Screener consists of 12 measures, which include both standardized and researcher-developed assessments. For more information regarding these measures and the results from the pilot implementation of the Summer Success program, please refer to the Crane Center for Early Childhood Research and Policy’s Fall 2017 whitepaper titled, “Summer Success: A Comprehensive Kindergarten Readiness Camp” at earlychildhood.ehe.osu.edu

Assessment measures developed by researchers consulted in the creation of the Summer Success program are included in this manual in their entirety and are freely available to programs implementing Summer Success. These measures consist of the: (1) Test of Phoneme Segmentation; (2) Test of Initial Sounds; (3) Counting Test; (4) Cardinality Test; (5) Math Language Test; (6) Categorization and Pattern Completion Test; and (7) Emotion Recognition Test.

During the pilot implementation of the Summer Success program in summer of 2016 and 2017, staff members also administered the following standardized assessments as part of the Summer Success Screener: (1) A subset of narrative comprehension of The Test of Narrative Language (TNL; Gillam & Pearson, 2004); (2) The Get Ready to Read! Screener-English (GRTR-English; Whitehurst & Lonigan, 2001); (3) The Quick Letter Name Knowledge Assessment (Q-LNK; Tortorelli, Bowles, & Skibbe, in press); (4) The Head-to-Toes task (HTT; Ponitz et al., 2008); and (5) The Narrative Assessment Protocol (NAP; Justice, Bowles, Pence, & Gosse, 2010).

The Quick Letter Name Knowledge Assessment, The Head to Toes task, and The Narrative Assessment Protocol, along with instructions for scoring and administration, are freely available online through the websites below:

http://www.ellilab.com

https://my.vanderbilt.edu/toolsofthemindevaluation/files/2013/01/HTKS-without-stats-info.pdf

http://narrativeassessment.com/

The Test of Narrative Language and The Get Ready to Read! Screener are not included in this manual due to copyright protections. Programs wishing to utilize these two assessments should plan to purchase them separately.

Summer Success staff members should administer the Summer Success Screener during Week 1 and Week 4 of the Summer Success program or in the weeks prior and after the program. Administration time for the Summer Success Screener is approximately 45-60 minutes. To reduce fatigue, it is recommended that staff members administer the Summer Success Screener to each child during multiple sessions across the span of each testing week.
While administering the Summer Success Screener, staff members should record each child’s responses directly onto a Summer Success Screener Recording Form provided in the next section of this manual. Directions for administering each assessment measure are included on the Summer Success Screener Recording Form. After administering each assessment measure, staff members should calculate the score for that measure using the scoring instructions provided with the assessment measure, and note the score directly on the form. Finally, staff members should compare scores between Week 1 and Week 4 for each child to evaluate his or her gains on the kindergarten readiness skills addressed in the Summer Success program.
Summer Success Screener Recording Form

Test of Phoneme Segmentation

Directions: Say, “Now we are going to play a word game.” (Refer child to the corresponding pictures on the Test of Phoneme Segmentation: Stimuli Page).

A. Stimuli

- **Example 1:** Say, “Here is a picture of a knee. Say the word knee very slowly to yourself. How many sounds do you hear?”
  - If the child responds **correctly**, say, “Yes, two: /n/…/e/.”
  - If the child responds **incorrectly**, say, “Let’s try it together: /n/…/e/. There are two sounds in the word knee. How many sounds are in the word knee?” (Repeat question until the child correctly responds, or up to three times. Afterwards, move on to Example 2).

- **Example 2:** Say, “Here is a picture of a sun. How many sounds are in the word sun?”
  - If the child responds **correctly** say, “Good, three, /s/…/u/…/n/.”
  - If the child responds **incorrectly** say, “Let’s try it together: /s/…/u/…/n/. There are three sounds in the word sun. How many sounds are in the word, sun?” (Repeat question until the child correctly responds, or up to three times. Afterwards, move on to Test Items).

B. Test Items:

Directions: Say, “Now let’s do some more. How many sounds are in the word...?” (Refer child to the corresponding pictures on the Test of Phoneme Segmentation: Items 1-4 page. Fill in the question with the words below and follow the testing procedure described in the examples above.)

Scoring: Circle items that the student correctly segments. Mark 1 if the child correctly names the number of sounds in a word. Mark 0 if the child gives an incorrect number or no answer. Add up the number of correct answers to calculate the child's total score.

<table>
<thead>
<tr>
<th>Item</th>
<th>Word</th>
<th>Sounds</th>
<th>Correct Answer</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Tie</td>
<td>/t/…/iel/</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2. Shoe</td>
<td>/sh/…/ool/</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>3. Soap</td>
<td>/s/…/oel/…/p/</td>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>4. Hat</td>
<td>/h/…/a/…/t/</td>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Score:**
Test of Initial Sounds

Directions: Say, “Now we are going to play a different word game. Here is a picture of a kite.” (Refer child to the corresponding pictures on the Initial Sound Fluency: Stimuli Page).

A. Stimuli

- Example 1: Say, “What is the first sound in the word kite?”
  - If the child responds correctly say, “That’s right, the first sound in the word kite is /k/. Let’s try another one.”
  - If the child responds incorrectly say, “The first sound in the word kite is actually /k/. What is the first sound in the word kite?” (Give child an opportunity to respond. Repeat the question until the child responds correctly, or up to three times. Afterwards, move on to Example 2).

- Example 2: Say, “This is a picture of a seal. What is the first sound in the word seal?”
  - If the child responds correctly say, “/s/…That’s right, the first sound in the word seal is /s/. Now let’s do some more.”
  - If the child responds incorrectly say, “The first sound in the word seal is /s/. What is the first sound in the word seal?” (Give child an opportunity to respond. Repeat the question until the child responds correctly, or up to three times. Afterwards, move on to Test Items).

B. Test Items

Directions: Say, “What is the first sound in the word……??” (Refer child to the corresponding pictures on the Initial Sound Fluency: Items 1-4 page. Fill in the question with the words below and follow the testing procedure described in the examples above).

Scoring: Circle items that the child correctly segments. Record incorrect responses on the blank lines. Mark 1 if child correctly segments. Mark 0 if the child incorrect segments. Add the number of correct items and record the child's total score.

1. Toe ____________________________ /t/ 0 1
2. Pig ____________________________ /p/ 0 1
3. Dog ____________________________ /d/ 0 1
4. Fork ____________________________ /f/ 0 1

Total Score:
SUMMER SUCCESS

Initial Sound Fluency: Simuli
**Counting Test**

Directions: Say, *Now I want you to count as high as you can when I say, ‘Go.’* Say, *“Go.”* (Stop the child once they make a mistake, or if they reach 100).

Scoring: Record the last number the child counted correctly (e.g., if a child counts, “1, 2, 3, 4, 5, 6, 7, 9, 10,” record the number 7 as this is the last number up to which the child counted correctly).

Last number counted correctly

____________
Cardinality Test

Directions: Refer child to the corresponding pictures on the Cardinality: Item 1, Cardinality: Item 2, and Cardinality: Item 3 pages. Say, “Here are some dots. I want you to count each dot. Touch each dot as you count.” After the child finishes counting each set of dots, ask, “How many dots were there?”

Scoring: Record the number of dots counted by the child and the total number of dots the child stated. Circle the number 1 if the child correctly counts the dots and states the correct number of total dots in the image. If a child makes a mistake counting the dots, but correctly states the total number of dots in the image, circle the number ½. Circle the number 0 if the child incorrectly states the total number of dots in the image, even if he or she counted the dots correctly. Add the number of correct and partially correct responses and record the child's total score.

<table>
<thead>
<tr>
<th></th>
<th>Number Counted</th>
<th>Number Stated</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Four dot image</td>
<td>____________</td>
<td>0</td>
<td>½</td>
</tr>
<tr>
<td>2. Seven dot image</td>
<td>____________</td>
<td>0</td>
<td>½</td>
</tr>
<tr>
<td>3. Twelve dot image</td>
<td>____________</td>
<td>0</td>
<td>½</td>
</tr>
</tbody>
</table>

Total Score:
Categorization and Pattern Completion Test

A. Categorization

Directions: Refer children to the corresponding pictures on the Categorization: Item 1, Categorization: Item 2, Categorization: Item 3, and Categorization: Item 4 pages. Ask them to identify how many of the targeted object are represented on each page.

Scoring: Circle 1 for each correct response. Circle 0 for each incorrect response. Correct responses are denoted with bold print below.

1. Show stimuli page with 4 rockets and 3 elephants. Ask, “How many elephants are there?”
   
   0 1

2. Show stimuli page with 12 rockets and 8 elephants. Ask, “How many elephants are there?”
   
   0 1

3. Show stimuli page with 10 rockets and 7 elephants. Ask, “How many rockets are there?”
   
   0 1

4. Show stimuli page with 18 rockets and 6 elephants. Ask, “How many elephants are there?”
   
   0 1

B. Pattern Completion

Directions: Cut out the corresponding colored squares on the Pattern Matching 1 and Pattern Matching 2 pages. Use the colored squares to model the patterns described below for the child. Say, “I’m going to make a pattern with some colors. Watch carefully because I’m going to ask you to make the same pattern. Can you make the same pattern?”

Scoring: Circle 1 if the child is able to recreate or extend the patterns. If the child is not able to recreate or extend the patterns correctly, circle 0.


<table>
<thead>
<tr>
<th>Response</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Purple Yellow Purple Yellow</td>
<td></td>
</tr>
<tr>
<td>2. Purple Purple Yellow Yellow</td>
<td></td>
</tr>
</tbody>
</table>
Directions: Cut out the corresponding colored squares on the Pattern Matching 3 and Pattern Matching 4 pages. Use the colored squares to model the patterns described below for the child. Say, “Now we are going to make a different pattern. Watch carefully because I'm going to ask you to make the same pattern. Can you make the same pattern?”

Scoring: Circle 1 if the child is able to recreate or extend the patterns. If the child is not able to recreate or extend the patterns correctly, circle 0.

<table>
<thead>
<tr>
<th>Response</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Green Orange Green Orange</td>
<td>0</td>
</tr>
<tr>
<td>2. Green Green Orange Orange</td>
<td>0</td>
</tr>
</tbody>
</table>

Scoring: Add the total number of correct responses to the Categorization and Pattern Test and record the child's total score below.

Total Score:
Categorization: Item 2
Category 1: Item 1
Math Language Test

Directions: Show child the corresponding images on the Math Language Test: Item 1, Math Language Test: Item 2, Math Language Test: Items 3 and 4, and Math Language Test: Items 5 and 6 pages. Say the sentences below to the child.

Scoring: Circle the child's response. Bolded items represent the correct response for each item. Add the total number of correct responses and record the child's total score.

1. Show me which fence is taller than the boy
2. Show me which boats are alike
3. Show me which tree has the most apples
4. Show me which tree has no apples
5. Point to the first animal in this picture
6. Point to the last animal in this picture

Total Score:
Math Language Test: Item 2
Math Language Test: Items 3 and 4
Math Language Test: Items 5 and 6
Emotion Recognition Test

Directions: Show child a corresponding picture that matches the emotion for each item. Say to the child, “Now, we are going to play a game in which I will show you some children’s faces. What face is this child making?” Ask the questions below to the child. (Acceptable prompt: “What do you think this child is feeling?”)

Scoring: Bolded words represent the correct response for each item. Circle 1 for each correct response. Circle 0 for each incorrect response.

Part 1

1. Is this child excited or scared?
   - 0 1

2. Is this child angry or sad?
   - 0 1

3. Is this child making a yucky face or sad face?
   - 0 1

Part 2

Directions: Say to the child, “Now, I want you to listen to some stories.” Read the stories below to the child.

Scoring: Record the child’s response in the space provided. Bolded words represent possible correct responses for each item. Synonyms are also acceptable. Circle 1 for each correct response. Circle 0 for each incorrect response.

1. Ann asked her mom for a new video game. For her birthday, Ann opened up her present and saw the game that she asked for. She felt ________________ (happy, excited).
   - 0 1

2. Billy had a pet bird. When he got home from school he saw that the bird was not in its cage. Billy thought that his bird might be gone forever. He is feeling ________________ (sad, upset).
   - 0 1

3. Susan and her sister were in their room at night all by themselves. It was dark, and they heard a strange noise coming from their closet. They felt ________________ (scared, afraid).
   - 0 1

Scoring: Add the total number of correct responses to the Emotion Recognition Test and record the child’s total score below.

Total Score:
**Gross Motor Assessments**

In addition to the Summer Success Screener, the pilot implementation of the Summer Success program in summer of 2016 and 2017 included the following measures to evaluate gains in the gross motor domain of learning: (1) The Test of Gross Motor Development 2nd edition (TGMD-2; Ulrich, 2000); and (2) a waist-worn accelerometer (ActiGraph’s Bluetooth Smart wGT3X-BT). The Test of Gross Motor Development is not included in this manual due to copyright protections. Programs wishing to utilize these assessment measures should plan to purchase them separately. For more information regarding these measures and the results from the pilot implementation of the Summer Success program, please refer to the Crane Center for Early Childhood Research and Policy’s Fall 2017 whitepaper titled, “Summer Success: A Comprehensive Kindergarten Readiness Camp” at earlychildhood.ehe.osu.edu
References


Author Note

The activities of the Crane Center for Early Childhood Research and Policy (CCEC) are supported in part by a generous gift of the Crane family to The Ohio State University. This research was also supported by a Connect and Collaborate Impact Grant awarded through the Office of Outreach and Engagement at The Ohio State University and a grant from the City of Columbus. Other sponsors include FutureReady Columbus, The Columbus Foundation, Columbus City Schools, The Columbus Metropolitan Library, Columbus Museum of Art, Center of Science and Industry, Franklin Park Conservatory and Botanical Gardens, and The Columbus Trolley Company. The authors would also like to acknowledge Mihaiela Gugiu, Emi Tsuda, Meena Mihalski, Flora Hong, and the Summer Success staff members for their contributions to this work. The content of this work reflects the views and opinions of the named authors, and does not necessarily reflect those of The Ohio State University.

Direct correspondence to:

Laura Justice, Ph.D.
Executive Director
The Crane Center for Early Childhood Research and Policy
The Schoenbaum Family Center
175 E. 7th Ave
Columbus, OH 43201

The Crane Center for Early Childhood Research and Policy (CCEC)

The Crane Center for Early Childhood Research and Policy (CCEC), in the College of Education and Human Ecology, is a multidisciplinary research center dedicated to conducting high-quality research that improves children’s learning and development at home, in school, and in the community. Our vision is to be a driving force in the intersection of research, policy and practice, as they relate to children’s well-being

The recommended citation for this paper is: