

English Learning Games

Learning Props L.L.C.



Learning Props L.L.C.

www.learningprops.com

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PO Box 774, Racine, WI 53401

Instruction Booklet

Look inside for valuable ideas and materials
to manage your *Learning Props*® games.

Included in the *Learning Props*® system are:

- Learning games designed for preschool learners
Each includes: a game, movers, die and a book
(Note: replacement parts can be ordered, see page 17)
- Materials to support the administration process
- Home Practice Pages –reproducible pages to complement or supplement each game theme



English Units Available:

Body Parts - *identification of body parts*

Critters - *identification of animals*

Letters A-Z-*letter recognition skills*

Play Action - *motor enrichment & imaginative play*

Where Will You Find Me?
language enhancement

Count On Me! - *counting skills*

Dress Up - *language/clothing terms*

Patterns - *discrimination skills*

Shape Land - *shape recognition*

What Color Is It? *color recognition*

Which Way? - *directional words*

Welcome to *Learning Props*®!



I am excited that you have selected *Learning Props*®!

These games complement preschool learning themes. Use them within your program or loan them out as a “library resource”.

They can support learning in a variety of settings. Try them as learning centers or with groups of children. The games are also instructional tools that can be used at home. They are ideal tools for home visiting programs serving Pre-K learners.

When I created the games I was working as a Parent Involvement Coordinator serving a high-risk, low-income population. I saw limited resources in homes and a need for durable tools that could support learning. These games were created to fill that need. Games offered a direct and fun way to practice skills. The limited number of pieces made it ideal for circulating. The games worked well with the families we served. I look forward to your working with the games!

If your program does not currently use the practice of loaning resources to families I hope you will consider trying it. The ideas in this booklet and materials in your system can help you develop and manage a lending library.

Working with parents I learned that parents really cared about the educational progress of their students. I heard from parents that they encouraged learning at home, and yet in the same breathe they’d say, “I wish I knew what to do to help my student learn.” I also had students whose families needed encouragement to share meaningful learning experiences together. I needed resources that could invite the involvement of those families in a positive supportive approach. Check out the support offered in the “Learning Hints” and “More Fun Things To Do” sections on the back of each game bag. Parents needed materials and ideas to support their child’s learning. As an educator, I designed these tools to fill that need.

The games were designed to be used with adult support. That support may be a teacher, a volunteer, or a nurturing family member. (Nurturing family members might be a parent, grandparent, sibling or a variety of other caregivers.) Educators, volunteers, parents, and older student helpers can easily lead preschoolers in playing the games and sharing the books. These playing opportunities could take place in small groups or one-on-one with learners. The practice of modeling the use of the game may be helpful to first time users. When it is not possible to have direct contact with the adult supporter a phone call or note can invite their participation.

Learning Props® can be your tool to bridge the efforts between your program and the homes of preschool learners. I am excited that you have chosen *Learning Props*®! If you have any questions or concerns please be in touch with me.

Sincerely,

Bev Schumacher
President, Learning Props L.L.C.

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How To Tips:

These tips will give you information to administrate and maintain your game system. Read through the information and become aware of the tools and ideas shared in these pages.

Time you spend becoming familiar with the information and supplies provided may be a time, energy, and resource savings to you.



The dice only goes up to 3. This gives each player a maximum number of turns for each game. The dots and numerals give students an opportunity to recognize both numbers and symbol values.

Home Practice Pages -

There is a *Home Practice Page* for each game. The activity page matches the learning concept shared by the book and game. Each page is identified by the game title that it supports. You will find that information in the line below the *Home Practice Page* title. The page may be a follow-up activity to the game or be used to enhance the game concept.

Each page has 2 areas:

The top area is an activity for the family to complete.

The lower area is called “Checking our progress”. It provides an opportunity to evaluate the development of the game’s theme concept. The strengths and knowledge already mastered are usually noted. Then it gives opportunity to reflect on what needs further practice and to set learning goals.

Although the pages are copyright protected, you have permission to copy and use them with the games you purchased.

- Reproduce the pages as they best serve your program.
- Consider putting the *Home Practice Pages* on legal sized paper with your program letterhead.
- Add pertinent notes, and information that will be helpful in supporting learning.
- If there is a family language or literacy concern, consider doing the page together.

The practice pages might also serve as your documentation of family involvement.

Keeping Track -- Who has what?

Enclosed is a record chart (see page 11) for you to establish your record keeping system. List names down the left-hand side of the chart. Game titles are listed across the top.

Each time a unit is sent, fill in the date on the chart for the game loaned. When a game is returned, use a highlighter to color in the box. While checking in the games verify that all pieces are returned. Use the reminder notes or stickers in your system to reclaim missing items.

LOOK WHO'S LEARNING AT HOME									
STUDENT'S NAME	WHICH WAY WILL YOU FIND ME?	WHERE IS MY LAND?	WHAT IS THAT BOUND?	WHAT PARTS ARE ON ME?	HOW MANY UPS?	WHAT COLOR AM I?	WHAT DOES IT DO?	WHAT DOES IT DO?	WHAT DOES IT DO?
1									
2									
3									
4									
5									
6									
7									

Who gets what?

Units can be sent out in any order. You will want to match the student's needs and ability with the activity you send. Students should get different *Learning Props*® games each time.

There may be literacy issues to consider for some families. Some games are more picture-based and may be more easily used by those families. Is it possible to model game use for families that need support? Also, be aware of families with language differences. Consider how you can support their language growth.

Return To:

On the front of each bag there is a pocket for the game pieces and a checkout card.

Cards for you to duplicate are shared on page 15 of this booklet. An index card may also be used for that purpose. Record to whom the game is loaned and when it is due back. The cards also provide a space for program identification. Fill in information such as the school, program, or library name, address, and phone number. This will assure that if it is lost it will find its way back.



LOANED TO	RETURN BY
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

This same information could also be shared on a band attached to the game bag handle:

Program Name, Contact Information...

This Learning Game is on loan to: _____

Please return it by: _____

Also, consider stamping or labeling the book in each bag with program identification.

Length of Loaning Period

The length of the loan period is up to each program. Set the loan period considering the needs of your population.

- Working families might prefer to use the materials over the weekend. Some families may have particular nights that allow more family time for activities.
- A short loan period allows more opportunities to circulate materials. It will also reduce the chances of the unit or parts being misplaced.
- In determining loan period keep in mind that turn around time needs to include time to inventory the contents. At times, a student may need a day to return a missing piece.
- A student's absence or forgetting to return their game should never cause another student disappointment.
- A due date early in the school week allows several opportunities to make a return.
- Some programs may choose to use a Parent Club approach to circulate the *Learning Props*® materials. Parents may be encouraged to come in and check materials out. This approach could allow a staff member to demonstrate how the material is used and to encourage the parents' involvement.
- Still other programs might utilize the *Learning Props*® through home visits. They can consider loaning the kits for use at that time.

Do With ... PARENT Help!

An important link to the success of the *Learning Props*® materials is that the activity be shared with a grown-up. If the child uses the materials without supervision, they will not get the full learning potential from the experience. Adult leadership is necessary! After repeated play the student may be able to enjoy the activity with friends or siblings with less parent input.



Emphasize to the student that they need to do this activity **WITH** a grown-up. The child that plays with the materials on the way home or before a parent can help might lose pieces.

● Enjoy this game with a parent, teacher or skilled reader.	
● Have fun as you learn.	
Contains:	
● Game Mat (printed inside this storage bag)	● 4 Game Movers
● 1 Book	● 1 Die

Follow-up

Feedback is essential to support the process. The success of the program will feed your enthusiasm for maintaining the effort. The pitfalls, pointed out by parents, will help you take an approach that will lead to greater success. A quality program addresses the needs of individual students. They will also consider input from the parents using the materials and adjust accordingly.

These *Learning Props*® alone will not fulfill all the needs of a complete parent involvement program, but they can be a piece of the partnership effort. Some students will receive greater benefit from the materials than others. Families with weak literacy skills or language differences may not get as much value from some of the games. An opportunity to model the use of the game kits may be of great benefit to those families.

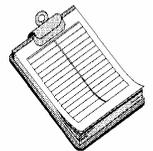
Enclosed is an evaluation instrument. See page 16. Use or adapt it to assist you in gathering information that will help you maximize the use of the *Learning Props*® games.

HELP!!!!

You do not need to give your life or lunch hour to use *Learning Props*®. Consider who might be able to support you in maintaining the games. A responsible parent may be willing to volunteer an hour a week maintaining the games. Older students or classroom aides may be able to handle the maintenance responsibility. (Remember that you know the students best. You can best handle assignment of materials if you are trying to match ability with specific activities.)

Assign a specific area for handling the materials you loan. Having to dig things out of a storage area may make the process tedious. Keeping the roster on a clip board with a highlighter attached may simplify record keeping. A class list, parent names, and phone numbers will also support your communication efforts.

“Ready to send” reminder stickers (page) 14 and reminder notes (see page 12) and reward notes (see page 13) are enclosed in this instruction booklet to help you.



Welcome Involvement

It is up to your staff to generate enthusiasm about the *Learning Props*® games. If the students are excited, they will spread the enthusiasm to their families. If they are anxious to play the game with their family, they will encourage them to find the time. If the materials are sent in student backpacks they could stay in the backpack and come right back unnoticed. A brief phone call to the family might be the gentle encouragement necessary to get the family to use them. This simple call might sound like this:



Mrs. Smith, this is Miss Bev, Jason's teacher. I sent home a game and book today for you to do with Jason. He's really excited. The game is called "Count On Me!," and it's a way to support the skill of counting that he's working on here at school.

Have you noticed him doing more counting at home? (Do plenty of listening.) I encourage you to take the time to do this with him.(Share briefly any other events scheduled that would interest her and her son.) If you have any questions call me here at school! As we work together we help Jason become a successful learner.

Work the enthusiasm from the parent side as well. Take opportunities to communicate with parents your expectations that they will work with their child. Caring statements that reflect your concern for their student's success will enlist their support and home contributions.



I know you want (name) to make constant academic progress. The time you take supporting learning at home doing things like using Learning Props® and (List other specific activities they can do at home.) are positive ways you make a difference. Together we will support (name's) learning.

Make these statements at open house, during parent conversations, in newsletters, on phone calls, etc. Parents need positive encouragement to join you in the educational process.

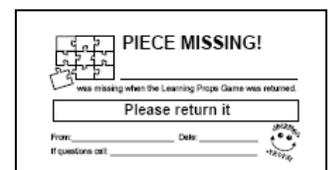
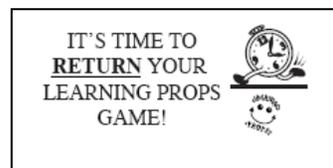
Enclosed is a sample letter (see page 9) to share information with parents about the *Learning Props*® games.

Please Return --Prompt reminders and follow-up will save you time and headaches.

Reminder Notes and Stickers

Positive phone calls and notes will help build the cooperation at home to support learning. Items not returned on time need prompt reminders. A friendly reminder may be all that is necessary to encourage the return. Begin the reminder process with a note or sticker. Telling a student to remember to bring back the game may give them a lesson on responsibility, but it is the family that needs to receive the nudge to get it back. Never assume that parents know or that child-delivered messages reach their destination.

Use stickers, stamps and certificates to reward the students for positive behavior using the learning materials. Unfortunately, there also will be times that require gentle reminders to families who have not returned their games or have overlooked a piece. These two stickers have been designed to support your communication and maintenance process.



This booklet on page 14 has a master for duplicating these stickers. Copy them onto 10 per sheet stickers (same size as Avery 5963). You can also visit the Learning Props site: www.learningprops.com and download the file there onto the sticker sheets. Using labels allows you to quickly send a friendly reminder about game or part returns. Use kid delivered mail as well as regular mail. Attach them where families will notice them. They can also be attached to postcards or home-school communications. Prompt attention to getting out reminders is critical to the success of your lending process. Pay close attention to the process when you begin. Once parents get into the routine of working with the materials your loaning process should flow smoothly.

Reminders or pin-on notes are approaches that may get parent attention. There are four notes included in this packet, see pages 12 & 13. Two of the notes celebrate returns. Use them occasionally to reward cooperation returning games. One reminder note will nudge families to return game units. The other reminder note is to encourage families to locate and return missing pieces. You have permission to reproduce the reminders for use with your game system.



Note: Messages on colored paper are less likely to be lost.

Holding the games, during holiday breaks, may be a practical idea. You may build into your rotation schedule a block of time when the unit will not go out so you can do housekeeping tasks. The games can be cleaned with a damp cloth.

When necessary reconfirm to the family that you are making the materials available to help their student learn. Ask them to be your partner. If a particular family is not interested in utilizing the materials you are offering, honor their position. You might even find program time when the student could have a special opportunity to use the materials not going into their home. This would be a wonderful opportunity to use volunteer helpers.

Volunteers...

A volunteer in your program could easily use the *Learning Props*® games. It may be appropriate for a staff member to model the use of it for the volunteer. Keep a list of which students are practicing specific skills so volunteers can work with them. A parent volunteer could be allowed to take the game home to use with their family before using it in your program.

Volunteers may also provide the needed labor to manage your system. Checkout the information in the “HELP!!!!” section on page 6.



Enlisting Support

Other members of the instructional team add to the success and efficiency of your program. Page 10 provides you with an informational letter about *Learning Props*®. Share this letter with bus drivers, secretaries, and others so they are aware and can support your efforts.

Ordering Replacement Parts

Replacement parts are available. Colored milk jug caps would make temporary game movers. Dice and movers included with the system pass the choke tube test for measuring small parts. Be sure replacement pieces do not present safety hazards.

Use the enclosed order form to replace missing pieces (see page 17).

Put your program logo here -- This sheet is an introduction of *Learning Props*® to parents. Use all or parts of it to build an understanding of the parent's role to support the *Learning Props*® materials.

Dear Parent,

Parents are the first and best teachers. Your child has become a student. They will be learning from us and continue to learn from home experiences. Our working together will give your child the greatest learning potential. Consider this simple formula:

SCHOOL + HOME = LEARNING

Skills and knowledge will grow both at school and at home. We are loaning you educational games and books to use at home. These units build on skills recognized as important for kindergarten readiness.

Your student will need your help using the materials. Parent is the label given to the person who gives that guidance. Regardless of relationship, your leadership in enjoying the activity is VERY important. As you see their learning progress you can support further growth. With your help, they will have fun and learn!

Rules for using the games are:

- **Enjoy this game with a parent, teacher or skilled reader.**
Stay relaxed. Learning should not be forced. Enjoy your time together.
- **Have fun as you learn.**
- **Take good care of the kit.**
Be sure all pieces are returned.



Directions printed on the game give playing guidelines. Adapt rules to suit the child's needs. Invite siblings and friends to play too. When they understand the activity you may be able to step back as they continue playing and learning. Each game has "LEARNING HINTS", "MORE FUN THINGS TO DO", and a "Home Practice Page". These ideas are given for you to extend the learning opportunity. You may think of additional ideas to do together.



Reading to children is a powerful support to learning. Each game has a book. Allow time to talk about the ideas from the game and book. Ask questions that start with words such as: what, when, where, why, and how. Look at the pictures. Talk about the pictures! Time spent together, reading and sharing, makes vocabulary grow.

Research verifies that successful students have the support of their family. Your efforts at home will lead to the success of your student! Please work with us to give your student the best!

Sincerely,

Staff member signs here and add your program rules to this letter.

Add your logo here before copying. This sheet is an introduction of Learning Props® to support staff. This note is written for you to share information with bus drivers, secretaries, aides, childcare providers, etc. These workers support students and families in the learning process and will appreciate receiving information. Use all or parts of it to build an understanding of your use of the Learning Props® materials.

Our students will be taking home *Learning Props*® games and books. You will see the students with a game bag that includes a book, die, and game movers. We are asking families to use the materials to support learning at home.



The *Learning Props*® are on loan to the family. As they are returned, others will be sent out. Parents are the students' first and best teachers. Supplying them with ideas and materials to support learning is a natural extension of school learning.

We share this information with you so that you can support the process. Adult direction is necessary to fully use these kits. A child using them alone might also lead to the possible loss of pieces. It would be very disappointing to be unable to enjoy the games at home because of missing pieces. If you find misplaced pieces we would appreciate their return.

Thank you for allowing us to share this information with you. We appreciate your support of our efforts.

Sincerely,

Sign here and add on any additional information you wish to share.

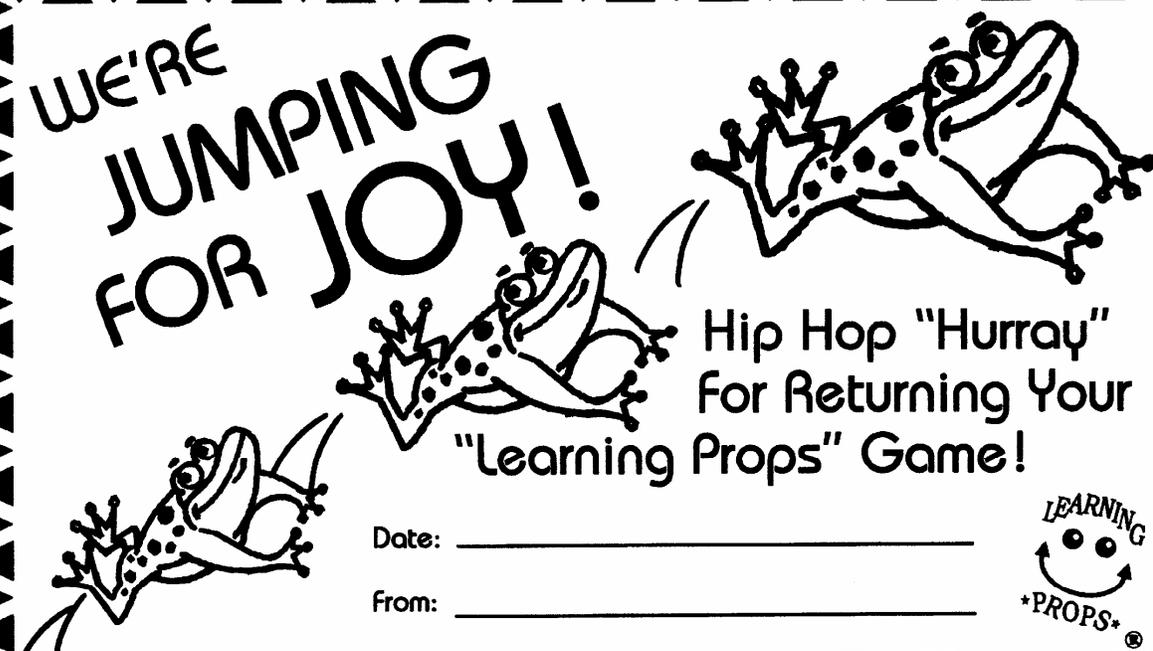


LOOK WHO'S LEARNING AT HOME

	STUDENT'S NAME	BODY PARTS	COUNT ON ME	CRITTERS	DRESS UP	LETTERS A - Z	PATTERNS	PLAY ACTION	SHAPE LAND	WHAT COLOR IS IT?	WHERE WILL YOU FIND ME?	WHICH WAY
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
17												
18												
19												
20												
21												
22												
23												
24												
25												

Return Awards

**WE'RE
JUMPING
FOR JOY!**



Hip Hop "Hurraꝝ"
For Returning Your
"Learning Props" Game!

Date: _____
From: _____



©B.Schumacher 1997, 2001 Learning Props ®

3 CHEERS FOR

**Thank you for returning your
Learning Props Game! Your
responsible behavior allows us to
loan the game to other families!**

_____ Date _____
_____ From _____



©B.Schumacher 1997, 2001 Learning Props ®

Reminder Notes



RETURN TO:



©B.Schumacher 1997, 2001 Learning Props ®

Thanks for returning
your Learning Props
game!



But we need you
to LOOK around
for a missing piece.

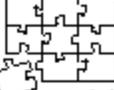
L O O K

The missing piece is: _____

RETURN TO:



©B.Schumacher 1997, 2001 Learning Props ®

 **PIECE MISSING!** _____
_____ was missing when the Learning Props Game was returned.

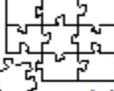
Please return it

From: _____ Date: _____ 

If questions call: _____

**IT'S TIME TO
RETURN YOUR
LEARNING PROPS
GAME!**



 **PIECE MISSING!** _____
_____ was missing when the Learning Props Game was returned.

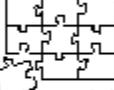
Please return it

From: _____ Date: _____ 

If questions call: _____

**IT'S TIME TO
RETURN YOUR
LEARNING PROPS
GAME!**



 **PIECE MISSING!** _____
_____ was missing when the Learning Props Game was returned.

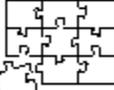
Please return it

From: _____ Date: _____ 

If questions call: _____

**IT'S TIME TO
RETURN YOUR
LEARNING PROPS
GAME!**



 **PIECE MISSING!** _____
_____ was missing when the Learning Props Game was returned.

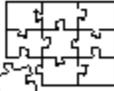
Please return it

From: _____ Date: _____ 

If questions call: _____

**IT'S TIME TO
RETURN YOUR
LEARNING PROPS
GAME!**



 **PIECE MISSING!** _____
_____ was missing when the Learning Props Game was returned.

Please return it

From: _____ Date: _____ 

If questions call: _____

**IT'S TIME TO
RETURN YOUR
LEARNING PROPS
GAME!**



Copy of both English and Bilingual Sticker reminders are available at www.learningprops.com Select **Support** across top menu bar, then scroll down to **Game Management Resources**, then select: **Reminder Stickers** and choose style that will support your needs---note they are sized to fit label sheets.

EVALUATION FORM

Please share your ideas and thoughts about the learning game you used. We value your input!

Sincerely, _____

Date _____



Please take a few moments to answer the following questions:

How often was this game played? (Circle one)

Did not play Played once Played 2-3 times Played more than 3 times

Did you read the book included?

Yes No



If the book was read, how often? (Circle one)

Read once Read 2-3 times Read more than 3 times

Who played and/or read with the student? (Circle all that apply)

Dad Mother Siblings Friends Grandparent Other _____
list

Did you do any of the activities listed under the "More Fun Things To Do"?

Yes No

Were there any parts missing from the package?

Yes No What was missing? _____

What was the reaction to this game unit? (Circle one)

Really liked Liked Neither liked nor disliked Did not like much Did not like at all

Comments, questions, suggestions, or ideas to share:



Parents are the first and best teachers. Thank you for sharing your ideas. They will help us improve our system of sharing materials to support learning.

Please Return To _____

REPLACEMENT PARTS ORDER FORM

PURCHASE ORDER NO. _____



BILL TO _____
SCHOOL OR
PROGRAM _____

SHIP TO _____
SCHOOL OR
PROGRAM _____

STREET _____

STREET _____

CITY _____ ST ____ ZIP _____

CITY _____ ST ____ ZIP _____

Attention: _____

Attention: _____

Phone: _____ FAX _____

Phone: _____ FAX _____

VISA or MasterCard _____ Expiration Date ____ / ____ V-Code _____

BOOK for

- ___ Body Parts*
- ___ Count On Me!*
- ___ Critters*
- ___ Dress Up*
- ___ Letters Aa-Zz
- ___ Patterns*
- ___ Play Action*
- ___ Shape Land*
- ___ What Color Is It?*
- ___ Where Will You Find Me?*
- ___ Which Way?*



* Available as Eng. or Bilingual

BOOK SUBTOTAL _____

GAME BAGS

- ___ Body Parts*
- ___ Count On Me!*
- ___ Critters*
- ___ Dress Up*
- ___ Letters Aa-Zz
- ___ Patterns*
- ___ Play Action*
- ___ Shape Land*
- ___ What Color Is It?*
- ___ Where Will You Find Me?*
- ___ Which Way?*

* Available as Eng. or Bilingual

GAME BAG
SUBTOTAL _____

ITEM	COST	QTY.	TOTAL
English Set (11 Games)	255.00		
Pick any Five English Games (5 Games)	124.00		
Bilingual (Spanish/English) Set (10 Games)	275.00		
Pick any Five Spanish/English Games (5 Games)	138.00		
Single Game Unit- English (list)	25.80		
Single Game Unit - Bilingual (Spanish/ English)	28.50		
REPLACEMENT PARTS			
DICE	1.50		
SET OF 5 MOVERS	1.50		
HOME PRACTICE PAGES (print a free copy from our web site)			
INSTRUCTION BOOK	English	Bilingual	2.00
BOOKS* (identify title(s) needed)	English	Bilingual	9.95
ENGLISH GAME BAG ONLY (identify title(s) needed)			13.00
BILINGUAL GAME BAG ONLY (identify title(s) needed)			15.50
SUBTOTAL			
8% SHIPPING MIN. CHARGE \$7.00 (Outside Continental US call for cost)			
SALES TAX			
TOTAL			

Learning Props L.L.C.

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