

Date of program _____

1. Welcoming remarks:

- Introduce yourself and welcome everyone
- State expectations (“Children this age don’t sit perfectly still”)
- Set guidelines (“If they come within this invisible circle, please come and get them...”)
- Explain how it works (“I’m going to say things twice...”)

2. Rhymes and reads

- Opening ritual rhyme: a. Old Mother Goose when she wanted to wander
General rhyme b. _____
General rhyme c. _____
Puppet: _____
Book to Read Aloud: _____
Song: (Optional) _____

3. Body Rhymes:

- Head: _____
Fingers: _____
Body or Hands: _____
Knee bounces: a. _____
b. _____
c. _____

4. Rum Pum Pum Drum Sequence (*Children tap out names with syllables*)

5. Stand Up Activities:

- a. _____
b. _____
c. Handy Spandy

6. Animal Sequence:

- a. I went to visit the farm one day (*using book illustrations*)
b. _____ (*using puppets*)
c. (*Optional rhyme or activity*) _____

7. Musical Instruments and Props:

- Musical instrument: a. We ___ our ___ together because it’s fun to do.
b. _____
c. _____
d. Instruments away

- Colored scarves: a. _____
b. _____
c. _____
d. Scarves away

8. Lullaby:

9. Interactive Rhyme:

10. Closing Segment:

- a. Can you kick with two feet?
b. We’re so happy that everyone is here



Developmental tip #1: _____

Developmental tip #2: _____

Observations:

What rhyme / song / activity inspired laughter?

What rhyme/ song/ activity did it seem the children most enjoyed?

What rhyme/ song/ activity did it seem the parents most enjoyed?

What rhyme/ song/ activity did not go over well?

Ideas on what to cut for next week?

Ideas on what to add for next week?

Names of children or parents who stand out and why?

Important information to remember for next week:

General Observations and Notes:

Self -Assessment for MGOL Facilitators

How comfortable are you with the following actions?

	Very comfortable	Comfortable	Somewhat comfortable	Not yet comfortable
<i>Joining in children's play</i>				
<i>Encouraging children to play together</i>				
<i>Reciting rhymes and singing songs</i>				
<i>Modeling book-reading behavior</i>				
<i>Modeling playful ways to share a book with a child without actually reading it</i>				
<i>Introducing new words and their meanings to children</i>				
<i>Using rich, descriptive vocabulary when talking and playing with children</i>				
<i>Using felt pieces and book illustrations to build visual literacy</i>				
<i>Being playful with language (playing with sounds, emphasizing fun words)</i>				
<i>Giving developmental tips to adults that explain the skills being built by activities</i>				
<i>Giving developmental tips that describe how to replicate activities at home</i>				
<i>Encouraging parents to talk, sing, share books, and play with their children</i>				