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School Readiness (behavior)

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Sesame Street Seminar – School Readiness (behavior)

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RATIONALE:

This module will provide an overview of the social-emotional and adaptive skills required for kindergarten success. The module will also provide insight into how Sesame Street has prepared children for their first days of preschool or kindergarten and all that entails: following the rules, playing with others, taking turns, etc.

CLASS MODULE:

This module can be used for courses like Language, Literacy, and Cognition, Developmental Psychology, Introduction to Special Education, Early Childhood Development, Typical and Atypical Development, Overview of Kindergarten Readiness and Success, etc. This module would probably be used for an upper level undergraduate and graduate class as part of an early childhood education certification program, as a seminar.

POTENTIAL FORMAT:

This module can be modified for use in an online, hybrid, or face-to-face class format.

TOPICAL READINGS:

How sesame street helps kids learn for life

<https://www.pbs.org/education/blog/how-sesame-street-helps-children-learn-for-life>

Linking Social Development and Behavior to School Readiness

<http://csefel.vanderbilt.edu/resources/inftodd/mod4/4.3.pdf>

Red Light, Purple Light! Results of an Intervention to Promote School Readiness for Children From Low-Income Backgrounds Front. Psychol., 22 October 2019

| <https://doi.org/10.3389/fpsyg.2019.02365> or

<https://www.frontiersin.org/articles/10.3389/fpsyg.2019.02365/full>

School readiness assessment:

http://www.medicosescolares.com.ar/articulos/299_Maxwell2004.pdf

Truglo, R.T.& Thomas, P. (2019). *Sesame Street Ready For School! A parent's guide to playful learning for children ages 2-5*. China: Running Press Publishers. ISBN-13: 978-0762466078

VIDEO CLIPS:

Sesame Street: Ready For School Compilation with Elmo and Friends (50.01 minutes)

<https://www.youtube.com/watch?v=dqEq49gxRgU>

PLEASE WATCH THESE SEGMENTS FROM THE ABOVE COMPILATION:

- S is for School:
.45 to 1.50
- Good behavior is the rule
1.50 – 2.48
- Raise your hand when you want to talk
11:30-13:26
- I live in two different worlds – Ed Sheeran
4.26-7:00
- How to listen in school
17.52-18.45
- Anyone can play in any way
34:12 – 35:11

All of the following videos have a static picture of Elmo with a **voiceover narration (but no animation)**

Sesame Street Ready For School Challenge | Kindergarten: The Very First Day (5.54 minutes)

<https://www.youtube.com/watch?v=N1WN6j795y4>

Sesame Street Ready For School Challenge | Kindergarten: Teacher Talk (4.58 minutes)

<https://www.youtube.com/watch?v=yhNIDS4iWKQ>

Sesame Street Ready for School Challenge: First Grade: Routines (4.18 minutes)

<https://www.youtube.com/watch?v=nxjEa1OqyUs>

Sesame Street Ready For School Challenge | First Grade: Classroom Rules (4:28 minutes)

<https://www.youtube.com/watch?v=yxbIinOm-h8>

Elmo's Pretend School (full episode, 56 minutes)

<https://www.youtube.com/watch?v=4c--xBAAMEI>

Sesame Street: Forty Blocks From Home (2.17 minutes) (taking the bus to school)

<https://www.youtube.com/watch?v=bKyLzUT4svw>

Belly Breathe (1.56 minutes)

<https://ny.pbslearningmedia.org/resource/sesame-belly-breathe/belly-breathe-sesame-street/>

ACTIVITIES:

Creation of early childhood rules (behavioral expectations): You will create a list of rules, suitable for an early childhood general education, integrated or self-contained classroom. Remember what we know about the creation of rules:

- stated in the positive (tell a student what TO do, as opposed to what NOT to do)

- written clearly and concisely
- written to be easily generalized (for example, refrain from creating a rule such as “Take turns while waiting for the slide on the playground”)
- possible rules include “Follow directions” , “Stay in your area”, etc.

You should have 4-6 rules for this age group of children.

Also, please have a Sesame Street character, photo, or graphic to act as a visual support to accompany your written rules. For example, a picture of Oscar the Grouch in his trashcan could accompany the rule “Stay in your area”.

Your rules will also include a written rationale and justification for why you wrote the rules as you did. At a minimum, your write-up should include:

- Where the rules will be displayed
- How the rules will be taught
- How frequently and at what times the rules will be reviewed
- The consequences of (a) following the rules; and (b) not following the rules?
- How will rules be conveyed to parents and families?

Sesame Street video segments: Examples of School-Ready Behaviors:

Watch the Sesame Street episode “Elmo’s Pretend School: (full episode, 56 minutes). This episode includes segments of Elmo in his “pretend” school, as well as other segments related to school and behavior.

<https://www.youtube.com/watch?v=4c--xBAMEI>

Create two lists, one for “appropriate school behaviors” and one for “inappropriate school behaviors” List examples from the videos that exemplify both sets of behaviors. For the “appropriate school behaviors”, reference examples of positive praise statements or other types of reinforcement that you could use for the Muppets to “catch them being good”. For the “inappropriate school behaviors” list, reference strategies that you could employ to teach appropriate replacement behaviors that are socially appropriate.

Be a contributing book author!

Sesame Street Ready for School! is a parent’s guidebook to facilitate meaningful and education interactions with children, ages 2-5. Each chapter has a different topic, but all chapters are formatted in the same way, including these recurring topical features:

Play and Learn Boxes: playful learning activities for kids and caregivers to do together

Quick Tips – entertaining hints designed to enhance quality time with your kids

Good Stuff – recommendations for books, websites, apps, arts, and crafts

Deep Dives – short essays to educate parents on a broad range of subjects

You and your groupmates will create one of each of the features, above, for addition to a chapter entitled “Get Ready for School! Behavioral expectations for young children”.

Possible topics for your featured segments could include:

- Turn-taking
- Sharing
- Following directions (one and multi-step)
- Task completion
- Requesting assistance
- Appropriate refusal
- Working independently
- Collaborative play
- Appropriate transitions between preferred and non-preferred activities
- Responds to name when called
- Attends to speaker

DEEP DIVE

LEARNING MATHEMATICS THROUGH MUSIC

Music provides a joyful way to introduce basic math concepts and language to young children. In the music vocabulary below, you can see how math is at the core of music. As you make music together with your child—by singing, dancing, playing with musical instruments—you’ll be helping your child learn math! When you understand the underlying math concepts, you can, in turn, reinforce your child’s grasp of these basic concepts in playful learning moments throughout the day. Here are a few basic musical concepts:

- **RHYTHM** is the **NUMBER** of beats in a musical pattern. Music is developed in groups of two or three. For example, the song “Rubber Ducky” is a 2 beat, and “I Love Trash” is a 3 beat. Children can recognize the difference between a 1-2 beat and a 1-2-3 beat and move their bodies accordingly. You can reinforce these sound and number patterns on simple instruments, such as a drum, a triangle, or maracas.
- **TEMPO** is the pace of music, which can be **FAST OR SLOW** (a relational concept). To demonstrate tempo, play different types of musical tempos and move your bodies to the tempo so your child can see, and then feel, how the tempo changes.
- **DYNAMICS** is the volume of music, which can be **LOUD/SOFT** (a relational concept). To show dynamics, sing a variety of songs, such as a lullaby in a soft voice and belt out a favorite song in a loud “Broadway” voice!
- **PITCH** is the **MELODIC RANGE OF MUSIC**, which goes from **LOW TO HIGH**. To explain pitch, sing a familiar song, such as “Row, Row, Row Your Boat,” and play the “Be My Echo” game. Change the range of your voice, alternating between low and high pitches.
- **DURATION** is the **LENGTH** of the musical sound. Sing a song, such as “Twinkle, Twinkle, Little Star,” for your children to experience long sounds. For example “Twinkle–Twinkle (long sound) Little-Star (short sound).”



- **COPY, EXTEND, AND CREATE THEIR OWN PATTERNS.** Children learn to play with patterns by creating a new pattern that matches one they see or continuing an existing pattern (cat, dog, cat, dog, cat, dog—what comes next?). They also learn to fill in a missing part (car, truck, truck, car, truck, truck, car, _____, truck—what’s missing?). Eventually, they learn to create and describe their own patterns.

What to Expect from Your Preschooler

AGE 2

At two years old, your child probably is interested in patterns and simple sequences, and tries to create patterns with stickers or blocks.

AGE 3

At three years old, your child very likely recognizes simple AB patterns (patterns that repeat two items) and can say the pattern out loud while looking at it. For example, she may point out a pattern in floor tiles—“Look! Gray square, white square, gray square, white square, gray square, white square!”

AGE 4

At four years old, your child probably can extend or fill in the missing part of a simple AB pattern. For example, he can help set the table by continuing your pattern—fork, spoon, fork, spoon—and realizes when a fork is missing. In addition, he can copy a simple AB pattern. As he nears five years old, he can copy more complex patterns, such as following a simple dance step you teach him—step sideways, clap, step sideways, clap, step sideways, clap.

AGE 5

At five years old, your child can extend and fill in missing parts of more complex patterns. She can continue a rhythm you stomp out—short stomp, long stomp, long stomp / short stomp, long stomp, long stomp / short stomp, long stomp, long

HOW MANY BLOCKS ALL TOGETHER?

97

GOOD STUFF!

GREAT BOOKS ABOUT NATURE

Scores of wonderful books are available on the subject of science and nature. Especially valuable are three series that include multiple titles: *Dr. Seuss The Cat in the Hat Learning Library* (On *Beyond Bugs: Wish for a Fish*, etc.), *Eyewitness Junior Books* (*Amazing Frogs & Toads*, *Amazing Lizards*, etc.), and *Sesame Street My First Book About*: (*Insects*, *Reptiles*, *Fish*, *Farms*, etc.). And here are some additional books about science and nature topics that will pique your child's interest:

- **The Honeybee Man** by Lela Nargi and Kyrsten Brooker

The story of Fred, a man who lives in a New York apartment, but raises bees and makes honey, even in the city! Explains to children, especially urban children, where honey comes from.

- **Plants Feed Me** by Lizzie Rockwell

This beautifully illustrated picture book explains, simply and accurately, how food gets from the garden and farm onto our dining tables.

- **Growing Vegetable Soup**, written and illustrated by Lois Ehler

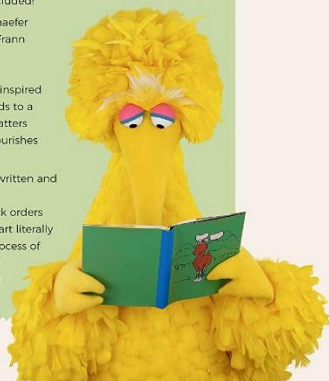
How do vegetables get from seeds and soil to delicious soup? Curious readers will thoroughly enjoy this fresh presentation of the gardening cycle. An easy and tasty soup recipe is included!

- **Because of an Acorn** by Lola M. Schaefer and Adam Schaefer, illustrated by Frann Preston-Gannon

This book is a celebration of the interconnectedness of ecosystems. Inspired by the white oak tree, an acorn leads to a tree, which houses a bird, which scatters seeds, which grow into fruit that nourishes animals who scatter the acorns.

- **Pancake, Pancake, Farm to Table**, written and illustrated by Eric Carle

A charming story about how Jack orders pancakes for breakfast, but must start literally from scratch. Readers follow the process of making pancakes, starting with the crowing of a rooster! Charming and informative.



SESAME STREET Ready for School!

PLAY & LEARN

"[H]ealing the broken bond between our young and nature is in our self-interest, not only because aesthetics or justice demands it, but also because our mental, physical, and spiritual health depends upon it."

—Richard Louv,
from the Introduction to *Last Child in the Woods*

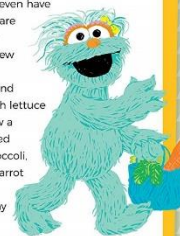
FROM GARDEN TO TABLE

Introduce your child to the important concepts of where our food comes from and how we get it. In explaining about planting fruits and vegetables, then harvesting, cooking, and eating them, you will be teaching your child about the natural scientific process, including observation, investigation, analysis, and finally, the "big idea," which might be digging into a delicious fresh salad!

If you have a home garden, fabulous! Together with your child, plant seeds for various foods and watch them as they grow, lettuce, spinach, tomatoes, strawberries, even carrots, potatoes, and possibly a few stalks of corn. When the time comes to harvest them, include your child in the process of deciding if a particular plant is ready for picking.

If you don't have a garden at home, take your child to a local farmer's market or farm stand. Talk about how the farmer has grown all these foods, picked them when they were ripe, and brought them to the market. You can even have this conversation in a conventional supermarket. Children are sometimes surprised to learn that those piles of apples or carrots that they see at the local grocery store originally grew on a farm.

Now take your garden greens, vegetables, and fruits, and create dishes that you eat together: a huge fresh salad with lettuce and tomatoes; sautéed spinach (children enjoy seeing how a huge bunch of spinach shrivels to a single serving of cooked spinach); a crudité platter with raw carrots, cauliflower, broccoli, and green beans. If you enjoy baking, consider making a carrot cake or an apple crisp, pointing out how foods begin by appearing one way, but by the time we eat them, they may look very different.



See additional topics:

- Academic readiness
- Executive functioning
- Social-emotional development