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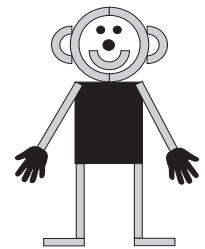
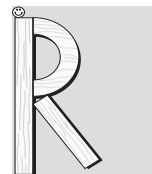
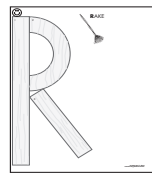
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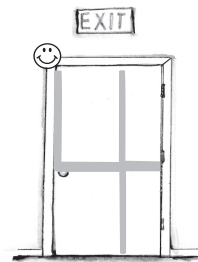
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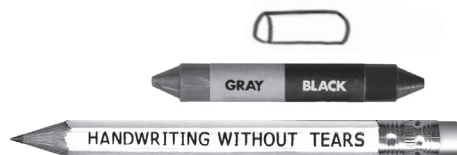


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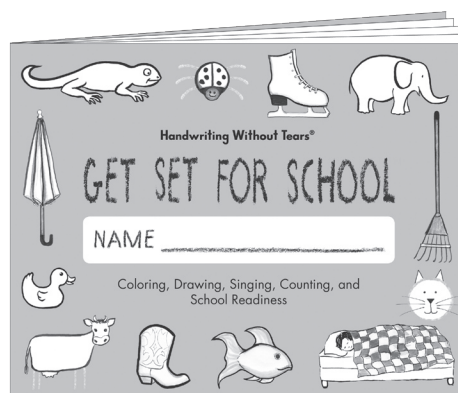


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## TEACHING SHAPES

### Build, Color, Trace, Sing, and Draw Shapes

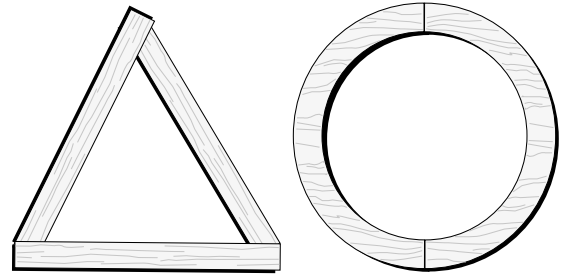
Learning shapes doesn't have to be boring. Use these fun, easy ideas for teaching shapes.

#### Build Shapes with Wood Pieces

See this guide: pages 34-45 to learn about Wood Pieces.

##### Directions

1. Demonstrate making shapes on the floor.
  - Circles = 2 big curves or 2 little curves
  - Crosses = 2 big lines or 2 little lines
  - Squares = 4 big lines or 4 little lines
  - Triangles = 3 big lines or 3 little lines
  - Rectangle = 2 big lines and 2 little lines
2. Ask children to hand you the pieces as you build the shapes.
3. Always start the circles with a **C**.
4. Leave your models on the floor for children to copy.

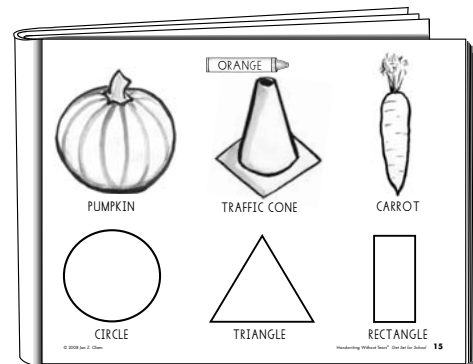


#### Color Shapes in the workbook

See this guide: pages 72-76 for specific instructions.

##### Directions

1. Teach the name of the shape.
2. Finger trace the shapes.
3. Help the children choose the right color crayon.
4. Show children how to move the crayon to follow the shapes.

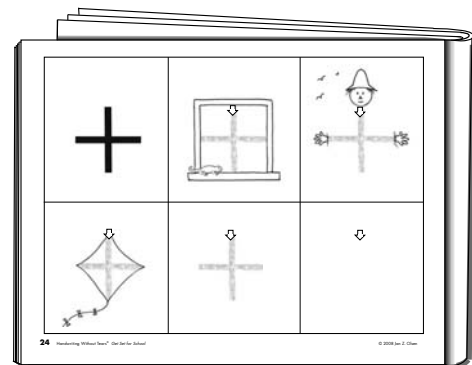


#### Trace Shapes in the workbook

See this guide pages: 79, 80, 82, 99, 103 for specific instructions.

##### Directions

1. Teach these pages as they come in the workbook.
2. Teach the names of the shapes.
3. Demonstrate crayon tracing.
4. Show children how to change the shape into a picture.

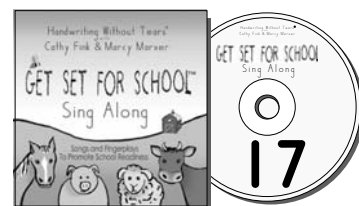


#### Sing and Draw Shapes with the CD, Track 17

Use an easel, flip chart, or board for this activity.

##### Directions

1. Teach these shapes as they appear in the workbook.
2. Let children watch you change shapes into pictures
3. Let children imitate you. Do not use the CD for this.
4. Make very simple drawings step by step for them to imitate.



Note: This activity is designed to give children confidence so that they'll draw more freely.

## Multisensory Lessons

Goodbye to boring lessons. Hello to fun and achievement! Research supports the importance of multisensory teaching to address children's diverse learning styles: visual, tactile, auditory, and kinesthetic. We encourage you to include the multisensory activities in the classroom to appeal to different learning styles and make lessons fun.

The Get Set for School™ program goes beyond typical multisensory instruction. Our strategies and materials are exceptional and uniquely effective at facilitating dynamic classrooms. Here are just a few teaching methods:

### Visual



- Step-by-step illustrations of letter formations give clear visual direction.
- Clean, uncluttered black and white pages are presented in a visually simple format.
- Illustrations in workbooks face left to right, promoting left-to-right directionality.

### Tactile



- Wet-Dry-Try on a Slate or blackboard gives children touch and repetition without boredom.
- Step-by-step workbook models are big enough for finger tracing.
- The frame of the Slate helps children make lines, and keep letters and numbers well proportioned.

### Auditory



- Consistent, child-friendly language helps children learn and remember easily.
- Music promotes memorable and entertaining letter instruction.
- Unique letter games prevent children from using old bad habits by delaying the auditory letter cue.

### Kinesthetic



- Music and movement teach letter formation.
- Door Tracing and Imaginary Writing teach using large arm movements and visual cues.

We assigned an interactive activity to each letter lesson. Don't be limited by our suggestions. You can use most of the activities with all letters.

Below is the list of our multisensory lessons that are described on the following pages.

- Music and Movement
- Wood Pieces
- Mat Man™
- Roll-A-Dough Letters™
- Stamp and See Screen™
- Door Tracing
- Imaginary Writing
- Wet-Dry-Try
- Magic C\*

\*These lessons are specific to a group of letters and are included with the letter lessons for each group.

### Tips

- Prepare ahead
- Be dynamic and silly
- Sing
- Encourage your students to participate
- Share techniques with parents
- Create your own activities

## MAT MAN™

Young children often are asked to draw pictures of themselves or a person. Mat Man makes drawing easy. The following Mat Man activities develop a child's body awareness, drawing, and counting skills.

### Preparation

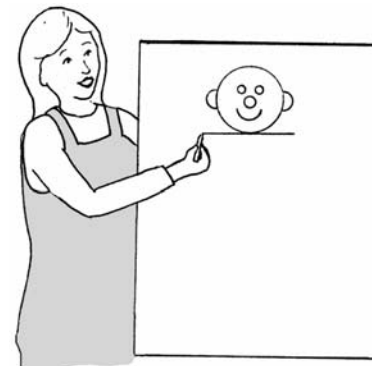
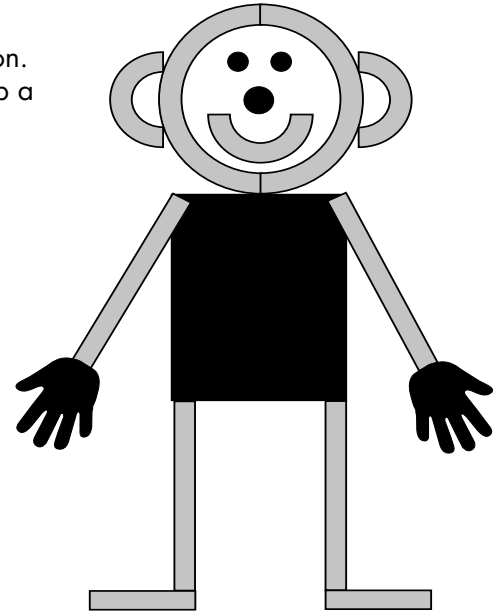
Mat

Wood Pieces:

- 2 big curves (head)
- 3 little curves (ears, mouth)
- 4 big lines (arms, legs)
- 2 little lines (feet)

Accessories:

- 2 hands
- 2 eyes (small water bottle caps)
- 1 nose (large milk or juice cap)
- other items as desired



### Directions for Building and Singing

1. Children sit on the floor in a circle.
2. Teacher builds Mat Man on the floor.
3. Teacher gives Mat Man's parts to the children.
4. Children build Mat Man as they sing the *Mat Man* song with the teacher. (Track 8)
5. Extra accessories (belly button, hair, clothing, seasonal items) will make Mat Man more interesting or change him into a different Mat person.

### Directions for Drawing

1. Children sit at tables/desks facing teacher. Teacher draws a large Mat Man at the board or easel.
2. Teacher draws each part in order. Sing/say: "Mat Man has one head. Watch me draw the head. Now it's your turn!" (*Get Set for School Sing Along CD*, Track 8)
3. Encourage children to add other details to their drawings.

### Skills Developed

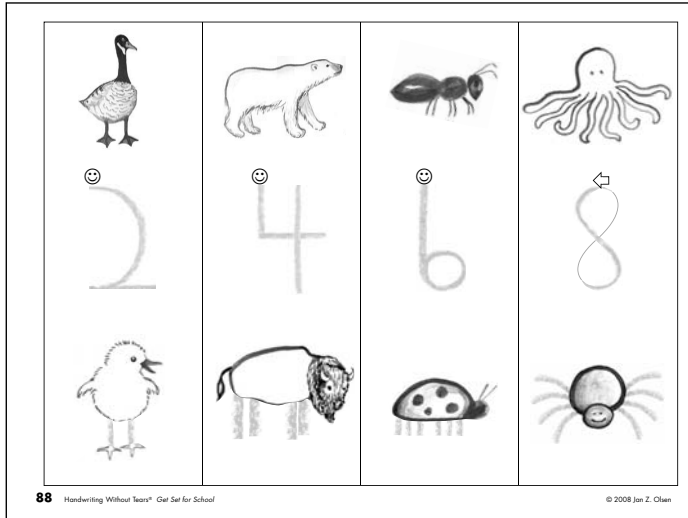
- Body Awareness—Body parts, body functions
- Drawing Skills—Placing body parts correctly, sequencing, and organization
- Socialization—Participation, following directions, contributing, taking turns
- Number Awareness—Counting body parts

### Tips

- For preschoolers, demonstrate drawing arms and legs with two parallel lines.
- Encourage students to personalize all of their drawings.



### A Workbook that Counts



Each number page has a related counting activity. Children make numbers **1–5** with fingers, wood pieces and the slate. They also color the pictures and trace the crayon stroke numbers. Numbers **6–10** have pictures to count. The workbook pages for numbers **2, 4, 6, and 8** directly relate to songs on the *Get Set for School Sing Along* CD. All of this adds up to a successful experience for the child who'll be entering kindergarten.

### A Workbook that Teaches Lowercase Recognition

**CAPITAL and Lowercase Letters**

Try these activities. Use them with other letters.

Find capital A and lowercase a. Do they look alike?

D...uck starts with d. What sound does d make?

Find the mouse. Mouse starts with...

Find V. What comes after V?

Capital letters prepare children for lowercase letters  
Children recognize the capital - lowercase partners.

**Cc Oo Ss Vv Ww Xx Zz**

Children recognize the similar lowercase letters:

**Jj Kk Pp Tt Uu Yy**

We teach children to recognize different ones

**Aa Bb Rr li Ee Dd Nn  
Ff Mm Hh Gg Ll Qq**

Using a Lowercase Matching activity.  
They see **A a - g a**. They know that **a** is **A**. They learn to name, match, and circle, lowercase **a**.

Lowercase Matching

Aa - g a      Rr - r i

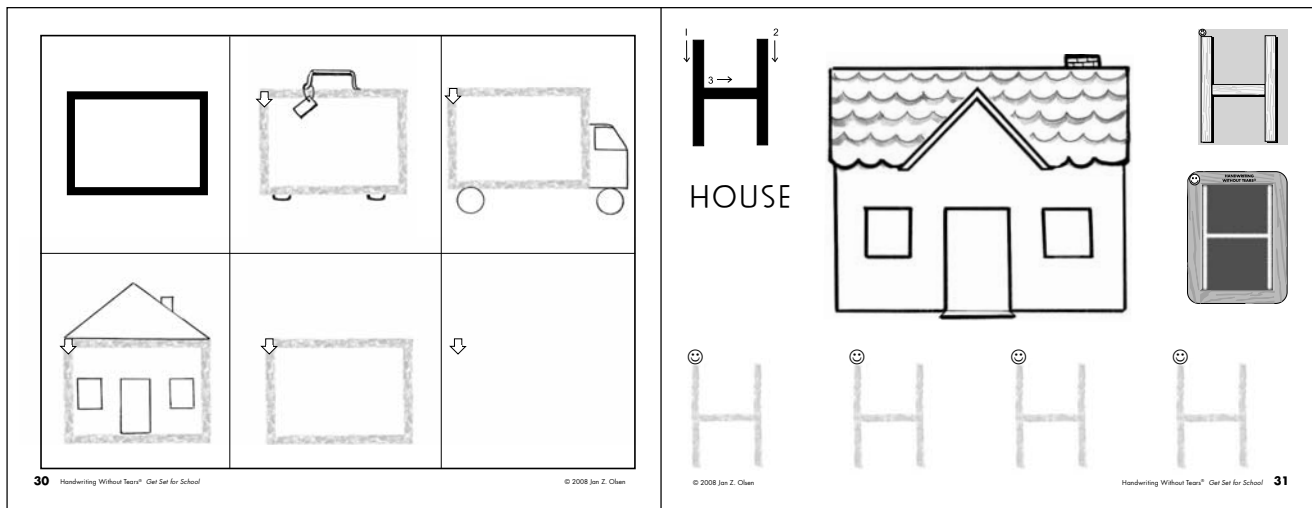
Ii - o i      Ee - a e

Dd - d a      Nn - n r

**Teach**



**Get Started** Rectangles use vertical and horizontal lines. Demonstrate rectangle for the students. Have them put their crayons on the arrow. Say, "little line down, big line across the bottom, little line up, big line across the top." Look, we made a rectangle." Allow children to choose which picture they would like to make in the final spot. Children who are not ready for crayon tracing may finger trace over each rectangle. Have students look for the house on the rectangle page.



**Ask about H**

Do you know: **H** words? **H** names? **H** sounds?  
 Have you seen a house? Who lives in a house? Does your house have a chimney?  
 What does the chimney do?

**Begin to look and learn**

This is the **H** page. Let's find the **H**s. (Point)  
 Look. There's a house. (Point)  
 House starts with **H**.  
 Talk about: 1 house, 1 door, 1 chimney, 2 windows.

**Color and draw**

Sing the *Crayon Song* (see page 65). Color the house any color.  
 What about adding grass, doorknob, smoke from chimney, window panes?

**Demonstrate tracing H**

Let's trace **H**. Put the crayon on the ☺.  
 Big line down. Big line down. Little line across.

**Extra**

Tell the story of the 3 Little Pigs.

**Fun focus**

Make a house out of a cardboard box.