

Education Bridge Curriculum

Language Arts Resources

Outcome #1

Language Milestones Pre-reading Quiz

Directions: Match the milestone to the correct age range

1. Responds to simple words and phrases like “Go bye-bye” and “Look at Mommy.” _____
 2. Puts two or more words together—like more water or go outside. _____
 3. Asks why and how _____
 4. Coos, makes sounds like ooooo, aahh, and mmmmm _____
 5. Includes main characters, settings, and words like and to connect information and ideas to tell stories. _____
 6. Looks at objects of interest and follows objects with their eyes. _____
 7. Babbles long strings of sounds, like mamamama, upup, or babababa. _____
 8. Tells you a story from a book or a video. _____
 9. Follows directions—like “Give me the ball,” “Hug the teddy bear, “Come here,” or “Show me your nose.” _____
- A. Birth to 3 months
B. 4-6 months
C. 7-9 months
D. 10-12 months
E. 13-18 months
F. 19-24 months
G. 2-3 years
H. 3-4 years
I. 4-5 years

Language Milestones Pre-reading Quiz
Answer Key

Directions: Match the milestone to the correct age range.

- | | |
|---|----------------------|
| 1. Responds to simple words and phrases like “Go bye-bye” and “Look at Mommy.” (D) | J. Birth to 3 months |
| 2. Puts two or more words together—like more water or go outside. (F) | K. 4-6 months |
| 3. Asks why and how (G) | L. 7-9 months |
| 4. Coos, makes sounds like ooooo, aahh, and mmmmm (A) | M. 10-12 months |
| 5. Includes main characters, settings, and words like and to connect information and ideas to tell stories. (I) | N. 13-18 months |
| 6. Looks at objects of interest and follows objects with their eyes. (B) | O. 19-24 months |
| 7. Babbles long strings of sounds, like mamamama, upup, or babababa. (C) | P. 2-3 years |
| 8. Tells you a story from a book or a video. (H) | Q. 3-4 years |
| 9. Follows directions—like “Give me the ball,” “Hug the teddy bear,” “Come here,” or “Show me your nose.” (E) | R. 4-5 years |

Discussion Questions

1. What did you find interesting about this video? What surprised you?
2. What are some benefits of children learning multiple languages early on as discussed in the video?
3. What is your opinion on the way Sandra runs her preschool program? Would you choose to send your child to a school like this? Why?
4. What types of challenges or drawbacks do you think teaching children multiple languages might create?
5. What languages do you know? When did you learn these languages? Share your experience
6. The video mentioned that learning multiple languages early on in other countries (European countries for example) is very common, however here in the US it is not. Why do you think this is?

Using American Sign Language for Early Learning

This brief focuses on American Sign Language (ASL) and the social, emotional, linguistic, and cognitive benefits that it provides for infants, toddlers, and young children. Learn strategies for supporting families who use ASL or want to introduce ASL to their child and find tips for building connections with deaf family members. Explore fun activities to support children's language and ASL development.



Also check out the companion resource, [Connecting at Home](#). It includes simple tips for families to support their children's ASL learning.

Research Notes

ASL is a complete visual language with its own grammar and syntax, separate from English. ASL is the language of the Deaf community. Many deaf people and those who use ASL consider themselves a cultural and linguistic minority, rather than equating deafness with disability. Many people use ASL, including deaf, hard of hearing, hearing people, and people with limited verbal language.

ASL is the only language that is 100% accessible all the time to deaf and hard of hearing children. Early hearing screenings and access to early intervention are critical

for deaf and hard-of-hearing children and their families. However, all children can benefit from the use of ASL with no risk to other language skills. In fact, learning and using ASL benefits children across [Early Learning Outcomes Framework \(ELOF\)](#) domains such as;

- Language and Communication
- Cognition
- Social and Emotional Development

The Take Home

- Children who use ASL are considered dual language learners (DLLs).
- All children can benefit from the use of ASL.
- Learning ASL in the early years supports language and literacy skills.

What does research say?

Children who use ASL at home are considered dual language learners.

ASL is the language used by the Deaf community. ASL is a complete language with its own grammar and syntax. Children who use ASL at home or are learning ASL from native speakers are considered DLLs in Head Start programs. A child might have a parent or family member who is deaf and communicates through ASL.

It is important to learn about Deaf cultural norms to ensure that children who use ASL receive culturally relevant learning experiences. Explore resources or connect with your local Deaf services center to learn more.

Providing access to ASL is critical for deaf and hard of hearing children.

ASL is the only complete language that deaf and hard of hearing children have total access to all the time. Connecting with early intervention services and providing early exposure to accessible language can help prevent language deprivation in deaf and hard of hearing children. Learning ASL also supports learning a second language, like English. Families of deaf and hard of hearing children will make their own choices about their child's communication, and it is important to respect their decisions. This may include using cochlear implants, hearing aids, speech therapy, learning ASL, speech reading, etc.

Families are a key resource and critical partners as you learn how to effectively support learning and development for deaf and hard of hearing children in your program. In addition, reach out to your program's disability services coordinator for resources about how to support deaf and hard of hearing children and their families.

Learning ASL benefits all children.

ASL provides the earliest possible mode for expressive communication, making it ideal for infants and toddlers to learn and use. Because ASL involves motor movements of the arms and hands, it provides another way for the brain to remember language and makes it easier to recall language. ASL also supports speech development. Using ASL supports all children who are DLLs who are still learning English by providing them a way to communicate their needs without speaking. ASL can also reduce frustration due to difficulties with spoken communication.

Using ASL supports language and literacy skills.

Research shows that exposure and use of ASL and the ASL manual alphabet increases English vocabulary growth. It also supports pre-literacy skills, like letter recognition.

<https://headstart.gov/publication/using-american-sign-language-early-learning>

Choosing a Book for Your Preschooler

By: Scholastic Parents Staff, Scholastic Parent and Family Blog

<https://www.scholastic.com/parents/books-and-reading/reading-resources/book-selection-tips/choosing-books-your-preschooler.print.html>

The preschool years are a period of rapid language development, so now is a great time to add to your child's book collection with picture books, activity books, and bedtime books that introduce new words and cater to his interests. Below are some basic recommendations from reading specialists, librarians, preschool teachers, and experienced parents:

- **Picture Books: Tell Me a Story**

Whether read-aloud or read-alone, picture books offer your young child the chance to answer her never-ending questions about the world around her. She's ready to listen to simple stories with basic plots, but illustrations are still the main attraction for this age group. Look for bright, big pictures and be sure to talk about them as you read.

- **Favorite Characters**

From Bob the Builder to Dora the Explorer, from Franklin to Barney, from Madeline to Miss Spider, favorite characters serve as trusted tour guides to kids of this age. Topics range from emotions to weather to ABCs.

- **Favorite Subjects**

Does your child have a case of the "whys"? It's important to take her questions seriously. And when you don't have an answer, there's likely a children's book that does. The key is to find basic stories that relate to your child's experiences.

- **Rhyming Text**

Catchy text makes for great entertainment. Look for rhythmic and/or rhyming text that's fun to read aloud and relatively easy to memorize so that your child can join in when she's ready. Nursery rhymes and poetry collections are good places to start.

- **Classic Tales**

There is a reason that the tales you grew up with are still around. From *The Story of Babar, the Little Elephant* by Jean de Brunhoff to *The Tale of Peter Rabbit* by

Beatrix Potter, classic stories introduce universal themes in the most comforting and creative ways.

- **Activity Books: Busy Hands, Busy Minds**

Activity books provide vital learning skills and endless entertainment for this age group. Hunt-and-find books, such as the I SPY series, encourage visual discrimination, while sticker books and oversized books show that reading can be fun.

- **Bedtime Books: Sweet Stories for Sweet Dreams**

A nice, soothing bedtime story can provide some welcome downtime after a busy day at school or day care.

Reading Response

Book Title: _____ Author: _____

What age range is this book intended for? _____

Summarize the book:

What is the main lesson or purpose of this book? What does it teach children?

What did you like about this book? What didn't you like?

Appendix A - Elements of Movement

This work is based on an original work of the Core Knowledge® Foundation made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License. This does not in any way imply that the Core Knowledge Foundation endorses this work.

<http://creativecommons.org/licenses/by-nc-sa/3.0/>

Copyright © 2013 Core Knowledge Foundation

www.coreknowledge.org

All Rights Reserved.

Core Knowledge Language Arts, Listening & Learning, and Tell It Again! Are trademarks of the Core Knowledge Foundation.

There are 5 basic elements of movement. an endless variety of movement experiences. These elements can be varied and combined to formulate

SPACE

- Personal space (me space) - the area that a person's body takes up and the area within their reach.
- Personal space is like a protective bubble around that person
- General space (everybody space) - All of the space in the movement area that is not being taken up
- by someone's personal space. We move our personal space through general space.

SHAPE

- The different ways we can bend our body.

FORCE

- How lightly or strongly a movement is performed.

TIME

- How quickly or slowly a movement is performed.

FLOW

- How smooth or choppy a movement is performed.

ANY MOVEMENT ACTIVITY CAN BE CHANGED BY CHANGING ONE OR MORE OF THE BASIC ELEMENTS OF MOVEMENT

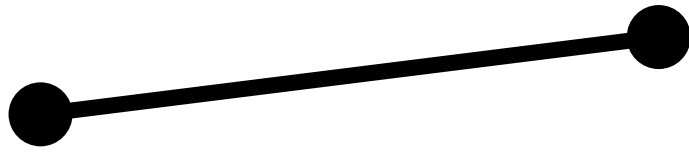
For example, a walking activity can be changed by suggesting that children try it fast and slow, crawling or on tip toe or bent over. Have them try it soft and gentle like raindrops, then strong and heavy like an elephant. Suggest that they try it smooth and flowing like a river then, halting like a robot. Movements can also be done in place or moving through general space.

Research Instructions- Music

1. Do a basic internet search to find a popular children's musician that you find interesting. Report to your teacher the musician you are choosing to research for approval.
2. Use reliable sources (no wikipedia) to gather information about this person's life and work. Research the following:
 - Where are they from?
 - What inspired them to become a children' s musician?
 - What type of music do they make?
 - What challenges did they face?
 - How did they overcome these challenges?
 - What are some of their most popular songs? (Be prepared to play a sample)
 - What do you think about their music?
 - What can you learn from this person?
3. Create a slides presentation. Make sure to include visuals.
4. Present your findings to the class. Make sure each person in your group speaks.

Elements of Art

Line



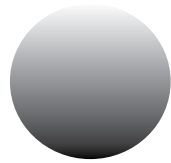
Line is the path of a moving point. Lines define the edges of shapes and forms.

Shape



Shape is an area enclosed by line. It is 2 dimensional and can be geometric or organic.

Form



Forms are 3-Dimensional. They occupy space or give the illusion that they occupy the space.

Color



Color is the most expressive element of art and is seen by the way light reflects off a surface.

Value



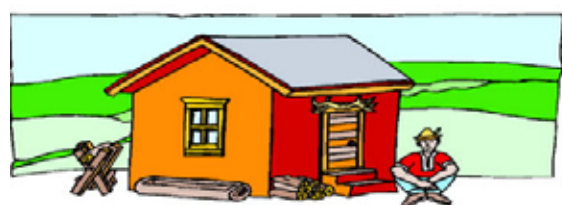
Value is the lightness or darkness of a surface. It is often referred to when shading but value is also important in the study of color

Texture



Texture is the actual surface feel or the simulated appearance of roughness, smoothness & many others.

Space



Space is the illusion of objects having depth on the 2-dimensional surface. Linear and aerial perspective are used.

Negatives to Positives

Negative statement:

Positive Restatement:



Research Instructions- Visual Art

1. Read through the book “The Very Hungry Caterpillar” by Eric Carle or watch the read aloud here: [The very hungry caterpillar | Animated Book | Read aloud](#)
2. Using the book and the 7 elements of art, create an art experience for young children in a preschool classroom. Be sure to:
 - Identify the element(s) of art that this activity promotes
 - Identify all the materials that will be needed
 - Explain the process from start to finish, how this activity will unfold.
 - Explain how this activity supports the learning and development of young children.
3. Be prepared to share this with the class!

Taken from: <https://www.parent.app/blog/benefits-of-dramatic-play-for-young-children>

1. Enhancement of Social Skills

Dramatic play provides children with a unique platform to interact and engage with their peers. As they immerse themselves in various roles and scenarios, they learn valuable social skills such as sharing, taking turns, and cooperation. Through role-playing, children navigate complex social dynamics, negotiate roles, and engage in meaningful dialogue. This type of interaction fosters the development of effective communication and active listening skills, setting a strong foundation for their future interactions.

- **Communication Skills:** Engaging in dramatic play requires children to talk, listen, and negotiate roles. It's a fantastic way to develop communication skills.
- **Teamwork:** Learning to work together, share, and collaborate is a key benefit of dramatic play. It's teamwork in its most enjoyable form!

2. Emotional Intelligence Growth

Children often find it challenging to express their emotions openly. Dramatic play acts as a safe outlet for them to explore and express a wide range of feelings. When pretending to be different characters, children can embody various emotional states, allowing them to better understand their own emotions and those of others. This leads to the development of empathy as they step into different perspectives and explore how characters might feel in various situations.

- **Emotional Intelligence:** Dramatic play helps children understand and express their feelings, improving their emotional intelligence and helping them deal with real-life situations.
- **Empathy:** When children take on different roles, they learn to see the world from various perspectives. This fosters empathy and helps them become compassionate individuals.

3. Cognitive Development

The cognitive benefits of dramatic play are vast and multifaceted. When engaged in pretend scenarios, children are constantly problem-solving and making decisions. They create imaginative scenarios, invent solutions to challenges, and adapt their narratives on the fly. This not only nurtures their creativity and imagination but also sharpens their critical thinking abilities—a crucial skill set that will serve them well throughout their lives.

- **Creativity Enhancement:** By pretending to be pirates on a treasure hunt or explorers discovering new lands, children's imaginations soar, and their creativity blossoms.
- **Problem-Solving Skills:** When playing house or school, kids often encounter "problems" that they need to solve, such as a broken toy or a lost item. They learn to think critically and come up with solutions.

4. Language and Vocabulary Expansion

In the world of make-believe, children often find themselves using rich and descriptive vocabulary. Whether they're narrating their adventures as daring explorers or engaging in a tea party as elegant hosts, dramatic play encourages them to use language in diverse and engaging ways. This naturally leads to the expansion of their vocabulary and the development of strong narrative and storytelling skills.

5. Physical and Motor Skill Improvement

Active play is a cornerstone of childhood development, and dramatic play seamlessly integrates physical activity with imaginative scenarios. Children become active participants in their play by moving, gesturing, and manipulating props. These actions contribute to the refinement of their gross motor skills, coordination, and even fine motor skills as they handle and manipulate various play items.

6. Confidence and Self-Esteem Building

Stepping into different roles during dramatic play allows children to experiment with various aspects of their personality and abilities. As they successfully navigate through scenarios and overcome challenges, their sense of accomplishment soars, contributing to the development of self-confidence and self-esteem. They realize that they can be whoever they want to be and achieve success through their efforts.

7. Cultural and Contextual Understanding

Dramatic play often involves exploring different roles and settings. Whether children are pretending to be doctors, astronauts, or historical figures, they gain a deeper understanding of the world around them. This exposure to various roles and scenarios fosters cultural awareness and contextual understanding, helping them appreciate diversity and the interconnectedness of different roles within society.

8. Connection to Real-World Experiences

One of the remarkable aspects of dramatic play is its ability to bridge the gap between fantasy and reality. Children often draw parallels between their play scenarios and real-life experiences. This connection allows them to apply the knowledge and skills acquired during play to real-world situations, making their learning more practical and relevant.

9. Problem-Solving Abilities

Dramatic play is filled with unexpected twists and turns, requiring children to think on their feet and come up with solutions in the moment. As they encounter challenges within their play scenarios, they learn to problem-solve, adapt, and find creative solutions. These skills extend beyond playtime, equipping them with the resilience and adaptability needed to navigate the complexities of life.

10. Cooperative and Collaborative Skills

Many dramatic play scenarios involve group play, encouraging children to collaborate and cooperate with their peers. Whether building a make-believe castle together or acting out a complex scenario, children learn the value of teamwork, negotiation, and compromise. These skills are essential for effective collaboration in future endeavors.

11. Regulation of Behavior and Emotions

Through dramatic play, children practice regulating their behavior and emotions in different contexts. They learn to control their impulses, manage emotional responses, and navigate conflicts peacefully. This self-regulation

is a fundamental life skill that supports their social and emotional well-being.

12. Parental and Adult Involvement

While children often initiate dramatic play independently, adults play a crucial role in facilitating and enriching the experience. Creating a supportive environment with appropriate props and encouraging their imaginative endeavors can greatly enhance the benefits of dramatic play. Adults can also join in the play, fostering bonding and creating cherished memories.

13. Incorporating Dramatic Play in Learning

The power of dramatic play extends beyond casual playtime—it can be seamlessly integrated into educational settings. Educators are increasingly recognizing the value of play-based learning. By incorporating dramatic play into lessons, educators can harness its benefits to make learning engaging, interactive, and effective.

14. Balancing Screen Time with Active Play

In today's digital age, concerns about excessive screen time are on the rise. Dramatic play offers a wholesome alternative to passive screen-based activities. While digital play has its merits, active and imaginative play is essential for a child's physical, cognitive, and emotional development. Striking a balance between screen time and active play is crucial for a well-rounded childhood.

The Benefits of Dramatic Play

Directions: Read each of the 14 benefits of dramatic play and fill in the blanks. Be prepared to explain each one in your own words.

1. Enhancement of _____
2. _____ intelligence growth
3. _____ development
4. _____ and _____ expression
5. _____ and _____ skill improvement
6. _____ and _____ - _____ building
7. Cultural and _____ understanding
8. Connection to _____ - _____ experiences
9. _____ - _____ abilities
10. _____ and _____ skills
11. Regulation of _____ and _____
12. Parental and adult _____
13. Incorporating _____ in _____
14. Balancing _____ with _____

Phonological Awareness for Kindergarten

What is Phonological Awareness?

North Carolina Department of Public Instruction, 2025.

<https://www.dpi.nc.gov/students-families/parents-corner/literacy-home-digital-childrens-reading-initiative/kindergarten/phonological-awareness-kindergarten>



Phonological awareness refers to the bigger “chunks” or “parts” of language. When we ask students to rhyme, blend small words to make a compound word, break words apart into syllables or onset-rime, we are working at the phonological awareness level. Phonemic awareness is a part of phonological awareness. Phonemic awareness is the ability to recognize and manipulate each sound in a word. Phonological/phonemic awareness focuses on sounds and does not include written letters or words.

In kindergarten, phonological awareness focuses on rhyming words (words that sound the same at the end), alliteration (repeated beginning sounds), segmenting sentences (telling how many words in a sentence), syllables (chunking parts of words), and manipulating phonemes (adding, deleting, or substituting sounds in words). All these skills are practiced orally, without any written letters.

What is Phonological Awareness? Practice Activities

Nursery Rhymes: Sing a nursery rhyme each week with the child. Talk about words that rhyme, describing them as words that sound the same at the end. As the child becomes more familiar with the rhyme, have them complete phrases by saying the rhyming word. Nursery Rhymes

Odd Word Out with Rhyming: Let the child know that they will be listening for the “odd word out” in groups of words that rhyme (e.g. man, can, book). Remember, rhyming words sound the same at the end.

Rhyming Riddles: Create simple riddles or poems and go over them with the child. Next, let the child fill in the rhyming word after you start the riddles or poem (e.g. “The black cat is very ____ (fat)” or “Humpty Dumpty sat on a wall. Humpty Dumpty had a big ____ (fall)”.) Remember, rhyming words sound the same at the end.

Odd Word Out with Alliteration: Let the child know that they will be listening for the “odd word out” in groups of words that have the same beginning sound (e.g. man, tree, monkey). Remember, words with the same beginning sound are examples of alliteration.

Particular Puppet: Find or make a puppet out of a paper bag or a sock. Talk about how the puppet is picky and only likes foods that start with a particular letter (e.g., He will only eat foods that start with the letter S., He will play with toys that begin with the letter T.). Have the child look around the house, store, or outside for items that Particular Puppet would like. Ask the child to tell you or point out what things Particular Puppet would like.

How many words do you hear?: Say a short sentence. Repeat the sentence with the child. Jump/clap/tap for each word while saying the sentence again. Say how many words are in the sentence. Repeat several times.

Syllable Hopscotch: Use chalk or tape to create boxes on the floor and say a word. Give the child a word. Have the child skip, step, or hop into a box for each syllable they hear in the word. Some words are harder to segment than others. Check the [number of syllables](#). [Printable Cards](#) (optional)

Sound Play Practice: adding, taking away, or substituting individual sounds to form new words. (Adding—“Say pot. Now add a /s/ to the beginning of pot. We made the word spot by adding /s/ to pot!” Deleting—“Say cat. Now say cat without saying /c/. Yes, we made at by taking the /c/ away from cat.”).



Ready for Reading

BIRTH TO 5

Rhyme

Open Them, Shut Them

Open them, shut them,
Open them, shut them.
Give a little clap, clap, clap.

Open them, shut them,
Open them, shut them,
Put them in your lap, lap, lap.

Creep them, creep them,
Creep them, creep them,
Right up to your chin, chin, chin.
Open wide your little mouth... But do not put them in!

Finger Plays

By

Dr. Jean Feldman
Website: drjean.org

Dr. Jean has created videos for these finger plays and posted them on YouTube. Here is the link:

<http://www.youtube.com/watch?v=4f2d7BW3CzI>

You might find it easier to just go to youtube.com and search for **Finger Plays with Dr. Jean** rather than type in the youtube address above.

Where have all the finger plays gone? They used to be an integral part of early childhood classrooms; I couldn't have gotten through a day without using a finger rhyme to focus children's attention or entertain them during a transition. But today they have been overshadowed by computers and workbooks.

It's amazing that children today are just as mesmerized by finger plays as I was as a little girl half a century ago. I can still remember "Here Are Grandma's Glasses" that Mrs. Meyers taught me my first day of kindergarten, and now as I share these rhymes with my grandson I am reminded of the joy children get from simple things like finger stories. Though I've done "Where Is Thumbkin?" thousands of times, it's NEW to him. The magic is still there as he dances his thumbs behind his back.

As our society grows more and more fascinated by computer games and i-pods, we seem to be losing touch with these simple gifts. I'm afraid these gems will be lost if I don't write them down and pass them on to you!

Happy Hands Finger Plays!

GRANDMA'S GLASSES

(I learned this one my first day of kindergarten!)

These are grandma's glasses. (Make circles around eyes.)
This is grandma's hat. (Cup hands and place on head.)
And this is the way
She folds her hands. (Fold hands and put
And puts them in her lap. in them in your lap.)

Say with a deep voice:

These are grandpa's glasses. (Make circles around eyes.)
This is grandpa's hat. (Pretend to put on a hat.)
And this is the way
He folds his arms (Cross arms and fold.)
Just like that!

TEDDY BEAR

Teddy Bear, Teddy Bear, (Turn around.)
Turn around.
Teddy Bear, Teddy Bear, (Touch ground.)
Touch the ground.
Teddy Bear, Teddy Bear,
Read the news. (Pretend to read.)
Teddy Bear, Teddy Bear,
Tie your shoes. (Bend down to shoes.)
Teddy Bear, Teddy Bear,
Go upstairs. (Climb stairs.)
Teddy Bear, Teddy Bear,
Say your prayers. (Fold hands.)
Teddy Bear, Teddy Bear,
Turn off the light. (Pretend to switch.)
Teddy Bear, Teddy Bear,
Say, "Good night." (Place head on hands and close eyes.)

*You can change, "Say your prayers," to "Comb your hair" if you wish.

BEEES

Here is a beehive, (Hold up fist.)
But where are the bees. (Shake head.)
Hiding inside where nobody sees.
Soon they will come out of their hive.
One, two, three, four, five. (Slowly hold up one finger at a time.)

Here is a beehive, (Hold up fist.)
But where are the bees.
Flying around all the flowers and trees. (Open and wiggle fingers.)
Soon they will come home from their fun.
Five, four, three, two, one. (Slowly put fingers down to make a fist.)

FIVE LITTLE CUPCAKES

Down around the corner
At the bakery shop, (Hold up 5 fingers and wiggle.)
Five little cupcakes
With sprinkles on top.
Along came (child's name)
With a penny one day.
She bought a cupcake and
She took it away. (Put down 1 finger.)
Four...three...two...one

FIVE LITTLE MONKEYS

Five little monkeys (Hold up 5 fingers.)
Jumping on the bed. (Bounce fingers up and down.)
One fell off and
Bumped her head. (Gently tap head.)
Momma called the doctor (Pretend to call on a phone.)
And the doctor said,
That's what you get (Shake finger as if scolding.)
For jumping on the bed.

Four...three...two...one...

No little monkeys...They're all sick with broken heads!

*Adapt this rhyme and use the children's names in your classroom.
For example, "Josie, Josie, jumping on the bed..."

MONKEYS AND ALLIGATOR

Five little monkeys (Hold up 5 fingers.)
Swinging from a tree,
Teasing Mr. Alligator, (Point finger as if teasing.)
"Can't catch me!
You can't catch me!" (Shake head "no.")
Along came Mr. Alligator (Put palms together and slowly
Quiet as can be, move like an alligator.)
And snatched a monkey (Open and clap palms as if
Right out of the tree! chomping on something.)

Four...three...two...one

"Missed me, missed me! (Put open hands on either side
Now you gotta kiss me!" of your head and wiggle.)

THE FINGER BAND

The finger band is (Start with your hands behind your back
Coming to town, and wiggle them as you slowly bring
Coming to town, them in front.)
Coming to town.
The finger band is
Coming to town
So early in the morning.

This is the way (Pretend to play drums.)
They play their drums...

This is the way (Twirl hands around your head.)
They twirl their hands...

This is the way (Pretend to play a horn.)
They play their horns...

Let children suggest other instruments and motions.

The finger band (Slowly wiggle fingers behind you
Is going away, as you lower your voice to a whisper.)
Going away,
Going away.
The finger band
Is going away
So early in the morning.

HERE IS A BUNNY

Here is a bunny (Hold up index and middle fingers.)
With ears so funny. (Wiggle fingers.)
And here is his
Hole in the ground. (Make hole with fist of the other hand.)
At the slightest noise he hears,
He pricks up his ears, (Wiggle fingers.)
Then hops to his
Hole in the ground! (Pretend to hop bunny ears into the hole.)

HERE IS A TURTLE

Here is a turtle. (Make fist.)
He lives in a shell.
He likes his home
Very well.
When he gets hungry (Stick out thumb and wiggle.)
He comes out to eat.
Then he goes back into (Tuck thumb back in fist.)
His house to sleep.

HAVE A CUP OF TEA

Here's a cup. (Hold up right hand.)
And here's a cup. (Hold left hand.)
And here's a pot of tea. (Put hands together.)
Pour a cup. (Pretend to pour in right hand.)
And pour a cup. (Pour in left hand.)
And have a cup with me! (Pretend to drink.)

ME

I've got ten little fingers, (Hold up both hands.)
And ten little toes, (Point to feet.)
Two little eyes, (Point to eyes.)
And a mouth and a nose. (Point mouth and then nose.)
Put them all together, (Circle arms as if hugging.)
And what have you got? (Hands on hips.)
You've got me, baby, (Put thumbs in chest.)
And that's a lot! (Wiggle hips.)

TEN LITTLE FRIENDS

Ten little friends (Hold up fingers.)
Went out to play (Wiggle.)
On a very bright
And sunny day.
And they took a little walk.
Walk, walk, walk. (Walk fingers in front of your body.)
And they had a little talk.
Talk, talk, talk. (Put fingertips together.)

A new verse:
Close the doors (Fold thumbs over each other.)
And hear them pray. (Learn ear down to hands.)
Open the door (Open thumbs.)
And they all go away. (Wiggle fingers behind you.)

DAYS OF THE WEEK

(Stand up to begin this rhyme.)

Sunday, Sunday, (Clap hands.)
Clap, clap, clap.
Monday, Monday, (Tap foot.)
Tap, tap, tap.
Tuesday, Tuesday, (Hop on one foot.)
Hop, hop, hop.
Wednesday, Wednesday, (Hold up hand.)
Stop, stop, stop.
Thursday, Thursday, (Jump on two feet.)
Jump, jump, jump.
Friday, Friday, (Pound fists together.)
Thump, thump, thump.
Saturday, Saturday, (Turn around.)
Turn around.
Now smile quietly (Sit down and smile.)
Without a sound!

THREE SPECKLED FROGS

Three little speckled frogs (Hold up 3 fingers.)
Sitting on a speckled log
Eating some most delicious bugs.
Glub! Glub! (Rub your tummy.)
One jumped into the pool (Jump index finger up.)
Where it was nice and cool (Cross arms and shiver.)
Now there are
two green speckled frogs. (Hold up 2 fingers.)
Two...One...No (Make zero with fingers.)

Came waddling back.
Four...three...two...one

No little ducks went out to play (Make fist.)
Over the hills and far away.
When the daddy duck called,
"QUACK! QUACK! QUACK!" (Open and close arms and say loudly.)
Five little ducks came waddling back.

CATERPILLAR

A caterpillar crawled (Hold up right arm like a tree branch.)
To the top of a tree. (Crawl left pointer up right arm.)
I think I'll take a nap said he. (Wiggle left pointer.)
So under the leaf (Pretend to crawl left pointer
He began to creep. under right palm.)
He spun a cocoon, (Wrap right hand around left pointer.)
And he fell asleep. (Hold hands very still.)
For six long months
He slept in that cocoon bed.
Til spring came along and said,
Wake up, wake up,
You sleep head. (Shake pointer.)
Out of the leaf he did cry, (Clasp thumbs and open palms.)
Lo, I am a butterfly! (Fly hands around like a butterfly.)

CHOO CHOO TRAIN

Choo, choo, choo, choo, (Slowly crawl left fingers up right arm
Choo, choo, choo, choo, from wrist to shoulder.)
Up the railroad track.
Choo, choo, choo, choo, (Slowly reverse movement and crawl
Choo, choo, choo, choo, fingers back down your arm.)
And then it comes right back.

HERE'S THE CHURCH

(I thought everyone knew this, but several people in a recent workshop said they'd never heard it before!)

Here's the church (Cross fingers and fold inside.)
Here's the steeple. (Stick up index fingers.)
Open the doors (Open thumbs.)
And see all the people. (Wiggle fingers.)

They climbed a great big hill (Move fingers over your head.)
And stood on the top very still. (Keep hands still.)
Then they all tumbled down (Roll hands around and down.)
And fell to the ground.
We're so tired, (Hold up fingers.)
They all said.
So they all went home
And went to bed.
10 - 9 - 8 - 7 - 6 -
5 - 4 - 3 - 2 - 1. (Put down fingers one at a time.)
Good night! (Lay head on hands.)

MOUSIE BROWN

Up the tall white candlestick (Hold right arm high in the air.)
Went little mousie brown. (Wiggle left index finger up arm.)
But when he got up to the top,
He could not get back down. (Wiggle finger back and forth.)
He called for Grandma. (Cup hands around your mouth
"Grandma! Grandma!" as you pretend to yell.)
But Grandma was in town. (Open hands and shake head.)
So little mousie curled right up (Stick left index finger in right palm.)
And rolled right down. (Make fists with hands and roll down
in front of you.)

Cut off the finger from a cloth glove and use it to make a mouse puppet.

THIS LITTLE GIRL

This little girl is
Ready for bed. (Hold up index finger and wiggle.)
On the pillow
She lays her head. (Open palm and lay finger down.)
Wrap the covers
Around her tight. (Wrap fist around finger.)
That's the way
She spends the night. (Rock hand.)
Morning comes,
She opens her eyes.
Off with a toss
The covers fly. (Open fist.)
She jumps out of bed, (Hold up finger.)
Eats her breakfast, (Pretend to feed finger some food.)
And brushes her teeth. (Pretend to brush teeth on finger.)

She gets dressed and (Pretend to dress finger.)
 Brushes her hair. (Pretend to brush hair.)
 Now she's ready
 And on her way, (Dance finger around.)
 To work and play
 At school all day.

This little boy... (Do similar motions with the
 opposite index finger.)

NOODLES

One small noodle (Hold up one finger.)
 On my noodle plate.
 Salt and pepper,
 Tastes just great. (Pretend to shake salt.)
 Mother's going to the store.
 Mother, mother, get some more.

Two...Three...Four...

Five small noodles (Hold up five fingers.)
 On my noodle plate.
 Salt and pepper, (Pretend to shake salt.)
 Tastes just great.
 Mother, mother, I am stuffed.
 I think that I have had enough!

Take a paper plate and cut out five holes as shown. Stick fingers in the holes to match the noodles in the rhyme.

KING KONG

(Say "King Kong" in a loud voice and
 "teeny tiny monkey" in a squeaky voice.)

KING KONG (Flex arms.)
 Was just a teeny
 Tiny monkey (Hold up pinky.)
 Compared to my love for you. (Cross arms over chest and then extend.)
 KING KONG (Flex arms.)
 Was just a teeny
 Tiny monkey (Hold up pinky.)
 Compared to my love for you. (Cross arms over chest and then extend.)

THE APPLE TREE

Way up high
 In the apple tree (Point up.)
 Two little apples
 Smiled down at me. (Hold up 2 fingers.)
 I shook that tree
 As hard as I could, (Pretend to shake a tree.)
 And down came the apples, (Roll hands around.)
 Mmmm, mmmm, good! (Pat tummy.)

*You can vary the number and type of fruit. For example, "Way up high in an orange tree, five juicy oranges smiled down at me..."

FIVE LITTLE SAUSAGES

Five little sausages (Hold up 5 fingers.)
 Frying in the pan.
 The grease got hot,
 And one went BAM! (Clap hands.)

Four little hotdogs... (Hold up 4 fingers.)
 Three little hotdogs... (Hold up 3 fingers.)
 Two little hotdogs... (Hold up 2 fingers.)
 One little hotdog... (Hold up 1 finger.)

No little hotdogs (Hold up fist.)
 Frying in the pan.
 The pan got hot,
 And it went BAM! (Clap hands and say the last word loudly.)

*You can change sausages to "hotdogs."

*Change the rhyme to popcorn and say:

"Five little kernels sizzling in the pot.

The grease got hot and one went POP!"

FIVE LITTLE DUCKS

Five little ducks (Hold up 5 fingers.)
 Went out to play
 Over the hills (Move hand up and down.)
 And far away. (Put hand over your eyes as if looking.)
 When the mother duck called,
 "Quack, quack, quack!" (Put palms together and open and shut.)
 Four little ducks (Hold up 4 fingers.)

To choose the very best one
And you are it!

*Go around room and point to children as you say
the rhyme. "It" has to sit down. Continue until
there is one child left standing.

*Children can also stand in a circle and hold out
their fists as they say this rhyme.

DIG A HOLE

Dig a hole.	(Make a hole by making a fist with right hand.)
Plant a seed.	(Stick left index finger in the hole.)
Up comes a flower.	(Bring left hand up through right fist.)
Pull out the weed.	(Pretend to pluck a weed.)

WHERE IS MY BUNNY?

(Thanks to Nancy Bauchle for sharing this with me.)

Where is my bunny?	(Begin with hands behind your back.)
No one can see	(Shake head "no.")
I think that my bunny Is hiding from me.	(Look over shoulder.)
Here is my bunny.	(Hold up 1 thumb.)
He's found a friend.	(Hold up other thumb.)
Look at all the others.	(Slowly stick up fingers.)
Now there are ten!	

I CAUGHT A FISH

One, two, three, four, five.	(Hold up fingers one at a time on right hand.)
I caught a fish alive.	(Cup hands and pretend to catch a fish.)
Six, seven, eight, nine, ten,	(Hold up fingers one at a time on left hand.)
I let it go again.	(Pretend to release the fish.)
Why did you let that fishy go?	(Cock head to one side.)
Because it bit my finger so.	(Shake head.)
Which finger did it bite?	(Cock head to one side.)
My little finger on my right.	(Hold up right pinky.)

I love you day	(Make circle with arms.)
And night.	(Lay head on hands.)
My love is out of sight.	(Hands in air.)
KING KONG	(Flex arms.)
Was just a teeny	
Tiny monkey	(Hold up pinky.)
Compared to my love for you!	(Softly say this line as you point to children.)

MISS MOLLY

Miss Molly had a dolly	(Cradle arms and rock.)
Who was sick, sick, sick.	
So she called for the doctor	(Pretend to hold a phone next to your ear.)
To come quick, quick, quick.	
The doctor came	(Pretend to hold up bag.)
With his bag and his hat.	(Touch head.)
And he knocked on the door	
With a rat-a-tat-tat.	(Pretend to knock.)
He looked at the dolly	
And he shook his head.	(Shake head.)
He said, "Miss Molly	
Put her straight to bed."	(Point finger.)
He wrote on some paper	
For some pills, pills, pills.	(Pretend to write.)
"I'll be back in the morning	
With the bills, bills, bills."	(Wave good-bye.)

TWO LITTLE BLACK BIRDS

Two little black birds	
Sitting on a hill	(Make fists and stick up thumbs.)
One name Jack	(Wiggle right thumb.)
and one named Jill.	(Wiggle left thumb.)
Fly away Jack.	(Wiggle right thumb behind back.)
Fly away Jill.	(Wiggle left thumb behind back.)
Come back Jack.	(Bring back right thumb.)
Come back Jill.	(Bring back left thumb.)

Additional verses:

Two little red birds sitting on a wall.
One named Pam and one named Paul.
Fly away Pam. Fly away Paul.
Come back Pam. Come back Paul.

Two little blue birds sitting in the tree.
One named Brad and one named Bree.
Fly away Brad. Fly away Bree.
Come back Brad. Come back Bree.

Two little yellow birds sitting on a sled.
One named Tami and one named Ted.
Fly away Tami. Fly away Ted.
Come back Tami. Come back Ted.

I HAVE A CAT

I have a cat. (Make "cat" in sign language by stroking whiskers.)
 I have a cat. (Children repeat.)
My cat is fat. (Hold out arms in front of you like a tummy.)
 My cat is fat. (Children repeat.)
My cat wears a hat. (Pretend to put a hat on your head.)
 My cat wears a hat. (Children repeat.)
My cat sees a bat. (Link thumbs and pretend to fly hands.)
 My cat sees a bat. (Children repeat.)
My cat sees a rat. (Hold up pinky like a rat's tail.)
 My cat sees a rat. (Children repeat.)
I have a cat. (Pretend to stroke whiskers.)
 I have a cat. (Children repeat.)
MEOW! (Make hands like claws and say together.)

BUBBLEGUM

Bubblegum, (Pat thighs to the beat.)
Bubblegum
In a dish.
How many pieces
Do you wish?
1, 2, 3, 4, 5,
6, 7, 8, 9, 10..... (Clap and count.)

*Let different children chose an amount and clap.

A LITTLE MOUSE

A little mouse (Wiggle left thumb.)
Lived quietly in his hole. (Make fist with right hand.)
A little mouse (Wiggle left thumb.)

Lived quietly in his hole. (Place left thumb in right fist.)
When all was as quiet
As quiet could be.
Sh! Sh! Sh! (Say very softly and slowly.)
Out popped he! (Remove left thumb and wiggle.)

STOP, LOOK, AND LISTEN!

Stop, (Hold your palm up.)
Look, (Point to your eyes.)
And listen, (Cup hands behind ears.)
Before you (Point finger and shake as if bossing
Cross the street. someone.)
Use your eyes, (Point to your eyes.)
Use your ears, (Point to your ears.)
And then use your feet! (Point to your feet.)

MR. TURKEY

Mr. Turkey went for (Start with hands behind your back.)
A walk one day (Bring right thumb out in front of you.)
In the very best
Of weather.
He met Mr. Duck (Bring left thumb out in front.)
Along the way
And they talked (Have thumbs look at each other.)
Together.
"Gobble, gobble, gobble." (Wiggle right thumb.)
"Quack, quack, quack." (Wiggle left thumb.)
"Good-bye." (Bow right thumb.)
"Good-bye." (Bow left thumb.)
And they both walked back! (Wiggle thumbs behind your back.)

ONE POTATO

One potato, (Hold up fingers as you count.)
Two potato,
Three potato,
Four.
Five potato,
Six potato,
Seven potato,
More.
My mother told me

Evaluation

1. Name of finger play: _____

2. What are the rhyming words?

3. Are there any repeated words or sound words? (i.e. "boom!", or "bang!") _____

4. How does the child use their body?

5. How does this finger play connect to the child's emotions? _____

6. What is the child learning about in this finger play? _____

Reflection

Directions: Write at least 2 paragraphs reflecting on your experience teaching an activity related to phonological awareness. Use the following questions to guide you:

- What activity did you choose to teach?
- Describe the activity and the sequence of events.
- How many children were present? What ages? What is your relationship with these children?
- Did all the children participate? If not, why not?
- How did the children respond?
- What went well? What would you do differently next time?
- What did you learn from this experience?

Reggio Emilia

Paul Main

<https://www.structural-learning.com/post/reggio-emilia>

February 5, 2024

Discover the Reggio Emilia Approach: Transforming Early Education with Child-Centered Learning. Unlock the power of this innovative pedagogy.

Historical background of Reggio Emilia

Reggio Emilia, a city in northern Italy, has a rich historical background in education. The Reggio Emilia Approach, which originated after World War II, emphasizes the importance of children's rights, community involvement, and experiential learning. The approach was founded by Loris Malaguzzi, who advocated for a child-centered, collaborative, and holistic approach to education.

The Loris Malaguzzi International Center, Reggio Children, and Fondazione Reggio Children have played integral roles in promoting and defending children's rights and improving educational experiences in communities.

These organizations have expanded the reach of the Reggio Emilia Approach, offering training, resources, and research to educators worldwide. They have also advocated for the rights of children to high-quality, individualized education, leading to improvements in early childhood education practices globally.

Overall, the historical background of Reggio Emilia and the organizations associated with the Reggio Emilia Approach have had a significant impact on promoting children's rights and improving educational experiences, shaping the way educators approach early childhood education.

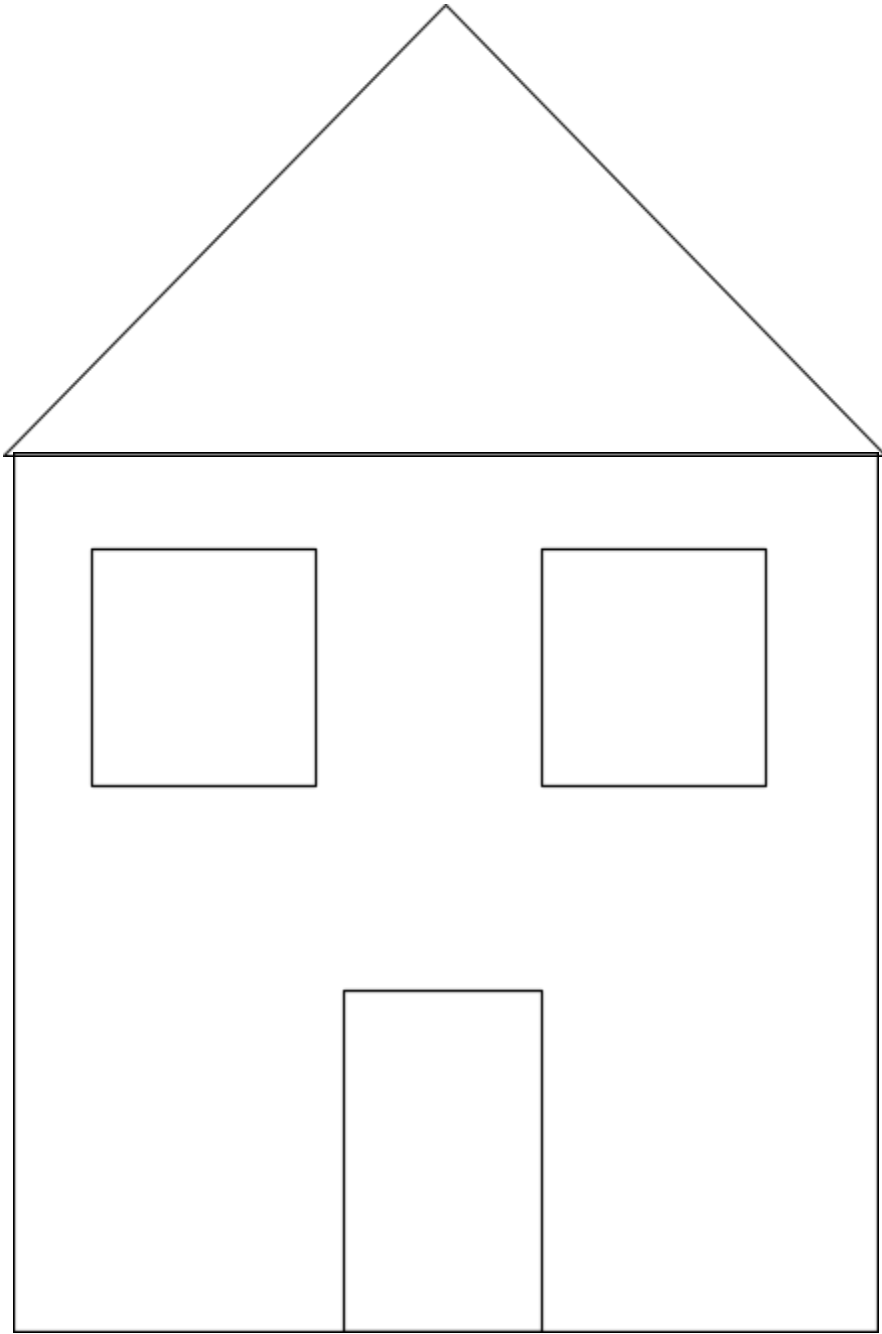
Principles of the Reggio Emilia Approach

The Principles of the Reggio Emilia Approach emphasize the importance of viewing children as competent, capable, and full of potential. This educational philosophy, originating from the town of Reggio Emilia in Italy, is based on the belief that every child is a unique individual with their own interests, ideas, and ways of learning.

The approach values the role of the environment, encouraging the use of natural materials and open spaces to stimulate creativity and exploration. Collaboration and communication are also central to this approach, with an emphasis on the active involvement of parents, teachers, and the community in a child's learning journey.

The Reggio Emilia Approach also places a strong emphasis on the arts, using various forms of expression such as drawing, painting, sculpting, and dramatic play to support children's cognitive and emotional development. These principles guide educators in creating a nurturing and inspiring environment that fosters curiosity, critical thinking, and a love for learning.

	Name	Company	Location	Rate of pay	Job Responsibilities	Qualifications
Job 1						
Job 2						
Job 3						



Lesson Plan Template

Date: 7/28/25	
Objectives: (from this activity the children will be able to...) <ul style="list-style-type: none">• Explore the feeling of different textures• Make a prediction about what will happen next• Hold and squeeze an eye-dropper with their fingers	
Lesson/ Activity Title: Fun with Slime	
Materials needed: <ul style="list-style-type: none">• Eye droppers, cups, bowls, paper towels, food coloring, water, cornstarch, spoons	Skills: <ul style="list-style-type: none">• Language- names of colors, letter "S"• Math & Science- predicting, mixing colors
Description: <ol style="list-style-type: none">1. Children will gather at a table with materials already out but setting aside. The teacher will introduce the activity by explaining what they will do: add cornstarch and water.2. Children will come up with their own idea of what will happen if they put water and cornstarch together. Write these ideas down next to each child's name on the board/ jumbo paper pad.3. Place one bowl, one cup, and one eye dropper in front of each child.4. Guide each child as they pour water into their cup from the pitcher.5. Sprinkle a small amount of cornstarch into each child's bowl.6. Watch as children use the eye dropper to slowly add water from the cup to the bowl to mix the cornstarch and water together. Talk about what you see happening as they mix the two materials together with a plastic spoon. Use "S" words like "sticky", and "slimy".7. Help children add a few drops of food coloring to their mixture. Talk about the color names and count the drops.8. Have children move to the large water table. Pour in a blue slime mixture. Talk about the color. Ask students to predict what will happen when they add the yellow slime.9. Add the yellow slime and describe the changes and the new color they see.10. Allow children to have fun exploring the texture of the slime!	
Assessment: (How will you know the children have met the objectives) <ul style="list-style-type: none">• Students predictions written down on the board• Observations of the children completing the activity• Pictures/video	

Lesson Plan Template

Date:	
Objectives: (After this activity the students will be able to...) <ul style="list-style-type: none">•••	
Lesson/ Activity Title:	
Materials needed:	Skills:
Description:	
Assessment: (How will you know the children have met the objectives)	

Online Matching Activity- Cover Letters

<https://wordwall.net/resource/78769300/cover-letter-parts>



7 Key Components of an Effective Cover Letter

<https://www.indeed.com/career-advice/resumes-cover-letters/parts-of-cover-letter>

Your cover letter is typically the first impression you make on potential employers when they review your job application. To capture their attention and increase your chances of being invited for an interview, your cover letter should aim to include key elements presented in a clear format. Hiring managers often sift through numerous applications each day, making it important to incorporate specific cover letter contents that highlight your qualifications and align with their professional expectations.

In this article, discover the key cover letter contents for every application, plus a template and example to help you write your own standout cover letter.

What is the purpose of a cover letter?

A cover letter offers a personalized introduction to a potential employer, highlighting your qualifications and interest in the role. While your resume focuses on skills and work experience, the cover letter provides insight into your soft skills, attitude, and motivations. Employers may review cover letters to assess how well you align with their company culture and how you can apply your experience to meet the role's requirements. An effective cover letter connects your career goals with the company's values.

Key cover letter contents to include

Cover letter contents may differ between cover letters, but there are still key elements that each one should aim to include to highlight your candidacy for the role. Consistent formatting is also important, ensuring your information is well-organized and easy for employers to review.

A strong cover letter follows a logical structure to showcase your skills. To meet employer expectations and highlight your top qualities, here are seven sections that every cover letter should include:

1. Header

Cover letters generally begin with a header that includes your contact details. To maintain consistency, many applicants use the same header for both their cover letter and resume. Your header should start with your name and list your email, phone number, and address on separate lines. If relevant to the role, you can also include links to your portfolio or professional social media profiles.

If space allows, you may also include the hiring manager's name and company contact information. While typically included on hard copy submissions, adding employer details is optional for digital applications.

Read more: [7 Powerful Ways to Start a Cover Letter \(With Examples\)](#)

2. Greeting

The salutation of your cover letter is a key opportunity to stand out by addressing the correct person. Research the hiring manager's name for each job to show effort and attention to detail. You can often find this information in the job listing, on the company website, or by contacting the company directly.

If a specific name is not available, personalize the greeting by referencing the department that the role belongs to. If a name is not available, a standard greeting like 'Dear Hiring Manager' can be acceptable. Keep your greeting professional and concise, using appropriate titles and honorifics where appropriate.

3. Introduction

The opening paragraph of the cover letter should aim to introduce who you are and explain why you are interested in the role. Mention the job title, highlight your relevant strengths, and share why you are excited about the opportunity. If a current employee referred you, you may mention that here.

Review the job posting to identify key qualifications, and use this paragraph to showcase how you meet those requirements, setting the stage for the rest of your letter. This introduction helps employers quickly see why you are a strong fit for the role.

4. Qualifications

After your introduction, focus on your qualifications and experience. This section should aim to immediately capture the employer's interest by highlighting how you can contribute to their team.

Expand on the skills and achievements listed in your resume, specifically focusing on how they align with the job requirements. Share examples of relevant projects or challenges you have worked on, emphasizing how you solved problems and delivered results. Highlight your contributions to the success of past initiatives and showcase the impact of your work to demonstrate your value to the employer.

5. Values and goals

In the next paragraph, show that you have researched the company and understand its mission. Highlight how your goals align with theirs, focusing on what excites you about the company's culture.

A strong cover letter typically demonstrates how you will be an asset to the team, fit in well with colleagues, and share the company's values, making you a more appealing candidate for an interview. Use this section to explain how your work can benefit both you and the employer, showcasing your ability to not only perform the job but also contribute positively to the team.

6. Call to action

In the final paragraph, summarize your interest in the position and suggest the next steps. Thank the hiring manager for reviewing your application, and express your enthusiasm for discussing the role further or scheduling an interview. Keep the focus on how your skills and experience can benefit the company, highlighting the value you can bring to their team.

7. Signature

Conclude your cover letter with a professional sign-off, followed by your name or signature. If you are submitting your cover letter via email, avoid adding an extra email signature. Some suitable closing phrases include:

- Sincerely
- Best regards
- Respectfully
- Thank you
- With thanks

Cover Letter Examples

#1

Mike Lee
2309 Central Ave.
Aurora, IL 60656
872-925-0345
mlee@myemail.com

October 3, 2024

Chris Robinson
Restaurant Manager
350 N. Park St.
Aurora, IL 60656

Dear Mr. Robinson,

I am writing to express my interest in the Chef position at St. Paul's Restaurant. I have been passionate about cooking since I was young, and have chosen to pursue culinary training as soon as I could. Now, with more than 3 years of experience, I am excited to put my skills into practice in a highly respected restaurant like yours.

In my last position at Peterson Restaurant, I learned the art of quality service in a fast-paced environment. I am skilled at working well under pressure and managing a kitchen staff of more than 10 employees. I am trained in knife work as well as kitchen safety. I also have experience creating a robust menu that utilizes a wide range of culinary techniques.

I believe my unique skills make me a perfect fit for the Chef role at your restaurant and I look forward to the opportunity to speak with you in person for an interview. Thank you for your time and consideration.

Sincerely,

Mike Lee

#2

Felicia Smith

Felicia.s@myemail.com

Hello,

My name is Felicia Smith. I am interested in working for your company.

I am qualified for this position because I love to cook good meals at home for my family.
I am a hard worker and a fast learner.

Thanks,

Felicia

Cover Letter Planning

<p>Introduction-</p> <ul style="list-style-type: none">● What is your “Attention getter”?● What position are you interested in?● Why is this job interesting to you?	
<p>Qualifications-</p> <ul style="list-style-type: none">● What makes you a good fit for this job?● What are some measurable accomplishments you can discuss?● What are your credentials?	
<p>Values and Goals-</p> <ul style="list-style-type: none">● What are your career goals?● How do your personal values and goals match with the company or particular position?	

Call to Action-

- What can you say to encourage the employer to contact you?

Cover Letter Peer Review Rubric

Student Reviewer: _____

Graded on:	Scale of 1-3 1=Worst 3=Best	Comments:
Header & Greeting <ul style="list-style-type: none"> ● Did they have an appropriate header with their contact information? ● Did they have an appropriate greeting? 		
Introduction <ul style="list-style-type: none"> ● Did they have an attention getter? ● Did they say the name of the position? ● Did they talk about why they are interested? 		
Qualifications <ul style="list-style-type: none"> ● Did they talk about why they are a good fit for the job? ● Did they mention any measurable accomplishments? ● Did they mention credentials? 		
Values and Goals <ul style="list-style-type: none"> ● Did they mention any of their career goals? ● Did they mention how their personal values or goals match with the company or position? 		
Call to Action <ul style="list-style-type: none"> ● Did they encourage the employer to contact them? 		
Signature <ul style="list-style-type: none"> ● Did they have an appropriate signature? 		

Resource	Location	Hours of operation	Activities available	What ages is this suited for?	What did you find interesting?