**See each domain tab for a
complete list of teaching activities**

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Table of Contents and Introduction

Table of Contents and
Introduction

Table of Contents and Introduction

MATHEMATICS

Table of Contents and Introduction

SOCIAL AND EMOTIONAL DEVELOPMENT

PHYSICAL HEALTH AND DEVELOPMENT

GROSS-MOTOR SKILLS

FINE-MOTOR SKILLS

Table of Contents and Introduction

CUTS WITH SCISSORS

SELF-HELP SKILLS

SELF-HELP SKILLS

Table of Contents

Table of Contents and Introduction

Introduction

OVERVIEW

BRIGANCE® Readiness Activities is a comprehensive instructional resource that provides a wealth of information, teaching activities, techniques and references for you to use to strengthen children's readiness skills for school in five domains, or areas of knowledge:

- Language Development
- Literacy
- Mathematics
- Social and Emotional Development
- Physical Health and Development

These readiness skills are commonly included in preschool, prep (reception or equivalent) and year-one curricula, and reflect common standards. The strategies and teaching activities included here are for children who are developmentally from one to seven years of age. *BRIGANCE® Readiness Activities* can be used to support any developmental readiness program.

By using results from the *BRIGANCE® Screens* and *Developmental Inventories*, teachers can easily find and plan correlated activities that build children's skills so they are better prepared for school.

The *BRIGANCE® Readiness Activities* resources help early childhood teachers and program directors:

- link screening and ongoing assessment with instruction
- provide developmentally appropriate instruction that is multi-modal and manipulatives-based so that every child can experience success
- deliver individualised, differentiated instruction for each child
- target essential school readiness skills
- build home-school connections through letters and take-home learning plans

FEATURES

- **Comprehensive.** Approximately three-hundred teaching activities (many with variations or extensions) from which you can choose to meet the individual needs of the each learner.
- **Flexible.** Links assessment with instruction. Use in conjunction with the *BRIGANCE® Screens* and *Developmental Inventory* to build children's skills so they are better prepared for school. Teachers can select appropriate activities to meet children's needs.
- **Easy-to-Use.** Each domain contains a set of activities for each skill that is easy to prepare and fun for children. Teachers can use the readiness activities flexibly and involve families in their children's learning with Family Letters and Learning Plan activities.

Teaching Activities

1. Let's Get Ready to Read!

Materials: A favourite picture book

Group Size: Individual or small group.

Procedure: Before reading to children, introduce book handling skills to show them how books are read. Do the following:

- Gather children in a circle on the floor. Make sure that each child can see you and the book.
- Hold up a favourite book so that the front cover is facing them. Say: "This is the front cover of the book. It gives us important information. Point to the title and say: "The title of the book is (pause) …" See if children remember the title. If not, read the title.
- Continue holding up the front cover. Say: "The author of the books is …" "An author is the person who writes the story."
- Point to the illustrator's name. "The illustrator of the book is …" "An illustrator is the person who draws the pictures."
- Slowly open the book. Say: "We read a story by opening the book this way. Here is the first page." Continue turning the pages until you get to the end. "Here is the last page of the book. This is where the story ends." Close the book and show children the back cover and say, "This is the back cover of the book."
- Read the book aloud with expression. After reading, ask children to help you retell the story.

2. Repeat After Me!

Materials: A picture book with repetitive verse or phrase.

Group Size: Individual or small group.

Scheduling: The repetitive storybook will be read three times. Plan your storybook reading so that the first and second readings occur over one or two days. The third reading can happen a few days later.

Procedure: Have children sit comfortably in a circle on the floor around you. Then do the following:

FIRST READING:
- Before reading, underline the title with your finger as you read it aloud. Draw children in by reading with expression.
- As you read, pause to explain the meanings of unfamiliar words. Use your voice or gestures, or point to an illustration to convey a word's meaning.
- Make comments as you read, briefly summarising what's happening to help children follow story events.

SECOND READING:
- Remind children that they have read this book before and point out one or two things that they might remember. Ask children to help you retell the story, ask questions, such as: "What happened here?" "What happened next?" "What did the character do first?" "What is he going to do now?" Encourage children to use these words when they discuss story events.
- Pay close attention to children's facial expressions, comments and questions to see if they understand the story.

THIRD READING:
- Now that children are more familiar with the book, read it again and invite them to chime-in by saying the repetitive verse or phrase. Pause before the refrain and encourage them to read it as you track the print.

SUGGESTED BOOKS WITH REPETITIVE TEXT:

The Gingerbread Man by Jim Aylesworth

I Went Walking by Sue Williams

Time for Bed by Mem Fox

Chicka Chicka Boom Boom by Bill Martin Jr and John Archambault

The Little Red Hen by Paul Galdone

The Lady with the Alligator Purse by Nadine Westcott

Caps for Sale by Esphyr Slobodkina

More Spaghetti, I Say by Rita Golden Gelman

Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst.

Literacy

9. Continue Counting

Materials: None.

Group Size: Small group or class.

Procedure: Do the following:
- Tell children that they must listen closely as you count.
- Walk around the room as you count.
- Periodically, stop counting and tap a child. Encourage the tapped child to say the next number.
- Continue this routine until every child has been tapped and has had a chance to say the next number.

10. Counting Relay

Materials: None.

Group Size: Small group or class.

Procedure: Do the following:
- Tell children that they are going to take turns counting to one hundred. Choose a child to start counting.
- After the child has recited a few numbers, ask her to stop counting. Have another child continue, beginning where the first child stopped. Then ask another child to continue counting.
- Continue this routine until children count to one hundred.

11. Numbers That Come Before and After

Materials: None.

Group Size: Individual, small group or class.

Procedure: After the children have mastered counting to a specified number, do the following:
- Ask questions about the number sequence. For example, if children can count to ten, ask: "I'm thinking of a number that comes before eight. What is the number?" Or: "I'm thinking of a number that comes after five. What is the number?"

12. Counting by Twos, Fives and Tens

Materials: None.

Group Size: Individual, small group or class.

Procedure: After the children can count to one hundred, do the following:
- Teach children to count by twos to one hundred.
- Count aloud to one hundred, but whisper the odd numbers and say the even numbers loudly. Have the children echo you.
- Count aloud again omitting the odd numbers. Have the children repeat after you.
- When children can count by twos, then teach them to count by fives, then tens.

Numbers and Operations Counting

Mathematics