



## ***Getting Ready for School***

In addition to working on the steps that are part of getting ready for school, this story can be used to address many language and basic academic skills. Below are some ways to address a variety of goals when reading this story with the child. Occasionally asking questions and pointing out details of the pictures or emotions of the characters can add value to the reading. Children do not develop all skills at the same rate so some concepts may be above or below your student or child's skill level. One way to determine if these skills are appropriate is to see if similar goals are part of the child's individualized education plan (IEP) or to ask the student's teacher or speech therapist.

### **Basic book knowledge:**

Identify and show the front, back, and title of the book.

### **Skills for almost every page:**

**Pre-literacy skills:** Demonstrate how words are read from left to right and top to bottom by tracking the words with your finger.

### **Colors:**

**Receptive:** Have the student touch the correct color by saying things like, "Show me the girl with the (red) shirt."

**Expressive:** Point to an item in the picture and ask, "What color is the (marker)?"

### **Counting and 1:1 Correspondence:**

Have the student respond to, "How many (kids, trees, clouds) are in the picture?" Watch to see if the student touches each item in the image one at a time and counts correctly (demonstrates 1:1 correspondence).

### **Gender:**

**Receptive:** Have the student point to a character with a specific gender by saying, "Show me the (boy)."

**Expressive:** Point to one of the pictures and ask the student, "Is this a boy or a girl?"

### **Participation and Fine Motor Skills:**

**Turning Pages:** The student can turn the pages one at a time.

**Coloring:** The line drawing option can be used to create books that are perfect for children to color. This gives the student more ownership in the story and helps them work on fine motor skills.



## Page 1:

**Receptive Identification of Prepositions:** Have the child, "Touch what is *on*, *beside* the stool."

**Expressive Identification of Prepositions:** Ask the child, "Where is the book, shoes, boy/girl, squirrel?" (*on* the table, *on* the floor or beside the stool, *in* the bed, *in* the tree).

## Page 2:

**Receptive identification of adjective:** Ask the student to, "Show me what is *hot*."

**Safety:** Can discuss the cup being *hot* and how only adults touch hot items. This is also an opportunity to discuss how you know this is hot (the steam, it is in a mug) and what you do if you see something hot (don't touch it).

## Page 3:

### Verbs and "-ing":

**Receptive Identification:** Ask the student to, "Show me who is *eating*."

**Expressive Identification:** Ask the student, "What is the boy/girl doing?" (eating, sitting).

**Discussion:** Can talk about what the student eats for breakfast and what foods are part of a healthy breakfast.

## Page 4:

**Discussion:** Talk about the child carefully carrying items with both hands and looking at the dishes while carrying them.

## Page 5:

**Receptive Identification of Prepositions:** Have the child, "Point to what is *on*, *beside* the stool or *in* the hamper."

**Expressive Identification of Prepositions:** Ask the child, "Where are the pajamas, shoes, socks" (*in* the hamper, *on* the floor or beside the stool, *on* the stool).

## Page 6: Verbs and "-ing":

**Expressive Identification:** Ask the student, "What is the boy/girl doing?" (brushing teeth).

**Discussion:** Discuss why we brush our teeth.



## Page 7:

### Verbs and “-ing”:

**Expressive Identification:** Ask the student, “What is the boy/girl doing?” (washing her/his face).

**Discussion:** Discuss why we wash our faces.

## Page 8:

**Left and Right:** Have the student point to his/her left and right feet.

## Page 9:

**Appropriate Clothing and Weather:** The story discusses why we wear a coat but this can be elaborated on by discussing seasons or what other items someone might wear in cold weather (mittens, hat).

## Page 10:

**Prediction:** Ask the student, “What is (name) going to do next with the bag? (put it on, take it to school).”

## Page 11:

**Prediction:** Ask the student, “Where is (name) going? (school, outside) “How do you know?” (he/she has a book bag, the door is open).

**Sequencing:** Ask the student, “What did (name) do first, second, and third?”