

Teacher's Guide

# Earth, Moon, and Sky



# Three Cheers for Pre-K

SAVVAS

Teacher's Guide

# Three Cheers for Pre-K

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Teacher's Guide

# Three Cheers for Pre-K

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A comprehensive curriculum  
for Pre-Kindergarten



**Theme 9 • Earth, Moon, and Sky**

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**SAVVAS**  
LEARNING COMPANY



# Three Cheers for Pre-K Authors

## Advisory Board

### Ashley Bowmar

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### Rocio Rincon

Bilingual Teacher  
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Tomball, Texas

### Jessica Perez

Multilingual Director  
Tomball Independent School District  
Tomball, Texas

## Program Authors



### Stuart J. Murphy

Mr. Murphy is a specialist in social and emotional learning and visual learning. He is the author of the I See, I Learn series of books for young learners, which teach social and emotional learning, health and safety, and cognitive skills.



### Gilberto Soto

Dr. Soto is an educator and performer. As a professor at Texas A&M International University, he teaches early childhood and bilingual music education. His passion is showing teachers the power of how music and movement increase learning in young children.

## Consulting Authors



### Patricia A. Edwards

Dr. Edwards is a Professor of Language and Literacy in the Department of Teacher Education at Michigan State University. She is a nationally and internationally recognized expert in family engagement, multicultural literacy, and early literacy.



### Lee Wright

Dr. Wright is a specialist in early childhood education, focusing on classroom management and literacy. In his varied career, he has been a kindergarten teacher, literacy coach, state staff development specialist, corporate educational specialist, and professor. Currently he trains educators on topics that focus on the importance of effective classroom management, small-group instruction, and early literacy.



### Zachary Champagne

Mr. Champagne is a math education enthusiast. In addition to being an award-winning teacher, he has also been a STEM researcher at a university, an author on an elementary mathematics program, and an advocate for teachers in a large school district. He is currently back in the early elementary classroom as a Lead Teacher and Math Specialist.

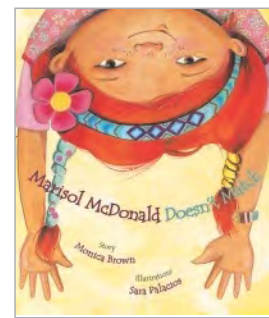
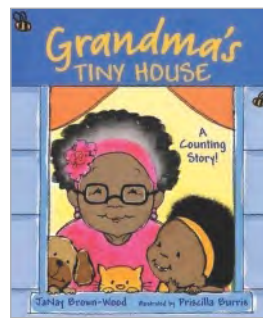
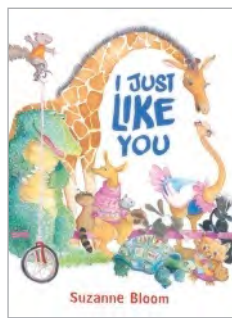


# Program Components

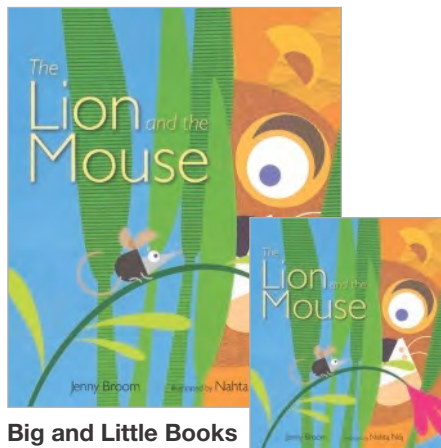
## In Each of Your 9 Theme Kits



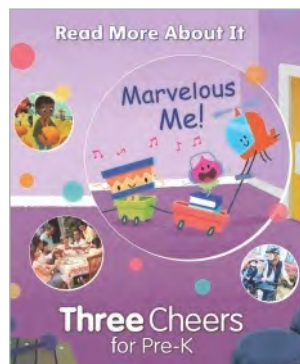
Teacher's Guides, Themes 1-9



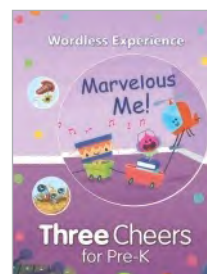
Trade Books



Big and Little Books



Read More About It



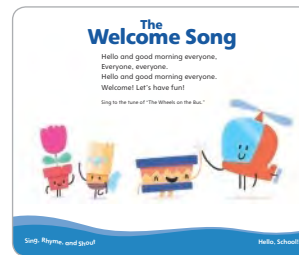
Wordless Experience Books



Theme Manipulatives



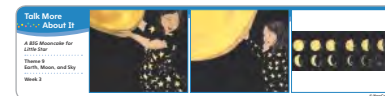
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Sing, Rhyme, and Shout



Theme and Concept Vocabulary

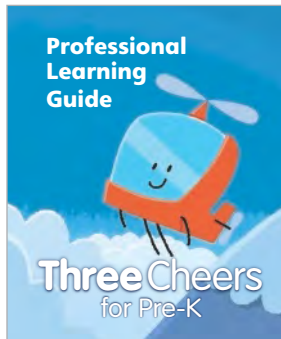


Talk More About It

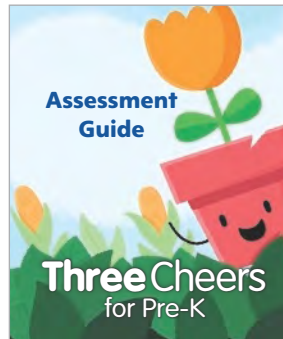




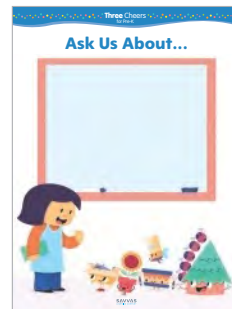
## In Your Teacher Toolkit



Professional Learning Guide



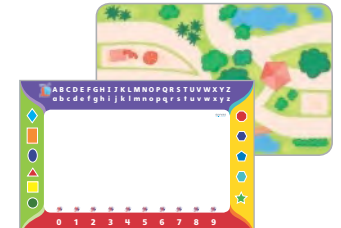
Assessment Guide



Ask Us About... Poster



Mood Meter Poster



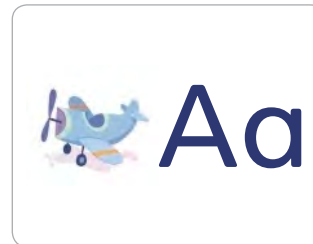
Map Mats



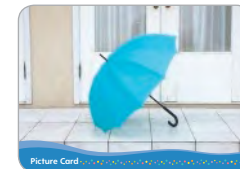
Center Signs



Social and Emotional Learning Cards

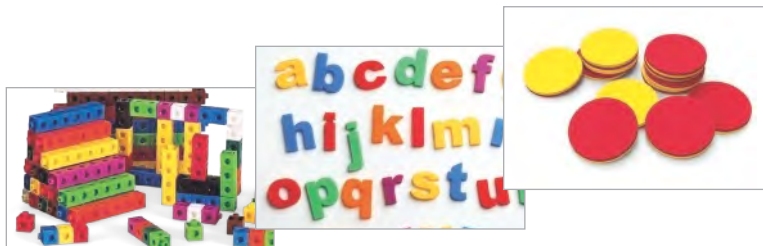


Alphabet Cards



Picture Cards

## Hands-on Instructional Resources

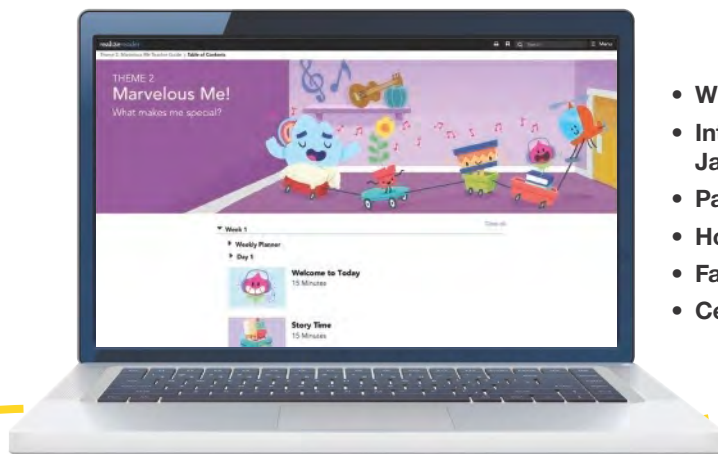


Manipulative Kit

Javi the Helicopter



## Let's Go Digital



- Wheel of Motion
- Interactive Games: Javi's Whirly World
- Patterns
- Holidays and Special Days
- Family and Volunteer Letters
- Celebration Notes

# Themes at a Glance

## Spark a Love of Reading and Learning

A text-rich Pre-K classroom helps prepare children for school success in kindergarten and beyond. The rich and relatable stories help children develop a sense of who they are and how they fit into their school, their community, and their world. The stories also support children's development of academic concepts in literacy, mathematics, science, social studies, and more.

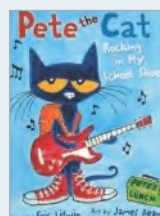
### THEME 1

#### Hello School!

How do we learn and play at school?



BIG BOOK



WEEK 1



WEEK 2



WEEK 3

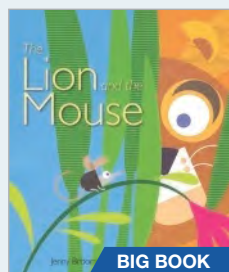


WEEK 4

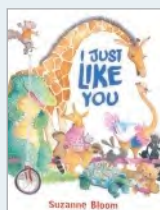
### THEME 2

#### Marvelous Me!

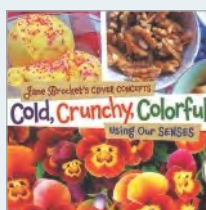
What makes me special?



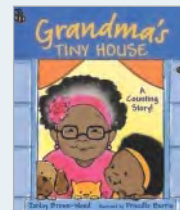
BIG BOOK



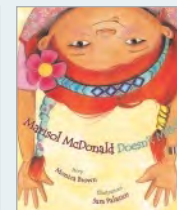
WEEK 1



WEEK 2



WEEK 3



WEEK 4

### THEME 3

#### Look Outside

How are the seasons different?



BIG BOOK



WEEK 1



WEEK 2



WEEK 3



WEEK 4

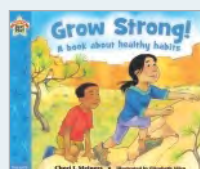
### THEME 4

#### Taking Care

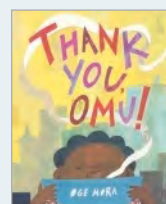
How do we care for ourselves and others?



BIG BOOK



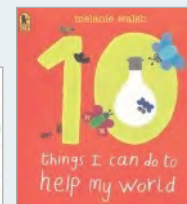
WEEK 1



WEEK 2



WEEK 3



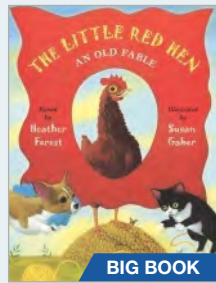
WEEK 4



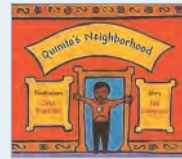
THEME 5

# Everyday Helpers

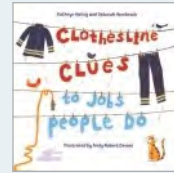
How do people in our community help us?



BIG BOOK



WEEK 1



WEEK 2



WEEK 3



WEEK 4

THEME 6

# From Farm to Table

How does our food get from the farm to our homes?



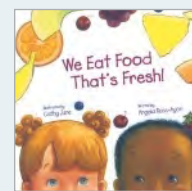
BIG BOOK



WEEK 1



WEEK 2



WEEK 3

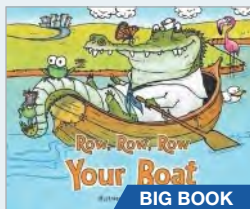


WEEK 4

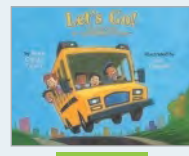
THEME 7

# On the Go!

How do we get from here to there?



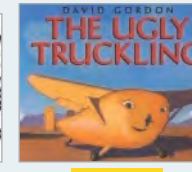
BIG BOOK



WEEK 1



WEEK 2



WEEK 3



WEEK 4

THEME 8

# Animals All Around

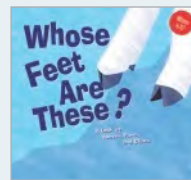
How are animals the same and different?



BIG BOOK



WEEK 1



WEEK 2



WEEK 3

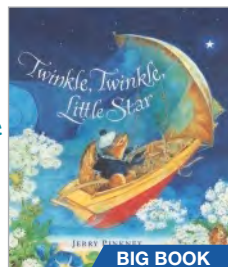


WEEK 4

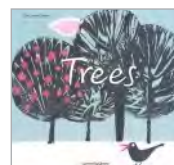
THEME 9

# Earth, Moon, and Sky

What do we see in the world around us?



BIG BOOK



WEEK 1



WEEK 2



WEEK 3



WEEK 4

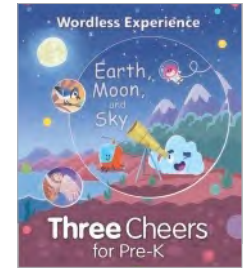


# Earth, Moon, and Sky

What do we see in the world around us?

## Contents

Go Digital .....	xii–xiii	About the Theme .....	xxii–xxiii
Monitor Progress .....	xiv–xv	Centergize .....	C•185–C•203
Concept Development .....	xvi–xvii	English Language Development	
Centers .....	xviii–xix	.....	ELD•205–ELD•216
Pacing Your Day .....	xx–xxi		



### WEEK 1 How does the earth help a tree grow?

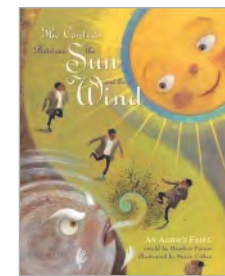
<b>Plan Your Week</b> .....	1–5	Centers and	
<b>Centergize</b> .....	C•185–C•203	Small Group .....	10, 18, 26, 34, 42
<b>Daily Lessons</b>		Math Circle .....	11, 19, 27, 35, 43
Welcome to Today .....	7, 15, 23, 31, 39	Science, Social Studies,	
Story Time .....	8, 16, 24, 32, 40	and More Circle .....	12, 20, 28, 36, 44
Literacy Circle .....	9, 17, 25, 33, 41	Learn and Play .....	13, 21, 29, 37, 45
		Reflect .....	14, 22, 30, 38, 46



Read More About It: "A Tree's Year"

### WEEK 2 What can we see in the sky?

<b>Plan Your Week</b> .....	47–51	Centers and	
<b>Centergize</b> .....	C•185–C•203	Small Group .....	56, 64, 72, 80, 88
<b>Daily Lessons</b>		Math Circle .....	57, 65, 73, 81, 89
Welcome to Today .....	53, 61, 69, 77, 85	Science, Social Studies,	
Story Time .....	54, 62, 70, 78, 86	and More Circle .....	58, 66, 74, 82, 90
Literacy Circle .....	55, 63, 71, 79, 87	Learn and Play .....	59, 67, 75, 83, 91
		Reflect .....	60, 68, 76, 84, 92



Read More About It: "In the Sky"

### WEEK 3 How can we describe the moon?

<b>Plan Your Week</b> .....	93–97	Centers and	
<b>Centergize</b> .....	C•185–C•203	Small Group .....	102, 110, 118, 126, 134
<b>Daily Lessons</b>		Math Circle .....	103, 111, 119, 127, 135
Welcome to Today .....	99, 107, 115, 123, 131	Science, Social Studies,	
Story Time .....	100, 108, 116, 124, 132	and More Circle .....	104, 112, 120, 128, 136
Literacy Circle .....	101, 109, 117, 125, 133	Learn and Play .....	105, 113, 121, 129, 137
		Reflect .....	106, 114, 122, 130, 138



Read More About It: "The Changing Moon"

**WEEK 4**

**What do astronauts do?**

**Plan Your Week** ..... 139–143

**Centerize** ..... C•185-C•203

**Daily Lessons**

Welcome to Today ..... 145, 153, 161, 169, 177

Story Time ..... 146, 154, 162, 170, 178

Literacy Circle ..... 147, 155, 163, 171, 179

Centers and Small Group ..... 148, 156, 164, 172, 180

Math Circle ..... 149, 157, 165, 173, 181

Science, Social Studies, and More Circle ..... 150, 158, 166, 174

Learn and Play ..... 151, 159, 167, 175, 184

Reflect ..... 152, 160, 168, 176

Let’s Celebrate ..... 182–183



**Read More About It: “Let’s Go to the Moon!”**

*Let’s Celebrate!*  
Family gathering to celebrate what children have learned.

**Theme Kit**

**All About Trees**

1 Respond to Questions

2 Science

3 Movement

4 Act It Out

5x5

**Trees**

You put your right branch in  
You put your right branch out  
And you shake it all about  
You shake your leaves and branches,  
and you turn your trunk around.  
That’s what it’s all about!  
Sing to the tune of “The Wacky Wagon.”

Sing, Rhyme, and Shout!

Earth, Moon, and Sky

**Sing, Rhyme, and Shout: “Trees”**

Vocabulary

Earth, Moon, and Sky

**Theme and Concept Vocabulary**



**Theme Manipulative**

**Three Cheers for Pre-K**

**Talk More About It**

Theme 9

**Earth, Moon, and Sky**

SAVVAS

**Talk More About It: Earth, Moon, and Sky**

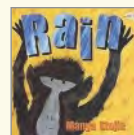
**Gather books to read that develop the theme, Earth, Moon, and Sky.**



**From Little Acorns . . . A First Look at the Life Cycle of a Tree**

written by Sam Godwin  
illustrated by Simone Abel  
published by Picture Window Books

Join a mother squirrel and her offspring as they learn how a tiny acorn grows into a giant oak tree.



**Why the Sun and the Moon Live in the Sky**

written by Elphinstone Dayrell  
illustrated by Blair Lent  
published by HMH Books for Young Readers

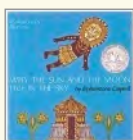
A story of how sun and the moon came to live in the sky.



**Rabbit Moon**

written by Jean Kim  
illustrated by Jean Kim  
published by Arthur A. Levine Books

Rabbit lives on the moon and turns the wishes of children on earth into stars. One day, Rabbit floats down to earth and has fun with new friends before returning to the moon.



**Rain**

written by Manya Stojic  
illustrated by Manya Stojic  
published by Dragonfly Books

The animals can sense the rain as it comes to the parched grasslands of Africa.



**Picture the Sky**

written by Barbara Reid  
illustrated by Barbara Reid  
published by Albert Whitman & Company

Explore the many ways to picture the sky and the stories it can tell.



**Kitten's First Full Moon**

written by Kevin Henkes  
illustrated by Kevin Henkes  
published by Greenwillow Books

When Kitten sees her first full moon, she mistakes it for a bowl of milk. But can she get to it?

# Go Digital!

## SavvasRealize.com

Our exclusive Realize™ platform is your online destination for digital resources.

### Plan

#### Digital is portable!

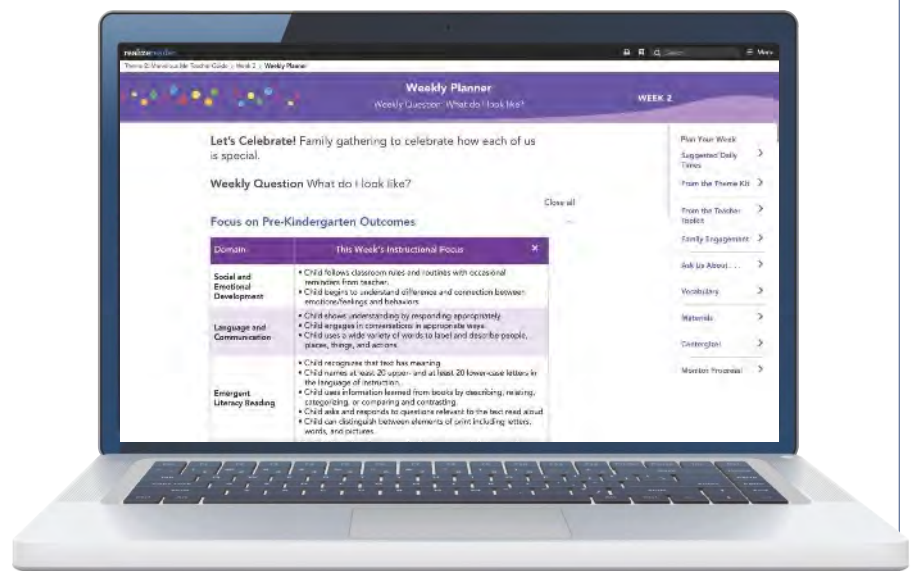
Do your planning any place, any time from SavvasRealize.com.

#### Digital is convenient!

Preview all of the instructional components online both from the planner and at point of use in the interactive Teacher's Guide.

#### Digital is customizable!

Weekly planning charts are available as editable documents so that you can customize your lesson plan to fit the needs of your classroom and school schedule.



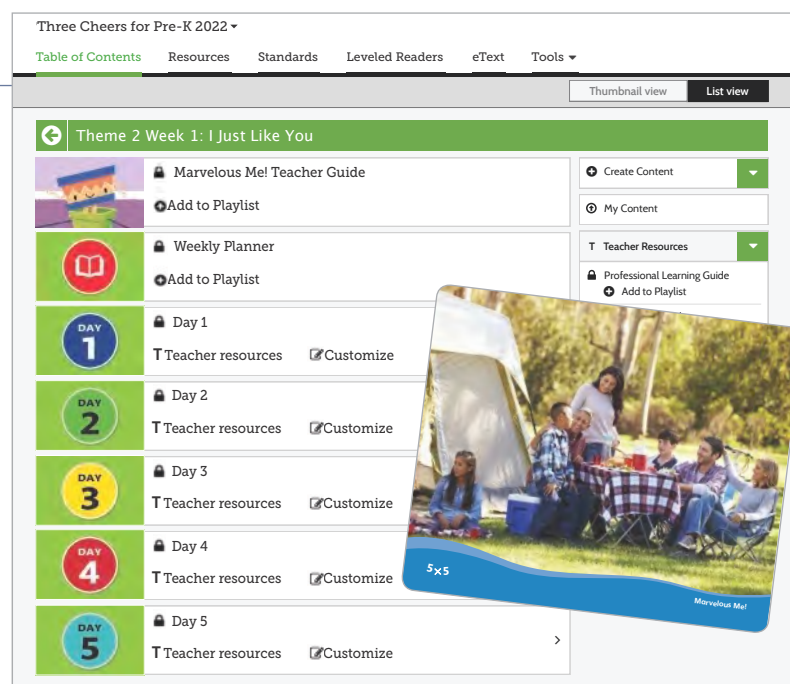
### Teach

#### Project to a Whiteboard

All print materials that you need to display for children during instruction are available to project from SavvasRealize.com.

#### Teach from Digital

All instructional activities available in the print Teacher's Guide are easily accessible on SavvasRealize.com.





## Manage Centers

### Library Center

- Children can access a wealth of literature online, including trade books, tales, rhymes, and fables.
- Children can explore Unite for Literacy books that extend the theme.

### Technology Center

Have children develop literacy and math skills using the games in Javi's Whirly World on SavvasRealize.com.



## Family Engagement

### Engage

Activate family engagement using resources available on SavvasRealize.com.

### Communicate

Send weekly letters to families to communicate what children are learning and suggest ways to build skills while engaged in everyday activities. (Available in English, Spanish, Vietnamese, Chinese, Tagalog, and Arabic)

### Read

From the Three Cheers for Pre-K Family Engagement site, families can connect to digital books to read together.

### Play and Learn

Families and children can engage in purposeful play using games in Javi's Whirly World on SavvasRealize.com.

### Connect

Families can connect to online resources to enhance and extend children's development.



# Earth, Moon, and Sky Assessment

## Monitor Progress for Kindergarten Readiness

Monitor progress throughout the year to capture a snapshot of children's development.  
Gather data each week to monitor children's progress and inform instructional decisions.

### Monitor Progress Throughout the Year

- **Screening Assessment**  
Administer the Screening Assessment to determine a baseline for each child at the beginning of the year.
- **Progress Monitoring**  
Use progress monitoring assessments every 12 weeks to track progress against end-of-year benchmarks.

### Gather Data Each Week

- Use **observational and assessment data** to make instructional and grouping decisions and to differentiate instruction to support the needs of all children.
- Monitor progress informally each week with the help of **Check for Understanding** notes and **Observational Checklists**.
- Collect children's authentic work or capture them in photos or videos to create a portfolio to demonstrate progress across the year.

### WEEK 1

#### Phonological Awareness

Produce Words  
Blend Phonemes

#### Alphabet Knowledge

Introduce Yy /y/  
Review Yy /y/

#### Mathematics

Equal Groups

#### Science, Social Studies, and Health

Earth Materials

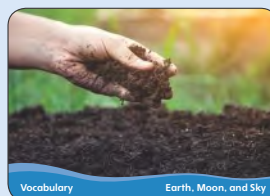
#### Theme Vocabulary

earth



#### Concept Vocabulary

ground  
roots  
nest  
air  
river



### WEEK 2

#### Phonological Awareness

Onset and Rime  
Rhyme

#### Alphabet Knowledge

Introduce Ee /e/  
Review Ee /e/

#### Mathematics

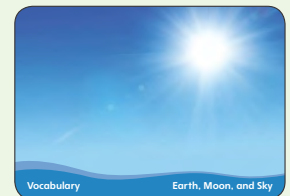
Counting

#### Science, Social Studies, and Health

Features of Bodies of Water  
How Can Water Move?  
How Do We Use Water?  
Using the Power of the Wind  
Light, Heat, and Electricity

#### Theme Vocabulary

sun



#### Concept Vocabulary

cloud  
dust  
force  
strength  
swirl



# On our way to Kindergarten!



## WEEK 3

### Phonological Awareness

Recognize and Blend Phonemes  
Rhyming Words

### Alphabet Knowledge

Introduce Xx /ks/  
Review Xx /ks/  
Review Yy /y/, Ee /e/, Xx /ks/

### Mathematics

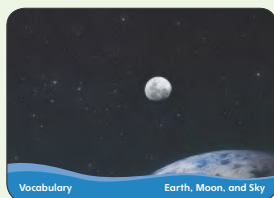
Measurement  
Data

### Science, Social Studies, and Health

Earth, Moon, and Sky  
Plains and Canyons

### Theme Vocabulary

moon



Vocabulary Earth, Moon, and Sky

### Concept Vocabulary

full  
half  
orbit  
crescent  
phases



Vocabulary Earth, Moon, and Sky

## WEEK 4

### Phonological Awareness

Rhyming Words

### Alphabet Knowledge

Review Letters  
Review Letter Names and Sounds

### Mathematics

Data

### Science, Social Studies, and Health

Our Planet  
My Life

### Theme Vocabulary

space



Vocabulary Earth, Moon, and Sky

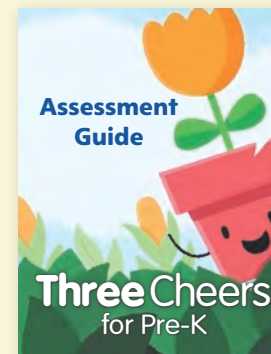
### Concept Vocabulary

ignite  
laboratory  
gravity  
shuttle  
mission



Vocabulary Earth, Moon, and Sky

## Assessment Guide



### Progress Monitoring Resources

Use these Assessment Guide resources in Theme 9:

#### Weekly Observational Checklists

Week 1 .....	p. 44
Week 2 .....	p. 45
Week 3 .....	p. 46
Week 4 .....	p. 47

#### ELL Observational Checklists

Emergent Reading .....	p. 51
Emergent Writing .....	p. 52
Speaking .....	p. 53
Listening .....	p. 54

#### Anecdotal Record Forms

pp. 55–56

#### Domains of Early Childhood Learning Observation Form

pp. 57–88



# Earth, Moon, and Sky

## Concept Development

### THEME 9

# Earth, Moon, and Sky

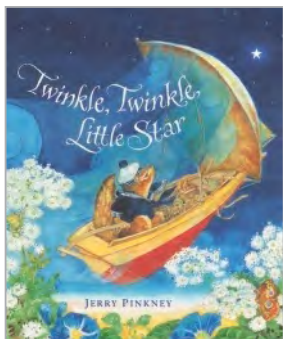
What do we see in the world around us?

## Theme Concepts

- Children learn about the life cycle of a tree.
- Children learn what trees and plants need to live.
- Children learn that the weather outside affects what they wear and do.
- Children learn about sources of energy such as sun, wind, and water.
- Children learn about where on Earth resources such as sand, soil, rocks, and water are found.
- Children learn that the moon changes.
- Children learn about the possibility of space travel.

## Theme Vocabulary

earth                  moon  
sun                      space



Big Book: *Twinkle, Twinkle, Little Star*



Wordless Experience Book: *Earth, Moon, and Sky*

### WEEK 1

FOCUS:

**All About Trees**

**How does the earth help a tree grow?**

### Concept Vocabulary

roots                  river  
ground              air  
nest



*Trees*



"A Tree's Year"

### WEEK 2

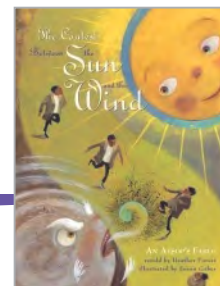
FOCUS:

**The Sky and the Wind**

**What can we see in the sky?**

### Concept Vocabulary

dust                  force  
swirl                strength  
cloud



*The Contest Between the Sun and the Wind*



"In the Sky"

## WEEK 3

FOCUS:

### Phases of the Moon

## How can we describe the moon?

### Concept Vocabulary

full                    phases  
crescent            orbit  
half



*A Big Mooncake for Little Star*



*“The Changing Moon”*

## Social and Emotional Intelligence

- understand that others have different perspectives
- assume various responsibilities in the classroom
- begin to understand difference between emotions/feelings and behaviors
- follow classroom routines with occasional reminders
- have self-awareness
- communicate basic emotions/feelings
- increase or decrease intensity of emotions more consistently, sometimes with adult guidance
- show reasonable opinion of their own abilities
- show competence in initiating social interactions

## Let's Celebrate

- Plan a celebration, Ready for Kindergarten!
- Share songs.
- Children will share some of the things they have learned this year.
- Families will see examples of the children's work in the "Gallery of Learning."
- Families will participate in a treasure hunt.

## WEEK 4

FOCUS:

### Space Exploration

## What do astronauts do?

### Concept Vocabulary

ignite                    mission  
shuttle                    gravity  
laboratory



*Mission to Space*



*“Let's Go to the Moon!”*

## Supporting English Learners

The rich concept development activities in *Three Cheers for Pre-K* are mirrored in *Uno, dos, tres ¡Prekinder!* This enables you to use the materials flexibly to

- expand and extend concepts in either (or both) languages
- enhance children's language development with parallel instruction
- encourage children to express understanding in their home language while increasing their use of the English language



# Three Cheers for Pre-K Centergize!

Centers are an important part of the Pre-K curriculum. They provide opportunities for:

- purposeful play
- peer interaction
- developing independence

*Three Cheers for Pre-K* provides ideas for 16 centers in every theme. Do you have to have 16 centers? No! But we offer a variety of center ideas so that you can customize for what works best in your classroom.

There are two types of centers in *Three Cheers for Pre-K*.

**Theme Centers** help children develop their understanding of the nine themes in the program and offer hands-on activities to further develop skills taught in each theme.

**Choice Centers** may or may not be directly related to the curriculum. They allow children to develop by being themselves, expressing themselves, and directing their own learning.

For more information about the Centers for this theme, go to the Centergize tab.

LET'S GET READY FOR

## Center and Small Group Time

**Maximize Children's Learning** Introduce children to each Center and briefly describe and demonstrate the activities.

**Focus on Management** Assign or guide children to choose Centers based on the needs of the individual children in your class. Create a "Turns" list for Centers that seem to be more popular.

## During Center Time

### Children



**Small Groups** Children can meet with the teacher or aide for instruction in Small Group.



**Peer Groups** Children will plan for and carry out play situations with one another.







**One-on-One** Children may meet with the teacher or aide based on individual needs.



**Independent** Children can choose to work on something independently.



## Teacher and Teacher Aide

**Small Group for Literacy and Math** Meet with small groups to provide supportive and differentiated instruction.

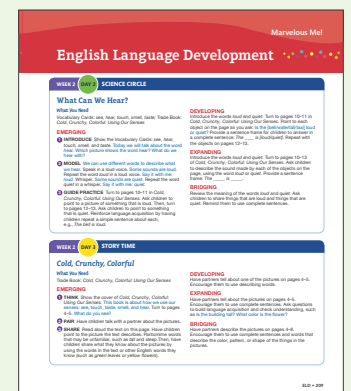
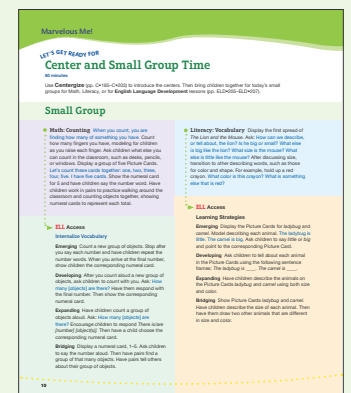
10 minutes per group

**English Language Development** Meet with individuals or small groups to deliver additional English language instruction.

10 minutes per group or individual

**Centergize** Join individuals or groups in Centers and initiate conversation and play. Note behaviors and redirect as needed. Make observations about children's understanding of critical thinking skills.

as time allows



# Three Cheers for Pre-K Pacing Your Day

## Full Day? Half Day?

### Your Quick and Easy Schedule Is Here!

These schedules allow you to see at a glance where you are and where you are about to go. A predictable daily schedule will provide structure for your children and allow them to anticipate what comes next.

### Your Full-Day Schedule

**Welcome to Today** ..... 15 minutes

**Story Time** ..... 15 minutes

**Literacy Circle** ..... 15 minutes

**Center Time and Small Groups** ..... 60 minutes

**Math Circle** ..... 15 minutes

**Other-Domain Circle**  
(Science, Social Studies, Technology, Fine Arts, Health) ..... 15 minutes

**Learn and Play** ..... 90 minutes

**Reflect** ..... 10 minutes

### Your Half-Day Schedule

**Welcome to Today** ..... 15 minutes

**Story Time** ..... 15 minutes

**Literacy Circle** ..... 15 minutes

**Center Time and Small Groups** ..... 60 minutes

**Math Circle** ..... 15 minutes

**Other-Domain Circle**  
(Science, Social Studies, Technology, Fine Arts, Health) ..... 15 minutes

**Reflect** ..... 10 minutes

For a Half Day Schedule, omit the activities with the dotted borders.



**Welcome to Today**  
15 min

- Meet and Greet
- Sing, Rhyme, and Shout
- Morning Meeting

**Story Time**  
15 min

- Read together
- Talk together



**Other-Domain Circle**  
15 min

- Science
- Social Studies
- Technology
- Health
- Fine Arts



**Transition\***

- Sing or Chant
- Move

**Outdoor Play\***  
suggested time 20 min

- Physical Development
- Social and Emotional Learning

**Learn and Play**  
90 min

- Physical Development
- Apply Skills
- Self-Selected Reading



\* Depending on your classroom, times may vary.

### Transition\*

- Sing or Chant
- Move

### Literacy Circle

15 min

- Alphabet Knowledge
- Phonological Awareness
- Oral Vocabulary Development



### Snack Time\*

suggested time 15 min

- Social and Emotional Learning
- Socialize
- Health and Nutrition



### Lunch Time\*

suggested time 30 min

- Socialize
- Health and Nutrition

### Math Circle

15 min

- Counting
- Number Sense
- Shapes



### Centers and Small Group Time

90 min

- Small Group instruction
- Independent or small group purposeful play
- Observe

### Rest Time\*

suggested time 30-45 min

- Self-Regulation
- Health

### Centers

30-60 min

- Independent or Small Group
- Purposeful Play
- Observe



### Reflect

10 min

- Social and Emotional Learning
- Reflect on the Day



## Launch the Theme

### What do we see in the world around us?

Introduce children to the theme’s Guiding Question. We are going to read, learn, and play to try to answer this question: *What do we see in the world around us?* We will learn about the earth, the sun, the moon, and other things in space. We’re going to start by playing a game called, “Javi, May I?”

## Game

### Javi, May I?

#### Set Up

This game is similar to Mother, May I? Place two tape lines on the floor several feet across and with nothing between them. Then line children up on one line.

#### Introduce the Game

Use Javi the Helicopter to help you explain the game to children.

- Point out the lines on the floor. You need to get from the line you’re on to the other line. Let’s pretend that line is the moon!
- Javi is in charge of getting you all there safely. He will tell you what you need to do. For instance, he might tell all the girls to take one large step forward. Or he might tell everyone who has on sneakers to take two steps on tippy toes. Before you move, you have to ask, “Javi, may I?” If Javi says “Yes, you may,” then you can take your steps. If you forget to ask Javi for permission, you have to return to the starting line. The first person to the other line wins.

#### Practice the Game

Have Javi call out commands. Guide children to follow his instructions.



# Close the Theme

## Let's Celebrate!

### Ready for Kindergarten!

Children invite their families and friends to celebrate all that they have done this year and how they are ready for kindergarten.

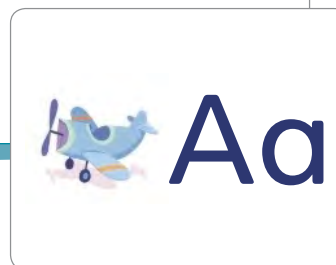
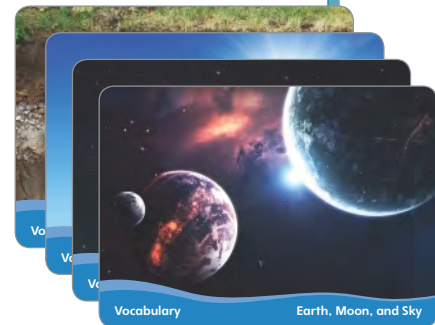
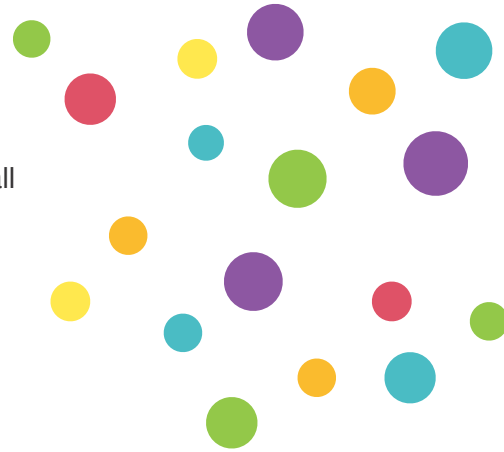
#### Prepare

Help children write invitations for their families and friends. In addition, collect examples of work that demonstrate children's academic growth. Prepare a treasure hunt with a map for the day of the celebration.

#### Celebration Day

Children celebrate what they have learned with their families and guests.

- Greet the guests.
- Sing "Astronauts."
- Review some of the things you have learned this year.
- Take a walk through the "Gallery of Learning."
- Invite families to participate in a treasure hunt.



# Meet the Three Cheers Pals

## Javi and His Friends

Javi the Helicopter and friends will help you and your children navigate their year in pre-kindergarten.



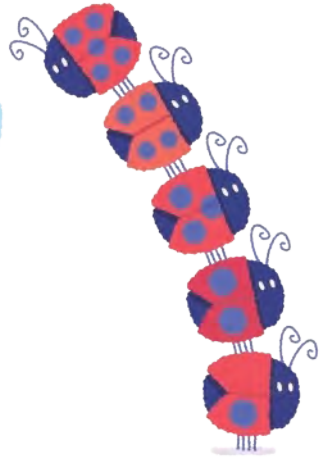
Tool Team



Queen Bee



Cloudy



The Ladies



Box and Purr



Javi



Hank



Dante



Bella



Flora



Tyler



Timber



# Three Cheers for Pre-K

## Pre-Kindergarten Outcomes

Domain	This Week's Instructional Focus
<b>Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>Child demonstrates an understanding that others have perspectives and feelings that are different from her own. <b>Pages 7, 11, 12, 14, 15, 19, 20, 22, 23, 27, 28, 30, 31, 35, 38, 39, 43, 44, 46</b></li> </ul>
<b>Language and Communication</b>	<ul style="list-style-type: none"> <li>Child shows understanding of the language being spoken by teachers and peers. <b>Pages 8, 16</b></li> <li>Child investigates and demonstrates growing understanding of the sounds and intonation of language. <b>Pages 8, 12, 32, 36</b></li> </ul>
<b>Emergent Literacy Reading</b>	<ul style="list-style-type: none"> <li>Child can produce a word that begins with the same sound as a given pair of words. <b>Page 8</b></li> <li>Child retells or re-enacts a story after it is read aloud. <b>Pages 24, 44</b></li> <li>Child can identify some conventional features of print that communicate meaning including end punctuation and case. <b>Pages 24, 28</b></li> </ul>
<b>Emergent Literacy Writing</b>	<ul style="list-style-type: none"> <li>Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts. <b>Pages 32, 40, 43</b></li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Child uses concrete objects, creates pictorial models and shares a verbal word problem for adding up to 5 objects. <b>Pages 11, 19, 27, 35, 43</b></li> <li>Child uses informal strategies to separate up to 10 items into equal groups. <b>Pages 11, 19, 27, 35, 43; C•196–C•197</b></li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>Child uses simple measuring devices to learn about objects. <b>Pages C•194–C•195</b></li> <li>Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity. <b>Pages C•192–C•193</b></li> <li>Child observes, investigates, describes, and discusses earth materials, and their properties and uses. <b>Pages 12, 20, 28, 36; C•194–C•195</b></li> </ul>
<b>Fine Arts</b>	<ul style="list-style-type: none"> <li>Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms. <b>Pages 7, 15, 23, 31, 39</b></li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner). <b>Page 12</b></li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>Child practices safe behavior while using digital tools and resources. <b>Pages C•188–C•189</b></li> </ul>

Ensure success in Kindergarten!  
Pre-K Outcomes taught this week  
prepare children for Kindergarten.

# Ready for Kindergarten!

## Listening Comprehension

### Pre-Kindergarten Outcomes

- Child shows understanding of the language being spoken by teachers and peers. **Pages 8, 16**

### Kindergarten Literacy Goals

- Confirm understanding of information presented orally by both classmates and teachers.

## Phonological Awareness

### Pre-Kindergarten Outcomes

- Child can produce a word that begins with the same sound as a given pair of words. **Page 8**

### Kindergarten Literacy Goals

- Demonstrate understanding of spoken words, syllables, and phonemes.

## Reading Readiness

### Pre-Kindergarten Outcomes

- Child retells or re-enacts a story after it is read aloud. **Pages 24, 44**

### Kindergarten Literacy Goals

- Retell familiar stories, including key details, characters, settings, and major events.

## Print Concepts

### Pre-Kindergarten Outcomes

- Child can identify some conventional features of print that communicate meaning including end punctuation and case. **Pages 24, 28**

### Kindergarten Literacy Goals

- Demonstrate command of the conventions of standard English capitalization and punctuation when reading or writing.

## Mathematics

### Pre-Kindergarten Outcomes

- Child uses concrete objects, creates pictorial models and shares a verbal word problem for adding up to 5 objects. **Pages 11, 19, 27, 35, 43**

### Kindergarten Mathematics Goals

- Use concrete models and verbal word problems to represent addition. Solve addition problems.



THEME 9 WEEK 1

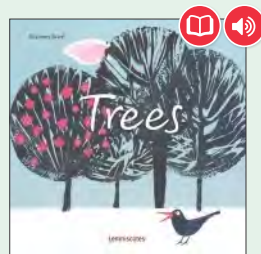
# Earth, Moon, and Sky

What do we see in the world around us?

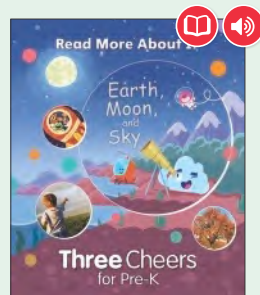
## Weekly Question

# How does the earth help a tree grow?

### From the Theme Kit Print and Digital



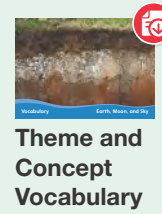
Trade Book



Read More About It: "A Tree's Year"



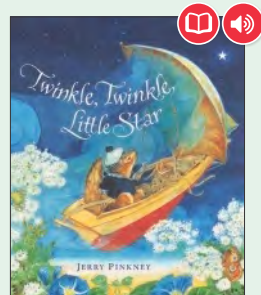
5x5



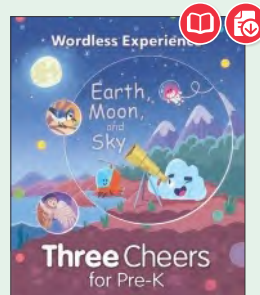
Theme and Concept Vocabulary



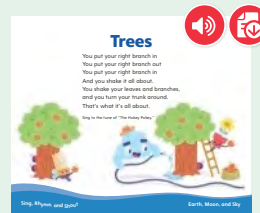
Theme Manipulative



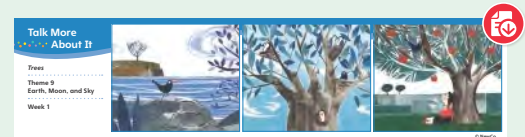
Big Book and Little Books



Wordless Experience Book: *Earth, Moon, and Sky*

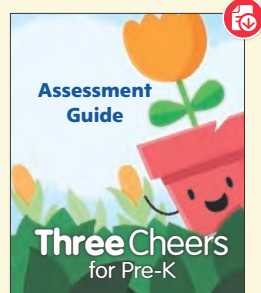


Sing, Rhyme, and Shout: "Trees"

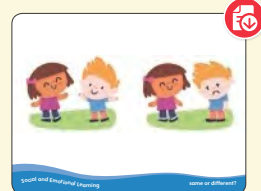


Talk More About It: Trees

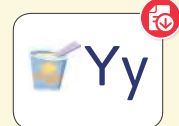
### From the Teacher Toolkit Print and Digital



Assessment Guide



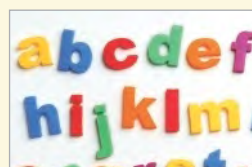
Social and Emotional Learning Cards



Alphabet Cards



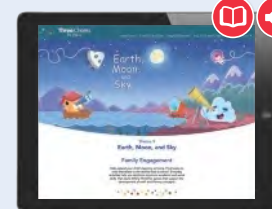
Picture Cards



Manipulatives



### Family Engagement Digital



Three Cheers for Pre-K Parents!



Three Cheers for Games!



Digital Bookshelf

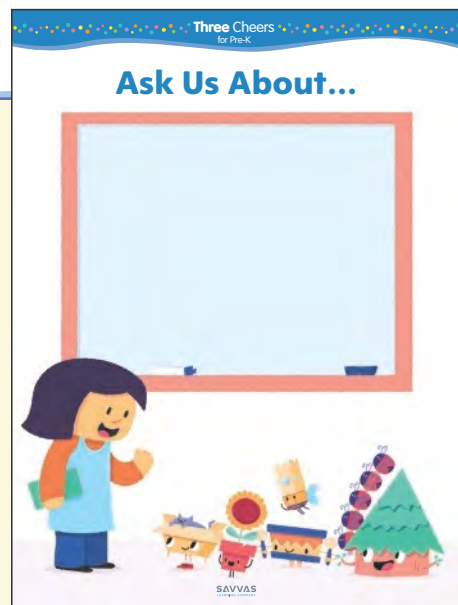


# Plan Your Week

## Suggested Daily Times

- Welcome to Today . . . 15 minutes
- Story Time . . . . . 15 minutes
- Literacy Circle . . . . . 15 minutes
- Center Time and Small Groups . . . . . 60–90 minutes
- Math Circle . . . . . 15 minutes
- Snack Time . . . . . 10 minutes
- Circle Time . . . . . 15 minutes
- Outdoor Play . . . . . 20 minutes
- Learn and Play . . . . . 90 minutes
- Rest Time . . . . . 30–45 minutes
- Centers . . . . . 30 minutes
- Reflect . . . . . 10 minutes

**For Flexible Days** You can eliminate Learn and Play, Snack Time, Outdoor Play, Rest Time, and the second Center Time and still cover a full Pre-K curriculum.



### Ask Us About . . .

Post these questions to help adults interact with children in your classroom and to help children show what they know.

- What can you see in the sky at night?
- What is land?
- How does the ground help a tree grow?

## Day 1 pp. 7–14

### Welcome to Today

- Meet and Greet
- Sing, Rhyme, and Shout “Trees”
- Morning Meeting

### Story Time

- What do we see in the world around us?
- 1st Read Big Book *Twinkle, Twinkle, Little Star*

### Literacy Circle

- Concept Vocabulary Introduce
- Phonological Awareness Produce Words
- Alphabet Knowledge Introduce Yy /y/

### Center Time and Small Groups

#### Small Group Options

- Math: Adding
- Literacy: Produce Words

Centers **Centergize**, pp. C•185–C•203

### Math Circle

- Equal Groups
- Snack Time We Think Differently

### Science Circle

- What Is Land?
- Earth’s Materials
- Outdoor Play Measure the Trees

### Learn and Play and Centers

- Let’s Move!
  - Pick Fruit
  - Jumping Birds
- Let’s Talk We Think Differently
- Let’s Read
  - Intonation
  - Produce Words
- Rest Time Warm, Cozy Chipmunk

### Reflect

- 5x5 Respond to Questions
- Social and Emotional Learning We Think Differently
- Let’s Talk About It

## Day 2 pp. 15–22

### Welcome to Today

- Meet and Greet
- Sing, Rhyme, and Shout “Trees”
- Morning Meeting

### Story Time

- How does the earth help a tree grow?
- 1st Read Trade Book *Trees*

### Literacy Circle

- Concept Vocabulary Develop
- Writing as a Process Brainstorming
- Alphabet Knowledge Review Yy /y/

### Center Time and Small Groups

#### Small Group Options

- Math: Adding
- Literacy: Alphabet Knowledge

Centers **Centergize**, pp. C•185–C•203

### Math Circle

- Equal Groups
- Snack Time We Think Differently

### Science Circle

- Rocks, Rocks, Rocks!
- Earth Materials
- Outdoor Play Rock Out

### Learn and Play and Centers

- Let’s Move!
  - Tree Relay
  - Perspective Tree
- Let’s Talk We Think Differently
- Let’s Read
  - Produce Words
  - Alphabet Knowledge
- Rest Time Tree House Slumber

### Reflect

- 5x5 Science
- Social and Emotional Learning We Think Differently
- Let’s Talk About It

**Day 3** pp. 23–30

**Welcome to Today**

**Meet and Greet**  
**Sing, Rhyme, and Shout** "Trees"  
**Morning Meeting**

**Story Time**

**How does the earth help a tree grow?**  
**2nd Read Trade Book** *Trees*

**Literacy Circle**

**Concept Vocabulary** Practice  
**Alphabet Knowledge** Review Yy /y/  
**Writing as a Process** Drafting  
**Print Concepts** Case

**Center Time and Small Groups**

**Small Group Options**

- Math: Adding
- Literacy: Print Concepts

**Centers** **Centergize**, pp. C•185–C•203

**Math Circle**

**Equal Groups**  
**Snack Time** We Think Differently

**Science Circle**

**What Covers the Land?**  
**Earth Materials**  
**Outdoor Play** A Tree Farm

**Learn and Play and Centers**

**Let's Move!**

- Moving Eggs
- Fruit Tree

**Let's Talk** We Think Differently  
**Let's Read**

- Produce Words
- Print Concepts

**Rest Time** Goodnight

**Reflect**

**5x5** Movement  
**Social and Emotional Learning** We Think Differently  
**Let's Talk About It**

**Day 4** pp. 31–38

**Welcome to Today**

**Meet and Greet**  
**Sing, Rhyme, and Shout** "Trees"  
**Morning Meeting**

**Story Time**

**How does the earth help a tree grow?**  
**Read More About It** "A Tree's Year"

**Literacy Circle**

**Concept Vocabulary** Review  
**Alphabet Knowledge** Review Yy /y/  
**Writing as a Process** Revising  
**Speech Development** Intonation

**Center Time and Small Groups**

**Small Group Options**

- Math: Adding
- Literacy: Speech

**Centers** **Centergize**, pp. C•185–C•203

**Math Circle**

**Equal Groups**  
**Snack Time** We Think Differently

**Science Circle**

**Trees Need Soil**  
**Earth Materials**  
**Outdoor Play** Search for Rocks, Soil, and Sand

**Learn and Play and Centers**

**Let's Move!**

- Red Apple, Green Tree
- Follow the Roots

**Let's Talk** We Think Differently  
**Let's Read**

- Produce Words
- Speech Development

**Rest Time** Stretch and Relax

**Reflect**

**5x5** Act It Out  
**Social and Emotional Learning** We Think Differently  
**Let's Talk About It**

**Day 5** pp. 39–46

**Welcome to Today**

**Meet and Greet**  
**Sing, Rhyme, and Shout** "Trees"  
**Morning Meeting**

**Story Time**

**How does the earth help a tree grow?**  
**Compare** *Trees* and "A Tree's Year"

**Literacy Circle**

**Concept Vocabulary** Check for Understanding  
**Writing as a Process** Editing  
**Phonological Awareness** Blend Phonemes

**Center Time and Small Groups**

**Small Group Options**

- Math: Adding
- Literacy: Writing

**Centers** **Centergize**, pp. C•185–C•203

**Math Circle**

**Equal Groups**  
**Snack Time** We Think Differently

**Technology Circle**

**More About Trees**  
**Digital Tools**  
**Outdoor Play** Tree Gallery

**Learn and Play and Centers**

**Let's Move!**

- Bird Nest Shuffle

**Let's Talk** We Think Differently  
**Let's Read**

- Produce Words
- Retell

**Rest Time** How to Rest

**Reflect**

**5x5** Who Lives in a Tree  
**Social and Emotional Learning** Different Feelings  
**Let's Talk About It**



# Vocabulary

## Theme Vocabulary

Words to develop the theme, Earth, Moon, and Sky

earth moon  
sun

## Concept Vocabulary

Conceptually related words to teach this week

air ground  
nest river  
roots

## Academic Vocabulary

Terms used in this week's instruction

### General

activity pair  
change print  
different produce  
graph punctuation  
re-enact

### Literacy

discuss sound  
feature word  
intonation  
letter  
meaning

### Mathematics

count  
each  
equal

many

number

piece

same

### Science

describe

discuss

earth

environment

investigate

materials

observe

properties

rock

rocks

sand

soil

uses

## Story Words

Words from the literature to explain and use this week

### Trade Book

breathe patient  
communicate roots  
magnificent

### Big Book

diamond spark wonder  
glorious traveler  
peep twinkle

### Read More About It

again crunch  
blooms delicious  
branches empty  
bright

# Materials

Materials to gather from home and classroom

### Morning Meeting

attendance chart  
helper chart  
musical instruments or classroom objects used as instruments

### Center Time

1 and ½ measuring cups  
cardboard tubes  
colorful building blocks  
computer or other digital device

cornstarch  
glue  
handheld fan  
large paper bags  
large cardboard box  
modeling clay  
recipe card for sculpting sand  
scissors  
sentence strips  
streamers  
two small cloths, dampened with water

### Small Groups

toy cars

### Circle Times

a box of building bricks  
a bucket of popcorn  
a set of ten items  
balloons  
digital device  
hand lens  
masking tape  
mood stickers

plastic fruit  
plastic spoons  
play dough  
rock, soil, and sand samples  
sidewalk chalk  
six items (such as plastic apples)  
small buckets  
small plastic cups  
spray bottle with water  
string  
timer



# Centergize!

Here is a sneak preview of the centers for this theme. For detailed information about centers, go to Centergize, pp. C•185–C•203.

## Reading and Listening

**Twinkle, Twinkle, Little Star** Follow along while listening to audio for the Big Book.

## ABC Fun

**I Know My ABC's!** Match magnetic letters with Alphabet Cards and produce the corresponding letter sound.

## Math Fun

**Building Spaceships** Use equal groups of building bricks to build identical spaceships.

## STEM

**Which Dries It Faster?** Observe, investigate, describe, and discuss sources of energy.

## Pretend and Learn

**Blast Off!** Pretend to be astronauts blasting off into outer space.

## Sand, Water, and More

**Let's Make Sculpting Sand** Measure and mix ingredients to create sculpting sand.

## Creativity Station

**Astronauts on Duty** Create a rocket personalized with my name.

## Writer's Club

**My Science Notebook** Draw and write to create a science notebook to showcase what children have learned.

# Monitor Progress



Assessment Guide

## Observe

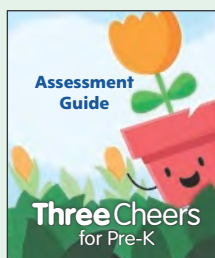
### Observational Checklists

Use the weekly observational checklists in the Assessment Guide to monitor children's progress on this week's Learning Outcomes.



## SCOUT

Use the weekly observational checklists to collect data on children's progress. Generate reports to help differentiate instruction for individuals.



Assessment Guide

## Track Progress Across Time

### Progress Monitoring Assessments

Use the Progress Monitoring assessments in the Assessment Guide to measure children's progress on end-of-year benchmarks for literacy and math. The End-of-Year Assessment should be administered at the end of the year.

### Pre-K Outcomes Progress Report

Use the progress report to note children's progress toward mastery of Pre-K learning outcomes several times throughout the year.



## Portfolio

Gather anecdotal notes, photographs, and examples of each child's work to document and demonstrate progress over time. From this week, you may want to include:

### Centers

- **Reading and Listening** anecdotal notes on children following along
- **ABC Fun** anecdotal notes related to matching letters with sounds
- **Make It, Take It** drawing of the night sky with labels







# Welcome to Today

15 minutes

## Meet and Greet

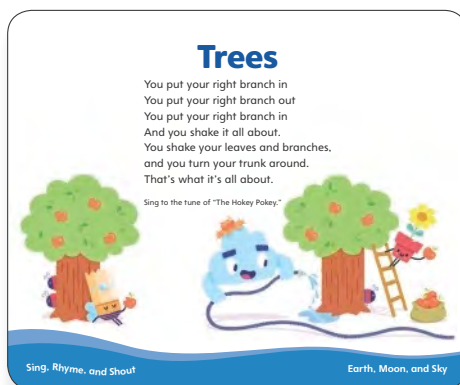
- Welcome children with a handshake.
- Have children give a thumbs-up, thumbs-down, or shrug to show their moods and then update the Mood Meter.



## Sing, Rhyme, and Shout

**Earth, Moon, and Sky** Introduce the theme, Earth, Moon, and Sky. Display the card.

- We are going to learn how trees grow and what they need to live. We're also going to explore Earth, the planet where we live. We'll also talk about the *sun*, clouds, moon, and stars.
- Have children listen to the song. Ask some children to play musical instruments as they listen. For children without instruments, invite them to move like the trees in the song and to use their arms like the branches.



## Learning Outcomes

### The child

- demonstrates an understanding that others have perspectives that are different from her own.
- participates in classroom music activities including playing musical instruments.

## What You Need

- Sing, Rhyme, and Shout: "Trees"
- musical instruments or classroom objects used as instruments
- attendance chart, helper chart

## Theme Vocabulary

sun

## Morning Meeting

- Attendance** Have children raise their hands if they see that a classmate is absent. Ask a helper to hand you the absent child's name card.
- Helper Chart** After assigning jobs, have helpers say which jobs they like best. Point out the different perspectives that children have.
- Weather** *Is the sun out today?* Have children say how they think the sun affects the weather.
- Today's Events** Today we start our last theme of your Pre-K year!



## DIFFERENTIATED SUPPORT

### 3-Year Olds

**Morning Meeting** Review the classroom routine with younger children to help them stay engaged. After each step in Morning Meeting, prompt them to recall and share what comes next. For example: *What do we do next after we look at the helper chart? We talk about the weather.*

AUDITORY



## Story Time

15 minutes

### Learning Outcomes

#### The child

- shows understanding of the language being spoken by teachers.
- demonstrates growing understanding of the intonation of language.
- produces a word that begins with the same sound as a given pair of words.

### What You Need

- Vocabulary Cards: *earth, roots, ground, nest, river, air*
- Big Book: *Twinkle, Twinkle, Little Star*
- Picture Cards: *bat, bike, bed, cup*
- Alphabet Card: *Yy*

### Earth, Moon, and Sky

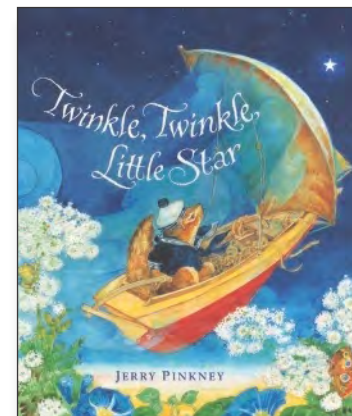
**?** **What do we see in the world around us?** Tell children that they will be talking about this guiding question: What do we see in the world around us? Display Vocabulary Card *earth*. *This is earth. Earth is the soil and dirt we see outside. Trees and plants are planted in the earth. Many animals live there. Today we will talk more about earth and the world around us.*



### Twinkle, Twinkle, Little Star

Tell children that today you are going to read *Twinkle, Twinkle, Little Star*.

- 1 Introduce** As you display the cover, tell children that you are going to read a book about something in the world that shines at night. *What shines in the sky at night? (stars)* Give children time to respond orally or point to the star on the cover to demonstrate understanding of the question.



In this story, we're going to take a trip with a special little animal. Point to the chipmunk and ask: *What animal is this? It's a chipmunk. It will stay with us for the whole story.*

- 2 Read Together** Some of you may already know this song. But listen closely because some words will be different than the ones you know! Read p. 2. Explain that the chipmunk is excited about looking in the sky. *How do we sound when we're excited?* Read the page again with volume and excitement. *My voice matches how the chipmunk feels. Let's say it one more time together. Can you sound excited?* Read the book aloud.
- 3 Connect** Tell children to think, turn, and talk to a partner about a time they were excited about being outside. Make gestures and repeat the words *think, turn, and talk*. Observe to see if they understood your spoken directions. Then have individual children share with the class. Notice that they are demonstrating an understanding of intonation by expressing feelings of excitement.

### DIFFERENTIATED SUPPORT

#### Extra Support

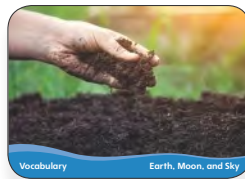
**Read Together** If children are not able to communicate orally on the repeated verses, have them stand and imitate twinkling stars using their hands. KINESTHETIC

# Literacy Circle

15 minutes

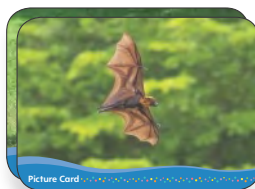
## Concept Vocabulary

**Introduce** We are going to talk about this question: *How does the earth help a tree grow?* Display Vocabulary Card *ground*. The ground is made of dirt. Plants and trees grow in the *ground*. Display each Vocabulary Card for this week (*roots, nest, river, air*) and briefly explain how each relates to the question, *How does the earth help a tree grow?*



## Phonological Awareness

**Produce Words** Have children produce a word that begins with the same sound as the given pair of words *bat* and *bike*.



- Display Picture Cards *bat* and *bike*. Have children repeat the words after you.
- Display Picture Cards *cup* and *bed*. Have children repeat the words after you.
- Which word begins with the same sound as the words *bat* and *bike*?

## Alphabet Knowledge

**Introduce Yy /y/** Tell children that today they are going to learn about the letter Y.



- 1 Letter Name** Display Alphabet Card Yy. This is *yogurt*. Point to the uppercase Y. This is the uppercase Y. Point to the lowercase y. This is the lowercase y. Say the letter name with me: /w//ī/, y. Point to the lowercase letter. What is the name of this letter? Point to the uppercase letter. What is the name of this letter?
- 2 Letter Sound** The sound that the letter Y spells sounds like this: /yyyyy/, /yyyyy/, /yyyyy/. Say it with me: /yyyyy/. Listen for the sound at the beginning of *yogurt*: /yyyyy/. Point to the lowercase letter. What sound does this letter spell? Point to the uppercase letter. What sound does this letter spell?
- 3 Letter Formation** Trace the uppercase Y on the Alphabet Card and explain the order of movements. Repeat as needed and have children trace the letter in the air. Repeat with the lowercase letter y.

## Transitions

### Chant and Rhyme

Invite children to stand and take a big stretch. Have children echo you as you model the actions; then have children join in.

- |                           |                   |
|---------------------------|-------------------|
| I see Earth's land.       | (hand above eyes) |
| Plants and trees          | (Y with arms)     |
| The <i>moon</i> and stars | (O with arms)     |
| high above me.            | (point to sky)    |

## Theme Vocabulary

earth	moon
-------	------

## Concept Vocabulary

roots	ground
nest	river
air	

## Academic Vocabulary

produce	pair
letter	sound
word	intonation



## CHECK FOR UNDERSTANDING

**IF** . . . a child cannot name Yy,

**THEN** . . . display the Alphabet Card and have the child trace the letter with you several times while saying the letter name.

LET'S GET READY FOR

## Center and Small Group Time

60–90 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or **English Language Development lessons** (p. ELD•205).

### Small Group

- **Math: Adding** Tell children that today they will draw circles in five-frames to add. Draw 2 yellow circles and 1 red circle. *How many yellow circles are there? How many red circles? There are 2 yellow circles and 1 red circle. How many circles in all? I add the circles to find the total number. 2 yellow circles and 1 red circle is 3 circles in all: 1, 2, 3.* Have children use a five-frame and work in pairs. One child colors 2 orange circles. The other colors 2 blue circles. Ask: *How many orange circles did you draw? How many blue? How many circles in all?*

#### ▶ **ELL Access**

##### **Learn Language Structures**

**Emerging** Say the phrase *in all* and gesture in a circle around the circles in the five-frame. To reinforce using the phrase, give each child 1–3 counters. Have two children put their counters together in a five-frame. Ask: *How many counters in all?* Help children count the counters and respond: \_\_\_\_\_ *in all*.

**Developing** To reinforce using the phrase *in all*, repeat the circle problem and gesture around the total. Give each child 1–3 counters. Have two children put their counters together in a five-frame. Ask: *How many counters are there in all?* Help children respond: \_\_\_\_\_ *counters in all*.

**Expanding** Have children combine 1–3 counters with a partner's counters in a five-frame and tell the total number using this sentence frame: *There are \_\_\_\_\_ counters in all*.

**Bridging** Have children combine 1–3 counters with a partner's counters and describe the operation using this sentence frame: \_\_\_\_\_ *counters and \_\_\_\_\_ counters is \_\_\_\_\_ counters in all*.

- **Literacy: Produce Words** Display Picture Cards *dog* and *desk*. *These two things begin with the same sound: dog and desk.* Have children say the words after you. *The beginning sound is /d/. Say it after me: /d/.* Display Picture Cards *foot* and *duck*. *One of these things begins with the same sound as dog and desk.* Say *foot* and *duck*. Have children say the words after you. *Which word begins with the same sound as dog and desk?*

#### ▶ **ELL Access**

##### **Listening**

**Emerging** Display Picture Cards *dog*, *desk*, and *foot*. Have children say each word after you. Say each word and its beginning sound, such as *dog, /d/*. Have children repeat after you. Point to the two Picture Cards that have the same beginning sound.

**Developing** Display Picture Cards *dog*, *desk*, and *foot*. Have children say each word after you. Then say each word and ask: *What is the beginning sound?* Ask them to point to the two Picture Cards that have the same beginning sound.

**Expanding** Display Picture Cards *dog*, *desk*, and *foot*. Have children say each word after you. Ask them to point to the two Picture Cards that have the same beginning sound.

**Bridging** Display Picture Cards *foot*, *dog*, *duck*, and *desk*. Say each word and have children say the word's beginning sound. Have them point to the words that have the same beginning sound.



# Math Circle

15 minutes

## Equal Groups

Children will demonstrate fair share strategies by separating lengths into smaller equal pieces.

- Engage** Tell children that today they are going to learn how to share fairly using play dough. Model fair sharing. Have two children come to the front. Make a rope of play dough that is about six inches in length, and show it to children.

*I have two friends here.* Point and count: *One, two. I have one piece of play dough. I want to share the same number of pieces with each friend. How many pieces do I need?*

- Develop** *I have two friends and I want to share fairly. So, I need two pieces that are the same size.* Hold up the rope of play dough and divide it into two equal pieces: *one, two. How can I check they are the same size?* Put the pieces next to each other to compare, then hand one piece to each child as you model. *One for you, and one for you.* Ask two new children to come up. *How many friends do I have here? How many pieces do I need?* Help a volunteer separate a rope of play dough into two equal pieces. Hold up the pieces side by side again. *Two equal pieces.* Give a piece to each child. *One for you, and one for you.*

- Practice** Make several ropes of play dough in different lengths, and ask children to come up three at a time to practice. Have one child count the number of friends and then divide the pieces. Children will develop their vocabulary of common phrases. For English language learners, they will develop their vocabulary of common phrases in English. Prompt children to say *one for you* as they hand pieces to their friends, and say *one for me* when they take pieces of their own. Have English language learners repeat the phrases after you first. Then have them develop their vocabulary of common phrases by saying the phrases independently as they practice. Guide children to divide the play dough equally. Rotate children within groups of three so every child has a chance to practice. To support English language learners, have them role play saying the phrases with a partner before practicing in a group.

## Learning Outcomes

### The child

- demonstrates an understanding that others have perspectives that are different from her own.
- begins to develop vocabulary of common phrases in English.
- creates pictorial models for adding up to 5 objects.
- uses informal strategies to separate up to 10 items into equal groups.

## What You Need

- play dough
- SEL Card: *same or different?*

## Academic Vocabulary

many	equal
piece	number

## SEL Snack Time

15 minutes

**We Think Differently** As children eat their snacks, have them demonstrate an understanding of different perspectives. *My favorite snack is crackers.* Model asking a child if they like crackers. *Do you like crackers? Your friend may or may not like what you like, and that's OK.* Provide sentence frames to help children ask questions, such as: *Do you like \_\_\_\_?*

## Science Circle

15 minutes

### Learning Outcomes

#### The child

- demonstrates an understanding that others have perspectives that are different from her own.
- demonstrates growing understanding of the intonation of language.
- observes earth materials.
- investigates earth materials.
- describes earth materials.
- demonstrates balance in isolation.

### What You Need

- Vocabulary Card: *earth*
- rock, soil, and sand samples
- hand lens, plastic spoons, craft sticks, spray bottle with water
- string, scissors
- plastic fruit, masking tape
- Big Book: *Twinkle, Twinkle, Little Star*

### Outdoor Play

20 minutes

**Measure the Trees** Find several trees outside. Ask children to guess how long of a string will wrap around the trunk. Have each child cut their length of string. Then, have children wrap the length of string around the truck to see how close their guess is.

### What Is Land?

Have children stand up and listen to the following chant. As you say the chant, pause after each pair of lines. Ask children to repeat the second line and complete the gesture

What is land?  
Soil, rocks, and sand! (1, 2, 3, fingers)

Where is land?  
It's where I stand!! (stomp feet)

### Earth's Materials

**1 Engage** Display the *earth* Vocabulary Card. Ask children to look at the picture and describe what they see. *We live on Earth. Land and water cover Earth. Today we are going to look at and tell about Earth's land and water.*

**2 Develop** Show the samples of rocks, soil, and sand. *Earth's land is made of rocks, soils, and sand.* Prompt children to observe and describe each material. Remind children that sand is formed from tiny pieces of rock. Allow children to explore the classroom and look for sand and soil in places such as posters, container gardens, or an ant farm. *Look out the window. Do you see rocks, soil, or sand? Where? Describe what you see. What are some other places you have seen rocks, soil, and sand?*

**3 Practice** Place the rock, sand, and soil samples on a table. Model how to use a spoon, craft sticks, and hand lens to observe the samples. Have children observe the samples. Ask them to describe what they see. *Tell how the rocks, soil, and sand look alike and different. What colors do you see?* Have children touch the materials. *How do rocks feel? How does soil feel? How does sand feel?* Tell children to spray water on each sample. *What happens to each sample when it gets wet?* Have children wash their hands after touching soil.



# Learn and Play

90 minutes

## Let's Move

**Pick Fruit** Have children demonstrate coordination and balance by pretending they are fruit trees. Distribute plastic or paper fruit to half the class. These children are the trees. They will hold one fruit in each hand and stand on one foot. Play music while the other children “pick” the fruit. The trees try to balance on one foot. If they lose their balance, have them switch feet. Stop the music and have children swap roles.

**Jumping Birds** Use masking tape to form a large V on the floor. The V should be very narrow with the top of the V only about a foot apart. This is the “tree branch.” Tell children they will pretend to be birds jumping down a tree branch. The tree branch splits, and they have to keep one foot on each side. Model jumping down the V with feet spreading wider and wider apart. If space permits, form two Vs and have children form two lines to jump down the V.

## Let's Talk

**We Think Differently** Circulate among the play areas and model acceptance of different perspectives.

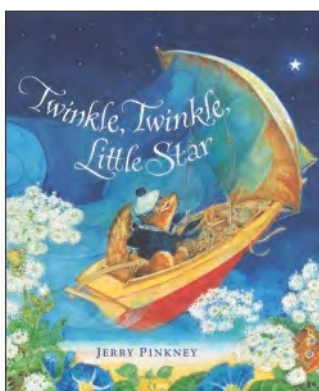
- It's OK that Naomi wants to color her tree red. That's her choice. If Arno wants to make his tree with lemons, he can. It's OK if his tree looks different from your tree.



## Let's Read

**Intonation** Use *Twinkle, Twinkle, Little Star* to increase children's understanding of intonation through sound substitution. Have children repeat the sound “la, la, la, la.” Then lead them in singing the chorus of the song, replacing all of the words with “la, la, la, la” throughout.

**Produce Words** Display pp. 6–7 of *Twinkle, Twinkle, Little Star*. Point to each object as you say it, and have children repeat each word after you: *bird, nest, beak*. Which two words begin with the same sound? Which word begins with a different sound?



### Concept Vocabulary

nest	ground
------	--------

### Academic Vocabulary

soil	materials
sand	observe
rocks	describe
Earth	

### Center Time

30 minutes

Refer to *Centergize* for ideas on refreshing Theme Centers and what children can do in Choice Centers.

### Rest Time

30–45 minutes

**Warm, Cozy Chipmunk** Before children lie down, show them p. 30 in *Twinkle, Twinkle, Little Star*. Point out how still the chipmunk is, with his eyes closed.

As they lie down, have them close their eyes and imagine they are snuggled in a warm, cozy nest with the chipmunk.

### DIFFERENTIATED SUPPORT

#### Extra Support

**Pick Fruit** If children have difficulty balancing on one foot, have them stand next to a wall. They can place one hand against the wall for support. KINESTHETIC



## Reflect

10 minutes

### 5x5

#### Learning Outcomes

##### The child

- demonstrates an understanding that others have perspectives that are different from her own.
- shows understanding by responding appropriately.

#### What You Need

- 5x5 Card: All About Trees
- SEL Card: *same or different?*

#### Concept Vocabulary

air

#### Academic Vocabulary

rocks                      sand  
soil                          Earth

#### CHECK FOR UNDERSTANDING

**IF** . . . a child is not able to produce complete sentences,

**THEN** . . . scaffold with this question and sentence frame: *What is this child feeling? This child is feeling \_\_\_\_\_. I know because \_\_\_\_\_.*

#### DIFFERENTIATED SUPPORT

##### ELL

**5 x 5** To reteach vocabulary, display the Picture Card *tree*. This is a picture of a tree. Say the word with me: *tree*. Let me hear you say it without me: *tree*. Repeat with Picture Cards *apple* and *fruit*. VISUAL

**Respond to Questions** Point to the tree in the picture. *What is this child swinging on?* Tell children that trees help us. Explain how trees keep us cool, give us fruit, and soak up too much rain and dirty *air*. *Why should we plant trees?* Notice that children are answering with appropriate responses. Ask the rest of the children to show a thumbs up or thumbs down if they agree with the child's answer.



## Social and Emotional Learning

**We Think Differently** Draw attention to the pictures on the SEL Card *same or different?* to help children understand that others can have perspectives different from their own.



- Point to the two children who have different expressions. *What is this child feeling? How can you tell? What is the other child feeling? How can you tell?*
- Help children experience the context of different perspectives. Pair up children and have pairs sit on the floor back to back. Say: *The children on the card are seeing something differently. We all see things differently, and that's OK. I want you to take turns describing to your partner what you see. Then we will trade places.* After children have described what they see, help them understand that there are good reasons why we don't all have the same perspective on everything.



## Let's Talk About It

Tell children that it's time to reflect on what they did today.

- *We drew trees and learned about what covers Earth. One of my favorite things we did today was touching rocks, sand, and soil.*
- Have children form a circle and take turns sharing their favorite activity. Remind children that it's OK for them to have different favorites.



# Welcome to Today

15 minutes

## Meet and Greet

- As children enter the classroom, greet them with a pinky shake.
- Observe children as they line up and take turns tapping the Mood Meter to show their moods.



## Sing, Rhyme, and Shout

**Earth, Moon, and Sky** Use the illustration on the card to review the theme, Earth, Moon, and Sky.

- This week, we are learning everything about trees. We learned yesterday that trees help us and the Earth.
- Have a child point to the trees on the card.
- Have children play simple musical instruments such as hand bells as they listen to the song. Ask children without instruments to move their arms like the branches in the song.



## Learning Outcomes

### The child

- demonstrates an understanding that others have perspectives that are different from her own.
- participates in classroom music activities including playing musical instruments.

## What You Need

- Sing, Rhyme, and Shout: “Trees”
- musical instruments
- Vocabulary Cards: *sun*, *moon*
- helper chart, T-chart

## Theme Vocabulary

moon

sun

## Morning Meeting

- Attendance** Have children place their name cards under the Vocabulary Card *sun* or *moon* to show which they like best. Count and announce the results. Have a positive discussion about how people have different preferences.
- Helper Chart** Use the helper chart to review who is assigned to each job. As you name the jobs, have volunteers describe the duties of that role.
- Question of the Day** *Would you like to be as tall as a tree?* Display a T-chart with columns yes/no. Have children place sticky notes or name tags on the chart to answer, or ask them to write their name. Have volunteers tell their choice.
- Today's Events** *Today we will read a new book called Trees.*

## DIFFERENTIATED SUPPORT

### ELL

**Sing, Rhyme, and Shout** Display pp. 8–9 of *Twinkle, Twinkle, Little Star* to help children understand what it means for a tree to shed leaves. **This is a picture of a tree.** Point to the tree. **Leaves fall off the tree.** Point to the leaves. **The tree sheds leaves.** Say it after me: **the tree sheds leaves.** Turn and tell a friend what it means for a tree to shed its leaves. Provide this sentence frame as needed: *Leaves fall \_\_\_\_\_.* AUDITORY

## Story Time

15 minutes

### Learning Outcomes

#### The child

- shows understanding of the language being spoken by peers.
- makes predictions about text.
- discusses ideas for drafts composed in whole/small group writing activities.
- contributes ideas for drafts composed in whole/small group writing activities.

### What You Need

- Trade Book: *Trees*
- a halved apple or seed packet
- Vocabulary Cards: *roots, ground, nest, river, air*
- Wordless Experience Book: *Earth, Moon, and Sky*
- Alphabet Card: *Yy*
- Picture Cards: *yak, yarn, wig*

### Wheel of Motion

Don't forget to use the Wheel of Motion on [SavvasRealize.com](http://SavvasRealize.com) when you need a fun and fast activity.

### DIFFERENTIATED SUPPORT

#### 3-Year Olds

**Connect** Help younger children make connections to the book by asking questions such as, *Is there a tree near your home? Do you ever hide behind the tree? Do you sit under it?* AUDITORY

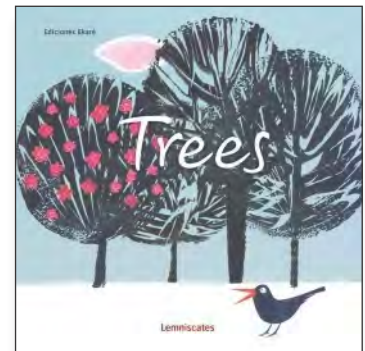
### Earth, Moon, and Sky

**?** **How does the earth help a tree grow?** Display Vocabulary Card *earth* and review the word with children. *Earth is soil and dirt. We plant things in it. What do we plant in the earth?* Tell children that trees and other plants need *earth* to grow. Today they will answer the question, *How does the earth help a tree grow?*



Tell children that today you are going to read a new book, *Trees*.

- 1 Introduce** Display the front cover. Have children predict what the book will be about. *We can guess what a book will be about by looking at the picture on the cover. What do you see in the picture?* Guide children to make predictions about the text. *Today I'm going to read a book that tells us all about trees. Look at the cover again. How are the trees in the picture alike? How are they different?*
- 2 Read Together** Read the story aloud. Have volunteers come up and point to parts of the tree as you read about them, such as the fruit and the leaves. When you read p. 14, have children point to the *roots*, and then ask them to point to the *earth*, or soil. *The roots of this tree are in the earth. The earth helps the tree grow. It helps the tree stand up straight.* Pause after reading pp. 28–29. If possible, show children a halved apple or some seeds. Explain that more trees will grow from the seeds.
- 3 Connect** *We can see trees outside. Turn to a partner and talk about where you have seen trees. Are there any growing by your house?* Have children talk with a partner about the trees they've seen outside. *Raise your hand if you've seen a tree with leaves. What about a tree without leaves? Have you seen a tree with fruit growing on it? What kind of fruit was growing on the tree?* Have children take turns saying *leaves* or *fruit* to the class. Ask the class to stand up if they hear the word *fruit*. Observe whether children's movements show understanding of the language being spoken by their peers.



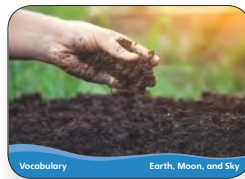


# Literacy Circle

15 minutes

## Concept Vocabulary

**Develop** Remind children of the weekly question: *How does the earth help a tree grow?* Display Vocabulary Card *ground*. *This is the ground.* Say the word *ground* with me: *ground*. Where is the *ground*? Display each Vocabulary Card (*roots*, *nest*, *river*, *air*) and ask children a question about each one that ties the word to the theme or weekly question.



## Writing as a Process

**Brainstorming** Use the Wordless Experience Book, *Earth, Moon, and Sky*, to write a class story. Lead the children in a brainstorming session so they can discuss and contribute ideas. Say words as you write them.

- Display the Wordless Experience Book. *This is a book, but there aren't any words! Today you're going to help me think of ideas to tell this story.*
- Prompt children by asking questions such as, *How should I start?* Ask children to contribute by writing some of the letters they know. *Who is in the picture?* Involve children in showing the difference between letters and words.
- *What should we write next?*

## Alphabet Knowledge

**Review Yy /y/** Tell children that today they are going to review what they know about the letter Y.

- 1 Review Letter Name** Show the Alphabet Card Yy. Review the uppercase and lowercase letters.
- 2 Review Letter Sound** The letter *y* makes this sound: /yyyyy/. Display Picture Card *yak*. *This is a yak. The word yak begins with the sound /yyyyy/ like the word yogurt.*
- 3 Review Letter Formation** Show Alphabet Card Yy. Review the upper- and lowercase letters. Have children write the letters in the air.



## Transition

### Chant and Rhyme

Invite children to stand and take a big stretch. Have children echo you as you model the actions; then have children join in.

*Roots grow in the ground.* (point down)  
 Down, down, down (squat low)  
*Roots grow in the ground.* (point down)  
 Down, down, down (squat low)

## Theme Vocabulary

earth

### Concept Vocabulary

roots	ground
nest	river
air	

### Academic Vocabulary

produce	pair
letter	sound
word	

## ✓ CHECK FOR UNDERSTANDING

**IF . . .** children have difficulty producing the sound /y/,

**THEN . . .** say a word that begins with the sound /y/, such as *yak*, *yam*, *yum*, *yummy*, and stretch out the sound: /yyyyy/ -*yam*. Have children repeat after you.

LET'S GET READY FOR

## Center and Small Group Time

60–90 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or **English Language Development** lessons (p. ELD•206).

### Small Group

- **Math: Adding** Provide five-frames children can use to draw models of addition. Draw a five-frame on the board. Tell children that today they will draw pictures to add. Draw three orange circles and one black circle. *How many orange circles are there? How many black circles? There are three orange circles and one black circle. How many circles in all? I add the circles together. Three orange circles and one black circle is four circles in all: one, two, three, four.* Draw one more circle in another color. *How many circles are there now?* Show how we know there are four, so we can count one more to find the total. Have children repeat in pairs on their five-frames. One child draws one circle, the other child draws two circles. *Draw one more circle. How many circles in all?*

#### ► **ELL Access**

##### **Internalize Vocabulary**

**Emerging** Say *in all* and gesture around the whole set of circles. *The question “how many circles in all?” means the same as the question “how many circles in the whole group?”* Gesture and explain that *in all* usually tells us that we will put things together, not take things away. Draw three orange circles and one black circle. *How many circles in all?*

**Developing** Provide sentence frames to help children explain what *in all* means. *The words in all mean \_\_\_\_.* Ask: *Does in all usually mean that we will take things away or put things together?*

**Expanding** Have children answer the question, *What do the words in all mean?*

**Bridging** Ask children to explain what the words *in all* mean using a complete sentence.

- **Literacy: Alphabet Knowledge** Show the Alphabet Card Yy. Have individual children point to the uppercase and lowercase letters as you name them. Hold up a yellow piece of construction paper. *The word yellow begins with the letter Y. Listen to the sound it makes: /yyyyy/ -ellow. What letter makes the /yyyyy/ sound?* Model writing an uppercase and lowercase letter Y using yellow finger paint on white paper. Give children white paper and yellow finger paint. Have children write an uppercase letter Y using the finger paint. Repeat with lowercase letter y.

#### ► **ELL Access**

##### **Academic Vocabulary**

**Emerging** Display Alphabet Card Yy. *This is the uppercase letter Y.* Point to it and have the children trace it. *This is the lowercase letter y.* Point to it and have the children trace it.

**Developing** Display Alphabet Card Yy. *This is the uppercase letter Y.* (point to it) *Trace the uppercase letter Y.* Point to the lowercase letter y. *Trace the lowercase letter y.*

**Expanding** Display Alphabet Card Yy. *Point to the uppercase letter Y. Point to the lowercase letter y.* Have children trace both letters in the air.

**Bridging** Model writing an uppercase Y using finger paint. Repeat with lowercase letter y. Have children write each letter using finger paint. Prompt by saying *uppercase and lowercase.*

# Math Circle

15 minutes

## Equal Groups

Have children use informal strategies to equally divide an amount from a large container into smaller equal containers.

- 1 Engage** Tell children that today they are going to learn how to share fairly using a bucket of popcorn. Model fair sharing. Have two children come to the front. Draw attention to the bucket of popcorn.

*I have two friends here.* Model pointing and counting: *One, two.* *I have one bucket of popcorn. I want to share the same amount with each friend.*

- 2 Develop** *I will take popcorn from the bucket and fill up two small cups. The cups are the same size. Each friend gets the same amount.* Hand one cup to each child as you model, saying *one for you* with each cup. Ask four new children to come up. *How many friends do I have here? How many cups do I need?* Help the four children take popcorn from the bucket to fill each cup. Give one cup to each child while saying *one for you*.
- 3 Practice** Change the number of friends. Have two, three, or four children come up at a time. Ask children to take from the bucket and fill up cups so each child receives a fair share.

## Learning Outcomes

### The child

- demonstrates an understanding that others have perspectives that are different from her own.
- creates pictorial models for adding up to 5 objects.
- uses informal strategies to separate up to 10 items into equal groups.

## What You Need

- a bucket of popcorn, small plastic cups
- SEL Card: *same or different?*



### CHECK FOR UNDERSTANDING

**IF** . . . children do not understand that each cup has the same amount,

**THEN** . . . place two empty cups side by side. *These cups are the same.* Fill each cup. Place them side by side. *The cups are the same size, so each cup holds the same amount of popcorn.*



## Snack Time

15 minutes

**We Think Differently** Before children take a snack, display the Social and Emotional Learning Card: *same or different?* Have children demonstrate an understanding that others have perspectives that are different from their own. Point to the picture where the playmates feel the same. *How do they feel?* Point to the picture where the playmates feel different. *How do they feel? Which playmate feels the same as you?*



# Science Circle

15 minutes

## Learning Outcomes

### The child

- demonstrates an understanding that others have perspectives that are different from her own.
- observes earth materials.
- describes earth materials.
- shows control of tasks that require small-muscle control.

## What You Need

- Picture Card: *rock*
- rock samples
- hand lens, spray bottle with water
- sidewalk chalk
- paper, paintbrushes, paint, timer
- Trade Book: *Trees*

## Concept Vocabulary

roots                      ground

## Academic Vocabulary

rocks                      observe

describe                soil

earth

## Outdoor Play

20 minutes

**Rock Out** Hide a variety of rocks of different shapes and textures. Have children search for the rocks. Provide baskets or boxes to sort rocks by color, texture, or size. Have children explore the different categories in which the rocks can be sorted.

## Rocks, Rocks, Rocks!

Have children stand up and listen to the following chant. As you say the chant, pause after each pair of lines. Ask children to repeat the second line and complete the gesture.

Big or small, flat or round:

Rocks, rocks, rocks!                      (rock back and forth)

Rough or smooth, black or brown:

Rocks, rocks, rocks!                      (rock back and forth)

## Earth Materials

**1 Engage** Hold up Picture Card *rocks*. We learned that the Earth's land is made up of soil, sand, and rocks. Which one is this? Today, we're going to look at and tell about rocks.



**2 Develop** Display the different samples of rocks. Prompt children to observe and describe what they see. Let's look at these rocks. How can we describe, or tell about, these rocks? Rocks can be different colors like red and brown. What color are these two rocks? They can also be different sizes. Ask children to point to the bigger rock. Rocks can be round or other funny shapes. How would you describe the shape of this rock? Rocks can feel rough, bumpy, or smooth. Ask a child to come up and hold a rough rock. How does this rock feel? Some rocks are heavy, and some are light. Pass around heavy and light rocks for children to hold. Model using the hand lens to observe the small details of the rocks.

**3 Practice** Put the rocks in a big pile on the table. Have children come up in small groups to observe and describe the rocks using the hand lens. Ask them to describe what they see using questions and prompts such as, *What color is the rock? Is the rock shiny? What shape is the rock? Touch the rock with your fingers. Does it feel smooth or rough?* Have children spray water on the rocks. *What happened when the rocks got wet? Did the color change? Do the rocks feel different?* Have children wash their hands after touching the rocks.

# Learn and Play

90 minutes

## Let's Move

**Tree Relay** Have children participate in a tree-painting relay to show control of tasks that require small-muscle control. Tape four large pieces of paper to the board. Place a paintbrush and a few paint colors in front of each. Have children form four lines. Explain that each child will make one brush stroke and then go to the back of the line. Then it's the next child's turn. Set a timer. Once time is up, have children look at the trees and vote on their favorite one.

**Perspective Tree** Remind children that they've been learning about how it's OK to have different favorites and feelings than their friends.

- I'm going to play music while you all walk in a circle. When the music stops, I want you to stop and act like a tree.
- Play music. When you stop the music, talk about how some of the "trees" are alike and some are different.

## Let's Talk

**We Think Differently** Circulate among the play areas and engage children in one-on-one conversations to help them use words to express their own and others' perspectives:

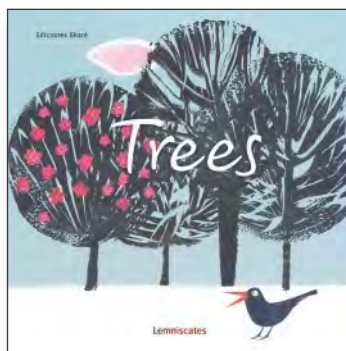
- If your friend thinks something is funny but you think it is not, it's OK to say so. Provide a sentence frame for children to use: *My friend thinks \_\_\_\_\_, but I do not.*



## Let's Read

**Produce Words** Display pp. 20–21 of *Trees*. Point to each object as you say it, and have children repeat each word after you: bird, car, leaf. What else do you see?

**Alphabet Knowledge** Display pp. 16–17 of *Trees*. Point to the *y* in *dry*. Let's say the name of this letter together, *y*. Is this an uppercase or lowercase letter?



## Center Time

30 minutes

Refer to *Centergize* for ideas on refreshing Theme Centers and what children can do in Choice Centers.

## Rest Time

30–45 minutes

**Tree House Slumber** After children lie down, play soft music or nature sounds. Close your eyes and imagine you're in a tree house inside a soft sleeping bag. Your friends are with you. The wind is softly blowing. You hear the leaves softly touching the tree house. Take a deep breath in and let it out. Take another deep breath in and let it out.

## DIFFERENTIATED SUPPORT

### 3-Year Olds

**Rest Time** If younger children are not able to rest, allow them to look at picture books or put together a puzzle in a designated quiet area. KINESTHETIC

## Reflect

10 minutes

### 5x5

#### Learning Outcomes

##### The child

- demonstrates an understanding that others have perspectives that are different from her own.
- describes life cycles of organisms.

#### What You Need

- 5x5 Card: All About Trees
- SEL Card: *same or different?*
- twig or leaf

#### Concept Vocabulary

nest

#### Academic Vocabulary

describe                      change

#### CHECK FOR UNDERSTANDING

**IF . . .** a child is not able to imagine being one of the children in the picture,

**THEN . . .** roleplay with the child. *I'm your friend. Make a face that shows me how you feel.* After the child makes a face, make one that matches. *Do we feel the same or different?*

#### DIFFERENTIATED SUPPORT

##### Engage and Extend

**We Think Differently** If children would like a challenge, have them act out how they felt today. Ask them to explain what caused this feeling.

AUDITORY

**Science** Use the picture to help children describe the life cycle of organisms. **Look at the boy in the picture. He is a child now, but he was once a baby. Raise your hand if you were once a baby, too.** Remind children how they have changed over time.



Look at the tree in the picture. Is it an old tree or a young tree? **Raise your hand if you think this tree was once a young tree.** Explain to children that trees are plants and are living things. They also grow and change over time.



### Social and Emotional Learning

**We Think Differently** Draw attention to the pictures on the SEL Card *same or different?* to help children understand that others can have perspectives different from their own.



- **Look at the two different pictures.** Imagine the two children are you and your friend.
- Sometimes you and your friend are both happy, but sometimes you and your friend are not both happy. Think of a time when you and your friend felt differently. What did you feel differently about?
- Point out that we all see things differently. A friend might not like the same things as we do.



### Let's Talk About It

Tell children that it's time to reflect on what they learned and read about today.

- **We read that trees are homes to birds. I learned that birds make *nests* in trees. Now you are going to take turns telling what you learned about trees today.**
- Pass around a twig or leaf. Remind children that when they receive it, it's their turn to talk.





# Welcome to Today

15 minutes

## Meet and Greet

- Greet children by name with a big smile.
- Ask children to respond with a reaction that represents how they feel (jump, shrug, shout). Point out different reactions to help children understand different perspectives.



## Sing, Rhyme, and Shout

**Earth, Moon, and Sky** Use the illustration to help children make a connection between the Earth and trees.

- Look at the tree. Where do trees grow? Trees grow in soil. Trees grow in Earth's land. They get food and water from Earth's land.
- Ask children to share what they have learned about trees so far. Use the illustration as a prompt.
- Have children move in rhythm as they sing. Model for the children as needed. Invite volunteers to help you lead the song.



## Learning Outcomes

### The child

- demonstrates an understanding that others have perspectives that are different from her own.
- participates in classroom music activities including moving to rhythms.

## What You Need

- Sing, Rhyme, and Shout: "Trees"
- Alphabet Cards: *Dd*, *Yy*
- attendance chart, helper chart

## Concept Vocabulary

ground

## Morning Meeting

- 1 Attendance** Display the Alphabet Cards *Dd* and *Yy*. Ask children to look for a lowercase *d* or *y* in their names. If their name has a lowercase *d* or *y*, ask them to name the letter and place their name cards on the attendance chart.
- 2 Helper Chart** Use the chart to review helper jobs.
- 3 Weather** Ask volunteers to describe the weather using this sentence frame: *The weather today is \_\_\_\_\_.*
- 4 Today's Events** What are you excited to learn about today?



## DIFFERENTIATED SUPPORT

### Extra Support

**Attendance** If a child recognizes but cannot name a lowercase letter, use this prompt: [Child's name], your name has a lowercase *y*. Point to the letter *y* in your name and place your name card on the attendance chart. AUDITORY

## Story Time

15 minutes

### Learning Outcomes

#### The child

- retells or re-enacts a story after it is read aloud.
- can identify some conventional features of print that communicate meaning including case.
- discusses ideas for drafts composed in whole/small group writing activities.
- contributes ideas for drafts composed in whole/small group writing activities.

### What You Need

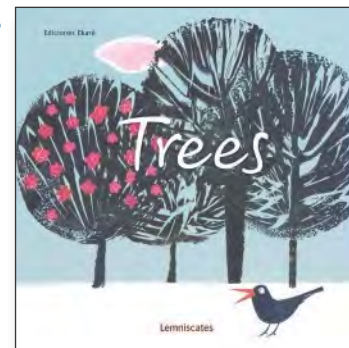
- Trade Book: *Trees*
- Talk More About It Card: *Trees*
- Vocabulary Cards: *ground, roots, nest, river, air*
- Alphabet Card: *Yy*

### Earth, Moon, and Sky

**?** **How does the earth help a tree grow?** Remind children of the weekly question: *How does the earth help a tree grow?* Explain that a tree's *roots* are under the *ground*, and the *roots* get food from the *earth*. Today they will continue to learn about trees.



Display the cover of *Trees*. **Who remembers the title of our book?** Point to the title.



**1 Remember** Flip through pp. 2–9 of *Trees* and ask children to talk about how the trees look on each page. Have them notice how the trees look different in the different seasons. **What season is this?** After displaying p. 9, return to p. 2 and remind them that the seasons start over again.

**2 Reread** Reread *Trees*. Have children stand up tall like trees and say the word *trees* each time you point to them. As you come to the word *trees* in the book, point to the children and chorally say the word.

On pp. 14–15, point to the *roots* of the trees. **A tree's roots are in the ground. Do you see how they reach down deep into the soil? They get food from the soil. The words on this page say that the trees communicate. That means they talk to each other! What do you think they might say?** Be sure to explain that trees don't really talk, but they might have ways to pass information to help each other grow.

**3 Retell** After reading, use the Talk More About It Card to have children retell key parts of the text. Point to the first image on the card. **What do you see in this picture? In this picture, we can see that some trees grow by the water, and some grow on land far away. We can see that trees grow in many places.** Continue with the other two pictures on the card.

### DIFFERENTIATED SUPPORT

#### Engage and Extend

**Retell** Have children choose one picture on the Talk More About It Card. Ask them to make up an original story about what is happening in the picture.

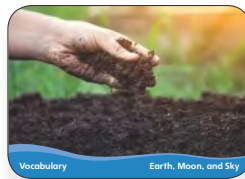
AUDITORY

# Literacy Circle

15 minutes

## Concept Vocabulary

**Practice** Display Vocabulary Cards *roots*, *ground*, *nest*, *river*, and *air*. Have children identify each one. Some of these words name things that are above the *earth*. Are *roots* above the *earth*? No. Is a *nest* above the *earth*? Yes. What else is above the *earth*? (sky)



## Alphabet Knowledge

**Review Yy /y/** Show the Alphabet Card Yy. Review the uppercase and lowercase letters. Trace the letter on the card as children write the letter in the air.



## Writing as a Process

**Drafting** Have children continue discussing and contributing ideas for a draft of the class story. As children dictate, write their ideas on a chart.

- Yesterday, we shared ideas for our class story. Today, let's talk more about that. As we talk, I'll write your ideas on this chart. In two weeks, we'll use what we've written to make a book!
- Prompt children by asking questions such as, *Yesterday we wrote about the girl and what she is doing. What should we write next?* Point to the *ground* under the girl's feet to activate conversation. Ask children to contribute by writing some of the letters and words they know.
- Congratulate children on their hard work to help create a draft.

## Print Concepts

**Case** Have children identify uppercase letters in the first word of a sentence as a conventional feature of print that communicates meaning. Show pp. 6–7 of *Trees*. Point to the word *They*. *Does this word start with an uppercase or lowercase letter? Why?*

## Transition

### Chant and Rhyme

Invite children to stand and take a big stretch. Tell them to imagine being outside in nature. Have children echo you as you model the actions; then have children join in.

I see a <i>nest</i>	(hand above eyes)
in a tree.	(point)
I breathe the <i>air</i>	(deep breath)
all around me.	(twirl)

## Theme Vocabulary

earth

## Concept Vocabulary

roots	river
ground	nest
air	

## Academic Vocabulary

re-enact	print
feature	discuss
meaning	

## ✓ CHECK FOR UNDERSTANDING

**IF . . .** children struggle to remember why *They* is capitalized,

**THEN . . .** review that the first word in a sentence is capitalized. Provide other examples. Have children point to the uppercase letter in each. Highlight that the word is the first in the sentence.



LET'S GET READY FOR

## Center and Small Group Time

60–90 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or **English Language Development** lessons (p. ELD•206).

### Small Group

- **Math: Adding** Have children share a verbal word problem that involves addition. *I am going to tell a story. Think about what you hear in the story, and look at my picture.* Draw a five-frame. Draw one orange fish and then two yellow fish on the board. *There is one fish in the river. Two more come. Now there are three fish in all.* Draw a new five-frame with two blue birds and then two red birds in the frame. Have children turn and talk to a friend about their ideas for a story that tells about the birds. Then have a child come and share a verbal word problem about adding the birds. Repeat with other natural objects, adding up to five.

#### ▶ **ELL Access**

##### **Academic Vocabulary**

**Emerging** As you tell the fish story, model finding the total. Say the words *one fish* and *two fish* and have children repeat them after you. Count the three fish out loud. *Now there are three fish in all.* Have children point and repeat after you as you say: *one fish, two fish, three fish in all.*

**Developing** Provide sentence frames to help children retell the story: *There is \_\_\_\_\_ fish in the river. \_\_\_\_\_ more come. Now there are \_\_\_\_\_ fish \_\_\_\_\_.*

**Expanding** Ask questions to help children tell the bird story: *How many blue birds are there? How many red birds fly to join them? Then how many birds are there in all?*

**Bridging** Prompt children to tell a new word problem after drawing a model in their five-frame.

- **Literacy: Print Concepts** Have children identify uppercase letters as a conventional feature of print that communicates meaning. Display pp. 14–15 of *Trees*. Review first word capitalization: *Which of these words starts with an uppercase letter? Why? The first word in a sentence starts with an uppercase letter. What is the uppercase letter?* Have a child point to it after the class names it. Repeat using pp. 14–16 and 20–21.

#### ▶ **ELL Access**

##### **Oral Language Production**

**Emerging** Slowly pronounce *uppercase* and *lowercase*. Have children repeat each word. Point to the uppercase *Y* on the Alphabet Card and ask children to use the correct term. Repeat for the lowercase *y*.

**Developing** Provide a sentence frame to help children explain when to use an uppercase letter. *Use the \_\_\_\_\_ letter to start the first word of a sentence.*

**Expanding** Have children explain in their own words why an uppercase letter is used to start the first word of a sentence.

**Bridging** Prompt children to use complete, structurally correct sentences when telling why an uppercase letter is used to start the first word of a sentence.

# Math Circle

15 minutes

## Equal Groups

Have children use informal strategies to equally divide objects in a large container into smaller equal containers. To prepare, make sure the building bricks are broken down into the smallest pieces and not stuck together.

**1 Engage** Tell children that today they are going to practice sharing fairly using a box of building bricks. Model fair sharing. Have four children come to the front. Draw attention to the box of building bricks.

I have four friends here. Model pointing and counting: One, two, three, four. But I only have one box of building bricks. I want to share the same with each friend. How can I do this?

**2 Develop** I have four friends here, so I'll take building bricks from the box and fill up four smaller buckets. The buckets are the same size. So, each friend gets the same. Hand one bucket to each child as you model, saying *one bucket for you* each time. Ask three new children to come up. *How many friends do I have here? How many buckets do I need?* Help the three children take bricks from the box to fill each bucket. Give one bucket to each child while saying *one bucket for you*.

**3 Practice** Change the number of friends. Have between four and six children come up at a time. Ask children to take from the bucket and fill up cups so each child receives a fair share. Remind them that each receives a fair share because the buckets are the same size. Prompt children as needed to fill them equally. Appoint one child to hand out the filled buckets to the friends saying *one bucket for you* each time.



## Learning Outcomes

### The child

- demonstrates an understanding that others have perspectives that are different from her own.
- shares a verbal word problem for adding up to 5 objects.
- uses informal strategies to separate up to 10 items into equal groups.

## What You Need

- a box of building bricks, small buckets
- SEL Card: *same or different?*

## SEL Snack Time

15 minutes

**We Think Differently** After children take a snack, display the Social and Emotional Learning Card: *same or different?* Point to the picture and ask a child. *What is your favorite color on this card?* After the child replies, express their preference as different from your own: *Pedro likes blue, and I like red.* As children eat their snacks, have them express their own preferences and a friend's to help them gain an understanding about different perspectives.

## DIFFERENTIATED SUPPORT

### ELL

**Practice** To reinforce the meaning of *fair*, point to two buckets that contain fair shares and say: *Fair*. Then heap a bucket with more bricks than the others. Point to it and one of the "fair share" buckets. Say: *Not fair*. VISUAL

## Science Circle

15 minutes

### Learning Outcomes

#### The child

- demonstrates an understanding that others have perspectives that are different from her own.
- can identify some conventional features of print that communicate meaning, including case.
- observes and investigates earth materials.
- describes and discusses earth materials.
- discusses [earth materials'] properties.

### What You Need

- Picture Cards: *rocks, carrot, bone*
- soil and sand samples
- hand lens, plastic spoons, spray bottle of water
- sidewalk chalk
- balloons
- paper, pencil, finger paints
- Big Book: *Twinkle, Twinkle, Little Star*
- Trade Book: *Trees*

### Outdoor Play

20 minutes

**A Tree Farm** Divide children into two groups: farmers and trees seeds. Have the farmers “plant” the tree seeds. Remind the farmers to show and tell what a seed needs to grow: soil, water, and sunlight. Then have the tree seeds show and tell how they grow and change from seed to fully grown tree.

### What Covers the Land?

Have children stand up and listen to the following chant. As you say the chant, pause after each pair of lines. Ask children to repeat the second line and stomp as they chant the answer to the question.

What covers the land?  
Rocks, soil, and sand! (stomp feet)  
What covers the land?  
Rocks, soil, and sand! (stomp feet)

### Earth Materials

- 1 Engage** Remind children that Earth’s land is made up of three different things. Hold up the Picture Card *rocks*. *Which did we explore yesterday? Today, we’re going to investigate, or learn about, soil and sand.*
- 2 Develop** Have children observe the jars of soil and sand. Hold up a jar of soil. *What is in this jar? Soil is another word for dirt. Soil is made up of small pieces of rocks, sand, and clay. Most soil has what plants and trees need to grow. Soil can be different colors. What can you tell about the color of this soil? It is dark brown or black.* Hold up a jar of sand. *What is in this jar? Sand is made up of tiny bits of broken rock and shells. Sand can be different colors such as white, brown, pink, or black. What color is the sand in the jar?*
- 3 Practice** Set out two paper plates: one with sand and one with soil. Provide hand lenses and plastic spoons. Have children observe the sand and soil using their senses (sight, touch, and smell). *Tell how the sand and soil look. What does each feel like? Do they have a smell?* Have children and discuss how the sand and soil are the same and different. Have children spray water on each sample. *What happened when the soil and sand got wet?* Remind children to never put soil or sand in their mouths.





# Learn and Play

90 minutes

## Let's Move

**Moving Eggs** Have children demonstrate coordination by pretending they are birds moving eggs back and forth between *nests*. Have children form two lines that are five feet apart. Give each child in one line an inflated medium balloon. Have children kneel with no hands touching the floor. Children will tap the “egg” to the person across from them in line. The person then taps it back.

**Fruit Tree** Remind children that some types of fruit grows on trees, such as apples, bananas, oranges, and peaches. Pair children and give each pair a white piece of paper, a pencil, and finger paints.

- Have one child place their arm and hand on top of the paper. The other child will trace it with a pencil.
- The children will paint the trunk and the leaves they just traced.
- **Now you can watch your fruit grow!** Have children make dots of paint on their tree to represent fruit.

## Let's Talk

**We Think Differently** Circulate among the play areas and engage children in one-on-one conversations to help them demonstrate an understanding of different perspectives.

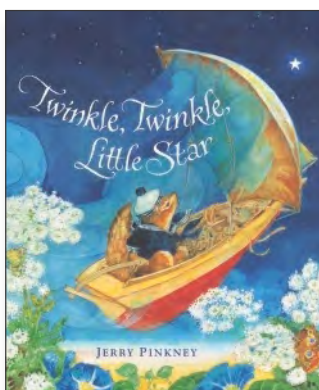
- **Look at your friend. How do you think he feels? Make a face that shows me. Now make a face that shows me how you feel.**



## Let's Read

**Produce Words** Display pp. 4–5 of *Twinkle, Twinkle, Little Star*. Have children repeat each word after you as you point to each object: **butterfly, bug, leaf**. Point to the pictures that begin with the same sound. Show Picture Cards *carrot* and *bone*. **Which begins with the same sound as *butterfly* and *bug*?**

**Print Concepts** Display pp.16–17 of *Trees*. Read the sentences on these pages. Have children point to the first word of each sentence. Then have them identify a conventional feature of print that communicates meaning by pointing to the uppercase letters.



### Concept Vocabulary

nest

### Academic Vocabulary

rocks	investigate
soil	describe
sand	discuss
observe	

### Center Time

30 minutes

Refer to Centergize for ideas on refreshing Theme Centers and what children can do in Choice Centers.

### Rest Time

30–45 minutes

**Goodnight** Have children close their eyes and imagine that they're at home in their beds. **We are going to slow down now and relax. Think about snuggling into your bed after a long day. You've said goodnight to everyone, and now it's time to rest. While you rest, your body will grow strong.**

### DIFFERENTIATED SUPPORT

#### Engage and Extend

**Produce Words** If a child would like more of a challenge, ask them to find objects in the classroom that begin with the same sound as *bone* such as *ball* and *book*. Have them point to and name the objects. AUDITORY

## Reflect

10 minutes

### 5x5

**Movement** Have children coordinate a sequence of movements to perform the following task. Point to the parts of the tree in the picture.



- **This is the trunk of the tree. It is tall and straight.** Demonstrate by standing with shoulders back, hands at sides, and head up. Have the class stand and copy your pose. **These are the branches of the tree.** Stretch your arms out like branches of a tree.
- Tell children that some trees have leaves that fall. Have children pretend that their hands are like leaves falling from the tree. Explain how the *roots* of the trees are under the *ground* in the *earth*. Have children wriggle their toes like the *roots* of a tree.



## Social and Emotional Learning

**We Think Differently** Draw attention to the pictures to help children understand that others can have perspectives different from their own.



- Model how to use words to express preferences. **In the second picture, the children don't feel the same about something, and that's just fine. Let's pretend they don't feel the same about playing a game.** Say: This girl likes to play tag, and this boy does not like to play tag.
- Have children use words to express others' preferences. **Turn to a friend to find out if your favorite games are the same or different.** Have children use a sentence frame to express preferences: *I like to play \_\_\_, and my friend likes to play \_\_\_.*



## Let's Talk About It

Tell children that it's time to reflect on what they learned and did today. Pass Javi around to each child. Have children take turns talking about what they learned or did today.



### Learning Outcomes

#### The child

- demonstrates an understanding that others have perspectives that are different from her own.
- coordinates sequence of movements to perform tasks.

### What You Need

- 5x5 Card: All About Trees
- SEL Card: *same or different?*
- Javi

### Theme Vocabulary

earth

### Concept Vocabulary

roots                      ground



### CHECK FOR UNDERSTANDING

**IF . . .** a child is not able to identify a time when they felt differently from a friend,

**THEN . . .** prompt with questions about preferences, such as: **Do you and your friend both like to paint? play outside? read books?**

### DIFFERENTIATED SUPPORT

#### 3-Year Olds

**We Think Differently** Younger children might have difficulty understanding that others have different perspectives than they do. Remind them of yesterday's question of the day. **Did everyone want to be as tall as a tree? We are all different!**

# Welcome to Today

15 minutes

## Meet and Greet

- As children enter the classroom, use a puppet to greet them by name.
- Pair children and have them do a morning walk around the classroom. Have them pause at the front and make a face that shows how they feel. Help children observe how others may have feelings or perspectives different from their own.



## Sing, Rhyme, and Shout

**Earth, Moon, and Sky** Remind children that Earth's land helps trees to grow. Use the illustration to remind children of what trees provide us. Have children participate in classroom music activities by using instruments as they sing.



- **What are some things trees give us? Look at the picture and tell me.**
- Have children listen to the song. **As you listen, think of motions you can do.**
- Have children sing along. Ask them to act out the song as they sing or to use instruments such as shakers or tambourines.

## Morning Meeting

- 1 Attendance** Have children place their name cards on the attendance chart.
- 2 Helper Chart** Use the chart to review the ways children help. Have children name their favorite ways to help. Point out that their favorites can be different.
- 3 Question of the Day** **Would you rather play on the beach or swim in the ocean?** Display a T-chart with columns for each choice. Have children place sticky notes or name tags on the chart to answer. Have volunteers tell their choice.
- 4 Today's Events** Review some of the day's activities.

## Learning Outcomes

### The child

- demonstrates an understanding that others have perspectives that are different from her own.
- participates in classroom music activities including playing musical instruments.

## What You Need

- Sing, Rhyme, and Shout: "Trees"
- attendance chart, helper chart
- classroom instruments

### DIFFERENTIATED SUPPORT

#### 3-Year Olds

**Helper Chart** Help younger children choose and verbalize their favorite job by narrowing the number of jobs down to two. **Which do you like better, line leader or song helper?** Provide this sentence frame to help them answer: *I like \_\_\_ the most.* AUDITORY



## Story Time

15 minutes

### Learning Outcomes

#### The child

- demonstrates growing understanding of the intonation of language.
- provides suggestions to revise (add [to]) class-made drafts.
- provides suggestions to revise (take out [of]) class-made drafts.

### What You Need

- Read More About It Book: “A Tree’s Year”
- Vocabulary Cards: *ground, roots, nest, river, air*
- Alphabet Card: Yy
- Big Book: *Twinkle, Twinkle, Little Star*

### Wheel of Motion

Don’t forget to use the Wheel of Motion on [SavvasRealize.com](http://SavvasRealize.com) when you need a fun and fast activity.

### Earth, Moon, and Sky

**?** How does the *earth* help a tree grow? Remind children of this week’s question: *How does the earth help a tree grow?* Tell them that they will read a story today about how a cherry tree changes in different seasons.



### “A Tree’s Year”

Tell children that today you are going to read them a new book about how the *earth* helps a tree grow and change with the seasons.

**1 Introduce** Open the Read More About It Book to pp. 4–5. **Does anyone know what kind of tree this is?** Have children look at the photos to help them figure out that the tree is a cherry tree.

**2 Read Together** Read the text aloud. Pause to pantomime the smell, taste, and sound for spring, summer, and fall: inhale deeply when you read how the flowers smell so sweet, rub your tummy when you read how the cherries taste delicious, and stomp your feet when you read about the crunch of the leaves. **Now look at the last picture. The words say that the tree is quiet in the winter. Do you know how to be quiet and still like this tree?** Have children practice being quiet and still. Then explain that no matter what season it is, the tree always needs water to grow. In every season, the tree uses its *roots* to get water from the soil. Have children answer the question at the end of the story.

**3 Connect** After reading, point to each picture and have children recall what the cherry tree did in each season. Then ask if anyone has noticed how a tree near their home has changed. **What did the tree look like? Has it always looked that way? Do you remember a time when it looked different?**



#### DIFFERENTIATED SUPPORT

#### ELL Spanish Cognates

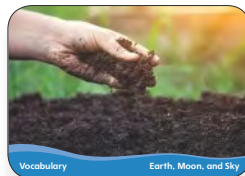
**Read Together** Point out that the Spanish word *flores* looks and sounds like the English word *flowers*. Have children explain what *flores* means in their home language. Then define it in English. Have children demonstrate understanding by using the word *flowers* in a sentence. **AUDITORY**

# Literacy Circle

15 minutes

## Concept Vocabulary

**Review** Remind children of the weekly question: *How does the earth help a tree grow?* Display Vocabulary Cards *ground* and *nest*. *This a home for birds. Sometimes you see eggs inside. What is my word?* Hold up two cards and give children clues for one of the words (*roots, ground, nest, river, air*).



Have children identify the word. Repeat until each word has been used at least once.

## Alphabet Knowledge

**Review Yy /y/** Tell children that today they will review what they learned about the letter y. Hold up Alphabet Card Yy. *Do you remember what sound this letter spells? Right, it spells the sound /y/. I'm going to say some words. Clap when you hear a word that starts with the sound /y/.* Have volunteers come up and point to the upper- and lowercase letters. Then have the class air-draw them.



## Writing as a Process

**Revising** Have children interact and provide suggestions to revise the draft of the class story.

- Yesterday, we wrote down ideas about the living things under the girl's feet. We wrote about the paper airplane. Listen as I read what we wrote. If something doesn't sound right, raise your hand. We can change it. As children interact, mark their changes on the chart.
- After rereading, have children retell their ideas. Guide them to notice when additions, deletions, or changes in order need to be made: *What does the squirrel mom do with the plane? She throws it. Let's add that detail. We talk about animals who see the plane up here. Should we move this sentence about the owl up here?*

## Speech Development

**Intonation** Read p. 2 of *Twinkle, Twinkle, Little Star* to deepen children's understanding of the intonation of language. *Listen as I read. Raise your hand when you hear my voice change.* As you read the second part of the verse, use your voice to express excitement. Then have children read the lines with you, making their voices show excitement when they read the second part of the verse.

## Transitions

### Chant and Rhyme

Invite children to stand and take a big stretch. Tell them to imagine being outside in nature. Have children echo you as you model the actions; then have children join in.

<i>Rivers run on</i>	(wave arms)
<i>earth and ground,</i>	(point down)
<i>Over rocks</i>	(wave arms)
<i>making sounds</i>	(hands to ear)

## Theme Vocabulary

earth

### Concept Vocabulary

roots	ground
nest	river
air	

### Academic Vocabulary

produce	sound
intonation	punctuation



## CHECK FOR UNDERSTANDING

**IF . . .** children struggle with hearing your voice change...

**THEN . . .** read the complete verse in a monotone voice first. Then read it again with strong feeling in the second part of the verse.

LET'S GET READY FOR

## Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or **English Language Development** lessons (p. ELD•207).

### Small Group

- **Math: Adding** Have children share a verbal word problem for adding up to five objects. Show children three apples or red and yellow cubes. *I have 2 red apples. I found 1 yellow apple. How many apples do I have? I know 2 and 1 more is 3. I have 3 apples in all.* Give pairs of children a five-frame, and have them draw colored circles in their frame as you share a problem: *I have 1 red apple. My sister gives me 1 yellow apple. How many apples do I have in all?* Have children answer. Then have pairs create their own verbal word problems using the five-frames. Ask pairs to share their problems and have the class respond with an answer.

#### ▶ **ELL Access**

##### Use Key Phrases

**Emerging** As you model, have children point to apples. Then count the three apples out loud. Have children point and count after you. Ask: *How many apples in all?*

**Developing** Ask questions to help children identify the parts needed for a word problem. Ask: *How many red apples are there? How many yellow apples did you find? How many apples do you have in all?*

**Expanding** After drawing apples in the five-frame, provide sentence frames to help children tell a new story: *I have \_\_\_\_ apples. I found \_\_\_\_ apples. Now there are \_\_\_\_ in all.*

**Bridging** Prompt children to tell a new word problem after drawing a model in their five-frame.

- **Literacy: Speech** Use choral response to have children investigate and demonstrate an understanding of intonation using p. 4 of *Twinkle, Twinkle, Little Star*. Read each line and have children echo-read after you. Join in as needed. *When I raise my hands (raise hands), it's my turn to speak. When I drop my hands (drop hands), it's your turn. I'll raise my hands and say all the words except the word star. You'll say the word star when I drop my hands. Repeat the word after me: star.* Say the line with your hands raised. Drop them when you get to the word *star*. Review and repeat as needed. Then repeat with the second line and the word *are*.

#### ▶ **ELL Access**

##### Academic Vocabulary

**Emerging** Have children listen and then repeat the motions with you. *I raise my hands (raise hands). I lower my hands (lower hands).*

**Developing** Have children listen and then repeat the words and motions with you. *I raise my hands (raise hands). I lower my hands (lower hands).*

**Expanding** Raise your hands and say, *I talk*. Lower your hands and say, *You talk*. Raise your hands and say *How are you, [child's name]?* Lower your hands for them to answer.

**Bridging** Raise your hands and say the first line except *star*. Lower and wait for children to say the word *star*.



# Math Circle

15 minutes

## Equal Groups

Instruct children on using informal strategies to separate items into equal groups.

- Engage** Show children four items, such as plastic apples. Tell children that today they are going to practice sharing fairly using these items. *We will find the number in each group to tell if we have shared fairly.*
- Develop** Model fair sharing. Have a child come to the front. Point out and count six apples on the table. *I have six apples. I want to share with my friend, so that we both have the same number.* Demonstrate sharing and separating into equal amounts as you say: *one for me, one for you.* When finished, count your apples and your friend's apples out loud, so children can see that the amounts are equal. *I had six apples to start. Now we each have three. Do we have an equal number?* Swap roles and guide the child to share with you. Remind the child to say *one for me*, and *one for you*. *Count your apples. Now count mine. We have the same number!*
- Practice** Alternate the number of apples to be two, four, or six as you call children up in pairs to practice. Help children tell the total amount they started with and the amount they each now have.



## Learning Outcomes

### The child

- demonstrates an understanding that others have perspectives that are different from her own.
- uses informal strategies to separate up to 10 items into equal groups.
- shares a verbal word problem for adding up to 5 objects.

## What You Need

- six items (such as plastic apples)
- SEL Card: *same or different?*

## Academic Vocabulary

count	many
same	each
number	equal

## SEL Snack Time

15 minutes

**We Think Differently** After children take a snack, display the Social and Emotional Learning Card: *same or different?* Point to the second illustration. *Sometimes you may be sad when a friend is happy. You may see things in a different way.* Have children tell what they have liked most about today. Reassure children that it's OK to feel and see things differently.

## Science Circle

15 minutes

### Learning Outcomes

#### The child

- demonstrates growing understanding of the intonation of language.
- discusses earth materials.
- discusses [earth materials'] properties.
- discusses [earth materials'] uses.

### What You Need

- rock, sand, and soil samples
- hand lens
- music
- masking tape
- Picture Cards: *house, horse, hat, mouse*
- Big Book: *Twinkle, Twinkle, Little Star*

### Theme Vocabulary

sun

### Academic Vocabulary

discuss	sand
describe	earth
uses	materials
rock	properties
soil	

### Outdoor Play

20 minutes

#### Search for Rocks, Soil, and Sand

Provide children with cards mounted on craft sticks labeled with words and pictures of *tree, rock, soil, or sand*. Have children search the playground area for trees, rocks, soil, and sand and place the correct identification card in the area.

### Trees Need Soil

Have children stand up and listen to the following chant.

As you say the chant, pause after each pair of lines. Ask children to repeat the second line and complete the gesture.

Trees need soil	
Water and sun	(Y arms)
They give us fruit	(arms out in front)
and shade and fun!	(Y arms)

### Earth Materials

- 1 Engage** Display samples of rocks, sand, and soil. *We learned that Earth's surface is covered in rocks, sand, and soil.* Have children name each as you hold up a sample. *Living things, including humans, use rocks, sand, and soil. We will discuss, or talk about, rocks, soil, and sand and how they are used by living things.*
- 2 Develop** Have children pass around samples of different rocks. How does it feel? What are some different ways we can describe rocks? How can we use rocks? People use rocks to build houses, to make roads, and even to make jewelry! How can other living things use rocks? A fish may use a rock for shelter, a place to stay safe. Pass around resealable plastic bags with sand. What do you see? People use sand. When sand is heated to a very hot temperature, it will form into glass. What are some other ways people use sand? Sand is used to clean up dangerous spills on roads. Sand and clay are mixed together to make bricks for building houses and buildings. In nature, some animals live in the sand. What animals have you seen living in sand? Pass around resealable plastic bags with soil. How can we describe soil? How does it feel? People put soil in gardens to help plants grow. Most plants and trees need soil, *sun*, and water to grow.
- 3 Practice** Place rock samples at the sand and water table. Have children investigate the different ways they can use the sand and rocks to build things. *What are some ways we can use the rocks and sand to build things?*

# Learn and Play

90 minutes

## Let's Move

**Red Apple, Green Tree** Tell children you will play a game called Red Apple, Green Tree. You will play music and children will start walking from one side of the room to the other. When the music stops, you will either shout “red apple” or “green tree.” If you shout “red apple,” the children will squat down like an apple on the ground and freeze. If you shout “green tree,” children will stand on one foot with arms out like a tree and freeze. Start and stop the music, randomly shouting out “red apple” or “green tree.”

**Follow the Roots** Use masking tape to create a zigzag pattern across the floor. Tell children to imagine that the pattern shows the *roots* of a big tree. Remind children that trees get food from the soil through their *roots*. Children will pretend they are food moving along the tree *roots*. Have them line up. When you say “go,” they will jump on top of the tape. If you say “one,” they will hop on one foot. If you say “two,” they will switch to two feet.

## Let's Talk

**We Think Differently** Circulate among the play areas and engage children in one-on-one conversations to help them demonstrate an understanding of different perspectives.

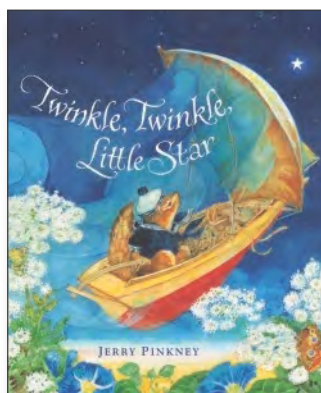
- I see you like to paint with red. Thomas likes to paint with blue. I like to paint with green. We each like different colors.



## Let's Read

**Produce Words** Display Picture Cards *hat* and *horse*. Have children say the words after you. **What's the beginning sound?** Display Picture Cards *house* and *mouse*. Have children say the words after you. **Which word has the same beginning sound as *hat* and *horse*?**

**Speech Development** Use phonograms to have children demonstrate an understanding of intonation. Display pp. 8–9 of *Twinkle, Twinkle, Little Star*. Read the first two lines. **Which two words rhyme?** Listen as I read the lines again. I'll raise my hand when I say each rhyming word. Have children repeat the words *set* and *wet* after you. Then ask them to say the words with you as you read the two lines again. Raise your hand as needed to prompt them.



## Center Time

30 minutes

Refer to *Centergize* for ideas on refreshing Theme Centers and what children can do in Choice Centers.

## Rest Time

30–45 minutes

**Stretch and Relax** After children lie down, remind them that our bodies need rest to stay healthy. **If we relax, we can rest. One way we can relax is to stretch our fingers and toes. First stretch all your fingers. Now relax. Stretch all your toes. Now relax and rest.**

## DIFFERENTIATED SUPPORT

### Engage and Extend

**We Think Differently** To further engage children in understanding perspectives different from their own, have them look through different colors of transparent paper, or binoculars. Talk about how the paper or binoculars causes them to see the classroom differently. VISUAL

### ELL

**Speech Development** To support Spanish native speakers and deepen their understanding of intonation, use the Spanish phonograms *mes*, *les*, *pez*, and *vez*. **Words in Spanish rhyme just like English words do. Say each word after me: *mes*, *les*, *pez*, *vez*. Can you think of other words that have /ās/ at the end?** AUDITORY



## Reflect

10 minutes

### 5x5

**Act It Out** Have children coordinate a sequence of movements to perform tasks. *What is this boy doing? If you were by the tree with him, what would you do?* Ask volunteers to act out their favorite activity while the class guesses. Model your favorite activity to prompt them.



### Learning Outcomes

#### The child

- demonstrates an understanding that others have perspectives that are different from her own.
- coordinates sequence of movements to perform tasks.

### What You Need

- 5x5 Card: All About Trees
- SEL Card: *same or different?*
- Question of the Day T-chart

### Academic Vocabulary

graph                      different  
activity



### Social and Emotional Learning

**We Think Differently** Use the SEL Card *same or different?* to continue the discussion about how others can have perspectives different from their own. Display the T-chart from this morning's Question of the Day: Would you rather play on the beach or swim in the ocean?



- *Who answered that they would rather play on the beach?* Have children raise their hand if they answered that way. *I love to build sand castles too! But swimming is also fun. Who answered that they would rather swim in the ocean?* Have the class look around at how many classmates have different or the same preferences. *These differences are what makes our class special!*



### Let's Talk About It

Tell children that it's time to reflect on their busy, fun morning.

- *We had a great morning. We talked a lot about how it's OK to have different feelings or like different things.*
- Praise specific efforts children made to respect different preferences. *I'll tap the person to my right. I'd like you to tell me how it feels when a friend likes something different than you. Then tap the person to your right, and it will be their turn.*



### DIFFERENTIATED SUPPORT

#### 3-Year Olds

**Let's Talk About It** If younger children need support, prompt them with questions and scaffolding such as, *Are you sitting next to a friend? Does he have the same favorite animal as you? Ask him. Is that the same as yours or different?* AUDITORY

# Welcome to Today

15 minutes

## Meet and Greet

- As children enter the classroom, greet them with an elbow bump.
- Ask children to make a face that shows how they feel (smile, frown, silly face).



## Sing, Rhyme, and Shout

**Earth, Moon, and Sky** Display the card and point to the tree. **Why do trees need soil or dirt?** Remind children that trees need soil to grow.

- Before we sing today, I'll read the song. When you hear a word that you see in the picture, come up and point to it.
- Change the word *branch* to *root*. Have children say the word *root*. Sing the song with the new word, and have children move their feet like the roots in the song. Have children play instruments such as shakers and tambourines as they sing.



## Learning Outcomes

### The child

- demonstrates an understanding that others have perspectives that are different from her own.
- participates in classroom music activities including playing musical instruments.

## What You Need

- Sing, Rhyme, and Shout: "Trees"
- attendance chart, helper chart
- Vocabulary Card: *ground*
- Picture Card: *rocks*

## Concept Vocabulary

ground

## Academic Vocabulary

observe

soil

rocks

## Morning Meeting

- Attendance** Display the Vocabulary Card *ground* and the Picture Card *rocks* in the front of the room. Have children place their name cards under the picture they most liked learning about. Have children observe how their preferences are alike and different.
- Helper Chart** Ask children to take turns touching a job on the chart and acting it out.
- Weather** Have volunteers choose clothing from the dress-up area that matches today's weather.
- Today's Events** Today is the last day of the week. Let's make it a special day! Preview the day's activities.

## DIFFERENTIATED SUPPORT

### ELL

**Sing, Rhyme, and Shout** Display the card. Say each line of the card and point to the picture that is named. Say the word, such as *tree*, and point again. Have the child repeat the word *tree* and point to the tree. Repeat with the other lines and words, such as *roots* and *leaves*. AUDITORY

## Story Time

15 minutes

### Learning Outcomes

#### The child

- recognizes one-syllable words with pictorial support.
- uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
- provides suggestions to edit (conventions) class-made drafts.

### What You Need

- Trade Book: *Trees*
- Read More About It Book: “A Tree’s Year”
- pictures of trees in different seasons
- Vocabulary Cards: *ground, roots, nest, river, air*
- Picture Cards: *man, rake, lip*

### DIFFERENTIATED SUPPORT

#### ELL

#### Compare

- Help children understand the words *alike* and *different*, words used to compare.
- **I have two blocks. They are alike.** Have children repeat the word *alike*. **The blocks are the same color, blue. They are the same size. I have two blocks. They are different.** Have children repeat the word *different*. **One block is large. One block is small. One is yellow, and one is red.**
- Mix up the blocks. Have children point to the blocks that are alike. Then have children point to the blocks that are different. VISUAL

### Earth, Moon, and Sky

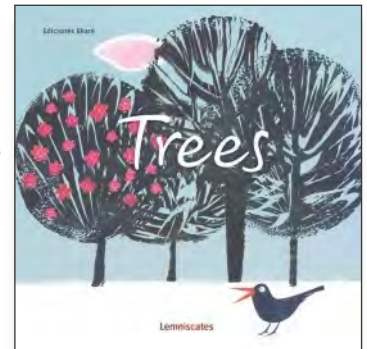
**?** How does the *earth* help a tree grow? Read the weekly question. Remind children that trees need soil, sunlight, and water to grow. *Trees need earth, or soil, to grow. When we look at trees, we see the parts that are above the ground. What parts of the tree are under the ground, or in the earth?*



### Trees and “A Tree’s Year”

Tell children that today you are going to review *Trees* and “A Tree’s Year.”

**1 Remember** Display the cover of *Trees* and pp. 4 and 5 of the Read More About It Book. **Do you remember what both of these books are about? They are both about trees. Today we are going to talk about other things in the book that are alike, or the same, and some things that are different.**



**2 Reread** Reread pp. 2–9 of *Trees* and the full text of “A Tree’s Year.” Have children listen for the words *spring, summer, fall, and winter*.

**3 Compare** Display p. 2 of *Trees*. **In this book, “trees sleep in winter.” Can you act like a tree sleeping?** Have children close their eyes and be silent. Then hold up “A Tree’s Year.” **This book says, “In winter, a cherry tree is quiet.” When you pretended to sleep, were you quiet? I’m quiet when I sleep. I think the trees in both books are alike in the winter because they don’t do anything. Point to the pictures on pp. 8 and 9 of *Trees* and the top of p. 5 in “A Tree’s Year.” In the fall, the leaves on both trees do the same thing. What do they do? But, the leaves are different colors. What color are the leaves on the cherry tree? What color are these leaves?** Have children look closely at the pictures in both books to tell what is alike and what is different. Then display pictures of trees in different seasons and have children use the information they learned from the books to categorize the pictures based on the season.

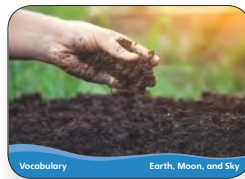


# Literacy Circle

15 minutes

## Concept Vocabulary

**Check for Understanding** To ensure children can demonstrate understanding of the meaning of 3,000 to 4,000 words by the end of prekindergarten, monitor the responses of individuals to the following prompts: *What touches the ground when we walk outside? Where are the roots of a tree? Where could we see a river? What animal lives in a nest? What do you see in the air?*



## Writing as a Process

**Editing** Have children interact and provide suggestions to edit the draft of the class story.

- Yesterday, we wrote down ideas about our class story. Let's reread and see if we need to make changes or edits.
- As you read, explain the need for punctuation and engage children in adding it, such as: *We wrote, "Can you guess what happened next?" My voice goes up. What punctuation or end mark do I need to use? I finished this thought. I stopped my voice. What do I need to put there to show that?*

## Phonological Awareness

**Blend Phonemes** Have children recognize one-syllable words with pictorial support.

- Display Picture Cards *man*, *rake*, and *lip*. Tell children you are going to slowly say a word such as /mmm/ /aaa/ /n/. They will look at the pictures and recognize the word you are saying.
- Have children raise their hands when they know the word. Ask one child to say the word, then have all children say the word. Repeat with all three words.



## Transition

### Chant and Rhyme

Invite children to stand and take a big stretch. Tell them to imagine being outside in nature. Have children echo you as you model the actions; then have children join in.

The <i>earth</i> helps trees	(touch toes)
And trees help me.	(point to self)
The <i>earth</i> helps trees	(touch toes)
And trees help me.	(point to self)

## Theme Vocabulary

earth

## Concept Vocabulary

roots	ground
nest	river
air	

## Academic Vocabulary

punctuation	alike
different	



## CHECK FOR UNDERSTANDING

**IF** . . . children are not able to remember punctuation during the editing process,

**THEN** . . . read the question again. Write a period, an exclamation mark, and question mark. *Which one do I need to use?*

LET'S GET READY FOR

## Center and Small Group Time

60–90 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or **English Language Development** lessons (p. ELD•207).

### Small Group

- **Math: Adding** Have children share a verbal word problem for adding up to five objects. Use items such as toy cars to model a word problem. Have two children hold the cars to act out the problem. *Anna has four cars. Julio gives her one more car. How many cars does she have?* Count the cars. Discuss how children know there are four, so they can count one more to make five. *She has five cars now.* Give small groups of children up to five items. Have groups create their own verbal word problems using the items. Ask groups to share their problems and have the class respond with an answer.

#### ▶ **ELL Access**

##### Use Key Phrases

**Emerging** Model adding. Draw pictures or use manipulatives like pom-poms to model adding flowers. Have children point to the drawings or objects as you tell the story and then count aloud to find the total. Then ask: *How many flowers in all?*

**Developing** Ask questions to help children learn the parts needed for a word problem. Ask: *How many pink flowers did Anna pick? How many yellow flowers did she pick? How many flowers does she have in all?*

**Expanding** Pair children and give each a different number of manipulatives to represent flowers. Have partners find how many flowers they have in all. Provide a sentence frame: *I have \_\_\_\_ flowers, and you have \_\_\_\_ flowers. We have \_\_\_\_ flowers \_\_\_\_.*

**Bridging** Have children make up a new additional word problem about a model they draw.

- **Literacy: Writing** Guide children in writing a simple thank-you note. Then have children interact and provide suggestions to edit it, focusing on punctuation. *We wrote a thank-you note to give to someone who visited our class. But we need to add punctuation.* Display and read the note. Explain the need for punctuation while reading. *We're very thankful this person came and talked to us. We say "Thank you very much." My voice gets louder because I have strong feelings. What do I need to put after the sentence to show that? Right, I'll add an exclamation point.* As you continue, invite children to come up and insert punctuation marks such as periods and question marks.

#### ▶ **ELL Access**

##### Academic Vocabulary

**Emerging** Draw an exclamation point, period, and question mark, each on separate sheets of paper. Name each and have children point to the correct mark.

**Developing** Have children say each type of mark with you. Hold up each mark as you say it. Pair children and have them take turns holding up the marks and naming them.

**Expanding** Have children say each type of mark after you. Hold up each mark as you say it. Then mix up the marks and place them face-down. Have children take turns turning over a mark. Ask them to name the mark they turn over.

**Bridging** Have children say each type of mark after you. Hold up each mark as you say it. Then read a sentence aloud and have children point to the end mark that should be used.

# Math Circle

15 minutes

## Equal Groups

Have children use informal strategies to separate items into equal groups.

- Engage** Tell children that today they are going to practice sharing fairly using crayons. *When we color, we can share crayons. That way, we can color, and a friend can color, too.*
- Develop** Model fair sharing. Count out ten crayons. *I have ten crayons.* Have a child come up. *I want to share the crayons with my friend so we each have the same number.* Demonstrate sharing and separating into equal amounts as you say: *one for me, one for you.* When finished, count your crayons and your friend's crayons out loud, so children can see that the amounts are equal. *I had ten crayons to start. Now we each have five. Do we have an equal number?* Swap roles and guide the child to share with you. Remind the child to say *one for me, and one for you.* *Count your crayons. Now count mine. Do we have an equal number?*
- Practice** Alternate the number of crayons to be eight or ten as you call children up in pairs to practice. Each time ask: *How many crayons did you have to start? How many do you each have now? Do you have an equal number?*



## Learning Outcomes

### The child

- demonstrates an understanding that others have perspectives that are different from her own.
- provides suggestions to edit (conventions) class-made drafts.
- uses informal strategies to separate up to 10 items into equal groups.
- shares a verbal word problem for adding up to 5 objects.

## What You Need

- a set of ten items
- SEL: *same or different?*

## Academic Vocabulary

count	many
same	each
number	equal

## SEL Snack Time

15 minutes

**We Think Differently** After children take a snack, display the Social and Emotional Learning Card: *same or different?* Have children demonstrate an understanding that others have different perspectives. Point to the first illustration. *We've talked about how our friends may feel differently than we do.* Model asking a child, *What's your favorite snack? My favorite snack is \_\_\_\_.* Pair children and have them ask and respond using sentence frames as needed.



## Technology Circle

15 minutes

### Learning Outcomes

#### The child

- demonstrates an understanding that others have perspectives that are different from her own.
- investigates the sounds of the English language.
- retells or re-enacts a story after it is read aloud.
- opens digital learning applications.
- navigates through digital learning applications.

### What You Need

- digital devices
- sidewalk chalk
- Picture Cards: *can, cake, camel, finger, orange, family, feet, fox*
- Vocabulary Card: *nest*
- paper plates, pom-poms
- Big Book: *Twinkle, Twinkle, Little Star*

### Concept Vocabulary

nest

### Outdoor Play

20 minutes

**Tree Gallery** Have children point out the different trees in the playground area. If possible, have them explore the trees closely. Ask children to feel the bark and look at the leaf shape. After observing the trees, have children draw trees on the playground. Walk around and ask children to describe the different parts of the tree.

### More About Trees

Have children stand up and listen to the following chant. As you say the chant, pause after each pair of lines. Ask children to repeat the second line and complete the gesture.

If I want to read	(hands form a book)
More about trees,	(stand straight)
I can find	(hands form glasses)
Books online!	(point to computer)

### Digital Tools

- 1 Engage** Tell children that today they will read an online book that is related to the theme: Earth, Moon, and Sky. Search online for *Unite for Literacy*, or another children's book site, and find digital books that correlate to the theme and weekly focus: all about trees.
- 2 Develop** Model use of the digital book using oral and visual clues. **This is the online book we want to read. What do I do to open it? That's right, I tap it.** Have a child tap the screen to open the book. **What do you see on the cover? What does this picture have to do with trees? I see an arrow. Point to the arrow. If I tap the arrow, I will open the book.** Read the book aloud and have volunteers tap the arrows to turn the pages.
- 3 Practice** Review with children the appropriate way to use classroom digital tools. Have children take turns opening and navigating the digital book. Give volunteers specific pages to find such as, **Find the page with the red bird in the nest up high.** Have them use the touch screen to tap forward or backward to find the pages.

# Learn and Play

90 minutes

## Let's Move

**Bird Nest Shuffle** Show children Vocabulary Card *nest*. [What is this a picture of?](#) Remind children that birds live in *nests*, many of them in trees. Tell children they will help some birds by putting their eggs back into their *nests*. Have children form two rows, about ten feet apart. Give each child in row 1 a paper plate. Give each child in row 2 three large pom-poms (eggs). The children in row 2 will walk the eggs across and place them on the paper plate. Then the children in row 1 will carry the plate with the eggs back across. Remind children to be careful so they don't spill their eggs. If they do, their partners from row 2 should help them. Have children swap roles.

## Let's Talk

**We Think Differently** Circulate among the play areas and have children demonstrate an understanding of different perspectives.

- I see you're happy today because you're smiling and laughing. Are your friends happy today too? Or are they sad? How can you tell?

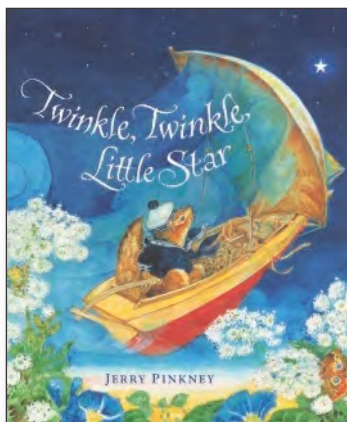


## Let's Read

**Produce Words** Have children produce a word that begins with the same sound as a given pair of words. Display Picture Cards *can* and *cake*. Have children say the words. Place Picture Cards *camel* and *finger* face down. Have children turn the cards over and say the word that begins with the same sound as *can* and *cake*.

Since some English language learners will be unfamiliar with the sound /f/, help them to investigate the sounds of the English language. For example, model the sound /f/ in *finger* and have children repeat the sound and the word. Point to your front teeth over your bottom lip to help children see how the sound is made. Then show Picture Cards *family*, *feet*, and *fox*. Model the sound /f/, and have children repeat the sound and the words.

**Retell** Have children reenact a story after it is read. Read and display pp. 2–7 of *Twinkle, Twinkle, Little Star*. Have small groups act out what they think the birds are saying to the chipmunk on p. 7.



## Center Time

30 minutes

Refer to *Centerize* for ideas on refreshing Theme Centers and what children can do in Choice Centers.

## Rest Time

30–45 minutes

**How to Rest** Play soft, relaxing music to signal children that they are moving into Rest Time. Encourage them to take their spots quickly and with good attitudes. Speak softly in a calm tone as you circulate. [During Rest Time, we are quiet. We keep our hands to ourselves. We get comfortable, so we can relax.](#)

## DIFFERENTIATED SUPPORT

### 3-Year-Olds

**We Think Differently** Help younger children understand different perspectives using a well-known story, such as “Goldilocks and the Three Bears,” in which the characters have different feelings. Ask: [What do you think he's feeling? What did his voice sound like? What does his face look like?](#) AUDITORY

## Reflect

10 minutes

### 5x5

#### Learning Outcomes

##### The child

- observes the relationship of organisms to their environments.
- demonstrates an understanding that others have feelings that are different from her own.

#### What You Need

- 5x5 Card: All About Trees
- SEL Card: *same or different?*
- mood stickers
- Javi

#### Concept Vocabulary

nest

#### Academic Vocabulary

environment      observe

#### CHECK FOR UNDERSTANDING

**IF . . .** a child has difficulty relating to the mood stickers,

**THEN . . .** ask the child to point to the sticker that matches how they feel. Have the child make that face.

#### DIFFERENTIATED SUPPORT

##### ELL

**Who Lives in a Tree?** Point to the tree in the photo. Show Picture Cards *bird* and *deer*. *Birds live in trees. Do deer live in trees?* VISUAL

**Who Lives in a Tree?** Help children observe the relationship of organisms to their environments. Point to the tree. **Trees make good places for some animals to live. Let's name some animals that live in trees. I'll give you clues.** Give verbal and nonverbal clues about different animals in tree habitats: I am a \_\_\_\_ (bird). I flap my wings to my *nest* in a tree. I am a \_\_\_\_ (frog). I hop to my home in a tree. I am a \_\_\_\_ (monkey). I swing to my home in the trees.



### Social and Emotional Learning

**Different Feelings** Have children demonstrate an understanding that others have feelings that are different from their own.

- Have three children come up. Give each child a mood sticker. Give two of the children the same mood sticker. Give the third child a different mood sticker. Alternately, whisper a mood into each child's ear.
- After children have studied their mood stickers, have them make a face that imitates their mood sticker. Ask one child to say whose feelings are the same as hers and whose are different. Have the class discuss what they saw.
- Have more children rotate through the activity if time permits.



### Let's Talk About It

Tell children that it's time to reflect on what they learned and did today.

- **We've had a busy morning. We learned about animals who live in trees, and we read a book online. We've also explored how our friends can be different from us.**
- Pass Javi around and have children take turns telling something they learned. **I'll pass Javi around. When you get him, tell us something a friend likes that is different from what you like. Then pass Javi to the next person.**





# Three Cheers for Pre-K

## Pre-Kindergarten Outcomes

Domain	This Week's Instructional Focus
<b>Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>Child follows classroom rules and routines with occasional reminders from teacher. <b>Page 69</b></li> <li>Child begins to understand difference and connection between emotions/feelings and behaviors. <b>Pages 68, 73, 76, 82, 84, 85, 90, 92</b></li> </ul>
<b>Language and Communication</b>	<ul style="list-style-type: none"> <li>Child shows understanding by responding appropriately. <b>Pages 77, 85</b></li> <li>Child provides appropriate information for various situations. <b>Pages 61, 69</b></li> <li>Child uses a wide variety of words to label and describe people, places, things, and actions. <b>Page 58</b></li> </ul>
<b>Emergent Literacy Reading</b>	<ul style="list-style-type: none"> <li>Child engages in pre-reading and reading-related activities. <b>Pages C•188–C•189</b></li> <li>Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support. <b>Page 54</b></li> </ul>
<b>Emergent Literacy Writing</b>	<ul style="list-style-type: none"> <li>Child discusses and contributes ideas for drafts composed in whole/small group writing activities. <b>Pages 62, 70</b></li> <li>Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts. <b>Pages 78, 81, 86</b></li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Child uses words to rote count from 1 to 30. <b>Pages 57, 65, 73, 81, 89</b></li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity. <b>Pages 60, 74, 82, 84, 90; C•192–C•193</b></li> <li>Child observes, investigates, describes, and discusses earth materials, and their properties and uses. <b>Pages 58, 66; C•194–C•195</b></li> </ul>
<b>Fine Arts</b>	<ul style="list-style-type: none"> <li>Child uses a variety of art materials and activities for sensory experience and exploration. <b>Pages C•194–C•195</b></li> <li>Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms. <b>Pages 53, 61, 69, 76, 77, 85</b></li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner). <b>Pages 58, 82</b></li> <li>Child shows increasing control of tasks that require eye-hand coordination. <b>Pages 74, 90</b></li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>Child opens and navigates through digital learning applications and programs. <b>Page 89</b></li> </ul>

Ensure success in Kindergarten!  
Pre-K Outcomes taught this week  
prepare children for Kindergarten.

# Ready for Kindergarten!

## Language

### Pre-Kindergarten Outcomes

- Child uses a wide variety of words to label and describe people, places, things, and actions.

Page 58

### Kindergarten Literacy Goals

- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

## Phonological Awareness

### Pre-Kindergarten Outcomes

- Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support. Page 54

### Kindergarten Literacy Goals

- Blend and segment onsets and rimes of single-syllable spoken words.

## Reading Readiness

### Pre-Kindergarten Outcomes

- Child engages in pre-reading and reading-related activities. Pages C•188–C•189

### Kindergarten Literacy Goals

- Actively engage in group reading activities with purpose and understanding.

## Writing

### Pre-Kindergarten Outcomes

- Child discusses and contributes ideas for drafts composed in whole/small group writing activities. Pages 62, 70
- Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts. Pages 78, 81, 86

### Kindergarten Literacy Goals

- Participate in shared research and writing projects.
- Respond to questions and suggestions from peers and add, delete, or change details to strengthen writing as needed.

## Mathematics

### Pre-Kindergarten Outcomes

- Child uses words to rote count from 1 to 30. Pages 57, 65, 73, 81, 89

### Kindergarten Mathematics Goals

- Count to 100 by ones and by tens.



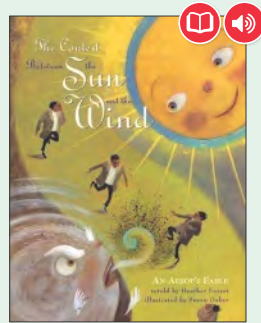
# Earth, Moon, and Sky

What do we see in the world around us?

## Weekly Question

# What can we see in the sky?

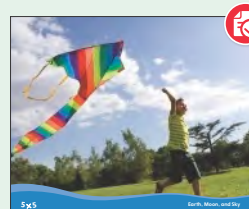
### From the Theme Kit Print and Digital



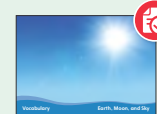
Trade Book



Read More About It: "In the Sky"



5x5



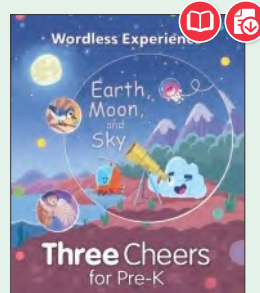
Theme and Concept Vocabulary



Theme Manipulative



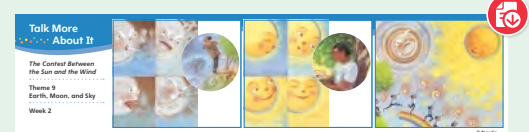
Big Book and Little Books



Wordless Experience Book: *Earth, Moon, and Sky*

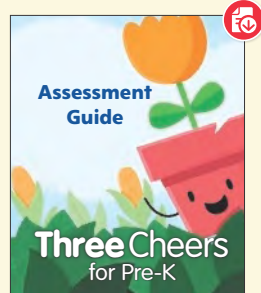


Sing, Rhyme, and Shout: "The Wind"



Talk More About It: *The Contest Between the Sun and the Wind*

### From the Teacher Toolkit Print and Digital



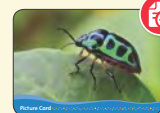
Assessment Guide



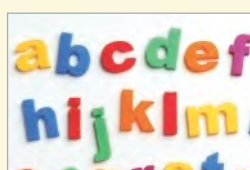
Social and Emotional Learning Cards



Alphabet Cards



Picture Cards



Manipulatives



### Family Engagement Digital



Three Cheers for Pre-K Parents!



Three Cheers for Games!



Digital Bookshelf

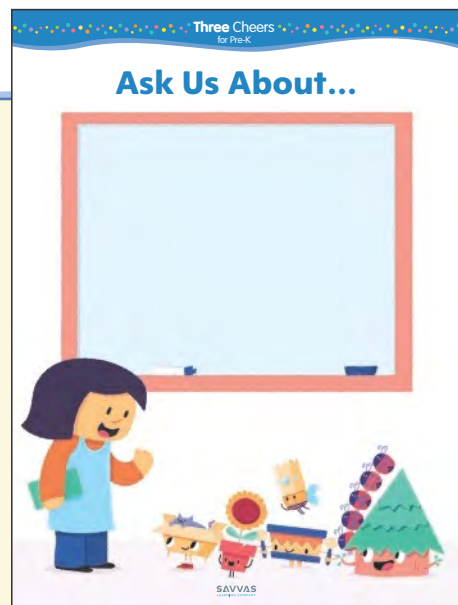


# Plan Your Week

## Suggested Daily Times

- Welcome to Today . . . 15 minutes
- Story Time . . . . . 15 minutes
- Literacy Circle . . . . . 15 minutes
- Center Time and Small Groups . . . . . 60–90 minutes
- Math Circle . . . . . 15 minutes
- Snack Time . . . . . 10 minutes
- Circle Time . . . . . 15 minutes
- Outdoor Play . . . . . 20 minutes
- Learn and Play . . . . . 90 minutes
- Rest Time . . . . . 30–45 minutes
- Centers . . . . . 30 minutes
- Reflect . . . . . 10 minutes

**For Flexible Days** You can eliminate Learn and Play, Snack Time, Outdoor Play, Rest Time, and the second Center Time and still cover a full Pre-K curriculum.



### Ask Us About . . .

Post these questions to help adults interact with children in your classroom and to help children show what they know.

- How can you use the pictures in a story to make guesses about what will happen?
- How do people use water?
- How are feelings and behaviors different?

## Day 1 pp. 53–60

### Welcome to Today

- Meet and Greet
- Sing, Rhyme, and Shout “The Wind”
- Morning Meeting

### Story Time

- What can we see in the sky?
- Reread Big Book *Twinkle, Twinkle, Little Star*

### Literacy Circle

- Concept Vocabulary Introduce
- Phonological Awareness Onset and Rime
- Alphabet Knowledge Introduce Ee /e/

### Center Time and Small Groups

#### Small Group Options

- Math: Counting
- Literacy: Onset and Rime

Centers **Centergize**, pp. C•185–C•203

### Math Circle

- Counting
- Snack Time Snack Time Math

### Science Circle

- Where Is Water on Earth?
- Features of Bodies of Water
- Outdoor Play Act It Out

### Learn and Play and Centers

- Let’s Move!
  - Help Me Learn How
  - Make an Outdoor Map
- Let’s Talk Discuss Feelings
- Let’s Read
  - Learn While Reading
  - Nature Helps
- Rest Time Sleep Under the Stars

### Reflect

- 5x5 Movement
- Social and Emotional Learning Different Feelings
- Let’s Talk About It

## Day 2 pp. 61–68

### Welcome to Today

- Meet and Greet
- Sing, Rhyme, and Shout “The Wind”
- Morning Meeting

### Story Time

- What can we see in the sky?
- 1st Read Trade Book *The Contest Between the Sun and the Wind*

### Literacy Circle

- Concept Vocabulary Develop
- Writing as a Process Brainstorming
- Alphabet Knowledge Review Ee /e/

### Center Time and Small Groups

#### Small Group Options

- Math: Counting
- Literacy: Alphabet Knowledge

Centers **Centergize**, pp. C•185–C•203

### Math Circle

- Counting
- Snack Time Snack Time Order

### Science Circle

- Up and Down
- How Can Water Move?
- Outdoor Play Paddling a Canoe

### Learn and Play and Centers

- Let’s Move!
  - River, River, Can I Go?
  - Run Like the Wind
- Let’s Talk Pride in Skills
- Let’s Read
  - Gaining Knowledge
  - Discuss Feelings
- Rest Time Soothing Sounds

### Reflect

- 5x5 Make Predictions
- Social and Emotional Learning Feelings and Behaviors
- Let’s Talk About It

## Let's Celebrate!

A "Ready for Kindergarten" celebration features children sharing all they have learned this year.

## Day 3 pp. 69–76

## Welcome to Today

**Meet and Greet**  
**Sing, Rhyme, and Shout** "The Wind"  
**Morning Meeting**

## Story Time

**What can we see in the sky?**  
**2nd Read Trade Book** *The Contest Between the Sun and the Wind*

## Literacy Circle

**Concept Vocabulary** Practice  
**Writing as a Process** Drafting  
**Print Concepts** Case

## Center Time and Small Groups

**Small Group Options**

- Math: Counting
- Literacy: Print Concepts

**Centers** **Centergize**, pp. C•185–C•203

## Math Circle

**Counting**  
**Snack Time** Ask Questions

## Science Circle

**Household Tasks Chant**  
**How Do We Use Water?**  
**Outdoor Play** Jump the River

## Learn and Play and Centers

**Let's Move!**

- Throwing Practice
- First to Last

**Let's Talk** Feelings and Behaviors  
**Let's Read**

- Children's Choice
- Forces of Nature

**Rest Time** Gently Round and Round

## Reflect

**5x5** Rhyme Time  
**Social and Emotional Learning** Feelings and Behaviors  
**Let's Talk About It**

## Day 4 pp. 77–84

## Welcome to Today

**Meet and Greet**  
**Sing, Rhyme, and Shout** "The Wind"  
**Morning Meeting**

## Story Time

**What can we see in the sky?**  
**Read More About It** "In the Sky"

## Literacy Circle

**Concept Vocabulary** Review  
**Writing as a Process** Revising  
**Speech Development** Intonation

## Center Time and Small Groups

**Small Group Options**

- Math: Counting
- Literacy: Revising

**Centers** **Centergize**, pp. C•185–C•203

## Math Circle

**Counting**  
**Snack Time** Food Details

## Science Circle

**On and Off**  
**Using the Power of the Wind**  
**Outdoor Play** Hop and Gallop

## Learn and Play and Centers

**Let's Move!**

- Move It!
- Frog Jump

**Let's Talk** Feelings and Emotions  
**Let's Read**

- Read to Learn
- Details

**Rest Time** The Glow of the Moon

## Reflect

**5x5** Science  
**Social and Emotional Learning** Feelings and Behaviors  
**Let's Talk About It**

## Day 5 pp. 85–92

## Welcome to Today

**Meet and Greet**  
**Sing, Rhyme, and Shout** "The Wind"  
**Morning Meeting**

## Story Time

**What can we see in the sky?**  
**Compare** *The Contest Between the Sun and the Wind* and "In the Sky"

## Literacy Circle

**Concept Vocabulary** Check for Understanding  
**Writing as a Process** Editing  
**Phonological Awareness** Rhyme

## Center Time and Small Groups

**Small Group Options**

- Math: Counting
- Literacy: Rhyming Words

**Centers** **Centergize**, pp. C•185–C•203

## Math Circle

**Counting**  
**Snack Time** Questioning

## Science Circle

**Why Things Stop and Go**  
**Light, Heat, and Electricity**  
**Outdoor Play** Recharging

## Learn and Play and Centers

**Let's Move!**

- Throw, Catch, and Run
- Bundle Up

**Let's Talk** Emotions  
**Let's Read**

- Digital Book
- *Earth, Moon, and Sky*

**Rest Time** Lights Out!

## Reflect

**5x5** Feelings  
**Social and Emotional Learning** Feelings and Behaviors  
**Let's Talk About It**

# Vocabulary

## Theme Vocabulary

Words to develop the theme, Earth, Moon, and Sky

moon  
space  
sun

## Concept Vocabulary

Conceptually related words to teach this week

cloud  
dust  
force  
strength  
swirl

## Academic Vocabulary

Terms used in this week's instruction

### Literacy

letter  
meaning  
print  
punctuation  
re-enact  
retell  
sound  
word

### Mathematics

count  
counting  
numbers

pattern  
twenty-one  
twenty-two  
twenty-three  
twenty-four  
twenty-five  
twenty-six  
twenty-seven  
twenty-eight  
twenty-nine  
thirty

### Science

battery

dam  
describe  
discuss  
Earth  
electricity  
energy  
farther  
faster  
flow  
investigate  
lake  
observe  
ocean

operate  
outlet  
power  
plug  
river  
source  
switch  
use  
water  
water wheel  
wind  
windmill  
wind turbine

## Story Words

Words from the literature to explain and use this week

### Trade Book

bragged      contest      shivering  
clung          discouraged      winding  
clutched      shady

### Big Book

diamond      spark      wonder  
glorious      traveler  
peep          twinkle

### Read More About It

amazed      rainbow  
calm          shimmers

# Materials

Materials to gather from home and classroom

## Morning Meeting

attendance chart  
helper chart  
musical instruments  
name tags  
sticky notes

## Center Time

1 and ½ measuring cups  
cardboard tubes  
colorful building blocks  
computer or other digital device  
cornstarch  
glue

handheld fan  
large paper bags  
large cardboard box  
modeling clay  
recipe card for sculpting sand  
scissors  
sentence strips  
streamers  
two small cloths, dampened with water

## Small Groups

5–10 cut-out stars in various colors  
stick puppet materials (for *sun* and *wind*)

## Circle Times

a variety of water wheel toys, water table, assortment of measuring cups or pitchers  
cardboard boxes or plastic containers  
clear plastic rectangular container  
counting activity on digital device  
finger puppets from small group activity  
globe or map of the world  
hardcover or paperback counting book

pictures and video clips of water wheels, run of river generators, and hydroelectric dams  
pictures and video clips of windmills  
pictures of the ocean, a lake, and a river  
pinwheels of different sizes  
sand table  
sidewalk chalk  
soft objects, such as balls or beanbags



# Centergize!

Here is a sneak preview of the centers for this theme. For detailed information about centers, go to Centergize, pp. C•185–C•203.

## Reading and Listening

**Twinkle, Twinkle, Little Star** Follow along while listening to audio for the Big Book.

## ABC Fun

**I Know My ABC's!** Match magnetic letters with Alphabet Cards and produce the corresponding letter sound.

## Math Fun

**Building Spaceships** Use equal groups of building bricks to build identical spaceships.

## STEM

**Which Dries It Faster?** Observe, investigate, describe, and discuss sources of energy.

## Pretend and Learn

**Blast Off!** Pretend to be astronauts blasting off into outer space.

## Sand, Water, and More

**Let's Make Sculpting Sand** Measure and mix ingredients to create sculpting sand.

## Creativity Station

**Astronauts on Duty** Create a rocket personalized with my name.

## Writer's Club

**My Science Notebook** Draw and write to create a science notebook to showcase what children have learned.

# Monitor Progress



Assessment Guide

## Observe

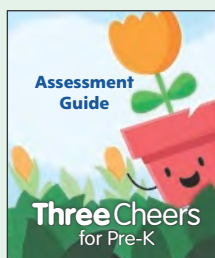
### Observational Checklists

Use the weekly observational checklists in the Assessment Guide to monitor children's progress on this week's Learning Outcomes.



## SCOUT

Use the weekly observational checklists to collect data on children's progress. Generate reports to help differentiate instruction for individuals.



Assessment Guide

## Track Progress Across Time

### Progress Monitoring Assessments

Use the Progress Monitoring assessments in the Assessment Guide to measure children's progress on end-of-year benchmarks for literacy and math. The End-of-Year Assessment should be administered at the end of the year.

### Pre-K Outcomes Progress Report

Use the progress report to note children's progress toward mastery of Pre-K learning outcomes several times throughout the year.



## Portfolio

Gather anecdotal notes, photographs, and examples of each child's work to document and demonstrate progress over time. From this week, you may want to include:

### Centers

- **STEM** anecdotal notes related to observations
- **Sand, Water, and More** sculpting sand photos
- **Dramatic Play** anecdotal notes based on character actions







# Welcome to Today

15 minutes

## Meet and Greet

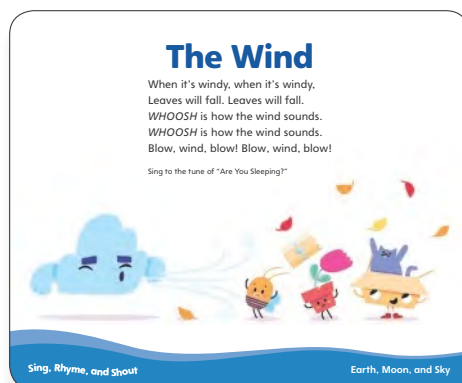
- Greet children with a thumbs-up and a smile as they enter the classroom.
- Encourage children to place their pictures on the Mood Meter so you can gauge the mood of your classroom.



## Sing, Rhyme, and Shout

**Earth, Moon, and Sky** Help children describe the wind using the lyrics and the illustration.

- **Have you ever heard the wind?** It sometimes makes a noise, or sound. How do you feel when it is windy? Why do you like or dislike the wind?
- Encourage children to produce a sound like the wind. **Let's make a sound like the wind. When we make a sound, we produce it.** Then have them tell what is happening in the illustration.
- Play the recording. Invite children to participate in the music activity by singing each repeated phrase. Have them act out the falling leaves and *whooshing* wind.



## Learning Outcomes

### The child

- assumes various responsibilities as part of a classroom community.
- participates in classroom music activities including singing.

## What You Need

- Sing, Rhyme, and Shout: “The Wind”
- attendance chart, helper chart

## Academic Vocabulary

sound

produce

## Morning Meeting

- 1 Attendance** Invite children to take responsibility by placing their name cards on the attendance chart.
- 2 Helper Chart** Review with children the purpose of the helper chart. Discuss why children should help in the classroom. Assign new jobs for the week.
- 3 Weather** Ask a volunteer to describe today's weather.
- 4 Today's Events** Tell children that they will read a book called *Twinkle, Twinkle, Little Star*.



## DIFFERENTIATED SUPPORT

### Engage and Extend

**Sing, Rhyme, and Shout** Use the SEL Card *same or different?* to help children demonstrate an understanding that others have different feelings from them about the wind. Help children complete sentences by providing sentence frames that tell how they feel about the wind. For example: *I am [happy] when there is wind. I can [fly my kite]. The wind makes me [sad]. It [makes my hair messy].* AUDITORY

## Story Time

15 minutes

### Learning Outcomes

#### The child

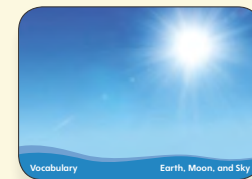
- demonstrates growing understanding of the intonation of language.
- blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word without pictorial support.

### What You Need

- Vocabulary Cards: *sun*, *cloud*, *dust*, *force*, *strength*, *swirl*
- Big Book: *Twinkle, Twinkle, Little Star*
- Alphabet Card: *Ee*

### Earth, Moon, and Sky

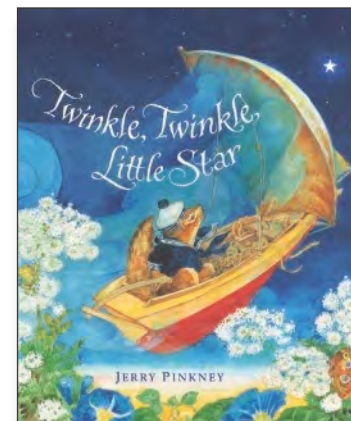
**?** **What can we see in the sky?** Display Vocabulary Card *sun*. *The sun shines in the sky. We see it outside on clear days. Today we will reread *Twinkle, Twinkle, Little Star* and answer the question, *What can we see in the sky?**



### Twinkle, Twinkle, Little Star

Tell children that today you are going to reread *Twinkle, Twinkle, Little Star*.

- 1 Remember** Display the front cover of the Big Book. Then ask children to recall where the chipmunk went in the story. *Where was the chipmunk at the beginning of the story? Where was the chipmunk at the end?* Page through the book as children recall how the chipmunk started on the Earth and traveled into the sky.



- 2 Reread** *As I read, my voice goes up, or rises, and goes down, or falls. When my voice goes up or down, it changes the meaning of what I'm reading. Listen as I read this sentence in a funny way. Read p. 2 with improper intonation. Now listen as I will read the sentence again. Read p. 2 correctly. Did that way sound better? I think so too.* Continue by reading p. 4 correctly and incorrectly. Have children demonstrate understanding of intonation by giving a thumbs-up when you read the sentence correctly.

Continue by reading the book aloud with proper intonation and phrasing. Emphasize rhyming words at the ends of lines.

- 3 Retell** After reading, talk about the repeated lines beginning with *twinkle, twinkle*. *The first line of the book is repeated in more places. That makes the book more fun to read. Do you remember the words? Let's say the first line together.* To make sure children have understood what you asked, notice that they participate in trying to say the line aloud.

Encourage volunteers to take turns saying what else they wonder about stars using this sentence frame: *Twinkle, twinkle, little star; how I wonder \_\_\_\_\_.*

### DIFFERENTIATED SUPPORT

#### ELL

**Concept Vocabulary** Play a sound recording of the song *Twinkle, Twinkle, Little Star* to give children more practice with listening to appropriate intonation. AUDITORY

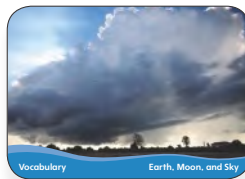


# Literacy Circle

15 minutes

## Concept Vocabulary

**Introduce** We are going to talk about this question: *What can we see in the sky?* Display Vocabulary Card *cloud*. A *cloud* floats in the air and is made of water. Rain and snow come from *clouds*. Display the other Vocabulary Cards for this week (*dust*, *swirl*, *force*, *strength*) and briefly explain how each relates to the question, *What can we see in the sky?*



## Phonological Awareness

**Onset and Rime** Children will blend onset and rime to form one-syllable words without picture support.

- I will say some sounds. If you put the sounds together, you can say a word. Listen: /s/, -un; /s/, -un. What word am I trying to say? (*sun*)
- Repeat with the words *fun*, *bun*, *pat*, *cat*, and *hat*.

## Alphabet Knowledge

**Introduce Ee /e/** Tell children that today they are going to learn about the letter *Ee*.



- 1 Letter Name** Display Alphabet Card *Ee*. This is an elephant. Point to the uppercase *E*. This is the uppercase *E*. Point to the lowercase *e*. This is the lowercase *e*. Say the letter name with me: /ē/. Point to the lowercase letter and then the uppercase letter. What is the name of this letter?
- 2 Letter Sound** The sound the letter *e* spells sounds like this: /e/, /e/, /e/. Say it with me: /e/, /e/, /e/. Point to the lowercase letter. What sound does this letter spell? Point to the uppercase letter. What sound does this letter spell?
- 3 Letter Formation** Trace the uppercase *E* on the Alphabet Card and explain the order of movements. Repeat as needed and have children trace the letter in the air. Repeat with lowercase *e*.

## Transitions

### Twinkle, Twinkle, Little Star

Lead children in this fingerplay.

Twinkle, twinkle, little star.	(open and close hands)
How I wonder what you are.	(tap head with a finger)
Up above the world so high,	(raise hands to the sky)
Like a diamond in the sky.	(form a diamond with fingers)
Twinkle, twinkle, little star.	(open and close hands)
How I wonder what you are.	(tap head with a finger)

## Theme Vocabulary

sun

## Concept Vocabulary

cloud	strength
dust	swirl
force	

## Academic Vocabulary

word	letter
------	--------

## DIFFERENTIATED SUPPORT

### 3-Year Olds

**Onset and Rime** Help younger children identify the sounds that are blended by using different intonation for each part of the word. For example, for the word *sun*, let your voice rise for the /s/ sound. For *-un*, let your voice fall. When you combine the sounds, elongate the /s/ and then blend the *-un*, maintaining the same intonation.

AUDITORY

LET'S GET READY FOR

## Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or **English Language Development** lessons (p. ELD•208).

### Small Group

- **Math: Counting** Show five to ten stars of various colors. *Let's count the stars.* Count the stars, and then have children echo you. *There are [five] stars.* Have children show they understand that when counting, the items can be chosen in any order. *Now, let's count the stars again. This time we will start with a different star.* Count the stars again and confirm the total. Then rearrange the stars and count again. *It does not matter where each star is. There will still be [five] stars.* Have children count the stars to confirm.

#### ▶ **ELL Access**

##### Share Information

**Emerging** Line up the stars and model counting them aloud in one direction. Then count and pause after every two numbers for children to repeat after you. Then have children count them with you in the other direction.

**Developing** Place the stars in a vertical line. Tell children to count up. Starting with the bottom star, lead the counting of the stars.

**Expanding** Have children draw up to ten stars on a piece of paper, in any arrangement they like. Then have partners exchange papers and count one another's stars. Partners confirm that they each counted correctly.

**Bridging** Ask: *Why can we count the stars in any order?* Help children explain how the counting order does not change the total number.

- **Literacy: Onset and Rime** Work with children to blend onset and rime to form a familiar one-syllable word. Use the word *set* as an example. *I'm going to use sounds to make a word used in the story.* Say the sound /s/ followed by the sounds *-et*. Tell children that when you put the sounds together, they make the word *set*. Have children say the word *set*. *Listen to these sounds: /m/, -et. What is the word? (met)* Repeat for *get, wet, pet, net, and let*.

#### ▶ **ELL Access**

##### Oral Language Production

**Emerging** Have children say the word *set* slowly (*sss-eett*).

**Developing** Say to children, */g/ /et/. What word did I make?* Repeat the activity with other initial letters such as *p* and *n*.

**Expanding** Say the word *den*. Then have children say the word *den*. *What other words have the same ending sound, /en/? Say those words aloud.*

**Bridging** Have children practice blending the initial /s/ with the endings /at/, /ad/, /it/, /ip/, and /ub/.

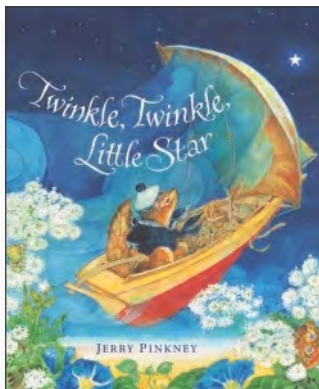
# Math Circle

15 minutes

## Counting

Tell children that today they will use words to rote count from 1 to 23.

**1 Engage** Numbers are one, two, three, and so on. Numbers go up very high. You can count as high as 20. Give me a thumbs-up if you like to count. Let's look at this page in *Twinkle, Twinkle, Little Star*. Display p. 15 of *Twinkle, Twinkle, Little Star*. There are so many stars on this page!



**2 Develop** Listen as I count up to 23. Count to 23. I know you can count to 20. Let's see if we can count higher. Say the number 20. Twenty-one. Twenty-two. Twenty-three. Have children count from 21 to 23 with you. Do you hear a pattern? We say 20 each time. Then we count one, two, three.

**3 Practice** Have the whole group stand up and form a large circle. Ask children to pretend they are twinkling stars. Allow them a few seconds to move around as stars. Then tell them you want to see if they can count to 23. Let's count from 1 to 23. Each of you will have a turn saying a number. One. Have the child next to you count Two. Have children take turns counting the next number. Observe whether children's movements show understanding of the language being spoken by their peers.

## Learning Outcomes

### The child

- shows understanding of the language being spoken by peers.
- uses words to rote count from 1 to 30.

## What You Need

- Big Book: *Twinkle, Twinkle, Little Star*

## Academic Vocabulary

numbers	count
pattern	twenty-two
twenty-one	twenty-three



## CHECK FOR UNDERSTANDING

**IF** . . . children have trouble counting to 20 and higher,

**THEN** . . . say the number children have trouble with and have them repeat it. Continue this process for each of the numbers that follow.



## Snack Time

15 minutes

**Snack Time Math** Tell children that you always make sure there is a snack for everyone. Why is it important to have a snack for everyone? How do we know we have enough snacks? First, help children count the number of children at snack time. Say the number. Then guide them in counting the number of snacks. Say the number. Are the two numbers the same?



## Science Circle

15 minutes

### Learning Outcomes

#### The child

- demonstrates an understanding that others have feelings that are different from her own.
- uses a wide variety of words to describe places.
- observes earth materials.
- discusses earth materials.
- demonstrates coordination in isolation.

### What You Need

- globe or map of the world
- pictures of the ocean, a lake, and a river
- sidewalk chalk
- Big Book: *Twinkle, Twinkle, Little Star*

### Academic Vocabulary

Earth	lake
ocean	water
river	observe

### Outdoor Play

20 minutes

**Act It Out** Say each instruction, leaving time between for children to complete each action. *Reach for the stars. Block the sun from your eyes. Walk on the moon. Point to a cloud. Swim in a lake. Catch a fish in a river. Ride a wave in the ocean. Row a boat in a lake. Ride a surfboard in the ocean. Pick up shells on the beach.* As necessary, model an action to help children complete it successfully and demonstrate the coordination skills.

### Where Is Water on Earth?

Have children stand up and listen to the following chant. Say the chant one line at a time, with children repeating.

Where can I go to fish?  
Where can I swim, if I wish?  
Where can I sail in a boat?  
Where can I splash and float?

### Features of Bodies of Water

- 1 Engage** Show children a globe or world map. Remind them that Earth is the planet we live on. Point out examples of Earth's land and water on the globe. *The colors brown and green on the globe show Earth's land. The color blue shows Earth's water. Is there more land or water on Earth?* (water) Tell children that they will observe the different kinds of water found on Earth.
- 2 Develop** *There are different places on Earth where we can find water.* Point out the ocean on the map or globe and show the picture of the ocean and identify it. *The ocean is one kind of water feature on Earth. The ocean covers most of Earth's surface. Who can show me where the ocean is?* Show pictures of a river and a lake, and identify each on the globe and using pictures. Ask children to locate an example of each on the globe or map.
- 3 Practice** *Have you ever gone swimming in an ocean or in a lake? Did the water feel warm or cool? Have you ever crossed a river on a bridge? What did the water look like?* Encourage children to use a wide variety of words to describe, or tell about, the different kinds of bodies of water they have seen.

# Learn and Play

90 minutes

## Let's Move

**Help Me Learn How** Group children into pairs. Have each child think about an activity they like to do outdoors. Possible activities include riding a bike, swinging on a swing, flying a kite, drawing with chalk, and playing ball.

- Have each child tell the partner about the activity.
- The child should then describe the steps needed to do the activity.
- Both children in the pair should pretend to do the activity.

**Make an Outdoor Map** During Outdoor Play, have groups of children use sidewalk chalk to draw maps that show rivers and lakes.

- Children can use circles to draw lakes and wavy lines to draw rivers.
- Children can add other features to the map, such as houses, schools, stores, and playgrounds.

## Let's Talk

**Discuss Feelings** Observe children in the Help Me Learn How play area.

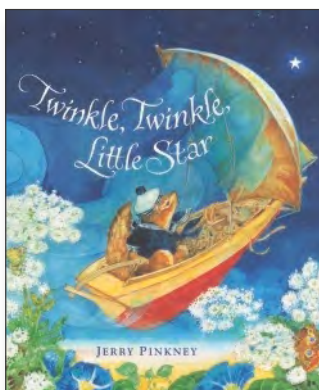
- Ask the teaching child to tell how he or she feels about doing the activity. Then ask the learning child to tell his or her feelings about the activity. Have the two children discuss why they have similar or different feelings about the activity.



## Let's Read

**Learn While Reading** Find nonfiction books about bodies of water, such as lakes, rivers, and oceans. Or choose books about stars, the sun, or clouds. Then have pairs look through the books together independently.

**Nature Helps** Display pp.12–13 of *Twinkle, Twinkle, Little Star*. Tell children that people often depend on nature to help them do things. **How does the star help the traveler?** (It tells the traveler where to go.) **How does the water help him?** (It lets him get to where he wants to go.)



## Center Time

30 minutes

Refer to *Centergize* for ideas on refreshing Theme Centers and what children can do in Choice Centers.

## Rest Time

35–40 minutes

**Sleep Under the Stars** Tell children to pretend that they are sleeping under the stars. Ask them to close their eyes. **It's dark out. We are lying down in a grassy field. Look up. There are many stars. How many stars are there? Count to yourself the number.** Sing *Twinkle, Twinkle, Little Star* or play a recording as children rest.

## DIFFERENTIATED SUPPORT

### 3-Year Olds

**Help Me Learn How** Pair a younger child with an older child. Have the older child go first and model what to do for the younger child. Or you can model what to do by telling an activity you enjoy that you think a child might enjoy as well. **I like to \_\_\_\_\_. First, I \_\_\_\_\_. Then I \_\_\_\_\_. Next, I \_\_\_\_\_. Let's do \_\_\_\_\_ together.** AUDITORY/KINESTHETIC

## Reflect

10 minutes

### 5x5

#### Learning Outcomes

##### The child

- demonstrates an understanding that others have feelings that are different from her own.
- observes sources of energy including heat.
- coordinates sequence of movements to perform tasks.

#### What You Need

- 5x5 Card: Forces in Nature
- SEL Card: *same or different?*
- Javi

#### Academic Vocabulary

energy                      power

#### CHECK FOR UNDERSTANDING

**IF** . . . a child has trouble recognizing that someone has different feelings from him or her,

**THEN** . . . say two opposite feeling words, such as *sad* and *glad*, and have two volunteers use facial expressions to show the difference. Say: **You are feeling sad. How do you look or act when you are sad? You are feeling glad. How do you look when you are glad?** Ask any child having difficulty to use facial expressions to show different feelings you name.

**Movement** Help children observe sources of energy. **Look at the boy in the picture. What is he doing?** Explain that the wind helps to move the kite. Help children understand that the wind's power is the energy from the moving air. **The wind gets its power, or energy, from the moving air. Power makes the wind stronger so it can blow things harder.**



Have children coordinate the sequence of movements to perform tasks by inviting them to fly pretend kites around the classroom. Act as if you are the wind. Vary the intensity and intonation of your voice, encouraging children to speed up or slow down accordingly.



### Social and Emotional Learning

**Different Feelings** Draw attention to the first picture on the SEL Card *same or different?*

- **What feelings are these children showing? Are they the same or different? Why?**
- Have children look at the second picture on the card. **What feelings are the children showing now? How are they different? Why do you think they have different feelings?**
- Invite children to tell why people's feelings might not always be the same. You may wish to use a sentence frame, such as: *My feelings are different from someone else's because \_\_\_\_\_.*



### Let's Talk About It

Tell children that it is time to reflect, or think about, what they learned.

Hold up Javi. **Now you are going to take turns telling about a time when your feelings were different from a friend's feelings. When you have Javi, it is your turn to talk. Everyone else is to listen.**

Pass Javi around. Invite each child to talk about a time when his or her feelings were different from a friend's. Ask each child a follow-up question, such as **Why did you feel different from your friend? What made you feel different from your friend?**





# Welcome to Today

15 minutes

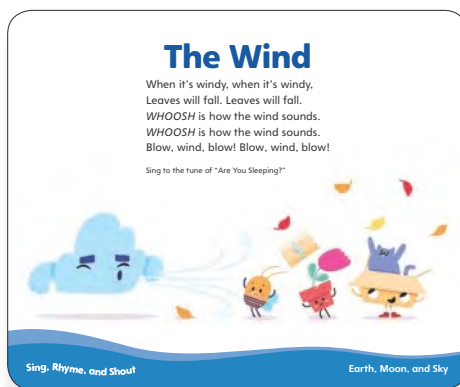
## Meet and Greet

- Greet children with a fist-bump as they enter the room.
- Make a positive comment about a child's interests, such as *I've noticed how much you like to learn about \_\_\_\_.*

## SEL Sing, Rhyme, and Shout

**Earth, Moon, and Sky** Display the card. Help children describe the wind. *When you describe something, you tell about it.*

- *How does the wind feel when it blows on your face?* Explain that sometimes the wind is strong so it blows things around.
- Ask children to describe what is happening in the illustration. *Tell me what you see on the card.* Remind children that when they describe, they tell the details. *What are the leaves doing?* Then say each line slowly, and have children echo you.
- Play the recording. Have children participate in music activities by singing the song and acting it out.



## Learning Outcomes

### The child

- provides appropriate information for various situations.
- participates in classroom music activities including singing.

## What You Need

- Sing, Rhyme, and Shout: "The Wind"
- attendance chart, helper chart
- sticky notes, name tags

## Academic Vocabulary

describe

## Morning Meeting

- 1 Attendance** Have children put their name cards in the attendance chart. Then rote count the children who are present.
- 2 Helper Chart** Review helpers for the week. Some children might be happy with their new job, but some children might have preferred a different one. Remind them that they will have a chance to do a different job next week.
- 3 Question of the Day** *Which kind of day do you like best: sunny, windy, cloudy?* Display a T-chart with columns for each choice. Have children place sticky notes or name tags on the chart to answer. Have volunteers tell their choice.
- 4 Today's Events** Tell children you will read a new story today, *The Contest Between the Sun and the Moon*. *What do you know about contests?* Have children talk about contests they are familiar with.

### DIFFERENTIATED SUPPORT

#### Extra Support

**Helper Chart** Work with children to talk about the importance of each job and how we all help in different ways.  
AUDITORY

## Story Time

15 minutes

### Learning Outcomes

#### The child

- uses sentences with more than one phrase.
- discusses ideas for drafts composed in whole/small group writing activities.
- contributes ideas for drafts composed in whole/small group writing activities.

### What You Need

- Trade Book: *The Contest Between the Sun and the Wind*
- Vocabulary Cards: *cloud, dust, force, strength, swirl*
- chart paper and marker
- Alphabet Card: *Ee*

### Earth, Moon, and Sky

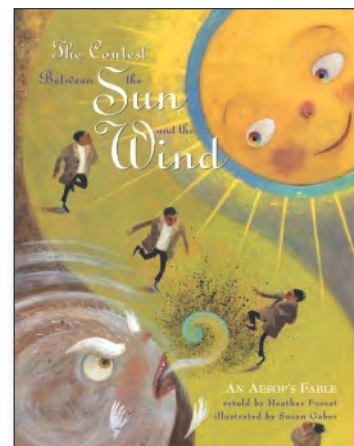
**?** **What can we see in the sky?** Remind children of the theme question, *What do we see in the world around us?* We've learned about things in the world around us, such as the *sun, stars, moon, trees, rocks, and soil.* This week we are answering another question: *What can we see in the sky?* Everything we learned about so far is in the world around us, but only some of the things are in the sky. Which ones are in the sky?



### The Contest Between the Sun and the Wind

Tell children you are going to read *The Contest Between the Sun and the Wind.*

- 1 Introduce** Display the front cover of the trade book. *I am going to read **The Contest Between the Sun and the Wind.** Do you know what a contest is? It is when people try to win by doing something better or faster.* Tell children to listen to find out who is in the contest and what they do to win.



- 2 Read Together** Read the book aloud. Then point to the picture of the road on pp. 4–5. *The man is walking down a winding road. What does **winding** mean? Let's look at the picture to find out. (twisted, not straight) Now, listen to the words on these pages again. Do you hear the sound /w/? The repeated sounds make this book enjoyable to read.* Reread pp. 4–5, emphasizing the sound /w/. Then explain that Wind talks proudly about what he does so Sun will think he's great. *Wind says he is stronger than Sun.* Explain that this is called *bragging*. *It is not nice to brag.*
- 3 Connect** After reading, point out the differences in the ways Wind and Sun did things to win the contest. *Why was Sun's way of getting the man to remove his jacket better than Wind's way? (Sun was gentle, but Wind was rough.) Let's look at the faces on Wind and Sun to see their differences. I can tell by Wind's face that he acts like a bully while Sun's smile tells me Sun is kind and gentle.* Have children take turns telling about a time when they were kind. Monitor children's responses to be sure they are using sentences with more than one phrase. If needed, provide the sentence starter *I was kind when \_\_\_\_\_.*

### DIFFERENTIATED SUPPORT

#### 3-Year Olds

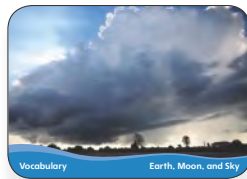
**Story Time** Help children remain focused on the story activities by having children sit near you as you read and discuss the story. If their attention wanes, engage them with questions about the characters. *Can you point to the wind? What face is he making now? Show me!* For each spread, display the book so they can view the illustrations. VISUAL

# Literacy Circle

15 minutes

## Concept Vocabulary

**Develop** Remind children of the weekly question: *What can we see in the sky?* Display Vocabulary Card *cloud*. This is a *cloud*. Say the word *cloud* with me: *cloud*. Are there *clouds* in the sky today? Display each Vocabulary Card (*dust*, *swirl*, *strength*, *force*) and ask children a question about each one that ties the word to the theme or weekly question.



## Writing as a Process

**Brainstorming** Ask children to brainstorm characters and something that describes, or tells, about them. Explain that the characters should be from stories they have read during the year. Tell children they will choose one character to write a class letter to. Discuss ideas.

- Provide children with ideas to get started. *We read a lot of stories. One of my favorite characters is Mouse from *The Lion and the Mouse*. I think she is smart and has a funny-sounding voice. What are the names of some other characters we read about? What can you tell about them?* Discuss different characters and something about them, such as Lion being strong and mighty, or Sun, from *The Contest Between the Sun and the Wind*, being gentle.
- As children contribute ideas for whole group writing, record them on chart paper in simple text. For example: If children say they like Lion from *The Lion and the Mouse* because he is strong, write the words *Lion is strong*.

## Alphabet Knowledge

**Review Ee /e/** Tell children that today they will review what they learned about the letter *Ee*.



- 1 Review Letter Name** Use Alphabet Card *Ee* to review the letter. Hold up the card. This is uppercase *E*. Have children repeat the letter name. Repeat for lowercase *e*.
- 2 Review Letter Sound** The sound the letter *e* spells sounds like this: /e/, /e/, /e/. Say it with me: /e/, /e/, /e/. Point to the lowercase *e*. What sound does this letter spell? Repeat for the uppercase *E*.
- 3 Review Letter Formation** Trace the uppercase *E* on the Alphabet Card and explain the movements as you make them. Repeat for lowercase *e*. Have children skywrite the letters.

## Transitions

### The Wind and the Sun

Invite children to stand. Have them repeat each line of the rhyme after you:

The wind huffs and puffs	(say “huffs” and “puffs” exaggerated)
To be able to do its stuff.	(blow softly)
It blows things round and round	(blow forcefully)
So they come way off the ground.	(move hands up from the ground)
The sun spreads its rays	(spread arms out)
To warm all the days. It gives Earth its light So the land stays bright.	

## Theme Vocabulary

sun moon

## Concept Vocabulary

cloud strength  
dust swirl  
force

## Academic Vocabulary

describe sound



## CHECK FOR UNDERSTANDING

**IF** . . . children have difficulty forming the letter *e*,

**THEN** . . . use a sensory material, such as sand or play dough, and guide children’s hands as they form the letter.



LET'S GET READY FOR

## Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or **English Language Development** lessons (p. ELD•209).

### Small Group

- **Math: Counting** Ask if any children have collections, and listen as one child describes his or her collection. Explain that when counting things in a collection, you can count them in any order. **You should always come up with the same number no matter which thing you start counting with and which one you end with.** Have children gather five to ten of the same kind of object, in different sizes, shapes, and colors. **How many do you have? Arrange them in a line and count up to find out.** To have children demonstrate an understanding that when counting, the items can be chosen in any order, ask them to change the object they begin counting with.

#### ▶ **ELL Access**

##### Share Information

**Emerging** Display a collection of five to ten objects, such as stickers. Count them aloud and announce the total. Then have children count with you. Repeat, but count the objects in a different order.

**Developing** Have children count a collection of five to ten objects along with you. Then rearrange the objects and have children count them aloud independently.

**Expanding** Have partners set up their own collection of five to ten objects. One partner counts aloud as the other watches to confirm the number. Then the counter rearranges the objects for the watcher to count aloud.

**Bridging** Have children explain what they learned about order when counting.

- **Literacy: Alphabet Knowledge** Display Alphabet Card *Ee*. Model the sound the letter *e* spells by saying: /e/, /e/, /e/. Point to the elephant on the card. **The word *elephant* starts with the sound /e/.** **This sound is spelled with the letter *e*.** Point to items on your person or in your room that start with sound /e/ and the letter *e*. Possibilities include elbow, egg (plastic), edge. **What do you call this?** In each case, confirm the accuracy of the response. **That word starts with the sound /e/, and begins with the letter *e*.** Next, point to the different objects and have children say them on their own.

#### ▶ **ELL Access**

##### Oral Language Production

**Emerging** Show Alphabet Card *Ee* to your Spanish-speaking children and ask them to say the name of the animal on it in Spanish. (*elefante*) Tell children that the word *elefante*, like the word *elephant*, both begin with the same sound and the same letter: /e/ and *e*.

**Developing** As you point to each item that starts with the sound /e/ and the letter *e*, name it, and then have children repeat it.

**Expanding** Hold up one object whose name starts with the sound /e/ and the letter *e* and one that does not. Have children identify each and tell which one starts with the sound /e/ and the letter *e*.

**Bridging** Have partners take turns pointing to an object and asking: *What is this? What sound do you hear at the beginning of that word? Is that sound /e/?*

# Math Circle

15 minutes

## Counting

Tell children that today they will use words to rote count from 1 to 25.

- 1 **Engage** Today we continue our counting pattern. Who is ready to count higher? Model counting from 1 to 23. What number comes next in the pattern? You are right, twenty-four! And then twenty-five! Lead the class in counting from 1 to 25.
- 2 **Develop** Remember how we moved as stars yesterday? Let's really shine today! Model how to do a jumping jack. Have children try. Let's shine every time we say a number. Lead the class in counting and doing jumping jacks from 1 to 25.
- 3 **Practice** Have children work with a partner to count and do jumping jacks. Make sure each pair has enough room to perform a jumping jack safely. Take turns counting and shining. Have pairs count a few times together. Now go as slowly as you can! Go as quickly as you can!



## Learning Outcome

### The child

- uses words to rote count from 1 to 30.

### Academic Vocabulary

pattern	twenty-four
count	twenty-five



### CHECK FOR UNDERSTANDING

**IF** . . . a child does not know what number to say,

**THEN** . . . say the two numbers before it and then the number. Ask the child to repeat them. Afterwards, you may want to review counting up with the child individually.



## Snack Time

15 minutes

**Snack Time Order** Have children think about the purpose of snack time. *Why do we have snack time?* Children should show understanding by responding appropriately. Remind children that during snack time they are offered food. *Food gives you energy. You should not be tired for the rest of the day.* Help children understand that they should eat first. Any talking or playing can come if they have time left over.

## Science Circle

15 minutes

### Learning Outcomes

#### The child

- shows understanding by following two-step oral directions.
- observes earth materials.
- practices good habits of personal safety.

### What You Need

- pictures of a lake, ocean, and river
- Vocabulary Card: *river*
- clear plastic rectangular container
- sand and water table
- plastic jug filled with water
- sidewalk chalk
- Trade Book: *The Contest Between the Sun and the Wind*

### Outdoor Play

20 minutes

**Paddling a Canoe** Line up two chairs. Pretend this is a canoe. Hop in! Tell children to use pretend paddles to make the canoe go. Show children how to hold a paddle, with one hand cupped up high and the other lower. To move the canoe, they should bring their top hand toward them and the other hand away and then do the action in reverse. Model the motions and describe what you “see” in your pretend canoe. We need to turn left. Let’s paddle faster.

### Up and Down

Have children stand up and listen to the following chant. As you say the chant, pause for children to repeat the lines and do the actions.

I like to canoe, do you?	(hold hands out)
I like to go on the river.	(move hand from right to left)
The river is long.	(spread hands out)
It starts high	(hold hand up high)
but goes lower . . .	(move hand down slightly)
and lower and lower.	(move hand lower and lower)
And makes the water move.	(move hand in waving way)

### How Can Water Move?

- 1 Engage** Display pictures of an ocean, lake, and river. How can you describe the way water moves in the ocean? How does water move in a lake? How does water move in a river? Children should describe that water in the ocean moves in waves, and water in a river moves more rapidly than a lake.
- 2 Develop** Display Vocabulary Card *river*. Water in most rivers moves quickly. Water in a river flows, or moves, from a high place to a low place. Place a long but narrow clear plastic container on the table. Put a plastic jug filled with water beside it. Let’s observe, or look, how water in a river flows. Pretend this container is a river. Tilt one end of the container up. Then pour the water into that end. Look at how the water flows, or moves, down. This is how water in a river flows.
- 3 Practice** Place the container flat in the sand table. Have children examine the water in the container. Is the container more like a lake or a river? Have children make a small incline in the sand. Place the jug on the incline and pour the water. How does the water flow, or move? Have children observe and investigate how the water flow changes when higher or lower inclines are built. Now is it more like a lake or a river?





# Learn and Play

90 minutes

## Let's Move

**River, River, Can I Go?** Use sidewalk chalk to draw about 15 attached squares in an s pattern. The completed drawing should look like a river. Ask for a volunteer to pretend to be the river.

- Have children form a line and take turns asking the river: *May I flow with you?*
- The river should tell how many spaces each child can travel. He or she can also tell how the child should move by using words like *hop, jump, skip, slowly, quickly*.
- The game ends when someone gets to the end of the river.

**Run Like the Wind** Sometimes people say a funny sentence to good runners. They say, "You run like the wind." They are really saying that someone runs very fast.

- Have children line up at a starting line. *This is not a race. I just want to see how fast you can run.* Make sure children practice good habits of personal safety for running. For example, ask children to check that their shoes are tied and that they are not standing too close together.
- Say: *Run like the wind.* After children have run for a while, say: *Stop!*

Continue until you think children have had enough exercise.

## Let's Talk

**Pride in Skills** Following the Run Like the Wind activity, have one-on-one conversations with children to help them feel proud.

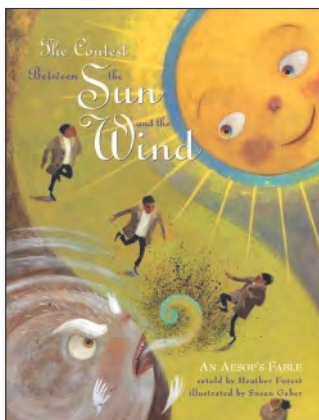
- Remind children that this was not a race and that they followed your directions well. Offer support such as: *Good job! I'm proud of you.*



## Let's Read

**Gaining Knowledge** In pairs, have children look at books about rivers or lakes and describe one thing they learned.

**Discuss Feelings** Open *The Contest Between the Sun and the Wind* to pictures of the man on different pages. *What do you think the man is thinking now? Why do you think the man is feeling that way?*



## Academic Vocabulary

describe	river
observe	lake
Earth	water
ocean	flow

## Center Time

30 minutes

Refer to Centergize for ideas on refreshing Theme Centers and what children can do in Choice Centers.

## Rest Time

35–40 minutes

**Soothing Sounds** Tell children that some people listen to certain sounds to help them go to sleep. *Some people like to hear the sounds of nature. They might choose to hear the wind blow or ocean waves hit the shore. Or they might like to hear raindrops fall. Animal sounds help others sleep.* Play a recording of a kind of a sound in nature. *Close your eyes. It is time to rest.*

## DIFFERENTIATED SUPPORT

### ELL

**River, River, Can I Go?** Before children start the game, preview the action words that are likely to be spoken. Examples include *hop, jump, skip, slide, run, and crawl*. For each verb, have all children demonstrate the action. Then call out the action words for children to perform one more time, watching to make sure English language learners understand. VISUAL/ KINESTHETIC

## Reflect

10 minutes

### 5x5

#### Learning Outcomes

##### The child

- begins to understand difference between emotions/feelings and behaviors.
- observes what happens during changes in the sky.

#### What You Need

- 5x5 Card: Forces in Nature
- SEL Card: *feeling or behavior?*
- Javi

#### Academic Vocabulary

power

#### CHECK FOR UNDERSTANDING

**IF . . .** a child has difficulty naming an emotion,

**THEN . . .** display the Mood Meter as a visual reminder. Have the child recall the emotions on the Mood Meter.

#### DIFFERENTIATED SUPPORT

##### Extra Support

**Feelings and Behaviors** Provide children with additional examples of feelings and behaviors. For example, *I feel happy. That's a feeling. I am dancing! That's how I act. I am laughing. That's another way I act.*

AUDITORY

**Make Predictions** Point to the picture. *This boy flies a kite on a windy day.* Have children talk about what might happen when there are changes in the sky. *What if the wind blew with greater power, or was stronger? What might happen to the boy's cap?* Point out that the *sun* is shining in this picture. *But what might happen if the sky got more clouds? Would the sky still look mostly blue? Or would the sky look whiter?*



## Social and Emotional Learning

**Feelings and Behaviors** Draw attention to the picture on the SEL Card *feeling or behavior?*

- What feeling is the standing child showing? Why is he feeling this way?
- Discuss the difference between feelings and behaviors. *The boy is feeling sad. Sad is a feeling, or emotion. What other feelings do you know? Have children name other feelings such as happy, calm, and mad. When we feel sad, what might we do? Sometimes we cry. We might stomp our feet. Or we might go tell an adult that we're sad. Those are things we do when we're sad.* Have children name another emotion, such as happy. Then ask what they might do when they feel this way. Explain that the way they feel is different from how they act.



## Let's Talk About It

Tell children that it is time to think about what they learned about the difference between feelings and behaviors. *I like it when children are proud. Proud is a feeling. When you felt proud today, what did you do? Did you smile and call me over to look at your artwork? That's how we act when we feel proud.*

Hold up Javi. *Now you are going to take turns telling how you felt today, or something you did.* Alternate asking children how they felt today or what they did today. Notice whether children are responding appropriately with an emotion or a behavior.



# Welcome to Today

15 minutes

## Meet and Greet

- Greet children by saying their names while shaking their hands.
- Ask children to show how they feel today by placing their pictures on the Mood Meter.



## Sing, Rhyme, and Shout

**Earth, Moon, and Sky** Divide the class into two groups. Provide one group of children with musical instruments.

- Today, some of you will move to the music and some of you will play instruments to go along with our song. I'll point to you when it is your turn to play. When you move, remember that it is okay to be happy and excited, but you also need to remember our classroom rules. Tell children who do not play an instrument today that they will have a turn tomorrow.
- Play the recording. Have children participate in music activities by singing, playing instruments, or moving to the song's rhythm.



## Learning Outcomes

### The child

- follows classroom routines with occasional reminders from teacher.
- provides appropriate information for various situations.
- participates in classroom music activities including singing.
- participates in classroom music activities including playing musical instruments.
- participates in classroom music activities including moving to rhythms.

## What You Need

- Sing, Rhyme, and Shout: "The Wind"
- musical instruments
- attendance chart, helper chart

## Theme Vocabulary

sun

## Morning Meeting

- 1 Attendance** Ask children to add their name cards to the attendance chart.
- 2 Helper Chart** Ask helpers to tell how they helped this week. Remind children that everyone will get a turn being a helper.
- 3 Weather** Discuss today's weather with children. *Did you see clouds or the sun in the sky today? Is it hotter or colder than yesterday? What kind of weather do you think you will have where you live tomorrow?*
- 4 Today's Events** Invite volunteers to provide appropriate information to tell which part of the day they like best and why. Then preview some of the day's activities.

## DIFFERENTIATED SUPPORT

### 3-Year Olds

**Sing, Rhyme, and Shout** Help children to regulate their excitement by reminding them of the classroom rules for staying safe. Ask a child what emotion she has while she is moving to music. *How does moving to music make you feel—happy, excited, funny, afraid, or some other way?* Have the child name the emotion and help model appropriate ways to move to the music, play the instruments, and express emotions. AUDITORY/KINESTHETIC

## Story Time

15 minutes

### Learning Outcomes

#### The child

- demonstrates growing understanding of the intonation of language.
- retells or re-enacts a story after it is read aloud.
- can identify some conventional features of print that communicate meaning, including case.
- discusses ideas for drafts composed in whole/small group writing activities.
- contributes ideas for drafts composed in whole/small group writing activities.

### What You Need

- Trade Book: *The Contest Between the Sun and the Wind*
- Talk More About It Card: *The Contest Between the Sun and the Wind*
- Vocabulary Cards: *space, cloud, dust, force, strength, swirl*
- chart paper and marker

### DIFFERENTIATED SUPPORT

#### Extra Support

**Retell** To simplify the re-enactment, divide children into three groups. Assign each group a role: Sun, Wind, or the man. Have each group collectively perform the actions. For example, the children who are the Wind will blow at the group of children who are the man, who shivers and pretends to button his coat. **KINESTHETIC**

### Earth, Moon, and Sky

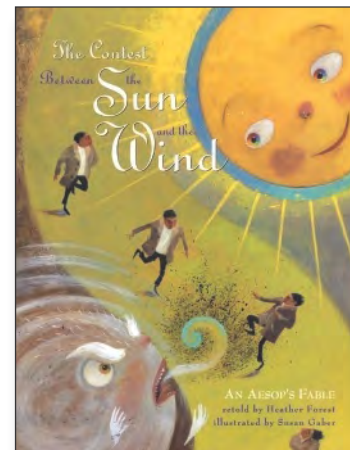
**?** **What can we see in the sky?** Remind children of this week's question: *What can we see in the sky?* Today we will reread a story about two things in the sky: the wind and the sun. Can we see the sun in the sky? Can we see the wind?



### *The Contest Between the Sun and the Wind*

Tell children that today you are going to reread *The Contest Between the Sun and the Wind*.

- 1 Remember** Display the cover of the trade book. Ask volunteers to tell something Wind does in the contest and something Sun does. Page through the book, asking children to compare the facial expressions of the Sun and the Wind.
- 2 Reread** Read the book aloud. As you read, focus on intonation. Remind children that when you read, you change your voice by raising and lowering it to match the words' meanings, or message. Notice how I raise my voice when I read Wind's lines, "I'm the strongest one! I'm much stronger than you!" Then read Sun's words and model proper intonation showing Sun's sweetness. "I did not force him at all. I lit the day! Through gentleness I won my way." Have children practice repeating the lines.
- 3 Retell** Display the Talk More About It Card. Today we're going to talk about what happened in this story. Do you remember what happened at the beginning? Look at this picture and tell me what's happening. As you point to each illustration, remind children of the part in the story. Then ask children to identify the illustration that happens first in the story, which one happens next, and which one happens last. Then explain that they will act out the story. Now we're going to act out the contest between the Sun and the Wind! Who wants to be a part of the contest first? Assign the roles of Sun, Wind, and the man. Guide children through a simple re-enactment of the story, and then allow other children to perform.





# Literacy Circle

15 minutes

## Concept Vocabulary

**Practice** Display Vocabulary Cards *cloud*, *dust*, *force*, *strength*, and *swirl*. Have children identify each one. Some of these words name things that float in the air. Does *strength* float in the air? No. Does a *cloud* float in the air? Yes. What else floats in the air? (*dust*)



## Writing as a Process

**Drafting** Discuss ideas for drafts of a letter to a character.

- We read about many interesting characters in our stories. Which character would you like to write a letter to? What should we include in the letter? What else should we include in the draft of our letter?
- Create a letter format on chart paper in which children contribute by dictating ideas. Record their ideas. Explain that they will keep adding ideas to this letter.

## Print Concepts

**Case** Remind children that words are formed by letters, and sentences are formed by words. Explain that when we see words in print, some begin with an uppercase letter and some begin with a lowercase letter.

- Display p. 20 in the Trade Book. Ask a child to point to the first letter in the first word. What letter do you see? That's right, it is a *T*. Is it an uppercase or lowercase *t*? It is an uppercase *T*. The uppercase *T* tells me that the word is the first word in the sentence. Point to the *T* as you read the sentence.
- How do we know when one sentence ends and another one begins? We look for a mark at the end of the sentence. This mark is punctuation. Point to the period. Let's look at the first letter of the word in the next sentence. Point to the letter *H* in the sentence. What is this letter? That's right, it is an *H*. Is it a lower or uppercase letter? Right, it's an uppercase *H*. Why is it uppercase? Tell children to look at the sentence as you read it.
- Turn to p. 27 and point to the word *force*. Explain that some sentences have words in all uppercase letters so we know how to say the word. Read the sentence emphasizing the word *force*.

## Transitions

### Seven Rainbow Colors

Invite children to stand up and stretch their arms and move their legs. Then have them echo you as you say this fingerplay.

Seven rainbow colors	(hold up 7 fingers)
Sitting in the sky.	(point up to sky)
Lovely to look at	(make pretend glasses in front of eyes)
Up, up, so very high.	(point up to sky)

## Theme Vocabulary

sun

## Concept Vocabulary

cloud	strength
dust	swirl
force	

## Academic Vocabulary

re-enact	retell
punctuation	print
meaning	

## CHECK FOR UNDERSTANDING

**IF** . . . children have difficulty understanding the Concept Vocabulary,

**THEN** . . . provide them with additional support, such as the following: Display Vocabulary Card *swirl*. This picture shows that there is a *swirl*. A *swirl* is like a *twirl*. Continue with the other words.

LET'S GET READY FOR

## Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or **English Language Development** lessons (p. ELD•209).

### Small Group

- **Math: Counting** Display *The Contest Between the Sun and the Wind*. Who are the two main characters? Have children make stick puppets for Sun and Wind. Collect five to ten puppets and place them in a horizontal line. Let's count the puppets in one direction. How many are there? Now count them in the other direction. How many are there counting this way? Then place the puppets in different arrangements and have children count them. Ask: Did the number of puppets change when we counted them in different ways? Confirm that children understand that counting can be done in any order.

#### ▶ ELL Access

##### Share Information

**Emerging** For each line of puppets, point out where children are to start and end. Say: Start here. End here.

**Developing** Ask children to count the puppets silently, in their heads, and then tell you how many there are.

**Expanding** Ask children to count the puppets silently, in their heads, and then tell you how many there are using this structure: *There are \_\_\_ puppets in all.*

**Bridging** Have children explain why the number of objects will be the same no matter how their arrangement or counting order is changed.

- **Literacy: Print Concepts** Provide children with an opportunity to identify conventional features of print that communicate meaning, such as case. Review with children that letters join together to form words and words form sentences. We start a sentence with an uppercase letter. The other letters are lowercase. Display p. 12 of *The Contest Between the Sun and the Wind*. Point to the sentence. This sentence begins with an uppercase letter. The other letters are lowercase. Turn to p. 10. But many sentences in the book are not like this. Here, some words in the middle of sentences are in all uppercase letters. That helps tell us how to say the words. Read the sentence with the word *rip*, emphasizing that word.

#### ▶ ELL Access

##### Print Devices

**Emerging** Show Alphabet Card *Ee*. Point out which letter is uppercase and which is lowercase.

**Developing** Show Alphabet Card *Ee*. Have children tell you which letter is uppercase and which is lowercase.

**Expanding** Have children look at the sentences on p. 29 and point to the sentence with uppercase words.

**Bridging** Have children look at p. 23 and ask them to tell you how they know there is only one sentence on the page.

# Math Circle

15 minutes

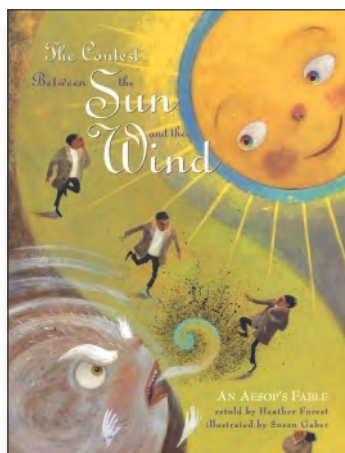
## Counting

Tell children that today they will use words to rote count from 1 to 30.

**1 Engage** Today we will finish our counting pattern. Who is ready to count to thirty? Model counting from 1 to 25. What number comes next in the pattern? You are right, twenty-six! Then twenty-seven. Twenty-eight. Twenty-nine. Then comes thirty! Lead the class in counting from 1 to 30.

**2 Develop** Display pp. 8–10 of *The Contest Between the Sun and the Wind*. Read the text aloud and show the pictures. Wind has a strong feeling. He is mad, isn't he? Remind children that in real life, people have many different feelings, but they don't have to act on every feeling. Hold up one child's Wind finger puppet and Sun finger puppet in each hand. Let's count like Wind. Count to 30 in a loud voice. Have children repeat each number after you. Now let's count like Sun. Count to 30 in a calm voice. Have children repeat each number after you.

**3 Practice** Hold up one child's Wind finger puppet and Sun finger puppet in each hand. These two characters are friends again. They want to count together. Have children play the roles of Wind and Sun and take turns counting to 30. I'm glad Wind and Sun are friends again. I'm happy that they can count to 30.



## Learning Outcomes

### The child

- begins to understand difference between emotions/feelings and behaviors.
- uses words to rote count from 1 to 30.

## What You Need

- Trade Book: *The Contest Between the Sun and the Wind*
- finger puppets from small group activity

## Academic Vocabulary

count	pattern	thirty
twenty-six	twenty-eight	
twenty-seven	twenty-nine	

## SEL Snack Time

15 minutes

**Ask Questions** Identify children who are not interacting with others. Model ways to start conversations. Sometimes, you may wonder what a friend is eating or doing. You can ask a question to find out. Model asking questions such as, What are you having for a snack today? What is your favorite snack?



# Science Circle

15 minutes

## Learning Outcomes

### The child

- combines more than one idea using complex sentences.
- observes sources of energy including electricity.
- investigates sources of energy including electricity.
- describes sources of energy including electricity.
- discusses sources of energy including electricity.
- shows control of tasks that require small-muscle control.
- shows increasing control of tasks that require eye–hand coordination.

## What You Need

- pictures and video clips of water wheels, run of river generators, and hydroelectric dams
- variety of water wheel toys, water table, assortment of measuring cups or pitchers
- cardboard boxes or plastic containers
- soft objects such as balls or beanbags
- Trade Book: *The Contest Between the Sun and the Wind*

## Outdoor Play

20 minutes

**Jump the River** Create a “river” by placing two metersticks, lengths of tape, or rope 4 inches apart. Have children take turns jumping across the “river.” After all children have a turn, increase the width of the river. If a child’s foot touches the “water,” he or she is out. Keep increasing the width of the river to see who can jump the farthest.

## Household Tasks Chant

Have children stand up and listen to the following chant. As you say the chant, pause for children to repeat the lines.

This is the way we wash our hands. (rub hands together)

Wash our hands. Wash our hands.

This is the way we brush our teeth. (pretend to brush)

Brush our teeth. Brush our teeth.

So many ways we use water!

## How Do We Use Water?

- 1 Engage** Show children pictures and video clips of water wheels, run of river generators, and hydroelectric dams. *Tell me what you see. These are water wheels and dams. When the wheel or turbine spins, it creates energy used to make electricity. Remember, electricity is the flow of power that makes things light, warm up, or move. What things do we use that need electricity? Lights, computers, and cars all need electricity to work. Turn a light on and off, and remind children this is an example of electricity. Today we are going to show how water is a source of energy.*
- 2 Develop** Show children a water wheel toy at the water table. *Let’s look at how moving water is a source of energy. Pour water onto the water wheel to demonstrate how the flow of water causes the wheel to spin. What happens to the wheel when I pour water onto it? It moves. When water flows, it has energy to make the wheel move.*
- 3 Practice** Have children explore pouring the water slowly over the wheel and quickly over the wheel. Encourage them to tell what happens and what would happen if they didn’t pour water at all. You may wish to use sentence frames, such as: *Pouring the water slowly over the wheel makes it move \_\_\_\_\_ and pouring the water quickly over the wheel makes it move \_\_\_\_\_. If I don’t pour any water over the wheel, it won’t \_\_\_\_\_.*





# Learn and Play

90 minutes

## Let's Move

**Throwing Practice** Remind children that the *force* of the wind blowing can move small objects such as leaves. *You can move things too. You can throw things to move them.* Place three open cardboard boxes, buckets, or other containers of various sizes in an open area. Have children stand a good throwing distance from the containers. Place throwing objects such as lightweight balls or beanbags near the children.

- Have children practice throwing the objects into the containers.
- Vary the activity by moving the containers farther away or by staggering them.

**First to Last** Have groups of five children stand in a row. Count aloud the number of children in the line. Demonstrate how to bend from the waist and touch your toes. Then ask children to do the same.

- Lead children in the chant: *First in line/Move behind/Now you're last/Let's count fast, one/two/three/four/five.*
- After first has moved to last, have children bend from the waist and touch their toes again.
- Continue saying the chant until the original child is first in line again.

## Let's Talk

**Feelings and Behaviors** Circulate among the play areas and observe the various emotions expressed by the children.

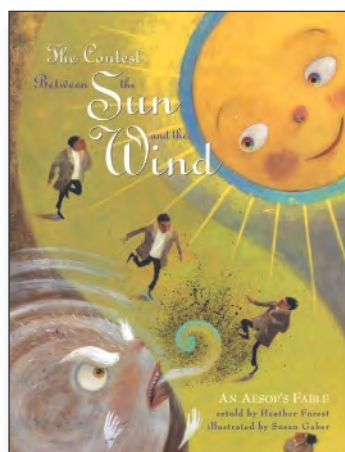
- Engage children in one-on-one conversations. *How do you feel right now? Did something happen to make you feel that way?*



## Let's Read

**Children's Choice** Display several books that focus on feelings and actions. Have children choose a book to read together.

**Forces of Nature** Read pp. 16-19 of *The Contest Between the Sun and the Wind*. Have children describe how wind and sun affect people differently. *How do you feel on a sunny day? What do you do? How do you feel on a windy day? What do you do?*



### Academic Vocabulary

electricity	dam
energy	water wheel
discuss	describe
use	

### Center Time

30 minutes

Refer to *Centerize* for ideas on refreshing Theme Centers and what children can do in Choice Centers.

### Rest Time

35–40 minutes

**Gently Round and Round** Tell children to close their eyes. *Imagine you are lying down near a river. There is a water wheel close by. You watch the water wheel turn. It goes round and round. You can hear water gently moving. Round and round and round the water wheel goes.*

### DIFFERENTIATED SUPPORT

#### Extra Support

**Let's Move** Adjust the physical requirements in the activities for children with disabilities. For example, children in a wheelchair might be asked to raise their hands and clap. They might also see how far they can throw a beanbag or toss a ball from hand to hand. KINESTHETIC

## Reflect

10 minutes

### 5x5

**Rhyme Time** This picture shows a windy day. Let's listen to a rhyme about the wind and a bird. Explain that the North Wind is a cold wind and that a robin is a kind of bird.

The North Wind does blow,  
And we shall have snow,  
And what will poor Robin do then?  
Poor thing!  
He'll sit in a barn,  
And to keep himself warm,  
Will hide his head under his wing. Poor thing!



Reread the rhyme and have children act out the phrases with you.



## Social and Emotional Learning

**Feelings and Behaviors** Point to the child standing alone on the SEL Card *feeling or behavior?* I see that the child is frowning and standing alone. I think the child is sad. Why is the child sad? That's right, there doesn't seem to be room for him at the table. Explain that being sad is a feeling. Standing alone and frowning are things that we do when we are sad.



Have children role play the scene showing what the child could do next. Child One: *I'm sad. There's no room for me to sit.* Child Two: *We can make room for you at the table. Let's make a space for our friend.* Child One: *Thank you.*



## Let's Talk About It

Tell children about a time you saw one of them get sad about not being able to complete a puzzle or activity. Model dealing with that emotion appropriately. *Tim couldn't get the puzzle pieces to fit. He started to get sad. But he didn't throw the pieces or give up. Instead, he asked Niko to help him figure out the puzzle.*

Hold up Javi. Ask children if they can think of times when they or someone else was feeling sad. Pass Javi around, giving children a moment to share.



### Learning Outcomes

#### The child

- begins to understand difference between emotions/feelings and behaviors.
- participates in classroom music activities including singing.

### What You Need

- 5x5 Card: Forces in Nature
- SEL Card: *feeling or behavior?*
- Javi

### Transition

#### Feelings and Behaviors

Have children listen as you recite the chant and do the fingerplay. Then invite them to join in.

I smile when	(smile)
I feel glad,	
I frown when I	(frown)
feel sad.	
If I see a friend frown,	(frown)
I help my friend	
calm down.	(breathe deep)

### ✓ CHECK FOR UNDERSTANDING

**IF** . . . a child has difficulty identifying what the child in the picture is feeling,

**THEN** . . . re-enact the scene for the child. Point to a table and say: *There's no room to sit at this table. How does that make you feel? What should you do?*

# Welcome to Today

15 minutes

## Meet and Greet

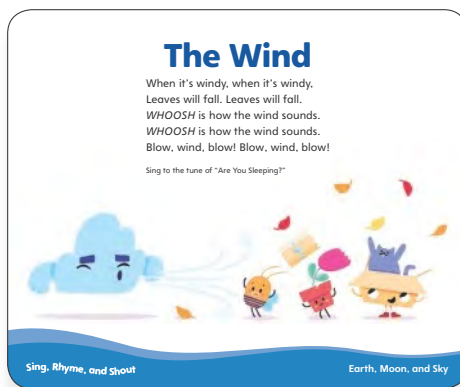
- Greet children with a high-five as they enter the classroom.
- Ask children about their morning so far and have them update the Mood Meter.



## Sing, Rhyme, and Shout

**Earth, Moon, and Sky** Provide children who did not play a musical instrument on the previous day with one to use today.

- Explain that different children will play instruments to go along with the song and other children will move to the music or sing the song. Remind children to be mindful of their bodies when they move.
- Play the recording. Invite children to sing and move or play their instruments along with the recording.



## Learning Outcomes

### The child

- shows understanding by responding appropriately.
- participates in classroom music activities including singing.
- participates in classroom music activities including playing musical instruments.
- participates in classroom music activities including moving to rhythms.

## What You Need

- Sing, Rhyme, and Shout: "The Wind"
- musical instruments
- attendance chart, helper chart
- sticky notes, name tags

## Academic Vocabulary

pair

## Morning Meeting

- 1 Attendance** Direct children to place their names on the attendance chart. *I need a pair of children to count those who are in school today. Which two of you will do this?* Ask the pair to tell you the final number.
- 2 Helper Chart** Ask helpers to act out their tasks. Provide reminders if parts of tasks are missing.
- 3 Question of the Day** *Would you like to touch a cloud?* Display a T-chart with columns yes/no. Have children place sticky notes or name tags on the chart to answer. Have volunteers tell their choice.
- 4 Today's Events** *Who has something special to share?* Remind children to be interested in what their classmates share and not to interrupt.

## DIFFERENTIATED SUPPORT

### Extra Support

**Morning Meeting** To help children understand the difference between emotions and behaviors, point out that when others are speaking, they should act interested in what the person is saying. They should not talk, or interrupt, until the speaker has finished what he is saying. Role play listening attentively by demonstrating making eye contact with whomever is speaking, nodding your head, and smiling. Then reverse the roles.

KINESTHETIC

## Story Time

15 minutes

### Learning Outcomes

#### The child

- demonstrates growing understanding of the intonation of language.
- investigates the intonation of the English language.
- interacts to revise (add [to]) class-made drafts.
- interacts to revise (take out [of]) class-made drafts.
- interacts to revise (change order [in]) class-made drafts.
- provides suggestions to revise (add [to]) class-made drafts.
- provides suggestions to revise (take out [of]) class-made drafts.
- provides suggestions to revise (change order [in]) class-made drafts.
- moves from scribbles to some letter-sound correspondence using ending sounds when writing.

### What You Need

- Read More About It Book: “In the Sky”
- Vocabulary Cards: *cloud*, *dust*, *force*, *strength*, *swirl*
- letter from Day 3 and marker

### DIFFERENTIATED SUPPORT

#### ELL

**Connect** Model using additional vocabulary to add visuals to talk about how you feel or what you think about when you see the objects from “In the Sky.” For example: *This is a picture of a rainbow. I feel happy when I see the colors. It makes me wonder if there is anything in space on the other side of the rainbow.* Prompt children to use story words and feeling words. VISUAL

### Earth, Moon, and Sky

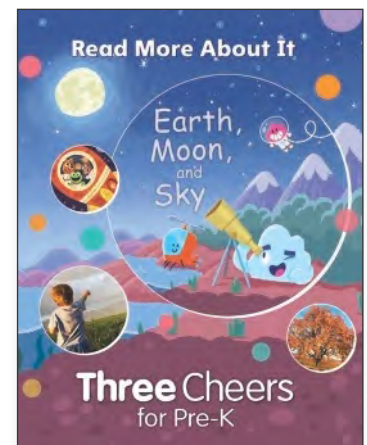
**?** **What can we see in the sky?** Remind children of the weekly question: *What can we see in the sky?* Explain that they will learn more about what we see in the sky by reading a new text.



### “In the Sky”

Tell children that today you are going to read a new text about things they can see in the sky. *What objects in the sky have we learned about? Can you name some? Today we will learn about more!*

- 1 Introduce** Open the Read More About It Book to pp. 6–7. Preview the selection by asking children to talk about the pictures. *What do you think this text will be about? Point to the picture that makes you think that.*
- 2 Read Together** Read the text aloud. Then point to the picture of the rainbow. Ask children if they have ever seen one in the sky. *Sometimes we can see a rainbow after it rains. It is made of many colors! The child in the text is amazed when he sees it. That means he is very surprised and full of wonder.* Then point to the picture of the *moon*. *Do you ever see the moon at night? Does it always look like this?* Explain that sometimes the *moon* looks different.
- 3 Connect** After reading, help children recall the feeling words mentioned in the story, such as *happy*, *calm*, *amazed*, and *tired* (*sleepy*). Ask volunteers to tell about feelings they have about the *sun*, *clouds*, a rainbow, or the *moon*. *When you see the sun in the sky, how do you feel? What do you think about?*



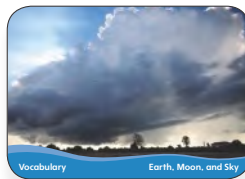


# Literacy Circle

15 minutes

## Concept Vocabulary

**Review** Remind children of the weekly question: *What can we see in the sky?* Display Vocabulary Cards *cloud* and *swirl*. I float above Earth's water and land. Sometimes I am white; other times I am dark. What is my word? Hold up two cards and give children clues for one of the words (*dust*, *swirl*, *cloud*, *strength*, *force*). Have children identify the word. Repeat until each word has been used at least once.



## Writing as a Process

**Revising** Display the letter to a character from Day 3.

- Let's look at our letter together. We are writing to \_\_\_\_\_. We told our character that \_\_\_\_\_. What else do we want to tell our character in the letter? Let's add that detail.
- Read the letter to children. Ask children to provide suggestions to add to, take out, or change the order of ideas. Show children how to write the words as you talk about the features of the letters for the ending sounds the letters spell. Then help them write the letters for the ending sounds in the words.

## Speech Development

**Intonation** Open to p. 6 in the Read More About It Book.

- As I read, I change my voice by making it go up or down. Model reading the first four sentences with proper intonation. Let your voice rise with the exclamation mark. Continue using your voice to rise and fall to provide meaning. Did I sound happy when I read about the *sun*? How did I use my voice to show what I was feeling?
- Have children investigate the intonation of the English language. Now I want you to use your voices to show how you feel about the *sun*. Repeat the lines one at a time and have children echo you. Remind them to say the lines using the same intonation. Repeat for the next three lines, encouraging children to change the intonation to reflect the meaning of the words.



## Transition

### Good Morning, Mr. Sun

Have children echo you as you say this chant.

Good morning, Mr. Sun.  
How do you shine so bright?  
You made the stars disappear  
And ended the moon's light.

## Theme Vocabulary

sun moon

## Concept Vocabulary

cloud strength  
dust swirl  
force



## CHECK FOR UNDERSTANDING

**IF** . . . children have difficulty understanding the changes in your voice as you read,

**THEN** . . . say the phrase "Good morning" in different ways: as a factual sentence, as an exclamation, and as a question. Emphasize the intonation in your voice and ask children to tell what was different.



## Wheel of Motion

Don't forget to use the Wheel of Motion on [SavvasRealize.com](http://SavvasRealize.com) when you need a fun and fast activity.

LET'S GET READY FOR

## Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or **English Language Development** lessons (p. ELD•210).

### Small Group

- **Math: Counting** When you are counting, you find out how many of something there is. Display pp. 4–5 of *The Contest Between the Sun and the Wind*. The same man is shown many times in the picture. How many times is the man shown? Let's find out by counting. Count the number of times the man is shown. The last number I counted is seven. That is how many times the man is shown. Now you count how many times you see the man. Ask partners to explain how they figured out how many. Then ask children to count the number of boxes on pp. 4–5.

#### ▶ **ELL Access**

##### Academic Vocabulary

**Emerging** Point to each man one at a time from left to right to help children count accurately on their own. *The last number we counted was seven. There are seven pictures of the man in all.*

**Developing** Pause occasionally while paging through the book. Ask questions such as: *What are you counting? Which number did you count last?*

**Expanding** Provide sentence frames such as: *I counted the number of \_\_\_\_\_, My last number was \_\_\_\_\_, Now I know there are \_\_\_\_\_ pictures of the \_\_\_\_\_.*

**Bridging** Pair the child with a fluent English speaker and have the other child speak first.

- **Literacy: Revising** Display the letter to a character that children worked on in the Literacy Circle. Read it aloud to children. Then, display the story the character appears in and point out any illustrations. Next, read the text. *Did seeing and listening to the story give you more ideas? Do we need to add any more details to the letter? Should we take anything out? Should we move any sentences?* If children do not provide suggestions, offer some of your own. Demonstrate how you make each change. Write in additional details. Cross out unwanted details. Use arrows to move details.

#### ▶ **ELL Access**

##### Details in Writing

**Emerging** Ask questions about whether certain details should be added. Have children nod yes or no to answer each question.

**Developing** Add an incorrect detail to the letter. *Oh! This doesn't belong, does it? What should we do?* Work with children to understand that the detail should be crossed out.

**Expanding** Have partners brainstorm possible details to add.

**Bridging** Model for children how to suggest a change in the form of a complete sentence. Then, ask children to tell you in a complete sentence what they want you to add.

# Math Circle

15 minutes

## Counting

Tell children that today they will rote count starting with a number other than one.

- 1 **Engage** Have children form sets of parallel lines. Recite “One, Two, Buckle My Shoe.” Have children act out each action. Repeat the activity as children join in on the singing and reciting.
- 2 **Develop** I don’t need to begin with 1 every time I count. I can start with any number. I could start with 3 or 4 or even more. Start with 3 and count to 30. Call out any number from 10 to 25. Listen as I count up from that number. Count up from each number. Always stop at 30.
- 3 **Practice** Have a child in one row call out a number from 1 to 29. The facing row can then try counting up from that number. Then have a child in the other row call out a number so that the other row can count up from it. Continue the activity as time allows.



## Learning Outcomes

### The child

- interacts to revise (add [to]) class-made drafts.
- interacts to revise (take out [of]) class-made drafts.
- interacts to revise (change order [in]) class-made drafts.
- uses words to rote count from 1 to 30.

### Academic Vocabulary

count

begin



### CHECK FOR UNDERSTANDING

**IF** . . . children have trouble counting up from the number called out,

**THEN** . . . say the next several numbers and then see if children can continue beyond that.



### Snack Time

15 minutes

**Food Details** Ask a child to tell what he or she has for a snack. Insert the name of the child as you say, \_\_\_\_\_ has a(n) \_\_\_\_\_. Work with children to come up with more details for the snack to better describe it.

## Science Circle

15 minutes

### Learning Outcomes

#### The child

- begins to understand difference between emotions/feelings and behaviors.
- observes sources of energy including electricity.
- investigates sources of energy including electricity.
- describes sources of energy including electricity.
- discusses sources of energy including electricity.
- demonstrates coordination in isolation.

### What You Need

- pinwheels of different sizes
- Trade Book: *The Contest Between the Sun and the Wind*
- pictures and video clips of windmills and wind turbines
- tape
- Read More About It Book: "In the Sky"

### Outdoor Play

20 minutes

**Hop and Gallop** Model how to hop and gallop to remind children how to do these actions. Then have children practice the two actions. Next, add a twist by asking them to carry an object in the palms of their hands as they hop or gallop across an area up to ten feet long. You can call out **Hop!** or **Gallop!** to have children alternate between the two actions.

### On and Off

Have children stand up. Have them remain standing. Say the chant, and pause for children to repeat the lines.

I am the wind.	(make a whoosh sound)
I make things move.	(flutter hands)
I make things turn.	(turn around)
I make things fall.	(stoop)
I am the wind.	(make a whoosh sound)

### Using the Power of the Wind

- 1 Engage** Show children pictures and video clips of working windmills and wind turbines. [These are windmills and wind turbines.](#) Look at how they move. When the blades move, they can make electricity. What do you think makes the blades spin? Wind makes the blades spin. Wind has energy that makes the blades spin. Today we are going to investigate, or learn, how wind is a form of energy.
- 2 Develop** Have children recall Wind's *strength* in *The Contest Between the Sun and the Wind*. Show various toy pinwheels. These pinwheels are like the windmills we see in the videos. Look at the blades on the pinwheel. How can I make the blades move? I can blow on the blades. When I blow on the blades it is like the wind. The energy of my wind makes the blades spin. Energy from the wind turns these blades.
- 3 Practice** Provide several toy pinwheels. Have children imagine that their breath is like the wind. [How can you make the pinwheel spin slowly? How can you make the pinwheel move quickly?](#) Try blowing on the small pinwheel and then the large pinwheel. Which needed more wind to move?



# Learn and Play

90 minutes

## Let's Move

**Move It!** Have partners think of an activity where people move things, such as groceries, logs, or boxes. Physical activity involved may include stretching, lifting, bending, climbing, turning, pushing, or pulling.

- Have partners practice acting out their chosen movement.
- Then have each pair perform its movement for another pair.
- The pair watching should try to guess what the performing pair is doing.

**Frog Jump** Have children practice seeing how far they can jump.

- Place one long piece of tape on the ground. Then place three more pieces of tape at varying jumping distances from the first one.
- Have children take turns seeing how far they can jump. **Jump like a frog. How far can you go?**
- Allow children an opportunity to see if they can jump farther a second time.

## Let's Talk

**Feelings and Emotions** Look for children who are watching a Move It! presentation attentively.

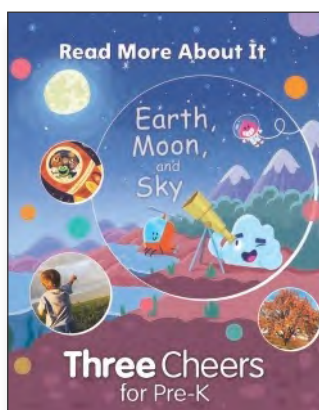
- **You look like you are paying attention. Your eyes and ears are on the actors. Great job! They will feel very happy because you are listening.**



## Let's Read

**Read to Learn** Find a nonfiction book about using natural resources to generate electricity. For example, you might locate a book about wind turbines. Read it to children and have them look at the pictures to learn more about the topic.

**Details** Display pp. 6–7 of the Read More About It text “In the Sky” and read the text aloud. Have children look at the pictures and describe what they see. Have children tell as many details as possible.



### Academic Vocabulary

electricity	energy
investigate	electricity
source	windmill
wind	wind turbine

### Center Time

30 minutes

Refer to Centergize for ideas on refreshing Theme Centers and what children can do in Choice Centers.

### Rest Time

35–40 minutes

**The Glow of the Moon** Imagine it is nighttime. You can see the *moon* outside a window. I see the *moon* up in the sky. It glows softly in the darkness. I feel sleepy when I look up at it. Pause for a few seconds. **It's time to rest.**

### DIFFERENTIATED SUPPORT

#### 3-Year Olds

**Move It!** Provide three-year olds with the physical activity you would like them to act out. You might say, **Show me how someone moves a heavy box.** If children seem unsure of what to do, model the movement for them. Then have them do it. **KINESTHETIC**

## Reflect

10 minutes

### 5x5

#### Learning Outcomes

##### The child

- begins to understand difference between emotions/feelings and behaviors.
- observes sources of energy including light.
- identifies objects in the sky.

#### What You Need

- 5x5 Card: Forces in Nature
- SEL Card: *feeling or behavior?*
- Javi

#### Theme Vocabulary

sun

#### CHECK FOR UNDERSTANDING

**IF . . .** a child has difficulty identifying an appropriate action to avoid getting sad,

**THEN . . .** say two behaviors, such as kicking the table or sitting at another table, and have the child use a thumbs up or thumbs down to indicate the proper behavior.

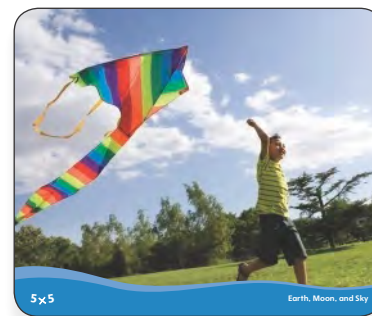
#### DIFFERENTIATED SUPPORT

##### Extra Support

##### Feelings and Behaviors

When children are feeling frustrated, angry, sad, or in other ways, they may behave inappropriately. Teach children strategies to manage their emotions and to remain in control. Encourage them to take deep breaths to calm down, to focus on something positive, and to count to five or ten. KINESTHETIC

**Science** Have children identify objects in the sky. Point to the sky in the picture. **Let's talk about the sky. Is it day or night? How can you tell?** Help children identify the *sun* and recognize its correlation to daylight. **What do you notice about the sky outside our classroom? Is it day or night? How can you tell?** Have volunteers go to a window to describe the conditions outside the classroom.



#### Social and Emotional Learning

**Feelings and Behaviors** Point to the illustrations on the SEL Card *feeling or behavior?* Ask questions to help children identify what is happening in the illustrations. For example, ask: **How does the child act after seeing others at the table?**

Ask children what the child in the illustration could do so that he does not get upset with the others. Help them understand differences between emotions and behaviors. **The child could walk away and find a different activity. Instead of being sad, the child could ask politely if the other children could make room for him.** Encourage children to offer other suggestions.



#### Let's Talk About It

Remind children that it is time to reflect on, or think about, the day and what new ideas they have learned. **What did you learn today about objects in the sky? What did you learn about feelings and ways to act?**

Give children opportunities to show they understand the connection between feelings and behaviors. Hold up Javi. **I am going to tell you a feeling, and you are going to tell me something you might do if you feel that way. Let's start with the feeling of happiness.** Guide children to name appropriate behaviors. If they name an inappropriate behavior, gently remind them that we might feel like doing that, but there are better ways to act instead.



# Welcome to Today

15 minutes

## Meet and Greet

- Greet children with a warm welcome. Congratulate them on completing another week of school.
- Ask children to place their pictures on the Mood Meter so you can gauge their mood.



## Sing, Rhyme, and Shout

**Earth, Moon, and Sky** Use the lyrics and the illustration on the card to sing about the wind.

- We learned a lot about things in space, such as the sun and the moon, and about things in nature. What did you learn about the wind?
- Have children listen to the song and sing along.



## Learning Outcomes

### The child

- begins to understand difference between emotions/feelings and behaviors.
- shows understanding by responding appropriately.
- matches language to social contexts.
- participates in classroom music activities including singing.

## What You Need

- Sing, Rhyme, and Shout: “The Wind”
- attendance chart, helper chart

## Theme Vocabulary

space	sun
moon	

## Morning Meeting

- 1 Attendance** Place your names on the attendance chart. Read each child’s name aloud. [Child’s name] is here today!
- 2 Helper Chart** Thank the helpers for doing their job this week. Remind children that next week they will have a new job.
- 3 Weather** Let’s look at the weather this week. What was the weather on Monday? How is it the same or different from today’s weather?
- 4 Today’s Events** Today we are going to continue learning about feelings and behaviors. What feeling do you have about the rest of the day and what we will be doing? How can you show what you are feeling? Remind children to match language to the situation and to respond appropriately. Model proper responses such as “I feel excited we will be singing together and playing outside.” Tell children they can show they are excited by smiling and being interested in class activities.

## DIFFERENTIATED SUPPORT

### ELL

**Meet and Greet** Discuss how children feel today. Ask questions to help them identify appropriate ways to show others how they feel. *Are you happy? Should you smile or shout? Are you bored? Should you ask someone to play or bother someone?* AUDITORY

## Story Time

15 minutes

### Learning Outcomes

#### The child

- can recognize rhyming words.
- interacts to edit (conventions) class-made drafts.
- provides suggestions to edit (conventions) class-made drafts.

### What You Need

- Trade Book: *The Contest Between the Sun and the Wind*
- Read More About It Book: “In the Sky”
- Vocabulary Cards: *cloud, dust, force, strength, swirl*
- letter from Day 4 and marker

### Earth, Moon, and Sky

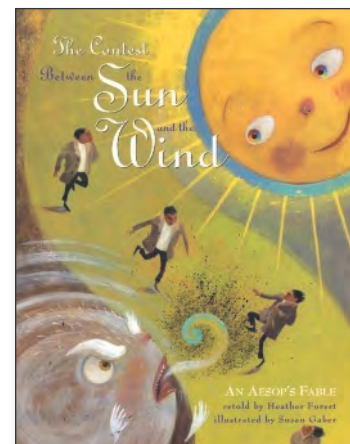
**?** **What can we see in the sky?** Remind children of the weekly question, *What can we see in the sky?* Remember this question as we read two stories we have read before. What we read can help us answer the question.



### *The Contest Between the Sun and the Wind* and “In the Sky”

Invite children to be seated. Explain that today you will reread two stories.

**1 Remember** Display the cover of *The Contest Between the Sun and the Wind* and pp. 6–7 of the Read More About It Book. Briefly ask questions to prompt children to recall each story. **What do you remember about this book? What things in the sky did we read about?**



**2 Reread** Reread pp. 18–31 of *The Contest Between the Sun and the Wind* and the entire text of “In the Sky.” Have children look at the illustrations and listen for words that describe things in the sky.

**3 Compare** After reading, ask children to talk about what they read. **What things from the sky are in both stories?** When children name the *sun*, remind them that the sun’s light shines on the people in both stories. It gives off heat and warms them. **How do the people in the stories feel about the sun?** (happy). Help children recognize that both stories also show *clouds* and a rainbow. Then ask about ways the stories are different. Point to *The Contest Between the Sun and the Wind*. This story is about a contest between Sun and Wind. Is the other story about a contest? Is the wind in the other story? Point to “In the Sky.” This is about things that are in the sky. What are those things? Are they real or made-up? Do you think the story about the contest could be real?



### DIFFERENTIATED SUPPORT

#### Extra Support

**Compare** Encourage children to participate by asking guiding questions, such as:

- I see a rainbow in this story. Is there a rainbow in that story?
- The Sun and Wind have faces in this story. Does anything in the sky have a face in the other story?
- What are the people in each story wearing?

Tell children to use the illustrations as they compare and contrast the stories. AUDITORY/VISUAL

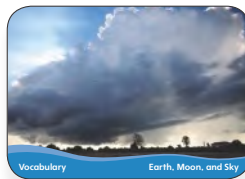


# Literacy Circle

15 minutes

## Concept Vocabulary

**Check for Understanding** To ensure children can demonstrate understanding of the meaning of 3,000 to 4,000 words by the end of prekindergarten, monitor the responses of individuals to the following prompts: *Where do we see a cloud? What does it look like when something moves in a swirl? What do you need a lot of strength to do? Where would you look to find dust? When we use a lot of force, do we push soft or hard?*



## Writing as a Process

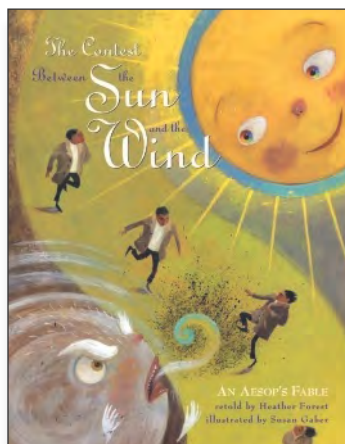
**Editing** Display the shared letter to a character that children have been working on.

- Let's look at what we wrote in our letter to \_\_\_\_\_. Yesterday we added that our character \_\_\_\_\_, so we finished that thought. What do we need to put at the end of that thought to show it's finished? That's right, a period.
- Continue having children provide suggestions to edit the draft. Make the edits on the chart. Then reread the letter aloud, pointing to each detail. Encourage children to suggest other edits as necessary.

## Phonological Awareness

**Rhyme** Read aloud this text from p. 29 in *The Contest Between the Sun and the Wind*, "I did not force him at all. I lit the day! Through gentleness I won my way." Stress the words *d-a-a-a-y* and *w-a-a-a-y*. When words end in the same sounds, like *day* and *way*, we say that the words rhyme.

Then read the text on p. 8 in *The Contest Between the Sun and the Wind*. Ask children to identify the rhyming words (*Sun, one*). Repeat for p. 23 with the rhyming words *hot* and *spot*.



## Transitions

### Earth, Space, Sun, Moon

Invite children to stand up and stretch their arms and move their legs. Then have them echo you as you say this chant.

From Earth I look up in the sky  
And see things in space so high.  
The sun lights the day  
And helps me find my way.  
At night the moon shines bright.

## Theme Vocabulary

sun moon  
space

## Concept Vocabulary

cloud strength  
dust swirl  
force

## Academic Vocabulary

retell describe



## CHECK FOR UNDERSTANDING

**IF** . . . a child has difficulty recognizing rhyming words,

**THEN** . . . read the words, emphasizing the rhyming words. Say the two rhyming words and have the child repeat them after you. Read the text aloud on a different page and emphasize the rhymes. Have the child identify the rhyming words.

LET'S GET READY FOR

## Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or **English Language Development** lessons (p. ELD•210).

### Small Group

- **Math: Counting** Make a tower with up to ten snap cubes. Then count the cubes to demonstrate that the last count indicates how many items were counted. Tell children to say the last number extra loud. *How many cubes did I use? What was the last number counted? That's how many cubes there are in all.* Give children up to ten cubes to make their own towers. *Now snap your tower in two. Count the cubes in one part. What is the last number you counted? How many cubes are in that part?* Have children count their other part. *How many cubes are in that part?*

#### ▶ **ELL Access**

##### Internalize Vocabulary

**Emerging** Have children count the number of cubes in each tower along with you.

**Developing** Listen carefully as children say each number. Model how to say numbers that are challenging to pronounce.

**Expanding** Count the first tower with children and say, *You have \_\_\_\_ cubes.* Then have children count their other tower and tell how many are in it.

**Bridging** Have partners make a tower for each other. Each child counts the cubes and tells the final number for their partner to confirm.

- **Literacy: Rhyming Words** Display Picture Cards *bug, cat, hug, pan, hat, and man* in that order. Help children recognize rhyming words by saying each word aloud. *Each of these words rhymes with another word. Words rhyme when they both end in the same sound. Let's play a matching game.* Name one word and ask children to name the word that rhymes with it. Continue until you have three matches. Then have children make up funny sentences with rhyming words. Examples: *The cat has a hat. The bug needs a hug. The man wears a pan.*

#### ▶ **ELL Access**

##### Confirm Understanding

**Emerging** Ask questions that require a yes or no answer, such as, *Do bug and man rhyme? Do cat and hat rhyme?*

**Developing** Say two rhyming words and one non-rhyming word at a time. Have children say which two words rhyme.

**Expanding** Have children say each word slowly so that they can identify the end sounds before they match the rhymes.

**Bridging** Provide sentence frames, such as *The cat wears a \_\_\_\_\_. The bug needs a \_\_\_\_\_.*

# Math Circle

15 minutes

## Counting

Tell children that today they are going to use technology to help them practice rote counting to 30.

- 1 **Engage** Display a hardcover or paperback counting book that children will enjoy. *In this book, the words are printed on paper.* Read the book to children. Have them join in counting numbers as appropriate to show that they can use words to rote count from 1 to 30. *Not everything we read is printed on paper. We can also read on digital devices.*
- 2 **Develop** Point to a digital device in the room. Cue up a digital counting activity on the screen. *A tool is an object you use to help you do something. Pencils, forks, and hammers are all tools. A digital device is a tool, too. So are the games and activities on it. Some can help you read. Some can help you write. Some can help you use numbers.* Point to the counting program on the device. *On a digital device, words are not printed like in a book. Devices use electricity to show words on a screen. Games and activities like this are digital tools. Digital means “electronic or computer technology.” Digital tools help you learn.* Navigate through the counting program as children observe.
- 3 **Practice** Count from 1 to 30. Then, ask students to practice counting from numbers other than one aloud. *You are not counting all the numbers I counted. You are counting some of the numbers.* Have children use the digital tool displayed to practice rote counting.

## Learning Outcomes

### The child

- uses words to rote count from 1 to 30.
- navigates through digital programs.

## What You Need

- hardcover or paperback counting book
- counting activity on digital device

## Academic Vocabulary

counting

print



## Snack Time

15 minutes

**Questioning** Ask children if they are happy with their snack today. Have them give a thumbs up or thumbs down. Ask children why they liked or disliked their snack.



## DIFFERENTIATED SUPPORT

### Engage and Extend

**Digital Tools** Experienced computer users can help others use the digital tools. VISUAL/TACTILE

## Science Circle

15 minutes

### Learning Outcomes

#### The child

- begins to understand difference between emotions/feelings and behaviors.
- observes sources of energy including electricity.
- investigates sources of energy including electricity.
- describes sources of energy including electricity.
- discusses sources of energy including electricity.
- shows increasing control of tasks that require eye–hand coordination.

### What You Need

- chart paper and marker
- balls to throw and catch
- jackets
- SEL Card: *happy; sad, angry; worried*
- e-book of choice
- Read More About It Book: “In the Sky”

### Outdoor Play

20 minutes

**Recharging** Have children stand in a circle. Tell them to pretend they are toy robots and move around as robots might. Tell them to take turns saying, *[name of child], your batteries ran out.* The child should then stop and wait until another child or you say, *[name of child], batteries recharged.*

### Why Things Stop and Go

Have children stand up and listen to the following chant. As you say the chant, pause for children to repeat the lines.

I am a toy truck.	(hold cupped hands to eyes)
I go and go and go.	(march forward)
Then I stop	(stop suddenly)
Something went wrong.	(put hands on head)
Do you know what?	(put hand on chin)

### Light, Heat, and Electricity

- 1 Engage** Why do you think the toy truck stopped moving? What does the toy truck need to work? Let’s investigate what went wrong with the toy truck in the chant. We’ll find out why it stopped.
- 2 Develop** Remember, electricity is the flow of power that makes things light, warm up, or move. What things do we use that need electricity? Lights, computers, and cars all need electricity to work. How does a lamp work? We turn on a switch and electricity makes the lamp light. Explain to children that they must follow safety rules with things that use electricity. Always ask an adult to plug in lamps and devices. Always ask an adult to put in the batteries in toys. Explain that some toys use batteries to work and move. Batteries store energy that can make electricity. Let’s compare different toy trucks. You might push one, while the other works with batteries. Both can go fast and far. But the truck with batteries will operate faster and go farther.
- 3 Practice** Have children investigate, discuss, and describe sources of electricity. Ask them to name things that need electricity. They could be battery-operated or plug into an outlet. Make a two-column chart. Label the columns *Battery* and *Plug*. Have children tell where each item named should be placed. Then name several items, one at a time. Children should tell how it is used and what makes it run.



# Learn and Play

90 minutes

## Let's Move

**Throw, Catch, and Run** Tell children that they will play a game of ball. Have children stand in two rows facing each other, about three feet apart. Children in each row should be at least two feet apart.

- Chant and have children repeat. *Watch me throw! Watch me catch! Watch me run!*
- Provide suitable balls for throwing to the children in one row. Have these children throw the ball to the child facing them. If a child catches a ball, he or she should run around the thrower and back to the starting point. Children can say the chant as they complete the actions. Allow each child several chances to catch the ball.
- Then, have the opposite row be the throwers and repeat the process.

**Bundle Up** Hold up a jacket. *We need to wear extra clothing on cold or windy days.*

- Children can use any jackets from home or the classroom, or they can take turns using zippers, buttons, and snap boards.
- Give children short directions such as the following: *Put it on. Zip it up. Button it. Snap it. Unzip it.*

Have children practice zipping, buttoning, and snapping to show increasing control of tasks that require eye–hand coordination.

## Let's Talk

**Emotions** Talk with individual children about the Throw, Catch, and Run activity.

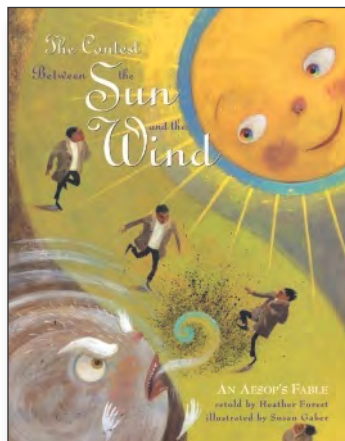
- Engage them by saying: *What emotion are you feeling right now?* Show SEL Cards *happy; sad and angry; worried*. Work with children to name the emotions shown in each illustration.



## Let's Read

**Digital Book** Select an e-book to share with children. Show them how a digital book differs from a print book. Point out special features of digital books.

**Earth, Moon, and Sky** Read pp. 6–7 in the Read More About It Book and show children the illustration of the *clouds*. Some people say that *clouds* are shaped like mountains or animals. *What do these clouds look like to you?*



### Academic Vocabulary

investigate	electricity
power	energy
plug	outlet
switch	battery
faster	farther
operate	

### Center Time

30 minutes

Refer to Centergize for ideas on refreshing Theme Centers and what children can do in Choice Centers.

### Rest Time

35–40 minutes

**Lights Out!** Take the batteries out of your flashlight in advance. Have children pretend they are camping. *The sun has set. It's dark outside. We need a flashlight to help us see. The flashlight doesn't light. What do I need to do? Let me put the batteries in.* Show children as you put the batteries in. *A grown up should always help you put in the batteries.* Shine the flashlight against walls, avoiding children's eyes. *Is everyone ready to rest?* Turn the flashlight off.

### DIFFERENTIATED SUPPORT

#### Extra Support

**Bundle Up** If a child has difficulty following one of the directions, stand behind the child and help. Apply any special guidelines you have about dressing from parents of children who have trouble moving their body. **TACTILE**

## Reflect

10 minutes

### 5x5

**Feelings** Point to the boy in the picture. How does the boy feel about the wind? How does he feel about the *sun*? Why do you think that?



Then have children take turns showing self-awareness by telling how the wind and *sun* make them feel. Have children use one of these sentence frames to communicate basic feelings: *The wind makes me feel \_\_\_\_\_. The sun makes me feel \_\_\_\_\_.* Have them act out their feelings using facial expressions and body language.



## Social and Emotional Learning

**Feelings and Behaviors** Revisit with children that they have been finding out about the difference between feelings and behavior.



Hold up the SEL Card *feeling or behavior?* Provide children with an example.

*Sometimes when you don't listen, I get frustrated. When this happens, I don't yell. Instead, I count to five to feel calmer and then I tell you to quiet down.* Then have volunteers share examples of their own emotions and behaviors.



## Let's Talk About It

Explain to children that it is time to reflect on what they have been learning. Review the weekly question: *What can we see in the sky?* Prompt children to describe a new concept they learned. *Why do we need things in the sky? How do they help us?*

Transition to a time where children take turns sharing their understanding of the difference between feelings and behaviors. *How do you feel when someone doesn't do what he says he will do? How do you act? Why is it important to know the difference between feelings and behaviors?*



### Learning Outcomes

#### The child

- shows self-awareness.
- begins to understand difference between emotions/feelings and behaviors.
- can communicate basic emotions/feelings.

### What You Need

- 5x5 Card: Forces in Nature
- SEL Card: *feeling or behavior?*

### Theme Vocabulary

sun



### CHECK FOR UNDERSTANDING

**IF** . . . children are unable to describe their own emotions and behaviors,

**THEN** . . . remind them of an activity you did today. Have them point to the Mood Meter to describe how they felt. Have them act out something else they do when they feel that way.

### DIFFERENTIATED SUPPORT

#### Engage and Extend

**Feelings and Behaviors** Some children may want to express the difference between emotions and behaviors visually. Provide drawing materials and allow them to draw a picture to show how they feel about something and the behavior. **TACTILE/VISUAL**

# Three Cheers for Pre-K

## Pre-Kindergarten Outcomes

Domain	This Week's Instructional Focus
<b>Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>Child begins to understand difference and connection between emotions/feelings and behaviors. <b>Pages 99, 104, 106, 107, 111, 114</b></li> <li>Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary. <b>Pages 115, 120, 122, 123, 128, 130, 131, 136, 138</b></li> </ul>
<b>Language and Communication</b>	<ul style="list-style-type: none"> <li>Child shows understanding of the language being spoken by teachers and peers. <b>Page 100</b></li> </ul>
<b>Emergent Literacy Reading</b>	<ul style="list-style-type: none"> <li>Child retells or re-enacts a story after it is read aloud. <b>Pages 116, 132</b></li> <li>Child recognizes and blends spoken phonemes into one-syllable words with pictorial support. <b>Pages 100, 104</b></li> <li>Child can identify some conventional features of print that communicate meaning including end punctuation and case. <b>Page 116</b></li> </ul>
<b>Emergent Literacy Writing</b>	<ul style="list-style-type: none"> <li>Child discusses and contributes ideas for drafts composed in whole/small group writing activities. <b>Pages 108, 112, 116</b></li> <li>Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts. <b>Pages 124, 132</b></li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Child uses words to rote count from 1 to 30. <b>Page 103</b></li> <li>Child uses language to describe concepts associated with the passing of time. <b>Pages 103, 111, 119, 127</b></li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>Child uses simple measuring devices to learn about objects. <b>Pages C•194–C•195</b></li> <li>Child observes, investigates, describes, and discusses earth materials, and their properties and uses. <b>Pages 104, 112; C•194–C•195</b></li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>Child identifies and creates common features in the natural environment. <b>Pages C•194–C•195</b></li> </ul>
<b>Fine Arts</b>	<ul style="list-style-type: none"> <li>Child uses a variety of art materials and activities for sensory experience and exploration. <b>Pages C•194–C•195</b></li> <li>Child creates or recreates stories, moods, or experiences through dramatic representations. <b>Pages C•198–C•199</b></li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>Child shows increasing control of tasks that require eye-hand coordination. <b>Page 136</b></li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>Child uses, operates, and names a variety of digital tools. <b>Page 136</b></li> </ul>

Ensure success in Kindergarten!  
Pre-K Outcomes taught this week  
prepare children for Kindergarten.

## Ready for Kindergarten!

### Listening Comprehension

#### Pre-Kindergarten Outcomes

- Child shows understanding of the language being spoken by teachers and peers. **Page 100**

#### Kindergarten Literacy Goals

- Confirm understanding of information presented orally by both classmates and teachers.

### Reading Readiness

#### Pre-Kindergarten Outcomes

- Child retells or re-enacts a story after it is read aloud. **Pages 116, 132**

#### Kindergarten Literacy Goals

- Retell familiar stories, including key details, characters, settings, and major events.

### Phonological Awareness

#### Pre-Kindergarten Outcomes

- Child recognizes and blends spoken phonemes into one-syllable words with pictorial support. **Pages 100, 104**

#### Kindergarten Literacy Goals

- Isolate and pronounce the initial, medial vowel, and final phonemes in consonant-vowel-consonant words.

### Writing

#### Pre-Kindergarten Outcomes

- Child discusses and contributes ideas for drafts composed in whole/small group writing activities. **Pages 108, 112, 116**
- Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts. **Pages 124, 132**

#### Kindergarten Literacy Goals

- Participate in shared research and writing projects.
- Respond to questions and suggestions from peers and add, delete, or change details to strengthen writing as needed.

### Mathematics

#### Pre-Kindergarten Outcomes

- Child uses words to rote count from 1 to 30. **Page 103**

#### Kindergarten Mathematics Goals

- Count to 100 by ones and by tens.





THEME 9 WEEK 3

# Earth, Moon, and Sky

## What do we see in the world around us?

### Weekly Question

## How can we describe the moon?

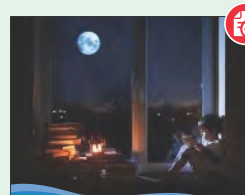
### From the Theme Kit Print and Digital



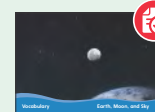
Trade Books



Read More About It: "The Changing Moon"



5x5



Theme and Concept Vocabulary



Theme Manipulative



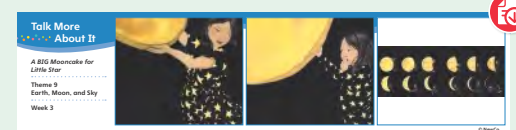
Big Book and Little Books



Wordless Experience Book: *Earth, Moon, and Sky*

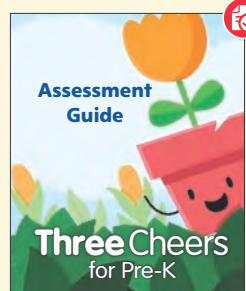


Sing, Rhyme, and Shout: "The Moon"



Talk More About It: *A Big Mooncake for Little Star*

### From the Teacher Toolkit Print and Digital



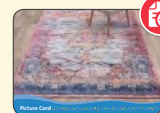
Assessment Guide



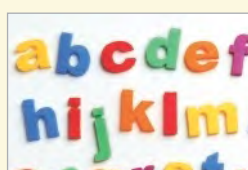
Social and Emotional Learning Cards



Alphabet Cards



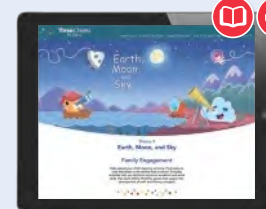
Picture Cards



Manipulatives



### Family Engagement Digital



Three Cheers for Pre-K Parents!



Three Cheers for Games!



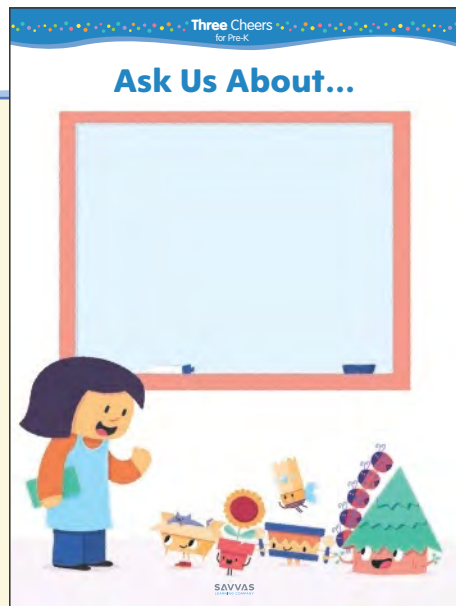
Digital Bookshelf

# Plan Your Week

## Suggested Daily Times

- Welcome to Today . . . 15 minutes
- Story Time . . . . . 15 minutes
- Literacy Circle . . . . . 15 minutes
- Center Time and Small Groups . . . . . 60–90 minutes
- Math Circle . . . . . 15 minutes
- Snack Time . . . . . 10 minutes
- Circle Time . . . . . 15 minutes
- Outdoor Play . . . . . 20 minutes
- Learn and Play . . . . . 90 minutes
- Rest Time . . . . . 30–45 minutes
- Centers . . . . . 30 minutes
- Reflect . . . . . 10 minutes

**For Flexible Days** You can eliminate Learn and Play, Snack Time, Outdoor Play, Rest Time, and the second Center Time and still cover a full Pre-K curriculum.



### Ask Us About . . .

Post these questions to help adults interact with children in your classroom and to help children show what they know.

- What is something you do that takes more time than brushing your teeth? What takes less time?
- Why do some words start with uppercase letters?
- What kind of changes do we see when we look at the moon?

## Day 1 pp. 99–106

### Welcome to Today

- Meet and Greet
- Sing, Rhyme, and Shout “The Moon”
- Morning Meeting

### Story Time

- What do we see in the world around us?
- Reread Big Book *Twinkle, Twinkle, Little Star*

### Literacy Circle

- Concept Vocabulary Introduce
- Phonological Awareness Blend Phonemes
- Alphabet Knowledge Introduce Xx /ks/

### Center Time and Small Groups

- Small Group Options
  - Math: Counting
  - Literacy: Phonological Awareness
- Centers **Centergize**, pp. C•185–C•203

### Math Circle

- Measurement
- Snack Time** Feelings and Behaviors

### Science Circle

- Mountains and Valleys
- Earth, Moon, and Sky
- Outdoor Play** Waterwheel

### Learn and Play and Centers

- Let’s Move!
  - Nature Hike
  - The Bear Climbs Over the Mountain
- Let’s Talk Feeling and Behavior
- Let’s Read
  - Alphabet Knowledge
  - Recognize and Blend Phonemes
- Rest Time** Pretend Camping

### Reflect

- 5x5 Night or Day?
- Social and Emotional Learning Feelings and Behaviors
- Let’s Talk About It

## Day 2 pp. 107–114

### Welcome to Today

- Meet and Greet
- Sing, Rhyme, and Shout “The Moon”
- Morning Meeting

### Story Time

- How can we describe the moon?
- 1st Read Trade Book *A Big Mooncake for Little Star*

### Literacy Circle

- Concept Vocabulary Develop
- Alphabet Knowledge Review Xx /ks/
- Writing as a Process Brainstorming

### Center Time and Small Groups

- Small Group Options
  - Math: Measurement
  - Literacy: Alphabet Knowledge
- Centers **Centergize**, pp. C•185–C•203

### Math Circle

- Measurement
- Snack Time** Feelings and Behavior

### Science Circle

- Mountains and Valleys
- Plains and Canyons
- Outdoor Play** Sand Table

### Learn and Play and Centers

- Let’s Move!
  - Landform Stretching
  - Spinner Says
- Let’s Talk Feeling and Behavior
- Let’s Read
  - Brainstorming
  - Alphabet Knowledge
- Rest Time** Deep Breathing

### Reflect

- 5x5 Social Studies
- Social and Emotional Learning Feelings and Behaviors
- Let’s Talk About It

## Let's Celebrate!

A "Ready for Kindergarten" celebration features children sharing all they have learned this year.

## Day 3 pp. 115–122

## Welcome to Today

**Meet and Greet**  
**Sing, Rhyme, and Shout** "The Moon"  
**Morning Meeting**

## Story Time

**How can we describe the moon?**  
**2nd Read Trade Book** *A Big Mooncake for Little Star*

## Literacy Circle

**Concept Vocabulary** Practice  
**Alphabet Knowledge** Review Xx /ks/  
**Print Concepts** Case  
**Writing as a Process** Drafting

## Center Time and Small Groups

## Small Group Options

- Math: Measurement
- Literacy: Print Concepts

**Centers** **Centergize**, pp. C•185–C•203

## Math Circle

## Measurement

**Snack Time** Feelings and Behaviors

## Science Circle

**Objects in the Sky**  
**Earth, Moon, and Sky**  
**Outdoor Play** Pass the Sun

## Learn and Play and Centers

## Let's Move!

- Don't Let the Sun Set
- Sun Stretches

**Let's Talk** Identifying Emotions

## Let's Read

- Blending Phonemes
- Case

**Rest Time** Stretches

## Reflect

**5x5** Moon Game  
**Social and Emotional Learning** Identifying Emotions  
**Let's Talk About It**

## Day 4 pp. 123–130

## Welcome to Today

**Meet and Greet**  
**Sing, Rhyme, and Shout** "The Moon"  
**Morning Meeting**

## Story Time

**How can we describe the moon?**  
**Read More About It** "The Changing Moon"

## Literacy Circle

**Concept Vocabulary** Review  
**Alphabet Knowledge** Review Xx /ks/  
**Language and Communication** Intonation  
**Writing as a Process** Revising

## Center Time and Small Groups

## Small Group Options

- Math: Measurement
- Literacy: Language and Communication

**Centers** **Centergize**, pp. C•185–C•203

## Math Circle

## Measurement

**Snack Time** More Time, Less Time

## Science Circle

**Moon Changes**  
**Earth, Moon, and Sky**  
**Outdoor Play** Moon Dirt

## Learn and Play and Centers

## Let's Move!

- Hot Moon Rock
- Modeling Moon Phases

**Let's Talk** Talking About Feelings

## Let's Read

- Intonation
- Writing as a Process

**Rest Time** Pretend Stargazing

## Reflect

**5x5** Describe the Shape  
**Social and Emotional Learning** Feelings and Behaviors  
**Let's Talk About It**

## Day 5 pp. 131–138

## Welcome to Today

**Meet and Greet**  
**Sing, Rhyme, and Shout** "The Moon"  
**Morning Meeting**

## Story Time

**How can we describe the moon?**  
**Compare** *A Big Mooncake for Little Star* and "The Changing Moon"

## Literacy Circle

**Concept Vocabulary** Check for Understanding  
**Alphabet Knowledge** Review Yy /y/, Ee /e/, Xx /ks/  
**Phonological Awareness** Rhyming Words  
**Writing as a Process** Editing

## Center Time and Small Groups

## Small Group Options

- Math: Measurement
- Literacy: Rhyming Words

**Centers** **Centergize**, pp. C•185–C•203

## Math Circle

## Data

**Snack Time** Feelings and Behaviors

## Technology Circle

**Online Safety**  
**Earth, Moon, and Sky**  
**Outdoor Play** Matching Phases

## Learn and Play and Centers

## Let's Move!

- Musical Moon Rocks
- Fine Motor Relay Race

**Let's Talk** My Emotions

## Let's Read

- Children's Choice
- Blending Phonemes

**Rest Time** Stretching

## Reflect

**5x5** Movement  
**Social and Emotional Learning** My Emotions  
**Let's Talk About It**

# Vocabulary

## Theme Vocabulary

Words to develop the theme, Earth, Moon, and Sky

earth moon  
space sun

## Concept Vocabulary

Conceptually related words to teach this week

crescent full  
half orbit  
phases

## Academic Vocabulary

Terms used in this week's instruction

### Literacy

change  
changes  
describe  
letter  
letters  
print  
punctuation  
re-enact  
retell

sound  
star  
word

### Mathematics

data  
day  
long  
night  
order

pattern  
season  
short  
time

### Science

canyon  
clouds  
compare  
contrast

plain  
mountain  
observe  
sky  
stars  
valley

## Story Words

Words from the literature to explain and use this week

### Trade Book

delicious nibble tasty  
grin nodding tiptoed

### Big Book

diamond spark wonder  
glorious traveler  
peep twinkle

### Read More About It

curved shrink  
pass slip

# Materials

Materials to gather from home and classroom

## Morning Meeting

attendance chart  
helper chart

## Center Time

1 and ½ measuring cups  
cardboard tubes  
colorful building blocks  
computer or other digital device  
cornstarch  
glue  
handheld fan  
large paper bags

large cardboard box  
modeling clay  
recipe card for sculpting sand  
scissors  
sentence strips  
streamers  
two small cloths, dampened with water

## Small Groups

beanbag  
images of sun, moon, one for each child  
pictures of children engaged in seasonal activities

## Circle Times

ball  
beanbags  
brad fastener  
cardstock arrow  
digital tools  
hand lenses  
images of mountains, valleys, plains, and canyons  
images of sun, moon, stars, clouds  
lamp and ball  
mats  
materials for relay race

music  
paper plate  
pictures of plains and canyons  
pictures of seasons  
puppets  
sidewalk chalk  
various pictures of sky during day and night  
yellow balloon  
yellow construction paper circle



# Centergize!

Here is a sneak preview of the centers for this theme. For detailed information about centers, go to Centergize, pp. C•185–C•203.

## Reading and Listening

**Twinkle, Twinkle, Little Star** Follow along while listening to audio for the Big Book.

## ABC Fun

**I Know My ABC's!** Match magnetic letters with Alphabet Cards and produce the corresponding letter sound.

## Math Fun

**Building Spaceships** Use equal groups of building bricks to build identical spaceships.

## STEM

**Which Dries It Faster?** Observe, investigate, describe, and discuss sources of energy.

## Pretend and Learn

**Blast Off!** Pretend to be astronauts blasting off into outer space.

## Sand, Water, and More

**Let's Make Sculpting Sand** Measure and mix ingredients to create sculpting sand.

## Creativity Station

**Astronauts on Duty** Create a rocket personalized with my name.

## Writer's Club

**My Science Notebook** Draw and write to create a science notebook to showcase what children have learned.

# Monitor Progress



Assessment Guide

## Observe

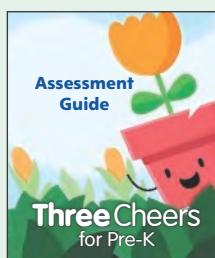
### Observational Checklists

Use the weekly observational checklists in the Assessment Guide to monitor children's progress on this week's Learning Outcomes.



## SCOUT

Use the weekly observational checklists to collect data on children's progress. Generate reports to help differentiate instruction for individuals.



Assessment Guide

## Track Progress Across Time

### Progress Monitoring Assessments

Use the Progress Monitoring assessments in the Assessment Guide to measure children's progress on end-of-year benchmarks for literacy and math. The End-of-Year Assessment should be administered at the end of the year.

### Pre-K Outcomes Progress Report

Use the progress report to note children's progress toward mastery of Pre-K learning outcomes several times throughout the year.



## Portfolio

Gather anecdotal notes, photographs, and examples of each child's work to document and demonstrate progress over time. From this week, you may want to include:

### Centers

- **Math Fun** equal groups and spaceships photos
- **Pretend and Learn** anecdotal notes related to dramatic play
- **Puzzle Pieces** anecdotal notes about observations and groups of blocks

# Earth, Moon, and Sky



# Welcome to Today

15 minutes

## Meet and Greet

- Greet each child as the child enters the room with a rhyme, such as: *Good day, blue jay* or *What's the deal, baby seal?*
- Have children put their pictures on the Mood Meter. Return to the Mood Meter throughout the day, asking children to move their cards to update their mood. If any children have a huge shift in their mood that impacts behavior, pull them aside for a private conversation.



## Sing, Rhyme, and Shout

**Earth, Moon, and Sky** Display the card. Play the song for children a few times. Then have the children sing the song with you.

- Work with children to write new lyrics to the song, such as “How does Earth’s *moon* change. . . . Sometimes we only see a slice.”



## Learning Outcome

### The child

- begins to understand connection between emotions/feelings and behaviors.

## What You Need

- Sing, Rhyme, and Shout: “The Moon”
- attendance chart, helper chart
- name cards

## Theme Vocabulary

moon

## Morning Meeting

- 1 Attendance** Have children take turns placing their name cards on the attendance chart. Together, count the number of children in class, and then compare that number to the number of children that are absent today.
- 2 Helper Chart** Assign new helper roles for the week.
- 3 Weather** In addition to the daily weather conditions, have children report on what the sky looked like the night before as part of the weather report.
- 4 Today's Events** Invite children who wish to share to tell about their personal celebrations. Review any class or school celebrations occurring today. *Today we're going to go on a nature hike.*



## DIFFERENTIATED SUPPORT

### 3-Year Olds

**Weather** Depending on the time of year in which you teach this theme, younger children may be asleep before it is dark enough to see objects in the sky clearly. Use Vocabulary Cards *full, crescent, half, or phases* to give children an idea of how the sky might look each night. VISUAL



## Story Time

15 minutes

### Learning Outcomes

#### The child

- shows understanding of the language being spoken by teachers.
- demonstrates growing understanding of the intonation of the English language.
- recognizes one-syllable words with pictorial support.
- blends spoken phonemes into one-syllable words with pictorial support.

### What You Need

- Vocabulary Cards: *moon*, *full*, *crescent*, *half*, *phases*, *orbit*
- Big Book: *Twinkle, Twinkle, Little Star*
- paper and pencil
- Picture Cards: *rug*, *bed*, *cub*, *mop*

### Earth, Moon, and Sky

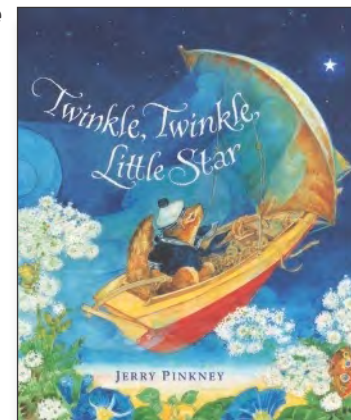
**?** How can we describe the moon? Display Vocabulary Card *moon*. *This is the moon. We see it outside in the sky at night.* Tell children that this week you're going to talk about the *moon*, and how it looks at different times. *The moon doesn't always look like this, does it? Sometimes it looks round like a circle, and sometimes it does not. It looks like it gets smaller and bigger! This week we will learn about how it changes.*



### Twinkle, Twinkle, Little Star

Display the Big Book *Twinkle, Twinkle, Little Star*. Children will show understanding of the language being spoken by teachers when they respond to questions.

- 1 Remember** Before opening the book, have children tell what they remember. *Is there one part in the book that you liked best? Why?*
- 2 Focus** Show children pp. 14–15. *What do you see in the night sky in these pictures? In addition to the stars, students should mention the moon.*



Reread pp. 26–30. Then repeat, this time allowing children to say the final sentence as you listen to their intonation. Children should say the sentence with an intonation expressing wonder.

- 3 Respond** After rereading, show children the images of the *moon* on pp. 23 and 27. *Look at the moon you see in these pictures. I want you to talk to a partner. Turn to the person next to you and ask this question: What does the moon look like in this story? Have children repeat the question to a partner, demonstrating that they understood you. Listen in as they describe the moon based on the pictures in the Big Book *Twinkle, Twinkle, Little Star*.*



# Literacy Circle

15 minutes

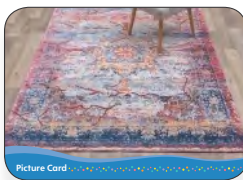
## Concept Vocabulary

**Introduce** We are going to talk about this question: *How can we describe the moon?* Display Vocabulary Card *full*. When the *moon* looks like a circle in the sky, it is called a *full moon*. Display the other Vocabulary Cards for this week (*crescent*, *half*, *phases*, *orbit*) and briefly explain how each relates to the question *How can we describe the moon?*



## Phonological Awareness

**Recognize and Blend Phonemes** Have children recognize one-syllable words and blend phonemes with pictorial support. Display Picture Card *rug*. What is this word? Let's sound it out: /r/, /u/, /g/, rug. Repeat using other one-syllable words with three sounds, using Picture Cards *bed*, *cub*, and *mop*.



## Language and Communication

**Intonation of Language** Tell children that the way we say sentences helps people understand our feelings. Have English language learners demonstrate a growing understanding of the intonation of language. Listen to the tone of my voice. It will go higher and lower like a song. Repeat each sentence after me, and exactly what you hear: The moon is full tonight. Is the moon full tonight? The full moon is beautiful tonight.

## Alphabet Knowledge

**Introduce Xx /ks/** Children will learn about Xx.

- Letter Name** Display Alphabet Card Xx. Point to the uppercase X. This is the uppercase X. Point to the lowercase x. This is the lowercase x. Say the letter name with me: X. Point to the lowercase letter. What is the name of this letter? Point to the uppercase letter. What is the name of this letter?
- Letter Sound** When the letter X is at the end of a word, it sounds like this: /ks/, /ks/. Say it with me: /ks/, /ks/, /ks/. There is an x at the end of the word *fox*. Have children repeat the word and stress the final two sounds: /ks/.
- Letter Formation** Trace the letter X on the Alphabet Card, explaining the order of movements as you trace. Repeat as needed and have children trace in the air. Repeat with the lowercase x.



## Transitions

Have children stand and stretch. Have them complete the fingerplay as you chant. You can use this as a way to assess how well children understand language.

- Hop, hop, hop, hop. (hops)  
 Give your hands a clap. (clap hands)  
 Skip, skip, skip, skip. (skips)  
 Give your toes a tap. (taps toes/feet)  
 Sit, sit, sit, sit. (sits down)  
 Put your hands on your lap. (put hands in lap)

## Theme Vocabulary

moon

## Concept Vocabulary

full crescent  
 half phases  
 orbit

## Academic Vocabulary

describe word  
 letter sound



## CHECK FOR UNDERSTANDING

**IF** . . . children repeat the sentence without intonation of any kind,

**THEN** . . . ask them what they think the person telling the story or saying the sentence is feeling. Have them repeat the sentence while they try to convey the emotion. It may be helpful for them to role-play the sentence using body motions and facial expressions as they speak.

LET'S GET READY FOR

## Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or for **English Language Development** lessons (p. ELD•211).

### Small Group

- **Math: Counting** Tell children you want them to show you how they count numbers. Hold a beanbag as you count: 1. Then gently toss the beanbag to the child next to you. **Which number comes next?** After that child counts 2, he/she will toss the beanbag to the next child to count 3. Continue until children count to 30. Extend the activity by giving a starting number other than 1 and having children count to 30 from that number.

#### ▶ **ELL Access**

##### Expand Vocabulary

**Emerging** Model rote counting for children. Have children toss the beanbag as you count alone. Then count while they toss again, having children repeat after you.

**Developing** Have children count to 30 by alternating with a partner. Have them sit facing their partner and count while tossing a small soft object, such as an eraser, beanbag, or foam ball back and forth. Partners take turns starting with 1.

**Expanding** Give children a number between 11 and 20 and ask them to count from that number to 30.

**Bridging** Have children get in groups of three to count to 30. One child chooses the number the other two must count from. The children counting alternate saying the next number. The child who lands on 30 gets to choose the next starting number.

- **Literacy: Phonological Awareness** Display Picture Card *man*. Have children identify the word. **In the word *man*, there are three sounds: /m/, /a/, /n/; /m/, /a/, /n/. What is the word?** Use Picture Cards *pan, cat, cake, bike*. Have children identify each word. Say the individual sounds in these words and have children blend the phonemes to say the words: /p/ /a/ /n/, *pan*; /k/ /a/ /t/, *cat*; /k/ /ā/ /k/, *cake*; /b/ /ī/ /k/, *bike*.

#### ▶ **ELL Access**

##### Phonological Awareness

**Emerging** Display Picture Card *fan*. Point to the picture. **This is a fan.** Point to the word as you say the word and have children repeat it.

**Developing** Display Picture Card *pan*. Have children complete this sentence frame. *This is a picture of a \_\_\_\_.* Point to the word as you say it and have children repeat it.

**Expanding** Provide children with a picture book and have them point to words they recognize using pictorial support. Have them say the word.

**Bridging** Have children choose a picture book and tell how they can recognize words using the pictures in the book.

# Math Circle

15 minutes

## Measurement

Tell children that today you are going to describe how they can use patterns in the natural world to measure time.

- Engage** Ask children if they recall the names of the seasons they learned about in Theme 3. *What season is it now? What are some things you like to do in this season that you cannot do in other seasons?*
- Develop** Display Vocabulary Cards *autumn, winter, spring, and summer*. Show children each card in a random order and have them name the season shown. *Right now it is [season name]. The season before this was [previous season]. When this season is over it will be [next season]. The seasons repeat in a pattern. What is the pattern?*



- Practice** On a dry erase board or whiteboard, draw four arrows to represent a cycle. Leave space for each of the cards between the arrows. Place the spring card at the uppermost part of the circle. *There is an order to the seasons over time. Point to the spring card. If it is spring, which season comes next?* Motion with your hand along the arrow and call on a volunteer to come to the display and place the summer card next. Repeat for fall and winter.

Help children make the connection between seasons and the passage of time by pointing to the card that shows the current season. *How old are you now?* After children answer, explain that they will be one year older this season next year. *You will be [age].*

## Learning Outcomes

### The child

- uses words to rote count from 1 to 30.
- uses language to describe concepts associated with the passing of time.

## What You Need

- Vocabulary Cards: *autumn, winter, spring, summer*

## Academic Vocabulary

season	order
time	pattern



## CHECK FOR UNDERSTANDING

**IF** . . . children do not recall the order of the seasons,

**THEN** . . . display photographs of the same tree during each season. Point to the leaves on each tree and show how the leaves change. *In spring, there are new leaves budding. In summer, the new leaves have grown bigger. In autumn, they start to change color before they fall off the trees. In winter, there are no leaves on the trees.*



## Snack Time

15 minutes

**Feelings and Behaviors** As children enjoy snack time, show them pictures of people expressing different feelings and encourage them to identify each one. Then have them identify something they do when they feel a certain way. Have them complete this sentence frame: *When I feel \_\_\_\_\_, I like to \_\_\_\_\_.*

## Science Circle

15 minutes

### Learning Outcomes

#### The child

- begins to understand connection between emotions/feelings and behaviors.
- recognizes one-syllable words with pictorial support.
- describes earth materials.
- blends spoken phonemes into one-syllable words with pictorial support.

### What You Need

- images of Earth as seen from space, mountains, and valleys
- hand lenses
- Picture Cards: *bike, box, cake, desk, fox, socks*

### Academic Vocabulary

letter	mountain
sound	valley

### Outdoor Play

20 minutes

**Waterwheel** Set up a water table outdoors with water, small pails, paper plates with a rod through the middle, and plastic cups. Help children fashion simple waterwheels by attaching cups around the perimeter of the paper plates. (Children can also use pinwheels for this activity.) Tell children to use water to make the wheel move. If necessary, help children recognize that pouring water over the wheel will help it move.

### Mountains and Valleys

Have children stand, hold hands, and repeat the chant while they act out the fingerplay.

Mountains reach up high.	(reach high, putting hands together to form a mountain)
Valleys are low.	(reach low)
Oceans roll by.	(make a wave pattern with arms)
Rivers flow.	(move to mimic flowing river)

### Earth, Moon, and Sky

- 1 Engage** Display a picture of Earth as seen from space. Ask children to identify what covers Earth's surface (water, land). Point out the land that covers Earth. **Look at the land. Tell what you see.** Explain that the land that covers Earth has different shapes.
- 2 Develop** Display a picture of mountains. Explain that mountains are one kind of land. Invite children to describe what they see. **Is a mountain a high or low place? What do you think you would be able to see if you climbed to the top of a mountain?** Display a picture of a valley. Explain that a valley is low land between two mountains.
- 3 Practice** Have children pair up. Ask them to say the name and pantomime the land they see when you hold up the pictures of mountains or valleys. Repeat several times. Have children change partners. Ask them to use the phrases *a high place* or *a low place* and pantomime the landform when you say *mountain* or *valley*.





# Learn and Play

90 minutes

## Let's Move

**Nature Hike** Take children outside for a nature walk. Provide children with hand lenses.

- As children walk around, have them point out rocks, soil, sand, and any sources of water that may be available on the property.
- Have children use the hand lenses to aid in making observations.

**The Bear Climbs over the Mountain** Have children line up. Tell them that they will play a game as they listen to the words in the song “The Bear Climbs over the Mountain.”

- Explain that children are assuming the role of bears. Sing a verse of “The Bear Climbs over the Mountain” and have children act out climbing over the mountain.
- Have volunteers call out other actions to get over the mountain. Replace *climbs* in the lyrics with the children’s suggestions. Have children act out the new lyrics.

## Let's Talk

**Feeling and Behavior** Watch children as they participate in the Let’s Move activities. Pull individual children aside and ask questions to help them understand the connection between emotions and behavior:  
**What are you feeling? What happened that made you feel that way?**



## Let's Read

**Alphabet Knowledge** Display Picture Cards *bike*, *box*, *cake*, *desk*, *fox*, and *socks*. **Which words end with the sound /ks/?**



**Recognize and Blend Phonemes** Have children recognize one-syllable words and blend phonemes with pictorial support. Gather Picture Cards for the following one-syllable words: *bike*, *box*, *cake*, and *fox*. Display two at a time. Say the phonemes in the word slowly and have children point to the correct picture. For example, say /b/ /ī/ /k/ and display the Picture Cards *bike* and *box*. Have children point to the picture of the bike.

## Center Time

30 minutes

Refer to *Centergize* for ideas on refreshing Theme Centers and what children can do in Choice Centers.

## Rest Time

35 to 40 minutes

**Pretend Camping** As children settle into their rest time positions, tell them to imagine they are camping in the mountains. Tell them to picture the stars and *moon* above them and to imagine they are breathing in fresh mountain air. Play an instrumental version of “Twinkle, Twinkle, Little Star” as you softly recite the lyrics with the music.

## DIFFERENTIATED SUPPORT

### Engage and Extend

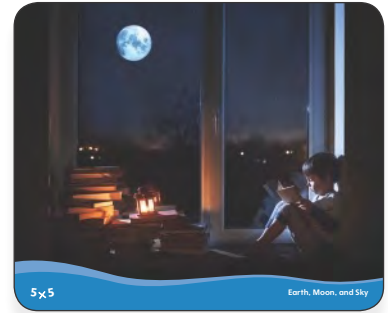
**Nature Hike** Create a class nature journal. Use the classroom digital tools to record observations and take photographs of items children see outside. VISUAL

## Reflect

10 minutes

### 5x5

**Night or Day?** Show children the image. *Does this picture show daytime or nighttime? How can you tell?* Children should use the *moon*, star, and pajamas to determine it is nighttime.

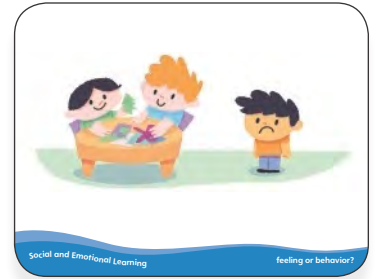


Make statements about things that happen either at night or during the day. Children will identify if the activity occurs at night or during the day by acting out sleeping or waking up.



### Social and Emotional Learning

**Feelings and Behaviors** Display the SEL Card *feeling or behavior?* *What do you think is happening in this picture?* Children should recognize that the boy is sad because he does not think there is room for him at the table with his friends.



- Help children make a connection between their feelings and behaviors. For example, ask them to think about how they would feel if their classmates didn't make room for them to play at the table. Use puppets to act out the situation. Then have volunteers role-play how to make a classmate feel welcome.



### Let's Talk About It

Tell children it is time to think about what they've done today. Hold Javi. Help children make a connection between their feelings and behaviors. *I'm going to pass Javi around. When you get to hold him, tell about something that happened today and how you felt about it.* Use sentence frames to help children express their feelings and experiences of the day. For example: *I felt \_\_\_\_\_ when \_\_\_\_\_.* You may wish to follow up by validating their feelings. If necessary, explain that certain behaviors are not okay. For example, it's okay to feel angry, but we may not push a classmate.



### Learning Outcome

#### The child

- begins to understand connection between emotion/feelings and behaviors.

### What You Need

- 5x5 Card: Patterns of the Moon
- SEL Card: *feeling or behavior?*
- puppets
- Javi

### Transition

Have children repeat the chant and fingerplay. The chant can also be sung to the tune of "If You're Happy and You Know It." Repeat for other emotions.

*When you're happy, you make a face like this.* (make happy face)

*When you're happy, you make a face like this.* (make happy face)

*When you have feelings, your face will surely show it.*

*When you're happy, you make a face like this.* (make happy face)

### ✓ CHECK FOR UNDERSTANDING

**IF . . .** children have difficulty role playing the scene on the SEL Card,

**THEN . . .** introduce a teacher puppet as guidance. Suggest that the boy ask his friends to make room at the table, or have the boy find other friends to play with.

# Welcome to Today

15 minutes

## Meet and Greet

- As children enter the classroom, give them a high five or handshake as a way of greeting.
- **How are you feeling today?** Have children move their pictures on the Mood Meter. Refer back to the Mood Meter throughout the day. At snack time, allow children a chance to reevaluate their mood and move their pictures if necessary.



## Sing, Rhyme, and Shout

**Earth, Moon, and Sky** Display the Vocabulary Card *moon*.

- **What did the *moon* look like last night? Did it look like this picture?**
- Add another verse to the Sing, Rhyme, and Shout song “The Moon” describing how the *moon* looked last night.



## Learning Outcome

### The child

- begins to understand connection between emotions/feelings and behaviors.

## What You Need

- Sing, Rhyme, and Shout: “The Moon”
- Vocabulary Card: *moon*
- attendance chart, helper chart

## Theme Vocabulary

moon

## Morning Meeting

- 1 **Attendance** **Whose favorite season is spring?** Have children who like spring best move their attendance cards. Repeat for summer, fall, and winter.
- 2 **Helper Chart** Review helper assignments with children. Ask children how they feel when they do their helper jobs. Use sentences frames to initiate a discussion. For example:  
*I feel \_\_\_\_\_ when \_\_\_\_\_.*
- 3 **Question of the Day** **Would you like to walk on the moon?** Display a T-chart with columns yes/no. Have children place sticky notes or name tags on the chart to answer. Have volunteers tell their choice.
- 4 **Today's Events** **Is anyone celebrating something special today?** Allow children time to respond. Tell children about any class or school special events occurring today.

## DIFFERENTIATED SUPPORT

### 3-Year Olds

**Helper Chart** Have children role-play how they can carry out their helper responsibilities. Encourage them to show how they feel about their job. Afterward, validate their feelings and positive behaviors. *I see that Ana seemed happy and proud that she passed out the papers today. Nice job, Ana!* KINESTHETIC

## Story Time

15 minutes

### Learning Outcomes

#### The child

- demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she uses.
- discusses ideas for drafts composed in whole/small group writing activities.
- contributes ideas for drafts composed in whole/small group writing activities.

### What You Need

- Trade Book: *A Big Mooncake for Little Star*
- Vocabulary Cards: *moon, full, crescent, half, phases, orbit*
- Alphabet Card: Xx
- Picture Card: *box*
- chart paper and marker

### DIFFERENTIATED SUPPORT

#### Extra Support

**Brainstorming** If you notice that some children are hesitant to discuss or contribute ideas, be sure to call on them specifically and ask a who, what, where, why, when, or how question. Tell children who do not think they have anything to contribute that all stories answer those six questions. AUDITORY

### Earth, Moon, and Sky

#### ? How can we describe the moon?

Remind children of the weekly focus question *How can we describe the moon?* Display Vocabulary Card *moon*. Have children recall times they have observed the *moon*. *Does the moon always look like this picture? How else have you seen it look? Today we are going to read a story about the moon and how it changes.*



### A Big Mooncake for Little Star

Today we are going to read *A Big Mooncake for Little Star*.

- 1 Introduce** Display the book and read the title. *What is the girl doing? Where is she? Do you think this book will be a make-believe story, or will it tell us facts about the moon?* Guide children to understand that the girl is in *space*, or way above Earth, and she is trying to eat the *moon*, so the story is make-believe. Reinforce the meanings of *space* and *moon*.



Before reading, flip through the book and give children plenty of time to look at the pictures. Point to the word *face* on p. 4 and ask children if they recognize the word or can identify the word by looking at the picture. Repeat for *mama* and *Star*.

- 2 Read Together** Read the book aloud. Tell children to listen for the words *nodding, tiptoed, nibble, tasty, delicious, and grin*. Work to explain the meanings of these words using the illustrations in the text. As you read that part, ask children to act out Little Star nibbling the mooncake, or rub their stomachs to show something was tasty or delicious.
- 3 Connect** After reading the book, ask children what they noticed about the mooncake. *What did the mooncake remind you of? Do you like to cook or bake with someone you love? What kinds of delicious treats do you like? Have you ever dreamed about eating something delicious?* Guide children to use newly acquired vocabulary as they share their thoughts.



# Literacy Circle

15 minutes

## Concept Vocabulary

**Develop** Remind children of the weekly question *How can we describe the moon?* Display Vocabulary Card *full*. The *moon* in this picture is *full*. Say the word *full* with me: *full*. How does the *moon* look when it is *full*? Display each Vocabulary Card (*crescent, half, phases, orbit*) and ask children a question about each one that ties the word to the theme or weekly question.



## Alphabet Knowledge

**Review Xx /ks/** Tell children that they are going to review what they've learned about the letter X.

- Review Letter Name** Display the Alphabet Card Xx. Point to the lowercase letter. *What is the name of this letter?* Point to the uppercase letter. *What is the name of this letter?*
- Review Letter Sound** Show Picture Card *box*. *What sound does x spell at the end of the word box?*
- Review Letter Formation** Have children skywrite uppercase and lowercase X. *How do we write uppercase X? How do we write lowercase x?*



## Writing as a Process

**Brainstorming** Display *A Big Mooncake for Little Star* and explain how this story tries to explain why the *moon* appears to change shape.

- Let's write a story about why the *moon* changes. Why do you think the *moon* changes?
- Ask children to brainstorm explanations as to why the *moon* changes shape throughout the month. If children have trouble thinking of ideas, tell them that people used to think the *moon* was made of cheese or that there was a man living in the *moon*. Record all ideas on chart paper to refer back to later in the week.



## Transitions

Ask children to stand up and stretch before engaging in the fingerplay.

Clap four!	(clap four times)
Are you ready for more?	
Clap three!	(clap three times)
Pay attention to me.	
Clap two!	(clap two times)
There's lots to do!	
Clap one!	(clap one time)
Our chant is done!	

## Theme Vocabulary

moon	space
------	-------

## Concept Vocabulary

full	crescent
half	phases
orbit	

## Academic Vocabulary

changes	letter
sound	word



## CHECK FOR UNDERSTANDING

**IF . . .** children have difficulty remembering what the Concept Vocabulary words *full, half, and crescent* mean,

**THEN . . .** display the Concept Vocabulary Cards. Point to each one and discuss the moon's shape and size. Have children compare the pictures and encourage them to describe the differences.

LET'S GET READY FOR

## Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or for **English Language Development** lessons (p. ELD•212).

### Small Group

- **Math: Measurement** Show pictures of children engaged in seasonal activities, such as flying a kite, swimming, picking apples, sledding. [Look at the children sledding. What season is it?](#) Once children have identified each season, have them put the pictures in order of the cycle of seasons, starting with spring. Have children think about how they can describe time using the seasons. [Mark is 3 years old this spring. How old will he be next spring?](#)

#### ▶ **ELL Access**

##### **Expand Vocabulary**

**Emerging** Show children pictures of children engaged in seasonal activities and have them identify the season in their home language. Then have them repeat after you as you name the seasons in English.

**Developing** [How many seasons are in a year? Which season comes after winter? spring? summer? fall?](#)

**Expanding** Have children identify the current season. Then, have them use transition words, such as *next* or *then* to tell which three seasons will follow.

**Bridging** Have children create sentences that use seasons to describe how time passes.

- **Literacy: Alphabet Knowledge** Display the following Picture Cards: *box*, *cat*, *can*, *fox*, *rocks*, *key*, and *ball*. Have children name each picture and then identify which words end in the sound /ks/. Then children can put the cards into two piles: those which end in the sound /ks/ and those that don't.

#### ▶ **ELL Access**

##### **Alphabet Knowledge**

**Emerging** Show children the pictures *fox*, *box*, and *ox*. Have children repeat the words after you. [What letter do these words end in?](#)

**Developing** Have children look for the letter *x* in print. Tell children to find words that end in the letter *x*. [What sound does the letter \*x\* spell in this word?](#)

**Expanding** Show children pictures of an ox. Have children name two more words that end with the letter *x* spelling the /ks/ sound.

**Bridging** Have children explain how to form the letter *x* and say a word that ends with the letter *x*.

# Math Circle

15 minutes

## Measurement

Tell children that today you are going to describe another way they can use patterns in the natural world to measure the passage of time.

- Engage** Hold up a picture of the sky during the day. *Is this daytime or night?* Repeat with a picture of the sky at night.
- Develop** Day and night follow a pattern. You wake up in the morning and it is daytime. You do lots of fun things during the day, then at the end of the day it gets dark and that is night. After night, it will be day again.

Distribute multiple images of the sky during the day and some images of the sky during the night to children. Say the pattern: *day, night, day, night, day, night*. Children should listen carefully for the word that describes their picture. When they hear the word, they hold up their picture. Remind children to lower their picture when you say the opposite word.

- Practice** *Let's act it out! Who can help me?* Ask volunteers to act out something they might do during the day or something they might do at night. *What is [child's name] doing?* Then ask the volunteer to explain using the sentence frame: *In the [day/night], I \_\_\_\_\_.*

## Learning Outcomes

### The child

- begins to understand connection between emotions/feelings and behavior.
- uses language to describe concepts associated with the passing of time.

## What You Need

- various pictures of sky during day and pictures of sky during night

## Academic Vocabulary

time	day
night	pattern



## CHECK FOR UNDERSTANDING

**IF . . .** children struggle to think of an activity,

**THEN . . .** for night, remind them of the activities in *A Big Mooncake for Little Star* and have them choose one of those. For day, remind them of some things they have done today.



## Snack Time

15 minutes

**Feelings and Behavior** Make sure children understand the connection between emotions and behavior and spoken directions. Give children different scenarios, such as: *Liam broke his favorite toy. How do you think Liam feels?* Tell children to give a thumbs up if they think the child is feeling happy, and a thumbs down if the child is feeling something different.

## Science Circle

15 minutes

### Learning Outcomes

#### The child

- discusses ideas for drafts composed in whole/small group writing activities.
- observes earth materials.
- investigates earth materials.
- describes earth materials.

### What You Need

- pictures of mountains, valleys, plains, and canyons
- mats
- paper plate, cardstock arrow, brad fastener
- Trade Book: *A Big Mooncake for Little Star*
- index cards

### Outdoor Play

20 minutes

**Sand Table** Set up two sand tables outside. In one table place soil and in the other sand. Bury some rocks in both. Give children an opportunity to touch the materials. Provide them with sifters, shovels, and buckets and ask them to find the rocks.

After children have had the opportunity to make observations and dig for rocks, ask them what they observed. Which was easier to sift, which weighed more, how was the color of the sand and soil different?

### Mountains and Valleys

Have children stand and stretch. Have them remain standing and repeat the song sung to the tune of “Go In and Out the Window.” Once children know the song, have them figure out motions.

The mountains are so high.  
And valleys are so low.  
There’s water all around.  
I love my planet Earth!

### Plains and Canyons

- 1 Engage** Display images of mountains and a valley. Review that a mountain is a high place and a valley is a low place. Display images of a plain and a canyon. Ask children to describe what they see. Identify which picture shows the plains and which shows the canyon. **Plains and canyons are other kinds of land.**
- 2 Develop** Hold up the image of a plain. **A plain is flat land that stretches out in all directions. There are very small or no hills on a plain.** Hold up the image of the canyon. **A canyon is a deep valley in very large rock or mountain made by wind or water. Some canyons may have a river running through them.**
- 3 Practice** Hold up pictures of the different landforms. Have children describe what they observe. **How would you describe the shape of this mountain? What do you see on the sides of the valley? Is a canyon high or low? Pretend you are a farmer. Would it be easier to grow plants on a mountain or a plain? What can you tell about the shape of the land where we live?**



# Learn and Play

90 minutes

## Let's Move

**Landform Stretching** Set out mats for children and guide them through the stretches. Alternately, make up poses of your own for each landform.

- **Be a mountain.** Have children stand tall with their arms by their sides.
- **Be a rock.** Have children sit down with their knees to their chests. Have them hug their legs and be still.
- **Be a boat on a wavy lake.** Have children extend their arms and legs up into the air. Have them rock back and forth to simulate the movement of a boat on waves.

**Spinner Says** Create an activity spinner using a paper plate, a cardstock arrow, and a brad. Divide the plate into eight equal segments, writing a gross-motor activity in each segment. Suggestions include: stand on one leg for ten seconds; jump backward ten times; bounce a ball ten times. Attach the arrow to the center of the plate using a brad.

Have children take turns being the spinner. Note that a digital version of this activity, *The Wheel of Motion*, is provided online.

## Let's Talk

**Feeling and Behavior** Help children describe how behaviors—ours or others—can make us feel.

- Today, during *Outdoor Play*, I noticed everyone was behaving so nicely. Everyone was sharing so well. How did you feel when everyone got along, played together, and shared?



## Let's Read

**Brainstorming** Review pp. 4 and 5 of *A Big Mooncake for Little Star*. Ask children to describe what is happening. **If we wanted to write a story about going to bed, what details would we include?**

**Alphabet Knowledge** Place a class set of index cards marked with an equal number of uppercase and lowercase X's around the room in highly visible places. Have each child find one and then pair up with a classmate who has the opposite kind of letter.



## Academic Vocabulary

mountain	plain
valley	canyon

## Center Time

30 minutes

Refer to *Centergize* for ideas on refreshing Theme Centers and what children can do in Choice Centers.

## Rest Time

35 to 40 minutes

**Deep Breathing** Once children have settled down for rest time, ask them to shut their eyes. Have children place one hand on their stomach and one hand on their chest. Tell them to inhale a deep breath, and then slowly exhale. Repeat as needed until children are relaxed.

## Reflect

10 minutes

### 5x5

**Social Studies** Ask children to identify the activity the boy in the photo is engaged in. Help children make the connection with their own bedtime routines.



### Learning Outcome

#### The child

- begins to understand connection between emotions/feelings and behaviors.

### What You Need

- 5x5 Card: Patterns of the Moon
- SEL Card: *feeling or behavior?*

### Transition

Have children stand and stretch. Then have them repeat the chant.

I smile to show (smiles)  
I'm happy.

I frown to show (frowns)  
I'm sad.

I count to 10 to calm down

Whenever (holds up fingers  
I am mad. as they count to 10)

## Social and Emotional Learning

**Feelings and Behaviors** Display the SEL Card *feeling or behavior?* What is happening in this photo? How do you think the boy is feeling? Have you had something like this happen to you? How did you feel? Allow children to respond. What did you do in that situation? How did you feel after you did that? Use children's responses to make the connection that sometimes we get sad or upset over something, but that we can try to find a solution to help us feel better.



## Let's Talk About It

Have children review the emotions they recorded on the Mood Meter earlier today. Ask children if they want to move their picture. Allow time for children to move their pictures if they want. Ask a child who moved his or her picture from "mad" or "sad" to "happy" to explain what made the child make the change. Then, have other children share why they did or did not move their pictures.



### CHECK FOR UNDERSTANDING

**IF** . . . children misidentify the boy's emotion,

**THEN** . . . review different types of emotions using SEL Cards *happy; sad, scared; calm, frustrated; excited, angry; worried, restless; lonely.*

### DIFFERENTIATED SUPPORT

#### ELL

**5x5** Have English language learners role-play their bedtime rituals while English proficient students narrate their actions. Then have children switch roles. KINESTHETIC

# Welcome to Today

15 minutes

## Meet and Greet

- Greet each child warmly. Offer children a fist bump or a handshake as a greeting.
- As children move their pictures on the Mood Meter, take note of the emotions of your class. You will use this barometer for activities in which children discuss emotions.

## Sing, Rhyme, and Shout

**Earth, Moon, and Sky** Display the card. Have children sing along with you and then in a round. **Today we're going to learn more about how the moon changes.**

- If children become overly excited while singing, model how to use effective strategies for calming down. Walk through the process of breathing slowly and deeply or focusing on an object in the room. Remind children that after the song, they will move to the quieter activities in the Morning Meeting.



## Learning Outcome

### The child

- is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.

## What You Need

- Sing, Rhyme, and Shout: “The Moon”
- attendance chart, helper chart

## Theme Vocabulary

moon

## Concept Vocabulary

phases



## Wheel of Motion

Don't forget to use the Wheel of Motion on **SavvasRealize.com** when you need a fun and fast activity.

## Morning Meeting

- 1 Attendance** Give children numeral cards 1 to 9. As you say a number, have children with the corresponding numeral card move to add their name card on the attendance chart.
- 2 Helper Chart** Review helper jobs with children. Ask each child how they feel about their helper job. **Are you excited to be line leader this week?** As children answer in the affirmative, follow up with questions. **Are you very excited? How can you show me you are very excited?**
- 3 Weather** **What was the weather like last night? Did the weather make it easy or difficult to see the moon?** After children have responded with information about last night's weather, ask them what today's weather is.
- 4 Today's Events** Review any special class events with children.

## DIFFERENTIATED SUPPORT

### 3-Year Olds

**Weather** Younger children may be asleep before the *moon* is visible in the sky. Tell them what the weather was like last night and ask them if they think it would have made it easier or more difficult to see the *moon*. AUDITORY

## Story Time

15 minutes

### Learning Outcomes

#### The child

- retells or re-enacts a story after it is read aloud.
- can identify some conventional features of print that communicate meaning including case.
- discusses ideas for drafts composed in whole/small group writing activities.
- contributes ideas for drafts composed in whole/small group writing activities.

### What You Need

- Trade Book: *A Big Mooncake for Little Star*
- Talk More About It Card: *A Big Mooncake for Little Star*
- yellow construction paper circles
- Vocabulary Cards: *full, crescent, half, phases, orbit*

### Earth, Moon, and Sky

**?** How can we describe the moon? Remind children of the weekly focus. This week we have learned about ways we can describe the *moon*. What is one word that can describe the *moon*? Be sure children answer using complete sentences. *The moon is \_\_\_\_\_.*



### A Big Mooncake for Little Star

Display *A Big Mooncake for Little Star*.

- 1 Remember** As you turn the pages of the book, ask: *Who is Little Star? What did she do with her mother? What did Little Star dream about?* Work with children to describe Little Star's nighttime adventure in the order that it happened.
- 2 Reread** Read through the book again. Pause at Story Words, and remind children of what each word means.
- 3 Retell** After you've read the story aloud, have children re-enact the story. Have children work with a partner. Display the Talk More About It Card and have each pair act out the scene or event the pictures represent. Give each pair a circle cut from yellow construction paper, and have them tear off pieces to show how the mooncake changes.



### DIFFERENTIATED SUPPORT

#### ELL

**Reread** Help children understand some of the words in the trade book. As you act out the words *nodding, nibbling, tiptoed, and grin*, say the words. Have children imitate you.  
KINESTHETIC



# Literacy Circle

15 minutes

## Concept Vocabulary

**Practice** Display Vocabulary Cards *full*, *half*, *orbit*, *crescent*, and *phases*. Have children identify each one. Some of these words describe how the *moon* looks. Can the *moon* look *full*? Yes. Can the *moon* look *phases*? No. What other words describe how the *moon* looks? (*half*, *crescent*)



## Alphabet Knowledge

**Review Xx /ks/** Review the letters Xx and their formation.



## Print Concepts

**Case** Help children identify features in print that convey meaning. Show pp. 18–19 of *A Big Mooncake for Little Star*. How many uppercase letters do you see?



- We use uppercase letters in print to mean different things. Point to the uppercase Y in *Yes*. This uppercase Y shows that *Yes* is the first word in a sentence. Point to the L and the S in *Little Star*. These words start with uppercase letters because they are the first letters in words that make up a name. Point to the B and M in *Big Mooncake*. These capital letters tell me that the Big Mooncake is important.
- Have children look in books to identify uppercase letters that start sentences or are part of names.

## Writing as a Process

**Drafting** Display the chart paper on which you recorded ideas from the brainstorming activity with children yesterday.

- Yesterday we came up with a lot of good ideas to explain how the *moon* changes. Read the ideas to children. Now we are going to choose one idea and write sentences about it. Have children vote on which idea they want to write about.
- Have children dictate ideas and sentences for the draft. Write all sentences as children dictate them on chart paper. Ask them to tell which words should start with uppercase letters.

## Transitions

Ask children to stand and stretch. Lead them on a walk around the room and back to the circle. Have children repeat this fingerplay.

- |                           |                       |
|---------------------------|-----------------------|
| 1, 2                      |                       |
| I touch my shoe           | (touch shoe)          |
| 3, 4                      |                       |
| I sit on the floor        | (sit on floor)        |
| 5, 6                      |                       |
| I button my lips          | (mime buttoning lips) |
| 7, 8                      |                       |
| I sit up straight         | (sit up straight)     |
| 9, 10                     |                       |
| I'm ready to listen again | (cup ear)             |

## Theme Vocabulary

moon

## Concept Vocabulary

full	crescent
half	phases
orbit	

## Academic Vocabulary

letters	print
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## CHECK FOR UNDERSTANDING

**IF . . .** children need additional help on identifying when to use uppercase letters,

**THEN . . .** have them dictate sentences to you. Write them on chart paper using only lowercase letters and read them back. Help them determine where to change lowercase letters into uppercase letters.

LET'S GET READY FOR

## Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or for **English Language Development** lessons (p. ELD•212).

### Small Group

- **Math: Measurement** Explain that now is day and when it gets dark, it will be night. Ask children to repeat the terms *day* and *night* after you. Give children an example of something they might do during the day and something they might do at night (sleep). Have children draw a picture of one of the activities. Ask them to let others know if their picture shows day or night. *Draw a sun or moon at the top of the paper to tell.*

#### ► **ELL Access**

##### **Use Key Words**

**Emerging** Have children say *night* and *day* in their home language. After they say the word, say it in English and have them repeat the word.

**Developing** Ask children questions that can be answered with *day* or *night*. *You take a bath. Is it day or night? You get dressed. Is it day or night?*

**Expanding** Have children use one of these sentence frames to describe their picture: *In the day, I \_\_\_\_\_. In the night, I \_\_\_\_\_.*

**Bridging** Have children use one of these sentence frames to tell what they see outside during the day or night: *In the day, I see \_\_\_\_\_. In the night, I see \_\_\_\_\_.*

- **Literacy: Print Concepts** Display pp. 30 and 31 of *A Big Mooncake for Little Star*. *What uppercase letters do you see? Why are the letters L and S uppercase in the words Little Star? Why is the letter Y in the word You an uppercase letter?* Flip through the book again and have children identify the uppercase letters they see on each page.

#### ► **ELL Access**

##### **Print Concepts**

**Emerging** Call out different uppercase letters on each page and have children point to them.

**Developing** Have children choose a favorite book to identify how uppercase letters are used on a page in the book.

**Expanding** Write a sentence on chart paper from *A Big Mooncake for Little Star* using only lowercase letters. Have children identify which letters should be uppercase and explain why.

**Bridging** *How do uppercase letters provide clues to meaning?* Have children answer in complete sentences.

# Math Circle

15 minutes

## Measurement

Tell children that today you are going to describe another pattern in nature that measures time.

- 1 Engage** Remind children that they have learned about the pattern in the order of the four seasons and the pattern of day and night. *The way the sky changes is also a pattern. The large object in the sky at night is called the *moon*. What is the large object in the sky during the day? That's right, the *sun*!*



- 2 Develop** Ask a child to draw a picture of the *sun* on the board. Then have another child draw the *moon* next to the *sun*. *It is day now, so the *sun* is in the sky. At night, the *moon* will be in the sky. Draw another *sun* and *moon* after the ones children drew. We have day and then night. Then it is day again. And night comes again. Do you see a pattern forming?*
- 3 Practice** Draw a third set of *sun* and *moon* on the board. Have children repeat the *sun/moon* pattern as you point to each one. *Now let's act out this pattern! Stretch out your arms and wiggle your fingers to shine like the *sun*. Put your hands in a circle over your head and rock slowly to show the *moon*.* Point to each picture in the *sun/moon* pattern as children perform the two actions.

## Learning Outcome

### The child

- uses language to describe concepts associated with the passing of time.

### Theme Vocabulary

moon sun

### Academic Vocabulary

pattern night

day



### CHECK FOR UNDERSTANDING

**IF** . . . children are confused by the *sun* and *moon* being a pattern that repeats over and over,

**THEN** . . . redraw the *sun* and *moon*, one on top of the other, drawing arrows between each image. Have children point to each picture as they name it.



## Snack Time

15 minutes

**Feelings and Behaviors** As children sit together and enjoy their snacks, offer validation when you observe children attempting to decrease the intensity of their emotions in appropriate ways. Provide guidance as needed. *Leo, I liked how you stopped yourself from shouting out, and then asked for help when you couldn't open your water bottle. Jenna, I saw you taking a deep breath, and then trying to tie your shoelaces again. Nice job!*

## Science Circle

15 minutes

### Learning Outcomes

#### The child

- is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.
- identifies objects in the sky.
- observes objects in the sky.
- describes what happens during changes in the sky.

### What You Need

- images of sun, moon, stars, clouds
- index cards
- chart paper
- tape
- yellow balloon
- Picture Cards of one-syllable words
- Big Book: *Twinkle, Twinkle, Little Star*
- Trade Book: *A Big Mooncake for Little Star*

### Outdoor Play

20 minutes

**Pass the Sun** Have children stand in a line. The child in the center stands erect. The children in front and behind the center child should crouch lower and lower until the children at each end of the line sit on the floor. Give the first child in the line a ball and have him/her hold it above his/her head. **This is the sun at sunrise. It is low to the ground.** Have the child pass the sun to the next child in line, who holds it above his/her head. **This is the sun in the morning. See how it is higher in the sky than at sunrise?** Children will continue to pass the ball while you explain the sun's position in the sky, ending with sunset.

### Objects in the Sky

Have children stand up and shake their bodies. Have them repeat this fingerplay with you. You may wish to give children images of the *sun* attached to craft sticks to use as puppets during this fingerplay.

- During the day, I see** (crouch low to the ground, then stand up)  
**the sun rising.**
- It shines its rays on me.** (wiggle fingers to show shining rays)
- During the night, I see** (put hands above head to show circle to represent moon)  
**the bright moon.**
- It changes every day.** (make different moon shapes with hands until there is no moon left)

### Earth, Moon, and Sky

- 1 Engage** Hold up pictures of the *sun*, *moon*, and stars. Have children identify each object.
- 2 Develop** **What does the sky look like when you wake up? What does the sky look like when you go to bed?** Have children share observations they have made about objects in the sky. **How does the sky change from day to night?** Explain that the *moon* and stars are always in the sky even during the day, but the *sun* is so bright, we cannot always see the *moon* or stars.
- 3 Practice** Display the words *day* and *night* on index cards. Hold up pictures of the *sun* in different positions in the sky, clouds at day, clouds at night, the *moon*, a blue day sky, stars, and a dark night sky. Show children the pictures and have them determine if it takes place during the day or at night. Invite children to tape the pictures under the correct heading.





# Learn and Play

90 minutes

## Let's Move

**Don't Let the Sun Set** Have a yellow balloon available.

- Have children stand in a circle. Tell children they cannot let the *sun* “set,” or touch the ground.
- Gently toss the balloon in the air. Children will have to tap the balloon to keep it in the air.

**Sun Stretches** Lead children through a series of stretches.

- Stand up straight with your arms above your head. Stretch up. Stretch down and touch your toes. Walk your hands forward until you look like a bridge. Look up to the sky. Walk your hands back until you are touching your toes. Stretch up to the sky.

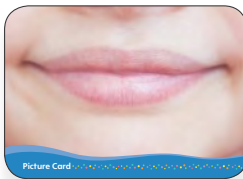
## Let's Talk

**Identifying Emotions** Ask children to talk about their feelings. Ask questions as a springboard for discussion. *What did it feel like when you were sad? Why did you feel sad?* Use sentence frames to help children respond, such as: *I felt \_\_\_\_\_ when \_\_\_\_\_.*



## Let's Read

**Blending Phonemes** Group children into pairs. Give each child a Picture Card showing a one-syllable word, such as *lip*. Using the pictorial support, have children display the card and say the word. The partner should blend the sounds together and say the word.



**Case** Display *Twinkle, Twinkle, Little Star* and *A Big Mooncake for Little Star*. Flip through pages to find the words *little star*. Help children understand why the words *little star* start with uppercase letters in *A Big Mooncake for Little Star*, but not in *Twinkle, Twinkle, Little Star*.

### Theme Vocabulary

sun moon

### Academic Vocabulary

sky pattern  
stars clouds

### Center Time

30 minutes

Refer to *Centergize* for ideas on refreshing Theme Centers and what children can do in Choice Centers.

### Rest Time

35 to 40 minutes

**Stretches** Have children set up their rest area. Have children complete some gentle stretches before they lie down. You may wish to read *Twinkle, Twinkle, Little Star* to children in a soft voice as they rest.

### DIFFERENTIATED SUPPORT

#### Extend and Engage

**Case** While reading *Twinkle, Twinkle, Little Star*, children may be confused that every line starts with an uppercase letter, even though each line is not a complete sentence with a period, question mark, or exclamation point. Explain that the text in this book is a type of poem. Some poems use uppercase letters at the start of each line. AUDITORY, VISUAL

## Reflect

10 minutes

### 5x5

**Moon Game** Have children identify the *moon* in the picture before teaching them the rhyme.

I see the *moon*.

The *moon* sees me.

The *moon* sees somebody I want to see.

And I want to see \_\_\_\_.



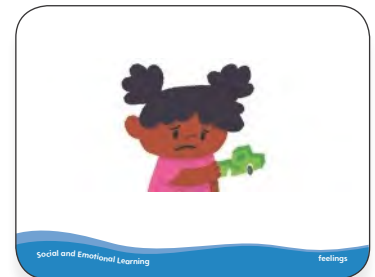
Children will take turns reciting the rhyme and rolling the ball to the friend the *moon* wants to see. Continue until all children have had a chance to recite and roll the ball.



## Social and Emotional Learning

**Identifying Emotions** Display the SEL Card *feelings*. Tell children a story to match the picture.

- This is Molly. Molly was playing with her truck when it broke. Molly is very sad. How can Molly feel less sad?



Listen to responses. Take a class vote on which suggestion would be most likely to help Molly and use it to finish the story. During Center Time and other activities, notice that children are able to decrease the intensity of their emotions appropriately.



## Let's Talk About It

Tell children it is time to think about what they have learned today. Hold Javi. *Today we learned about things we see in the sky. What are some things you learned about objects in the sky?* Pass Javi around and have each child tell something they learned, read about, or observed about objects in the sky.

### Learning Outcomes

#### The child

- is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.
- identifies objects in the sky.
- observes objects in the sky.
- describes what happens during changes in the sky.

### What You Need

- 5x5 Card: Patterns of the Moon
- ball
- SEL Card: *feelings*
- Javi

### Theme Vocabulary

moon

### Academic Vocabulary

sky



### CHECK FOR UNDERSTANDING

**IF** . . . children cannot think of a way for Molly to decrease her feelings of sadness,

**THEN** . . . ask how they would feel if a special toy broke. Who could they ask for help?

### DIFFERENTIATED SUPPORT

#### ELL

**Moon Game** If English language learners have difficulty learning the rhyme, have them engage in fingerplay as you recite the rhyme for them. Place hands to eyes to represent *see/sees* and point to self for *me*. KINESTHETIC



# Welcome to Today

15 minutes

## Meet and Greet

- Greet children using a salutation in a different language, such as *bonjour* (French), *hola* (Spanish), *guten tag* (German), *ohayo* (Japanese), *marhaba* (Arabic). Identify the language to children and have them repeat the greeting back to you.
- Check the Mood Meter to see how children gauged their moods. Observe children who are mad or sad. If they are unable to decrease the intensity of their emotions throughout the day, provide guidance.

## SEL Sing, Rhyme, and Shout

**Earth, Moon, and Sky** Display the Sing, Rhyme, and Shout Card with Vocabulary Cards *full*, *crescent*, and *half*. Which vocabulary word matches how the *moon* is described in this song?



## Morning Meeting

- Attendance** Hold up Alphabet Cards. If your name ends in this letter, move your attendance card.
- Helper Chart** Review helper tasks. Ask helpers to tell which of their responsibilities they like the most.
- Question of the Day** *Would you rather travel to the moon or look at the moon?* Display a T-chart with columns for each choice. Have children place sticky notes or name tags on the chart to answer, or ask them to write their name. Have volunteers tell their choice.
- Today's Events** *Who is celebrating something today?* After children respond, remind them of any holidays or school events before sharing some of today's activities with them. *Today we're going to read a new story and we're going to learn more about the moon.*

## Learning Outcome

### The child

- is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.

## What You Need

- Sing, Rhyme, and Shout: "The Moon"
- Vocabulary Cards: *full*, *crescent*, *half*
- attendance chart, helper chart
- Alphabet Cards

## Theme Vocabulary

moon

## Concept Vocabulary

full

crescent

half

## DIFFERENTIATED SUPPORT

### 3-Year Olds

**Attendance** It may be easier for younger children to identify the letter their names start with instead of the letter it ends with. Provide name cards for children and have them point to and trace the last letter in their name.  
TACTILE, VISUAL

## Story Time

15 minutes

### Learning Outcomes

#### The child

- investigates the intonation of language.
- recognizes rhyming words.
- provides suggestions to revise (add [to]) class-made drafts.
- provides suggestions to revise (take out [of]) class-made drafts.
- provides suggestions to revise (change order [in]) class-made drafts.

### What You Need

- Read More About It Book: “The Changing Moon”
- Vocabulary Cards: *full, half, crescent, orbit, phases*
- Alphabet Card: *Xx*
- Big Book: *Twinkle, Twinkle, Little Star*
- chart paper from Day 3

### Earth, Moon, and Sky

**?** **How can we describe the moon?** Remind children of the weekly focus question *How can we describe the moon?* Review with children times they have looked at the *moon* and describe what the *moon* looked like.



### “The Changing Moon”

When children are seated and listening, display “The Changing Moon.”

- 1 Introduce** Display the pages of the text. Ask children to point out details they notice in the images. **What do you think you will learn as we read “The Changing Moon” together?**
- 2 Read Together** Read the text aloud. As you read, emphasize the words at the end of each line. Guide children to understand that the words at the ends of lines 2 and 4 rhyme. **What do you notice about the words *thin* and *grin*? That’s right. They rhyme, or have ending sounds that are the same.** Continue reading the selection, noting rhyming words. Explain that this text is called a poem and is like some of the nursery rhymes they have read.
- 3 Connect** Call children’s attention to different illustrations of the *moon* in “The Changing Moon.” Reread p. 8. Call attention to the phrase “had decided to grin.” Ask children to turn to a partner and grin. **What does your face look like when you grin? Name a time when you decided to grin. Is grinning a good way to describe the *moon*?**



### DIFFERENTIATED SUPPORT

#### Extra Support

**Connect** Have mirrors so children can look at their grins. If children have difficulty understanding the metaphor, give them an opportunity to observe their grins. **How does the *moon* in the story look like this?** TACTILE



# Literacy Circle

15 minutes

## Concept Vocabulary

**Review** Remind children of the weekly question *How can we describe the moon?* Display Vocabulary Cards *full* and *orbit*. This word means the path the *moon* travels around Earth. What is my word? Hold up two cards and give children clues for one of the words (*full, crescent, half, phases, orbit*). Have children identify the word. Repeat until each word has been used at least once.



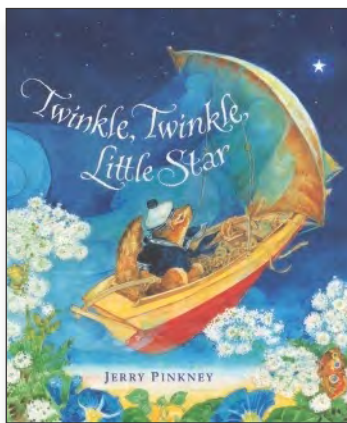
## Alphabet Knowledge

**Review Xx /ks/** Display Alphabet Card Xx. Have children say the letter name and the letter sound.



## Language and Communication

**Intonation** Have children investigate the intonation of language. We can read the story *Twinkle, Twinkle, Little Star*. Or, we can sing the words instead. I'm going to sing each line and I want you to repeat after me. Are you ready? As you turn the pages of the book, sing each line and encourage children to echo you.



- Replace the familiar words in the story with a nonsense syllable, such as *la* or *ba*.

## Writing as a Process

**Revising** Display the paper on which you have recorded the class-made draft about how the moon changes. As you read the story aloud, use questions such as the following to guide children to revise the story to make it better. As children suggest changes, record them.

- Are there any details we can add to make the story better?
- Is there anything we can take out to make the story easier to understand?
- Does the order sound right and make sense? Do we need to change the order of events, or what is happening?
- Is there anything that you want to say in a different way?

## Transition

Have children stand up and stretch. Ask them to participate in the fingerplay.

Touch your nose.	(touch nose)
Tap your toes.	(tap toes)
Stamp your feet.	(stamp feet)
Take a seat!	(sit down)

## Theme Vocabulary

moon

## Concept Vocabulary

full	crescent
half	phases
orbit	

## Academic Vocabulary

sound



## CHECK FOR UNDERSTANDING

**IF** . . . children have difficulty understanding the Concept Vocabulary,

**THEN** . . . provide them with additional support. Display Vocabulary Card *full*. This picture shows a *full moon*. A *full moon* looks like a circle. Continue with the other words.



LET'S GET READY FOR

## Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or for **English Language Development** lessons (p. ELD•213).

### Small Group

- **Math: Measurement** Review the idea of day and night working in a pattern. Give each child an image of a *sun* or *moon*. Have them organize themselves into a line to show the pattern of day and night. Have each child take a turn saying the pattern.

#### ▶ **ELL Access**

##### Internalize Vocabulary

**Emerging** Have children say the day/night pattern they see. Then ask them which picture comes next if one more child gets in line.

**Developing** Have children describe how they know when day turns into night. *What do you see in the sky? What do people and animals do?*

**Expanding** Ask children to listen to this sentence: *Day comes before night and night comes before day.* Ask children if this sentence is true. Help them try to explain using their pattern of pictures.

**Bridging** Explain that a repeating pattern has one part that happens over. Ask children to identify the repeating part of their pattern. Then ask: *Does the pattern of day and night ever stop?*

- **Literacy: Language and Communication**

- Choose a favorite nursery rhyme that children enjoy listening to. Say each phrase and encourage children to chime in. When they are comfortable, have them make up actions associated with the words and recite it again.

#### ▶ **ELL Access**

##### Speech Development

**Emerging** Use the sentence “Twinkle, twinkle, little star, / How I wonder what you are?” to model intonation for children. Say each phrase slowly and have children repeat after you. Then sing each phrase slowly and encourage children to echo you.

**Developing** Use a familiar song to model intonation. First, say each phrase and have children repeat it. Then sing each phrase and encourage children to match your intonation. *What was the same about what we did? What was different?*

**Expanding** Have children choose a nursery rhyme or part of a favorite song. Say or sing it aloud and have children chime in as they are able, matching your intonation. Encourage them to make up actions to accompany it.

**Bridging** Have children choose a favorite nursery rhyme or song. Ask them to recite the words or sing it. Then have them replace the words with a nonsense syllable of their choosing, such as *la*, *ba*, *ma*, or *ta*. Have them recite or sing it again.



## Science Circle

15 minutes

### Learning Outcomes

#### The child

- is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.
- identifies objects in the sky.
- observes objects in the sky.
- describes what happens during changes in the sky.

### What You Need

- Vocabulary Cards: *full*, *half*, *crescent*, *phases*, *orbit*
- Trade Book: *A Big Mooncake for Little Star*
- beanbag, music
- table lamp with no shade
- polystyrene ball, stick or pencil
- Read More About It Book: "The Changing Moon"

### Outdoor Play

20 minutes

**Moon Dirt** Set up a sand table with moon dirt, molds, cookie cutters, and shovels. Prepare moon dirt in advance with flour and baby oil, using the ratio of 2 cups of flour to  $\frac{1}{4}$  cup of baby oil. To keep it viable, place moon dirt in a plastic bag. Have children use the shovel to move moon dirt into the molds or cookie cutters to show how the *moon* looks at different times during a month.

### Moon Changes

Have children stand up and wiggle. Have them repeat the fingerplay.

I use a telescope to see the *moon*.  
Today the *moon* looks *full*.

(bring one hand to eye)  
(join both hands to form a circle)

Next week there's only *half*.  
The *moon* looks like it's getting smaller.

(put one hand down)  
(adjust fingers to show a crescent shape)

Until it looks like it's all gone!

(put both hands down)

### Earth, Moon, and Sky

**1 Engage** Who saw the *moon* last night? Can you describe what it looked like? What do you think the *moon* will look like next week? Have pictures of the *moon* from the night before prepared for children who might not have observed the *moon*.



**2 Develop** The *moon* looks like it changes shape. Every night it looks a little different. Display the Vocabulary Cards. The different ways the *moon* looks are called *phases*. Show the cards and have children identify how the *moon* changed. Display *A Big Mooncake for Little Star*. Have children flip through the book to find an example of a *full moon*, *half moon*, and *crescent moon*.

**3 Practice** Display images of a *full*, *half*, and *crescent moon*. Look at the pictures of the *moon*. How is it alike in each of these photos? How is it different?



# Learn and Play

90 minutes

## Let's Move

**Hot Moon Rock** Explain to children that there are rocks on the *moon*, just like there are rocks on Earth. Have children stand in a circle. Give one child a beanbag and tell them it is a moon rock. Play music. Children are to pass the moon rock to the right, keeping it moving until the music stops. The child holding the moon rock when the music stops leaves the circle. Continue the game until only one child is left.

**Modeling Moon Phases** Tell children that the *moon* really doesn't change its shape. It just looks different to us on Earth. Set up a table lamp without a shade in the center of a darkened room. Give each child a polystyrene ball on a stick or pencil.

- Model for children how they should stand around the table. Have children face away from the lamp. They should hold the ball slightly above their heads. *What phase of the moon does this look like?*
- Have children turn slightly to the right. *What phase of the moon does this look like?* Repeat until children have seen all the *phases* of the *moon*.

## Let's Talk

**Talking About Feelings** Ask children to think about how they were feeling when they came to school in the morning. Display the Mood Meter. *You all came to school feeling a certain way. Some of you felt happy. Did anything happen throughout the day to make you more happy? Tell us what happened and how you felt.* Use sentence frames to initiate discussion. For example: *When I came to school, I felt \_\_\_\_\_. Then I felt \_\_\_\_ when \_\_\_\_\_. Now I am feeling \_\_\_\_\_.*



## Let's Read

**Intonation** Have children practice proper intonation using "The Changing Moon." Read each sentence. Then have children repeat the sentence with you, matching your intonation.

**Writing as a Process** Read the group writing story. Have children make suggestions to revise the story. *Is this story complete? Is there anything you would like to add? Is there anything you would like to take out?*



### Concept Vocabulary

full	half
crescent	phases
orbit	

### Academic Vocabulary

observe	describe
compare	contrast

### Center Time

30 minutes

Refer to Centergize for ideas on refreshing Theme Centers and what children can do in Choice Centers.

### Rest Time

35 to 40 minutes

**Pretend Stargazing** Have children set up their rest mats and lie down. Play soft instrumental music. Tell children to pretend they are sleeping under a starry sky. Using a soothing voice, describe the stars. Then, have children imagine a *full moon* above them.

### DIFFERENTIATED SUPPORT

#### Extra Support

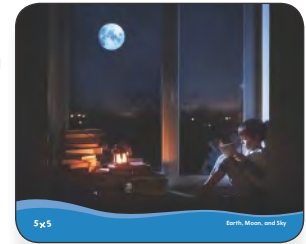
**Develop** Some children may think that because they cannot see all of the *moon* during different phases that it may not be there. Show children a piece of paper. Fold the paper in *half*, so they can only see *half* of the paper. *Did the other half of the paper disappear?* Children should realize that the other *half* of the paper is there, they just cannot see it because it has been folded. Use the activity Modeling Moon Phases to help children understand that the parts of the *moon* they cannot see are still there. VISUAL, KINESTHETIC

## Reflect

10 minutes

### 5x5

**Describe the Shape** Call children's attention to the *moon* in the picture on the card. *What can you tell me about the shape of the moon in this picture?* Review the *phases* of the *moon* and have children describe the shape of a *full moon*. Have them sky draw the *phases* of the *moon*.



### Social and Emotional Learning

**Feelings and Behaviors** Share the following scenario with children and have them answer the questions to show that they understand how to decrease and increase the intensity of their emotions.

- Ana is going to sing a solo at the end-of-the-year concert. She is a little excited, but she is also a little worried that she might forget the words to the song. *What can Ana do to make herself feel more excited? What can she do to feel less nervous?*
- Ask children to think about a time in which they had to participate in something they were worried about, such as singing in front of a group or going to school for the first time. *What made you feel more confident, or not scared? Listen to all responses. When we feel worried, what are some things we can do to make ourselves feel more confident?*



### Let's Talk About It

Tell children that they learned a lot of interesting things today. *We talked about time, and we read and learned more about the phases of the moon. Looking at all of the pictures of the moon made me feel happy. I'm going to pass Javi around, and I want you to say a time you felt happy today.* Pass Javi around and allow each child a chance to tell something that made them feel happy.

### Learning Outcomes

#### The child

- is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.
- identifies objects in the sky.
- observes objects in the sky.
- describes what happens during changes in the sky.

### What You Need

- 5x5 Card: Patterns of the Moon
- Javi

#### Theme Vocabulary

moon

#### Concept Vocabulary

phases full

#### Academic Vocabulary

describe



#### CHECK FOR UNDERSTANDING

**IF . . .** children have difficulty expressing ideas about how Ana can feel more confident,

**THEN . . .** have them act out the scenario and ask them to imagine how they would feel.

#### DIFFERENTIATED SUPPORT

##### Extra Support

**Describe the Shape** Some children may have difficulty sky drawing. Give those children images of the different phases of the *moon* or the Vocabulary Cards and have them trace the shape of the *moon* with their fingers. **TACTILE**



# Welcome to Today

15 minutes

## Meet and Greet

- As each child enters the classroom, greet them with a big smile. *I'm happy to see you today! We're going to learn so many fun things today!*
- Ask children how they are feeling and have them update the Mood Meter.



## Sing, Rhyme, and Shout

**Earth, Moon, and Sky** Review the *phases* of the *moon* with children and work with them to come up with new verses for a *half-moon* and a *crescent moon*.



## Morning Meeting

- Attendance** Display the Vocabulary Cards *full*, *half*, and *crescent*. Call out the *phases* of the *moon*. When children hear their favorite *phase* of the *moon* called out, have them add their name card to the attendance chart.
- Helper Chart** This is the last day you will have these helper jobs this week. What was the best part about your helper job?
- Weather** What's today's weather? Discuss the weather forecast for today and for the weekend. Ask children what they will do this weekend if the weather is nice.
- Today's Events** Discuss any new activities and events occurring in the classroom and during outdoor play today. Have children share an activity that they're most excited about doing today. During Morning Meeting and throughout the day, offer validation when you observe children attempting to increase or decrease the intensity of their emotions in appropriate ways. Provide guidance, as needed. *Jason, I see that you're excited to tell about your favorite activity! Thank you for raising your hand and waiting so patiently for your turn.*

## Learning Outcome

### The child

- is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.

## What You Need

- Sing, Rhyme, and Shout: "The Moon"
- attendance chart, helper chart
- Vocabulary Cards: *full*, *crescent*, *half*

## Theme Vocabulary

moon

## Concept Vocabulary

half

crescent

phases

## DIFFERENTIATED SUPPORT

### 3-Year Olds

**Today's Events** Younger children may need more support in decreasing their emotions when they become excited during play or other active times. Set aside a quiet area of the room. Show children how to breathe in and out slowly. Give them fidget toys to hold and squeeze when they're excited. Also provide opportunities for children to try and modulate their emotions by introducing games and songs where they can practice alternating between moving quickly and slowly, or singing loudly and softly. KINESTHETIC

## Story Time

15 minutes

### Learning Outcomes

#### The child

- demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she uses.
- recognizes rhyming words.
- retells or re-enacts a story after it is read aloud.
- provides suggestions to edit (conventions) class-made drafts.

### What You Need

- Trade Book: *A Big Mooncake for Little Star*
- Read More About It Book: “The Changing Moon”
- Vocabulary Cards: *full, half, crescent, phases, orbit*
- Alphabet Cards: *Yy, Ee, Xx*
- chart with story from Day 4

### DIFFERENTIATED SUPPORT

#### ELL

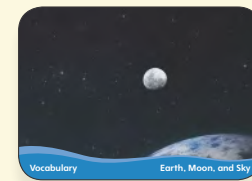
#### How Can We Describe the Moon?

If children do not have the language proficiency to describe the *moon*, encourage them to look through the books read this week and have them point to images. Read the text associated with the image and have children repeat key words. VISUAL

### Earth, Moon, and Sky

#### ? How can we describe the moon?

Review with children what they have learned about the way the *moon* appears to change. Have children answer the weekly focus question *How can we describe the moon?* using examples from books you’ve read this week or from personal experiences.



### SEL A Big Mooncake for Little Star and “The Changing Moon”

Display *A Big Mooncake for Little Star* and “The Changing Moon.” Tell children that today, you will be rereading these selections.

**1 Remember** Display *A Big Mooncake for Little Star*. Have children retell or re-enact their favorite scenes.

Then display “The Changing Moon.” Have children retell what happens in this text.

**2 Reread** Read pp. 24 to 29 of *A Big Mooncake for Little Star*. Read the story “The Changing Moon” in its entirety.

**3 Compare** Have children compare the selections. **How are these two stories alike?** Work with children to understand that both selections deal with the *moon’s phases*.

**How are these two stories different?**

Children should recognize that *A Big Mooncake for Little Star* is a make-believe story to explain why the *moon* changes its shape in the night sky. “The Changing Moon” is a poem that describes how the different *phases* of the *moon* look.





# Literacy Circle

15 minutes

## Concept Vocabulary

**Check for Understanding** To ensure children can demonstrate understanding of the meaning of 3,000 to 4,000 words by the end of prekindergarten, monitor the responses of individuals to the following prompts: *When the moon is full, what does it look like? Is a half-moon bigger or smaller than a full moon? What does a crescent moon look like? Name one of the phases of the moon. What does it mean for the Earth to go in an orbit around the sun?*



## Alphabet Knowledge

**Review Yy /y/, Ee /e/, Xx /ks/** Review with children the letters Yy, Ee, and Xx. Display an Alphabet Card and have children skywrite the uppercase and lowercase letter. Then have them tell the sound each letter spells. For letter X, focus only on the final /ks/ sound.



## Phonological Awareness

**Rhyming Words** Reread “The Changing Moon.” Have children identify the rhyming words. When children recognize a pair of rhyming words, have them make a noise, such as clapping their hands or stomping their feet. When you hear the noise, stop reading and ask children to name the rhyming words.



## Writing as a Process

**Revising and Editing** Display the draft of the story about the moon that the class has been writing as a group. Model how to revise and edit the draft by reading for sense and checking for punctuation and uppercase letters. Read aloud sentences and tell children that for our writing to make sense, our sentences need to be in the right order. Read through the draft and have children make sure the sentence order makes sense. Then read the draft again and have them suggest edits necessary for conventions to the class-made draft. After all revisions and edits are made, copy the final version of the story for the children to illustrate and take home.

### Transition

Have children stand and move around the room. Call them back to the circle to complete the fingerplay.

Reach up high.	(reach up)
Reach down low.	(reach low)
Turn to the right.	(turn to the right)
Turn to the left.	(turn left)
Sit on the floor.	(sit down)
Hands in lap.	(hands in lap)

### Theme Vocabulary

moon sun

### Concept Vocabulary

full half  
crescent phases  
orbit

### Academic Vocabulary

change describe  
re-enact retell  
compare punctuation



### CHECK FOR UNDERSTANDING

**IF . . .** children have difficulty identifying rhyming words,

**THEN . . .** show them Picture Cards for two words that rhyme and a third word that does not. Have them identify the pair of rhyming words.

LET'S GET READY FOR

## Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or for **English Language Development** lessons (p. ELD•213).

### Small Group

- **Math: Measurement** Review what children learned about using patterns in nature to measure time. Display the Vocabulary Cards *fall*, *spring*, *winter*, and *summer*. Have children name the seasons and put them in order. **How can you use the seasons to measure time?** Can you use the seasons to talk about how long you have known a friend? Can you use the seasons to talk about how long you have been in school?

#### ▶ **ELL Access**

##### **Internalize Vocabulary**

**Emerging** Show children each picture and say the name of the season. Have children repeat after you. Describe the typical local weather during that season.

**Developing** Display Vocabulary Cards for the seasons. Say a season and have children identify the vocabulary card for that season. Then ask questions about the seasonal cycle. **Which season comes after spring? Does winter come before fall?**

**Expanding** As children put the Vocabulary Cards in season order, have them use the words *before* and *after* to describe the order of seasons. *Spring comes \_\_\_\_\_ winter. Summer comes \_\_\_\_\_ fall.*

**Bridging** Have children use the words *before* and *after* to explain the pattern of seasons. Then have them use the seasons to tell how long they have done something. For example: *I started kindergarten in the fall. I got a kitten in the spring. The last time I saw my grandma was in the winter.*

- **Literacy: Rhyming Words** Read “The Changing Moon” slowly. Pause at the end of each four-line stanza before you say the last word. Encourage children to chime in and say each rhyming word (*sky*, *grin*, *think*, *balloon*). Reread the poem again. This time, have children make a motion with their hands as they say each rhyming word, such as pointing to the sky on the word *sky*, or pointing to their mouth as they say the word *grin*.

#### ▶ **ELL Access**

##### **Phonological Awareness**

**Emerging** Display three picture cards: two for words that rhyme and one that does not. Point to each picture and have children name what is pictured on each card. Say each word again and have children identify the word that does not rhyme.

**Developing** Display three picture cards: two for words that rhyme and one that does not. Have children point to and say the two words that rhyme.

**Expanding** Display a picture card and say the word. Then say a series of words and have children clap each time they hear a rhyming word.

**Bridging** Display a picture card and have children name the object on the card. Encourage them to say words that rhyme with it.

# Math Circle

15 minutes

## Data

Tell children today they will collect information and use pictures to share the information they collect.

- Engage** Display images to present the four seasons. Identify winter and summer.
- Develop** Tell children they will collect data about favorite seasons. Hold up the images of winter and summer. **Raise your hand if you like summer more than winter.** Count the hands raised. **[Number] children like summer more.** On chart paper, stick the image for summer and write the number of children who prefer summer.

Repeat for winter. When you are done collecting the data, say: **Now I can look at this data and know that [number] children like winter and [number] children like summer.**

- Practice** Have children collect data. Give them two choices, such as milk or juice, apples or oranges, hopscotch or jump rope. Have one child ask the class to show which they like best by raising their hand. Have another child count the responses and a third child record the responses. Repeat so all children have a chance to participate in collecting data.



## Learning Outcome

### The child

- collects data.

## What You Need

- pictures of seasons
- chart paper

## Academic Vocabulary

data



## CHECK FOR UNDERSTANDING

**IF** . . . children have difficulty writing numbers to record data,

**THEN** . . . give them numeral cards that they can use instead.



## Snack Time

15 minutes

**Feelings and Behaviors** Give children the following scenario:

**Marco is going to a new school. At first he was happy, but now he is feeling sad. How can Marco start to feel happy again?**

During their snack have children talk about how they could increase Marco's feelings of happiness. After children have finished their snack, have them role-play the scenario.

## Technology Circle

15 minutes

### Learning Outcomes

#### The child

- is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.
- shows increasing control of tasks that require eye-hand coordination.
- navigates through digital programs.
- uses a variety of digital tools.
- operates a variety of digital tools.

### What You Need

- Vocabulary Cards: *half*, *full*, *crescent*
- digital tools
- beanbags, music
- materials for relay race
- Picture Cards: *fox*, *socks*, *rocks*, *box*

### Academic Vocabulary

describe

### Outdoor Play

20 minutes

**Matching Phases** Create a matching game by attaching images of different shapes of the *moon* to plastic flying disks. There should be a matching pair for each *phase*. Arrange the disks with images facing down in a grid. Children will turn over the disks to find matches. Tell children they must turn the disks over and place them on the ground image side up before they can determine if a match has been made. If no match is made, children turn the disks over again.

### Online Safety

Have children stand. Ask them to repeat the chant that reviews some online safety rules before the children sit down.

I stay safe online every day.

I don't share any information when I play.

I don't tell anyone my address, age, or name.

I get permission to play a game.

### Earth, Moon, and Sky

**1 Engage** Hold up Vocabulary Cards *half*, *full*, and *crescent*. Have children identify the words. *What do these words mean? What object in the sky do they describe?*

**2 Develop** Cue up a time-lapse video of the *moon* from a trusted source or digital program. Choose a video that shows some detail of the *moon's* surface, but still shows a great deal of the night sky. *We can use digital tools to look at objects in the sky.*

*What is this object? When do we see it? What do you notice about it? If children do not notice the craters or other features of the moon's surface, point them out.*

**3 Practice** Play the time-lapse video of the *moon* changing *phases*. Have children navigate through the video twice to give them ample time to pause and rewind in order to make observations.

*What happens to the moon in this video? How does the night sky change? Did you notice a pattern? Make sure children realize that the phases of the moon are consistent and happen in a specific order.*



# Learn and Play

90 minutes

## Let's Move

**Musical Moon Rocks** Place beanbags or other small objects to represent moon rocks in a large circle. There should be one less moon rock than children. Tell children to walk around the rocks while the music is playing. When the music stops, they should pick up the moon rock closest to them. The child that does not have a moon rock leaves the game. Children put the rocks down in the circle again. Remove one moon rock and have children walk again. Continue until there is only one moon rock left.

**Fine Motor Relay Race** Help children demonstrate control of eye-hand coordination by setting up a simple relay race. Children need to complete each station before moving to the next one. Station ideas include:

- Stringing macaroni necklaces.
- Dribbling a basketball.
- Walking while balancing a plastic egg on a spoon.

## Let's Talk

**My Emotions** Have children act out how they could increase the intensity of an emotion. Name an emotion. Have them act out varying degrees of that emotion. For example, for happiness, they can smile, then smile and giggle, and then laugh loudly and smile widely.



## Let's Read

**Children's Choice** Display the books children read this week and earlier in this theme. Have children choose one book and have them re-enact the story.

**Blending Phonemes** Display Picture Cards *fox*, *socks*, *rocks*, and *box*. Have children use pictorial support to identify, or say, each rhyming word.



### Center Time

30 minutes

Refer to *Centergize* for ideas on refreshing Theme Centers and what children can do in Choice Centers.

### Rest Time

35 to 40 minutes

**Stretching** Have children set up their rest time areas before leading them through a series of stretches. Have children reach up, touch their toes, and bring each arm across their chest to stretch. Once stretching is complete, children should lie down on their mats. Play soft instrumental music and have children pretend they are looking at the night sky as they get ready to rest.

### DIFFERENTIATED SUPPORT

#### Engage and Extend

**My Emotions** Show children the SEL Card *big or little?* **Both of these children are feeling sad. But one is feeling more sad than the other. Who is feeling more sad?** Explain to children that you can use different words to describe how big or little your emotion is. For example, the word *sad* may refer to a small feeling of sadness, whereas *miserable* describes a big feeling of sadness. AUDITORY

## Reflect

10 minutes

### 5x5

**Movement** Place a lamp in the center of a table. The lamp will represent the sun, and the ball will represent the Earth. Hold the ball and walk counterclockwise around the lamp. Tell children you are pretending that the ball is the Earth. *Earth moves around the sun.*



- Remind children that the *moon* moves around Earth. Have a volunteer be the *moon*, walking around you in small counterclockwise circles. Have children take turns playing the roles of the Earth and *moon*.



## Social and Emotional Learning

**My Emotions** Display the SEL Card *big or little?* Review with children that they can have big and little emotions.



- Model how to use facial expressions to show different intensities of the emotion surprise. As you show the different intensities, ask: *When do you think you would be this surprised?* Children should be able to make the connection that the bigger the surprise, the more intense the reaction.
- *Sometimes we are very surprised, and we might shout loudly. But that could hurt our friends' ears. When our emotion is too big, we can calm down by closing our eyes or breathing deeply. What else could we do?* Remind children that it's okay to feel a big emotion, but it's not okay to bother other people. Explain that they can do things to make their emotion smaller.



## Let's Talk About It

This week, we learned about the *moon*. We read a book about a girl who bakes a mooncake with her mom. What is your favorite thing to do with your family? Pass around Javi and have each child respond. Notice whether children are able to increase and decrease the intensity of their emotion as they talk about what they do to have fun with their family.



### Learning Outcome

#### The child

- is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.

### What You Need

- 5x5 Card: Patterns of the Moon
- lamp and ball
- SEL Card: *big or little?*
- Javi

### Theme Vocabulary

sun moon

### Academic Vocabulary

Earth

### CHECK FOR UNDERSTANDING

**IF . . .** children need more time to study the intensities of emotions,

**THEN . . .** provide a mirror so they can watch their own facial expressions change as they practice varying the intensity of an emotion.

### DIFFERENTIATED SUPPORT

#### Extra Support

**Movement** If children have physical conditions that will not allow them to assume the role of the Earth or *moon*, invite them to play the role of the *sun*.  
KINESTHETIC

# Three Cheers for Pre-K

## Pre-Kindergarten Outcomes

Domain	This Week's Instructional Focus
<b>Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>Child shows reasonable opinion of his own abilities and limitations. <b>Pages 169, 174, 176, 177, 184</b></li> <li>Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary. <b>Pages 145, 150, 152, 153, 160, 161, 168</b></li> </ul>
<b>Language and Communication</b>	<ul style="list-style-type: none"> <li>Child engages in conversations in appropriate ways. <b>Page 182</b></li> <li>Child provides appropriate information for various situations. <b>Page 182</b></li> </ul>
<b>Emergent Literacy Reading</b>	<ul style="list-style-type: none"> <li>Child engages in pre-reading and reading-related activities. <b>Pages 170; C•188–C•189</b></li> <li>Child can segment a syllable from a word. <b>Pages 166, 184</b></li> </ul>
<b>Emergent Literacy Writing</b>	<ul style="list-style-type: none"> <li>Child discusses and contributes ideas for drafts composed in whole/small group writing activities. <b>Pages 152, 154, 162</b></li> <li>Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts. <b>Pages 170, 178</b></li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Child uses concrete models or makes a verbal word problem for subtracting 0–5 objects from a set. <b>Pages 149, 157, 173</b></li> <li>Child collects data and organizes it in a graphic representation. <b>Pages 149, 157, 165, 173, 181</b></li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>Child identifies, observes, and discusses objects in the sky. <b>Pages 150, 158</b></li> <li>Child observes and describes what happens during changes in the earth and sky. <b>Pages 150, 158</b></li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>Child connects [his] life to events, time, and routines. <b>Pages 166, 174</b></li> </ul>
<b>Fine Arts</b>	<ul style="list-style-type: none"> <li>Child creates or recreates stories, moods, or experiences through dramatic representations. <b>Pages C•198–C•199</b></li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>Child shows increasing control of tasks that require eye-hand coordination. <b>Page 174</b></li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>Child practices safe behavior while using digital tools and resources. <b>Pages C•188–C•189</b></li> </ul>

Ensure success in Kindergarten!  
Pre-K Outcomes taught this week  
prepare children for Kindergarten.

## Ready for Kindergarten!

### Speaking

#### Pre-Kindergarten Outcomes

- Child engages in conversations in appropriate ways. **Page 182**

#### Kindergarten Literacy Goals

- Follow agreed-upon rules for discussions; speak audibly and express thoughts, feelings, and ideas clearly.

### Reading Readiness

#### Pre-Kindergarten Outcomes

- Child engages in pre-reading and reading-related activities. **Pages 170; C•188–C•189**

#### Kindergarten Literacy Goals

- Actively engage in group reading activities with purpose and understanding.

### Phonological Awareness

#### Pre-Kindergarten Outcomes

- Child can segment a syllable from a word. **Pages 166, 184**

#### Kindergarten Literacy Goals

- Count, pronounce, blend, and segment syllables in spoken words.

### Writing

#### Pre-Kindergarten Outcomes

- Child discusses and contributes ideas for drafts composed in whole/small group writing activities. **Pages 152, 154, 162**

- Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts. **Pages 170, 178**

#### Kindergarten Literacy Goals

- Participate in shared research and writing projects.
- Respond to questions and suggestions from peers and add, delete, or change details to strengthen writing as needed.

### Mathematics

#### Pre-Kindergarten Outcomes

- Child uses concrete models or makes a verbal word problem for subtracting 0–5 objects from a set. **Pages 149, 157, 173**
- Child collects data and organizes it in a graphic representation. **Pages 149, 157, 165, 173, 181**

#### Kindergarten Mathematics Goals

- Use concrete models and verbal word problems to represent subtraction. Solve subtraction problems.
- Collect, organize, and present data in a variety of ways, such as bar graphs, pictographs, or pictures.





# Earth, Moon, and Sky

What do we see in the world around us?

## Weekly Question

# What do astronauts do?

### From the Theme Kit Print and Digital



Trade Books



Read More About It: "Let's Go to the Moon!"



5x5



Theme and Concept Vocabulary



Theme Manipulative



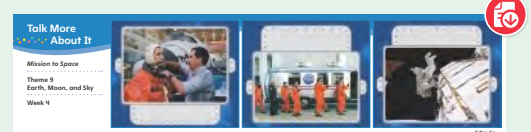
Big Book and Little Books



Wordless Experience Book: *Earth, Moon, and Sky*



Sing, Rhyme, and Shout: "Astronauts"

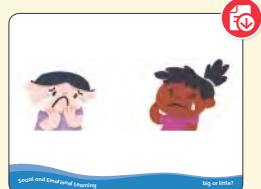


Talk More About It: *Mission to Space*

### From the Teacher Toolkit Print and Digital



Assessment Guide



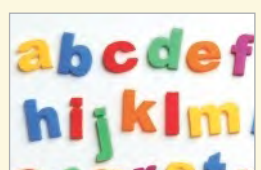
Social and Emotional Learning Cards



Alphabet Cards



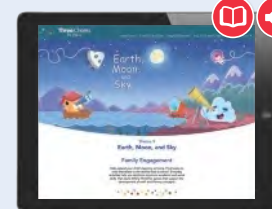
Picture Cards



Manipulatives



### Family Engagement Digital



Three Cheers for Pre-K Parents!



Three Cheers for Games!



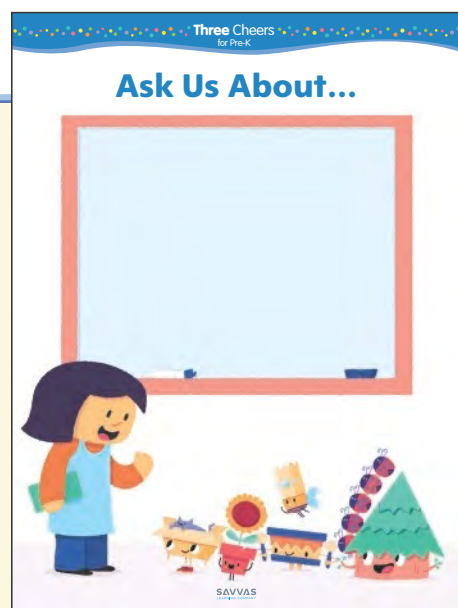
Digital Bookshelf

# Plan Your Week

## Suggested Daily Times

- Welcome to Today . . . 15 minutes
- Story Time . . . . . 15 minutes
- Literacy Circle . . . . . 15 minutes
- Center Time and Small Groups . . . . . 60–90 minutes
- Math Circle . . . . . 15 minutes
- Snack Time . . . . . 10 minutes
- Circle Time . . . . . 15 minutes
- Outdoor Play . . . . . 20 minutes
- Learn and Play . . . . . 90 minutes
- Rest Time . . . . . 30–5 minutes
- Centers . . . . . 30 minutes
- Reflect . . . . . 10 minutes

**For Flexible Days** You can eliminate Learn and Play, Snack Time, Outdoor Play, Rest Time, and the second Center Time and still cover a full Pre-K curriculum.



### Ask Us About . . .

Post these questions to help adults interact with children in your classroom and to help children show what they know.

- What is data? Why do we collect it?
- What are some of the things you do when you write?
- What do astronauts do?

## Day 1 pp. 145–152

### Welcome to Today

- Meet and Greet
- Sing, Rhyme, and Shout “Astronauts”
- Morning Meeting

### Story Time

- What do we see in the world around us?
- Reread Big Book *Twinkle, Twinkle, Little Star*

### Literacy Circle

- Concept Vocabulary Introduce
- Phonological Awareness Rhyming Words
- Alphabet Knowledge Review Letters

### Center Time and Small Groups

#### Small Group Options

- Math: Taking Away
- Literacy: Alphabet Knowledge

Centers **Centergize**, pp. C•185–C•203

### Math Circle

#### Data

**Snack Time** Taking From

### Science Circle

#### Sun Movement

#### Our Planet

**Outdoor Play** Shadow Play

### Learn and Play and Centers

#### Let’s Move!

- Shadow Play
- Rocket Bowling

**Let’s Talk** Managing My Emotions

#### Let’s Read

- Rhyming Words
- Uppercase Letters

**Rest Time** Intonation

### Prepare and Reflect

**5x5** Describe Things

**Theme Celebration Day** Ready for Kindergarten

**Getting Ready**

## Day 2 pp. 153–160

### Welcome to Today

- Meet and Greet
- Sing, Rhyme, and Shout “Astronauts”
- Morning Meeting

### Story Time

- What do astronauts do?
- 1st Read Trade Book *Mission to Space*

### Literacy Circle

- Concept Vocabulary Develop
- Alphabet Knowledge Review Letters
- Writing as a Process Brainstorming

### Center Time and Small Groups

#### Small Group Options

- Math: Taking Away
- Literacy: Alphabet Knowledge

Centers **Centergize**, pp. C•185–C•203

### Math Circle

#### Data

**Snack Time** Taking Away

### Science Circle

#### Earth, Moon, and Sky

#### Our Planet

**Outdoor Play** Spacewalk

### Learn and Play and Centers

#### Let’s Move!

- Landing Pad
- 3, 2, 1, Blast Off

**Let’s Talk** My Emotions

#### Let’s Read

- Blending Phonemes
- Lowercase Letters

**Rest Time** Relaxation Techniques

### Prepare and Reflect

**5x5** Moon Walk

**Theme Celebration Day** Ready for Kindergarten

**Getting Ready**

## Let's Celebrate!

A "Ready for Kindergarten" celebration features children sharing all they have learned this year.

## Day 3 pp. 161–168

## Welcome to Today

**Meet and Greet**  
**Sing, Rhyme, and Shout** "Astronauts"  
**Morning Meeting**

## Story Time

**What do astronauts do?**  
**2nd Read Trade Book** *Mission to Space*

## Literacy Circle

**Concept Vocabulary** Practice  
**Alphabet Knowledge** Review Letter Names and Sounds  
**Writing as a Process** Drafting

## Center Time and Small Groups

**Small Group Options**

- Math: Taking Away
- Literacy: Writing as a Process

**Centers** **Centergize**, pp. C•185–C•203

## Math Circle

**Data**  
**Snack Time** Data

## Social Studies Circle

**Astronauts Go Marching**  
**My Life**  
**Outdoor Play** Space Rocks

## Learn and Play and Centers

**Let's Move!**

- Rockets Blast Off
- How Many?

**Let's Talk** Managing My Emotions  
**Let's Read**

- Segmenting Syllables
- Letter Sounds

**Rest Time** Night Sky

## Prepare and Reflect

**5x5** Sing a Song  
**Theme Celebration Day** Ready for Kindergarten  
**Getting Ready**

## Day 4 pp. 169–176

## Welcome to Today

**Meet and Greet**  
**Sing, Rhyme, and Shout** "Astronauts"  
**Morning Meeting**

## Story Time

**What do astronauts do?**  
**Read More About It** "Let's Go to the Moon!"

## Literacy Circle

**Concept Vocabulary** Review  
**Alphabet Knowledge** Review Letter Names and Sounds  
**Writing as a Process** Revising

## Center Time and Small Groups

**Small Group Options**

- Math: Taking Away
- Literacy: Writing as a Process

**Centers** **Centergize**, pp. C•185–C•203

## Math Circle

**Data**  
**Snack Time** Taking Away

## Social Studies Circle

**I Can Get Ready**  
**My Life**  
**Outdoor Play** What Should We Play Today?

## Learn and Play and Centers

**Let's Move!**

- Astronaut Walk
- Gravity

**Let's Talk** Self-Concept Skills  
**Let's Read**

- Writing as a Process
- Alphabet Knowledge

**Rest Time** Breathing Techniques

## Prepare and Reflect

**5x5** Follow Directions  
**Theme Celebration Day** Ready for Kindergarten  
**Getting Ready**

## Day 5 pp. 177–184

## Welcome to Today

**Meet and Greet**  
**Sing, Rhyme, and Shout** "Astronauts"  
**Morning Meeting**

## Story Time

**What do astronauts do?**  
**Compare** *Mission to Space* and "Let's Go to the Moon!"

## Literacy Circle

**Concept Vocabulary** Check for Understanding  
**Alphabet Knowledge** Review Letters and Sounds  
**Writing as a Process** Editing

## Center Time and Small Groups

**Small Group Options**

- Math: Taking Away
- Literacy: Alphabet Knowledge

**Centers** **Centergize**, pp. C•185–C•203

## Math Circle

**Data**  
**Snack Time** Self-Awareness

## Let's Celebrate

**Ready for Kindergarten!**  
**Outdoor Play** Children's Choice  
**5x5** My Favorite

## Learn and Play and Centers

**Let's Move!**

- Ready for Kindergarten
- Rocket Hopscotch

**Let's Talk** Self-Concept Skills  
**Let's Read**

- Alphabet Knowledge
- Onset/Rime

**Rest Time** Rest Time Areas



# Vocabulary

## Theme Vocabulary

Words to develop the theme, Earth, Moon, and Sky

earth moon  
space sun

## Concept Vocabulary

Conceptually related words to teach this week

gravity ignite  
laboratory mission  
shuttle

## Academic Vocabulary

Terms used in this week's instruction

### General

clue  
location  
map  
sky  
stars  
treasure

### Literacy

letter  
meaning  
pair  
print  
produce  
punctuation  
retell

sound  
words

### Mathematics

data  
graph  
results  
vote

### Science

discuss  
identify  
moon  
observe  
shadow  
sun

## Story Words

Words from the literature to explain and use this week

### Trade Book

extreme spacewalk  
laboratory training  
rockets visor  
shuttle

### Big Book

diamond spark wonder  
glorious traveler  
peep twinkle

### Read More About It

zoom

# Materials

Materials to gather from home and classroom

## Morning Meeting

attendance chart  
helper chart

## Center Time

1 and ½ measuring cups  
cardboard tubes  
colorful building blocks  
computer or other digital device  
cornstarch  
glue  
handheld fan

large paper bags

large cardboard box  
modeling clay  
recipe card for sculpting sand  
scissors  
sentence strips  
streamers  
two small cloths, dampened with water

## Small Groups

bag  
five pictures: objects, animals, or friends

## Circle Times

ball  
balloon  
beanbags  
collection of shapes  
color cards  
craft supplies  
digital tools  
felt board  
flashlight  
images of sun, moon, and stars

index cards  
large plastic hoops  
name cards  
picture of shadows  
plastic bucket  
plastic cones  
pool noodles  
rocks  
sidewalk chalk  
sticky notes in two colors  
water bottles



# Centergize!

Here is a sneak preview of the centers for this theme. For detailed information about centers, go to Centergize, pp. C•185–C•203.

## Reading and Listening

**Twinkle, Twinkle, Little Star** Follow along while listening to audio for the Big Book.

## ABC Fun

**I Know My ABC's!** Match magnetic letters with Alphabet Cards and produce the corresponding letter sound.

## Math Fun

**Building Spaceships** Use equal groups of building bricks to build identical spaceships.

## STEM

**Which Dries It Faster?** Observe, investigate, describe, and discuss sources of energy.

## Pretend and Learn

**Blast Off!** Pretend to be astronauts blasting off into outer space.

## Sand, Water, and More

**Let's Make Sculpting Sand** Measure and mix ingredients to create sculpting sand.

## Creativity Station

**Astronauts on Duty** Create a rocket personalized with my name.

## Writer's Club

**My Science Notebook** Draw and write to create a science notebook to showcase what children have learned.

# Monitor Progress



Assessment Guide

## Observe

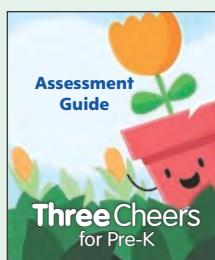
### Observational Checklists

Use the weekly observational checklists in the Assessment Guide to monitor children's progress on this week's Learning Outcomes.



## SCOUT

Use the weekly observational checklists to collect data on children's progress. Generate reports to help differentiate instruction for individuals.



Assessment Guide

## Track Progress Across Time

### Progress Monitoring Assessments

Use the Progress Monitoring assessments in the Assessment Guide to measure children's progress on end-of-year benchmarks for literacy and math. The End-of-Year Assessment should be administered at the end of the year.

### Pre-K Outcomes Progress Report

Use the progress report to note children's progress toward mastery of Pre-K learning outcomes several times throughout the year.



## Portfolio

Gather anecdotal notes, photographs, and examples of each child's work to document and demonstrate progress over time. From this week, you may want to include:

### Centers

- **Creativity Station** photos of rockets
- **Writer's Club** science notebook
- **Technology Hub** anecdotal notes about demonstrated empathy



# Earth, Moon, and Sky





# Welcome to Today

15 minutes

## Meet and Greet

- Greet children with more energy than usual. **Good morning! Do you know what today is? It's the first day of the last week of school!**
- Have children update the Mood Meter. If possible, pull aside children that are sad or mad and privately ask them what they can do to decrease the intensity of their feelings. Spend time with the class to review strategies on how to help themselves feel better, such as asking the teacher for help when feeling frustrated.



## Sing, Rhyme, and Shout

**Earth, Moon, and Sky** Display the Sing, Rhyme, and Shout card. Play the song a few times.

- **Let's pretend we're astronauts getting ready to go into space.** What do we need to do? How would we dress?
- Have children act out putting on their helmets and zipping up their *space suits*. Then have them pretend to climb into a rocket and get ready for blast off.



## Learning Outcome

### The child

- is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.

## What You Need

- Sing, Rhyme, and Shout: "Astronauts"
- attendance chart, helper chart

## Theme Vocabulary

space

## Morning Meeting

- 1 **Attendance** Call out letters and have children whose name starts with that letter put their name card on the attendance chart.
- 2 **Helper Chart** Assign new helper jobs for the week. For the Theme Celebration Day at the end of the week, you may wish to assign jobs such as "greeter," "conductor," or "tour guide."
- 3 **Weather** What is the weather today? What season is it?
- 4 **Today's Events** This is the last week of school! You are almost done with prekindergarten. Next year you will be in kindergarten! Let me see how excited you are about this! Encourage children to show an increase in the amount of excitement they are showing.



## DIFFERENTIATED SUPPORT

### 3-Year Olds

**Today's Events** Younger children may not be as excited as older friends because they will not be going to kindergarten. **It's okay to be sad and worried that you will miss your friends. But what can we do to show our friends we are happy for them going to kindergarten?** AUDITORY

## Story Time

15 minutes

### Learning Outcomes

#### The child

- shows understanding of language being spoken by teachers.
- demonstrates growing understanding of the intonation of the English language.
- recognizes rhyming words.
- names at least 20 upper-case letters in the language of instruction.
- names at least 20 lower-case letters in the language of instruction.

### What You Need

- Vocabulary Cards: *space, ignite, shuttle, laboratory, mission, gravity*
- Big Book: *Twinkle, Twinkle, Little Star*
- pictures of a chipmunk and pictures of an astronaut
- Alphabet Cards: A–Z

### DIFFERENTIATED SUPPORT

#### ELL

**Focus** Allow children with limited English language proficiency to use the word *la* during choral reading. You may also wish to give these children sticks to hold up to show when a word should be stressed. TACTILE

### Earth, Moon, and Sky

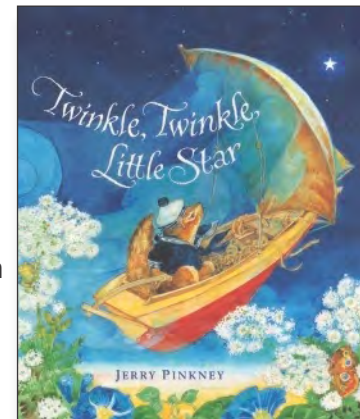
**?** **What do astronauts do?** Display Vocabulary Card *space*. *This is space. Space is high in the sky where the sun and moon are. There are people who fly into space to learn about it. Those people are called astronauts. This week we are going to answer the question *What do astronauts do?**



### Twinkle, Twinkle, Little Star

Display *Twinkle, Twinkle, Little Star*.

- 1 Remember** The chipmunk in this book flies into space, just like an astronaut does! Do you remember what the chipmunk sees in space? Display pages of the book as children recall the items the chipmunk sees in *space*, such as the *moon* and the stars.
- 2 Focus** Show children pp. 10–16 and 26–29. *What do you see in the pictures on these pages?* Help children identify objects in the sky and *space*: *moon*, cloud, and stars. Read the pages for children. Place additional stress on the rhyming words. Encourage English language learners to demonstrate an understanding of the intonation of the English language by having them choral read after you, matching your intonation.
- 3 Respond** *How is the chipmunk like an astronaut on these pages?* Help children understand that the chipmunk is like an astronaut because both fly into *space* and wonder about the objects there.



Give children a picture of an astronaut and a picture of a chipmunk. To assess children's understanding of language, first say *astronaut* and have them hold up the astronaut picture. Then say *chipmunk* and have them hold up the chipmunk picture. Tell children you will play a game. You will say sentences about the chipmunk in the book or about an astronaut, and they should hold up the card that shows who is being described. For example in response to the statement, *He travels to space in a boat*, children will hold up the chipmunk.

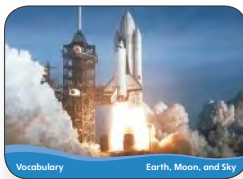


# Literacy Circle

15 minutes

## Concept Vocabulary

**Introduce** We are going to talk about the question: *What do astronauts do?* Display Vocabulary Card *ignite*. *Ignite* means to start on fire. When this rocket *ignites*, it blasts off! Display the other Vocabulary Cards for this week (*shuttle*, *laboratory*, *mission*, *gravity*) and briefly explain how each relates to the question *What do astronauts do?*



## Phonological Awareness

**Rhyming Words** Reread p. 13 in *Twinkle, Twinkle, Little Star*.

- Which pair of words rhyme? Can you think of more words that end with the same sounds?
- Children should recognize that *dark* and *spark* rhyme, and *go* and *so*.

## Alphabet Knowledge

**Review Letters** Children will name at least 20 uppercase and lowercase letters in the language of instruction. Shuffle or mix up the Alphabet Cards and turn them facedown. Have a child choose a card and name the letters on it, using the terms *uppercase* and *lowercase*. If the rest of the class agrees that the child has named the letters correctly, have them give a thumbs-up. Let the child with the card choose the next child to take a turn.

## Transitions

Have children stretch before sitting down. Then lead them in this fingerplay to the melody of “Are You Sleeping?”

Are you ready?

Are you ready? (“Yes, I am! Yes, I am!”)

Give your ears a tap. (tap ears)

Give your hands a clap (clap hands)

And put them in your lap.

Put them in your lap. (put hands in lap)

## Theme Vocabulary

space moon

sun

## Concept Vocabulary

ignite shuttle

laboratory mission

gravity

## Academic Vocabulary

sound words

pair



## CHECK FOR UNDERSTANDING

**IF . . .** children cannot identify many letters,

**THEN . . .** work with each child individually using magnetic letters. Have the child pick up a letter and use his/her fingers to feel its shape. Then tell the child the name of the letter and have the child repeat after you.

LET'S GET READY FOR

## Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or for **English Language Development** lessons (p. ELD•214).

### Small Group

- **Math: Taking Away** Use fingers to model subtraction. I have 5 fingers up. If I put down 2, how many fingers do I still have up? Let me count. 1, 2, 3. I have 3 fingers up. So, 5 take away 2 is 3. Give another problem for children to solve using their fingers as a model, such as: Show me 4 fingers. Put down 3 fingers. How many do you have left up?

#### ▶ **ELL Access**

##### **Internalizing Vocabulary**

**Emerging** Model how to take 2 away from 4 using your fingers. As you say a number, have children point to each finger and say the number.

**Developing** Give children a word problem. Antonio has 5 stickers. He takes away 3. How many stickers does Antonio have left? Have children complete a sentence frame to tell how many stickers Antonio has left: Antonio has \_\_\_\_\_ stickers left.

**Expanding** Have them complete the sentence frames to explain how to use their fingers to model the problem. I put up \_\_\_\_\_ fingers. Then I put down \_\_\_\_\_ fingers. I have \_\_\_\_\_ finger(s) left up. So Antonio has \_\_\_\_\_ sticker(s) left.

**Bridging** Have children answer questions for each step to explain how they can use their fingers to model how to solve the problem. How many fingers should you put up? How many will you put down? How many are left?

- **Literacy: Alphabet Knowledge** Place magnetic letters in a bag. Have children take a turn picking a letter and naming it. Make sure that they use the words *uppercase* and *lowercase*.

#### ▶ **ELL Access**

##### **Alphabet Knowledge**

**Emerging** Display the magnetic letters that spell the child's name. Say each letter name and have the child repeat the letter name while pointing to each letter.

**Developing** Open to a page in the book *Twinkle, Twinkle, Little Star*. Have children point to the uppercase letters on the page and say each letter name.

**Expanding** Have children look for uppercase letters in the environment that match the letters in their names.

**Bridging** Show children a picture or vocabulary card. Have them look for uppercase letters in the environment that match each of the letters in the word shown.

# Math Circle

15 minutes

## Data

Tell children that today they will learn more about collecting data.

- 1 Engage** Remind children that data is another word for information.

You can collect data about almost anything. You can ask questions about favorite colors, what color sneakers children are wearing, or which book the class wants to read. What data should we collect today?

Have children brainstorm questions. Record their ideas on chart paper.

- 2 Develop** Select one of the questions children suggested or use the example below.

Today we're going to collect data about which color we like more: yellow or green. Draw a yellow square and a green square on chart paper. I will ask you all which color you like more. When you answer, I will draw a line next to the color to collect the data. I will draw one line for each person's answer. Model collecting data and drawing tally marks to record the number of children who like each color. As the data is used later in the week, you may want to note how children voted separately for your own reference in case they cannot recall correctly.

When you are done collecting the data, have children look at the number of lines next to each color. Remember, I drew one line for each person's answer. Ask questions about the data, such as: Which color do more people like best? Do fewer people like yellow or green? How can the lines I drew help you to answer these questions?

- 3 Practice** Choose another one of the questions children suggested. Record children's responses by drawing tally marks, or having children come up and draw a tally mark, and ask questions about the new data collected. Save all data to be used later in the week.

## Learning Outcomes

### The child

- uses concrete models or makes a verbal word problem for subtracting 0–5 objects from a set.
- collects data.

## What You Need

- chart paper

## Academic Vocabulary

data



### CHECK FOR UNDERSTANDING

**IF** . . . children suggest collecting data that has too many options,

**THEN** . . . choose two and tell children they should choose which of the two they like best.



## Snack Time

15 minutes

**Taking From** Use snack time to model solving taking from word problems with 0–5 objects.

I see Andrew has 5 strawberries. If he eats 4 strawberries, how many will Andrew have left?

Model more word problems before asking children to think of their own word problems to tell.



## Science Circle

15 minutes

### Learning Outcomes

#### The child

- is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.
- identifies objects in the sky.
- observes objects in the sky.
- discusses objects in the sky.
- observes what happens during changes in the sky.
- describes what happens during changes in the sky.
- demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).

### What You Need

- images of sun, moon, and stars
- flashlight and pencil
- picture of shadows
- water bottles and ball
- SEL Card: *big or little?*
- Big Book: *Twinkle, Twinkle, Little Star*

### Outdoor Play

20 minutes

**Shadow Play** Take children outside on a sunny day. Point out where the *sun* is in the sky. Have them look on the ground. **What do you see?** Each child will use sidewalk chalk to trace a partner's shadow.

Return outside in the afternoon. Point out where the *sun* is in the sky. **How has it changed from this morning?** Ask children to stand where their feet were originally traced on the ground. Have a partner retrace their shadows to see how they change.

### Sun Movement

Have children complete the movements along with the chant. You can use this activity to assess each child's coordination and balance.

The <i>sun</i> looks low to the ground.	(crouch low to the ground)
It looks higher in the sky.	(slowly rise/stand up)
At noon it is so high in the sky.	(stand up very tall)
And then it looks lower.	(slowly start to crouch down)
Until it is gone.	(sit down)

### Our Planet

- 1 Engage** I have a flashlight. When I turn it on and point it to the wall, I see the light on the wall. But what happens when I put a pencil in front of it? Hold a pencil in the path of light. **What do you observe, or see?** Children should observe and say they see a shadow of the pencil.
- 2 Develop** Show children photos of shadows to identify. **What are these? When do we see shadows?** Help children recognize that we only see shadows when there is light. **You need light to make a shadow. A shadow is what forms when something blocks the light. Do we see them on sunny days or cloudy days? Do we see them at night?**
- 3 Practice** Ask children to think about the shadows they traced on the ground outside. **How did they change?** Children should recall the length and position of how their shadows changed. Discuss how shadows change based on the sun's position in the sky. **How did the *sun* change? Did the *sun* appear to stay in the same place in the sky or a different place?** Help children recognize that the *sun* doesn't change shape, but it does change position in the sky. **Shadows change size as the *sun* moves.** Have children investigate how a shadow changes with the flashlight. Move the flashlight closer to the pencil and further away and have children describe how the shadow changed.



# Learn and Play

90 minutes

## Let's Move

**Shadow Play** Have children line up outside in a very sunny spot. Have children look on the ground and describe their shadows. Then, tell children to make their shadows move, such as:

- Make your shadow jump.
- Make your shadow hop on one foot.
- Make your shadow turn around.

If it is cloudy or rainy, set up a large white sheet in an empty room and use a table lamp without a shade for light.

**Rocket Bowling** Assess children's eye-hand coordination with a bowling game. If time allows, have children decorate water bottles as rockets. Set the bottles up in a traditional bowling formation at one end of the room. Have children roll a ball toward the bottles.

## Let's Talk

**Managing My Emotions** Display the SEL Card *big or little?*

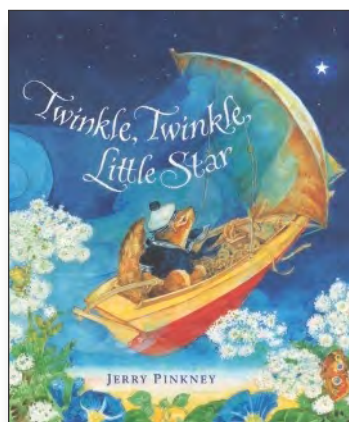
- What emotion do you think this boy and this girl are feeling? In which picture does the child feel sadder? In which picture does the child feel less sad?
- Ask children to talk about a time they felt very sad. *How did you make yourself feel less sad?*



## Let's Read

**Rhyming Words** Read p. 8 of *Twinkle, Twinkle, Little Star* to children. Have them point to and read the rhyming words with you. *What are the rhyming words on this page? What are other words that rhyme with set and wet? What are other words that rhyme with light and night?*

**Uppercase Letters** Flip through *Twinkle, Twinkle, Little Star*. Have each child point to an uppercase letter in the book. Have them say the letter name, skywrite the letter, and tell the sound it spells.



### Theme Vocabulary

sun moon

### Academic Vocabulary

shadow discuss  
observe identify

### Center Time

30 minutes

Refer to *Centergize* for ideas on refreshing Theme Centers and what children can do in Choice Centers.

### Rest Time

35 to 40 minutes

**Intonation** Use rest time as an opportunity for children to hear differences in intonation. As children prepare for rest time, reread *Twinkle, Twinkle, Little Star*. As children set out their rest mats, read in a normal tone of voice, but as children begin to lie down on their mats, change to a slower, more soothing tone.

### Transitions

Have children repeat the chant about managing their emotions.

When I need to calm down,  
I count to 10.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

If it doesn't work, I try again!

### DIFFERENTIATED SUPPORT

#### 3-Year Olds

**Uppercase Letters** If younger children have difficulty skywriting the uppercase letters, provide them with Alphabet Cards or magnetic letters and allow them to trace the letters with their fingers. TACTILE

## Prepare and Reflect

10 minutes

### 5x5

#### Learning Outcomes

##### The child

- is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.
- discusses ideas for drafts composed in whole/small group writing activities.
- contributes ideas for drafts composed in whole/small group writing activities.

#### What You Need

- 5x5 Card: Space Exploration

#### Teacher Note

Have children practice and prepare for Theme Celebration Day. You can pick or choose from the activities listed on this page or include some of children's other favorite activities.

#### CHECK FOR UNDERSTANDING

**IF . . .** children have trouble self-regulating their behaviors while participating in group activities,

**THEN . . .** invite them to sit quietly with you or another teacher for a few minutes away from the group and use a soothing voice to help them to regulate their emotions and behaviors.

**Describe Things** Display the card. Call children's attention to the family shown.

*What is this family looking at? What do they see?*

- Have children share made-up stories about visiting *space*, the planets, the galaxies, and other made-up things they might see. Prompt story details with leading questions.



### Theme Celebration Day

The Ready for Kindergarten Celebration will be a dual celebration. In addition to sharing what they have learned about the theme Earth, Moon, and Sky, children will show the skills they have learned this year and how they are ready for kindergarten. Children will invite their families and friends to the celebration. They will choose some of their favorite treasures from the theme and hide them for their families to find in a treasure hunt. They will also share group writing about how they are ready for kindergarten.



### Getting Ready

**Managing My Emotions** As you discuss preparations for the Theme Celebration Day and the last day of school, children may be experiencing a range of emotions. Observe children to ensure they are able to increase or decrease the intensity of emotions as needed. Provide guidance in the form of consistent signals and prompts to become quiet and listen to instructions. Have children who can self-regulate emotions demonstrate how they manage their emotions.

**Group Writing** Tell children they will be writing an invitation as a group to their families. *What information do we need to include in our invitation? What are some other ideas of things we should include in our invitation?* Record children's ideas and incorporate into a group draft of the invitation. Communicate with families and caregivers to let them know the details about the celebration. Additionally, start collecting examples of work that demonstrate children's academic growth this year to make up the "Gallery of Learning" for the Ready for Kindergarten Celebration.



# Welcome to Today

15 minutes

## Meet and Greet

- As each child enters the classroom, greet them excitedly. Challenge them to show even more excitement in their response back to you.
- Check the Mood Meter to see how children are feeling this morning. Observe children who are mad or sad. If they are unable to decrease the intensity of their emotions throughout the day, provide guidance.



## Sing, Rhyme, and Shout

**Earth, Moon, and Sky** Review the lyrics to the song. Invite children to sing along.

- Where are the astronauts blasting off to? What do you think it would be like to go to space?



## Morning Meeting

- 1 Attendance** Place magnetic letters in a bag. Pull one letter out of the bag at a time and have children name the letter. If your name starts with this letter, put your name card on the attendance chart. Repeat.
- 2 Helper Chart** Review helper job assignments for the week.
- 3 Question of the Day** *Would you like to go into space?* Display a T-chart with columns yes/no. Have children place sticky notes or name tags on the chart to answer, or ask them to write their name. Have volunteers tell their choice.
- 4 Today's Events** This is the last week of school. We only have four more days of school left! Also, in four days we will be having our Theme Celebration Day with all of our families. We are going to show our families what we've learned about Earth, Moon, and Sky and how we are ready for kindergarten. Have children talk about how they are feeling about the end of the school year and the Theme Celebration Day.

## Learning Outcomes

### The child

- is able to increase or decrease intensity of emotion more consistently, although adult guidance is sometimes necessary.
- names at least 20 upper-case letters in the language of instruction.

## What You Need

- Sing, Rhyme, and Shout: "Astronauts"
- attendance chart, helper chart
- Magnetic Letters

## Theme Vocabulary

space

## DIFFERENTIATED SUPPORT

### Extra Support

**Today's Events** Prepare a countdown calendar for children to mark how many days are left until the end of school. Allow children to rip one day off the calendar during the Morning Meeting. TACTILE

## Story Time

15 minutes

### Learning Outcomes

#### The child

- names at least 20 upper-case letters in the language of instruction.
- names at least 20 lower-case letters in the language of instruction.
- discusses ideas for drafts composed in whole/small group writing activities.
- contributes ideas for drafts composed in whole/small group writing activities.

### What You Need

- Trade Book: *Mission to Space*
- Vocabulary Cards: *space, ignite, shuttle, laboratory, mission, gravity*
- Alphabet Cards: A–Z
- chart paper and marker
- Javi

### DIFFERENTIATED SUPPORT

#### ELL

**Connect** If English language learners do not have the language proficiency to describe the training astronauts go through, have them turn to the picture of the training in the book. Read the text that accompanies the image aloud and have them repeat after you. VISUAL, AUDITORY

### Earth, Moon, and Sky

**?** **What do astronauts do?** Discuss the weekly focus *What do astronauts do?* Review the theme vocabulary word *space*. Guide children to use the theme vocabulary word to answer the question.



### Mission to Space

When children are seated and listening attentively, explain that today you will read together a book called *Mission to Space*.

- 1 Introduce** Show children the image on the front cover, and ask them what they think this book will be about. Once children have offered predictions, say: *This book was written by a real astronaut, a person who is trained to travel into space. It is about his experiences in space. The pictures in this book are real. They show what actually happened.*
- 2 Read Together** Before reading, give children time to examine the photographs as you turn the pages. Call attention to the photographs on pp. 13, 14, and 17. *What do you think is happening in these pictures? The astronaut who wrote this book is Native American. He is part of the Chickasaw Nation. Use Vocabulary Cards to explain Story Vocabulary and to answer questions children have as you read. Return to pp. 13, 14, and 17. How do these pictures show that Chickasaw traditions are important to the author?*
- 3 Connect** It takes many years to learn how to travel in space. When astronauts train, they practice what to do to travel safely in a spacecraft. Work with children to list examples of training from the book. *What do you want to be when you get older? Is there any special training that you will have to do?* Allow each child time to respond.



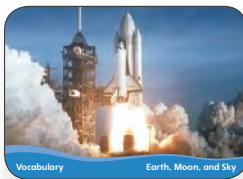


# Literacy Circle

15 minutes

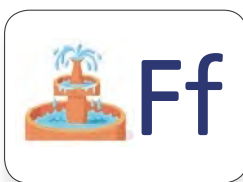
## Concept Vocabulary

**Develop** Remind children of the weekly question *What do astronauts do?* Display Vocabulary Card *ignite*. For an astronaut to fly into *space*, the rocket on the spacecraft must *ignite*. That means it must start on fire. Display the other Vocabulary Cards (*shuttle*, *laboratory*, *mission*, *gravity*) and briefly explain how each relates to the question *What do astronauts do?*



## Alphabet Knowledge

**Review Letters** Children will name at least 20 letters in the language of instruction. Shuffle or mix up the Alphabet Cards and turn them face down. Have a child choose a card and name the letters on it, using the terms *uppercase* and *lowercase*. If the rest of the class agrees that the child has named the letters correctly, have them give a thumbs-up. Let the child with the card choose the next child to take a turn.



## Writing as a Process

**Brainstorming** Display *Mission to Space* and explain how this book is a true story in which the author describes the things he learned and experienced on his journey to become an astronaut.

- Let's write a book about all the things astronauts do.
- Ask children to recall some of the things they learned about astronauts. Record ideas on chart paper to refer back to throughout the week. You may wish to pass Javi around to ensure that every child has an opportunity to contribute.



## Transition

Have children stand. Have them move around in a circle as they mimic the chant.

Fly, Fly	(walk as if flying)
Stomp, Stomp, Stomp	(stomp)
Skip, Skip	(skip)
Stop, Stop, Stop	(sit down)

## Theme Vocabulary

space

## Concept Vocabulary

ignite	shuttle
laboratory	mission
gravity	

## ✓ CHECK FOR UNDERSTANDING

**IF** . . . children have difficulty participating in brainstorming,

**THEN** . . . prompt them with questions, such as: *What do astronauts do on spacewalks? How do astronauts get into space? How do they get ready to go to space?*

LET'S GET READY FOR

## Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or for **English Language Development** lessons (p. ELD•215).

### Small Group

- **Math: Taking Away** Provide children with 5 cubes or other item. *I have 5 cubes. If I give away 3, how many cubes will I have left?* Model how to solve the problem. *I have 5 cubes. I take 3 away, I have how many left? Let me count them. I have 1, 2 cubes left. So, 5 take away 3 is 2.* Show 3 cubes and ask children how many will be left if you give 1 away.

#### ▶ **ELL Access**

##### **Internalizing Vocabulary**

**Emerging** Have children model solving how many cubes you have left. When they have used the model to solve the problem, have them tell how many cubes you have left. Model answering in a complete sentence. *I have 2 cubes left.*

**Developing** After children have modeled and solved the problem, have them complete the sentence frame. *I have \_\_\_\_\_ cubes left.*

**Expanding** Have children use models to solve the problem of how many cubes you have left. Have them answer the question in a complete sentence.

**Bridging** Have children explain how they can use number cubes to model and solve the problem.

- **Literacy: Alphabet Knowledge** Place magnetic letters in a bag. Have children take turns picking a letter and naming it. Make sure that they use the words *uppercase* and *lowercase*.

#### ▶ **ELL Access**

##### **Alphabet Knowledge**

**Emerging** Display the child's name card. Ask the child to point to the lowercase letters. Say each letter name and have the child repeat the letter name while pointing to each letter.

**Developing** Give each child a magnetic letter. Have them find a printed word in the classroom environment that starts with the same letter.

**Expanding** Have children look for lowercase letters in the environment that match the lowercase letters in their names.

**Bridging** Show children a picture or vocabulary card. Have them look for lowercase letters in the environment that match each of the letters in the word shown.

# Math Circle

15 minutes

## Data

Tell children that today they will learn more about collecting data.

**1 Engage** Ask children what they remember about data.  
What is data? Why do we collect data? How can we collect data?

**2 Develop** Yesterday we collected data about things we like. We can also collect data about things we see. Display a collection of shapes: three circles, two squares, and five triangles. Do not set the same type of shapes next to each other.

Make a data collection tally chart on chart paper. Let's count how many circles there are. 1, 2, 3. There are three circles. How can I show this? Draw three lines next to the circle in the data chart. Repeat for the squares and triangles.

Once we collect the data, we can answer questions about it. Look at what we know about the shapes we saw. Are there more circles or squares? How do the lines help you know this?

**3 Practice** Display another set of shapes. Draw another data collection chart on chart paper and help children collect data about the shapes. Once all information has been collected and recorded in the chart, ask children questions about the data.

## Learning Outcomes

### The child

- uses concrete models or makes a verbal word problem for subtracting 0–5 objects from a set.
- collects data.

## What You Need

- collection of shapes
- chart paper

## Academic Vocabulary

data



### CHECK FOR UNDERSTANDING

**IF** . . . children have difficulty determining how many of each shape,

**THEN** . . . ask children to sort the shapes into the different groups.



## Snack Time

15 minutes

**Taking Away** Use snack time to model solving subtraction word problems with 0–5 objects.

I see Maggie has 4 carrots. If she eats 1 carrot, how many will Maggie have left?

Have children think of their own word problems to tell and have their classmates solve.

## Science Circle

15 minutes

### Learning Outcomes

#### The child

- identifies objects in the sky.
- observes objects in the sky.
- discusses objects in the sky.
- observes what happens during changes in the sky.
- describes what happens during changes in the sky.
- demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).
- navigates through digital programs.

### What You Need

- digital tools
- plastic bucket, beanbags
- Picture Cards: *bird, worm, turn*
- Trade Book: *Mission to Space*

### Theme Vocabulary

moon                      space

### Concept Vocabulary

gravity

### Academic Vocabulary

sky

### Outdoor Play

20 minutes

**Spacewalk** Have children pretend to be astronauts going on a spacewalk. Have them walk around the playground pretending to float. Some suggested movements are bouncing steps and waving arms as if they are weightless. Children should demonstrate coordination and balance as they move slowly to mimic moving in zero gravity.

### Earth, Moon, and Sky

Have children stand. Have them repeat the following chant. Have children make up their own fingerplay to do with the chant and have them demonstrate it.

I see the *moon* each night.  
I like to watch it change.  
Sometimes the *moon* is full and round.  
Sometimes it's cut in half.  
Today it is thin and curved.  
Soon it will be gone.

### Our Planet

- 1 Engage** How does the sky change during the day? What can we see in the sky in the morning? What can we see in the sky at night?
- 2 Develop** Cue up a time-lapse video of the night sky from a trusted source or digital program. Choose a video that shows some daylight time before the sky darkens and some early morning sky. We can use digital tools to see changes in the sky. What time of day does this video show? How do you know? How does the sky change from day to night? How does the sky change from night to day?  
  
Give children an opportunity to navigate through the video, allowing them to pause or rewind as needed in order to observe objects and changes in the sky.
- 3 Practice** Have children continue to describe changes in the sky. This time play a time-lapse video of the *moon* changing phases. What did the *moon* look like at the beginning of the video? How did it change? Make sure children realize that the phases of the *moon* are consistent and happen in a specific order.

Remind children that day changing to night happens every day but it takes almost a month for the *moon* to go through all its phases.



# Learn and Play

90 minutes

## Let's Move

**Landing Pad** Organize the class into pairs. Give each pair a plastic bucket and a set of beanbags. Tell children that the beanbags are rockets. Each rocket needs to land on the landing pad, which is the bucket.

One child will hold the bucket. The other child will gently toss the beanbags into the bucket. After all beanbags have been tossed, children switch roles.

**3, 2, 1, Blast Off** Have children line up against one wall. Assign one child the role of Mission Control, and have that child stand at the opposite wall.

- Mission Control will turn so his or her back is to the rest of the class. He or she will count down “3, 2, 1, Blast Off!” The other children will run as fast as they can toward the other wall.
- When Mission Control turns around, the other children need to freeze. If Mission Control spies anyone running, that person is sent back to the beginning. The first child to touch the opposite wall wins.

## Let's Talk

**My Emotions** Demonstrate how to change facial expressions from a very intense level of emotion to a lesser intensity of emotion. For example, make a very angry face and then a less angry face.

- Call out emotions and have children show facial expressions that match an intense degree of that emotion. When you say *less*, have children show a lesser degree of that emotion.



## Let's Read

**Blending Phonemes** Display Picture Cards *bird*, *worm*, and *turn*. Using pictorial support, have children say the letter sounds for the word and blend the phonemes into a word.

**Lowercase Letters** Assess that children can name at least 20 lowercase letters. Display a lowercase letter tile and have children identify the letter. Then, have them find the letter in *Mission to Space*. (The only lowercase letters that do not appear in the book are *j*, *q*, and *z*.)



## Center Time

30 minutes

Refer to *Centerize* for ideas on refreshing Theme Centers and what children can do in Choice Centers.

## Rest Time

35 to 40 minutes

**Relaxation Techniques** Tell children to set out their rest mats as you prepare the room by turning out the lights and playing soft instrumental music. Tell children to relax their muscles. In a soothing tone of voice, call out muscle groups for children to relax. *Start by taking a deep breath, all the way to your toes. Relax your toes and your feet.*

## Transitions

Have children stand and move their bodies to the tune of “If You’re Happy and You Know It.”

*We’re having a treasure hunt so let’s get ready*

*Let’s get ready (repeat)*

*We’ll pick out our treasures and hide them all away*

*We’re having a treasure hunt so let’s get ready*

## DIFFERENTIATED SUPPORT

### 3-Year Olds

**My Emotions** Younger children may have more difficulty self-regulating emotions. All emotions may be expressed in the extreme. Model decreasing the intensity of emotions for these children and let them copy your facial expressions. Provide younger children with a mirror so they can observe their reactions. VISUAL

## Prepare and Reflect

10 minutes

### 5x5

**Moon Walk** Although not always visible, make sure children understand that the *moon* is in the night sky. Explain that astronauts have walked on the *moon*. **Let's pretend we are walking on the moon!** Lead children on a “moon walk” around the room. Exaggerate your movements and wave your arms, explaining that you are floating.



### Learning Outcomes

#### The child

- is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.
- demonstrates an understanding that others have perspectives that are different from her own.

### What You Need

- 5x5 Card: Space Exploration
- Javi

### Theme Vocabulary

moon                      space

### ✓ CHECK FOR UNDERSTANDING

**IF . . .** children are still nervous about the Theme Celebration Day,

**THEN . . .** help them practice by role-playing what they will say and do when their guests arrive. Remind them of ways they interacted with guests on previous Theme Celebration Days.

### ■ Teacher Note

Have children practice and prepare for Theme Celebration Day. You can pick and choose from the activities listed on this page or include some of children's other favorite activities. Scope out safe areas and boundaries at your school and in your classroom to conduct the treasure hunts.



### Theme Celebration Day

Remind children that the Ready for Kindergarten Celebration will involve a treasure hunt at school with their families and classroom visitors. Children will lead their guests on a hunt for all treasures that represent the different things they learned during this theme. In addition to what they have learned in this theme, children will demonstrate the skills they have developed throughout the year and how they are ready to move on to kindergarten.



### Getting Ready

**Managing My Emotions** **Is anyone nervous about Theme Celebration Day?** Give children a chance to respond about the various emotions they may be feeling about the Ready for Kindergarten Celebration but focus primarily on feelings of nervousness or worrying. **How can we feel less nervous?** Have children brainstorm and share ways they can decrease the intensity of the emotion when they feel nervous.

**Social Awareness** Hold Javi. **What do you think we should include in our treasure hunt? I think our guests will really like to see the book we wrote about how the moon changes.** Pass Javi around the circle and have children share which piece of their work from this theme they would like to see included. **Why is that special to you?** After all children have had a chance to respond, ask them: **What do you think your family and friends will think of our treasures? Do you think they would like to see something else?** Pass Javi around again and have children suggest another item that they think their guests would like to see.



# Welcome to Today

15 minutes

## Meet and Greet

- As each child enters the classroom, let them choose between a handshake, a high five, or a fist bump for a greeting.
- Before children move their pictures on the Mood Meter, ask them to think about their current mood. *If you're feeling happy or calm, is there anything you can do to feel happier or calmer? If you're feeling sad or mad, what can you do to feel less sad or mad?*



## Sing, Rhyme, and Shout

**Earth, Moon, and Sky** Observe children to determine if they are able to increase or decrease the intensity of emotions more consistently as they participate in singing the song loudly and with excitement and then quietly and calmly. Continue to sing the song by alternating the style by singing quickly and silly and then slowly and sadly.



## Learning Outcome

### The child

- is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.

## What You Need

- Sing, Rhyme, and Shout: “Astronauts”
- attendance chart, helper chart

## Morning Meeting

- 1 **Attendance** Have children recall what greeting they selected when they arrived. *If you asked for a handshake, move your attendance card.* Repeat for high five and fist bump. Take a class vote to decide the greeting for tomorrow morning.
- 2 **Helper Chart** Review helper assignments for the week. Remind children of their responsibilities at the end of the week for helping the classroom guests.
- 3 **Weather** *What is the weather like today? What do you think the weather will be like tomorrow?*
- 4 **Today's Events** *Three more days until our Theme Celebration Day and the last day of school! We still have a lot to do today to prepare for our treasure hunt.* Invite children to share any personal celebrations that are happening today.

### DIFFERENTIATED SUPPORT

#### Engage and Extend

**Attendance** *Do you think I should greet everyone with a hug or a high five tomorrow? Let's take a vote! Raise your hand if you want a hug. Raise your hand if you want a high five.* Record and share the results with children and use this method of greeting tomorrow. TACTILE

## Story Time

15 minutes

### Learning Outcomes

#### The child

- recognizes at least 20 distinct letter sounds in the language of instruction.
- can identify some conventional features of print that communicate meaning including case.
- discusses ideas for drafts composed in whole/small group writing activities.
- contributes ideas for drafts composed in whole/small group writing activities.

### What You Need

- Trade Book: *Mission to Space*
- Talk More About It Card: *Mission to Space*
- Vocabulary Cards: *ignite, mission, shuttle, gravity, laboratory*
- chart paper from Day 2

### Wheel of Motion

Don't forget to use the Wheel of Motion on **SavvasRealize.com** when you need a fun and fast activity.

### DIFFERENTIATED SUPPORT

#### ELL

**Retell** Provide English language learners with sentence frames to help them retell the actions in the book. *The astronaut is \_\_\_\_\_. The shuttle is ready for \_\_\_\_\_. AUDITORY*

### Earth, Moon, and Sky

**?** **What do astronauts do?** Remind children of the weekly focus. *This week we're talking about what astronauts do.* Turn to each child and ask them the weekly question and have them answer in clear, complete sentences that use the vocabulary word *space*.



### Mission to Space

Display the trade book *Mission to Space*.

**1 Remember** Turn through the pages of the book, and ask children to look again at the pictures. *Is this a make-believe story or does it tell us about something real that actually happened?*

**2 Reread** Read the book again.

Turn to p. 6. Help children identify how uppercase letters are a feature in print that can communicate meaning. *Do you see any uppercase letters on this page? Why did the author use the uppercase letters? Point out that Chickasaw is the name of a Native American tribe, and Commander is part of the author's name. Because these words are both names, they start with an uppercase letter, just like your name.*

Then direct children's attention to p. 7. *On this page, only the first word on the page begins with an uppercase letter. It is the letter F. An uppercase letter can also mean that a new sentence is beginning. Every sentence should begin with an uppercase letter.*

Turn to p. 15, and have children identify which words begin with an uppercase letter. Ask a volunteer to explain why the word *Earth* starts with an uppercase letter.

**3 Retell** After you reread, display the Talk More About It Card: *Mission to Space*. Have children use the card to retell events in the book.



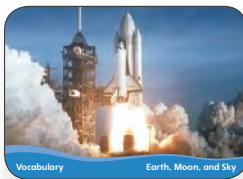


# Literacy Circle

15 minutes

## Concept Vocabulary

**Practice** Display Vocabulary Cards *ignite*, *laboratory*, *gravity*, *shuttle*, and *mission*. Have children identify each one. We use some of these words to talk about how an astronaut gets into space. We use the others to talk about how an astronaut gets ready. Let's sort them into two piles together. I'll hold up a card, and you tell me which pile to put it in.



## Alphabet Knowledge

**Review Letter Names and Sounds** Play a guessing game with children. I'm going to give you clues and you're going to guess what I am looking at. Use clues such as the following:

- I am looking at something that starts with the sound /b/. What letter spells that sound? The word rhymes with *tall*. What am I looking at?
- I am looking at something that begins with the sound /t/. What letter spells that sound? This word is where we sit and have snack each day. What am I looking at?
- Repeat so children get a chance to practice various letter names and sounds.

## Writing as a Process

**Drafting** Display the chart paper on which you recorded ideas from the brainstorming activity with children yesterday.

- Yesterday we came up with a lot of good ideas to include in our writing about astronauts. Read the ideas to children. Now we are going to take our ideas and write sentences about them.
- Have children dictate sentences for the draft. Write all sentences as children dictate them on chart paper. Ask children which letters should be uppercase and which punctuation they want to use to end their sentences.

## Transitions

Have children stand and move around the room. Have them participate along with the chant.

Let's countdown like astronauts!

Five, at the circle  
we arrive. (walk to circle)

Four, sit down  
on the floor. (sit on floor)

Three, all eyes on me. (look at teacher)

Two, you know what to do.

One, our circle time has begun!

## Theme Vocabulary

space

## Concept Vocabulary

ignite shuttle

laboratory mission

gravity

## Academic Vocabulary

meaning print

retell punctuation

## ✓ CHECK FOR UNDERSTANDING

**IF** . . . children have difficulty sorting concept vocabulary words into the two groups,

**THEN** . . . hold up each word and remind them of the definition and ask which group the word belongs in based on the definition. *When the engine ignites, the rocket launches. Does this sound like something that helps an astronaut get into space?*

LET'S GET READY FOR

## Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or for **English Language Development** lessons (p. ELD•215).

### Small Group

- **Math: Taking Away** Have available groups of 3–5 items (e.g., counters, cubes, buttons, stickers, toys) and five frames. Have each child think of a word problem involving numbers 0–5. Demonstrate a word problem initially, if needed, such as: *There are four sheep. Three sheep leave. How many sheep are left?* Each child will say their word problem and have the rest of the children solve it.

▶ **ELL Access**

#### Internalize Vocabulary

**Emerging** Provide children with sentence frames that they can use to make their word problems.  
*I have \_\_\_\_\_ stickers. I give away \_\_\_\_\_. How many stickers do I have left?*

**Developing** Give children an initial scenario. *Luis has five cars.* Have them use this scenario to make a word problem.

**Expanding** Have children work with a partner. One child will tell a word problem involving subtraction within five. The other child will tell how to solve the problem.

**Bridging** Have children tell a word problem that involves someone taking away 5 from 5.

- **Literacy: Writing as a Process** Display *Mission to Space* and ask children to retell how astronauts get ready for *space*. Make the connection that all year they have been getting ready for kindergarten. *If we wrote a book about getting ready for kindergarten, what would we write?* Have each child brainstorm ideas and then ask them to tell sentences about how they are ready for kindergarten. Provide help as needed. Record each child's sentences on chart paper. Tell children that their individual writing will be shared with their families during Theme Celebration Day.

▶ **ELL Access**

#### Writing as a Process

**Emerging** *What is something you learned how to do this year?* Allow children to act out their answers or answer in one or two words. Model how to use their answers in a complete sentence and have children repeat after you.

**Developing** Give children a sentence frame to complete. *I learned how to \_\_\_\_\_.*

**Expanding** Have children tell one thing they learned this year in a complete sentence.

**Bridging** Have children include details in their sentences about what they learned this year.

# Math Circle

15 minutes

## Data

Refer to the data collected earlier in the week for this activity.

- 1 Engage** Display the data collected on Day 1 on children's favorite colors.

Who remembers collecting this data? What was the question we asked? Take into account children who may not have been present when the data was originally collected by having them vote now. We can make a graph to show our data. A graph is a type of picture that shows data.

- 2 Develop** Give each child their name cards. On the felt board, place color cards showing the two color options, yellow and green, along the bottom.

These are the colors we thought about. I am going to show the data in a different way. When I call your name, put your name card above the color you selected as your favorite.

Guide children as they place their name tags above the color cards. Use your note from Day 1 about how children voted if they cannot remember correctly. If there is already a name tag above the color card, show how they should place their name cards directly above it.

The results of the graph should match the data you collected earlier in the week.

Show children how to interpret the data using the graph. We have used our name tags to make two towers or bars. This bar shows everyone who chose yellow and this bar shows everyone who chose green. When I look at this graph, I see that more children like yellow than green because the bar for yellow is taller than the bar for green.

- 3 Practice** Display pp. 8 and 9 of *Mission to Space*. Place the book along the bottom of the felt board or on the floor. Which training activity would you like to do? Children should place their name cards above the page with the picture of the activity. Use the graph to ask children questions about the data.



## Learning Outcome

### The child

- organizes data in a graphic representation.

## What You Need

- felt board
- color cards
- name cards
- Trade Book: *Mission to Space*

## Academic Vocabulary

data

graph



## CHECK FOR UNDERSTANDING

**IF** . . . children have difficulty placing their name cards in the appropriate spaces,

**THEN** . . . use tape to create a grid for children to use to guide their placement.



## Snack Time

15 minutes

**Data** Collect more data. Ask children one at a time if they would like milk to drink or water. Display their answers. Once everyone has answered, have children count with you to find the total of children who would like milk, and then count the total of children who would like water. Keep the list in case you want to use the data later. You can repeat the data collection with other choices, such as apples or oranges, as time permits.

# Social Studies Circle

15 minutes

## Learning Outcomes

### The child

- segments a syllable from a word.
- connects [his] life to events.

## What You Need

- Trade Book: *Mission to Space*
- rocks, craft supplies
- pool noodles, large plastic hoops
- sidewalk chalk, beanbag
- Alphabet Cards: A–Z

## Theme Vocabulary

space

## Outdoor Play

20 minutes

**Space Rocks** Set up an outdoor craft area with paints and brushes. Tell children to pretend they are astronauts and they are searching for space rocks. Once children have found rocks and they have been washed off, tell them that they are going to decorate these as space rocks. Encourage children to imagine they found the rocks out in space. *What would it look like? What colors do you think rocks in space or on other planets might be?*

## Astronauts Go Marching

Ask children to recall how astronauts prepare to go into space. Have them act out this fingerplay to the tune of “The Ants Go Marching.”

The astronauts go marching one by one  
Hoorah, Hoorah (repeat) (march)

The astronauts go marching one by one  
Now their training’s all done (make an all done sign)  
And they all get ready to go (motion blasting off into space)  
into space

Continue with other verses: For two by two, the astronauts put on their shoes. For three by three, they put on their visors to help them see. For four by four, the astronauts close the shuttle door. For five by five, the astronauts blast off and in space they arrive.

## My Life

**1 Engage** Display the trade book *Mission to Space*. What are some ways an astronaut has to prepare to go to space? Using chart paper, make a list of all the things an astronaut must do to prepare.

**2 Develop** Just like an astronaut has to get ready to go to space, we have to get ready for the different things we do. How do you get ready to come to school? Help children make a list on chart paper.

**3 Practice** After children have listed the ways they get ready to come to school, ask them to think of other events they need to prepare for, such as: What are we doing to get ready for Theme Celebration Day?





# Learn and Play

90 minutes

## Let's Move

**Rocket Blast Off** Decorate pieces of pool noodles as rockets and distribute them and a large plastic hoop to children. Assign children to play in pairs for this activity.

- One child will hold the large plastic hoop to the side of his/her body, at level with his/her chest. The other child will toss the “rocket,” trying to get it through the hoop. Children will switch roles.
- Once children have mastered the eye-hand coordination necessary for launching the rocket through the large plastic hoop, use a smaller target, such as an embroidery hoop or a racket with the strings removed.

**How Many?** Draw a target composed of five concentric circles with sidewalk chalk. Number the circles 1 to 5, 1 being the center circle and 5 being the outer circle. Have children line up and give the first child in line a beanbag.

- **How many toe touches will you do?** The child will toss the beanbag and do the number of toe touches their beanbag lands on.
- Repeat with other exercises, such as jumping jacks, side twists, or hopping.

## Let's Talk

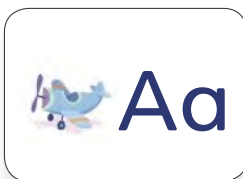
**Managing My Emotions** Ask children to talk about times they remember feeling mad. **What made you mad? How were you able to make yourself feel less mad?** Listen to all responses. **So when we feel mad, what can we do to make ourselves feel less mad?** Have children act out ways they can decrease the intensity of the emotion *mad*.



## Let's Read

**Segmenting Syllables** Remind children that they can break words down into syllables. Review breaking words into syllables by reading the title *Mission to Space* aloud. Have children repeat the title and clap to show how many syllables are in each word.

**Letter Sounds** Give each child two Alphabet Cards. Have children identify each letter and tell what sound it spells.



### Center Time

30 minutes

Refer to *Centerize* for ideas on refreshing Theme Centers and what children can do in Choice Centers.

### Rest Time

35 to 40 minutes

**Night Sky** Turn off the lights and have children set up their rest areas. Have children lie on the mats and imagine they are looking at the night sky. In a soothing voice, describe the various objects they may see. **See the stars twinkling. The moon is full and bright today. The sky is clear with no clouds.**

### Transition

Have children sing the lyrics to the tune of “Are You Sleeping?” Then, have them repeat, this time showing more enthusiasm.

I am ready, I am ready  
To celebrate, to celebrate  
We're going to search for treasure  
It will be a great adventure  
I can't wait. I can't wait.

### DIFFERENTIATED SUPPORT

#### ELL

**Segmenting Syllables** For children with limited English vocabulary, have them clap out the syllables for words in their home language. TACTILE, AUDITORY

# Prepare and Reflect

10 minutes

## 5x5

**Sing a Song** Call children’s attention to the stars in the image. Have children sing a round of “Twinkle, Twinkle, Little Star.” Have children act out phrases when possible.



### Learning Outcome

#### The child

- is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.

### What You Need

- 5x5 Card: Space Exploration

### Academic Vocabulary

treasure

### CHECK FOR UNDERSTANDING

**IF . . .** children need help finding hiding spaces,

**THEN . . .** tell them that their treasure does not need to be completely hidden, it just needs to be in a different location.

### Teacher Note

Have children prepare for Theme Celebration Day. You can pick or choose from the activities listed on this page or include some of children’s other favorite activities.

## SEL Theme Celebration Day

**My Emotions** Who’s excited about our Ready for Kindergarten Celebration? Tell children to show how excited they are. **Who’s really excited to celebrate?** Children should be able to increase the intensity of their excitement. Now have children demonstrate how they can decrease the intensity of their emotions. **Hmm, maybe that’s too excited. How can we be a little less excited and more calm?** Children should be able to decrease the intensity of their excitement and be able to transition themselves to a calmer state, ready to listen.

## SEL Getting Ready

**Writing Clues** Remind children how they found their space rocks outside during Outdoor Play.

- Now we’re going to think of places to hide our treasures inside. **Think about what you are going to hide. Do you need a big hiding space or a little space?** Have children determine where their hiding spaces are going to be.
- Let’s make up some clues so our families and guests will be able to find our treasures. Model making a clue: I’m going to hide the book we wrote about how the *moon* changes on the bookshelf. I am going to put it under the book *Mission to Space*. So a good clue would be: My treasure is a book. It is under a book about an astronaut. Help children prepare these clues.



# Welcome to Today

15 minutes

## Meet and Greet

- As children enter the classroom, remind them of the vote taken yesterday during Morning Meeting. Greet them with the manner of greeting that won the vote.
- Remind children to update the Mood Meter.



## Sing, Rhyme, and Shout

**Earth, Moon, and Sky** Sing the song “Astronauts” and have children join in.

- **What are some things we’ve learned astronauts do?** Children should recognize that astronauts go on *missions* to *space*.
- Use children’s responses to add another verse to the song.



## Learning Outcome

### The child

- shows reasonable opinion of his own abilities.

## What You Need

- Sing, Rhyme, and Shout: “Astronauts”
- attendance chart, helper chart
- Alphabet Cards: A–Z

## Theme Vocabulary

space

## Concept Vocabulary

mission

## Morning Meeting

- 1 Attendance** Hold up an Alphabet Card. Have children name the letter and the sound it spells. **If this letter is in your name, put your name card on the attendance chart.**
- 2 Helper Chart** Review helper jobs with children. Ask children questions to determine if they have a reasonable opinion of their own abilities carrying out their responsibilities. **Are there any parts of the job that you could use help with? Which parts of the job are you able to do well?** Remind children it is okay to ask for help from adults if needed. It is also okay to decline help politely when not needed by saying, “No, thank you, I can do it myself.” Model these situations with a volunteer.
- 3 Question of the Day** **Would you like to be an astronaut?** Display a T-chart with columns yes/no. Have children place sticky notes or name tags on the chart to answer. Have volunteers tell their choice.
- 4 Today’s Events** **Tomorrow is our Ready for Kindergarten Celebration and the last day of school! That means that today we have a lot to do to get ready!**

## DIFFERENTIATED SUPPORT

### 3-Year Olds

**Helper Chart** Younger children may have difficulty showing a reasonable opinion of their own abilities. Let children carry out all helper jobs without offering assistance. If you see a child struggling with a task, ask: **Would you like me to help with that?** or **Can I show you how I would do this task?** KINESTHETIC

## Story Time

15 minutes

### Learning Outcomes

#### The child

- combines more than one idea using complex sentences.
- engages in pre-reading activities.
- produces at least 20 distinct letter sound correspondences in the language of instruction.
- provides suggestions to revise (add [to]) class-made drafts.
- provides suggestions to revise (take out [of]) class-made drafts.
- provides suggestions to revise (change order [in]) class-made drafts.

### What You Need

- Read More About It Book: “Let’s Go to the Moon!”
- Vocabulary Cards: *ignite*, *shuttle*, *laboratory*, *mission*, *gravity*
- Picture Cards
- chart paper from Day 3

### DIFFERENTIATED SUPPORT

#### Engage and Extend

**Read Together** Point to the picture on p. 11 in “Let’s Go to the Moon!” in which Frog is jumping in the air. **How do we know that Frog is jumping? What did the illustrator do?** (The illustrator used a curly-cue line.) Have children look at all of the images and find other examples that the illustrator used to show different things. (Examples: p. 10, top image: curly-cues and the long winding yellow line to show the blast off; p. 10, bottom image: dust is spilling out of Frog’s hand with curly lines) Have children act out how they would move if they were on the *moon*. KINESTHETIC

### Earth, Moon, and Sky

**?** **What do astronauts do?** Remind children of the weekly focus question *What do astronauts do?* Help children recall what astronauts do when they are in *space*. Allow them to revisit the pictures in *Mission to Space* before answering.



### “Let’s Go to the Moon!”

Display the Read More About it Book selection “Let’s Go to the Moon!”

**1 Introduce** Display the book and have children look at the images on pp. 10–11. Ask children to point out details they notice in the images, for example, that the characters are animals—a mouse, a chipmunk, and a frog. **Do you think this book is make-believe, or does it show us real-life events? How do you know?**

**2 Read Together** Read the story aloud.

Stop to talk about what the animal friends find on the *moon*. **What does Frog say about the ground on the moon?** (it is dusty) **What did Mouse think the moon was made of?** (cheese) Demonstrate how to combine these ideas into a complex sentence. **When they got to the moon, Frog learned that the ground on the moon was dusty and Mouse learned the moon was not made of cheese.** Ask children what else they learned about the *moon* from this story. After children have responded, have them work together to combine their ideas into a complex sentence.

**3 Connect** Reread the story. Ask children whether they have ever been to a new and exciting place that was not what they expected. Allow children time to describe their experiences. Then ask: **Do you think you’d like to travel to the moon one day? Why?**



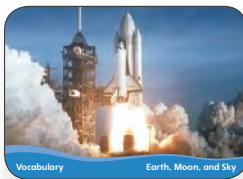


# Literacy Circle

15 minutes

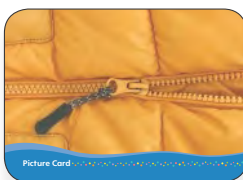
## Concept Vocabulary

**Review** Remind children of the weekly question: *What do astronauts do?* Display Vocabulary Cards *ignite* and *shuttle*. It's time for blast off! This is another word for when the fire starts. Have children identify the word *ignite*. Hold up two cards and give children clues for one of the words (*ignite, laboratory, gravity, shuttle, mission*). Repeat until each word has been used at least once.



## Alphabet Knowledge

**Review Letter Names and Sounds** Children will produce at least 20 distinct letter sound correspondences in language of instruction. They will associate the letter names with the sounds they spell. Use Picture Cards to help children review letter names and sounds.



- Show children a Picture Card. *What does this show? What sound does this word start with? What letter spells that sound?*

## Writing as a Process

**Revising** Display the chart paper on which you have recorded the group writing about what astronauts do. Read the sentences aloud. Ask children what changes they would like to make to the sentences. If children do not have any changes to suggest, prompt with the following questions:

- *Do you want to add anything? Is there anything that does not belong and should be taken out? Should we move any sentences? Can you think of a different way to say anything? Are there any ideas that we can combine into one sentence?* As children suggest changes, record them on the chart paper.

## Transitions

Have children stand and stretch. Have them repeat this fingerplay after you.

Sit on the floor. (sit on floor)  
 Eyes on me. (hands around eyes)  
 Ready to listen? (hands on ears)  
 Time to be quiet. (put finger to lips)  
 Hands on your lap. (hands on lap)  
 Let's begin.

## Theme Vocabulary

space moon

## Concept Vocabulary

ignite shuttle  
 laboratory mission  
 gravity



## CHECK FOR UNDERSTANDING

**IF** . . . children confuse the letter name with the letter sound,

**THEN** . . . show Picture Cards for words that start with that sound. Point to the letter and say the starting sound several times before saying the entire word. Have children repeat the starting sound after you.



LET'S GET READY FOR

## Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or for **English Language Development** lessons (p. ELD•216).

### Small Group

- **Math: Taking Away** Jen has 4 peaches. Hold up 4 fingers. She takes away 1. How many does she have left? Put 1 finger down. 1, 2, 3. Jen has 3 peaches left. She takes away 1 more peach. How many peaches does she have left now? Put 1 finger down. 1, 2. Jen has 2 peaches left. Give children other verbal word problems in which 1 is taken away and then another 1 is taken away and have them use their fingers to solve them.

#### ► ELL Access

##### Internalize Vocabulary

**Emerging** Tell children a verbal word problem and have them use their fingers to model the solution. You have 5 apples. I take 1 apple away. How many do you have now? You have 4 apples now. Have children repeat *four* after you. You have 4 apples. I take 1 apple away. How many do you have now? You have 3 apples. Have children repeat *three*.

**Developing** Give children this word problem and have them answer in a complete sentence. You have 2 oranges. I take away 1. How many oranges are left? Wait for a response. You have 2 oranges. I take away 1. How many oranges are left?

**Expanding** Have children tell and solve a subtraction word problem within 5 that has two parts.

**Bridging** Tell children a verbal subtraction word problem within 5 in which 1 is taken away and then another 1 is taken away. Have children solve the problem and explain how they solved it.

- **Literacy: Writing as a Process** Display the individual sentences children wrote yesterday about how they are ready for kindergarten. Read the sentences aloud and ask children if they want to make any changes to the sentences. Do you want to remove a sentence? Is there a sentence or information you would like to add? Are there any ideas you would like to combine into one sentence? Record all revisions. Make the changes and rewrite the sentences on clean chart paper. Children's individual writing will be displayed and presented at the Theme Celebration Day.

#### ► ELL Access

##### Writing as a Process

**Emerging** Read each sentence, pausing between each one. Do you like this sentence? Have children give a thumbs-up if there are no changes to the sentence and a thumbs-down if they do want to change the sentence.

**Developing** Read each sentence, pausing between each one. Do you want to change this sentence? If children say yes, ask them if they want to delete the sentence or add more information to it.

**Expanding** Read each sentence. Are there any sentences that we should change? Have children work with a partner to revise the sentence.

**Bridging** Read each sentence. Are there more details we can add to this sentence? Does this sentence make sense?



# Social Studies Circle

15 minutes

## Learning Outcomes

### The child

- shows reasonable opinion of his own abilities.
- connects [his] life to events.
- shows increasing control of tasks that require eye-hand coordination.

## What You Need

- chart paper
- name cards
- balloon
- Picture Cards: *ball, bird*

## Academic Vocabulary

graph

## Outdoor Play

20 minutes

**What Should We Play Today?** Using sidewalk chalk, draw a two-column graph. One column should be labeled *hopscotch* and the other should be *tag*.

Have children draw a smiley face in the column of the game they want to play. Tell them to draw their smiley face above any other faces already in the chart.

Once all children have voted, look at the graph and have children play the game with more votes.

## I Can Get Ready

Have children stand and complete the fingerplay and chant before sitting down.

I get ready for school every day!

I wash my face. (mimic washing face)

I brush my teeth. (mimic brushing teeth)

I put on my shoes. (mimic putting on shoes)

I get in the car. (mimic putting on seat belt)

I arrive ready to learn!

## My Life

**1 Engage** Talk with children about events in a life span. Display images of babies, preschoolers, preteens, and adults. **How do we grow and change?** Have children name the different life stages shown in the pictures.

**2 Develop** What did you do when you were a baby? What do you do now? What will you do when you are older? Point to the other pictures. When you grow up you will do lots of new things. You may have a job. Being an astronaut is a job. Think about all of the things we learned about astronauts this week. **Do you think you would like to be an astronaut when you grow up?** You may wish to have *Mission to Space* available to review some of the things astronauts do.

**3 Practice** What job would you like to have when you grow up? What do people with that job do? How will you have to get ready to have that job? If children seem unsure of how they will need to prepare for a job, give suggestions.





# Learn and Play

90 minutes

## Let's Move

**Astronaut Walk** Have one child be Mission Control. Mission Control stands at one end of the room with his or her back turned away from classmates. The rest of the class will be astronauts.

- Mission Control will give instructions on how the astronauts should move, such as *Jump forward 3 times* or *Take 5 small steps forward*.
- The first astronaut to reach Mission Control takes over the role and the game starts over.

**Gravity** Toss a balloon into the air and let it fall to the ground. Explain that *gravity* caused the balloon to fall. Tell children in this game they have to work against *gravity* to keep the balloons in the air. Toss several balloons in the air. Children should show an increased control of eye-hand coordination as they hit the balloons to keep them in the air. For safety, you may wish to divide the group into smaller groups or pairs.

## Let's Talk

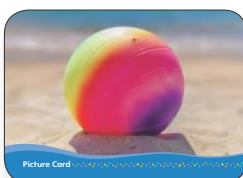
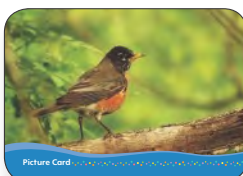
**Self-Concept Skills** Talk one-on-one with children about their growth throughout the year. Share observations you've made about children's abilities and growth. Share specific examples, such as praising a child who was shy at the beginning of the year but has become more comfortable with friends. *What was something you needed help with at the beginning of the year but now you can do without help?*



## Let's Read

**Writing as a Process** Display the group writing about astronauts. Read it for children and ask if there are other revisions they would like to make.

**Alphabet Knowledge** Display Picture Cards *bird* and *ball*. Have children identify the sound at the beginning of each word: /b/. Then have children identify which letter spells that sound. Encourage children to identify another word that starts with the sound /b/. Repeat with other sounds and letters.



## Center Time

30 minutes

Refer to *Centergize* for ideas on refreshing Theme Centers and what children can do in Choice Centers.

## Rest Time

35 to 40 minutes

**Breathing Techniques** Once children have settled on their rest time mats, review deep breathing techniques with them. *Taking deep breaths is a good way for us to calm down and relax.* Have children place one hand on their stomach and one hand on their chest. Tell them to inhale for five seconds and exhale for five seconds. Repeat as needed until children are relaxed enough to rest.

## Transition

Have children stand and recite the chant.

I am ready for kindergarten.

I know my letters.

I know numbers 1 to 10.

I know about shapes and colors.

I play well with friends.

And I follow my teacher's directions.

I am ready to go ahead!

## DIFFERENTIATED SUPPORT

### Extra Support

**Self-Concept Skills** Some children may not be able to remember skills from the beginning of the year. For these children, prompt them with questions. *Could you write your name at the beginning of the year? Can you write your name now?* AUDITORY

## Prepare and Reflect

10 minutes

### Learning Outcome

#### The child

- shows reasonable opinion of his abilities.

### What You Need

- 5x5 Card: Space Exploration
- chart paper

### Theme Vocabulary

space

### Academic Vocabulary

stars	map
location	clue

### Note for Teacher

Have children practice and prepare for Theme Celebration Day. You can pick and choose from the activities listed on the page, or include some of children's other favorite activities.

### ✓ CHECK FOR UNDERSTANDING

**IF** . . . children are unsure of how they are ready for kindergarten,

**THEN** . . . ask them yes/no questions about skills you know they have mastered, such as: *Do you know how to write your name? Can you count to 30?* Once children have answered, say: *Then you are ready for kindergarten!*

## 5x5

**Follow Directions** Call children's attention to the galaxy on the card. *Are these stars close or far?* Make sure children understand that stars are far away and that astronauts use rockets to explore *space*. Explain that people use computers to fly rockets. Have children work in pairs. One will act as the "programmer" directing the "pilot" around the classroom. Have children use location words in their directions.



## Theme Celebration Day

Remind children that for this celebration they will be sharing what they have learned about Earth, Moon, and Sky and how they are ready for kindergarten. Review the itinerary for tomorrow's celebration. *We will greet our guests and sing the "Astronauts" song. Then we will share our writing about how we are ready for kindergarten and show our guests what we have learned. Finally, we will go on our treasure hunt!* Ask for volunteers to help lead each activity.



## Getting Ready

**Self-Concept Skills** Since this Ready for Kindergarten Celebration occurs on the last day of school, children should be ready to show their families how they are ready for kindergarten.

- *What are some of the things you learned to do this year?* Children's responses should show a reasonable opinion of their abilities. *How can we show our family about the things we've learned to do?* Listen to responses and provide suggestions as needed.
- Use children's responses to set up a "Gallery of Learning" made up of stations for each of the content areas that children have studied this year. Prepare for tomorrow's celebration and display examples of work that demonstrate children's academic growth this year.

**Treasure Map** *We wrote clues for the treasure hunt. Now we will make a map for our families to follow.*

- Draw a basic map of the classroom and other areas that are part of the treasure hunt on chart paper.
- *What locations should we include on the map?* As children make suggestions, write their suggestions on the map.



# Welcome to Today

15 minutes

## Meet and Greet

- As each child enters the class, give each child a hug and tell them you have enjoyed having them in class this year.
- Have children place their pictures on the Mood Meter. If children are sad school is ending, tell them that you are sad, too, but that you know they will like being a kindergartener and you were happy to have a great Pre-K year together.



## Sing, Rhyme, and Shout

**Earth, Moon, and Sky** Display the card.

Ask children to name some ways they get ready for school like the astronauts get ready. Have them list things they can do by themselves to reflect children's opinion of their abilities. Use their suggestions in a new verse of the song that children can act out.



## Learning Outcome

### The child

- shows reasonable opinion of his own abilities.

## What You Need

- Sing, Rhyme, and Shout: "Astronauts"
- attendance chart, helper chart

## Morning Meeting

- 1 Attendance** Call out children's names and have them place their name cards on the attendance chart. For each child, say a reason why you enjoyed having them in your classroom this year.
- 2 Helper Chart** Talk about the different helper jobs children have had this year. *What were some things you learned to do as a helper? What were some things you found challenging? What did you do when something was challenging?* Remind children of the additional helper responsibilities they have for the Theme Celebration Day.
- 3 Weather** *What is the weather like today? Will we be able to go outside for our treasure hunt?*
- 4 Today's Events** *Today is the last day of school!* Share some of your favorite memories of the school year and invite children to share theirs.



## DIFFERENTIATED SUPPORT

### Engage and Extend

**Weather** Ask children what the weather in summer is like. *What are some of your favorite things to do in summer that you can't do at other times of the year?* AUDITORY

## Story Time

15 minutes

### Learning Outcomes

#### The child

- demonstrates understanding of terms used in the instructional language of the classroom.
- demonstrates understanding in a variety of ways of knowing the meaning of 3,000 to 4,000 words, many more than he or she uses.
- names at least 20 upper-case letters in the language of instruction.
- names at least 20 lower-case letters in the language of instruction.
- recognizes at least 20 distinct letter sounds in the language of instruction.
- provides suggestions to edit (conventions) class-made drafts.

### What You Need

- Trade Book: *Mission to Space*
- Read More About It Book: “Let’s Go to the Moon!”
- Vocabulary Cards: *ignite, shuttle, laboratory, mission, gravity*
- Magnetic Letters
- chart paper from Day 4

### DIFFERENTIATED SUPPORT

#### Engage and Extend

**Reread** Tell children that there have been animals in *space*. Insects, fish, tadpoles, monkeys, and dogs are just a few of the types of animals that have gone on *space missions*. Ask children how they think the experiences of those animals would be different from the animals in “Let’s Go to the Moon!”

AUDITORY

### Earth, Moon, and Sky

**?** **What do astronauts do?** Remind children of the theme question *What do we see in the world around us?* Review what children have learned about the work of astronauts, and reinforce that *space* is a part of the world around us, as is *earth* (soil or ground), the *sun*, and the *moon*. Guide children to use all of the theme vocabulary (*earth, sun, moon, space*) in their answers.



### Mission to Space and “Let’s Go to the Moon!”

Display *Mission to Space* and “Let’s Go to the Moon!” Tell children that today you will be rereading these texts.

- 1 Remember** Page through *Mission to Space* and “Let’s Go to the Moon!” Review key images and ask children what they recall from these stories.

**What did you learn about traveling in space from both of these texts?**

Have children point to pictures that help explain facts they learned about *space* and *space travel*.

**Why did you like that?**

- 2 Reread** Reread pp. 15 to 22 in *Mission to Space* and “Let’s Go to the Moon!” in its entirety.

**Do you remember which text tells about real events? Which one is made up? How can you tell?** Children should remember that “Let’s Go to the Moon!” is made up because the characters are animals and that *Mission to Space* tells about true events that happened to a real astronaut.

- 3 Compare** Call children’s attention to the images on pp. 17 and 19 in *Mission to Space* and p. 11 of “Let’s Go to the Moon!”

**Let’s compare. How are these pictures alike? How is Frog able to bounce so high, and why are the feather and flute floating?** Help children connect this to the concept vocabulary word *gravity*.

Discuss other similarities in the books, including the special suits worn by astronauts and the way astronauts travel to *space*.



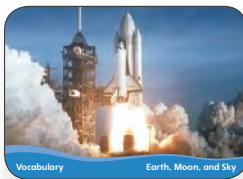


# Literacy Circle

15 minutes

## Concept Vocabulary

**Check for Understanding** To ensure children can demonstrate understanding of the meaning of 3,000 to 4,000 words by the end of prekindergarten, monitor the responses of individuals to the following prompts. *What happens after the rocket ignites? What does an astronaut need to do to get ready for a mission? Is there gravity in space? What does an astronaut do in a laboratory? Why does an astronaut need a shuttle?*



## Alphabet Knowledge

**Review Letters and Sounds** Review uppercase letters, lowercase letters, letter sounds, and letter formation.

- Display uppercase and lowercase magnetic letters. Make a letter sound. Have children point to the uppercase and lowercase letter that spells that sound. Have them say the letter name.
- Have children practice forming or writing uppercase and lowercase letters.

## Writing as a Process

**Editing** Display the draft of the writing the class has been working on. *This is our work. It is not finished. Even though we wrote down our ideas and wrote sentences, we still need to check it. That is called editing. When we edit, we make corrections to what we wrote. We may check for punctuation and uppercase letters. We read to make sure the sentences make sense and are in the right order.* Read through the draft and have children make suggestions of edits necessary for convention to the class-made draft. Call attention to punctuation, subject-verb agreement, and if sentences can be combined.

## Transitions

Have children stand and complete the fingerplay.

Snap 1, 2, 3.	(snap three times)
Come sit with me	(sit down)
Tap 4, 5, 6	(tap lips three times)
Button your lips!	(mime buttoning lips)
Clap 7, 8, 9	(clap three times)
It's learning time!	

## Theme Vocabulary

earth	sun
moon	space

## Concept Vocabulary

ignite	shuttle
laboratory	mission
gravity	

## Academic Vocabulary

sound	punctuation
letter	



## CHECK FOR UNDERSTANDING

**IF** . . . children have difficulty choosing which punctuation to use in a sentence,

**THEN** . . . remind children that end punctuation determines the tone with which the sentence is read. Read each sentence with different intonations, explaining that this is what the sentence would sound like with different punctuations. *Which way sounds best? That's the punctuation we should use.*

LET'S GET READY FOR

## Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or for **English Language Development** lessons (p. ELD•216).

### Small Group

- **Math: Taking Away** Model how to tell a verbal word problem within 5. Show children pictures of five objects or five animals or friends. *I have 5 blocks. I take away 2.* Cross out two blocks on the picture. *How many blocks do I have left?* Have children solve the problem. The first child to solve the problem will then tell a verbal word problem about another picture. Continue until all children have had a chance to tell a word problem.

#### ▶ ELL Access

##### Internalize Vocabulary

**Emerging** Have children repeat the word problem after you as they set up their models. Give them a sentence frame to answer how many blocks Leo has left in a complete sentence. *Leo has \_\_\_\_\_ blocks left.*

**Developing** Give children sentence frames to help tell a subtraction word problem. *Andy has \_\_\_\_\_ blocks. He takes away \_\_\_\_\_. How many are left?*

**Expanding** Have children tell and solve a subtraction word problem within 5.

**Bridging** Tell children a subtraction word problem within 5. Have children solve the problem and explain how they solved it.

- **Literacy: Alphabet Knowledge** Set up a matching game with uppercase and lowercase Letter Cards. Children will turn over the cards and try to match the uppercase and lowercase letters. When children make a match, have them say the letter name, produce the sound the letter spells, and say a word that starts with the letter. If children are successful, they remove the cards from play. If they cannot, they turn the cards over for the next child to match.

#### ▶ ELL Access

##### Alphabet Knowledge

**Emerging** Show children alphabet cards. Say the letter name and have children repeat after you. Say the letter sound and have children repeat after you.

**Developing** Display uppercase and lowercase Letter Cards. Say a letter. Have children find the uppercase and lowercase letters. *What letter sound do these letters spell?*

**Expanding** Say a letter sound. Have children write the uppercase and lowercase letter that spells the sound and then produce the sound by saying a word that starts with that letter.

**Bridging** Show children a picture card. Have children identify the letter sound the word starts with. Have them say the sound and then find the uppercase and lowercase letter that spells that sound around the classroom.

# Math Circle

15 minutes

## Data

Review with children everything they have learned about voting, collecting data, and making graphs.

- 1 Engage** Talk with children about some of the games they have played this year. *Which games did you like the best?* Listen to all responses. Provide suggestions if children cannot recall.

Today we're going to take a vote on our favorite game! We will play the game with more votes.

- 2 Develop** Review with children the times they have taken votes this year and the manner in which they cast their votes. *What do we do after we vote?*

Children should recognize that by counting votes, they are collecting data. *How can we show the data we collect?*

Have children vote on three of the games they suggested. *Raise your hand if you want to play [game name].* Record the vote on a tally chart. *Raise your hand if you want to play [game name].* Have children come up and record the vote on a tally chart. Repeat for the third game.

- 3 Practice** Use the data collected from the vote to create a picture graph. On chart paper, draw a three-column picture graph. *[Number] children voted for [game name]. Let's draw smiley faces for each child. I will draw one smiley face for each child.* Draw smiley faces to represent the data. Have children tell you in which column to draw the face. Repeat for the other game. Have children check the data has been organized correctly by counting together the votes for each choice on the tally chart and checking the same number of pictures have been drawn in the corresponding column of the picture graph.

*Which game got more votes? How can you tell?* Tell children they will play the game later today.



## Learning Outcomes

### The child

- organizes data in a graphic representation.
- engages in voting as a method for group decision-making.

## What You Need

- chart paper

## Academic Vocabulary

data                      vote  
graph



## CHECK FOR UNDERSTANDING

**IF** . . . children find it difficult to interpret the picture graph,

**THEN** . . . remind them that there is one smiley face for each vote. *Every time someone voted for a game, we put a smiley face by that game.* Remind children of their choice as an example. Gesture by tracing a ring around each column as you explain the groups of smiley faces that are for each game.



## Snack Time

15 minutes

**Self-Awareness** Ask children how they can help make their snacks or do other tasks in the kitchen. *What things can you do by yourself? What things do you need help with?* Listen to all responses. Children should be able to demonstrate a reasonable opinion of their abilities to help prepare food.

## Let's Celebrate

25 minutes

### Learning Outcomes

#### The child

- shows competence in initiating social interactions.
- engages in conversations in appropriate ways.
- provides appropriate information for various situations.
- celebrates individual written products.

### What You Need

- Sing, Rhyme, and Shout: "Astronauts"
- 5x5 Card: Space Exploration

### Academic Vocabulary

stars sky

### Outdoor Play

20 minutes

**Children's Choice** Have children play the game they voted on during the Math Circle time.

### Ready for Kindergarten!

Conclude this month's theme Earth, Moon, and Sky, with a Ready for Kindergarten Celebration. During this celebration, children will share the things they've learned about the theme Earth, Moon, and Sky. They will also share the new skills they've acquired this year. As you move to different stations and activities, explain to guests how this connects to what your class has been doing this year. Before guests arrive make sure everything is in place. Review the group writing with children about how they are ready for kindergarten. The "Gallery of Learning" should be set up, and this station should contain representations of what children learned in each content area this year. Prepare for the treasure hunt by making sure all treasures are hidden according to the clues and that the map is displayed.

### Meet and Greet

As guests arrive, have children greet them. Have children model how you greet the class in the morning, picking their favorite routine from the year and initiating it with their guests.

After guests have settled in their seats, review the itinerary of activities. *Our class is very excited to share what we've learned about the Earth, Moon, and Sky. We are also very excited to share how we are ready for kindergarten and take you on a walk through a "Gallery of Learning" we've learned this year. Finally, we will go on a treasure hunt to find some of our favorite things about Earth, Moon, and Sky.*

### Sing

Explain that one of the things your class did in the morning was sing a song about what they were learning about that week. Display the Sing, Rhyme, and Shout song "Astronauts." *This week we've been learning about what astronauts do. This is the song we've been singing.* Have the child conductor lead the children as they sing the song through once. Then, have children sing it again, this time asking guests to join in.



# Let's Celebrate

## Demonstrate Helper Jobs

Display the Helper Chart for guests. All year children have been assigned various roles and responsibilities to help care for the classroom and for each other. We would like to demonstrate some of these duties to show how we are ready for kindergarten. Have a few helpers demonstrate their tasks and help organize the classroom for the next celebration event.

## I'm Ready

Direct guests' attention to the chart paper on which each child's individual writing project about what he or she has learned this year is written. This year, we have written as a group and on our own. Today, we are celebrating some of our individual writing projects. Each child wrote sentences about what he or she has learned this year. Read each sentence off the chart paper and have each child elaborate on his/her sentences by demonstrating what he or she has learned.

## Look How Much I've Learned

Have children invite their guests to take a walk through the "Gallery of Learning." Have the gallery guide volunteer walk the classroom guests through the gallery. Children should point out different pieces shared in the gallery and explain why they were selected. Remind children to speak clearly, using content and academic words that they have added to their vocabulary this year.

## Let's Go on a Treasure Hunt!

Close out the celebration with a treasure hunt. Explain how the children each picked an item that was very special to them to include in the treasure hunt. Have children lead their guests on the treasure hunt. As children and their guests find each item, have children explain what is special about the item. Lead the treasure hunt outside, where the painted space rocks children made earlier in the week are placed. Have each child take their rock and explain what they learned about space this theme. Children can take their rocks home along with all of their work from throughout the year.

## 5x5

**My Favorite** Call children's attention to the family on the card. Tell children that the family looks like they love the planets. My favorite objects are the stars. I really like stars. What are your favorite objects in the sky? Have children name their favorite objects in the sky.



## Learn and Play

90 minutes

### Learning Outcomes

#### The child

- shows reasonable opinion of his own abilities.
- segments a syllable from a word.
- names at least 20 upper-case letters in the language of instruction.
- names at least 20 lower-case letters in the language of instruction.
- produces at least 20 distinct letter sound correspondences in the language of instruction.

### What You Need

- plastic cones
- sidewalk chalk
- Javi
- Alphabet Cards: A–Z

### Center Time

30 minutes

Refer to *Centergize* for ideas on refreshing Theme Centers and what children can do in Choice Centers.

### Rest Time

35 to 40 minutes

**Rest Time Areas** Have children set up their rest time areas. Play soothing music and read a story to children as they get ready to rest. When rest time is over, have children put their blankets and other rest time materials from home in their backpacks.

### Let's Move

**Ready for Kindergarten** Place plastic cones in four corners. Use sidewalk chalk to connect the cones with wavy lines. Children will walk heel to toe on each line. When they get to each plastic cone, ask children questions to assess their alphabet knowledge, number sense, social and emotional learning, or what they learned during the theme. If children answer the question correctly, they can move to the next cone. If not, they stay at the cone until they answer a question correctly.

**Rocket Hopscotch** Use sidewalk chalk to draw a rocket-inspired hopscotch board. The top square should be shaped like a triangle. Add more triangles to the sides near the bottom.

- In some of the squares, write vocabulary words: *sun, moon, cloud, star*. Also draw a rough sketch of the word.
- When children hop into a square with a vocabulary word, have them say the word and name a rhyming word. Tell them that the word they say can be a made-up word.

### Let's Talk

**Self-Concept Skills** Help children form a reasonable opinion of their abilities. Hold Javi. Share observations you have made about children's abilities and skills throughout the week, such as: *Joanna, I noticed how nicely you buttoned your jacket today*. Have children pass Javi around as they answer the question: *What is something you did today that you did not need help with?*



### Let's Read

**Alphabet Knowledge** Display an Alphabet Card. Have children skywrite the uppercase and lowercase letter while they say the letter name. *What sound does the letter spell?* Have children produce the letter sound.

**Onset/Rime** Say the word *cat* slowly, segmenting the onset from the rime. Gently toss a beanbag to one child. *Say a word that starts with the same sound.* *Say a word that rhymes.* Then the child will toss the beanbag to another child. Repeat. If children have exhausted all rhymes, give a new word.



# Centergize

creative options for

**theme-specific centers,**

for **routine-oriented**

**centers,** and for ideas to

**refresh** centers throughout

the theme

CENTERGIZE



# Centergize!

Engage children in purposeful play with **Centergize!**

**Centergize** offers creative options for theme-specific centers, routine-oriented centers, and ideas to refresh your centers throughout the theme.



## Centergize Your Theme Centers

Find ideas for eight Theme Centers that provide hands-on learning tied to skills and strategies in the theme. Multiple suggestions for changes to Centergize your centers keeps them fresh throughout the theme.

## Centergize Your Choice Centers

Find ideas to customize, or Centergize, routine-oriented Choice Centers that you have in your classroom, so children can engage in more independent, purposeful play.

### Centergize Theme Centers

Children explore the theme through purposeful play. **Theme Centers** connect to the theme **Earth, Moon, and Sky** and provide opportunities for children to interact with others and to engage in hands-on theme skills practice.

Here is a recommended order for introducing centers for this theme.

Theme Center	Focus	What You Need
<b>Reading and Listening</b>	<b>Twinkle, Twinkle, Little Star</b> Follow along while listening to audio for the Big Book.	<ul style="list-style-type: none"> <li>computers or other digital devices, headphones</li> <li>SavvasRealize.com: <i>Twinkle, Twinkle, Little Star</i></li> </ul>
<b>ABC Fun</b>	<b>I Know My ABC's!</b> Match the uppercase and lowercase letter pairs and name them.	<ul style="list-style-type: none"> <li>Alphabet Cards</li> <li>Pattern: Letter Cards</li> </ul>
<b>STEM</b>	<b>Which Dries It Faster?</b> Investigate if energy from the sun or wind dries a cloth more quickly.	<ul style="list-style-type: none"> <li>two small cloths, dampened with water</li> <li>handheld fan</li> </ul>
<b>Sand, Water, and More</b>	<b>Let's Make Sculpting Sand</b> Measure and mix ingredients to create sculpting sand.	<ul style="list-style-type: none"> <li>recipe card for sculpting sand (6 cups of sand, 3 cups of cornstarch, 1½ cups of water), 1 and ½ measuring cups, cornstarch</li> </ul>
<b>Math Fun</b>	<b>Building Spaceships</b> Use equal groups of building bricks to build identical spaceships.	<ul style="list-style-type: none"> <li>colored building bricks, placed in small trays in groups of two, four, six, eight, and ten</li> </ul>
<b>Pretend and Learn</b>	<b>Blast Off!</b> Pretend to be astronauts blasting off into outer space.	<ul style="list-style-type: none"> <li>Trade Book: <i>Mission to Space</i></li> <li>large paper bags (one per child in center), large cardboard box</li> </ul>
<b>Creativity Station</b>	<b>Astronauts on Duty</b> Create a rocket personalized with my name.	<ul style="list-style-type: none"> <li>Trade Book: <i>Mission to Space</i></li> <li>pencils, sentence strips, cardboard tubes, glue, scissors, streamers</li> </ul>
<b>Writer's Club</b>	<b>My Science Notebook</b> Draw and write to create a science notebook to showcase what children have learned.	<ul style="list-style-type: none"> <li>Pattern: Story Chart</li> <li>pencils, crayons</li> <li>various books with a science focus</li> </ul>

## Centergize Choice Centers

These are the centers that you like to have consistently available in your classroom.

Here are ideas to customize those centers for the theme **Earth, Moon, and Sky**.

Choice Centers	Focus	Refresh
<b>Dramatic Play</b>	Mimic the actions of characters in the Big Book <i>Twinkle, Twinkle, Little Star</i> .	Mimic the actions of other characters in trade books from the theme.
<b>Spotlight Theater</b>	Make stick puppets using the pictures found in <i>Patterns</i> to retell the stories in this theme.	Use puppets to act out space travel.
<b>Cozy Corner</b>	Look through picture books and choose the one that interests them most. Discuss their choice with a friend.	Look for clues in the Trade Book <i>Trees</i> that indicate the season.
<b>Puzzle Place</b>	Count to see if puzzle pieces can be divided into equal groups.	Play a pattern game using seasonal features.
<b>Build and Play</b>	Use building blocks to build a launch pad for a space shuttle.	Use building blocks and small toys to build a new colony on the moon.
<b>Technology Hub</b>	Complete digital coloring pages of the sun, moon, planets, or stars by selecting their favorite colors.	Play a game in which they demonstrate an understanding of the feelings of others.
<b>Make It, Take It</b>	Draw a picture of the daytime sky and use words to label the objects.	Draw a picture of the night sky and use words to label the objects.
<b>How-To Station</b>	Follow illustrated directions to construct a simple building brick space shuttle.	Play with the Sea Life Science Viewer.

# Theme Center: Reading and Listening

## Learning Outcomes

### The child

- engages in reading-related activities.
- practices safe behavior while using digital resources.

## What You Need

- computers or other digital devices
- headphones
- SavvasRealize.com: Theme Big Book, Trade Books, Read More About It Book

## Academic Vocabulary

Throughout the theme, prompt students to use the Academic Vocabulary as they are interacting in centers.

words                      page  
rhyme

# Twinkle, Twinkle, Little Star

## Prepare the Center

Children will follow along in the digital version of the Big Book *Twinkle, Twinkle, Little Star*. Set up digital devices and navigate to SavvasRealize.com. Provide headphones for listening quietly.

## Introduce

- 1 Look and See** Display a digital device, such as a tablet, and explain how to practice safe behavior while using it. *When I use this tablet, I follow important rules. I keep snacks and drinks away from the tablet, and I make sure my hands are clean before using it.*
- 2 Connect** *We will use the tablet to read Twinkle, Twinkle, Little Star. Click through the book and display pages. The book on the tablet is just like the book we read together. The words and pictures are the same. But the tablet doesn't have real pages to turn; I click a button to turn the pages.*
- 3 Model** Tell children that they should listen for rhyming words. *Each time I hear a rhyming word, I will wiggle my fingers like a twinkling star.* Play the audio and work with children to wiggle their fingers as they hear words that rhyme.

## Engage

- 1 Join the Group** When children come to a good stopping point, ask them about their reading activity. *Did you hear any words that rhyme? How did you know it was time to turn the page?*
- 2 Redirect** If children need help listening for rhyming words, tell them to wiggle their fingers when they hear the word *star*. Then listen for another word that ends in the same sounds.

## Observe

Listen and look for children who follow along with the text.

**Reading-Related Activities** Do children follow along and turn pages at appropriate times? Are they able to recognize rhyming words?

**Safe Behavior** Do children make sure their hands are clean before using the tablet? Are they careful not to spill on it?



# Centergize!

Ideas to refresh this center throughout the theme



## Trees

**Add SavvasRealize.com:** *Trees*

Have children follow along with SavvasRealize.com *Trees*. Tell children to close their eyes when the trees “go to sleep” and open them when the trees “wake up.”



## Mission to Space

**Add SavvasRealize.com:** *Mission to Space*

Have children follow along with SavvasRealize.com *Mission to Space*. Tell children to use their fingers to count down from 10 to 1 and then raise 1 hand into the air like a rocket blasting off when they hear the word *liftoff*.



## The Contest Between the Sun and the Wind

**Add SavvasRealize.com:** *The Contest Between the Sun and the Wind*

Have children follow along with SavvasRealize.com *The Contest Between the Sun and the Wind*. Tell children to shiver when the Wind does something that makes the man cold and fan themselves when the Sun does something that makes the man hot.



## A Big Mooncake for Little Star

**Add SavvasRealize.com:** *A Big Mooncake for Little Star*

Have children follow along with SavvasRealize.com *A Big Mooncake for Little Star*. Tell children to pantomime eating each time Little Star nibbles her mooncake.



## Reader's Choice!

**Add SavvasRealize.com:** Theme Trade Books and Read More About It Book

Have children choose a favorite text from this theme and listen along with the digital text.

# Theme Center: ABC Fun

## Learning Outcomes

### The child

- names at least 20 upper-case letters in the language of instruction.
- names at least 20 lower-case letters in the language of instruction.
- recognizes at least 20 distinct letter sounds in the language of instruction.
- produces at least 20 distinct letter sound correspondences in the language of instruction.

## What You Need

- Patterns: Letter Cards, Dotted Letter Cards, Lined Writing Paper, Letters in My Name Chart
- Alphabet Cards
- Magnetic Letters
- play dough, paper, pencils, crayons, markers

## Academic Vocabulary

alphabet                      letter  
sound

# I Know My ABC's!

## Prepare the Center

Children will match uppercase and lowercase Letter Cards.

## Introduce

- 1 **Look and See** Display several Alphabet Cards and have children name the letters.
- 2 **Connect** *We are almost finished with Pre-K, and you have learned your ABC's!* Tell children that they will match each uppercase letter with its lowercase partner.
- 3 **Model** Place the Letter Cards on a table. Model choosing an uppercase letter and finding its lowercase partner. *This is uppercase G. Let me find its lowercase partner. After you find it, name the letter. The letter g spells the sound /g/. I know my ABC's!*

## Engage

- 1 **Join the Group** Ask children about the letters they match. Encourage children to use words such as *alphabet, letter,* and *sound* as they talk. *What letter is this? What kind of letter is it? What sound does it spell?*
- 2 **Redirect** If children become distracted, hold up an Alphabet Card and have them identify the letter name and produce the letter sound.

## Observe

Listen and look for children who can name letters.

**Letter Names** Are children able to identify names of uppercase and lowercase letters? Can they match uppercase and lowercase letter partners?

**Letter Sounds** Are children able to recognize and produce corresponding letter sounds?

# Centergize!

Ideas to refresh this center throughout the theme



## I Can Trace My ABC's

**Add Pattern:** Dotted Letter Cards, crayons, markers, pencils

Have children use Dotted Letter Cards to trace letters.



## I Can Write My ABC's

**Add Pattern:** Lined Writing Paper, Alphabet Cards

Children should mix up the Alphabet Cards and then place them face down. They choose a card, and practice writing the letters on it. Children should circle their best letters, and then choose another card.



## I Can Sensory-Write the Alphabet!

**Add Pattern:** Letters in My Name Chart, magnetic letters

Have children find the magnetic letters that spell their names and trace them in the "Letters in My Name" part of the chart. They can choose other letters to trace in the other column.



## I Can Make My ABC's

**Add** play dough

Have children roll play dough into "snakes" and choose an Alphabet Card. Have them shape the play dough into the shape of either the uppercase or lowercase letter. Have them name the letter and produce the corresponding letter sound.



## I Can Write My Name

**Add Pattern:** Lined Writing Paper

Have children practice writing their names.

# Theme Center: STEM

## Learning Outcomes

### The child

- observes sources of energy including heat.
- observes sources of energy including electricity.
- investigates sources of energy including light.
- investigates sources of energy including heat.
- investigates sources of energy including electricity.
- describes sources of energy including heat.
- describes sources of energy including electricity.
- discusses sources of energy including heat.
- discusses sources of energy including electricity.

## What You Need

- two small cloths, dampened with water
- handheld fan
- T-chart, pictures of electric and non-electric items, assorted toys and items that use batteries, flashlight, push car, battery powered car, wooden block, paper cup, metal spoon, tissue, feather, rock, paper plate, black felt

## Theme Vocabulary

sun

## Academic Vocabulary

source

observe

energy

# Which Dries It Faster?

## Prepare the Center

Provide two damp cloths for children to use in the experiment.

## Introduce

- 1 Look and See** Remind children of what they've learned about sources of energy. Have children touch the cloths to notice they have been dampened with water.
- 2 Connect** *What are some ways these cloths can be dried?* Explain that the cloths could be dried with electricity in a clothes dryer. Then tell children that they will experiment to see whether energy from the wind or energy from the sun will dry the cloths faster. *Which do you think will dry faster—the cloth in the sun or the cloth in the wind?*
- 3 Model** Place one cloth in a sunny place. If a sunny place is not accessible, use a bright table lamp. Model holding the fan so that it blows air onto the damp cloth. *I need to hold the fan close to the cloth but not touching it, like this.*

## Engage

- 1 Join the Group** Ask children what they notice about how quickly the sources of energy are drying the cloth. Encourage children to use words such as *observe* as they talk. *Which cloth is drying faster? What does that tell you about the sources of energy from the wind and the sun?*
- 2 Redirect** Provide additional support by asking leading questions, such as *What might happen if there was more wind? What if there was less?*

## Observe

Look and listen for children who make accurate observations about the use of energy in drying the items.

**Observe and Investigate** Are children able to make accurate observations about the sources of energy?

**Describe and Discuss** Are children able to describe and discuss the effects of the sources of energy?



# Centergize!

Ideas to refresh this center throughout the theme



## Does It Use Electricity?

**Add** T-chart, pictures of items that do and do not use electricity

Label a T-chart “Uses Electricity” and “Does Not Use Electricity.” Provide pictures of common items that children use in their everyday lives, such as light switches, electronic and non-electronic toys, and familiar home appliances. Have children paste these onto the T-chart.



## Which Moves Faster?

**Add** push car, battery-powered car

Have children experiment by placing the two toy cars side by side. Have them first push the push car. Then have them turn on the battery-powered car. Finally, have them discuss how electricity powers the battery car and affects its movement.



## On and Off

**Add** items that use batteries

Have children experiment with items that use batteries by turning them on and off and discussing with a partner what happens. Remind children they should not handle batteries and always ask an adult for help if batteries need to be replaced.



## Broken Flashlight

**Add** disassembled flashlight

Have children investigate the pieces of the disassembled flashlight and determine how to successfully reassemble it. Then have them turn the flashlight on in order to test their assembly. Have children ask an adult for help when placing the batteries in the flashlight.



## Can the Wind Move It?

**Add** wooden block, paper cup, metal spoon, tissue, feather, rock, paper plate

Have children line up all items and investigate to see if a gust of wind can move each item. Have children lean in close to the item and blow to attempt to move it. After testing all items, have children discuss their findings.

# Theme Center: Sand, Water, and More

## Learning Outcomes

### The child

- uses simple measuring devices to learn about objects.
- discusses [earth materials'] properties.
- identifies common features in the natural environment.
- creates common features in the natural environment.
- uses a variety of art activities for sensory exploration.

## Materials

- recipe card for sculpting sand (6 cups of sand, 3 cups of cornstarch, 1½ cups of water)
- measuring cups, 1 cup and ½ cup
- cornstarch
- hand lenses, soils, rocks, clear plastic cups, black marker, building block, slope, modeling clay, toy people

## Academic Vocabulary

material

property

# Let's Make Sculpting Sand

## Prepare the Center

Prepare a recipe card and label each ingredient with pictures. You will mix these materials to make sculpting sand. Place ingredients and measuring cups in the center.

## Introduce

- 1 **Look and See** Ask children to look at the recipe card and point out the measurements and ingredients.
- 2 **Connect** *Look at these two measuring cups. Which is 1 cup? Which is ½ cup? How can you tell?* Explain that children will use the cups to measure ingredients for sculpting sand. Then they will mix and play with the sculpting sand and discuss the properties they notice about it, such as how it feels.
- 3 **Model** *First I will add six cups of sand. I will fill my 1 cup measuring cup 6 times.* Continue modeling adding other ingredients if desired. Explain to children that they will mix the ingredients with their hands and observe the changes in the sand as they mix. *How did the sand change when you mixed the materials together?*

## Engage

- 1 **Join the Group** Encourage children to use words such as *material* and *property* as they measure and mix the ingredients. *How do you know which cup to use? What do you observe about the sand's features?*
- 2 **Redirect** If children are unable to follow the recipe, provide step-by-step assistance.

## Observe

Look and listen for children who are able to independently create and make observations about the sand.

**Use Measuring Devices** Are children able to use measuring devices appropriately?

**Discuss Properties** Are children able to identify and discuss differences created by adding materials to the sand?

# Centergize!

Ideas to refresh this center throughout the theme



## Let's Look at Soils

**Add** hand lenses, different types of soils

Have children use hand lenses to examine different types of soils. Encourage children to investigate the soils by touching and smelling them. Then have children discuss the differences they notice in the soils with a partner or other children at the center.



## Let's Watch Water Move

**Add** building block, slope (such as a ruler)

Have children place one end of the slope on top of the building block. Then have them use cups to pour water onto the top of the slope and observe what happens to the water as it moves. Then have children remove the block and repeat. Finally, have children discuss their observations.



## Let's Look at Rocks

**Add** different types of rocks: sandy, smooth, small, large

Have children use hand lenses to examine different types of rocks. Then have them sort the rocks into categories, such as smooth/rough or large/small.



## Fill It Up!

**Add** clear plastic cups, black marker

Make a mark near the top of a clear plastic cup. Have children first fill the cups with rocks and then add water to the line on the cup. Then have them remove the rocks and watch the water recede inside the cup. Have children discuss why the water no longer reaches the line on the cup when the rocks are removed.



## Let's Make Moonscapes and Live There

**Add** modeling clay, small toy people

Have children imagine the clay is the surface of the moon and use their fingers to carve craters into it. Then have them add toy people and imagine the people have flown to the moon to live there.

# Theme Center: Math Fun

## Learning Outcome

### The child

- uses informal strategies to separate up to 10 items into equal groups.

## What You Need

- colored building bricks (or use Snap Cubes), placed on small trays in multiple groups of two, four, six, eight, and ten
- bucket balance
- Patterns: Numeral Cards 2–9
- small cups, toy plates, toy cups, toy utensils
- various types of stickers

## Academic Vocabulary

equal	same
number	amount
separate	share
group	all

# Building Spaceships

## Prepare the Center

Children will build spaceships using equal groups of colored building bricks. Provide colored building bricks placed on small trays in groups of two, four, six, eight, and ten.

## Introduce

- 1 Look and See** Guide children’s attention to the building bricks. Tell them to imagine they are building spaceships for astronauts to travel into space. Explain that they will use the groups of building bricks to build two identical spaceships.
- 2 Connect** Think about a time when you had to share toys. Was the sharing fair? When sharing fairly, both sides have exactly the same number. Explain that children will first divide the bricks on the trays into equal groups. Then they will use the bricks to build two spaceships that are exactly alike.
- 3 Model** This tray has four yellow bricks. I will separate them into two groups of two yellow bricks. Each of my spaceships will be made using two yellow bricks.

## Engage

- 1 Join the Group** Ask children how they find the number of bricks to use in each spaceship. Encourage them to use words such as *equal*, *same*, *number*, *amount*, *separate*, *share*, *group*, and *all* as they talk. How many bricks are on this tray? How many of these bricks will each of your spaceships have?
- 2 Redirect** If children have difficulty separating the bricks, have them count aloud using “one for me, one for you.”

## Observe

Look and listen for children who are able to separate the bricks into equal groups.

**Equal Groups** Are children able to build two identical spaceships by separating the bricks into equal groups?



# Centergize!

Ideas to refresh this center throughout the theme



## Sticker Pictures

**Remove** trays and building bricks

**Add** small cups with various types of stickers in multiple groups of two, four, six, eight, and ten

Have children work with a partner and use the stickers to each make a picture. Explain that they must each use an equal number of each type of sticker.



## Keep It Balanced

**Remove** trays and building bricks

**Add** bucket balance, small cups, snap cubes

Place varying numbers of snap cubes into small cups. Have children place snap cubes from a cup in each side of the bucket balance. Have children use the bucket balance to help identify the cups with cubes that can be separated into two equal groups.



## What Will Make It Equal?

**Remove** trays and building bricks

**Add** small cups, snap cubes

Place varying numbers of snap cubes into small cups. Have children take the snap cubes out and count them. Then have them try to separate the cubes into two equal groups and identify whether or not the number can be separated equally. If not, have children identify how many more are needed to be able to share equally.



## Can I Share Equally?

**Remove** trays and building bricks

**Add** Patterns: Numeral Cards 2–9

Have children choose a numeral card and count out a corresponding number of snap cubes. Then have them try to separate the cubes into two equal groups and identify whether or not the number of cubes can be shared equally.



## Plan a Dinner Party

**Remove** trays and building bricks

**Add** toy food, plates, cups and utensils

Have children use the toys to set a table for a dinner party. Have them place equal numbers of foods on the plates.

# Theme Center: Pretend and Learn

## Learning Outcomes

### The child

- increasingly communicates with peers to initiate pretend play scenarios that share a common goal.
- combines more than one idea using complex sentences.
- creates or recreates stories, moods, or experiences through dramatic representations.

## What You Need

- Trade Book: *Mission to Space*
- large paper bags (one per child in center)
- large cardboard box
- toy tools, rubber dishwashing gloves, tongs, small manipulatives, trays, balls of crumpled aluminum foil, basket, small rocks or decorative colored stones

## Academic Vocabulary

earth	space
exploring	astronaut
mission	experiment

# Blast Off!

## Prepare the Center

Children will pretend to be astronauts blasting off into outer space. Create space suits by cutting face and arm holes into large paper bags. Set up the center with a large cardboard box to be used as an imaginary spaceship.

## Introduce

- 1 **Look and See** Page through *Mission to Space* and have children discuss what they've learned about astronauts and space.
- 2 **Connect** *What are some things you've learned about space? What do astronauts do in space?* Remind children to combine more than one idea using complex sentences as they share their learning. Tell children they will pretend to be astronauts making a journey into space for a very special space mission—to collect stardust to study on Earth!
- 3 **Model** Place a paper bag space suit over your head. Make sure it has a hole cut out for your face and that safety issues are addressed. *My space suit helps protect me in space. I'm ready to blast off!*

## Engage

- 1 **Join the Group** Ask children to talk about their space exploration. Encourage them to use words such as *earth*, *mission*, *space*, and *experiment* as they talk. *What are you exploring in space? How are you and the other astronauts working together to reach your goal?*
- 2 **Redirect** If children become distracted, ask them to tell you something astronauts do in space.

## Observe

Look and listen for children who create a dramatic representation of a space mission and work with peers to accomplish their goal.

**Create Experiences** Are children able to create a dramatic representation of a space mission?

**Initiate Scenarios** Do children initiate plans and work together to reach their space mission goal?

# Centergize!

Ideas to refresh this center throughout the theme



## Spacewalk

Ask children to look at p.19 of *Mission to Space* and make observations about the astronaut's spacewalk. Then have children pretend they are astronauts exiting their spaceship and taking a spacewalk.



## Asteroid Toss

**Add** balls of crumpled aluminum foil, basket

Place balls of crumpled aluminum foil (asteroids) around the classroom or center. Have children go on a spacewalk to collect the asteroids and place them in the "space collection container" (basket).



## Repairs Needed!

**Add** toy tools

Ask children to look at p. 20 of *Mission to Space* and make observations about the astronauts' activities as they work on their spaceship. Then have children pretend they are making necessary repairs to their spaceship while in space.



## Astronaut Experiments

**Add** rubber dishwashing gloves, tongs, small manipulatives, trays

Explain that astronauts sometimes use gloves to protect their hands while performing space experiments. Have children put on rubber gloves and use tongs to pick up space matter (small manipulatives) and place them on trays for study.



## Collecting Moon Rocks

**Add** small rocks or decorative colored stones, rubber dishwashing gloves

Spread the rocks or stones around the classroom or center. Have children put on their space suits and rubber gloves and exit the spaceship to collect "moon rocks." Then have them return to the spaceship to study their findings.

# Theme Center: Creativity Station

## Learning Outcomes

### The child

- writes own name (first name or frequent nickname) using legible letters in proper sequence.
- uses appropriate directionality when writing (left to right).

## Materials

- Trade Book: *Mission to Space*
- pencils
- sentence strips
- cardboard tubes
- glue
- scissors
- red, yellow, and orange streamers
- paint (or other art supplies), paintbrushes, large cardboard box, styrofoam balls, cardboard tubes, black construction paper squares, toothpicks, rubber bands, black construction paper sheets, star stickers, white crayons, play dough, star cookie cutters, blunt-tipped plastic safety knife

## Academic Vocabulary

letter	first
next	last
left	right
name	

# Astronauts on Duty

## Prepare the Center

Children will imagine themselves as astronauts blasting off into space. Set up the center with materials for making personalized rockets.

## Introduce

- 1 Look and See** Display pp.12 and 15 of *Mission to Space* and ask children to tell what they see.
- 2 Connect** *Who do you think is inside the rocket?* Tell children they will first write their name on a sentence strip. Then they will cut the letters of their name apart and glue them onto the cardboard tube “rocket.” Finally they will glue streamers to the bottom end of the rocket and blast off!
- 3 Model** Have children write their names on a sentence strip using left to right directionality. Then show children how to cut apart each letter and glue the letters in sequence on the rocket. Show the streamers and demonstrate how to glue them to the bottom of the rocket.

## Engage

- 1 Join the Group** Ask children to read the letters of their name in sequence. *How do you spell your name? Where does this letter go in your name?* Encourage children to use words such as *first, next, last, left, and right* as they talk.
- 2 Redirect** If needed, provide children with another sentence strip with their name to use as a guide as they glue letters in sequence on their rocket.

## Observe

Look and listen for children who are able to legibly write the letters of their name in sequence.

**Sequence** Can children write the letters of their name in sequence?

**Directionality** Do children use left to right directionality while they are writing?



# Centergize!

Ideas to refresh this center throughout the theme



## Let's Blast Off!

**Add** paint (or other art supplies), paintbrushes, large cardboard box

Have children use paint or other art supplies to transform a large cardboard box into a rocket ship.



## Planet Painting

**Add** styrofoam balls

Have children paint styrofoam balls to create planets. Suspend children's planets from the ceiling of the classroom.



## Make a Star Viewer

**Add** cardboard tubes, black construction paper squares, toothpicks, rubber bands

Have children use toothpicks to carefully poke holes in the black construction paper squares. Then have them wrap the squares over one open end of the cardboard tube and secure with a rubber band. Finally, have children hold the tube up and look through the open end to see "stars."



## Star Art

**Add** sheets of black construction paper, star stickers, white crayons

Have children stick star stickers, or draw stars, onto a sheet of black construction paper to create a picture of a night sky. Then have children make up a story or song about looking up into the stars on a dark night.



## Let's Make Stars

**Add** play dough, star cookie cutters, blunt-tipped plastic safety knife

Have children roll out play dough and use the cookie cutters to cut out star shapes. Then have children experiment using the plastic safety knife to cut their own stars into the play dough.

# Theme Center: Writer's Club

## Learning Outcomes

### The child

- independently writes to communicate his/her ideas for a variety of purposes.
- independently uses letters to make words or parts of words.
- uses appropriate directionality when writing (left to right).
- begins to experiment with punctuation when writing.

## Materials

- trade books (and other classroom books) that have a science theme
- Pattern: Story Paper
- pencils
- crayons

## Academic Vocabulary

season	fall
autumn	winter
spring	summer

## Teacher Note

Collect children's pages each day. When children are finished with their books, bind them together to display during Let's Celebrate.

# My Science Notebook

## Prepare the Center

Children will draw and write to create a science notebook to showcase things they've learned this year. Display copies of the Story Paper pattern, pencils, crayons, and books with science themes.

## Introduce

- 1 Look and See** Show children the various books read this year that have a science theme, such as *10 Things I Can Do to Help My World*, *Goodbye Summer*, *Hello Autumn*, and *Trees*.
- 2 Connect** *These books are about science, or things in the world around us.* Tell children that they will draw and write about what they have learned about science, and you will put it together into a book for them. They will start writing about the seasons.
- 3 Model** Display *Goodbye Summer*, *Hello Autumn*. *We learned about fall, or autumn, in this book. One of the things we learned is that leaves change color and fall off trees during fall.* On a piece of paper, write a simple sentence about fall and model left-to-right directionality as you write. Then read your sentence to children and call out the use of the end punctuation. Ask children what you could draw that would go with your sentence.

## Engage

- 1 Join the Group** Ask children to talk about different things they learned about the seasons. *What season are you writing about? Why did you choose that season?*
- 2 Redirect** If children are unable to generate ideas, show them additional books about the seasons and encourage them to find illustrations or photographs to use for ideas.

## Observe

**Write to Communicate** Do children write independently to communicate their ideas and thoughts?

**Use Words** Can children use words or parts of words in their writing?

**Write a Sentence** Can children write a sentence with appropriate directionality and include end punctuation?

# Centergize!

Ideas to refresh this center throughout the theme



## Taking Care

Have children draw and write about ways people take care of themselves or others. They could also write about ways to take care of the world.



## Where Animals Live

Have children draw and write about one of the animal habitats they learned about, and the animals that live there: ocean, forest, rainforest, grasslands, wetlands.



## Healthy Foods

Have children draw and write about healthy foods and behaviors and why they are important.



## Earth, Moon, and Sky

Have children draw and write about something they are learning about in this theme: Earth, Moon, and Sky.



## Create a Cover

Have children use art materials to create a book cover for their science notebooks. Tell children they should include themselves on the cover since their logbook tells about their experiences in space.





# English Language Development

lessons for English

**language learners**

that **integrate** daily instruction

with language **acquisition**

and **production**



# English Language Development

Extend the language-rich environment of your classroom with daily small group lessons for English language learners that focus on language acquisition and production. Provide children with additional vocabulary development and opportunities to produce language in a variety of concepts.



## WEEK 1 DAY 1 LITERACY CIRCLE

### The Letter Y

#### What You Need

Alphabet Card: Yy

#### EMERGING

- 1 **INTRODUCE** Hold up Alphabet Card Yy. Some English learners, particularly those who speak Spanish at home, might need extra help equating the letters Yy with the /y/ sound (in Spanish, the letters // sound like /y/ and Yy sometimes sounds like /j/). **This is the letter Y. It sounds like /y/.** Have children repeat.
- 2 **MODEL** Hold up a small card with an uppercase Y, name it, and say its sound. Then hold up a small card with a lowercase y, name it, and say its sound. Then bring the two cards together. **The letter Y sounds like /y/.**
- 3 **GUIDE PRACTICE** Distribute individual Alphabet Cards Yy to each child. Have children name the letter on their card and say the sound.

#### DEVELOPING

Distribute uppercase and lowercase Yy cards to each child. Have children walk around and find a classmate who has the same form. Ask each pair: **What letter is this? What does it sound like?**

#### EXPANDING

Write Y and y on the board or display cards that show each form of the letter. After you name a letter (uppercase Y, lowercase y), have children point to or touch the appropriate letters. Have them say: **This is \_\_\_\_\_. It sounds like /y/.**

#### BRIDGING

Have children complete the Expanding activity, and then have them practice tracing uppercase Y and lowercase y.

# English Language Development



WEEK 1 DAY 2 SCIENCE CIRCLE

## Rocks

### What You Need

Picture Card: *rocks*; real rocks of different sizes and textures

### EMERGING

- 1 **THINK** Hold up the Picture Card *rocks* and say: *Rocks. These are rocks. Rocks are everywhere.* Then hold up a real rock and say: *This is a rock. It is hard. It is brown.*
- 2 **PAIR** Hand out a rock to pairs of children. Try to use a variety of rocks with different colors and textures. *What does the rock look like? What does it feel like?* Help partners think of words that describe the rock.
- 3 **SHARE** *Tell us about your rock.* Have children share a word that tells about their rock. If necessary, prompt them by asking guiding questions, such as: *What color is it? Is it hard? Is it heavy?*

### DEVELOPING

Hand out a rock to pairs of children. Try to use a variety of rocks with different colors and textures. *This is a rock. What does the rock look like? What does it feel like?* Help children think of and share words that describe the rock.

### EXPANDING

Have children handle a rock and think of words that describe it. Encourage them to use this sentence frame: *This rock is \_\_\_\_\_.*

### BRIDGING

Have children handle two different rocks and think of words that describe them. Encourage them to use these sentence frames: *This rock is \_\_\_\_\_.* *That rock is \_\_\_\_\_.*

WEEK 1 DAY 3 STORY TIME

## Trees

### What You Need

Trade Book: *Trees*

### EMERGING

- 1 **INTRODUCE** Hold up *Trees*, point to the cover, and say: *This book is called Trees. Let's see what we can learn about trees.*
- 2 **MODEL** Open to pp. 2–3 of *Trees*. *Here are trees. Point to the trees. What else do you see? Do you see a bird? Do you see a house? Do you see snow?* Guide children to point to the picture of each.
- 3 **GUIDE PRACTICE** Have children point to something in the picture that they can name. Encourage them to use a complete sentence: *This is a \_\_\_\_\_.* Repeat with pictures on other pages.

### DEVELOPING

Hold up *Trees*, point to the illustration on pp. 2–3, and say: *This is a tree.* Have children repeat, and then ask: *What else do you see?* Ask children to name the different things they see in the picture. Encourage them to use a complete sentence with a sentence frame: *I see \_\_\_\_\_.* *This is \_\_\_\_\_.*

### EXPANDING

Open *Trees* to pp. 2–3 (or another page spread). Have children work together to talk about the picture. Then, have partners share something about the picture with the rest of the group.

### BRIDGING

Have children take turns turning to a page in the book and describing what they see in the picture.



## WEEK 1 DAY 4 LITERACY CIRCLE

## Intonation

## What You Need

Big Book: *Twinkle, Twinkle, Little Star*

## EMERGING

- 1 INTRODUCE** Help children recognize intonation and how we use our voice to express meaning. **Listen to my voice.** In a level voice, say: **I am happy.** Raise your voice to show excitement and say: **I am happy!** Then ask: **Did you hear a difference?**
- 2 MODEL** Model both sentences again. Then, help children chorally say with excitement. **I am happy!**
- 3 GUIDE PRACTICE** Read p. 2 of *Twinkle, Twinkle, Little Star*. As you read the second part of the verse, use your voice to express excitement. Then, have children chorally read the lines with you, making their voices show excitement.

## DEVELOPING

**We use our voice to show meaning. Listen.** In a monotone, say: **I am happy.** Then use your voice to express excitement: **I am happy! The words are the same. But I use my voice to make them sound different.** Have children practice using intonation to say *I am happy!* Repeat with the pages of *Twinkle, Twinkle, Little Star*.

## EXPANDING

After introducing how to use intonation to change meaning, challenge children to see who can show they are happiest by saying *I am happy!* Repeat using pages from *Twinkle, Twinkle, Little Star*.

## BRIDGING

Introduce how to use intonation to express excitement. Then, say two other sentences, and ask children to explain how they are different. Repeat with the pages from *Twinkle, Twinkle, Little Star*.

## WEEK 1 DAY 5 MATH CIRCLE

## Making Equal Groups

## What You Need

set of 10 familiar classroom items

## EMERGING

- 1 INTRODUCE** Review the numbers 1–10. While holding up the appropriate number of fingers, count to 10 aloud. Count out 10 familiar classroom items, such as crayons, and place them down on a table. Then separate them into two equal groups and count the items again.
- 2 MODEL** Repeat the process, and have children chorally count along with you as you count out the items 1–10. Then have them chorally count the items in the two equal groups.
- 3 GUIDE PRACTICE** Have children use the items to practice counting 1–10.

## DEVELOPING

Have children work together with sets of 10 familiar classroom items. Help them count the items 1–10. Then help them separate the items into two equal groups.

## EXPANDING

Have children work with sets of 10 familiar classroom items. **How many do you have? Give five to me. Now how many do you have? Do we have an equal number?** Repeat the process several times.

## BRIDGING

Have partners work together with five classroom items each. **How many do you have? Do you have an equal number? Give two to your partner. Now how many do you have? Do you have an equal number?**

# English Language Development



Build on your daily Teacher Guide instruction with these scaffolded lessons that support your English language learners across all proficiency levels. These additional activities will boost your children's English language acquisition.



## WEEK 2 DAY 1 LITERACY CIRCLE

### Excellent E

#### What You Need

Alphabet Card: *Ee*

Picture Cards: *egg, elk, duck, alligator, otter*

#### EMERGING

- I SAY** Hold up Alphabet Card *Ee*. This is the letter *E*. It spells the sound /e/. This is an elephant. *Elephant* begins with /e/. Have children repeat.
- WE SAY** Say it with me: /e/. *Elephant*. /e/.
- GUIDE PRACTICE** Hold up the picture card of the elk. This is an elk. Hold up the picture of the duck. This is a duck. Point to the word that begins with /e/. Say the word with me: elk.

#### DEVELOPING

Use the Alphabet Card to reinforce the sound /e/. Provide children with the *egg* and *duck* picture cards. Have children repeat each word after you. Then, ask them which card begins with /e/. Have children repeat the word and its beginning sound.

#### EXPANDING

Use the Alphabet Card to reinforce /e/. Then, provide children with the other picture cards. Name each picture. Have children repeat the beginning sound and decide whether the word begins with /e/.

#### BRIDGING

Use the Alphabet Card to reinforce /e/. Then, have children identify the objects and animals on the Picture Cards and find the two that begin with /e/. Guide them to recognize the names of the animals, if needed. (Children may be unfamiliar with an elk.)

# English Language Development

## WEEK 2 DAY 2 SCIENCE CIRCLE

### Lakes and Rivers

#### What You Need

Vocabulary Card: *river*; picture of a lake

#### EMERGING

- 1 INTRODUCE** Use this opportunity to introduce or review the words *river* and *lake*. Hold up Vocabulary Card *river* and say: **River. This is a river.** Then hold up a picture of a lake and say: **Lake. This is a lake.**
- 2 MODEL** Hold up Vocabulary Card *river*, model pronunciation, and have children repeat. Then hold up the picture of a lake, model pronunciation, and have children repeat.
- 3 GUIDE PRACTICE** Guide children to independently say *river* and *lake*. Then have them point to the vocabulary card and picture and say: *This is a river. This is a lake.*

#### DEVELOPING

Hold up Vocabulary Card *river* and a picture of a lake. Guide children to independently say *river* and *lake*. Then have them point to the appropriate pictures and say: *This is a river. This is a lake.*

#### EXPANDING

Have pairs of children work together and think of a word to describe both a river and a lake. Have them point to Vocabulary Card *river* and say, for example: *This is a river. It is long.* Repeat for *lake*.

#### BRIDGING

Have children tell about a river and a lake and how they are alike or different. Have them use these sentence frames:  
*This is a \_\_\_\_\_. A \_\_\_\_\_ is \_\_\_\_\_.*

## WEEK 2 DAY 3 STORY TIME

### Retelling

#### What You Need

Trade Book: *The Contest Between the Sun and the Wind*

#### EMERGING

- 1 THINK** Hold up *The Contest Between the Sun and the Wind* and point to an illustration. **This is the wind. The wind is blowing.** Model thinking aloud about the story. Mention words, events, or details from the illustrations.
- 2 PAIR** Have children work together to think of something that happens in the story. **Think about the story. What do you remember? What happens?**
- 3 SHARE** Ask children to share with you what they remember about the story. They can use words, drawings, or actions. **Yes! That happened in the story. Good job!**

#### DEVELOPING

Have children work together to think of something they remember from *The Contest Between the Sun and the Wind*. Have them point to two illustrations and tell about what the pictures show.

#### EXPANDING

Have children work together to think of two things they remember from *The Contest Between the Sun and the Wind*. Ask them to use these sentence frames: *First, \_\_\_\_\_. Then \_\_\_\_\_.*

#### BRIDGING

Have children work independently to think of three things they remember from *The Contest Between the Sun and the Wind*. Ask them to put the events in order and use the following sentence frames to tell about them: *First, \_\_\_\_\_. Then \_\_\_\_\_. Finally, \_\_\_\_\_.*

## WEEK 2 DAY 4 LITERACY CIRCLE

### Intonation

#### What You Need

Vocabulary Card: *moon*

#### EMERGING

- I SAY** Help children recognize intonation and how we use our voice to express meaning. **Listen to my voice.** Hold up Vocabulary Card *moon*. Raise your voice to show excitement and say: **The moon is pretty!** Then ask: **Did I sound happy?**
- WE SAY** Model saying *The moon is pretty!* again and help children chorally say it with proper intonation.
- YOU SAY** Help children individually say the sentence with proper intonation. Make sure children use their voice to show meaning.

#### DEVELOPING

We use our voice to show meaning. **Listen.** In a monotone, say: **The moon is pretty.** Then use your voice to show feeling. **The moon is pretty! I am saying the same thing.** The second sentence shows you how I am feeling. Have children practice using intonation to say *The moon is pretty!*

#### EXPANDING

Hold up Vocabulary Card *moon* (or another familiar noun). **What is this?** Have children answer in a level voice. Then ask: **How do you feel about the moon?** Have children answer with excitement or feeling. Model proper intonation if necessary.

#### BRIDGING

Point to something in the classroom and name it in a level voice: **It is a/an \_\_\_\_.** Then point to something and act excited as you name it. **Wow! It is a/an \_\_\_\_!** Have children repeat with different objects. **Does your voice change to show how you feel?**

## WEEK 2 DAY 5 MATH CIRCLE

### Onward to 30!

#### What You Need

set of 30 classroom items

#### EMERGING

- INTRODUCE** Prepare children for rote counting up to 30. Focus on 11–20 since children might not be familiar with these words and their pronunciation. Model counting 1–20, slowly saying each word. Emphasize the words for 11–20.
- MODEL** Have children count 1–20 with you. Model pronunciation of each number and have children repeat. Then model pronunciation of 21–30.
- GUIDE PRACTICE** Have children work together to count 1–30. Provide correction and guidance as necessary.

#### DEVELOPING

Slowly model counting 1–20 and have children repeat after you. Focus on pronunciation of 11–20. Then continue counting 21–30 and have children repeat. Then guide children to count 1–30 together.

#### EXPANDING

Have children chorally practice counting 1–30. Make a tally mark on the board for each number they say. Then say a number 1–30 and have children count to that number.

#### BRIDGING

Have children practice counting 1–30 individually.



# English Language Development

Expand the English language acquisition and production of your English language learners with these small group lessons that support your daily instruction. Provide the vocabulary foundation needed with these additional opportunities to produce and use the English language.



## WEEK 3 DAY 1 LITERACY CIRCLE

### X Marks the Spot

#### What You Need

Alphabet Card: Xx

#### EMERGING

- 1 **I SAY** Some English language learners, particularly those who speak Spanish or Mandarin, might have difficulty pronouncing the English /ks/ sound or associating the sound with the letter Xx. Be sure to provide sufficient practice. Hold up Alphabet Card Xx and say: **This is the letter X. The letter X spells the sound /ks/.** Repeat several times.
- 2 **WE SAY** Have children practice saying the letter name and sound multiple times. Model correct pronunciation and have children chorally repeat after you.
- 3 **YOU SAY** Hold up Alphabet Card Xx and have children independently name the letter and its sound. Encourage them to say: *The letter X spells the sound /ks/.*

#### DEVELOPING

Provide partners with individual Alphabet Cards or a piece of paper with uppercase X and lowercase x. They should point to the appropriate letter and repeat after you when you say: **Uppercase X. Lowercase x.** They should touch their ears and repeat after you when you say: **/ks/.**

#### EXPANDING

Provide partners with individual Alphabet Cards or a piece of paper with uppercase X and lowercase x. Ask pairs to point to each letter, name it, and make its sound: *This is \_\_\_\_.*  
*The letter X spells the sound /ks/.*

#### BRIDGING

Have children complete the Expanding activity on their own.

# English Language Development



**WEEK 3 DAY 2 SCIENCE CIRCLE**

## Mountains and Valleys

### What You Need

pictures of a mountain and a valley

### EMERGING

- 1 **INTRODUCE** Use this opportunity to introduce or review the words *mountain* and *valley*. Hold up a picture of a mountain and say: **Mountain. This is a mountain.** Then hold up a picture of a valley and say: **Valley. This is a valley.**
- 2 **MODEL** Hold up the picture of a mountain, model pronunciation, and have children repeat. Then hold up the picture of a valley, model pronunciation, and have children repeat.
- 3 **GUIDE PRACTICE** Guide children to independently say *mountain* and *valley*. Then have them point to the appropriate picture and say: *This is a mountain. This is a valley.*

### DEVELOPING

Hold up a picture of a mountain and a picture of a valley. Guide children to independently say *mountain* and *valley*. Then have them point to the appropriate pictures and say: *This is a mountain. This is a valley.*

### EXPANDING

Have pairs of children work together and think of a word to describe both a mountain and a valley. Have them point to a picture of a mountain and say, for example: *This is a mountain. It is big.* Repeat for *valley*.

### BRIDGING

Have children tell about a mountain and a valley. Have them use these sentence frames: *This is a \_\_\_\_\_. A \_\_\_\_\_ is \_\_\_\_\_.*

**WEEK 3 DAY 3 STORY TIME**

## Reenact a Story

### What You Need

Trade Book: *A Big Mooncake for Little Star*

### EMERGING

- 1 **INTRODUCE** Hold up *A Big Mooncake for Little Star* and say: **Let's tell the story again with actions.** Read pp. 4–5 aloud. **Little Star does many things here. Let's show what she does.**
- 2 **MODEL** Read the first clause on p. 4 again and use gestures to act out brushing your teeth. Have children copy your actions. Then read the second clause and use gestures to act out washing your face. Have children copy your actions.
- 3 **GUIDE PRACTICE** Help children use gestures to show the actions described in the third and fourth clauses. Then reread pp. 4–5 and have children act out all four actions.

### DEVELOPING

**We can retell a story with words or actions. Let's retell part of this story with actions.** Read pp. 4–5 of *A Big Mooncake for Little Star* aloud. Help children think of gestures to show the four actions Little Star does on these pages.

### EXPANDING

Read pp. 4–5 of *A Big Mooncake for Little Star* aloud. Have children work together to think of gestures to show the four actions Little Star does on these pages. Have them perform the actions while you read the pages aloud.

### BRIDGING

Have children work together to look through *A Big Mooncake for Little Star* and choose a scene to retell with actions. Encourage them to think of at least two gestures to show what happens in the scene.

## WEEK 3 DAY 4 LITERACY CIRCLE

## Phases of the Moon

## What You Need

Vocabulary Cards: *full*, *crescent*, *half*

## EMERGING

- I SAY** Review the pronunciation and meaning of concept vocabulary about the phases of the moon. Hold up Vocabulary Card *full*, point to the picture, and say: **Full.** *The moon is full. It is a full moon.* Repeat with Vocabulary Cards *crescent* and *half*.
- WE SAY** Model the pronunciation of all three words again, and have children chorally repeat after you.
- YOU SAY** Help children individually say each word correctly. Have them point to each Vocabulary Card and say the appropriate word.

## DEVELOPING

Use Vocabulary Cards *full*, *crescent*, and *half* to review the pronunciation and meaning of the concept vocabulary. Have children draw pictures of the moon in all three phases. Then have them point to their pictures and say the word aloud.

## EXPANDING

Hold up Vocabulary Cards *full*, *crescent*, and *half* one at a time and ask: **What is this?** Have children answer with the sentence frame: *It is a \_\_\_\_ moon.*

## BRIDGING

**What does a full moon look like?** Have children draw a picture of a full moon, point to it, and say: *It is a full moon.* Repeat with crescent moon and half moon.

## WEEK 3 DAY 5 MATH CIRCLE

## Talking About Preferences

## What You Need

Picture Cards: *dog*, *cat*

## EMERGING

- INTRODUCE** Help children choose a preference between two options. Hold up Picture Cards *dog* and *cat*. **Raise your hand if you like dogs. Raise your hand if you like cats.** Let children raise their hands for both if they want.
- MODEL** **Now you need to choose one. Which do you like more? Raise your hand if you like dogs more than cats. Raise your hand if you like cats more than dogs.** Help children understand that they can choose only one; they cannot raise their hand for both.
- GUIDE PRACTICE** Ask the questions again, but this time help children count the number of raised hands for each animal.

## DEVELOPING

Help children choose a preference between two options. Hold up Picture Cards *dog* and *cat*. **Raise your hand if you like dogs more than cats. Raise your hand if you like cats more than dogs.**

## EXPANDING

Have children complete the Developing activity and then tell their preference with the sentence frame: *I like \_\_\_\_ more.*

## BRIDGING

Have children share their preference for dogs or cats and then count the number of children who prefer dogs and the number who like cats. **How many like dogs? How many like cats?**

# English Language Development



Help English language learners increase their understanding of the English language with scaffolded instruction that supports all proficiency levels. Support children's language needs and strengthen their confidence in understanding and speaking the vocabulary of instruction.



## WEEK 4 DAY 1 LITERACY CIRCLE

### Rhyming Words

#### What You Need

Picture Cards: *can, fan, man, fox, cap, mop*

#### EMERGING

- 1 INTRODUCE** Hold up Picture Card *fan* and say *fan* slowly, emphasizing the initial /f/ sound and the rime *-an*. Do the same with Picture Card *man*. **Fan. Man. They rhyme! They both end with -an.**
- 2 MODEL** Now hold up Picture Card *can*. **Fan. Man. Can. They rhyme. They end with the same sound.** Say each word again, emphasizing the rhyming sound. Have children chorally repeat.
- 3 GUIDE PRACTICE** Have children practice saying the rhyming words. **What sound do *can, fan, and man* end with? (-an)** Repeat with other words as children gain mastery.

#### DEVELOPING

Have children identify rhyming words from a group of four picture cards. Make sure three of the words have the same ending and rhyme.

#### EXPANDING

Using picture cards as visual reminders, recite a short rhyming poem for children. Have them identify and repeat the rhyming words. For example, *Once there was a man / Who had a big fan. What two words rhyme? Which words have the same sound?*

#### BRIDGING

Present children with a picture card for a simple word. Have them think of one or two words that rhyme with it. For example, show children Picture Card *wig*. They might say *big, pig, or dig*.



# English Language Development

## WEEK 4 DAY 2 SCIENCE CIRCLE

### The Night Sky

#### What You Need

pictures that represent daytime and nighttime

#### EMERGING

- 1 THINK** Help children review vocabulary and ideas they already know about daytime and nighttime. Hold up a picture that represents daytime and say: *It is daytime. It is light.* Hold up a picture that represents nighttime and say: *It is nighttime. It is dark.*
- 2 PAIR** Now it is your turn. *What do you see in the sky in the day? What do you see in the sky at night?* Have partners work together to think of a word or phrase about the daytime and nighttime sky.
- 3 SHARE** Have children share a word, phrase, or drawing that describes the daytime and nighttime sky.

#### DEVELOPING

Have children draw a picture of the daytime and nighttime sky. Then have them tell about what they drew. Encourage them to describe their pictures in as much detail as possible.

#### EXPANDING

Have children share words or phrases that describe the daytime and nighttime sky. They can use the following sentence frames: *I see \_\_\_\_ in the day. I see \_\_\_\_ at night.*

#### BRIDGING

Have children name at least one similarity and one difference between the daytime and nighttime sky. *What can you see in the sky only in the day? What can you see in the sky only at night?*

## WEEK 4 DAY 3 STORY TIME

### Letters in Text

#### What You Need

Trade Book: *Mission to Space*

#### EMERGING

- 1 THINK** *Books have uppercase and lowercase letters.* Hold up p. 4 of *Mission to Space* and point to the first line of text. Point to the first letter in the first word *When* and say: *This is an uppercase W.* Trace your finger under the rest of the sentence and say: *These are lowercase letters.*
- 2 PAIR** Have partners continue to look at p. 4 and find another uppercase letter.
- 3 SHARE** Ask children to point to and name another uppercase letter on p. 4. Then have them point to and name several lowercase letters.

#### DEVELOPING

Have children look at p. 4 of *Mission to Space* and find two uppercase letters in the text. Have them point to and name the letters. Then have them point to and name two lowercase letters on the page.

#### EXPANDING

Have partners look at p. 4 of *Mission to Space* and find two uppercase letters in the text. *Why did the author use uppercase letters here?* (They are the first words in a sentence.)

#### BRIDGING

Have children independently complete the Expanding activity and answer the question.

## WEEK 4 DAY 4 LITERACY CIRCLE

### Letter Sound Review

#### What You Need

Alphabet Cards: Aa–Zz

#### EMERGING

- 1 INTRODUCE** Make sure children can name all the letters and say the sound of each one. Shuffle the Alphabet Cards, hold one up at random, name the letter, and say its sound.
- 2 MODEL** Repeat the process and hold up another Alphabet Card at random. Have children name the letter and say its sound.
- 3 GUIDE PRACTICE** Continue through the deck of Alphabet Cards. Alternate between asking the whole group and individual children to name the letter and say its sound.

#### DEVELOPING

Shuffle the Alphabet Cards, hold one up at random, and have children name the letter and say its sound.

#### EXPANDING

Have children complete the Developing activity, but have them also think of a word that begins (or ends, in the case of X) with each sound.

#### BRIDGING

Have children choose an Alphabet Card at random and use the following sentence frames to talk about the letter: *This is the letter \_\_\_\_\_. It sounds like \_\_\_\_\_. The word \_\_\_\_\_ starts with the \_\_\_\_\_ sound.*

## WEEK 4 DAY 5 MATH CIRCLE

### Time to Vote!

#### What You Need

Vocabulary Cards: *summer, winter*; chart paper

#### EMERGING

- 1 INTRODUCE** Remind children how to choose a preference between two options. Hold up Vocabulary Cards *summer* and *winter*. *Raise your hand if you like summer. Raise your hand if you like winter.* Let children vote for both if they want.
- 2 MODEL** *Now you need to choose one. Which do you like more? Raise your hand if you like summer more than winter. Raise your hand if you like winter more than summer.* Make sure children vote only once.
- 3 GUIDE PRACTICE** Ask the questions again, but this time help children count the number of raised hands (or votes) for each season.

#### DEVELOPING

Help children choose a preference between two options. Hold up Vocabulary Cards *summer* and *winter*. *Raise your hand if you like summer more than winter. Raise your hand if you like winter more than summer.* Have children count the number of votes for each season.

#### EXPANDING

Have children complete the Developing activity, but vote by adding to a class tally chart on the board.

#### BRIDGING

Have children share their preference for summer or winter, make a class tally chart with the results, and then count the number of children who prefer each season. *Which got more votes?*

# Theme 9



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