

Teacher's Guide

Taking Care



Three Cheers for Pre-K

SAYVAS

Teacher's Guide

Three Cheers for Pre-K





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Teacher's Guide

Three Cheers for Pre-K

A comprehensive curriculum
for Pre-Kindergarten



Theme 4 • Taking Care

SAVVAS
LEARNING COMPANY

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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.

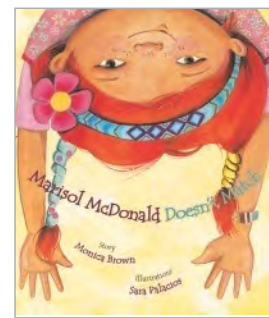
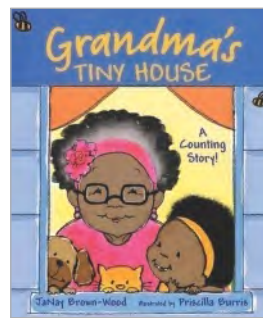
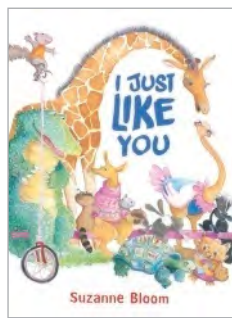


Program Components

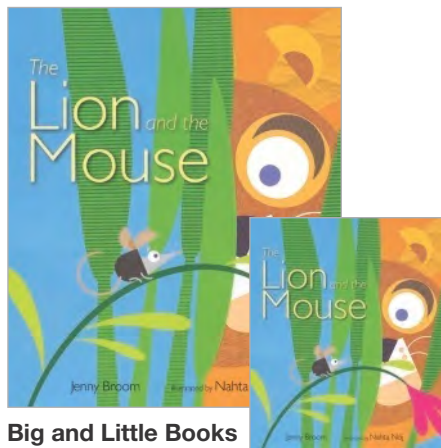
In Each of Your 9 Theme Kits



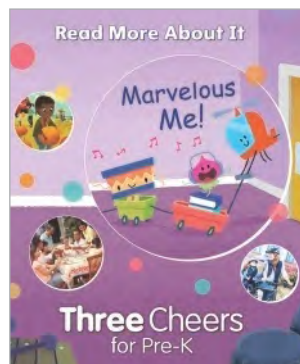
Teacher's Guides, Themes 1-9



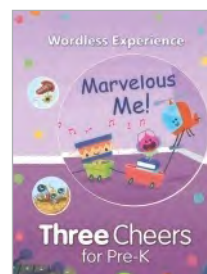
Trade Books



Big and Little Books



Read More About It



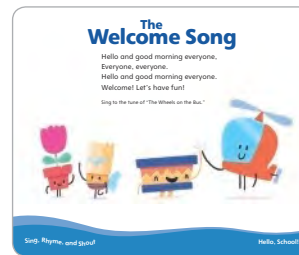
Wordless Experience Books



Theme Manipulatives



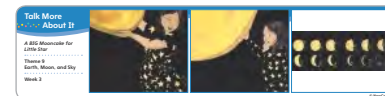
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Sing, Rhyme, and Shout



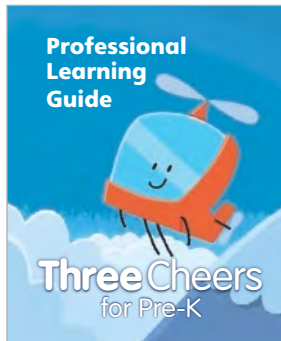
Theme and Concept Vocabulary



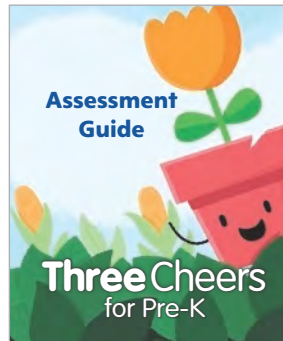
Talk More About It



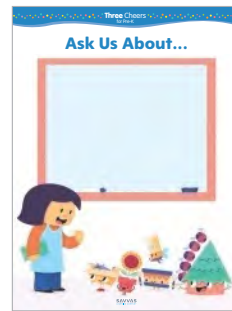
In Your Teacher Toolkit



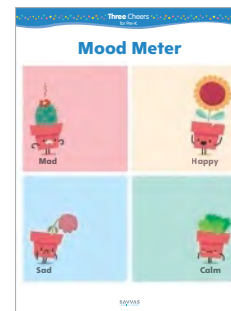
Professional Learning Guide



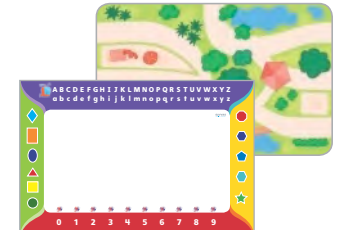
Assessment Guide



Ask Us About... Poster



Mood Meter Poster



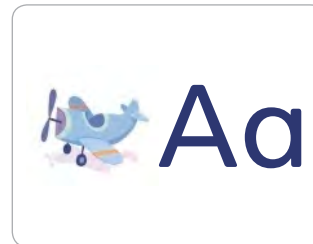
Map Mats



Center Signs



Social and Emotional Learning Cards

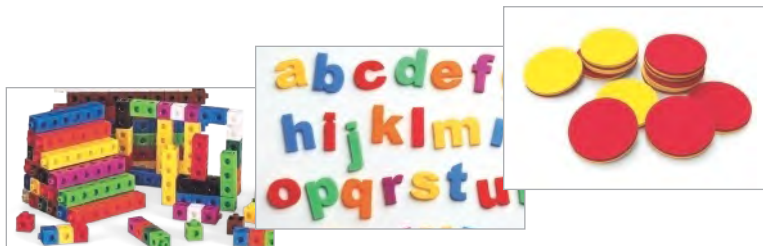


Alphabet Cards



Picture Cards

Hands-on Instructional Resources

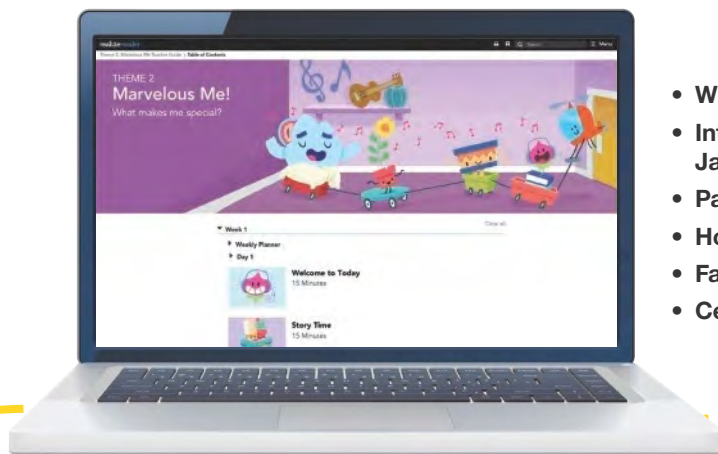


Manipulative Kit

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.

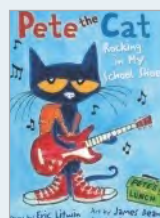
THEME 1

Hello School!

How do we learn and play at school?



BIG BOOK



WEEK 1



WEEK 2



WEEK 3

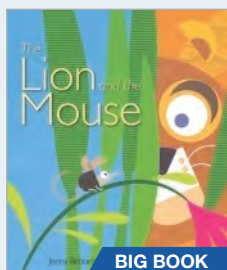


WEEK 4

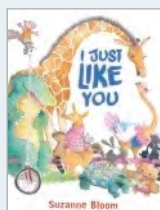
THEME 2

Marvelous Me!

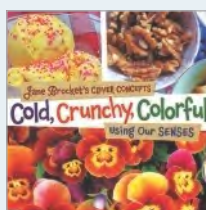
What makes me special?



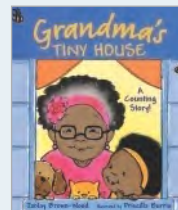
BIG BOOK



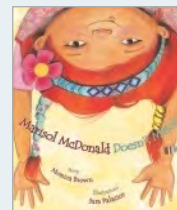
WEEK 1



WEEK 2



WEEK 3



WEEK 4

THEME 3

Look Outside

How are the seasons different?



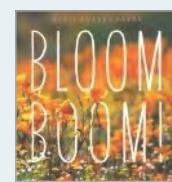
BIG BOOK



WEEK 1



WEEK 2



WEEK 3



WEEK 4

THEME 4

Taking Care

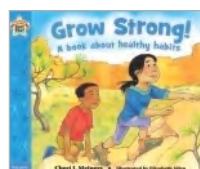
How do we care for ourselves and others?



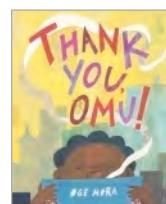
You are here...



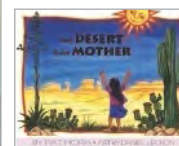
BIG BOOK



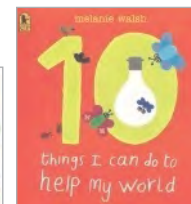
WEEK 1



WEEK 2



WEEK 3

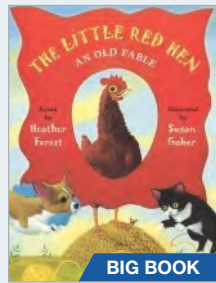


WEEK 4

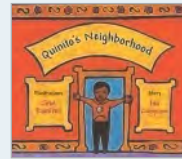
THEME 5

Everyday Helpers

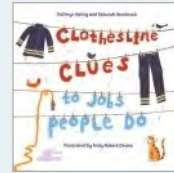
How do people in our community help us?



BIG BOOK



WEEK 1



WEEK 2



WEEK 3



WEEK 4

THEME 6

From Farm to Table

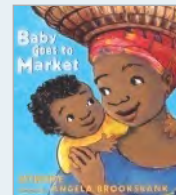
How does our food get from the farm to our homes?



BIG BOOK



WEEK 1



WEEK 2



WEEK 3



WEEK 4

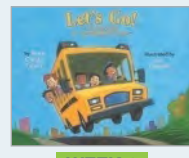
THEME 7

On the Go!

How do we get from here to there?



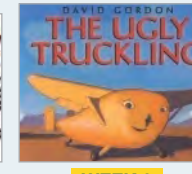
BIG BOOK



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

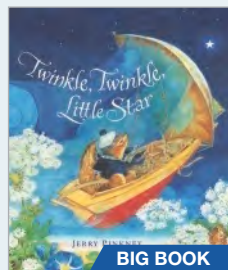


WEEK 4

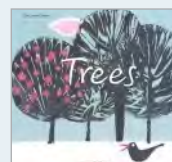
THEME 9

Earth, Moon, and Sky

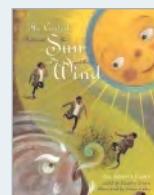
What do we see in the natural world?



BIG BOOK



WEEK 1



WEEK 2



WEEK 3



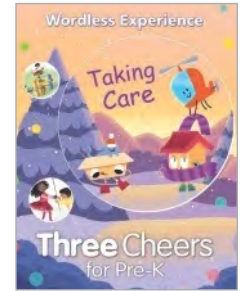
WEEK 4

Taking Care

How do we care for ourselves and others?

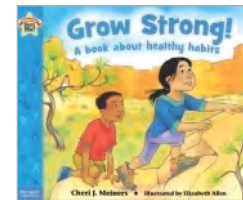
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Go Digital	xii–xiii	About the Theme	xxii–xxiii
Monitor Progress	xiv–xv	Centergize	C•185–C•203
Concept Development	xvi–xvii	English Language Development	ELD•205–ELD•216
Centers	xviii–xix		
Pacing Your Day	xx–xxi		



WEEK 1 How do I take care of myself?

Plan Your Week	1–5	Centers and Small Group	10, 18, 26, 34, 42
Centergize	C•185–C•203	Math Circle	11, 19, 27, 35, 43
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Read More About It: “Good Night, Jacob”

WEEK 2 What can I do to help my friends and family?

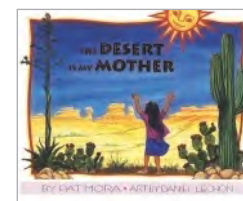
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Story Time	54, 62, 70, 78, 86	Reflect	60, 68, 76, 84, 92
Literacy Circle	55, 63, 71, 79, 87		



Read More About It: “Showing That You Care”

WEEK 3 How do others take care of me?

Plan Your Week	93–97	Centers and Small Group	102, 110, 118, 126, 134
Centergize	C•185–C•203	Math Circle	103, 111, 119, 127, 135
Daily Lessons		Science, Social Studies, and More Circle	104, 112, 120, 128, 136
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Story Time	100, 108, 116, 124, 132	Reflect	106, 114, 122, 130, 138
Literacy Circle	101, 109, 117, 125, 133		



Read More About It: “It’s Nice to Be Cared For”

WEEK 4

Why is it important to take care of the world?

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

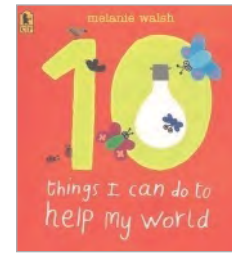
Math Circle 149, 157, 165, 173, 181

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: "Caleb Cleans Up"

Let's Celebrate!
Celebrate recycling and reusing with a "Second Time Around" crafting party.

Theme Kit

Getting Ready

- 1 Follow Directions**
- 2 Sing About It**
- 3 Location Words**
- 4 Clothing**
- 5 Guessing Game**

5 x 5

If You're Healthy!

If you're healthy and you know it, clap your hands.
If you're healthy and you know it, clap your hands.
If you try good things to eat, fruits and veggies can't be beat!
If you're healthy and you know it, clap your hands.
Sing to the tune of "If You're Happy and You Know It."

Sing, Rhyme, and Shout

Sing, Rhyme, and Shout: "If You're Healthy!"

Vocabulary

Everyday Helpers

Theme and Concept Vocabulary

Making Good Choices

20 with your matching children's picture!

Theme Manipulative

Three Cheers for Pre-K

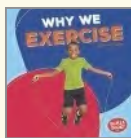
Talk More About It

Theme 4
Taking Care

SAVVAS

Talk More About It: Taking Care

Gather books to read that develop the theme, Taking Care



Why We Exercise
written by Rosalyn Clark
published by Lerner Classroom

Learn how exercise is fun and good for you. It is good for your body and your mind.



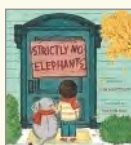
You Are Healthy
written by Todd Snow
illustrated by Melodee Strong
published by Maren Green Publishing

Learn ways to stay healthy at home and school.



I Can Save the Earth!
written by Allison Inches
illustrated by Viviana Garofoli
published by Little Simon

After a power outage, Max learns that he can protect the Earth and be environmentally helpful.



Strictly No Elephants
written by Lisa Mantchev
illustrated by Tae Eun Yoo
published by Simon & Schuster

The Pet Club won't let one boy bring his tiny elephant. But pets come in all shapes and sizes, just like friends.



Have You Filled a Bucket Today?
written by Carol McCloud
illustrated by David Messing
published by Bucket Fillers

Are you kind to others? Being kind to others makes them happier and you happier too.



The Busy Body Book: A Kid's Guide to Fitness
written by Lizzy Rockwell
illustrated by Lizzy Rockwell
published by Dragonfly Books

Do you like to run or jump? Your amazing body helps you move in so many different ways!

Go Digital!

SavvasRealize.com

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

Plan

Digital is portable!

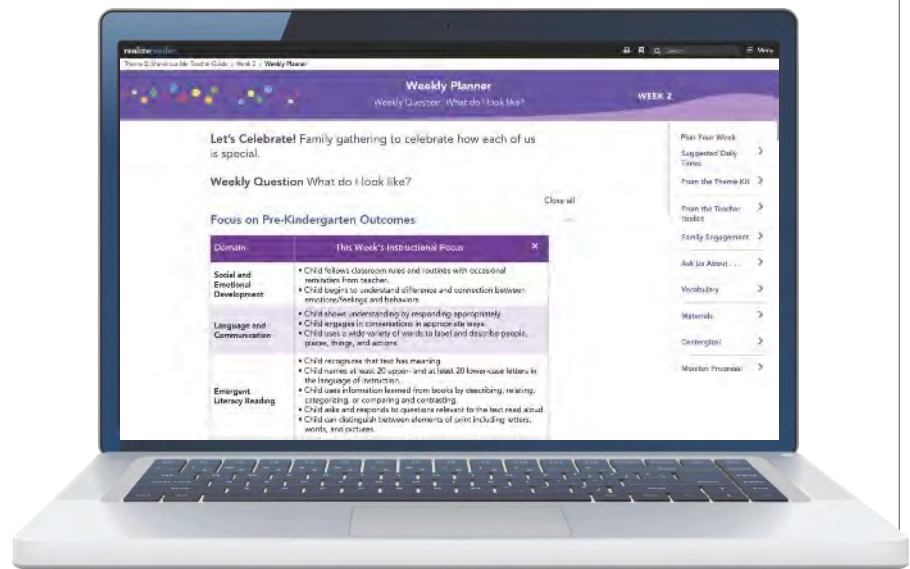
Do your planning any place, any time from SavvasRealize.com.

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.



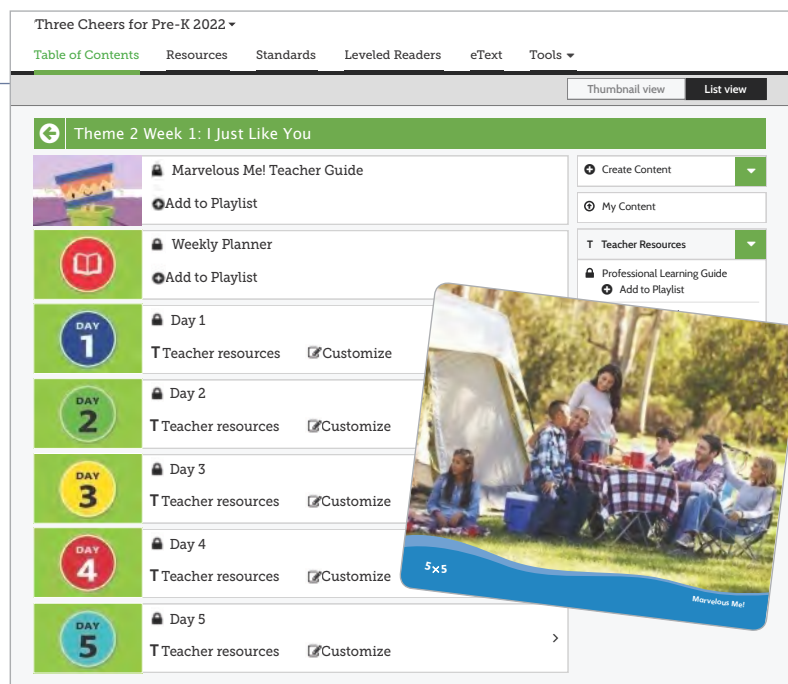
Teach

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.



Taking Care 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

Introduce next week.

Alphabet Knowledge

Introduce *Kk /k/*
Review *Kk /k/*
Review *Pp /p/, Jj /j/, Bb /b/, and Kk /k/*

Mathematics

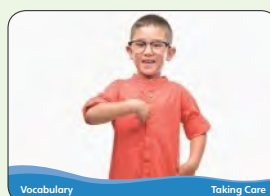
Counting

Science, Social Studies, and Health

Personal Health Habits
Good Nutrition Habits
What People Need

Theme Vocabulary

myself



Vocabulary

Taking Care

Concept Vocabulary

healthy
exercise
energy
habits
relax



Vocabulary

Taking Care

WEEK 2

Phonological Awareness

Introduce next week.

Alphabet Knowledge

Introduce *Oo /o/*
Review *Oo /o/*

Mathematics

Counting

Science, Social Studies, and Health

Families
Environments

Theme Vocabulary

care

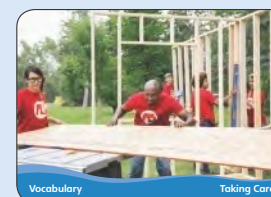


Vocabulary

Taking Care

Concept Vocabulary

volunteer
neighborhood
check
appreciate
share



Vocabulary

Taking Care

On our way to Kindergarten!



WEEK 3

Phonological Awareness

Compound Words

Alphabet Knowledge

Introduce *Ff* /f/
Review *Ff* /f/

Mathematics

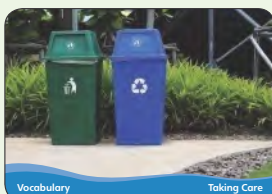
Number Sense

Science, Social Studies, and Health

Personal Safety Habits
Families

Theme Vocabulary

recycle

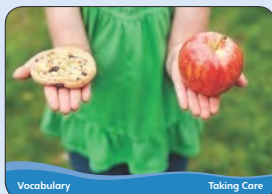


Vocabulary

Taking Care

Concept Vocabulary

needs
time
love
talk
teamwork



Vocabulary

Taking Care

WEEK 4

Phonological Awareness

Introduce next week.

Alphabet Knowledge

Review *Kk*, *Oo*, *Ff*
Review *Ff*, *Tt*, *Pp*

Mathematics

Equal Groups

Science, Social Studies, and Health

Our Planet

Theme Vocabulary

planet



Vocabulary

Taking Care

Concept Vocabulary

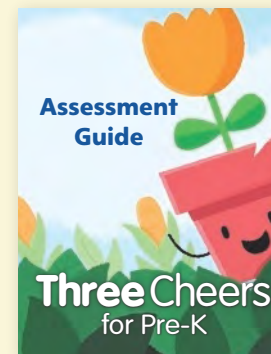
trash
reuse
garbage
pollution
replace



Vocabulary

Taking Care

Assessment Guide



Progress Monitoring Resources

Use these Assessment Guide resources in Theme 4:

Weekly Observational Checklists

Week 1	p. 24
Week 2	p. 25
Week 3	p. 26
Week 4	p. 27

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

Taking Care Concept Development

THEME 4

Taking Care

How do we care for ourselves and others?

Theme Concepts

- Children learn ways to care for themselves, both physically and emotionally.
- Children learn ways to care for others, both physically and emotionally.
- Children learn how to be kind.
- Children learn ways to care for pets.
- Children learn that it is important to care for things and people we love.
- Children learn ways to care for their communities and the planet (reduce, reuse, recycle).
- Children learn that everyone can make a difference when caring for each other, our communities, and our planet.

Theme Vocabulary

myself planet
care recycle



Big Book: *Taking Care*



Wordless Experience Book: *Taking Care*

WEEK 1

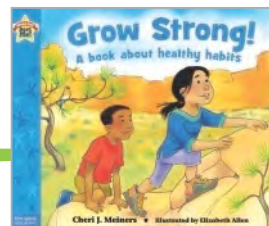
FOCUS:

I Can Take Care of Myself

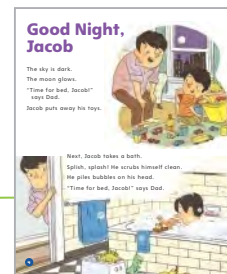
How do I take care of myself?

Concept Vocabulary

healthy energy
exercise relax
habits



Grow Strong!



“Good Night, Jacob”

WEEK 2

FOCUS:

I Can Take Care of My Friends and Family

What can I do to help my friends and family?

Concept Vocabulary

neighborhood volunteer
check appreciate
share



Thank You, Omu!



“Showing That You Care”

WEEK 3

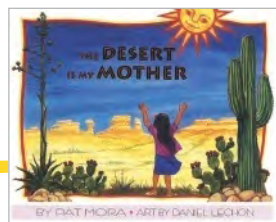
FOCUS:

How Others Take Care of Me

How do others take care of me?

Concept Vocabulary

needs talk
time teamwork
love



The Desert Is My Mother



“It’s Nice to Be Cared For”

Social and Emotional Intelligence

- explore, model, and practice taking turns
- demonstrate and practice self-regulating behaviors
- suggest and practice ways to solve social problems
- explore and practice empathy and caring for others
- identify how others are feeling and how to help them
- introduce and practice participation
- role play ways to be a good friend

Let’s Celebrate

- A Craft Celebration is planned and children ask other classrooms for recyclable items.
- Children look for craft supplies to be used at the Craft Celebration.
- A rich variety of activities are prepared for the Craft Celebration.
- Recyclable items and crafting supplies are sorted into appropriate groups.
- Recyclable materials are used to make new items or art and the attendees sing a song.

WEEK 4

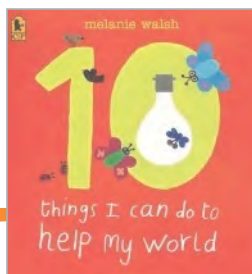
FOCUS:

I Can Help Take Care of Our World

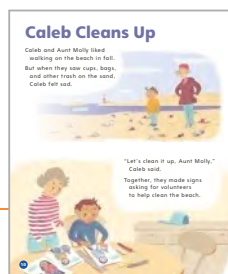
Why is it important to take care of our world?

Concept Vocabulary

trash pollution
reuse replace
garbage



10 Things I Can Do to Help My World



“Caleb Cleans Up”

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.

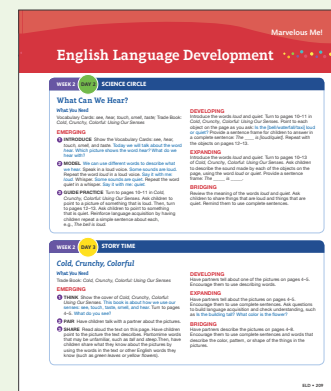
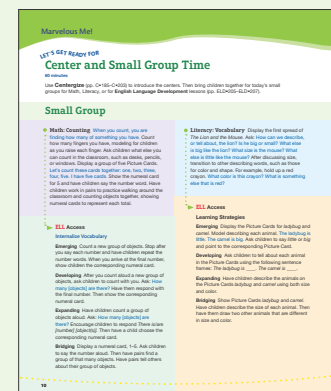
10 minutes per group

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

Taking Care

Launch the Theme

How do we care for ourselves and others?

Introduce children to the theme’s Guiding Question. We are going to sing, read, and learn as we try to answer this question: *How do we care for ourselves and others?* We will learn about caring for other people, ourselves, and our planet. It will be lots of fun! We are going to start by playing a game called “Javi Says!”

Game

Javi Says!

Set Up

This game is similar to “Simon Says.” Have children line up in one or two lines where you can see everyone clearly and there is room to move.

Introduce the Game

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

- I will help Javi play this game. Javi or I will give you directions to do something. If I say “Javi says,” you should follow directions. If you don’t hear the words “Javi says,” don’t follow the directions. Make sure all the children can see you.
- Javi says pretend you are brushing your teeth. Have anyone who didn’t pretend to brush their teeth move to the side. **Stretch!** Have anyone who stretched move to the side. Repeat with different actions. Last one in the game wins.

Practice the Game

Help children do a variety of actions that demonstrate taking care of ourselves and others. Remind children that they should only follow the directions if they hear “Javi says.”



Close the Theme

Let's Celebrate!

Second Time Around

This culminating, rich experience to wrap up Theme 4 will be enjoyed by your children and other children from your school.

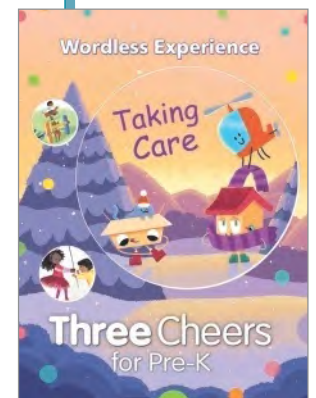
Prepare

Guide children as they practice speaking to an audience. Sort the reusable items children have collected into groups and separate the groups.

Celebration Day

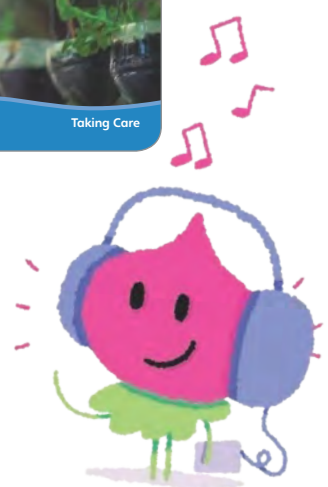
Children from other classrooms will meet the children from your classroom. Remind your children that they are prepared and ready for this day. Have fun!

- Greet other classes at the door. Accept any donations of items to be recycled.
- Read the book and have children complete the sentences.
- Make shakers at the Shaker Station.
- Sing a song and discuss reusing items.
- Discuss ways to sort the recyclable materials and use the materials to make a new item.
- All children sing two songs, using their shakers.



Recycling Fun

- 1 Recycling**
Draw children's attention to the containers in the photo. **Say:** These were once used to hold drinks. **Ask:** What are they used for now? Point out that a new use was found for the items. Next, hold up some nearby items and explain how they could be used in a new way. **Ask:** What new way could I use these items? **Say:** I could use the other side of this paper to write my grocery list. I could use this cup as a pencil holder. I could use this bowl as a hat. Have children find an object in the classroom they could use as something else and tell you about it.
- 2 Blend Onset and Rime**
Point to the containers shown in the photo. **Say:** I could turn an old bottle into a pot. Help children blend the onset and rime in the word pot: /p/ /ot/. Next, tell children you could also use an empty can as a pot. Have children blend the onset and rhyme in the word can: /k/ /an/, can.
- 3 Count**
Draw children's attention to the recycled containers shown in the picture. Remind children that they have been turned into a space for growing plants. **Ask:** How many planting pots are there? Help children count the pots. Point to each item as children say the number.
- 4 Movement**
Point to the plants growing in the containers in the picture. Remind children the plants grew from small seeds. Invite volunteers to show how a seed grows into a plant. Children can crouch down as seeds and stretch and "grow" into plants by standing up slowly and raising their arms above their heads. **Ask:** Which is larger, a seed or a plant?
- 5 Music**
Remind children that the project in the photo was made by planting seeds in old containers. **Say:** We learned a song this week about ways to show we care. The song talks about planting seeds, just like in this picture. Together, sing "We Show That We Care!" Then talk about ways the recycling project in the picture shows people caring for the world around them.



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.



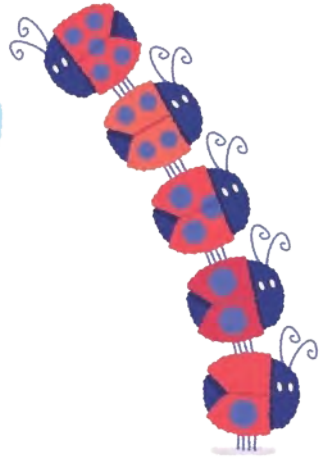
Tool Team



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
Social and Emotional Development	<ul style="list-style-type: none"> Child shows initiative in independent situations and persists in attempting to solve problems. Pages 7, 15, 23, 27, 28, 30, 31, 35, 38, 39, 43, 46 Child regulates his own behavior with occasional reminders or assistance from teacher. Pages 7, 11, 14, 15, 19, 22, 39
Language and Communication	<ul style="list-style-type: none"> Child demonstrates understanding of terms used in the instructional language of the classroom. Pages 8, 16, 32, 40 Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement. Pages 16, 32
Emergent Literacy Reading	<ul style="list-style-type: none"> Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting. Pages 8, 16, 40 Child asks and responds to questions relevant to the text read aloud. Pages 8, 24, 32, 40 Child demonstrates understanding of print directionality including left to right and top to bottom. Pages C•188–C•189
Emergent Literacy Writing	<ul style="list-style-type: none"> Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning. Pages C•192–C•193, C•194–C•195, C•196–C•197
Mathematics	<ul style="list-style-type: none"> Child uses words to rote count from 1 to 30. Pages 11, 19, 27, 35, 43 Child demonstrates use of location words (such as “over,” “under,” “above,” “on,” “beside,” “next to,” “between,” “in front of,” “near,” “far,” etc.). Page 30
Science	<ul style="list-style-type: none"> Child observes, investigates, describes, and discusses the relationship of organisms to their environments. Page 36
Social Studies	<ul style="list-style-type: none"> Child demonstrates that all people need food, clothing, and shelter. Pages 28, 36, 38, 44
Fine Arts	<ul style="list-style-type: none"> Child uses art as a form of creative self-expression and representation. Pages C•196–C•197, C•200–C•201 Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms. Pages 7, 15, 20, 22, 23; C•202–C•203
Physical Development	<ul style="list-style-type: none"> Child shows increasing control of tasks that require eye-hand coordination. Pages C•190–C•191, C•202–C•203 Child practices good habits of personal health and hygiene. Pages 12, 20, 46
Technology	<ul style="list-style-type: none"> Child opens and navigates through digital learning applications and programs. Pages C•188–C•189

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

Ready for Kindergarten!

Language

Pre-Kindergarten Outcomes

- Child demonstrates understanding of terms used in the instructional language of the classroom. **Pages 8, 12, 32, 40**
- Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement. **Pages 16, 32**

Kindergarten Literacy Goals

- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- Produce and expand complete sentences in shared language activities demonstrating command of the conventions of standard English grammar and usage when writing or speaking.

Reading Readiness

Pre-Kindergarten Outcomes

- Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting. **Pages 8, 16, 40**
- Child asks and responds to questions relevant to the text read aloud. **Pages 8, 24, 32, 40**

Kindergarten Literacy Goals

- Identify the main topic and retell key details of a text.
- Ask and answer questions about key details in a text.

Print Concepts

Pre-Kindergarten Outcomes

- Child demonstrates understanding of print directionality including left to right and top to bottom. **Pages C•188–C•189**

Kindergarten Literacy Goals

- Follow words from left to right, top to bottom, and page by page.

Writing

Pre-Kindergarten Outcomes

- Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning. **Pages C•192–C•193, C•194–C•195, C•196–C•197**

Kindergarten Literacy Goals

- Write informative and narrative texts that include details.

Mathematics

Pre-Kindergarten Outcomes

- Child uses words to rote count from 1 to 30. **Pages 11, 19, 27, 35, 43**

Kindergarten Mathematics Goals

- Count to 100 by ones and by tens.



THEME 4 WEEK 1

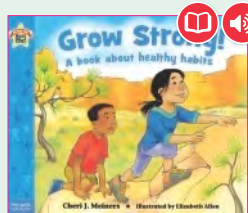
Taking Care

How do we care for ourselves and others?

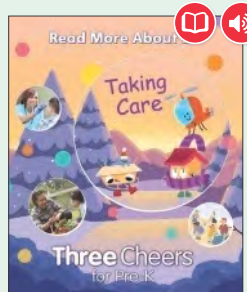
Weekly Question:

How do I take care of myself?

From the Theme Kit Print and Digital



Trade Book



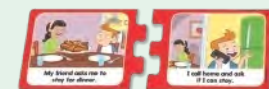
Read More About It: "Good Night, Jacob"



5x5



Theme and Concept Vocabulary



Theme Manipulative



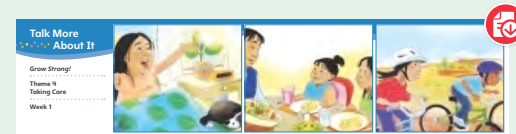
Big Book and Little Books



Wordless Experience Book: Taking Care

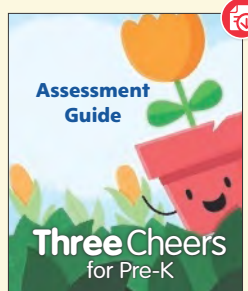


Sing, Rhyme, and Shout: "If You're Healthy!"

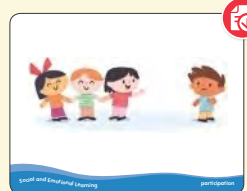


Talk More About It: Grow Strong!

From the Teacher Toolkit Print and Digital



Assessment Guide



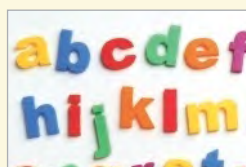
Social and Emotional Learning Cards



Alphabet Cards



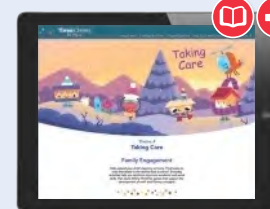
Picture Cards



Manipulatives



Family Engagement Digital



Three Cheers for Pre-K Parents!



Three Cheers for Games!



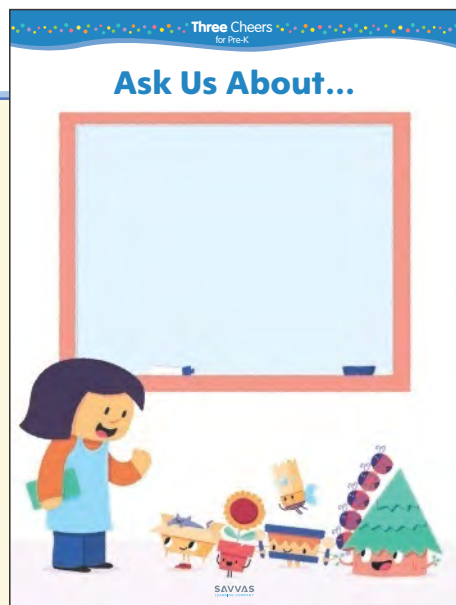
Digital Bookshelf

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 do people in the book *This is the Way* take care of themselves?
- How do you feel when you and your friends take turns?
- If you want to talk about more than one book, what word would you use?

Day 1 pp. 7–14

Welcome to Today

- Meet and Greet
- Sing, Rhyme, and Shout “If You’re Healthy!”
- Morning Meeting

Story Time

- How do we care for ourselves and others?
- 1st Read Big Book *This Is the Way*

Literacy Circle

- Concept Vocabulary Introduce Vocabulary
- Alphabet Knowledge Introduce Kk /k/

Center Time and Small Groups

- Small Group Options
 - Math: Counting
 - Literacy: Vocabulary
- Centers **Centergize**, pp. C•185–C•203

Math Circle

- Counting
- Snack Time Taking Turns

Health Circle

- I Take Care of Me!
- Personal Health Habits
- Outdoor Play Musical Response

Learn and Play and Centers

- Let’s Move!
 - Sock Hop
 - Bend and Stretch
- Let’s Talk Solving Problems
- Let’s Read Respond to Questions, Same or Different
- Rest Time This Is the Way We Rest

Reflect

- 5x5 Follow Directions
- Social and Emotional Learning Take Turns
- Let’s Talk About It

Day 2 pp. 15–22

Welcome to Today

- Meet and Greet
- Sing, Rhyme, and Shout “If You’re Healthy!”
- Morning Meeting

Story Time

- How do I take care of myself?
- 1st Read Trade Book *Grow Strong!*

Literacy Circle

- Concept Vocabulary Develop
- Alphabet Knowledge Review Kk /k/
- Sentences and Structure Regular Plurals

Center Time and Small Groups

- Small Group Options
 - Math: Counting
 - Literacy: Sentence Structure
- Centers **Centergize**, pp. C•185–C•203

Math Circle

- Counting
- Snack Time Taking Turns

Health Circle

- Food for My Mood
- Healthy Habits
- Outdoor Play Good Exercise Habits

Learn and Play and Centers

- Let’s Move!
 - Sit-Ups for Strength
 - Squat Your Turn!
- Let’s Talk Taking Turns
- Let’s Read Connect, What Do You Remember?
- Rest Time Pillows and Places

Reflect

- 5x5 Sing About It
- Social and Emotional Learning Take Turns
- Let’s Talk About It

Let's Celebrate!
Celebrate recycling and reusing with a "Second Time Around" crafting party.

Day 3 pp. 23–30**Welcome to Today****Meet and Greet**

Sing, Rhyme, and Shout "If You're Healthy!"

Morning Meeting**Story Time**

How do I take care of myself?

2nd Read Trade Book *Grow Strong!*

Literacy Circle

Concept Vocabulary Practice

Vocabulary Vocabulary

Motivation to Write Letters

Alphabet Knowledge Review *Kk /k/*

Center Time and Small Groups**Small Group Options**

- Math: Counting
- Literacy: Vocabulary

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

Math Circle**Counting**

Snack Time Solving Problems

Social Studies Circle**What Do I Need?****What People Need**

Outdoor Play Good Exercise Habits

Learn and Play and Centers**Let's Move!**

- Arms-Only Jacks
- Legs-Only Jacks

Let's Talk Solving Problems

Let's Read Have a Habit, Amazing Me

Rest Time Relax and Breathe

Reflect

5x5 Location Words

Social and Emotional Learning Solve Problems

Let's Talk About It

Day 4 pp. 31–38**Welcome to Today****Meet and Greet**

Sing, Rhyme, and Shout "If You're Healthy!"

Morning Meeting**Story Time**

How do I take care of myself?

Read More About It "Good Night, Jacob"

Literacy Circle

Concept Vocabulary Review

Sentences and Structure Regular Plurals

Vocabulary Vocabulary

Alphabet Knowledge Review *Kk /k/*

Center Time and Small Groups**Small Group Options**

- Math: Counting
- Literacy: Sentence Structure

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

Math Circle**Counting**

Snack Time Solving Problems

Social Studies Circle**Three Needs****What People Need**

Outdoor Play Good Exercise Habits

Learn and Play and Centers**Let's Move!**

- Bend with a Friend
- Do the Twist

Let's Talk Solving Problems

Let's Read Connect, Feelings

Rest Time Stretch to Relax

Reflect

5x5 Clothing

Social and Emotional Learning Solve Problems

Let's Talk About It

Day 5 pp. 39–46**Welcome to Today****Meet and Greet**

Sing, Rhyme, and Shout "If You're Healthy!"

Morning Meeting**Story Time**

How do I take care of myself?

Compare *Grow Strong!* and "Good Night, Jacob"

Literacy Circle

Concept Vocabulary Check for Understanding

Vocabulary Vocabulary

Alphabet Knowledge Review

Center Time and Small Groups**Small Group Options**

- Math: Counting
- Literacy: Concept Vocabulary

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

Math Circle**Counting**

Snack Time Solving Problems

Social Studies Circle**Three Needs****What People Need**

Outdoor Play Good Exercise Habits

Learn and Play and Centers**Let's Move!**

- Arms-Only Jacks
- Sit-Ups for Strength

Let's Talk Self-Awareness

Let's Read Read More About It, Jacob's Night

Rest Time Self-Control

Reflect

5x5 Guessing Game

Social and Emotional Learning Solve Problems

Let's Talk About It

Vocabulary

Theme Vocabulary

Words to develop the theme, Taking Care

care planet
myself recycle

Concept Vocabulary

Conceptually related words to teach this week

energy healthy
exercise relax
habits

Academic Vocabulary

Terms used in this week's instruction

General

amazing
classroom
important
independent
instructions
learning
outside
remind
think

Literacy

ask
question
respond
theme

Mathematics

problem
solve

Social Studies

clothing

food
fruit
garden
grocery
need
vegetable

Social and Emotional Learning

appreciate
behavior

respect

Physical Development

brush
wash

Story Words

Words from the literature to explain and use this week

Trade Book

amazing positive vitamins
energy refresh
habits strong
mood sunshine

Big Book

clothes greet
snack

Read More About It

bubbles scrubs
combs silly
dozes
gently
glows
piles

Materials

Materials to gather from home and classroom

Morning Meeting

attendance chart
dress-up props: jacket, sweater, umbrella, sunglasses
helper chart
T-chart

Center Time

art supplies
assorted recycled/recyclable items, such as cardboard, paper, milk cartons
computer or other digital device
cornmeal or sand

dress-up clothing
food coloring
homemade or store-bought greeting card(s)
metal bowls or cups of varying sizes
plastic bags
plastic bottles
play dough
potting soil
sand, pebbles, dried corn kernels, dried beans, and/or seeds

shaving cream or other malleable material
wooden, metal, and plastic spoons

Circle Times

photos of snowy places
pictures of different food, clothing, and places to live

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

Read Along Follow along while listening to the Big Book.

Pretend and Learn

This Is the Way Sing along with the song as you practice zipping, buttoning, snapping, and using hook-and-loop fasteners.

ABC Fun

Sensory Names Use sensory bags to practice writing their names.

Writer's Club

I Take Care of . . . Write about some of the many ways you take care of yourself.

Creativity Station

I Can Show I Care Make a card for a friend or family member.

Math Fun

Numeral Match Recognize the numerals 6–9

STEM

Decorate a Planter Reuse small milk cartons to make a planter. Use recycled art materials to decorate it.

Sand, Water, and More

Shake It! Make and shake to the music.

Monitor Progress



Assessment Guide

Observe

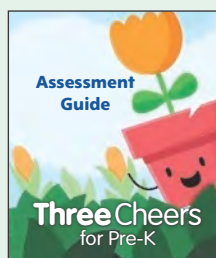
Observational Checklists

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. Administer Progress Monitoring Assessment 2 before the end of Theme 6.

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 include:

Centers

- **Pretend and Learn** photographs of children zipping, buttoning, snapping, and using hook-and-loop fasteners
- **Creativity Station** copies or scans of cards created by children
- **Writer's Club** examples from childrens' writing



Welcome to Today

15 minutes

Meet and Greet

- As children enter the classroom, welcome them with a handshake.
- Ask children to update the Mood Meter to show how they feel today.



Sing, Rhyme, and Shout

Taking Care Read the title and point to the illustrations on the card to introduce the new theme, Taking Care. Review the word *theme*.

- In our new theme, we are going to discover how to *care* for ourselves, others, and our world. This song tells us one way we can take *care* of ourselves.
- As you sing, ask children to clap two times after the first, second, and fourth lines.



Learning Outcomes

The child

- shows initiative in independent situations.
- regulates his own behavior with occasional reminders or assistance from teacher.
- participates in classroom music activities including singing.

What You Need

- Sing, Rhyme, and Shout: "If You're Healthy!"
- attendance chart, helper chart
- Picture Cards: *apple, egg, carrot*

Theme Vocabulary

myself care

Academic Vocabulary

theme

Concept Vocabulary

healthy

Morning Meeting

- Attendance** Choose three Picture Cards of *healthy* foods to display. Have children place their name cards under one of their favorite foods to show they are present. Observe whether children can regulate their own behavior. Remind them to take turns. Ask them to choose the card that shows the *healthy* food they like best. *Eating healthy food is one way we take care of ourselves.*
- Helper Chart** One way we *care* for others is by helping. You will learn about helpers who are just like you in the stories you read today and what you do. Give children a chance to show initiative by volunteering for this week's helper jobs.
- Weather** The weather today is _____. I take *care of myself*. (point to self) I wear _____. Have children describe one way they can *care* for themselves in this type of weather.
- Today's Events** Tell children that you will read a new book to them today called *This Is the Way*.

DIFFERENTIATED SUPPORT

Extra Support

Morning Meeting Ask a child who has trouble focusing to help you lead the Morning Meeting. Practice naming the parts of the daily routine in order with the child. Then, prompt the child to introduce each part of the meeting to the class. AUDITORY

Story Time

15 minutes

Learning Outcomes

The child

- demonstrates understanding of terms used in the instructional language of the classroom.
- uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
- asks questions relevant to the text read aloud.
- responds to questions relevant to the text read aloud.

What You Need

- Big Book: *This Is the Way*
- Vocabulary Cards: *exercise, healthy, habits, energy, relax*
- Alphabet Card *Kk*

DIFFERENTIATED SUPPORT

Extra Support

Read Together If children have difficulty asking and answering questions relevant to the text, model simple questions and answers. For example:

- What is happening in this picture?
- The children are taking turns.

AUDITORY

Engage and Extend

Connect Ask volunteers to act out one way they care for their friends that was not in the text. Ask the class to guess what is being acted out.

KINESTHETIC

Taking Care

? **How do we care for ourselves and others?** Ask the guiding question *How do we care for ourselves and others?* Display Vocabulary Cards *myself, care, planet, and recycle* and talk about each one. Explain that children will use these words as they read stories and take part in activities that show how we care for ourselves, others, and the world.



This Is the Way

Ask children to look at the cover as you read the title *This Is the Way*.

- 1 Introduce** Explain that you are going to read a book about ways children can *care* for themselves and others. Tell children that it is important to *care* for themselves so they can be healthy and able to *care* for others.

Before reading, model asking questions about a story. Point to different illustrations and ask, **What are these children doing? What question do you have about this picture?**



- 2 Read Together** Read the book aloud and encourage children to act out repetitive text such as *brush our teeth* and *wave goodbye*. Then review questions children asked before the story. Be sure their questions are relevant to the text read aloud, and guide them to respond appropriately to the questions. Have them come up with new questions about the book to answer as a class.
- 3 Connect** After reading, describe how people care for themselves, and then have the class chime in with “I take *care* of *myself*.” For example: *I brush my teeth.* “I take *care* of *myself*.”

Encourage volunteers to say something from the rhyme about caring for others using this sentence frame: *I _____. I care for others.*

Literacy Circle

15 minutes

Concept Vocabulary

Introduce Ask children the weekly question: *How do I take care of myself?* Display Vocabulary Card *exercise*. *When I exercise, I take care of myself* (point to self). Display the other Vocabulary Cards for this week (*healthy, habits, energy, relax*) and briefly explain how each relates to the question *How do I take care of myself?*



Vocabulary

Have children take turns role-playing actions from *This Is the Way* to demonstrate an understanding of instructional terms used in the classroom, such as *greet* or *rest*. Open the book to pp. 6–7. *Look at the boy and girl. Use hand gestures to act out what they are doing.* Repeat with other pages and actions.

Alphabet Knowledge

Introduce Kk /k/ Tell children that today they are going to learn about the letter *K*. Ask them to listen to instructions, so they will know what to do.

- Letter Name** Display the Alphabet Card *Kk*. *This is a koala.* Point to the uppercase *K*. *This is the uppercase *K*.* Point to the lowercase *k*. *This is the lowercase *k*.* Say the letter name with me: *K*. 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** The letter *k* spells this sound: /k/, /kkkkk/. Say it with me: /kkkkk/. Listen for the sound at the beginning of *koala*: /kkkkk/ -oala. Point to the lowercase letter. *What sound does this letter spell?* Point to the uppercase letter. *What sound does this letter spell?*
- Letter Formation** Trace the uppercase *K* 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 *k*.

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.

<i>I care for myself.</i>	<i>(jog in place)</i>
<i>I care for you.</i>	<i>(point to others)</i>
<i>It's important</i>	<i>(shake arm and point to sky)</i>
<i>and easy to do!</i>	<i>(shrug shoulders)</i>

Theme Vocabulary

myself	care
--------	------

Concept Vocabulary

exercise	energy
healthy	relax
habits	

Academic Vocabulary

instructions	respond
ask	question



CHECK FOR UNDERSTANDING

IF . . . a child needs additional practice forming the letter *K*,

THEN . . . have children practice tracing the upper- and lowercase letters on the Alphabet Card.

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 (pp. ELD•205).

Small Group

- **Math: Counting** When you count, you say the names of numbers in order. We are going to exercise by jumping five times. We will count each time we jump. Jump and count with me: one, two, three, four, five. Now we will count and touch our toes five times: one, two, three, four, five. Ask children to hop five times on one foot and have them count as they hop.

▶ **ELL Access**

Academic Vocabulary

Emerging Slowly pronounce *count*. Have children repeat the word. Say the word *count* again and then count to five using your fingers and thumb. Have children say *count* in their home language and then in English. Ask them to count to five in their home language and then repeat counting in English.

Developing Provide sentence frames to help children explain what it means to count. *When I _____, I say the names of numbers. When I _____, I keep the numbers in order.*

Expanding Have children answer the question, *What does the word *count* mean?*

Bridging Ask children to explain what it means to count using a complete sentence.

- **Literacy: Vocabulary** Display pp. 10–11 of *This Is the Way*. Instruct children to listen as you sing the verse on p. 10. Then have children sing the verse with you. Repeat with the verse on p. 11. To assess children's understanding of terms used in classroom instruction, ask them to explain what a *snack* is. Correct their understanding as needed.

▶ **ELL Access**

Speaking

Emerging Display the *exercise* Vocabulary Card. *Say it with me, exercise. When we exercise, we move our bodies to keep them strong and healthy.* Have individual children say the word aloud. Repeat it for them as needed.

Developing Ask children to tell you what it means to *exercise*. Provide these sentence frames: *When I exercise, I _____.* Prompt with visual clues as needed.

Expanding Have children explain what it means to exercise. Ask questions to guide children, such as, *How do you move your body when you exercise?*

Bridging Display the *exercise* Vocabulary Card to remind children of the word. Have children say sentences using the word.

Math Circle

15 minutes

Counting

Tell children that today they will count to the number six. Remind children that order is important when counting.

- Engage** Organize children into six groups. Give each group one number to remember (1, 2, 3, 4, 5, 6). Assign consecutive numbers to groups in order from left to right. Model counting by pointing to each group and saying their number out loud. Then have each group say their number when you point to them.

Remember, when we count, we say the numbers in order. When I point to your group, say your number as loudly as you can.

- Develop** Give groups new numbers or move the groups to different positions (so they are no longer in consecutive order). Repeat the activity, and then ask children to count from one to six all together. *Now let's all count to six together. This time let's sit down while we count. When you hear your group's number, stand up.*
- Practice** Have children practice counting to six. Then say different starting numbers and ask each group to count to six all together. See which group can count the loudest and the quietest.

Learning Outcomes

The child

- regulates his own behavior with occasional reminders or assistance from teacher.
- combines sentences that give lots of detail.
- uses words to rote count from 1 to 30.

What You Need

- SEL Card: *take turns*



CHECK FOR UNDERSTANDING

IF . . . a child has difficulty counting to six,

THEN . . . review counting to five first. Have him or her clap with you and count to five. Explain that we count one more to count to six. Model clapping and counting to six, and then ask the child to clap and count with you.

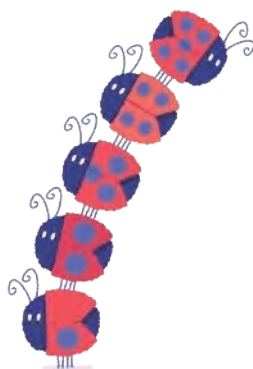


Snack Time

15 minutes

Taking Turns Display the Social and Emotional Learning Card: *take turns*. *What are the children doing? How are they taking turns? What problems can happen if you don't take turns?*

Set out the snacks and model taking a turn. *I'll take my place in line and wait quietly for my turn. When we wait our turn, we are being kind to our friends. This shows we care for them.* Ask children to think of other times at school or home when they can take turns. Prompt children to combine sentences that give lots of detail. Ask questions such as, *Who can you take turns with at school? What will you do while you wait? When can you take turns at home?*



Health Circle

15 minutes

Learning Outcomes

The child

- responds to different musical styles through movement.
- practices good habits of personal health.
- practices good habits of personal hygiene.

What You Need

- Big Book: *This Is the Way*

Theme Vocabulary

care

Academic Vocabulary

wash

brush

Outdoor Play

20 minutes

Musical Response Ask children to respond to different musical styles by marching to what they hear. Play music of different tempos (speed). If the music is fast, they will march quickly. If the music is slow, they will march slowly. Model what it looks like to do a high-step march to a slower-tempo piece of music. Have the children practice the high-step march slowly and then quickly. Alternate playing fast and slow tempo music.

I Take Care of Me!

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.

I take *care* of me
I brush my teeth (point to teeth)

To be my best
I take a rest (close eyes)

Because I *care*
I wash my hair (scrub hair)

Personal Health Habits

- Engage** Display *This Is the Way* to teach children how to practice good health and hygiene. Did you know that some songs can remind us to stay well and take *care* of ourselves?
- Develop** Open to pp. 4–5 and point to the illustrations. One way we take *care* of ourselves is to wash our clothes. I'm going to sing about it and act it out to help me remember. Sing both verses with motions, and then have children join you. Turn to pp. 8–9. I also wash my hands to stay well. I'll sing about it and act it out, so I'll remember to do it. Sing both verses with motions, and then have children join you. Turn to pp. 6–7. I brush my teeth to stay well. I'll sing about it and act it out, so I'll remember to do it. Sing both verses with motions, and then have children join you.
- Practice** Turn to pp. 8–9. We wash our hands to stay well. Let's sing and act it out, so we can remember to do it. Sing both verses with motions, and then have children join you. Repeat the activity with brushing teeth on pp. 6–7. We brush our teeth to stay well.



Learn and Play

90 minutes

Let's Move

Sock Hop Have children stand in two rows on each side of the classroom. Prepare a number of songs to play as children hop.

- Model hopping quickly on both feet, and ask children to join in. Repeat, hopping slowly.
- Play different styles of music for children to hop to. Alternate songs with slow beats and fast beats. Have children hop to the other side of the room, moving with the beat.
- As the two groups cross, encourage them to high five their friends.

Bend and Stretch Divide the class into two groups. One group will sing, and one group will bend and stretch to the music.

- Lead the singing group in the song “This is the way we bend and stretch ...”
- Model bending and stretching for the other group, and then have children join in.
- Then have the groups swap roles.

Let's Talk

Solving Problems As children play, watch for children who are persevering through a challenge or problem. Praise them for not giving up and for finding a solution.



Let's Read

Respond to Questions After rereading *This Is the Way*, have children work with a partner to ask and answer questions about the story. Guide children with examples such as, *What is your favorite picture? Which picture am I acting out?*

Same or Different Display illustrations from *This Is the Way*, and ask children to identify things that are the same as or different from their classroom. Ask: *What is the same about Rest Time in our classroom? Is our Outdoor Play the same or different?*



Center Time

30 minutes

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

Transitions

Take Turns

Invite children to stand and take a big stretch. Have children repeat your words and actions as you model the fingerplay; then have children do the rhyme with you.

I'll be still.	(hands at sides)
I will wait.	(hands behind back)
When I take turns	(turn around)
I feel great!	(jump)

Rest Time

30–45 minutes

This Is the Way We Rest Before children get their mats for rest time, model singing a quiet version of “This Is the Way,” customizing the words: *This is the way we fetch our mats, fetch our mats ...* Have children sing with you as they get their mats. Ask them to stop singing as they lie down, and gently remind them that they are taking care of themselves by resting: *When you sleep, you take care of yourself. Your body rests so it will be strong when you wake up. Your mind rests, too, so you can be your best when you wake up.*

Reflect

10 minutes

5x5

Learning Outcomes

The child

- regulates his own behavior with occasional reminders or assistance from teacher.
- shows understanding by following two-step oral directions.
- attempts to use new vocabulary in speech.

What You Need

- 5x5 Card: Getting Ready
- SEL Card: *take turns*
- ball

Theme Vocabulary

myself care

Academic Vocabulary

wash brush

CHECK FOR UNDERSTANDING

IF . . . a child doesn't understand what it means to take turns,

THEN . . . use two finger puppets to act out a scene where one refuses to take turns. Model how to take turns using the puppets.

DIFFERENTIATED SUPPORT

ELL

Take Turns Show children the SEL Card *take turns*. Ask them to point to a child who is waiting to take a turn. Have them say the words *take turns*.

AUDITORY

Follow Directions Look at the photo. **What do you see?** Explain that the photo shows us one way we take *care* of ourselves. Have children follow directions to act out a complete morning routine. First ask them to stand. **I'll name a step in our morning routine. You act it out.** Wash your hands. Brush your teeth. Eat breakfast. Great job!



Social and Emotional Learning

Take Turns Display the SEL Card *take turns*. Which child is having a turn? Which children are waiting to take a turn? It is important to take turns so everyone gets to play. Let's practice taking turns. Hold up Javi. We will sit in a circle and take turns holding Javi. When Javi gets to you, say *It is my turn*. Then pass him on.



Have children complete the activity. Pay particular attention to English language learners and notice that they attempt to use new vocabulary by trying to say the sentence.



Let's Talk About It

Tell children that it is time to reflect on what they learned. Hold a ball in your lap. **Today we learned about taking *care* of ourselves and others. We also learned how important it is to take turns.** Model by telling children one way you learned to take *care* of yourself. **I take *care* of myself. I ____.** Now you are going to take turns telling one thing you learned about taking *care* of yourself. When I roll the ball to you, it's your turn to talk. After you talk, roll it back to me. Remember, when it's not your turn, be still and listen.



Welcome to Today

15 minutes

Meet and Greet

- Pause as each child enters the classroom, giving them the opportunity to show initiative by greeting you first. Greet them by name in response.
- Ask children to show their moods using a thumbs up, thumbs down, or a shrug if they aren't sure. Have children indicate their mood on the Mood Meter.



Sing, Rhyme, and Shout

Taking Care Use the illustration on the card to review the theme, Taking Care.

- **What are the characters eating? How does this food help you take care of yourself? Healthy food helps us stay healthy.**
- Ask children to listen to the song. Then have them chime in on the repeated phrases.



Learning Outcomes

The child

- shows initiative in independent situations.
- regulates his own behavior with occasional reminders or assistance from teacher.
- participates in classroom music activities including singing.

What You Need

- Sing, Rhyme, and Shout: "If You're Healthy!"
- attendance chart, helper chart, T-chart
- Vocabulary Card: *care*

Theme Vocabulary

care

Concept Vocabulary

healthy

Academic Vocabulary

behavior

remind

independent

food

Morning Meeting

- Attendance** Have children line up in pairs to place their name cards on the attendance chart. Ask them to take turns. To help them regulate behavior, remind them occasionally as needed to wait patiently for their turn.
- Helper Chart** Check in with this week's helpers. Have children show initiative by asking for volunteers to invent their own helper jobs they can do on their own to help out in the classroom or at home.
- Question of the Day:** **Do you like taking baths or taking showers best?** 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.

DIFFERENTIATED SUPPORT

ELL

Sing, Rhyme, and Shout Display Vocabulary Card *care*. This is a picture of a child on a farm. He is helping *care* for the animal. This means he feeds the animal and gives it water. He takes *care* of it. Say *care* with me: *care*. Let me hear you say the word without me. Have children say the word aloud. Say the word again for them as needed. To demonstrate understanding, have children explain what *care* means to a partner. AUDITORY/VISUAL

Story Time

15 minutes

Learning Outcomes

The child

- demonstrates understanding of terms used in the instructional language of the classroom.
- comprehends up to 1,000 words.
- uses regular plurals.
- uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
- identifies good habits of exercise.

What You Need

- Vocabulary Cards: *myself*, *exercise*, *healthy*, *habits*, *energy*, *relax*
- Trade Book: *Grow Strong!*
- Alphabet Card: *Kk*

DIFFERENTIATED SUPPORT

ELL Spanish Cognates

Read Together Display Vocabulary Card *habits*. Point out that the Spanish word *hábito* looks and sounds like the English word *habit*. Have Spanish-speaking children explain what *hábito* means in their home language. Then define it in English. Have children demonstrate understanding by acting out an example.

- **Habits are things we do over and over until they become natural. One habit is to brush our teeth** (point to card).
- **What is a habit you have?**
KINESTHETIC

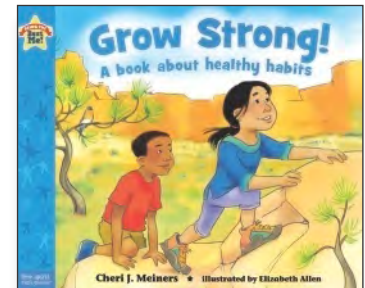
Taking Care

? **How do I take care of myself?** When I exercise, I take care of myself (point to self). When I brush my teeth, I take care of myself (point to self). Display the *myself* Vocabulary Card and say the word. Ask children to repeat it. Model the gesture again, and have children repeat it after you. **What are other ways that you take care of yourself?**



Grow Strong!

Have children sit in a circle. Tell them that today you are going to read a book titled *Grow Strong!*



1 Introduce Display the front cover and ask children to describe what they see. Ask questions to help children talk about the illustration. **Have you ever climbed rocks or climbed on the playground? What was it like?** This book is about how we can grow strong. Growing strong means doing exercise that gives us power to walk and run and use our muscles well.

Before reading, show pages of the book. Have children raise their hands if a picture shows something they have done. **Our bodies help us work and play. We can do many things with strong bodies. But to grow strong, we have to take care of our bodies. We have to exercise to be healthy.**

2 Read Together Read the subtitle aloud: *A book about healthy habits*. Display Vocabulary Card *habits* and explain how good habits relate to growing strong. **There are habits, or things we do often, that can help us grow strong and healthy. I exercise to stay healthy, just like these children. Exercising is a habit.**

3 Connect After reading, explain that part of taking care of our bodies is feeling good about the things we can do. **I'm happy when I can exercise. I say "Thank you" to the people who help me grow strong. I'm thankful I have a strong body.** Model exercising by doing a jumping jack. Ask the class to join you. Have volunteers say other ways they are thankful for their bodies using this sentence frame: *I am thankful that I can _____.*

Literacy Circle

15 minutes

Concept Vocabulary

Develop Remind children of the weekly question: *How do I take care of myself?* Display Vocabulary Card *healthy*. Say the word *healthy* with me: *healthy*. How do you stay *healthy*? When we exercise, we help ourselves stay *healthy*. Display each Vocabulary Card (*healthy, exercise, habits, energy, relax*) and ask children a question about each one that ties the word to the theme or weekly question. Ask children to repeat each of the vocabulary words. Then reinforce how the words help children talk about and understand the weekly and theme questions.



Alphabet Knowledge

Review Kk /k/ Tell children that today they are going to review what they know about the letter K.

- Review Letter Name** Display the Alphabet Card Kk. *This is a koala.* Point to the uppercase K. *This is the uppercase K.* Say the letter name with me: K. Point to the lowercase k. *This is the lowercase k.* Say the letter name with me: K.
- Review Letter Sound** The letter *k* spells this sound: /k/. Point to the lowercase letter. *What sound does this letter spell?* Point to the uppercase letter. *What sound does this letter spell?*
- Review Letter Formation** Trace the uppercase K on the Alphabet Card and have children trace the letter in the air. Repeat with the lowercase letter *k*.



Theme Vocabulary

care	myself
------	--------

Concept Vocabulary

exercise	energy
healthy	relax
habits	

Academic Vocabulary

amazing	respect
important	appreciate
brush	ask
question	



CHECK FOR UNDERSTANDING

IF . . . a child struggles with regular plurals,

THEN . . . before referring to the text, model with body parts first, such as hand/hands and finger/fingers. Have children mimic your actions and repeat the singular and plural after you.

Sentences and Structure

Regular Plurals Introduce children to regular plurals. Tell them that today they will learn about words that name more than one thing.

Open *Grow Strong!* to pp. 14–15. Point out the words *days* and *vitamins*. Say: *If I talk about more than one day, I say days.* *If I talk about more than one vitamin, I say vitamins.* One way of showing that I am talking about more than one thing is to add the letter *s* to a word. Ask volunteers to provide other examples of regular plurals ending in *s*.



DIFFERENTIATED SUPPORT

ELL Spanish Cognates

Concept Vocabulary Display vocabulary words that have cognates: *habits, energy, and relax*, and reinforce how the English word and Spanish word look alike. Have children act out the meanings of the words for a partner. AUDITORY

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: Counting** Have children use words to rote count to six. *When we count, we say numbers in order.* Have children say the numbers with you as you count to six. Have children sit in a circle and give one child an object (such as a crayon, Javi, or a block). Model counting in a circle as you explain. *You’re going to count to six in your group. If you are holding the crayon, you say “one” and pass it to the next person. The next person says “two” and passes it. The next person says “three.”* Guide the group to finish counting to six. Repeat, moving the crayon the opposite way around the circle. After several times, give different starting numbers and have children count to six all together chorally.

► **ELL Access**

Academic Vocabulary

Emerging Say “one” and then ask children to say it with you. Count to two and say: *count with me.* Motion for children to join in. Continue until you reach six.

Developing Have children listen and repeat as you count to six. Then prompt with: *Now it’s your turn to count.*

Expanding Have children count to six. Ask them to tell you the number they started to count from and the number they stopped counting at. If needed, provide sentence frames: *I started at ____.* *I stopped at ____.*

Bridging Pair children and have them explain what it means to count. Then have them take turns counting to six.

- **Literacy: Sentence Structure** Turn through the pages of *Grow Strong!* Pause to discuss the illustrations, and guide children to use regular plurals. Point to the bikes. *There are three bikes. What sound do you hear at the end of bikes? (/s/)* Say it after me: *bikes.* Point to the helmets. *There are three helmets. What sound do you hear at the end of helmets? (/s/)* Say it after me: *helmets.* Sometimes, we add the letter *s* at the end of a word to mean more than one.

► **ELL Access**

Speaking

Emerging Hold up the Alphabet Card *Ss.* Explain that the letter *S* is added to the end of many words to change the meaning from one to more than one. Make the sound */s/* and have children repeat it after you. Display pp. 18–19 of *Grow Strong!* Point to one bike. *Say the word after me: bike.* Point to all three bikes. *Say the word after me: bikes.*

Developing Say the singular and plural of *hoop*, *bike*, and *helmet*. Each time, ask children: *What sounds different?* Have children point to one hoop and then all hoops. *If there is more than one, we say hoops. Say it after me: hoops.* Repeat the process with *bike* and *helmet*.

Expanding Provide sentence frames to help children say the singular and plural of the words *hoop* and *bike*. *I have one ____.* *I have two ____.*

Bridging Display pp. 16–17 of *Grow Strong!* Say *hoop* and *hoops*. Ask children to choose the word that means more than one and repeat it. Do the same with *bike* and *helmet* on pp. 18–19.

Math Circle

15 minutes

Counting

Today, children will use words to rote count to seven.

- 1 **Engage** Who remembers what number we counted to yesterday? Give children a hint as needed by holding up six fingers. Does anyone know what comes after six? Today, we're counting one more to seven. Hold up seven fingers. When we get to seven, we're going to blast off! But first, let's get warmed up by counting to six while we march in place: 1, 2, 3, 4, 5, 6.
- 2 **Develop** The number we will count to is seven. Let's say it together: seven. Observe whether children can follow two-step oral directions. Say: Listen first and then count with me. Count to seven. Then have children join in. Have children march in place while they count to seven two more times.
- 3 **Practice** Tell children they're going to pretend to be rockets. They'll start by kneeling, and as they count, they'll get to their feet and stand up. When they reach seven, they'll blast off by jumping. Model being a rocket while counting and then have children do it. Ask them to do it again but from different starting numbers. Have children whisper as they start and get louder with each number.

Learning Outcomes

The child

- regulates his own behavior with occasional reminders or assistance from teacher.
- shows understanding by following two-step oral directions.
- uses words to rote count from 1 to 30.

What You Need

- SEL Card: *take turns*

Theme Vocabulary

care

SEL Snack Time

15 minutes

Taking Turns Display the Social and Emotional Learning Card: *take turns*. What did we learn about yesterday? Why is it important to take turns? When we take turns, we show that we care for others.

Explain that today, you'll pass the snacks around the circle. (Make sure that the snacks are pre-packaged.) Each person will take a snack and pass the bowl to the next person. As children pass the bowl around, compliment them on following directions. Great job everyone. Keep it up: take a snack and pass the bowl. Remind children to wait their turn as needed.



DIFFERENTIATED SUPPORT

Engage and Extend

Counting Name any number between two and seven and have children count back from that number. AUDITORY



Health Circle

15 minutes

Learning Outcomes

The child

- participates in classroom music activities including singing.
- practices good habits of personal health.
- practices good habits of personal hygiene.
- identifies good habits of exercise.

What You Need

- Trade Book: *Grow Strong!*

Outdoor Play

20 minutes

Good Exercise Habits Have children identify good habits of *exercise*. Before starting the activity, display the *behavior* SEL Card. Ask a volunteer to point to the child whose behavior is out of place. Explain that correct behavior is important outside so that everyone is safe.

Line up in rows. We've learned that one way we take care of ourselves is to exercise. The first exercise will be to stretch. Reach up high. Now slowly bend over and touch your toes. Let's do that again. Have children form a circle and model jogging in place. Have them stay in a single file line as you lead them on a jog around the play area. Remind them to use safe behavior by staying behind the person in front of them.

Food for My Mood

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.

I drink water
and eat *healthy* food. (rub stomach)

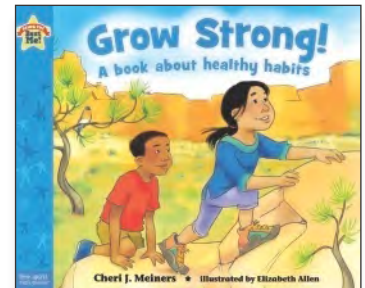
I exercise
It's good for my mood! (point to smile)

Healthy Habits

1 Engage Display *Grow Strong!* to review good habits of personal health and hygiene. We sang about taking care of ourselves yesterday. Tell me about what we sang.

2 Develop Show p. 18 of *Grow Strong!* What is the girl doing that we talked about yesterday? What else do we need to keep clean? (clothes and teeth) I also need to exercise and eat right to take care of myself (point to self). Flip through the illustrations in *Grow Strong!* and point out different exercise activities.

3 Practice Have children identify good habits of exercise. What are some ways we can exercise? Write or draw children's suggestions on a chart. Have children demonstrate the movement for the exercise they suggest. Remind children that moving to music is a way to exercise and songs help us remember things.



Wheel of Motion

Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.



Learn and Play

90 minutes

Let's Move

Sit-Ups for Strength Have children sit in a circle around you.

- Model doing a sit-up. *A sit-up is a kind of exercise. This exercise makes the muscles in your stomach strong.*
- *It helps to have a friend hold your ankles.* Demonstrate helping a child. Show children how to use their abdominal muscles to curl up, rather than pull their head up with their arms.
- Have children take turns doing five sit-ups as their partner counts and helps hold their ankles.

Squat Your Turn! Have children stand and form rows.

- Model a squat and return to standing. *To do a squat, pretend to sit in a chair. This exercise makes your legs strong.*
- Explain that once the first child in each row squats and stands, the next child takes a turn.

Let's Talk

Taking Turns Circulate as children play, and praise children who are following classroom instructions and regulating their own behavior. Coach those who need support:

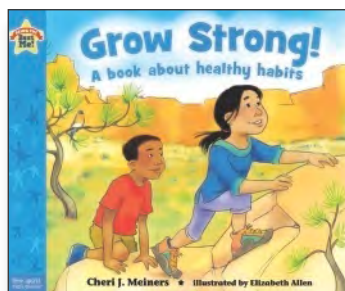
- *It's more fun for everyone when you take turns.*
- *It's easier to do this activity when you follow directions. Let me show you!*



Let's Read

Connect As you read a page from *Grow Strong!*, have children share things they do that are similar to the narrator. They might talk about healthy things they eat, games they play outdoors, and ways they *relax* and rest.

What Do You Remember? After reading, display the pie chart on pp. 28–29 of *Grow Strong!* Point to each section and ask: *What do you remember about this way to grow strong?* Encourage children to recall what they learned from the book.



Theme Vocabulary

myself care

Concept Vocabulary

exercise habits

healthy relax

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

Pillows and Places Before children lie down, show them p. 25 from *Grow Strong!* Have children close their eyes as you read the page aloud. Remind them that our bodies need sleep to stay *healthy*. Ask children to lie down and describe their pillow and favorite place to sleep. *My pillow is soft and fluffy. My favorite place to sleep is under the stars outside.*

DIFFERENTIATED SUPPORT

ELL

Connect As you read *Grow Strong!* pause to point out the actions in the illustration. For example: *They ride bikes. She drinks water.* Ask *yes/no* questions, such as *Can you ride a bike? Do you drink water?* AUDITORY

Reflect

10 minutes

5x5

Sing About It Draw children’s attention to the photo on the card. Remind them that they learned a song to help them remember how to take *care* of themselves every day. Have children participate in classroom singing. Lead children in singing verses from “This Is the Way.” Have them sing about ways they take *care* of themselves.



Learning Outcomes

The child

- regulates his own behavior with occasional reminders or assistance from teacher.
- participates in classroom music activities including singing.

Transition

I Behave!

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

- | | |
|-----------------|------------------|
| I behave. | (hands on hips) |
| I take turns. | (point to self) |
| I am quiet | (finger to lips) |
| So I can learn! | (finger to head) |



Social and Emotional Learning

Take Turns Use a “talking stick” or other object to model taking turns. Help children self-regulate their behavior by only talking when they have the stick. Draw attention to the picture on the SEL Card *take turns*. We’ve been talking about how to be kind and *care* for others. One way to be kind is to take turns, like the children in the picture. Remember when we took turns during Snack Time today? What could happen if we didn’t? What other ways did you take turns today?



What You Need

- 5x5 Card: Getting Ready
- SEL Card: *take turns*



Let’s Talk About It

Tell children that it is time to reflect on the new things they learned today. *Today we read a new book about why it’s important to eat good food and exercise. We talked about good behavior too.* Model praising the child next to you for good behavior you saw today. Give the child a high five. Have children use Javi to take turns doing the same. Offer suggestions as needed. After, ask them to share how they felt when their friends praised them.



Theme Vocabulary

care

Concept Vocabulary

exercise



CHECK FOR UNDERSTANDING

IF . . . children are struggling to praise a friend during Let’s Talk About It,

THEN . . . ask questions to help them, such as: *Did he wait in line? Was she quiet when the teacher was talking? Did he give you a turn at the water fountain?*

Welcome to Today

15 minutes

Meet and Greet

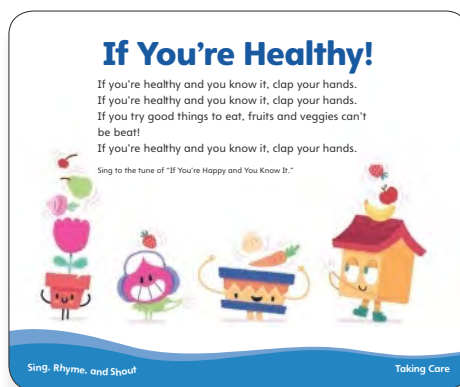
- Greet children with a pinky shake as they enter.
- Hold out the SEL Cards *take turns* and *behavior*. Have children tap the one they want to focus on today.



Sing, Rhyme, and Shout

Taking Care Have children point to the vegetables and the fruits on the card.

- Fruits and vegetables are *healthy* foods. I eat *healthy* food to take care of myself. Today we're going to make up a new verse about something else we can do to stay *healthy*.
- Have children participate in classroom singing. Create new lyrics for the third line, such as "If you work out to be strong, then you rest the whole night long."



Learning Outcomes

The child

- persists in attempting to solve problems.
- participates in classroom music activities including singing.

What You Need

- SEL Cards: *take turns*, *behavior*
- Sing, Rhyme, and Shout: "If You're Healthy!"
- attendance chart, helper chart
- Picture Cards: *sunshine*, *rainbow*, *rain*, *ice*

Theme Vocabulary

myself care

Concept Vocabulary

healthy

Academic Vocabulary

solve fruit
problem vegetable

Morning Meeting

- 1 Attendance** Give children the chance to problem solve by deviating from the typical routine and not having name cards out. *I can't find our name cards. How can we take attendance?* Encourage children to share ideas to solve the problem. Offer solutions as needed, such as *What if I say your names and you answer?*
- 2 Helper Chart** Ask helpers to tell the class how they helped. Remind children that every child will get a turn at being a helper.
- 3 Weather** *Which of these Picture Cards shows today's weather?* Ask volunteers to point to the *sunshine*, *rainbow*, *rain*, or *ice* Picture Cards.

DIFFERENTIATED SUPPORT

Extra Support

Weather Review the meanings of the words shown on Picture Cards *sunshine*, *rain*, and *rainbow*. Then ask children questions to help extend their understanding, such as: *What weather happens before you see a rainbow? When it rains, could there still be sunshine?* AUDITORY

Story Time

15 minutes

Learning Outcomes

The child

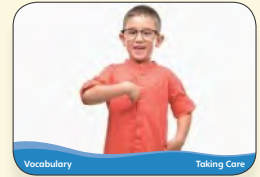
- uses a wide variety of words to describe places.
- retells or re-enacts a story after it is read aloud.
- asks questions relevant to the text read aloud.
- responds to questions relevant to the text read aloud.
- intentionally uses marks, letters, or symbols to record language.

What You Need

- Trade Book: *Grow Strong!*
- Talk More About It Card: *Grow Strong!*
- Vocabulary Cards: *exercise, healthy, habits, energy, relax, myself*
- Alphabet Card: *Kk*

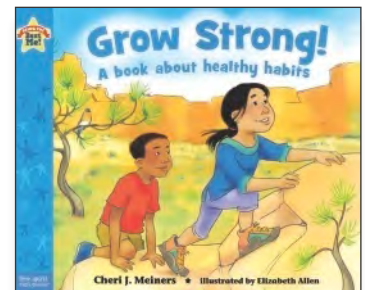
Taking Care

? **How do I take care of myself?** Review the weekly question, and help children understand that caring for themselves is one way to be prepared for caring for others and the world. Ask volunteers to name ways we take care of ourselves.



Grow Strong!

Today we're going to review the book we read yesterday. Say the title after me, *Grow Strong!*



- 1 Remember** Display *Grow Strong!* Reread pp. 20–33, and then ask the following questions: *What part of our bodies do we use to think?* (point to head) Show pp. 20–21 and ask: *How does water help our bodies? How does it keep us clean?* Show p. 33 and ask: *How does sleep keep us healthy?*
- 2 Reread** Reread *Grow Strong!* As you read, have children point to things in the pictures that show how we stay *healthy*. After reading, invite children to ask you questions from the story. Guide them to use the pictures from the book, and redirect their questions to ensure they are relevant to the text. Ask volunteers to help you respond to questions.
- 3 Retell** After reading, display the Talk More About It Card. Have children retell important details from the story as you point to each illustration. Prompt them using questions such as, *How are our bodies amazing? What does our heart do when we're sleeping? What healthy foods do you see? What is the family doing to exercise?*

DIFFERENTIATED SUPPORT

Extra Support

Reread If children are struggling to ask you questions, support them with sentence frames such as, *___ are they doing? ___ are they going?* AUDITORY



Literacy Circle

15 minutes

Concept Vocabulary

Practice Display Vocabulary Cards for this week: *exercise, healthy, habits, energy, and relax*. Have children identify each one. *Some of these words name things we can do to be healthy. They are action words. Can we energy? No. Can we exercise? Yes. Exercise is an action word. How else can we be healthy? (relax) Yes. Relax is also an action word. It is something we can do.*



Vocabulary

Vocabulary Have children name a variety of words to describe places. Flip through *Grow Strong!* Stop and use questions to point out the different settings such as *classroom, grocery store, and outside*. Use questions such as, *Where is the girl? What place is this? Where is the family?*

Motivation to Write

Letters Tape Vocabulary Cards *library* and *playground* to the board. Ask: *Which place is your favorite? Write a y under the place you like the best.* Model marking one of the places with a lowercase *y*. I'm marking a lowercase *y* under the picture of the library. The letter *y* is the first letter in the word *yes*. Have children intentionally use letters to record language by writing a lowercase *y* under the picture they choose.

Alphabet Knowledge

Review Kk /k/ Show the Alphabet Card Kk. Review the uppercase and lowercase letters. Trace the letter on the Alphabet Card as children write the letter in the air. Then work with children as they make the sound /k/ that the letters Kk spell.



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.

I'm learning to eat. (point to mouth)

I'm learning to move. (swing arms)

Come with me. (motion toward yourself)

Let's get in a groove. (snap)

Theme Vocabulary

myself care

Concept Vocabulary

exercise energy

healthy relax

habits

Academic Vocabulary

think ask

learning classroom

grocery outside

question

amazing

DIFFERENTIATED SUPPORT

ELL

Concept Vocabulary Provide this sentence frame to help children make connections and structure their responses: *I can be healthy. I can ____.* Ask children to think about their response, tell a partner, and then tell the group. AUDITORY

Review Kk Point out to English language learners that *koala* sounds like the Spanish word *koala*. AUDITORY

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: Counting** *When we count, we say numbers in order.* Have children say the numbers with you as you count to seven. Have children sit in a circle. Give one child an object (such as a crayon, Javi, or a block). Model counting in a circle as you explain. You're going to count to seven in your group. If you're holding the crayon, say "one" and pass it on. The next person says "two" and passes it on. The next person says "three." Guide the group to finish counting to seven. Repeat, moving the crayon the opposite way around the circle. After several times, give different starting numbers and have children count to seven all together.

▶ **ELL Access**

Academic Vocabulary

Emerging Say "one" and then ask children to say it with you. Count to two and say: *count with me.* Motion for them to join in if needed. Continue until you reach seven.

Developing Have children listen and repeat as you count to seven. Then prompt with: *Now it's your turn to count.*

Expanding Have children count to seven. Ask them to tell you the number they started to count from and the number they stopped counting at. If needed, provide sentence frames: *I started at ____ . I stopped at ____ .*

Bridging Pair children. Have one child count to seven. Ask the other child to give a thumbs up if the correct numbers are said. Swap roles and repeat.

- **Literacy: Vocabulary** Use the Talk More About It Card from *Grow Strong!* to have children practice using a variety of words to describe places. Display the card. Point to the first image and ask: *Where are the girls? What room are they in? Yes, they are inside their home. They are in a bedroom. What can you tell me about the bedroom?* Use the other two images and ask questions to help children identify other places such as outside, kitchen, house, and outdoors.

▶ **ELL Access**

Speaking

Emerging Display the Talk More About It Card from *Grow Strong!* and say *dining room*. Have children repeat the words. Then point and say *bedroom*. Have children repeat the word. Point to the third image and say *outside*. Have children repeat the word. Then say the words randomly and have children point to the correct picture.

Developing Display the Talk More About It Card from *Grow Strong!* *This is a dining room. It's a room where people eat. It is inside a house. What do you see? This place is outdoors. I see the ground and sky. What do you see?* Provide sentence frames to help children describe what they see. For example: *This is a ____ . It is ____ . I see ____ in the bedroom.*

Expanding Display the card and have children name each place. Then have them name things they see in each place.

Bridging Have children choose and describe a place shown on the card. Have children give a thumbs up if they agree with the description.

Math Circle

15 minutes

Counting

Today, children will use rote words to count to eight.

- 1 **Engage** Write down a number between one and seven but keep it hidden. Invite volunteers to take turns guessing the number. Ask the child who guesses the number to count to seven. If the child needs help, he or she can “tag out” by tagging a friend who can take over. *We’re going to “tag out” some more in a minute, but first let’s all practice counting to seven together: 1, 2, 3, 4, 5, 6, 7.*
- 2 **Develop** Does anyone know what number comes after seven? *Eight! Eight comes after seven. Let’s say it together: eight.* Have children form a large circle. *Listen while I count to eight. Now count with me to 8. Since we’re going to be using our hands to “tag out,” let’s warm them up. Let’s clap and count to eight together.*
- 3 **Practice** Model and explain the game of “tag out.” Choose one child. That child starts counting with one and stops at any number before eight. The child then tags a friend who finishes counting to eight. The friend tags someone else who starts the count over at one. After playing several rounds, have the children count to eight chorally.

Learning Outcomes

The child

- persists in attempting to solve problems.
- uses words to rote count from 1 to 30.

What You Need

- SEL Card: *solve a problem*

Academic Vocabulary

solve

problem



CHECK FOR UNDERSTANDING

IF . . . a child has difficulty following the rules of the game,

THEN . . . act as a partner to the child. Guide them in saying their numbers and tagging a friend.



Snack Time

15 minutes

Solving Problems Display the Social and Emotional Learning Card: *solve a problem*. *What do you see in the picture? I see a child who is sad. Why is the child sad? How could you help? What could you do? How will that solve the problem?*

Have children share their ideas about how to persist in solving the problem as they take a snack. Praise them for their ideas. As children eat their snacks, model solving the problem: *I could invite the child who is alone to play with the others.*

Social Studies Circle

15 minutes

Learning Outcomes

The child

- persists in attempting to solve problems.
- demonstrates that all people need food.
- demonstrates that all people need clothing.
- demonstrates that all people need shelter.

What You Need

- Vocabulary Card: *healthy*
- Trade Book: *Grow Strong!*
- pictures of different food, clothing, and places to live
- crayons

Concept Vocabulary

habits	healthy
relax	exercise

Academic Vocabulary

need	food
clothing	

Outdoor Play

20 minutes

Good Exercise Habits Have children practice bouncing a ball back and forth in pairs. Pair children and have them line up in rows opposite each other. Give each pair one ball. Model bouncing the ball with both hands with a partner.

What Do I Need?

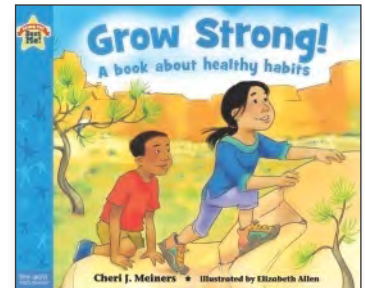
Have children stand up and listen to the following chant. As you say the chant, pause after each pair of lines. Ask children to repeat the second line and complete the gesture.

What do I need?	
I need food!	(imitate eating)
What do I need?	
I need clothes!	(pull on clothes)
What do I need?	
I need a home!	(air draw house)

What People Need

1 Engage Display the Vocabulary Card *healthy*. *What do you see in this picture?* Explain that food is something people need to be healthy. *Food is one thing we need to be healthy.*

2 Develop Display pp. 8–9 of *Grow Strong!* Have children demonstrate that people need food, clothing, and shelter. *People need food, clothing, and a place to live. We need these things to be healthy and stay safe. If we need something, that means we have to have it to live. We need food and a place to live just like the bird. Point to the people. We need something else. What are they wearing? They're wearing clothing. What kind of clothing do you see?* Flip through illustrations in *Grow Strong!* and ask children to point to food, clothes, or a place to live as you name each thing.



3 Practice Show in random order different pictures that depict different food, clothing, or places to live. Have children make the motion that matches the picture: imitate eating (food), pull on clothes (clothing), air-draw house (shelter). Ask children to explain what the item is and why we need it.

Learn and Play

90 minutes

Let's Move

Arms-Only Jacks Ask children to stand and spread their arms wide, making sure they don't touch another child.

- Model using only your arms to do a jumping jack. **Raise your hands high and hold your arms like a V. Now close the V and open it.**
- Have volunteers take turns leading the group and counting 5 arms-only jacks. Remind children to keep their legs still.

Legs-Only Jacks Explain to children that they will do jumping jacks using only their legs.

- Model using only your legs to do a jumping jack. **I cross my arms to keep them still. I jump my legs in and out.**
- Have volunteers take turns leading the group and counting 5 legs-only jacks. Remind children to cross their arms to keep them still.

Let's Talk

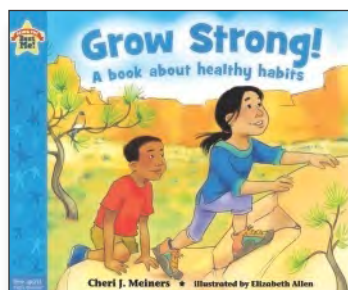
Solving Problems As you circulate, gather groups of four children. **Let's see if you can solve a problem.** Give the group three crayons. **There are four people and three crayons. What can we do? Talk about it with your friends.** Give children time to share ideas. Ask questions to support children, such as: **Can you take turns? Can you ask for another crayon?**



Let's Read

Have a Habit Reread *Grow Strong!* Then ask children to talk about one *healthy habit* from *Grow Strong!* that they want to work on.

Amazing Me Have children share one way their bodies are amazing. **What new things can you do because you are stronger? What can you do with your mind after you rest? What does your heart do while you're sleeping?**



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

Relax and Breathe Display and softly read pp. 24–25 aloud. Have children close their eyes and listen to your words. **We are going to slow down now and relax. Resting helps us stay healthy. If we breathe slowly, that will help us rest. Take a slow breath in and a slow breath out. Think about your breathing: in and out, in and out.**

DIFFERENTIATED SUPPORT

Engage and Extend

Let's Move If children would like an extra challenge, have them do traditional jumping jacks. When you say *arms*, children will do arms-only jacks. When you say *legs*, they'll switch to legs-only jacks. KINESTHETIC

Reflect

10 minutes

5x5

Learning Outcomes

The child

- persists in attempting to solve problems.
- demonstrates use of location words.

Transition

I Can Help You

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

I can help you	(point to self)
find a way.	(point to brain)
Let's solve a problem	(clap twice)
together today!	(link arms)

What You Need

- 5x5 Card: Getting Ready
- SEL Card: *solve a problem*

Academic Vocabulary

food	need	problem
clothing	solve	

CHECK FOR UNDERSTANDING

IF . . . children are unable to come up with another solution for the girl's problem,

THEN . . . display the SEL Card again and ask if there's anyone else in the picture who might be able to help. Remind children that they can always ask a teacher for help.

Location Words Have children demonstrate the use of location words. Point to children and objects in the photo. As you point to each one, ask a question that includes a location word. For example: *Who is standing over the sink? What is on the shelf?* Explain that location words like *over* and *on* tell where something is. Then have children demonstrate the use of location words by having them come up one at a time to stand in locations you name. For example: *Stand next to the bookshelf. Stand under the flag. Stand on the rug.*



Social and Emotional Learning

Solve Problems Display the SEL Card *solve a problem*. Point to the child standing by the teacher. *This girl has a problem. She wants to play, but there is no room for her. When we have a problem, we find a way to solve it. This girl can solve her problem by asking the other girls if she can have a turn next. Can you think of any other ways to solve her problem?* Notice that children persist in attempting to solve problems. See if they can come up with some other ways, such as having all three children play something else together.



Let's Talk About It

Tell children that it's time to reflect about what they did today and the new things they learned. *We talked about what we need to live: food, clothing, and a place to live. We counted to eight and described places, like our classroom. You helped solve problems! Now we have another problem. We need something to pass around to help us take turns. What can we do?* Support children as they find a solution like using Javi or standing to talk. Then allow each child a moment to tell about a time he or she helped solve a problem.



Story Time

15 minutes

Learning Outcomes

The child

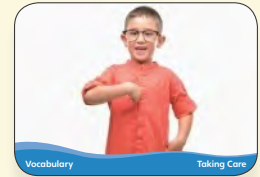
- demonstrates understanding of terms used in the instructional language of the classroom.
- uses regular plurals.
- asks questions relevant to the text read aloud.
- responds to questions relevant to the text read aloud.

What You Need

- Read More About It Book: “Good Night, Jacob”
- Vocabulary Cards: *exercise, healthy, habits, energy, relax*
- Alphabet Card Kk

Taking Care

? How do I take *care of myself*? We’ve been learning how to take *care of ourselves and others*. I do things to take *care of myself* (point to self). I brush my teeth in the morning. (act it out). What is one thing you do to *care for yourself*? Have children demonstrate understanding by acting out how they take *care* of themselves.

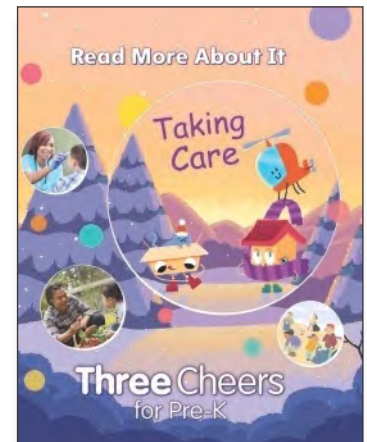


“Good Night, Jacob”

Ask children to be seated. Tell them that today they will hear a story about Jacob and how he takes *care* of himself.

- 1 Introduce** Open the *Read More About It Book* to pp. 4–5. Ask children to look at the first picture while you read the title, “Good Night, Jacob.”

Before reading, model how to ask questions about a story before reading, such as: *Who do you think the boy is? What is he doing?* Preview the other pictures, and have volunteers ask questions they have about the story.



- 2 Read Together** Read the book aloud, pausing at strategic points to ask questions, such as: *Is it day or night? How do you know? Which person is Jacob? Point to him.* After reading, review relevant questions about the text children had before reading. Guide them to provide appropriate responses to these questions.

- 3 Connect** After reading, model something about your own bedtime routine that relates to taking *care* of yourself. For example: *I take care of myself. I wash my face before bedtime.*

Ask children to say one thing they do before bedtime using this sentence frame: *I take care of myself. I ____ before bedtime.*

DIFFERENTIATED SUPPORT

ELL

Introduce Have English learners pair up to practice asking and answering questions about the pictures, using these sentence frames: *What is ____ doing? He is ____.* AUDITORY

Engage and Extend

Connect Challenge children to list other things they do to care for themselves during the day. AUDITORY

Literacy Circle

15 minutes

Concept Vocabulary

Review Remind children of the weekly question: *How do I take care of myself?* Display Vocabulary Cards *energy* and *relax*. **This is what I do when I slow down. When I sit down and rest my mind, I am doing this. What is my word?** Hold up two cards and give children clues for one of the words (*exercise, healthy, habits, energy, relax*). Have children identify the word. Repeat until each word has been used at least once.



Sentences and Structure

Regular Plurals Review regular plurals with children. Tell them that today they will talk about words that name more than one thing. Point to one of your eyes: **This is my eye.** Point to both eyes. **I have two eyes.** Now finish the sentence: **I have two ____.** Have children repeat the sentence on their own. Repeat the process using *ear/ears*.

Vocabulary

Vocabulary Display p. 4 of *Grow Strong!* Read the text and then point to the girl who is stretching. Ask: **What is the girl doing? Why is this important?** Say: **Stand up with your feet wide. Hold your arms out from your sides. Touch each foot with the opposite hand.** Support children by modeling the stretch and repeating the instruction to reinforce their understanding of the term *stretch*.

Alphabet Knowledge

Review Kk /k/ Tell children that today they are going to review what they know about the letter *K*. Show Alphabet Card *Kk* and guide children to name the letter. Then work with children as they make the sound /k/ that the letters *Kk* spell.



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.

Two eyes	(point to eyes)
To look around	(hands above eyes)
Two ears	(point to ears)
To hear each sound	(cup ears)

Theme Vocabulary

myself	care
--------	------

Concept Vocabulary

exercise	energy
healthy	relax
habits	

Academic Vocabulary

remind	question
ask	important

DIFFERENTIATED SUPPORT

ELL

Sentences and Structure Have English language learners practice regular plurals by saying: **one eye, two eyes.** Point as you say each. Have them repeat after you. Then use sentence frames: **This is my ____.** **I have two ____.** Demonstrate actions and using frames first, and then have children repeat after you. Repeat the process with *ear/ears*. AUDITORY

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: Counting** Have children use words to rote count to eight. *We are going to practice counting to eight. Remember to keep the numbers in order. We will jump each time we count. Jump and count with me: 1, 2, 3, 4, 5, 6, 7, 8. Now we will count to eight and clap: 1, 2, 3, 4, 5, 6, 7, 8.* Give different starting numbers and ask children to count to eight and hop on one foot as they count.

▶ **ELL Access**

Academic Vocabulary

Emerging Say “one” and then ask children to say it with you. Count to two and say: *count with me.* Motion for them to join in if needed. Continue until you reach eight.

Developing Have children count to seven with you. Ask them to tell you the number they started to count from and the number they stopped counting at using sentence frames: *I started at ____.* *I stopped at ____.*

Expanding Pair children. Have one child count to four, then have the other child continue the count to eight. Ask them to tell you which number they started and stopped at. Have children swap roles.

Bridging Pair children. Have one child count to eight. Ask the other child to give a thumbs up if the correct numbers are said. Swap roles and repeat.

- **Literacy: Sentence Structure** Have children use regular plurals. Display Picture Card *butterfly* and say: *A butterfly is one insect.* Say the words again and have children repeat them after you. *A butterfly is one insect.* Say that sentence with me: *A butterfly is one insect.* Display Picture Card *insects* and say: *Now I see three insects.* Say the words again and have children repeat them after you. *I see three insects.* Say that sentence with me: *I see three insects.* Repeat using the words *finger* and *fingers*. Use your fingers as models.

▶ **ELL Access**

Speaking

Emerging Display Picture Cards *butterfly* and *insects*. Say: *insect, insects.* Have children repeat the words. Then say the words randomly and have children point to the picture of the word you said.

Developing Display Picture Card *butterfly* and say: *one insect.* Have children repeat the words, and then have them fill in the blank: *one ____.* Display Picture Card *insects* and say: *three insects.* Have children repeat the words, and then have them fill in the blank: *three ____.*

Expanding Display one of the Picture Cards at random and have children say “one insect” or “three insects” based on what they see. Have classmates give a thumbs up if they agree.

Bridging Have children tell a partner what they see based on the Picture Card you hold up: *I see ____.*

Math Circle

15 minutes

Counting

Today, children will use words to rote count to nine.

- 1 **Engage** Organize children into nine pairs or groups of three. Give each group one number to remember. Assign consecutive numbers to groups in order from left to right. Have each group say their number after you. For example: *You are number one.* *Say it with me: one.* Model counting by pointing to each group and saying their number out loud. Then have each group say their number when you point to them. *When I point to your group, say your number. Now, let's all count to nine together.*
- 2 **Develop** Give groups new numbers or move the groups to different positions (so they are no longer in consecutive order) and repeat the activity. Then ask children to count from one to nine all together. *This time let's sit down while we count. When you hear your group's number, stand up.*
- 3 **Practice** Have nine children come up front. Have them say their individual numbers first and then count to nine all together. Then call on different children at the front to be the starting number. Have them say their number, then the class counts on to nine. Repeat the same activity with different children until everyone has had a chance to participate.

Learning Outcomes

The child

- persists in attempting to solve problems.
- uses words to rote count from 1 to 30.

What You Need

- SEL Card: *solve a problem*



CHECK FOR UNDERSTANDING

IF . . . a child has difficulty counting to nine.

THEN . . . review counting to seven and eight first. Have children clap with you as they count. Model clapping and counting to nine, and then ask the child to clap and count with you.



Snack Time

15 minutes

Solving Problems Before children take a snack, display the SEL Card: *solve a problem*. *What problem do you see? How could you help?*

Engage children in conversations to see if they can persist in solving a problem. For example, pretend there aren't enough snacks for everyone. *Oh no! We don't have enough snacks for everyone. What can we do?* Engage and prompt children by asking questions like *Can we each take part of a snack? Where can we find more snacks?*



Social Studies Circle

15 minutes

Learning Outcomes

The child

- observes the relationship of organisms to their environments.
- demonstrates that all people need food.
- demonstrates that all people need clothing.
- demonstrates that all people need shelter
- identifies good habits of exercise.

What You Need

- Trade Book: *Grow Strong!*
- Picture Card: *house*
- Read More About It Book: “Good Night, Jacob”

Concept Vocabulary

healthy	relax
habits	exercise

Outdoor Play

20 minutes

Good Exercise Habits Today we'll use the slide to get stronger. Invite a few volunteers to slide. Watch your friends climb up to slide. Are they using their legs? What else are they using? What else can we use on the playground to get exercise? Explain that they can use all the playground equipment to exercise and get stronger.

Three Needs

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.

Food, clothes, a place to live
One, two, three

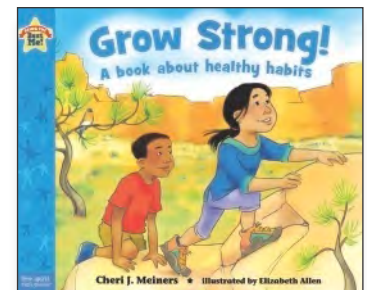
(count on fingers)

Food, clothes, a place to live
That's what I need

(point to self)

What People Need

- Engage** We learned yesterday that people need food, clothing, and a place to live. If we need something, we have to have it to be *healthy* and safe. Say the words with me: food, clothing, healthy, and safe.



- Develop** Ask questions to have children demonstrate the relationship of people to their environment. Show *Grow Strong!* p. 1. **What kind of clothing are the girls wearing? Why?** Guide children to understand that the clothing we wear depends on what we're doing, the weather, and where we live. **What are you wearing today?** Display pp. 8–9 and talk about how the food we eat helps us be healthy. **What kinds of food does your family like to eat to be healthy?** Hold up Picture Card *house*. **A house is one kind of place to live. Why do we need a place to live?** (keeps us safe, dry, warm, cool)
- Practice** Display pp. 4–5, 14–15, and 20–21. Ask questions to have children demonstrate that all people need food, shelter, and clothing. **Where is the family? What are they doing? What are they wearing?** Point to the food. **What kind of food is it?**

Learn and Play

90 minutes

Let's Move

Bend with a Friend Have children stand in two rows across from each other with plenty of space in between.

- Stand in the center with a volunteer and model bending forward slowly. Have the child bend forward too. *A bend is a kind of exercise. Bending keeps our bodies from getting stiff. We're going to bend with a friend!*
- Have children bend forward. Then model bending backward. Have children join in. Ask: *What are some other bends you can do?*

Do the Twist Have children form a circle and ask them to hold their arms out from their sides.

- Model twisting by reaching down and touching your right foot with your left hand.
- Then stand up straight and repeat using the other hand and foot. Use this activity to practice counting to five.

Let's Talk

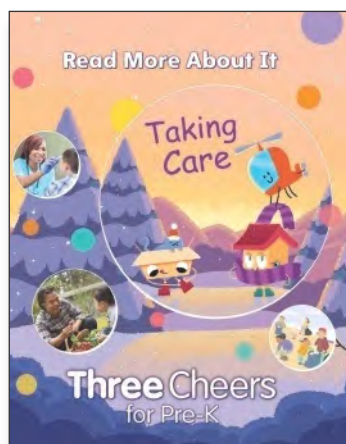
Solving Problems As you circulate and see children solving problems, ask them how they arrived at their solution. *What did you try first? How did that work? How did you get the idea to [put the big blocks on the bottom]? What did you figure out?*



Let's Read

Connect Display the pages of “Good Night, Jacob.” Have children tell what their favorite part of getting ready for bed is. Ask: *Why do you like taking a bath? What do you like about reading in bed? Does anyone do anything different to get ready for bed?*

Feelings Without reading the words, show the illustrations in “Good Night, Jacob.” Ask children to look at the faces of Jacob and his father. Ask: *How do you think they feel? How do you know? Do you have this feeling sometimes?*



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 to Relax Before children lie down, show them p. 25 from *Grow Strong!* Have children close their eyes as you read the page aloud. Remind them that our bodies need sleep to stay *healthy*. *One way we can relax is to get our fingers and toes ready for rest. First stretch all your fingers. Now relax. Stretch all your toes. Now relax and sleep.*

DIFFERENTIATED SUPPORT

Extra Support

Bend with a Friend Help children with mobility issues figure out some kind of bend they can do with their bodies. They may bend their neck, an arm over their head, or a leg while in a seated position. KINESTHETIC

Welcome to Today

15 minutes

Meet and Greet

- Greet children by name with a big smile.
- Have children place their pictures on the Mood Meter. **How do you feel today?** Encourage children to share their feelings.



Sing, Rhyme, and Shout

Taking Care Display the card and discuss ways children have learned to take *care* of themselves. **I take *care* of myself. Say that with me: I take *care* of myself. How do you take *care* of yourself?** Have children adapt the lyrics to include self-care activities children mention in the discussion.



Morning Meeting

- 1 Attendance** Have children locate their name cards and place their names under the SEL Card they want to practice today: *choice* or *behavior*. Praise children for taking initiative by choosing a card.
- 2 Helper Chart** Review helper job responsibilities and act out any roles that need more refining.
- 3 Weather** Take a moment to thank children for sitting in their assigned spots. Have volunteers choose clothing from the dress-up area that matches today's weather. Ask the class to give a thumbs up if they agree. Have children take turns saying why they agree or do not agree with the choices.
- 4 Today's Events** Today we will talk more about how the weather helps us decide what to wear. We will also talk about the things that people need: food, clothing, and a place to live. Encourage children to share if today is special for them in another way.



Learning Outcomes

The child

- shows initiative in independent situations.
- regulates his own behavior with occasional reminders or assistance from teacher.

What You Need

- Sing, Rhyme, and Shout: "If You're Healthy!"
- attendance chart, helper chart
- SEL Cards: *choice*, *behavior*
- dress-up props: jacket, sweater, umbrella, sunglasses

Theme Vocabulary

myself care

Academic Vocabulary

clothing ask

remind

DIFFERENTIATED SUPPORT

3-Year Olds

Weather Help younger children understand the connection between clothing and weather by using Picture Cards *rain*, *umbrella*, *sunshine* with clothing props. **If it rains, what can you use to protect you? If the sun is out, it can be difficult to see (shade your eyes). What can you wear to help you?**
 VISUAL

Story Time

15 minutes

Learning Outcomes

The child

- demonstrates understanding of terms used in the instructional language of the classroom.
- uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
- asks questions relevant to the text read aloud.
- responds to questions relevant to the text read aloud.

What You Need

- Trade Book: *Grow Strong!*
- Read More About It Book: “Good Night, Jacob”
- Alphabet Card: *Kk*
- Vocabulary Cards: *exercise, relax, healthy, habits, energy*

DIFFERENTIATED SUPPORT

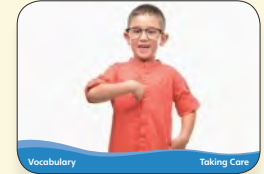
Extra Support

Compare If children struggle to ask and answer questions, act as the partner. Provide prompts to support oral expression.

- **What is the same?** Point to both pictures. **What do they use to get clean?** (water)
- **Now it’s your turn to ask me. Say the question with me: What is the same?**
- They use water to get clean.
- **What is different?** Point to both pictures. **Where are the girls? Where is Jacob?**
- **Now it’s your turn to ask me. Say the question with me: What is different?**
- The girls are in the kitchen. Jacob is in the bathroom. AUDITORY

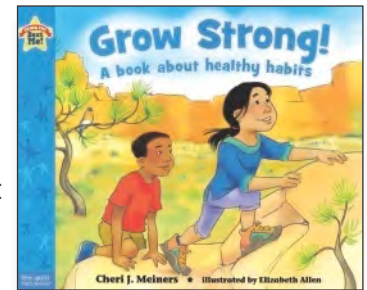
Taking Care

? **How do I take care of myself?** Have children respond to this week’s question using this sentence frame: *I take care of myself (point to self) by ____.*



Grow Strong! and “Good Night, Jacob”

Tell children that today they will learn how *Grow Strong!* and “Good Night, Jacob” are alike and different.



- 1 Remember** Display the trade book *Grow Strong!* and the Read More About It story “Good Night, Jacob.” **Let’s talk about the healthy habits we learned about in each story.** Help children categorize the following *habits* as either from *Grow Strong!* or “Good Night, Jacob”: wearing a helmet, brushing teeth, keeping clean, exercising, and eating fruits and vegetables.
- 2 Reread** Display and read the text on pp. 4–5 of “Good Night, Jacob.” Then display and read pp. 10–13 of *Grow Strong!* Have children identify whether a *habit* fits into the bedtime routine by raising their hands when they hear a bedtime *habit*.
- 3 Compare** Review the different ways Jacob and the girls take care of themselves, and have children respond to questions. Point to the second illustration on p. 4 of “Good Night, Jacob” and read the text aloud. **What is Jacob doing to take care of himself?** Point to the illustration on p. 18 of *Grow Strong!* and read the text aloud. **What are the girls doing to take care of themselves?** Ask children to say what is the same and different. Display p. 5 of “Good Night, Jacob” and pp. 24–25 of *Grow Strong!* Read the text aloud and have partners take turns asking and answering, *What is the same? What is different?*

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 does energy help you do? Where do you exercise? When is a great time to relax? What food is healthy to eat? What habit helps you take care of yourself?*



Vocabulary

Vocabulary Display pp. 16–17 of *Grow Strong!* Read the text aloud and ask questions about it. *Outdoor activities are fun and help us stay healthy. What are the children doing? Have you used a hula hoop?* Have children demonstrate an understanding of classroom instructions. Say: *Name your favorite outdoor activity and then act it out.* Support children by modeling an outdoor activity and repeating the instruction as needed.

Alphabet Knowledge

Review Tell children that today they are going to review what they know about the letters *P, J, B,* and *K.* Show each Alphabet Card and guide children to name the letter. Then work with children as they make the sounds that the letters spell. Post the Alphabet Cards on the board with space in between them. Have children form four lines, one in front of each letter. Ask them to come up individually and trace the letters. Then rotate the lines through the other letters.



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.

I need <i>energy</i>	(point to self)
to do what I like.	(hug yourself)
Moving and playing	(sway back and forth)
And riding my bike.	(act out riding bike)

Theme Vocabulary

myself	care
--------	------

Concept Vocabulary

exercise	energy
healthy	relax
habits	

DIFFERENTIATED SUPPORT

ELL

Check for Understanding Display the *relax* Vocabulary Card. *This shows one way we relax.* Display p. 28 of *Grow Strong!* *This shows another way we relax.* Display the *exercise* Vocabulary Card. *This is not how we relax. Show me how you relax. Say the word with me: relax.* Complete this type of review with any other vocabulary words that English language learners need help with. AUDITORY

Engage and Extend

Review If children need more of a challenge, put all the previously taught Alphabet Cards in a bag. Have children take turns choosing a letter and producing the sound it spells. AUDITORY

LET'S GET READY FOR

Center and Small Group Time

60–90 minutes

Use **Centergize** (pp. C•183–C•205) 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: Counting** Have children use words to rote count to nine. Count to nine, then have children count to nine chorally. **Let's stand and use a ball to practice counting.** Toss the ball and say "one." The child who catches says "two" and then tosses it to another person, who catches it and says "three." This continues until you reach nine. Have everyone who participated sit down and start over at one. Repeat for different starting numbers. **I will give a new number to start with. You need to think of the number that comes next until we get to nine.**

▶ **ELL Access**

Academic Vocabulary

Emerging Say "one" and then ask children to say it with you. **Two is the next number. Count with me: one, two.** Motion for them to join in if needed. Continue until you reach nine.

Developing When counting from different starting numbers, have children use a sentence to tell the next number. Say a number and have children tell the next number with the sentence frame: *The next number is ____.*

Expanding When counting from different starting numbers, have children use a sentence to practice how to begin. Say a number and ask: **What is the next number?** Have children use a complete sentence to respond, such as "The next number is six."

Bridging Ask children to tell the next number and then to explain how the next number could change. **What is the next number? Will you always say the same number? Why not?**

- **Literacy: Concept Vocabulary** Display Vocabulary Cards: *exercise, energy, relax, habits, and healthy.* As you display each card, say the word and have children repeat it. Have children respond to and ask questions. Ask: **What's happening in the picture?** Ask volunteers to act out one of the words. Children should ask questions before guessing the word. Repeat for the remaining words.

▶ **ELL Access**

Speaking

Emerging Display the *relax* Vocabulary Card. **This picture shows what it means to relax. Say the word relax with me. Let me hear you say the word.** Have individual children say the word aloud. Say it again with them. Repeat with the other vocabulary words.

Developing Display each Vocabulary Card and have children name what they see. Point to pictures in *Grow Strong!* and have children say the vocabulary word that fits the picture. Model for children as needed.

Expanding Display each Vocabulary Card and have children name each. Then have children independently find pictures in *Grow Strong!* that show each vocabulary word. Have them say the word and point to the picture.

Bridging Have a child choose a vocabulary word and act it out. Model asking questions. **Are you washing your face? Is the word habits?** Repeat with all the vocabulary words, but prompt children to ask their own questions and guess the words.

Math Circle

15 minutes

Counting

Tell children that today they will count to the number ten.

- 1 **Engage** Write down a number between one and nine but keep it hidden. Invite volunteers to take turns guessing the number. Ask the child who guesses the number to count to nine. If the child needs help, he or she can “tag out” by tagging a friend who can take over. *We’re going to “tag out” some more in a minute, but first, let’s all practice counting to nine together: 1, 2, 3, 4, 5, 6, 7, 8, 9.*
- 2 **Develop** Does anyone know what number comes after nine? Ten! Ten comes after nine. *Let’s say it together: ten.* Have children form a large circle. *Listen while I count to ten. Now count with me to ten. Since we’re going to be using our hands to “tag out,” let’s warm them up. Let’s clap and count to ten together.* Have children use rote words to count to ten.
- 3 **Practice** Model and remind children of the game of “tag out.” Choose one child. That child starts counting with one and stops at any number before ten. The child then tags a friend who finishes counting to ten. The friend tags someone else who starts the count over at one. After playing several rounds, have the children count to ten chorally.

Learning Outcomes

The child

- persists in attempting to solve problems.
- uses words to rote count from 1 to 30.

What You Need

- SEL Card: *solve a problem*

Academic Vocabulary

solve

problem

SEL Snack Time

15 minutes

Solving Problems Display the SEL Card: *solve a problem*. *We’ve talked about the problem in this picture. Who remembers what it is? Who remembers one way to solve it?*

As children take their snacks, praise them for how hard they’ve worked to solve problems at school. *Have you helped solve problems at home? What did you do?*



CHECK FOR UNDERSTANDING

IF . . . children need help explaining a problem they have helped solve at home,

THEN . . . prompt them with questions. For example: *What was the problem? How did you feel? What did you do to help? Did that solve the problem?*



Social Studies Circle

15 minutes

Learning Outcomes

The child

- demonstrates that all people need food.
- demonstrates that all people need clothing.
- demonstrates that all people need shelter.

What You Need

- Trade Book: *Grow Strong!*
- photos of snowy places
- Read More About It Book: “Good Night, Jacob”

Academic Vocabulary

food	need
clothing	garden

Concept Vocabulary

exercise	healthy
relax	

Outdoor Play

20 minutes

Good Exercise Habits Remind children that the playground is a place to *exercise*. Tell children that today they will do relay races. Model jumping, galloping, and skipping. Have children practice each. Divide children into four teams. Explain that the first person will jump to where you are and back. That person tags the next person, who does the same thing. Have teams work to beat the clock. Repeat the relay with galloping and then skipping.

Three Needs

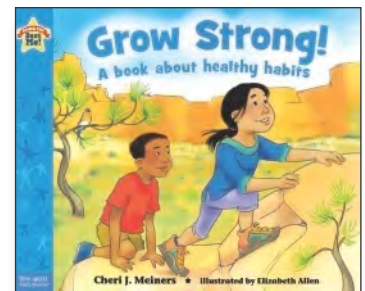
Have children stand up and listen to the following chant. As you say the chant, pause after each pair of lines. Ask children to repeat the second line and complete the gesture. Repeat as time permits.

Food, clothes, a place to live
One, two, three (count on fingers)

Food, clothes, a place to live
That’s what I need (point to self)

What People Need

- Engage** Review with children that people need food, clothing, and a place to live to be healthy and stay safe. Display pp. 10–11 of *Grow Strong!* Does it look warm or cold here? How can you tell? Explain that the kind of clothing we wear and the places we live may depend on the weather.



- Develop** Flip through illustrations in *Grow Strong!* Point out how clothing we wear can be different because of weather or the activity we are doing. Wearing clothing is one way we can stay safe. *The family is growing a garden. The girl is wearing shorts. What do you think the weather is like in this picture?* Have children point out examples of different clothing and homes as you look through the book.
- Practice** Show children pictures of snowy places. Talk about how clothing and shelter may be different. Organize children into groups of three. Have groups take turns at the board drawing what the clothing and shelter might be like in a cold place. Ask children to tell about their pictures. *No matter where we live, we all need three things: food, clothing, and a place to live.*

Learn and Play

90 minutes

Let's Move

Arms-Only Jacks Ask children to stand and spread their arms wide, making sure they don't touch another child.

- Model using only your arms to do a jumping jack. *Raise your hands high and hold your arms like a V. Now close the V and open it. I exercise my arms!*
- Have volunteers take turns leading the group and counting 5 arms-only jacks.

Sit-Ups for Strength Have children sit in a circle around you.

- Model doing a sit-up. *A sit-up is a kind of exercise. This exercise makes the muscles in your belly strong.*
- *It helps to have a friend hold your ankles.* Demonstrate helping a child. Show children how to use their abdominal muscles to curl up, rather than pull their head up with their arms.
- Have children take turns doing five sit-ups as their partner counts and holds their ankles.

Let's Talk

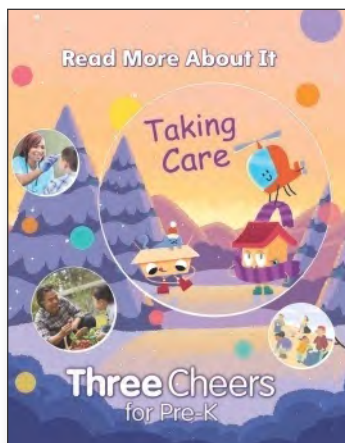
Self-Awareness To help children regulate their own behavior, teach them some phrases for positive self-talk. For example: *I can stay calm. I can wait quietly. I will try again.* Encourage children to identify some times when this kind of self-talk could help them.



Let's Read

Read More About It Reread p. 4 of "Good Night, Jacob." *If Jacob were here, I'd ask him some questions.* Use a puppet to model asking questions such as, *What time do you go to bed, Jacob?* Tell children to imagine the puppet is Jacob. *What question will you ask Jacob?*

Jacob's Night Read p. 5. Ask children to think of another way the story might end. Use questions to help them. *What if Jacob's mom walked in? What if Jacob fell asleep first? What if Jacob got in bed but forgot to brush his teeth?*



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

Self-Control Play soft, relaxing music to signal the start of Rest Time. Encourage children to take their spots quietly and without disturbing others. Speak softly in a calm tone as you circulate. *You are in control of how you act right now and what you do. During Rest Time, we are quiet. We keep our hands to ourselves. We get comfortable, so we can relax.*

DIFFERENTIATED SUPPORT

Engage and Extend

Rest Time If older children have difficulty resting, then allow them to quietly look at a book or work on a puzzle. KINESTHETIC

Reflect

10 minutes

5x5

Learning Outcomes

The child

- persists in attempting to solve problems.
- practices good habits of personal hygiene.

Transition

I Solve Problems

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

- | | |
|--------------------|-------------------|
| I solve problems. | (cross arms) |
| Yes, I do! | (hands on hips) |
| Just ask me, | (point to self) |
| and I'll help you! | (point to others) |

What You Need

- 5x5 Card: Getting Ready
- SEL Card: *solve a problem*
- Javi

Theme Vocabulary

care

Academic Vocabulary

problem solve

CHECK FOR UNDERSTANDING

IF . . . children need help remembering today's lessons,

THEN . . . ask questions such as, *What did we do in Outdoor Play? What did we learn in Math Circle?*

Guessing Game Display the 5x5 Card and review that the child is caring for herself by brushing her teeth. Ask children to name other ways to *care* for themselves. Have children practice good *habits* of personal hygiene by playing a guessing game. *Now we'll play a guessing game!* Have one child act out a way they *care* for themselves. Then the rest of the class tries to guess what it is.



Social and Emotional Learning

Solve Problems Display SEL Card *solve a problem* and point to the girl standing beside the teacher. *This girl is sad because she isn't able to play. When we have a problem, we should fix it using nice words. We already talked about a lot of ways the girl can solve her problem. What could she say to the other girls?* Have children suggest sentences the girl could say to help solve her problem.



Let's Talk About It

Tell children it's time to reflect on their day and all that they learned. Today we talked about how we need food, clothes, and a place to live. I learned that when it's cold, I wear heavy clothing like a hat to stay warm. I want to hear what each of you learned. When I pass Javi to you, it's your turn to tell me one thing you learned today. When you're finished, pass Javi to the next person. Prompt children if they forget to pass Javi.



Three Cheers for Pre-K

Pre-Kindergarten Outcomes

Domain	This Week's Instructional Focus
Social and Emotional Development	<ul style="list-style-type: none"> Child demonstrates empathy and caring for others. Pages 53, 57, 58, 60, 61, 65, 68, 69, 73, 74, 76, 77, 81, 84, 85, 89, 90, 92
Language and Communication	<ul style="list-style-type: none"> Child uses a wide variety of words to label and describe people, places, things, and actions. Pages 62, 70, 82 Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement. Pages 54, 62, 66, 70, 78, 82, 86
Emergent Literacy Reading	<ul style="list-style-type: none"> Child engages in pre-reading and reading-related activities. Pages 70; C•188–C•189 Child can distinguish between elements of print including letters, words, and pictures. Pages 54; C•188–C•189
Emergent Literacy Writing	<ul style="list-style-type: none"> Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning. Pages C•192–C•193, C•194–C•195, C•196–C•197 Child independently writes to communicate his/her ideas for a variety of purposes. Pages 78; C•194–C•195
Mathematics	<ul style="list-style-type: none"> Child counts 1–10 items, with one count per item. Pages 57, 65, 73, 81, 89; C•198–C•199 Child recognizes one-digit numerals, 0–9. Pages C•198–C•199
Science	<ul style="list-style-type: none"> Child observes, investigates, describes, and discusses the relationship of organisms to their environments. Pages 74, 82, 84, 90, 92
Social Studies	<ul style="list-style-type: none"> Child identifies similarities and differences in characteristics of families. Pages 58, 66
Fine Arts	<ul style="list-style-type: none"> Child uses art as a form of creative self-expression and representation. Pages C•196–C•197, C•200–C•201 Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms. Pages 53, 61, 85; C•202–C•203
Physical Development	<ul style="list-style-type: none"> Child shows increasing control of tasks that require eye-hand coordination. Pages 58, 66, 74, 90; C•190–C•191, C•202–C•203
Technology	<ul style="list-style-type: none"> Child opens and navigates through digital learning applications and programs. Pages C•188–C•189

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. **Pages 62, 70, 82**
- Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement. **Pages 54, 62, 66, 70, 78, 82, 86**

Kindergarten Literacy Goals

- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- Produce and expand complete sentences in shared language activities demonstrating command of the conventions of standard English grammar and usage when writing or speaking.

Reading Readiness

Pre-Kindergarten Outcomes

- Child engages in pre-reading and reading-related activities. **Pages 70; C•188–C•189**

Kindergarten Literacy Goals

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

Print Concepts

Pre-Kindergarten Outcomes

- Child can distinguish between elements of print including letters, words, and pictures. **Pages 54; C•188–C•189**

Kindergarten Literacy Goals

- Recognize that spoken words are represented in written language by specific sequences of letters; understand that words are separated by spaces in print.

Writing

Pre-Kindergarten Outcomes

- Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning. **Pages C•192–C•193, C•194–C•195, C•196–C•197**
- Child independently writes to communicate his/her ideas for a variety of purposes. **Pages 78; C•194–C•195**

Kindergarten Literacy Goals

- Write informative and narrative texts that include details.
- Participate in shared research and writing projects.

Mathematics

Pre-Kindergarten Outcomes

- Child counts 1–10 items, with one count per item. **Pages 57, 65, 73, 81, 89; C•198–C•199**
- Child recognizes one-digit numerals, 0–9. **Pages C•198–C•199**

Kindergarten Mathematics Goals

- Count objects using number names in standard order, pairing each object with only one number name, and each number name with only one object.
- Write numbers 0–20 and compare two written numbers between 1 and 10.



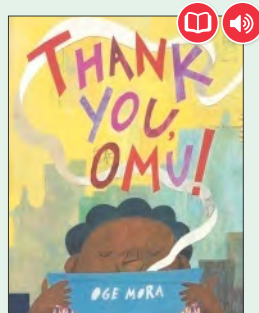
Taking Care

How do we care for ourselves and others?

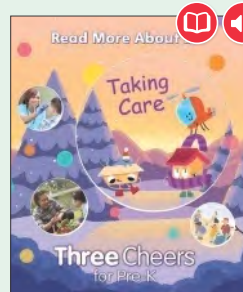
Weekly Question:

What can I do to help my friends and family?

From the Theme Kit Print and Digital



Trade Book



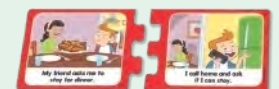
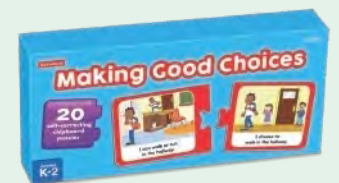
Read More About It: "Showing That You Care"



5x5



Theme and Concept Vocabulary



Theme Manipulative



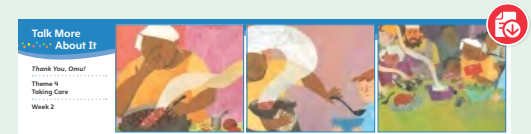
Big Book and Little Books



Wordless Experience Book: *Taking Care*

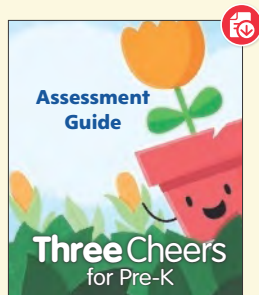


Sing, Rhyme, and Shout: "I Take Care of Friends and Family"

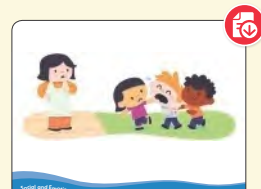


Talk More About It: *Thank You, Omu!*

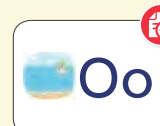
From the Teacher Toolkit Print and Digital



Assessment Guide



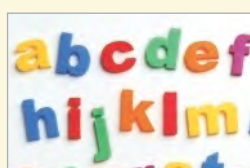
Social and Emotional Learning Cards



Alphabet Cards



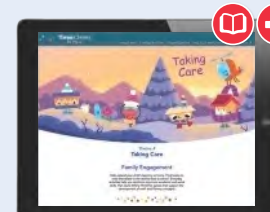
Picture Cards



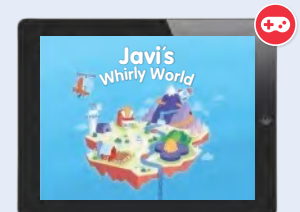
Manipulatives



Family Engagement Digital



Three Cheers for Pre-K Parents!



Three Cheers for Games!



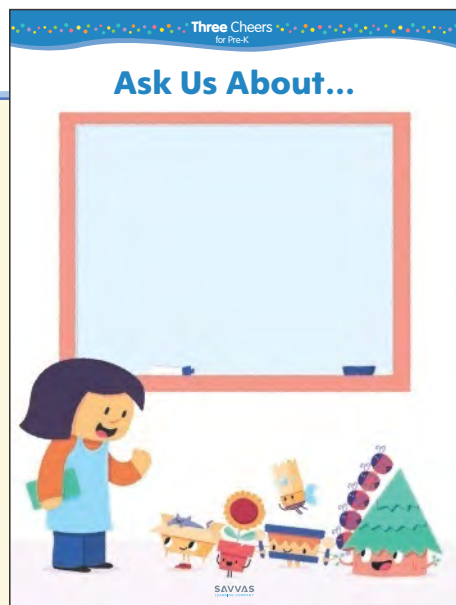
Digital Bookshelf

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.

- In the book *Thank You, Omu*, how does Omu take care of others?
- What can you do to show others you care about them?
- How many ____ are there?

Day 1 pp. 53–60

Welcome to Today

- Meet and Greet**
- Sing, Rhyme, and Shout** “I Take Care of Friends and Family”
- Morning Meeting**

Story Time

- How do we care for ourselves and others?**
- Reread Big Book** *This Is the Way*

Literacy Circle

- Concept Vocabulary** Introduce
- Personal Pronouns** Practice
- Alphabet Knowledge** Introduce Oo /o/

Center Time and Small Groups

- Small Group Options**
 - Math: Counting
 - Literacy: Personal Pronouns
- Centers** **Centergize**, pp. C•185–C•203

Math Circle

- Counting**
- Snack Time** Care for Others

Social Studies Circle

- I Take Care of Me!**
- Families**
- Outdoor Play** Fine Motor Development

Learn and Play and Centers

- Let’s Move!**
 - Indoor Ball Roll
 - Singing Sit-Ups
- Let’s Talk** Care for Others
- Let’s Read** Personal Pronouns, Print Concepts
- Rest Time** Sing and Rest

Reflect

- 5x5** Ways to Help
- Social and Emotional Learning** Care for Others
- Let’s Talk About It**

Day 2 pp. 61–68

Welcome to Today

- Meet and Greet**
- Sing, Rhyme, and Shout** “I Take Care of Friends and Family”
- Morning Meeting**

Story Time

- What can I do to help my friends and family?**
- 1st Read Trade Book** *Thank You, Omu!*

Literacy Circle

- Concept Vocabulary** Develop
- Personal and Possessive Pronouns** Practice
- Alphabet Knowledge** Review Oo /o/

Center Time and Small Groups

- Small Group Options**
 - Math: Counting
 - Literacy: Vocabulary
- Centers** **Centergize**, pp. C•185–C•203

Math Circle

- Counting**
- Snack Time** Care for Others

Social Studies Circle

- Some Families**
- Families**
- Outdoor Play** Fine Motor Development

Learn and Play and Centers

- Let’s Move!**
 - Gallop, Hop, and Fly
 - Jack Claps
- Let’s Talk** Care for Others
- Let’s Read** Possessive Pronouns, Vocabulary
- Rest Time** Stretch and Yawn

Reflect

- 5x5** Blend Onset and Rime
- Social and Emotional Learning** Care
- Let’s Talk About It**

Let's Celebrate!
Celebrate recycling and reusing with a "Second Time Around" crafting party.

Day 3 pp. 69–76**Welcome to Today****Meet and Greet**

Sing, Rhyme, and Shout "I Take Care of Friends and Family"

Morning Meeting**Story Time**

What can I do to help my friends and family?

2nd Read Trade Book *Thank You, Omu!*

Literacy Circle

Concept Vocabulary Practice

Alphabet Knowledge Review Oo /o/

Personal and Possessive

Pronouns Practice

Vocabulary Describing Words

Center Time and Small Groups**Small Group Options**

- Math: Counting
- Literacy: Pronouns

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

Math Circle**Counting**

Snack Time Care for Others

Science Circle

What Do Animals Need?

Environments

Outdoor Play Fine Motor Development

Learn and Play and Centers**Let's Move!**

- Move to the Music
- Head, Shoulders, Knees, and Toes

Let's Talk Care for Others

Let's Read Personal and Possessive Pronouns, Vocabulary

Rest Time Stretch and Relax to Music

Reflect

5x5 Complete Sentences

Social and Emotional Learning Care

Let's Talk About It

Day 4 pp. 77–84**Welcome to Today****Meet and Greet**

Sing, Rhyme, and Shout "I Take Care of Friends and Family"

Morning Meeting**Story Time**

What can I do to help my friends and family?

Read More About It "Showing That You Care"

Literacy Circle

Concept Vocabulary Review

Alphabet Knowledge Review Oo /o/

Personal and Possessive

Pronouns Practice

Motivation to Write Write to Communicate

Center Time and Small Groups**Small Group Options**

- Math: Counting
- Literacy: Pronouns

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

Math Circle**Counting**

Snack Time Care for Others

Science Circle

Bow-wow, Ruff Ruff

Environments

Outdoor Play Fine Motor Development

Learn and Play and Centers**Let's Move!**

- Exercise Soup
- Alphabet Bodies

Let's Talk Care for Others

Let's Read Possessive Pronouns, Vocabulary

Rest Time Cozy Cave

Reflect

5x5 What Animals Need

Social and Emotional Learning Care

Let's Talk About It

Day 5 pp. 85–92**Welcome to Today****Meet and Greet**

Sing, Rhyme, and Shout "I Take Care of Friends and Family"

Morning Meeting**Story Time**

What can I do to help my friends and family?

Compare *Thank You, Omu!* and "Showing That You Care"

Literacy Circle

Concept Vocabulary Check for Understanding

Alphabet Knowledge Review

Personal and Possessive

Pronouns Practice

Center Time and Small Groups**Small Group Options**

- Math: Counting
- Literacy: Concept Vocabulary

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

Math Circle**Counting**

Snack Time Solving Problems

Science Circle

What Pets Need

Environments

Outdoor Play Feed the Cow

Learn and Play and Centers**Let's Move!**

- Leg Lifts
- Air Swim

Let's Talk Care for Others

Let's Read Comprehension, Print Concepts

Rest Time Breathe and Rest

Reflect

5x5 What People Need

Social and Emotional Learning Care for Others

Let's Talk About It



Vocabulary

Theme Vocabulary

Words to develop the theme, Taking Care

care planet
myself recycle

Concept Vocabulary

Conceptually related words to teach this week

appreciate share
check volunteer
neighborhood

Academic Vocabulary

Terms used in this week's instruction

General

celebrated

Mathematics

problem
solve

Science

clothing
environment
food
need

Social Studies

alike
different
family
same
unique

Social and Emotional Learning

happiness

Story Words

Words from the literature to explain and use this week

Trade Book

athlete squeezed
mayor vendor
scent wafted
seasoned
simmered

Big Book

clothes snack
greet

Read More About It

gets
shoelaces
working

Materials

Materials to gather from home and classroom

Morning Meeting

attendance chart
helper chart

Center Time

art supplies
assorted recycled/recyclable items, such as cardboard, paper, milk cartons
computer or other digital device
cornmeal or sand
dress-up clothing
food coloring
homemade or store-bought greeting card(s)
metal bowls or cups of varying sizes
plastic bags

plastic bottles
play dough
potting soil
sand, pebbles, dried corn kernels, dried beans, and/or seeds
shaving cream
wooden, metal, and plastic spoons

Small Groups

basket
small blocks or objects (up to nine)
timer

Circle Times

4 empty boxes
4 small balls

9 name tags
balls and bean bags
box or basket
chalk or painter's tape
fast and slow music
pictures of dogs and puppies, cats and kittens
string or tape
toy hoops
wheeled toys

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

Read Along Follow along while listening to the Big Book.

Pretend and Learn

This Is the Way Sing along with the song as you practice zipping, buttoning, snapping, and using hook-and-loop fasteners.

ABC Fun

Sensory Names Use sensory bags to practice writing their names.

Writer's Club

I Take Care of . . . Write about some of the many ways you take care of yourself.

Creativity Station

I Can Show I Care Make a card for a friend or family member.

Math Fun

Numeral Match Recognize the numerals 6–9

STEM

Decorate a Planter Reuse small milk cartons to make a planter. Use recycled art materials to decorate it.

Sand, Water, and More

Shake It! Make and shake to the music.

Monitor Progress



Assessment Guide

Observe

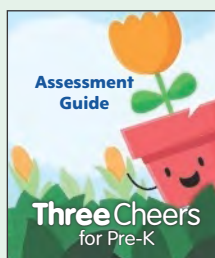
Observational Checklists

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. Administer Progress Monitoring Assessment 2 before the end of Theme 6.

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 include:

Centers

- **Sand, Water, and More** photographs of the instruments children created from recycled materials
- **ABC Fun** anecdotal notes about children forming letters using sensory bags
- **Math Fun** anecdotal notes about children recognizing the numerals 6–9



Welcome to Today

15 minutes

Meet and Greet

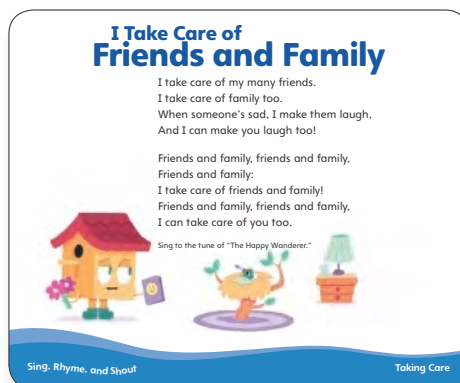
- As children enter the classroom, welcome them with an elbow bump.
- Ask children to place their pictures on the Mood Meter.



Sing, Rhyme, and Shout

Taking Care Read the title of the card to remind children of the theme, Taking Care.

- **When we care for someone, we help them and are kind to them. Sometimes, we can help our friends and family by making them laugh!**
- Before singing the song, say each line slowly and have children repeat after you.



Learning Outcomes

The child

- demonstrates caring for others.
- participates in classroom music activities including singing.

What You Need

- Sing, Rhyme, and Shout: "I Take Care of Friends and Family"
- Picture Cards: *cat*, *dog*
- helper chart

Theme Vocabulary

care myself

Concept Vocabulary

volunteer

Academic Vocabulary

family

Morning Meeting

- Attendance** Have children place their name cards under one of two Picture Cards displayed to show they are present. Ask them to choose the card that shows an animal they have taken care of, such as a dog or cat. If there are children who have never cared for a dog or cat, have them put their name card under their favorite.
- Helper Chart** *We care for others by helping them. When you are a helper, you're taking care of others.* As you assign helper jobs, ask the class to clap if the job is one that demonstrates caring for others.
- Weather** Before class, draw clouds, rain, and a sun on the board. *Look outside. What's the weather like?* Have a *volunteer* circle the picture that matches the weather.



DIFFERENTIATED SUPPORT

ELL

Sing, Rhyme, and Shout Display the Sing, Rhyme, and Shout Card. *One character cares for the other character. Let's say the word care together: care.* Have children turn to a partner and say *care*. Ask *volunteers* to say the word.
AUDITORY

Story Time

15 minutes

Learning Outcomes

The child

- uses personal pronouns.
- retells or re-enacts a story after it is read aloud.
- distinguishes between elements of print including letters.
- distinguishes between elements of print including words.
- creates or recreates stories, moods, or experiences through dramatic representations.

What You Need

- Big Book: *This Is the Way*
- Vocabulary Cards: *neighborhood, check, share, volunteer, appreciate*
- Alphabet Card Oo

DIFFERENTIATED SUPPORT

Engage and Extend

Taking Care Have children tell one way they help each person they name.
AUDITORY

Extra Support

Reread If children struggle with saying the repetitive text, say it and have them echo you several times before rereading the page. If verbal communication is difficult, allow children to act out repetitive text.
AUDITORY

Taking Care

? **How do we care for ourselves and others?** Remind children of the guiding question. *We've been learning how to care for ourselves and others. This means our friends and family. Who is in your family? This week, we'll learn more about how to care for our friends and family.*



This Is the Way

Ask children to look at the cover as you read the title *This Is the Way*.

- 1 Remember** Use the title to help children distinguish letters and words. *Do you remember the title of this book? The title is This Is the Way. How many words are in the title? Let's count the words. Point as you count. Then say: Words are made up of letters. How many letters are in the word way? Let's count them. Point as you count. Then call on children to come up and point to a letter. Ask others to point to a word. Guide children to recognize that there are spaces between words. Ask them to point to the spaces between words in the title. Then say: This book tells about ways to care for ourselves and our friends and family. Before rereading, show one example of caring for ourselves and one of caring for others.*



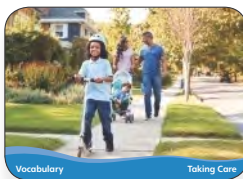
- 2 Reread** Reread the book aloud and encourage children to chime in on repetitive text such as *wash our clothes* and *greet our friends*. After the first four pages, point out the personal pronoun *we*. Stand up and open your arms wide. *We means all of us. Stand and say it with me: we.* As you continue reading, have children listen for the word *we*. Ask them to open their arms wide when they hear it.
- 3 Retell** After reading, have children re-enact and re-create the mood of the story. Display pp. 4–5. Model acting out how to care for others such as: *I wash my family's clothes.* Have children echo you. Repeat with pp. 8–9: *I greet my friends.* Have children echo you. Have individual children re-enact pp. 12–13 and pp. 18–19. Have volunteers use this sentence frame to retell something from the book about caring for others: *I _____. I care for others.*

Literacy Circle

15 minutes

Concept Vocabulary

Introduce We are going to talk about this question: What can I do to help my friends and family? Display Vocabulary Card *neighborhood*. A *neighborhood* is where people live. *Neighborhoods* have houses, streets, and people. Display the other Vocabulary Cards for this week (*check*, *share*, *volunteer*, *appreciate*) and briefly explain how each relates to the theme or weekly question.



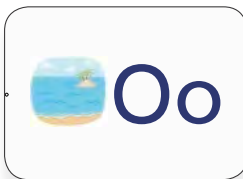
Personal Pronouns

Practice Have children use personal pronouns by singing “This Is the Way” again using different pronouns such as *I*, *you*, *they*, or *she*. Model singing the song with the pronoun *I* first. Point to yourself as you sing. Then have the children chime in with the words and the motion. Then move on to the pronoun *you*.

Alphabet Knowledge

Introduce Oo /o/ Tell children that today they are going to learn about the letter O.

1 Letter Name Display Alphabet Card Oo. *This is an ocean.* Point to the uppercase O. *This is the uppercase O.* Point to the lowercase o. *This is the lowercase o.* Say the letter name with me: O. 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 O spells sounds like this: /o/, /o/, /o/. Say it with me: /o/. 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 O 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 o.

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.

You're my friend. (*point to friend*)
I care for you. (*hands to heart*)
I really, really do! (*jump*)

Theme Vocabulary

care

Concept Vocabulary

neighborhood volunteer
check appreciate
share

Academic Vocabulary

family



CHECK FOR UNDERSTANDING

IF . . . children need additional practice forming the letter O,

THEN . . . have them practice writing the upper and lowercase letters using finger paints.



Wheel of Motion

Don't forget to use the Wheel of Motion on **SavvasRealize.com** when you need a fun and fast activity.

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•208).

Small Group

- **Math: Counting** Have children rote count to 10. Teach them a chant to review counting to 10. Say each line and have children echo your words and actions. *Say the numbers after I say them.* Divide children into two groups. *One group will go first. One group will repeat.* Have groups take turns leading and echoing. End by having children count to ten chorally.

One two three
Four five six
Seven (*jump*)
Eight (*jump*)
Nine and ten!

► ELL Access

Academic Vocabulary

Emerging Carefully pronounce *repeat* and have children say the word. *You will repeat the words after me. That means you will say: 1, 2, 3.* Repeat with the other lines and add the actions.

Developing Have children repeat after you to tell whether their group will lead or repeat. Model thinking aloud to explain what it means for the group to repeat. Provide sentence frames to help children: *After 7 we will ____.* *After 8 we will ____.*

Expanding Have children explain whether their group is saying the chant first or repeating. Connect this to the terms *first* and *second*. *Which group is first? Which is second?*

Bridging Ask children to explain whether their group is saying the chant first or whether they will repeat.

- **Literacy: Personal Pronouns** Use *Grow Strong!* to help children internalize personal pronouns. Display and read pp. 10–11. Point to the girl throwing the basketball. *The girl throws the ball. She throws the ball. Repeat after me: she.* Point to the man. *The man watches. He watches. Repeat after me: he.* Point to the girl bouncing the ball. *The girl bounces the ball. She bounces the ball. Repeat after me: she.* Say *she* and *he*, and have children point to the correct pictures. Repeat using *dog* and *it*.

► ELL Access

Speaking

Emerging Point to a girl and say: *she*. Have children do the same. Have children repeat the word *she* after you. *[Girl's name] is my friend. She is my friend. Say that with me: she is my friend.*

Developing Have a boy stand up. *[Boy's name] stands up. He stands up.* Have a girl stand up. *[Girl's name] stands up. She stands up.* Have boys and girls alternate standing. Ask the class to say *he* or *she*.

Expanding *Listen as I say the word he. Let me hear you say he.* Ask children to tell you what *he* means using this sentence frame: *He means a ____.* Repeat with *she*.

Bridging Display pp. 10–11 and point to the girl. *She means the girl.* Say *she* and have the children point to the correct picture. Then have them repeat *she* after you. Repeat with *the man/he*.

Math Circle

15 minutes

Counting

Ask children to count six objects with one count per item to find how many.

- 1 **Engage** Place six cubes in a scattered arrangement on a table. *How can we find how many cubes are here? We can count them.*
- 2 **Develop** Ask children any ways they can remember to help count. They might talk about lining up the cubes and moving or touching them as each is counted to help remember which ones have been counted. Mention different strategies like these if they do not.
- 3 **Practice** Have children come to the front and count the cubes. Have the rest of the class join in the count. Have children start with different cubes, line them up, touch them, or move them to different places. Explain that we know there are 6 cubes because each time the last number we said is 6. Ask children questions to confirm. *What was the last number we said? So, how many cubes are there?*

Learning Outcomes

The child

- demonstrates empathy for others.
- demonstrates caring for others.
- counts 1–10 items, with one count per item.
- demonstrates that the last count indicates how many items were counted.
- demonstrates understanding that when counting, the items can be chosen in any order.

What You Need

- 6 cubes
- SEL Card: *care*



CHECK FOR UNDERSTANDING

IF . . . children have difficulty counting six cubes,

THEN . . . review counting four or five cubes first. Have them count with you as you point to each cube. Then move up to six cubes.



Snack Time

15 minutes

Care for Others Display and use the Social and Emotional Learning Card: *care* to help children demonstrate empathy and caring. Point to the child who is hurt and crying. *Why is she crying? What did she do?* Have children think about a time when they hurt themselves. *What happened? How did you feel?*

As children eat their snacks, hold up the card and ask questions: *What are the friends doing to show they care?*



Social Studies Circle

15 minutes

Learning Outcomes

The child

- demonstrates caring for others.
- identifies similarities in characteristics of families.
- identifies differences in characteristics of families.
- discusses the roles of family.
- shows increasing control of tasks that require eye–hand coordination.

What You Need

- Picture Card: *family*
- Week 1 Trade Book: *Grow Strong!*
- *Big Book: This Is the Way*
- Read More About It Book: *Taking Care*
- chalk or painter’s tape
- wheeled toys
- 4 empty boxes
- string or tape
- 4 small balls

Theme Vocabulary

myself care

Academic Vocabulary

family unique
alike different

Outdoor Play

20 minutes

Fine Motor Development Draw large shapes, patterns, or lines on the ground with chalk or painter’s tape. Include smaller directional arrows showing left to right movement. Invite children to move wheeled toys to trace the lines in the direction of the arrows.

I Take Care of Me!

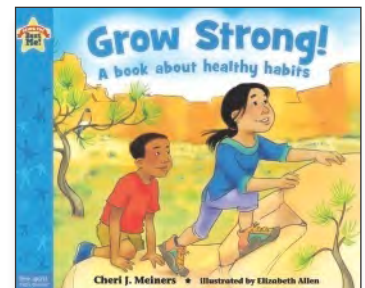
Have children stand up and listen to the following chant.

<i>I care for myself.</i>	<i>(point to self)</i>
<i>I care for you.</i>	<i>(point to others)</i>
<i>It’s important</i>	<i>(thumbs up)</i>
<i>and easy to do!</i>	<i>(clap twice)</i>

Families

1 Engage Display Picture Card *family*. This week we’re learning how we *care* for our friends and family. Each of our families is unique, or special.

2 Develop Use illustrations from *Grow Strong!* and Read More About It Book: *Taking Care* to help children identify similarities and differences in families. Share with children illustrations from both books. Point out characteristics of families such as, *Here is a girl with her mom, dad, and sister. Here is a girl with her grandpa.* Invite children to point to family members as you name them. Afterward, discuss the roles of family members and how they take care of each other. Ask: *How do your parents or grandparents take care of you? How do you help your family?*



3 Practice We can talk about how our families are the same and different. Model talking about your family. *I have a sister. My grandma or grandpa lives at my home.* After children have shared, ask them to identify how their family is similar to someone else’s, such as being an only child or having a baby brother. Explain that every family is unique. *How can families be different? Some have many children, and some have only one. Some may have a grandparent or aunt that lives with them. How are we all alike? How do we care for one another? We are all part of a family!*

Learn and Play

90 minutes

Let's Move

Indoor Ball Roll Set four empty boxes along one wall. The box openings should face the inside of the room. Make a starting line with string or tape about 6 feet from the wall.

- Have children form four lines behind the starting line, one across from each box. Give the first child in each line a small ball.
- Model standing at the starting line and gently rolling a small ball into a box.
- Children try to roll the ball into the box. Then they retrieve their ball and give it to the next person.

Singing Sit-Ups Pair children. Sing “This is the way we do our sit-ups, do our sit-ups, ... and help each other.” Have children sing once with you.

- The first group of children sits on the floor for sit-ups.
- The second group holds their partners’ feet and sings.
- Lead the singing group, and then have the groups switch roles.

Let's Talk

Care for Others As children play independently, circulate and praise acts of caring.

Engage children in conversations about how they feel when others show they care about them. Ask them to describe how they are feeling as they play together.



Let's Read

Personal Pronouns Use pp. 9–11 of *This Is the Way* to review personal pronouns. Have children sing the verse and raise their hands when they hear the word *we*. *We* means all of us (motion to class), but *I* means only me (point to self). Let's sing “This is the way I greet my friends.” Point to yourself when you sing *I*.

Print Concepts Use *This Is the Way* to review counting words and letters. *I see a word with three letters. Who can find one? How many words are on this page? Let's point and count.*



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

Sing and Rest Before children get their mats for rest time, model singing a quiet version of *This Is the Way*, customizing the words: *This is the way we fetch our mats, fetch our mats ...* Have children sing with you as they get their mats. Ask them to stop singing as they lie down, and gently remind them that they are taking *care* of themselves by resting: *When you sleep, you take care of yourself. Your body rests so it will be strong when you wake up.*

DIFFERENTIATED SUPPORT

Extra Support

Let's Move Adapt both activities for children with special needs. For the Indoor Ball Roll, allow children to use both hands and to sit and roll as needed, or have children use a larger ball. For Singing Sit-Ups, children can do crunches from their chairs. They can sing without holding their partners’ feet. They can also help their partner by counting the number of sit-ups. KINESTHETIC

Reflect

10 minutes

5x5

Ways to Help Look at the photo. These children are helping to take *care* of their pet. What are they doing to help? Talk about how the activity is helpful. Next, snap your fingers and say: **Let's each do something helpful in the classroom!** Encourage every child to do one quick task to help, such as put away a toy or wipe a table. Observe whether children can assume helpful roles in the classroom. Stop to ask children about their choices and thank them: **What did you do to help? Thank you, that was so nice!**



Learning Outcomes

The child

- assumes various roles as part of a classroom community.
- demonstrates empathy for others.
- demonstrates caring for others.

What You Need

- 5x5 Card: Taking Care of Pets
- SEL Card: *care*
- Javi

Transition

I'm Like You

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

I'm like you.	(point to friend)
You're like me.	(point to self)
We both have a family!	(point back and forth)

Theme Vocabulary

care

CHECK FOR UNDERSTANDING

IF . . . a child does not understand what it means to care for someone,

THEN . . . use two finger puppets to act out a scene where one cares for the other, then use the puppets to roleplay with the child.



Social and Emotional Learning

Care for Others Use the SEL Card *care* to have children demonstrate empathy and *care* for others. **Which child is hurt? How do you think he feels? Have you ever felt that way? Which children are helping? These children care for the boy who is hurt. When you care for someone, you help them and are kind to them.** Invite several children to use the word *care* in a sentence. **Tell me something you've done because you care for others.**



Let's Talk About It

Tell children that it is time to reflect on their busy day and what they learned. Hold Javi in your lap. **Today we learned about taking care of our friends, family, and pets. We also learned about how families are alike and different.** Model by telling children something you learned about families. Then pass Javi around and allow each child a moment to say something they learned about families.



Welcome to Today

15 minutes

Meet and Greet

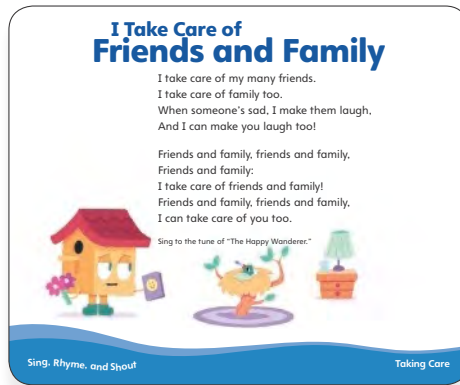
- As children enter the classroom, welcome them with a fist bump.
- Ask children to show their moods using a smile or a frown. They can also update the Mood Meter.



Sing, Rhyme, and Shout

Taking Care Use the illustration on the card to review the theme, Taking Care.

- We're learning how to take care of our family and friends. How do you feel when you're sick? What would make you feel better?
- Have the children sing the song with you.



Morning Meeting

- Attendance** Have children place their name cards on the attendance chart. Call out the names of those who are absent. **One way we can show we care is to tell our friends we missed them when we see them the next time. Let's try to remember to do that tomorrow.**
- Helper Chart** Add a new job to the chart: Kindness Helper. Assign this job to several children by giving them a special sticker. **Our Kindness Helpers will watch for kind acts today. Kindness is one way to show we care. They can tell us what they saw later.**
- Question of the Day:** Which would you rather do with friends: play games or share books? 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.

Learning Outcomes

The child

- demonstrates caring for others.
- participates in classroom music activities including singing.

What You Need

- Sing, Rhyme, and Shout: "I Take Care of Friends and Family"
- attendance chart, helper chart
- T-chart

Theme Vocabulary

care

Concept Vocabulary

volunteer

Academic Vocabulary

family

DIFFERENTIATED SUPPORT

ELL

Sing, Rhyme, and Shout Display SEL Card *care*. This is a picture of a child who is hurt. His friends are helping him. They *care* about him. Say *care* with me: *care*. Let me hear you say the word without me. Have children say the word aloud. Say the word again for them as needed. To demonstrate understanding, have children explain what *care* means to a partner. AUDITORY

Story Time

15 minutes

Learning Outcomes

The child

- uses a wide variety of words to describe things.
- uses personal pronouns.
- uses possessive pronouns.
- discusses the responsibilities of family.

What You Need

- Trade Book: *Thank You, Omu!*
- Vocabulary Cards: *neighborhood, check, share, volunteer, appreciate*
- Alphabet Card Oo

DIFFERENTIATED SUPPORT

ELL Spanish Cognates

Read Together For children whose home language is Spanish, offer support by pointing out that the Spanish word *delicioso* looks and sounds like the English word *delicious*. Define the word in English. Have children demonstrate understanding by using the word *delicious* in a sentence. AUDITORY

3-Year Olds

Connect Help younger children learn ways to describe food by showing them magazine photos of delicious-looking meals. *Point to a variety of items. What is that? Is that an apple? Do you think apples are tasty?* Have them use this sentence frame: *I like to eat tasty _____*. AUDITORY

Taking Care

? **What can I do to help my friends and family?** Read the weekly question. *We take care of our friends and family by doing kind things for them. I like to cook for my family.* Have children discuss responsibilities they have to help their families.



Thank You, Omu!

Have children take a seat. Tell them that today you are going to read a book about kindness called *Thank You, Omu!*

1 Introduce Display the front cover, read the title, and ask children to describe what they see. *Who might Omu be? How do you know? What do you think is in the bowl?*

Before reading, show pages of the book, and ask children to point to pictures of food and describe what they see.



- 2 Read Together** Encourage children to use personal pronouns. Pause after reading the first paragraph on p. 3 out loud. Repeat the last sentence of the first paragraph again. *Who is she?* Point to Omu. *Omu is cooking. She is cooking.* Continue to highlight personal pronouns this way throughout the book. As you read aloud, define words used to describe the stew, such as *scrumptious* and *delectable*. Have children use a variety of descriptive words they know that refer to something that tastes good. After you define and say words, have children say them with you, while patting their stomachs. Note Story Vocabulary words, such as *vendor* and *mayor*, using illustrations to help explain them. Pause after reading p. 31 and explain what *celebrated* means. *I celebrate after I run a race. What kinds of things do you celebrate?*
- 3 Connect** After reading, ask children to describe their favorite meal. *What is your favorite breakfast? What do you like best for dinner?* Guide children to expand their word choices to describe tasty items to eat.

Literacy Circle

15 minutes

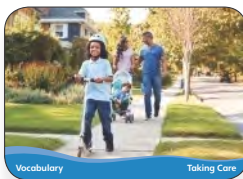
Concept Vocabulary

Develop Remind children of the weekly question:

What can I do to help my friends and family?

Revisit Vocabulary Card *neighborhood*. This is a *neighborhood*. Say the word *neighborhood* with me: *neighborhood*. Do you live in a *neighborhood*?

Display each Vocabulary Card (*check, share, volunteer, appreciate*) and ask children a question about each one that ties the word to the theme or weekly question.



Personal and Possessive Pronouns

Practice Use *Thank you, Omu!* to review personal pronouns, such as *he, she,* and *they*. Then teach possessive pronouns. Display and read pp. 8–9. Point to the stew pot. This is *Omu's* stew. It is *her* stew. Repeat after me: *her* stew. She gives some to the boy. *His* stew is in the bowl. Repeat after me: *his* stew. Point to the bowl. Now they both have some, so it is *their* stew. Say: *their* stew. Point to the pot and bowl. Have children point to identify who *her, his,* and *their* refer to.

Alphabet Knowledge

Review Oo /o/ Tell children that today they are going to review what they know about the letter *O*.

1 Review Letter Name Display the Alphabet Card *Oo*. This is an *ocean*. Point to the uppercase *O*. This is the uppercase *O*. Say the letter name with me: *O*. Point to the lowercase *o*. This is the lowercase *o*. Say the letter name with me: *O*.



2 Review Letter Sound The letter *o* spells this sound: /o/. Point to the lowercase letter. What sound does this letter spell? Point to the uppercase letter. What sound does this letter spell?

3 Review Letter Formation Trace the uppercase *O* on the Alphabet Card and have children trace the letter in the air. Repeat with the lowercase letter *o*.

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.

I like to <i>share</i> .	(hold hands out)
I <i>appreciate</i> you.	(point to friend)
I show I <i>care</i> .	(hands crossed over chest)
It's what I do.	(nod head)

Theme Vocabulary

care

Concept Vocabulary

neighborhood	volunteer
check	appreciate
share	

Academic Vocabulary

celebrated	family
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CHECK FOR UNDERSTANDING

IF . . . children struggle with understanding upper- and lowercase letters,

THEN . . . explain that every uppercase letter has a lowercase partner. Hold up the uppercase *O*. This is the uppercase *O*. Hold up the lowercase *o*. This is the lowercase partner. Uppercase *O* and lowercase *o* both spell the sound /o/.

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•209).

Small Group

Math: Counting Have children count six items with one count per item. Give children six blocks or other objects. Ask children for any ways that can help to make counting easier, such as moving, touching, or lining up each block. Model counting the blocks. *I'm going to count out loud. I'll touch each block as I count: 1, 2, 3, 4, 5, 6. Why did I stop counting at 6? There are six blocks. Now count with me.* Have children count their blocks.

ELL Access

Internalize Vocabulary

Emerging Model thinking aloud as you count the blocks. Say each step you will take, such as moving or touching the blocks, while children copy the actions with their blocks. Have children count each block with you.

Developing Provide sentence frames and ask children to use gestures to help children explain what it means to perform each action. For example, *I line up blocks. I put them in a _____. I touch the block. I put my finger _____. I count the blocks.*

Expanding Have children answer questions to help explain ways that help them to count, such as: *What does it mean to put blocks in a line? What does the word touch mean? How do you move the blocks?*

Bridging Ask children to explain how they counted the blocks using gestures and sentences.

Literacy: Vocabulary Display and read pp. 6–7 of *Thank You, Omu!* aloud. *What do you think the red stew smelled like? Close your eyes and think of a food you know that has a delicious smell. Picture that food. Think about how it smells. I'm thinking about pizza! It is tasty. Open your eyes.* Have children call out their foods, and guide them to use a variety of words to describe the items. Have the class pat their stomachs every time someone describes a food using a word such as *delicious*. Prompt children with other descriptive words from the story as needed.

ELL Access

Vocabulary

Emerging Hold up the *cake* Picture Card. *This is a cake. It is sweet and delicious. Think about the last time you ate cake. What was it like?* Have children describe cake in their home language first. Then have them describe it in English.

Developing Hold up the *cake* Picture Card. *This is a cake. Think about the last time you ate cake. Have children describe the cake. What did it smell like? What did it taste like? What flavor was it?*

Expanding Display the *cake*, *sandwich*, and *lemon* Picture Cards. Have children choose one and describe it for a partner. Ask: *Which one would you describe as delicious? Which one would you say is yummy?* Have children say the word or point to the card to answer.

Bridging Display the *cake*, *sandwich*, and *lemon* Picture Cards. Ask children to take turns describing each one. Then have them describe their favorite food using the word *delicious*.

Math Circle

15 minutes

Counting

Tell children that today they will continue to count items. Children will count to seven with one count per item.

- 1 **Engage** Draw six smiley faces in a row on the board. *Let's get our brains warmed up and practice what we learned yesterday. Count the smiley faces with me.* Point as you count then repeat the count to establish there are six. Add a smiley face to the end of the row.
- 2 **Develop** Now there is 1 more smiley face. How many smiley faces could there be now? Take any suggestions, then count to check. 1, 2, 3, 4, 5, 6, 7. Notice that I pointed to each one as I counted. The last number I said tells how many I counted. Now count with me. Ask a volunteer to come up and point to the smiley faces while the class counts.
- 3 **Practice** Set seven objects, such as blocks or counters, on the table. *Count the blocks as I point to them.* Invite individual children to come up and point to the blocks as the class counts them. After, if there are enough table space and blocks, create sets of seven blocks for small groups to come up and count. If not, have individual children come up. Ask them to point to and count the blocks.

Learning Outcomes

The child

- demonstrates empathy for others.
- demonstrates caring for others.
- counts 1–10 items, with one count per item.
- demonstrates that the last count indicates how many items were counted.

What You Need

- Counters or Snap Cubes (sets of 7)
- Trade Book: *Thank You, Omu!*



CHECK FOR UNDERSTANDING

IF . . . children are struggling to count to seven,

THEN . . . review lesser numbers first. Hold up the number of fingers you will count. Touch each finger as you count and have the child mirror you. *I will count three fingers: 1, 2, 3.* Have the child count alone. Work up to counting seven fingers.



Snack Time

15 minutes

Care for Others To help children demonstrate empathy and caring for others, display pp. 26–27 of *Thank You, Omu!* Look at Omu's face. How do you think she feels? Use your face to show me how you feel when you look at her.

Display pp. 30–31. How does Omu feel now? What did Omu's friends do to show they care for her? What did Omu do for all of them?

Social Studies Circle

15 minutes

Learning Outcomes

The child

- uses possessive pronouns.
- identifies similarities in characteristics of families.
- identifies differences in characteristics of families.
- shows increasing control of tasks that require eye–hand coordination.

What You Need

- Trade Book: *Thank You, Omu!*
- Picture Card: *family*
- bean bags and toy hoops
- variety of music

Outdoor Play

20 minutes

Fine Motor Development Use a bean bag toss to help children show control and increase their eye–hand coordination. Make a line of different size toy hoops. Have children form a line a few feet away. Children will toss bean bags into each hoop starting with the largest hoop and moving to smallest. Ask for two children to volunteer as helpers. Model tossing a bean bag into a hoop. The first person in line one will toss the bean bag into the largest hoop. The helpers will retrieve the bean bag from the hoop or playground and hand it back to the first child, who will then move to the next sized hoop, and so on. The second child in line can then begin their turn and move down the line of hoops.

Some Families

Have children stand up and listen to the following chant.

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

Some families are large. *(spread arms wide)*

Some families are small. *(bring palms close)*

But I love my family
best of all! *(hand to heart)*

Families

1 Engage Display Picture Card *family*. *We're learning about ways our families are alike and ways they are different.* Have children identify similarities and differences in the characteristics of families.

2 Develop Model saying how the family is similar to or different from yours. *This family shows two children. My family is the same because we have children, but is different because we have three children.* Ask children to say how the family in the picture is similar to and different from their own. Make a list or draw on chart paper how families are the same or different.



3 Practice *Who is in your family? Turn and talk to the friend on your right. Do you and your friend have families that are alike or different?* Have children raise one hand if their family is like their partner's family. Have them raise both hands if their family is different from their partner's family. Ask how. Help children see that they share common and different family characteristics by having them stand up in response to questions such as: *Who is the youngest? Who is the oldest? Who has one brother? Who has one sister? Who has a baby in their family?* Point out similarities and differences as children stand up.

Learn and Play

90 minutes

Let's Move

Gallop, Hop, and Fly Prepare different styles of music for three movements: gallop, hop, and fly. Have children form a line. Explain that you will play different music. They will do movements based on the music.

- Play the music for *gallop*. Model and then have children join in.
- Play the music for *hop* and *fly* and practice the movements.
- Play each type of music. Challenge children to see if they know which movement to do without being told.

Jack Claps Help children form rows. *Today, we're going to learn a new way to do jumping jacks: jack claps.*

- Model doing one regular jumping jack. On the second jack, clap your hands in front of you. Say *jack* as your hands go up and say *clap* as you *clap*. Repeat several times.
- Have children practice, and then lead the class in doing several in a row.

SEL Let's Talk

Care for Others Ask children to describe how they think their friends are feeling as they play. Demonstrate looking at their faces and body language and listening to their words to get clues.

- I use my ears and eyes to help me know how you are feeling.
- If you frown, I know you're upset. How you talk and what you say also tell me how you feel.



Check in with the Kindness Helpers to remind them of their new role.

SEL Let's Read

Possessive Pronouns Read p. 8 of *Thank You, Omu!*, and help children review how possessive pronouns are used. Point to the boy's bowl and ask: *Is this his bowl or her bowl?* Point to Omu's bowl and ask the same question.

Vocabulary While reading pp. 3–7, stop when you come to a synonym for *delicious*. Have children repeat the word after you as they rub their bellies.

Center Time

30 minutes

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

Rest Time

30 to 45 minutes

Stretch and Yawn After children lie down, encourage them to stretch and yawn. *When we stretch and yawn, we tell our bodies that it's time to rest. We learned that resting is a healthy habit. Our bodies need rest to grow strong.* Play soft music, and quietly repeat *stretch* and *yawn* a few times.

Academic Vocabulary

family

different

same

DIFFERENTIATED SUPPORT

ELL

Verbal Usage Point to Omu on p. 9. *This is Omu. She's a woman. This is her pot of stew. We say her because she's a woman.* Point to the boy. *This is a boy, so this is his bowl. We say his because he's a boy.* Have children point to the bowls as you say *her bowl* and *his bowl*. AUDITORY

Reflect

10 minutes

5x5

Blend Onset and Rime Point to the animal in the photo and ask children to identify what kind it is. Next, help children blend the onset and rime in the word. For example, /k/ -at, *cat*. Then have children blend the onset and rime in the word *dog*: /d/ -og, *dog*.



Learning Outcomes

The child

- demonstrates empathy for others.
- demonstrates caring for others.

What You Need

- 5x5 Card: Taking Care of Pets
- SEL Card: *care*
- Javi

Transition

I See You

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

I put myself	(point to self)
in your place	(change places)
to see the feelings	(hand above eyes)
behind the face.	(point to face)

Theme Vocabulary

care

Academic Vocabulary

family

CHECK FOR UNDERSTANDING

IF . . . children struggle to know if a friend needs help,

THEN . . . make a sad face and have them look at your face. Ask them to say how they think you feel. **If a friend looks sad, they may need help. Ask them if they do.**



Social and Emotional Learning

Care Ask the Kindness Helpers who were assigned this morning to stand and tell when they saw children being kind. Listen and notice that children were able to demonstrate empathy and caring for others during the day. Praise children for their kindness and thank the helpers. Draw attention to the SEL Card *care*. **We've been talking about how to be kind and care for our friends and family. These friends are helping one another at school. Did you need help today at school? How did you feel? How can you tell when one of your friends needs help?**



Let's Talk About It

Tell children that it is time to talk and think about the new things they learned today. **Today we read a new book about kindness and sharing. When we are kind, we show our friends and family that we care for them.** Model by telling children how you felt when a friend was kind to you. **Now you are going to take turns telling about a time a friend was kind to you. I'll pass Javi around. When you get Javi, it's your turn to talk.** Pass around Javi and allow children a moment to talk.



Welcome to Today

15 minutes

Meet and Greet

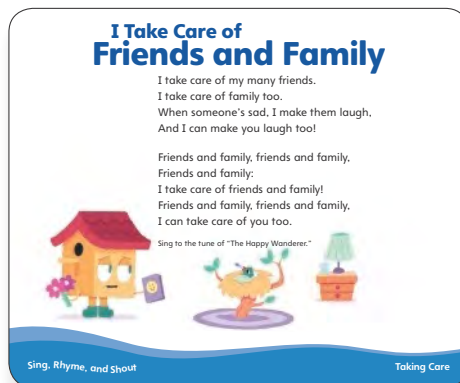
- As children enter the classroom, greet them with a handshake.
- Hold out the SEL Card *same or different?* Have children tap the illustration that shows how they feel this morning (happy or sad).



Sing, Rhyme, and Shout

Taking Care Use the card to support children in demonstrating empathy. Ask children to point to the character who is sick.

- We can look at someone to see how they feel. Look at the illustration of the sick bird. Make a face to show how you think the bird feels. Make a face to show how you would feel if you helped him.
- After singing, have children identify a family member and discuss what they can do to help take care of them. Remind children that this is a family responsibility. Provide a sentence frame such as: *I take of ___ when I ___.*
- Have children act out their family responsibilities.



Learning Outcomes

The child

- demonstrates empathy for others.
- demonstrates caring for others.
- discusses the responsibilities of family

What You Need

- SEL Card: *same or different?*
- Sing, Rhyme, and Shout: "I Take Care of Friends and Family"
- attendance chart, helper chart, construction paper (different colors)

Theme Vocabulary

care

Concept Vocabulary

check

Academic Vocabulary

family

Morning Meeting

- Attendance** Have children place their name cards in the attendance chart. Ask them to say their names out loud as they place them.
- Helper Chart** Check in with this week's helpers. Every time you're a helper, you're showing that you care about your classroom and your friends.
- Weather** What's the weather like today? Which of these colors makes you think of today's weather? Hold up different colors of construction paper, such as yellow paper for a sunny day or gray paper for a cloudy day.



DIFFERENTIATED SUPPORT

Extra Support

Sing, Rhyme, and Shout If children need help participating, provide prompts to help them understand empathy such as, *How do you feel when you are sick? Show me what you look like when you're sick. Look at my face and how I'm acting. Do I look sick? What can you do to help me feel better?* AUDITORY

Story Time

15 minutes

Learning Outcomes

The child

- uses a wide variety of words to describe things.
- uses personal pronouns.
- uses possessive pronouns.
- engages in pre-reading activities.

What You Need

- Trade Book: *Thank You, Omu!*
- Talk More About It Card: *Thank You, Omu!*
- Vocabulary Cards: *neighborhood, check, share, volunteer, appreciate*
- Alphabet Card: *Oo*

Taking Care

? **What can I do to help my friends and family?** Read the weekly question aloud. *We've read about how to help our friends and family. When we help them, we take care of them. What are some ways we can help our friends and family?*



Thank You, Omu!

Today we're going to talk about the book we read yesterday. Remember that when I say *we*, I'm talking about you and me. Start reading the title and have children complete it: *Thank You, ___!*

1 Remember Point to the boy on the cover. *Is this Omu?* Point to the picture of Omu on p. 2. *Is this Omu?* To engage children in pre-reading activities, have them talk about what they remember about Omu. Ask: *What did Omu do to help care for her friends and family?*



Flip to different pages and display the illustrations to help them remember.

2 Reread Reread *Thank You, Omu!* Review Story Vocabulary words as you come to them. Have children chime in on repetitive words, such as “Thank You, Omu.” Have them repeat sentences that describe the stew, such as “Mmmm, stew! He sighed. That sure sounds yummy.” Periodically ask questions about personal and possessive pronoun use, such as: *Who is he? Is he Omu, or is he the boy? What did Omu do with her spoon?* On p. 31, highlight the word *happiness*. *Listen as I say the word again: happiness. Do you hear the word happy? Happiness is the feeling of being happy. Say it with me: happiness.*

3 Retell After reading, display the Talk More About It Card. Model describing what you see in the first image, such as: *Omu looks happy. The stew looks hot!* Have children describe what they see in the picture. Then guide them to describe what they see in the second and third images, and have them use the images to retell the story.

DIFFERENTIATED SUPPORT

3-Year Olds

Remember If younger children need support in describing what Omu did to care for others, revisit the images that show Omu's actions, and guide children to describe what they see. Help them retell what Omu did.

AUDITORY

Engage and Extend

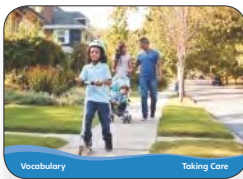
Retell Have children look at the Talk More About It Card. Ask them to make up a new part of the story based on the illustrations. AUDITORY

Literacy Circle

15 minutes

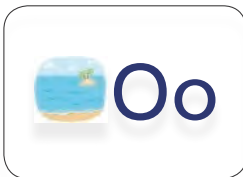
Concept Vocabulary

Practice Display Vocabulary Cards for this week: *neighborhood, check, share, volunteer, appreciate*. Have children identify each one. *Some of these words name things we can do to show we care. Can we neighborhood? No. Can we share? Yes. What other words are things we can do to show we care? (check, volunteer, appreciate)*



Alphabet Knowledge

Review Oo /o/ Show Alphabet Card Oo. Review the uppercase and lowercase letters and the sound that they spell. Trace the letter on the card as children write the letter in the air.



Personal and Possessive Pronouns

Practice Use *Thank You, Omu!* to give children practice using personal and possessive pronouns. Display pages as you say these sentences:

“Thank you, Omu!” the hot dog vendor said and went on ___ way.”
(his/her)

“Sorry and blue, ___ sat at the table with her empty pot,” (he/she)

Have children look at the picture first, listen to the sentence, and choose the best word. Read preceding sentences as needed and read aloud both options for children to choose from.

Vocabulary

Describing Words Use *Thank You, Omu!* to give children practice using a variety of words to describe items from the story. Display and read pp. 18–19. *What word does Mr. Hot Dog Vendor use to describe, or tell about, the smell?* (delicious) Rub your stomach to help children remember. Reread the last two paragraphs. *What words describe the stew?* (thick, red, delectable) *Have you ever eaten thick soup? What was it like?* Display pp. 30–31 and read p. 30. Reread the last sentence. *What words describe the envelope?* (shiny, red) Point to the envelope to prompt children as needed.

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.

So so yummy	(rub stomach)
and delicious.	(rub stomach)
Fruits and veggies,	(right/left hand out)
my favorite dishes!	(eating motion)

Theme Vocabulary

care

Concept Vocabulary

neighborhood	volunteer
check	appreciate
share	

Academic Vocabulary

happiness	family
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DIFFERENTIATED SUPPORT

ELL

Concept Vocabulary Display Vocabulary Card *check*. *This is a picture of people who are at someone’s house to see how the person is doing. They check on the person to see if he or she needs help. This shows they care. Say the word check with me. Now let me hear you say the word without me.* Ask volunteers to say what it means. Provide this sentence frame for children and have them use *check* in a sentence. *I will check on ___ because ___.* AUDITORY

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•209).

Small Group

- **Math: Counting** Have children count seven items with one count per item. Ask seven children to come to the front (alternatively use seven objects). Ask children for any ways that can help to make counting easier. Model counting: *First, I'll have everyone line up. This makes it easier to count.* Help children line up. *I'm going to count out loud to find how many. I'll tap each person as I count: 1, 2, 3, 4, 5, 6, 7. What number did I stop counting at? Why? There are seven children.* *Now count with me.* Have seven new children line up or show seven new objects. Model pointing to and counting them. Have children count with you, then have individual children come up and count.

▶ ELL Access

Internalize Vocabulary

Emerging Use blocks or counters to begin counting and pointing to a lesser number of objects to start. Each time, model pointing and counting and have the children count with you. Once you reach seven, have children count after you while a volunteer points to each object.

Developing Have children repeat each number after you point and count until you reach seven. Ask them to count with you and then chorally. When they count chorally, have a volunteer point to each square as it is counted.

Expanding Pair children. Have one child point and one child count. Have children swap roles. Then ask children to point and count seven squares together.

Bridging Pair children. Have children take turns pointing to and counting seven squares.

- **Literacy: Pronouns** Use *Thank You, Omu!* to help children practice using personal and possessive pronouns. Display pp. 12–13. Read the first paragraph. *The word my means the house belongs to someone. Does it belong to Omu or Ms. Police Officer?* Explain that Omu is talking, so the word *my* means it is Omu's home. Read the rest of the page. *Is the word she talking about Omu or Ms. Police Officer?* Have children point to the correct person. Explain that Ms. Police Officer is talking, so the word *she* refers to Ms. Police Officer.

▶ ELL Access

Learning Strategies

Emerging Point to a boy and say *he*. Have children say the word with and without you. Point to a girl and say *she*. Have children say the word with and without you. Point to one child or the other and have children say *he* or *she*.

Developing Give a boy and girl classroom objects. Point to the boy. *He is holding a pencil. It is his pencil.* Point to the girl. *She is holding a pencil. It is her pencil.* Have children repeat after you: *he/his, she/her*.

Expanding Give a girl a crayon and point to her. *She is holding a crayon. It is her crayon.* Repeat the sentences but have the children fill in *she/her*. Have the girl say, "This is my crayon." *Who owns the crayon?*

Bridging Display and read pages 12–13. Say the pronouns. Have children repeat each pronoun and point to whom they refer. Have children use *my* in a sentence.

Math Circle

15 minutes

Counting

Tell children that today they will continue to count objects. Children will count eight items, with one count per item. Observe to see whether children can demonstrate that the last count shows how many items were counted.

- 1 **Engage** We've been learning that we help our friends and family. Today, your friends are going to help you count.
- 2 **Develop** Have two children come to the front of the classroom. Ask them each to invite one friend to join them. Have the four children stand in a row. Ask the children to hold their hands out in front of them, palms up. As you count each hand, have children move their hand palm down. **How many hands are there? This time count with me: 1, 2, 3, 4, 5, 6, 7, 8. What was the last number we said? So, how many hands are there? There are eight hands.** Repeat the exercise with two new children.
- 3 **Practice** Ask eight children to come to the front of the classroom. Ask the children to hold their hands at their sides. Tap each child on the shoulder as you count out loud: **How many friends are there?** Have children count each friend. Provide children with a sentence frame to say how many friends were counted: *There are ___ friends.* Have individual children come up and count their friends. Repeat the exercise with eight new children.

Learning Outcomes

The child

- demonstrates empathy for others.
- demonstrates caring for others.
- counts 1–10 items, with one count per item.
- demonstrates that the last count indicates how many items were counted.

What You Need

- SEL Card: *care*

Academic Vocabulary

solve

problem



CHECK FOR UNDERSTANDING

IF . . . a child is overwhelmed with counting hands or classmates,

THEN . . . give them objects to count at a table. Count each object with the child then emphasize the last number said. **Why did we stop counting at eight? There were no more objects to count. Eight was the last number we said, so we know there are eight objects.**



Snack Time

15 minutes

Care for Others Have children demonstrate empathy and caring for others. Display the SEL Card: *care*. **What do you see in the picture? Point to the crying child. How does this child feel? How can you tell? What are his friends doing to show they care? What would you do?**

Have children share their ideas as they take a snack.

Science Circle

15 minutes

Learning Outcomes

The child

- demonstrates caring for others.
- observes the relationship of organisms to their environments.
- describes the relationship of organisms to their environments.
- shows increasing control of tasks that require eye–hand coordination.

What You Need

- Picture Cards: *nest*, *rabbit*
- chalk or painter’s tape
- crayons
- fast and slow music
- Trade Book: *Thank You, Omu!*

Academic Vocabulary

food need

Outdoor Play

20 minutes

Fine Motor Development Use chalk or painter’s tape to make large letters on the ground or floor. Draw letters that children have already learned. Include small directional arrows to show children where to begin and end tracing the letters. Have children trace the letters with chalk or crayons.

What Do Animals Need?

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 do animals need?
They need food! (imitate eating)

What do animals need?
They need water! (imitate drinking)

What do animals need?
They need a place to live! (air-draw house)

Environments

1 Engage Display Picture Card *nest*. Ask children what kind of animal they see in the picture. **This is a robin. A robin is a kind of bird. A bird is an animal. A bird is a living thing.**



2 Develop What do living things need? Living things need air, food, water, and a place to live. Have children observe the relationship of birds to their environments. **A bird is a living thing. What does it need to live? It needs food, water, and a place to live.** Explain that most birds that live in nature make a place to live. It is called a nest. **What is this a picture of? Have you ever seen a bird outside? Where does it get its food? Have children describe food they’ve seen birds eating. How does a bird get water?**

3 Practice Display the *rabbit* Picture Card. Have children describe the relationship of rabbits to their environments. **What does a rabbit need to live? How does it get food? How does it get water? Where does it live?** Ask children to share their ideas. Explain that rabbits eat plants, fruit, and vegetables. Have individual children describe what a rabbit needs saying this sentence frame: **A rabbit needs ____.**

Learn and Play

90 minutes

Let's Move

Move to the Music Have children stand in a big circle. Tell them you will play fast and slow music.

- When I play fast music, run in place. When I play slow music, march in place.
- Play each type of music and model running and marching in place.
- Alternate the music and have children change their actions to match.

Head, Shoulders, Knees, and Toes Children will revisit this well-known movement song they learned in Theme 2.

- Have children stand in a circle. First say the names of the body parts as you model the actions. Then have children mirror you, saying the words in unison.
- Tell children you will sing as they do the actions. Invite them to join in singing when they are comfortable. Vary the speed as children catch on.

Let's Talk

Care for Others Have children demonstrate *care* for others. As they play, ask them questions about their behaviors, such as, *How do you show [name] that you care? Can you do something kind or helpful?* Remind children that they can use their eyes and ears to help them know how their friends feel.



Let's Read

Personal and Possessive Pronouns Use p. 18 of *Thank You, Omu!* to review how personal and possessive pronouns are used. Read the second paragraph out loud. *Who is the word I talking about?* Read the last paragraph. *The word his tells us who the lips belong to. Whose lips are they?* Have children point to the correct person.

Vocabulary Read pp. 8–18. Have children gesture as if they are stirring a pot when they hear words that describe the stew.



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 to Music Have children close their eyes and imagine that they're at home in their beds. Play soft music as you guide them to relax all the muscles in their bodies. *We're going to relax all of our muscles to help us rest. Relax your arms. Place them by your sides. Stretch out your hands, and then relax them too. Point your toes. Now relax your feet and your legs.*

DIFFERENTIATED SUPPORT

3-Year-Olds

Develop To support younger children who are unfamiliar with the concept of shelter, use their name cards and the *house, dog, doghouse, bird, and nest* Picture Cards. Display a child's name card next to the *house* card. *You live in a house. The house is where you live.* Repeat with *dog/doghouse* and *bird/nest*. Then mix up the cards and have the children match the living thing to its shelter. KINESTHETIC

Extra Support

Vocabulary If a child has difficulty understanding which words describe the stew, read the text on p. 4. Point to the pot of stew each time you say a word that describes it. Have the child point after you. Then say each descriptive word and have the child repeat them. AUDITORY

Reflect

10 minutes

5x5

Complete Sentences Review what is happening in the picture. Then have children use complete sentences of four words by using the sentence frame *The cat is ____*. They might say: *The cat is soft. The cat is nice. The cat is hungry.* If a child expresses an opinion, ask other children if they agree with the sentence. Have children nod their heads “yes” or “no” to show if they agree or not.



Learning Outcomes

The child

- demonstrates empathy for others.
- demonstrates caring for others.
- typically uses complete sentences of four or more words.

What You Need

- 5x5 Card: Taking Care of Pets
- SEL Card: *care*

Theme Vocabulary

care

Transition

You're My Friend

Teach this song using the tune “Do You Know the Muffin Man?” Have children figure out with gestures.

*I'm your friend, and I'll help you.
You're my friend, and you'll help me.
Friends help each other every day.
That's what friends will do!*

CHECK FOR UNDERSTANDING

IF . . . a child needs support in understanding what it means to care for others,

THEN . . . set a marker or other object a few feet away. Say that you are sad because you lost your marker. Have the child find it for you, and praise the child for caring.



Social and Emotional Learning

Care Display the SEL Card: *care*. This child is hurt. His friends know he is hurt because he is sad and crying. We can look at our friends' faces to know if they need help. Show me what your face looks like when you need help. Have children make a sad face. *It doesn't feel good to be sad. That's why we help our friends who are sad. Have you ever helped a friend at school? What did you do to show you care?* Listen to children's responses and notice that they demonstrate empathy and caring for others.



Let's Talk About It

Tell children that it's time to reflect on what they did today and what they learned. *We talked about what animals need to live, and we practiced describing food. I'm learning a lot about how to be helpful and caring.* Model telling children about something caring you will do for a friend, like making a get-well card. *What's something you can do to help a friend or show that you care?* Allow each child a moment to talk.



Welcome to Today

15 minutes

Meet and Greet

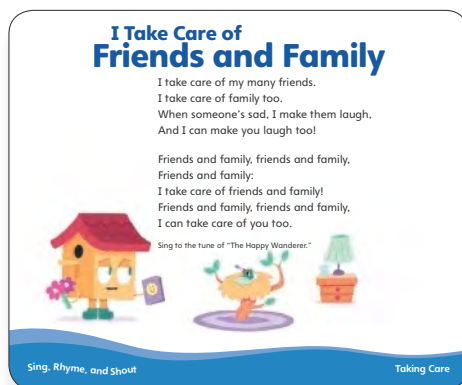
- As children enter the classroom, greet them by name and give them a sticker.
- **How are you feeling today? Show me on the Mood Meter.**



Sing, Rhyme, and Shout

Taking Care Use the lyrics to have children demonstrate empathy and *care* for others.

- Ask children to describe what they see in the picture using a sentence frame such as, *The bird feels _____. I know because _____.*
- Have pairs take turns acting out how the sick child feels and what the friend does to help.



Learning Outcomes

The child

- demonstrates empathy for others.
- demonstrates care for others.

What You Need

- Sing, Rhyme, and Shout: "I Take Care of Friends and Family"
- attendance chart, helper chart, T-chart
- SEL Cards: *care*, *solve a problem*

Theme Vocabulary

care

Morning Meeting

- 1 **Attendance** Display the SEL Cards *care* and *solve a problem* at the front of the room as reminders of how children can demonstrate how they *care* for their friends. Have children place their name cards under the picture that shows what they want to work on today.
- 2 **Helper Chart** Have children show empathy and *care* to others. Explain to children that you'll be assigning a new job today: Heart Helpers. The Heart Helpers will be on the lookout for playmates who are hurt or sad. They'll try to help their playmates. Assign the Heart Helpers and give each one a heart sticker.
- 3 **Question of the Day:** *Which helper job do you like best: line leader or helping with snack?* 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.

DIFFERENTIATED SUPPORT

Extra Support

Attendance If children need help participating, remind them about *care* and empathy by pointing out the children in the picture who are hurt and sad. Ask them questions such as: *Do you remember why this playmate is sad? Why is this child crying? What are their friends doing to help? Do you think you could do something like that to help a friend today?* AUDITORY



Story Time

15 minutes

Learning Outcomes

The child

- uses personal pronouns.
- uses possessive pronouns.
- independently writes to communicate his/her ideas for a variety of purposes.
- discusses the responsibilities of family.

What You Need

- Read More About It Book: “Showing That You Care”
- Vocabulary Cards: *neighborhood, check, share, volunteer, appreciate*
- Alphabet Card Oo

Taking Care

? What can I do to help my friends and family? Read the weekly question. Lead children in a discussion about the responsibilities of family. We’ve been learning how to take care of our friends and family. How do you show that you care for your family? How do you help them?

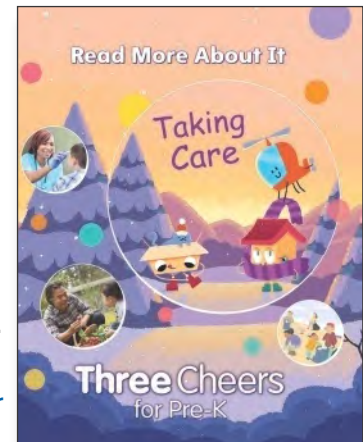


“Showing That You Care”

Ask children to be seated. Explain that today they will hear a story about ways to demonstrate or show care for others.

- 1 Introduce** Open the *Read More About It Book* to pp. 6–7. Ask children to look at the pictures while you read the title, “Showing That You Care.”

Before reading, point to the first picture. How is this girl showing she cares? Who do you think she’s giving the water to? Let’s read to find out.



- 2 Read Together** Read the text aloud, pausing at strategic points to review the use of personal and possessive pronouns such as: “She cares about Grandpa.” Say the word *she* with me: she. Who is *she* in this text? “He helps him tie his shoelaces.” *His* shoelaces: Who do the shoelaces belong to? Have children say the pronouns after you point them out. As you continue to read, have children act out what they see happening in each picture. How does Cassie help Grandpa? What does Ben do to help Axel? How does Zoe show she cares for Buddy?
- 3 Connect** After reading, ask students to tell what they might do to help their classmates. Guide them to think of actions, such as finding a book, holding a door open, or picking up a sheet of paper that has fallen. Ask two students to demonstrate caring actions for each other.

DIFFERENTIATED SUPPORT

ELL

Read Together Use the illustrations to help English Learners understand pronouns. Point to the pictures of Cassie and Grandpa. Identify them. Read the second sentence and ask: Who cares about Grandpa? Have them respond by pointing. Read the last sentence and ask: Who brings him a glass of water? Have them respond by pointing. Repeat with the other two illustrations. KINESTHETIC

Extra Support

Connect If children have difficulty verbalizing how they have helped family or friends, ask them to draw a picture of what they did. KINESTHETIC

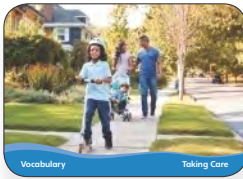
Literacy Circle

15 minutes

Concept Vocabulary

Review Remind children of the weekly question: *What can I do to help my friends and family?* Display Vocabulary Cards *volunteer* and *appreciate*. **This word describes when someone freely offers to do something to help someone.**

What is my word? Hold up two cards and give children clues for one of the words (*neighborhood, check, share, volunteer, appreciate*). Have children identify the word. Repeat until each word has been used at least once.



Alphabet Knowledge

Review Oo /o/ Tell children that today they are going to review what they know about the letter O. Display the Alphabet Card Oo. Then say two sounds, such as /o/ and /a/. Have children choose the sound that the letter O spells. Invite several children up to trace the upper and lowercase letters on the Alphabet Card. Then have the class trace the letters in the air.

Personal and Possessive Pronouns

Practice Use “Showing That You Care” to review the use of personal and possessive pronouns. Reread the story. After reading, display pages and say these sentences:

- She/he cares about Grandpa.
- Axel helps Ben tie his/her shoes.

Have children choose the correct pronoun from the two choices.

Motivation to Write

Write to Communicate Tell children that today they are going to make a get-well card for a playmate who has been absent. Distribute card-making materials. Write the words *get well* on an example card, and display it for children to see. Talk about what the words mean. Model making a card. Then have children independently write an approximation of the words on their cards, as they are able. Remind children to print their names so the playmate will know who the card is from. Ask children to talk about their cards and point to what they have written on the pages.

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.

In my neighborhood, (point to self)

We check on each other, (imitate knocking)

We volunteer, (raise hand)

and share! (hold both hands out)

Theme Vocabulary

care

Concept Vocabulary

neighborhood check

share volunteer

appreciate

DIFFERENTIATED SUPPORT

ELL

Concept Vocabulary Display Vocabulary Card *volunteer*. **This shows when someone agrees to freely help another person.** Say the word again and have children repeat it. Then ask them to use the word *volunteer* in a sentence. Repeat this process with other vocabulary words as needed. AUDITORY

3-Year Olds

Alphabet Knowledge If younger children need more practice forming letters, show them the Alphabet Card and have them draw the letter using finger paints or sand. KINESTHETIC

LET'S GET READY FOR

Center and Small Group Time

60–90 minutes

Use **Centergize** (pp. C•183–C•205) 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** Have children count eight items with one count per item. Show children eight items, such as eight blocks. *I wonder how many I have? How can we find out? We can count to find how many.* Take some suggestions on how to do this then demonstrate to find there are eight in all. *What was the last number I said? Why did I not count any more? So, I know there are eight blocks!* Give each child or pair eight blocks. *Count your blocks to see if you have eight as well.* When children have counted, ask them to explain how they counted and how they know they have eight. *Who else counted their blocks in a similar way? A different way?*

▶ **ELL Access**

Internalize Vocabulary

Emerging Provide sentence frames to help children explain: *I counted each block ___ time. I stopped counting at ___. I have ___ blocks.*

Developing Use sentences to model thinking aloud and expand on children's gestures and words as they show how they counted. For example: *So, first you lined up the blocks. You touched each block as you counted. You counted eight blocks in all.* Ask others to say whether they did something similar.

Expanding Ask sequencing questions to help children explain, such as *What did you do first? What did you do next? What was the last number you said?*

Bridging Have children take turns counting the blocks. Then have them explain together how to count to eight.

- **Literacy: Pronouns** Use the Talk More About It Card to help children use personal and possessive pronouns. Point to the first image on the card. Point to Omu and emphasize the pronoun. *Omu is cooking. She is cooking. Say that with me: She is cooking. Who is cooking?* After children answer, point to the pot. *This is Omu's pot. It is her pot. Say it with me: It is her pot. Who does the pot belong to?* After children respond, repeat the exercise using the other illustrations on the card.

▶ **ELL Access**

Speaking

Emerging Have children point and repeat the words after you. Point to Omu. *Omu cooks.* Point to Omu. *She cooks.* Point to the pot. *Omu's pot.* Point to the pot. *Her pot.*

Developing Have children point and repeat the words after you. Point to Omu. *Omu is cooking.* Point to Omu. *She is cooking.* Point to the pot. *This is Omu's pot.* Point to the pot. *This is her pot.*

Expanding *She is cooking. Say it with me: she is cooking. Who is the word she talking about?* Have children respond by pointing. *This is her pot. Say it with me: this is her pot. Who does the pot belong to?* Have children respond by pointing.

Bridging Ask children to repeat each sentence after you: *Omu is cooking. She is cooking. Who is cooking?* Have children respond. Ask children to repeat each sentence after you: *This is Omu's pot. It is her pot. Who does the pot belong to?* Have children respond.

Math Circle

15 minutes

Counting

Tape nine name tags to the board. Tell children that today they will learn to count more objects.

- 1 **Engage** There are some names taped to the board. I'll read each name. When you hear your name, come and stand with me. Call out each name. Have children form a line behind you.
- 2 **Develop** Model counting the nine name cards. Walk past them and touch each one as you count. Do this again and ask children to count with you. How many name tags are on the board? How do you know? Explain that the last number said was nine. We counted one number for each name tag. The last number we said was nine. So, we know there are nine name tags. Let's count the number of children up here to see if we get the same number. Allow one of the nine to choose a friend to come up and count to check. There is one person for each name tag. Nine and nine.
- 3 **Practice** To connect and build on previous days, place six name tags on the board. How many name tags are on the board now? Remember, the last number we count tells us how many. Have children count and tell how many. Repeat with different numbers (1–9).

Learning Outcomes

The child

- demonstrates empathy for others.
- demonstrates caring for others.
- counts 1–10 items, with one count per item.
- demonstrates that the last count indicates how many items were counted.

Theme Vocabulary

care

What You Need

- nine name tags
- Trade Book: *Thank You, Omu!*



CHECK FOR UNDERSTANDING

IF . . . a child has difficulty counting nine objects,

THEN . . . review rote counting to nine first. Count for the child and with the child. Then ask the child to count to nine. Hold out both hands and raise one finger each time the child counts. Help with the next number in order as needed.



Snack Time

15 minutes

Care for Others Before children take a snack, display p. 29 of *Thank You, Omu!* How do you think Omu feels? How can you tell? What do you see? What is the boy doing to show he cares?

Have children share their ideas as they eat their snacks. Point to the cover of the book. The title of our book is *Thank You, Omu!* One way to show people we care is to say, "thank you." Let's remember to do this today.



Science Circle

15 minutes

Learning Outcomes

The child

- uses a wide variety of words to describe things.
- uses possessive pronouns.
- observes the relationship of organisms to their environments.
- describes the relationship of organisms to their environments.

What You Need

- pictures of dogs and puppies, cats and kittens
- bean bags
- Read More About It Book: "Showing That You Care"
- Trade Book: *Thank You, Omu!*

Theme Vocabulary

care

Academic Vocabulary

food

need

clothing

Outdoor Play

20 minutes

Fine Motor Development Use toss and catch to help children show control and increase their eye-hand coordination. Model tossing a bean bag to a child. *I toss the bean bag gently, not fast or hard.* Have the child toss it back. *To help me catch the bean bag, I watch it as it comes to me. I catch it with both hands.* Have children line up in two rows and give each pair one bean bag.

Bow-wow, Ruff Ruff

Have children stand up and listen to the following chant.

As you say the chant, pause after each line. Ask children to repeat the lines and complete the gestures.

Bow-wow, Ruff Ruff

Food and Water

(get on all fours)

I need that stuff!

(sit up and beg)

Environments

- 1 Engage** Display pictures of dogs, puppies, cats, and kittens. What do you see in these pictures? Dogs and cats are animals. Animals are living things. What do animals need? Animals need air, food, water, and a place to live.
- 2 Develop** Point to the picture of dogs and puppies. Use it to have children explain and describe the dog's relationship to its environment. *Does anyone have a pet dog? How do you take care of your dog? What do they need?* Have children describe what they do to care for their pets. *A dog needs food, water, and a place to live.* Guide children to understand that pets are affected by seasons just like we are. Ask children to name other pets their family may have. *How do you care for them? What do they eat? Do they need water?*
- 3 Practice** Point to the picture of cats and kittens. *Pretend your family adopted a kitten. Think about what the kitten needs. Describe, or tell, what a kitten needs. Now think about what you need to do to take care of the kitten.* Have children act out one thing they need to do to take care of the kitten. Ask the class to guess what it is.

Learn and Play

90 minutes

Let's Move

Exercise Soup Tell children they will do a combination of several exercises they have learned: sit ups, bends, and twists. Model each exercise to remind children. *I will call out the name of an exercise, and we will all do five of them as we count.* After the first exercise, call on different children to choose the next exercise.

Alphabet Bodies Have children pair up to make letters of the alphabet with their bodies, either standing up or lying on a carpeted floor. They can start with the beginning letter of each of their names. Then call on partners to make a letter of their choice for the rest of the group to guess.

Let's Talk

Care for Others As you circulate play areas, praise children who are showing they *care* for their friends. *That's kind of you to let Juan go first, Robert.* Point out opportunities as they happen. *Asha, I see that Arno is playing alone. Try asking him to play with you.* Remind the new Heart Helpers of their roles.



Let's Read

Possessive Pronouns Display p. 6 in the Read More About It Book and have children practice using possessive pronouns. Reread the last sentence, emphasizing the pronoun *her*. *Who do the shoes belong to?* Point to objects as you talk about them. *These are Grandpa's vegetables.* Have children choose the correct pronoun: *Are they his vegetables or your vegetables?*

Vocabulary Display pp. 30–31 of *Thank You, Omu!* and have children practice using different words to describe what they see. Read the text. Then have one child point to a person or object for another child to describe. Continue until each child has had a turn.



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

Cozy Cave As children prepare to rest, you may wish to play them recorded sounds from nature, such as a rain shower. Then speak softly as you help them relax: *Imagine you are in a dry, warm cave. It's raining outside. You are with your favorite people. Your pets are with you. You are cozy and safe underneath warm, soft blankets.*

DIFFERENTIATED SUPPORT

Extra Support

Let's Move Modify the activity for children with mobility issues. They can do crunches, bends, and twists from a sitting position. KINESTHETIC

Reflect

10 minutes

5x5

Learning Outcomes

The child

- demonstrates empathy for others.
- demonstrates caring for others.
- observes the relationship of organisms to their environments.
- describes the relationship of organisms to their environments.

What You Need

- 5x5 Card: Taking Care of Pets
- SEL Card: *care*
- Javi

Transition

Pets Have Fur

Have children echo you as you model the fingerplay; then have children join in.

Pets have fur. (pet arm)

They don't need clothes. (shake head no)

Fur keeps them warm. (pet arm)

From head to toe. (point to head and toe)

Theme Vocabulary

care

CHECK FOR UNDERSTANDING

IF . . . a child is not able to identify when a friend needs help,

THEN . . . point to the crying boy on the SEL Card again. Tell the child to describe what the boy in the picture is feeling.

What Animals Need Use the card to have children observe and describe the relationship of pets to their environment. Ask the class what the people in the photo are giving to the pet. Discuss what pets need. **Pets need food and water just like people. They also need a place to live to keep them safe from bad weather. Do pets need clothing?** Point out that fur acts like clothing, keeping pets warm.



Next, grab two nearby objects. Tell children to pretend the objects are pets. Make the objects “jump” up and down as you make barking or meowing sounds. Explain that the pets are hungry, and have children come up one at a time to pretend to feed them.



Social and Emotional Learning

Care Display the SEL Card *care*. **We've talked about how to help our friends and family. We've learned to use our eyes and ears to know how people feel. What do we look for? What do we listen for?** After children share their ideas, ask them to tell about times this week that they have helped a friend or someone in their family.

How did you know that person needed help? What did you do to show them you care? Based on their responses, notice that children demonstrate empathy and caring for others.



Let's Talk About It

Tell children that it's time to reflect on what they read and learned about today. **We read about how we can show we care for our family and friends. We also talked more about how to know what someone is feeling.** Ask the Heart Helpers to share. Have them name someone they helped today. **How did you know that friend needed help? What did you do to help?** Then pass Javi around and tell each child to either make a happy face or a sad face. The rest of the class says whether the child needs help or not.



Welcome to Today

15 minutes

Meet and Greet

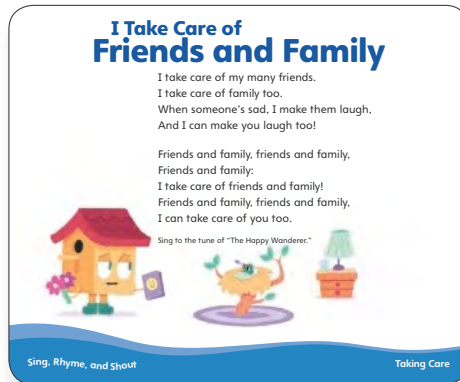
- Greet children by name using a double high-five.
- Ask them to be on the lookout today for ways they can show others they *care*.



Sing, Rhyme, and Shout

Taking Care Use the card to support children in demonstrating how to *care* for others. Ask children to point to the character who is helping the sick playmate.

- What are they doing to show they *care*? Have you ever helped someone who was sick? What did you do?
- After singing, have children say what they can do to *care* for someone who is sick. Provide a sentence frame such as: *If someone is sick, I can ____.*



Learning Outcomes

The child

- demonstrates caring for others.
- participates in classroom music activities including singing.

What You Need

- Sing, Rhyme, and Shout: "I Take Care of Friends and Family"
- Picture Cards: *dog, cat*
- helper chart

Theme Vocabulary

care

Concept Vocabulary

share

volunteer

Morning Meeting

- 1 Attendance** Have children locate their name cards and place their names under the Picture Cards *dog* or *cat* to show which pet they have or would like to have.
- 2 Helper Chart** Invite helpers to reflect on their week. Ask Kindness and Heart Helpers to *share* ways they have helped.
- 3 Weather** *Do you like today's weather?* Have children show a thumbs up or thumbs down.

DIFFERENTIATED SUPPORT

Engage and Extend

Weather If children need more of a challenge, have them explain why they do or don't like today's weather.
AUDITORY

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.
- uses personal pronouns.
- uses possessive pronouns.
- uses information learned from books by describing, relating, categorizing, or comparing and contrasting

What You Need

- Trade Book: *Thank You, Omu!*
- Read More About It Book: “Showing That You Care”
- Vocabulary Cards: *neighborhood, volunteer, share, check, appreciate*

DIFFERENTIATED SUPPORT

ELL

Compare If English Learners struggle with comparing the two stories, use pictures and questions as prompts:

- **Who is this?** Point to Omu.
- **Is she the little boy’s mom? Is she his grandma? Is she a friend?**
- **Who is this?** Point to Grandpa.
- **Are Cassie and her Grandpa in the same family?**
- **Are Omu and the little boy in the same family?** AUDITORY

Taking Care

? **What can I do to help my friends and family?** Have children respond to this week’s question using this sentence frame: *I help my family and friends. I _____.*



Thank You, Omu! and “Showing That You Care”

Tell children that today they will learn how *Thank You, Omu!* and “Showing That You Care” are alike and different.



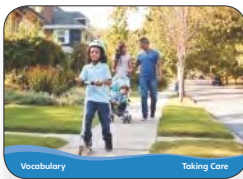
- 1 Remember** Display the trade book *Thank You, Omu!* and the Read More About It selection “Showing That You Care.” To help children remember the stories, review the pictures. **I’m going to say how people you see on these pages show they care. Tell me if the person is a child like you or a grownup like me.** Help children categorize whether a child or adult did the following: cook food, share food, get a toy, bring water, help with shoes, and write a thank-you note.
- 2 Reread** Display and reread “Showing That You Care.” Then display and read pp. 15 and 30–31 of *Thank You, Omu!* Have children raise their hands to indicate whether they have participated in caring acts you describe from the book. Ask them to describe what they did.
- 3 Compare** Guide children to understand that both stories tell ways to *care* for family and friends. **This is how the stories are alike.** Ask questions to help children understand how the stories are different. **Dad and Ian are family. Are Omu and the little boy family? No, they are friends. What does Omu do that shows she cares for the little boy? What does Dad do that shows he cares for Ian?** Then have children describe what they learned: **What did both of these stories teach us? Turn and tell a friend.** Ask volunteers to share their answers.

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 can you find in a neighborhood? How does a volunteer help people? If I share my apples with you, what do I do? What can you do to show someone you appreciate them? Why would I check on you?*



Alphabet Knowledge

Review Tell children that today they are going to review what they know about the letters *Mm, Ss, Bb, Tt, Aa, Pp, Jj, Dd, Kk, and Oo*. Show each Alphabet Card and guide children to name the letter. Then work with children as they make the sounds that the letters spell.



Personal and Possessive Pronouns

Practice Use the Read More About It Book to help children demonstrate personal and possessive pronoun usage. Display and read aloud page 6. *“She brings him a glass of water.” Who is the word she talking about, Cassie or Grandpa? Have children point to the correct answer. “Axel sees Ben working to tie his shoes.” Repeat his shoes and have children say it after you. Who do the shoes belong to, Axel or Ben? Have children point to the correct answer.*



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 like to <i>share</i>	(hold hands out)
I <i>appreciate</i> you.	(point to friend)
I show I <i>care</i>	(hands crossed over chest)
It's what I <i>do</i> .	(nod head)

Theme Vocabulary

care

Concept Vocabulary

neighborhood check

volunteer appreciate

share

Academic Vocabulary

family similar

different

DIFFERENTIATED SUPPORT

ELL

Check for Understanding Display Vocabulary Card *volunteer*. *Volunteers do things for free. They do not get paid. These people volunteered to build a house. This is one way to volunteer. They are doing it for free because they care.* Have children explain to a partner what *volunteer* means. Ask them to explain it in their home language first. Then have them explain it to you in English. AUDITORY

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•210).

Small Group

- **Math: Counting** Give each group a basket with
 - nine objects, such as blocks, in it. Have children
 - count the nine objects, with one count per object. Tell
 - children they will take turns: one person takes out the
 - objects, while the group counts the objects out loud.
 - The next person puts the objects back, while the group
 - counts the objects out loud. *How many numbers do*
 - *we say for each object? When will we stop counting?*
 - *What will the last number we say mean?* Set a timer.
 - When it goes off, have two volunteers demonstrate
 - counting the objects out and back in.

▶ **ELL Access**

Use Visual Support

Emerging Model your thinking as you remove a block from the basket and put it back. *I take out a block. I put it back.* Repeat the motion and words several times slowly. Have a child take out a block. *Say the words with me: take out.* Have the child put it back. *Say the words with me: put back.*

Developing Use gestures to help children understand the directions. Think aloud as you remove a block from the basket and put it back. *I take out a block. I put it back. Now you take it out.* Gesture taking it out. *Now you put it back.* Gesture putting it back.

Expanding Think aloud as you take out a block and put it back. After each step, ask children if they understand and to tell the direction in their own words.

Bridging Have children demonstrate *take out* and *put back*. Then have them count and take out nine blocks, then put the blocks back.

- **Literacy: Concept Vocabulary** Display
 - Vocabulary Cards: *neighborhood, volunteer, share,*
 - *check, and appreciate.* As you display each card,
 - say the word and have children repeat it. Then ask:
 - *What do you see in the picture? What does the word*
 - *neighborhood mean?* After several children have
 - responded, have children work with a partner to say a
 - sentence using the word *neighborhood.* Ask partners
 - to say their sentences for the class. Repeat with all
 - vocabulary words.

▶ **ELL Access**

Speaking

Emerging Display each Vocabulary Card and have children repeat the vocabulary word after you. Repeat two or three times. Then say a vocabulary word and have individual children point to the matching card.

Developing Display the *neighborhood* Vocabulary Card. *This shows what a neighborhood is. Say the word neighborhood with me. Let me hear you say the word without me.* Ask volunteers to say the word aloud. Say it again with them as needed. Repeat with the other vocabulary words.

Expanding Display each Vocabulary Card and have children name what they see. Then have children use each word in a sentence.

Bridging Have a child choose a vocabulary word and act it out. Model asking questions. *Are you washing your face? Is the word habits?* Repeat with all the vocabulary words, but have children take turns asking questions and guessing the words.

Math Circle

15 minutes

Counting

Tell children that today they will count up to ten objects with one count each.

- 1 **Engage** Have five children come and sit on chairs in the front. *I wonder how many feet there are.* Have children move each foot as you point to it and count to ten. Then repeat and have the class count with you. *Did we count every foot? What number did we say last when we finished counting? So, how many feet are there?*
- 2 **Develop** Ask a child to come up and take your place. Have the child point to and count the ten feet. Have all the children sit down and ask five new children to come up and repeat. Then have one child sit down. *I wonder how many feet there are now?* Have children count to find how many.
- 3 **Practice** To connect and build on previous days, give each child or pair 6–10 cubes. *Now we will count these cubes. Can we count in the same order?* Explain how the order of the counting sequence is always the same, regardless of what is counted. Have children count to find how many they have. After they have counted, ask: *How many cubes do you have?* After everyone has told their total amount, summarize by asking for a show of hands to answer who has 6, 7, 8, 9, or 10 cubes. Ask a child with 10 cubes to come to the front. Have the class count as you join the 10 cubes.

Learning Outcomes

The child

- demonstrates empathy for others.
- demonstrates caring for others.
- counts 1–10 items, with one count per item.
- demonstrates that the order of the counting sequence is always the same, regardless of what is counted.
- counts up to 10 items.
- demonstrates that the last count indicates how many items were counted.

What You Need

- SEL Card: *care*
- Snap Cubes



CHECK FOR UNDERSTANDING

IF . . . children are not responding to the Snack Time question,

THEN . . . ask them a question by name. Prompt them by asking specific questions, such as: *Have you ever tripped? Have you ever fallen on the playground?*



Snack Time

15 minutes

Solving Problems Display the Social and Emotional Learning Card *care*. Have children refer to the card to demonstrate empathy and caring. *We've talked about why the playmate is upset. Who remembers why?*

As children eat their snacks, ask them if they've ever been hurt at school and what their friends did to help them.

Science Circle

15 minutes

Learning Outcomes

The child

- demonstrates caring for others.
- observes the relationship of organisms to their environments.
- describes the relationship of organisms to their environments.
- shows increasing control of tasks that require eye–hand coordination.

What You Need

- Picture Cards: *goldfish, dog, cat*
- box or basket
- balls and bean bags
- Trade Book: *Thank You, Omu!*

Academic Vocabulary

food	clothing
environment	need

Outdoor Play

20 minutes

Feed the Cow Decorate a large box or basket to look like a cow. Spread several balls and bean bags of different sizes over a large area. Have children pick up the balls and bean bags and place them in the cow. Repeat the activity by having children stand in a line next to the cow. Have them pass the balls and bean bags down the line to one another. The last child in the line places the object in the cow.

What Pets Need

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. Repeat as time permits.

Food, water, a place to live
One, two, three (count on fingers)

Food, water, a place to live
That's what pets need (pretend to pet dog or cat)

Environments

1 Engage Display Picture Cards *goldfish, dog, and cat*. *What do you see in these pictures? Some people have a fish, a dog, or a cat as a pet. A goldfish, dog, and cat are kinds of animals. Animals are living things. What do animals need? Animals need air, food, water, and a place to live.*



2 Develop Tell children that today, they will talk about the environment pets live in and how important it is to keep those environments clean. Have children observe and describe the relationship of pets to their environments. Display the *goldfish* Picture Card. *In what kind of place does this goldfish live? Is the water clean or dirty? Do any of you have a pet goldfish? How do you feed it? How do you keep its bowl clean?* Guide children to understand that pets need a clean environment. Display the *dog* Picture Card. *What kind of place does a dog need to live? How do you care for a dog to keep it healthy and safe?*

3 Practice Mix up the *dog, goldfish, and cat* Picture Cards. Have two or three children come up and pick a card. Have them act out what it looks like to keep their pet and its environment clean. Ask the class to guess which pet they have. Then have children describe what they were doing. Continue through all three Picture Cards.

Learn and Play

90 minutes

Let's Move

Leg Lifts Help children demonstrate their balance and coordination by teaching them how to do leg lifts.

- Model standing with your hands on your hips. Stand on your left leg and lift your right leg by raising your foot in front of you and keeping your leg straight. Count out loud as you do two lifts. Switch legs.
- Have children repeat the activity after you. Increase to five lifts.

Air Swim Have children form a circle and tell them they will pretend to swim through the air.

- Model using your arms in a forward swimming motion. Then model the backstroke with your arms.
- Set a timer for an agreed-upon length of time, and have children repeat the activity after you.



Let's Talk

Care for Others Ask children to talk about a time today when they showed *care* for others. To prompt them, share an example of a caring behavior you observed a child do. **What did you do to show someone you care? How did it feel to help a friend? How did they feel when you helped them?**



Let's Read

Comprehension Display *Thank You, Omu!* What a fun story about kindness and sharing. Display the picture on p. 3. Read the text aloud. After, have a few children act it out. Repeat with pp. 22–23 and 30–31.

Print Concepts Display pp. 27–28 and read the text. Point to the word *knock*. **Let's count the letters in the word *knock*.** Point as children count. Then count words. Read: “Who could that be? Omu wondered.” **Let's count the words in that sentence.** Point as children count.



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

Breathe and Rest Play relaxing music and provide intermittent reminders for children to stay focused on their breathing. **Think about the air moving in and out of your nose or mouth as you breathe.** Remember, you're in control of what you do right now. You can choose to rest your body and your mind. You can choose to give your body what it needs right now: rest.

DIFFERENTIATED SUPPORT

Engage and Extend

Let's Move If children need more of a physical challenge, have them do as many leg lifts as they can on one side without losing their balance. **KINESTHETIC**



Reflect

10 minutes

5x5

Learning Outcomes

The child

- demonstrates caring for others.
- observes the relationship of organisms to their environments.
- describes the relationship of organisms to their environments.

What You Need

- 5x5 Card: Taking Care of Pets
- SEL Card: *care*
- Javi

Transition

I'm Your Friend

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

- | | |
|-----------------------|-------------------|
| How are you today? | (point to friend) |
| I just want to say | (point to mouth) |
| I'm your friend | (point to self) |
| and I'm here to stay. | (point to ground) |

What People Need Use the card to have children observe and describe the relationship of people to their environments. **What do all people need to live?** Remind children that people need food, clothing, and a place to live. Next, name several items. For each item, have children stand if all people need it and sit if not all people need it. Use items such as a home, food, a pet dragon, clothing, and video games.



Social and Emotional Learning

Care for Others Draw attention to the child who is hurt on SEL Card *care*. Sometimes we can easily tell that a friend needs help. He might be crying or frowning, like this boy. But sometimes it's harder to tell. We don't always cry when we need help, do we? So how do we know if a friend needs help, or how that friend is feeling? One way to show you *care* is to ask friends and family how they are feeling. **Let's practice that right now!** Turn to a friend and say, "How are you?" Remind children they can look at a friend's face and body language for clues.



Let's Talk About It

Tell children it's time to reflect on their day and all that they learned. Today we talked about how to take great care of our pets. I learned that all pets need a clean place to live. I want to hear what each of you learned. Pass Javi around the room and give each child a moment to talk. Prompt them with questions as needed such as, **What did we do in Outdoor Play?** **What else did we learn about pets?** **How many feet did we count today?**



Three Cheers for Pre-K

Pre-Kindergarten Outcomes

Domain	This Week's Instructional Focus
Social and Emotional Development	<ul style="list-style-type: none"> Child shows competence in initiating social interactions. Pages 99, 106, 107, 112, 114, 115, 122, 123, 130, 131, 136
Language and Communication	<ul style="list-style-type: none"> Child is able to use language for different purposes. Pages 108, 114, 116 Child's speech is understood by both the teacher and other adults in the school. Pages 108, 114, 119 Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning. Pages 124, 128, 132
Emergent Literacy Reading	<ul style="list-style-type: none"> Child engages in pre-reading and reading-related activities. Pages 100, 132; C•188–C•189 Child self-selects books and other written materials to engage in pre-reading behaviors. Page 124 Child combines words to make a compound word. Pages 108, 116
Emergent Literacy Writing	<ul style="list-style-type: none"> Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning. Pages C•192–C•193, C•194–C•195, C•196–C•197 Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts. Page 127
Mathematics	<ul style="list-style-type: none"> Child recognizes one-digit numerals, 0–9. Pages 103, 111, 119, 127, 135; C•198–C•199
Science	<ul style="list-style-type: none"> Child demonstrates the importance of caring for our environment and our planet. Pages C•200–C•201
Social Studies	<ul style="list-style-type: none"> Child identifies similarities and differences in characteristics of families. Page 104
Fine Arts	<ul style="list-style-type: none"> Child uses art as a form of creative self-expression and representation. Pages C•196–C•197, C•202–C•203 Child responds to different musical styles through movement and play. Pages C•190–C•191
Physical Development	<ul style="list-style-type: none"> Child practices good habits of personal safety. Pages 112, 114, 120, 138 Child identifies good habits of nutrition and exercise. Pages 104, 112, 120, 128, 136
Technology	<ul style="list-style-type: none"> Child practices safe behavior while using digital tools and resources. Pages 128, 136, 138

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

Ready for Kindergarten!

Speaking

Pre-Kindergarten Outcomes

- Child is able to use language for different purposes. **Pages 108, 114, 115**
- Child's speech is understood by both the teacher and other adults in the school. **Pages 108, 114, 119**

Kindergarten Literacy Goals

- Speak audibly and express thoughts, feelings, and ideas clearly in various contexts.

Reading Readiness

Pre-Kindergarten Outcomes

- Child engages in pre-reading and reading-related activities. **Pages 100, 132; C•188–C•189**
- Child self-selects books and other written materials to engage in pre-reading behaviors. **Page 124**

Kindergarten Literacy Goals

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

Language

Pre-Kindergarten Outcomes

- Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning. **Pages 124, 128, 132**

Kindergarten Literacy Goals

- Produce and expand complete sentences in shared language activities demonstrating command of the conventions of standard English grammar and usage when writing or speaking.

Writing

Pre-Kindergarten Outcomes

- Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning. **Pages C•192–C•193, C•194–C•195, C•196–C•197**
- Child interacts and provides suggestions to revise (add, take out, change order) and edit (conventions) class-made drafts. **Page 127**

Kindergarten Literacy Goals

- Write a letter or letters for most consonant and short-vowel sounds.
- Write informative and narrative texts that include details.
- Respond to questions and suggestions from peers and add, delete, or change details to strengthen writing as needed.

Mathematics

Pre-Kindergarten Outcomes

- Child recognizes one-digit numerals, 0–9. **Pages 103, 111, 119, 127, 135; C•198–C•199**

Kindergarten Mathematics Goals

- Write numbers 0–20 and compare two written numbers between 1 and 10.



THEME 4 WEEK 3

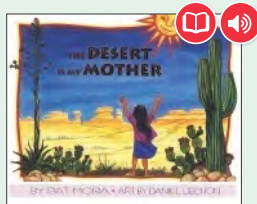
Taking Care

How do we care for ourselves and others?

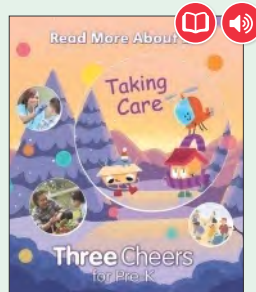
Weekly Question:

How do others take care of me?

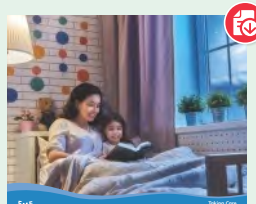
From the Theme Kit Print and Digital



Trade Book



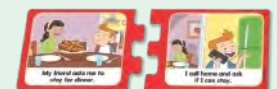
Read More About It: "It's Nice to Be Cared For"



5x5



Theme and Concept Vocabulary



Theme Manipulative



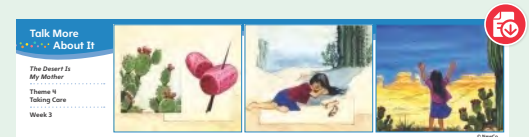
Big Book and Little Books



Wordless Experience Book: Taking Care



Sing, Rhyme, and Shout: "My Family is Caring"



Talk More About It: *The Desert Is My Mother*

From the Teacher Toolkit Print and Digital



Assessment Guide



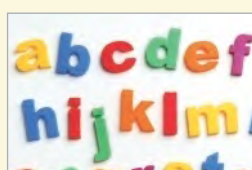
Social and Emotional Learning Cards



Alphabet Cards



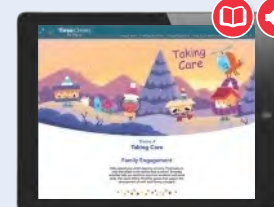
Picture Cards



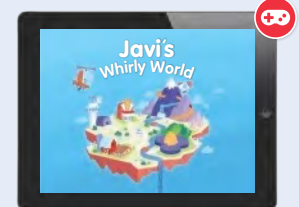
Manipulatives



Family Engagement Digital



Three Cheers for Pre-K Parents!



Three Cheers for Games!



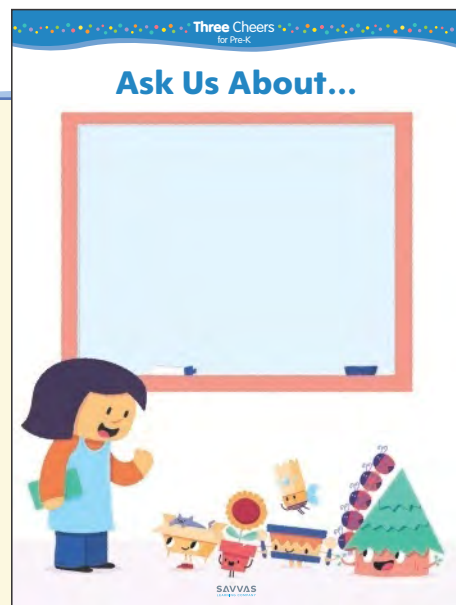
Digital Bookshelf

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.

- Can you tell me about the book *The Desert Is My Mother*?
- What activities do you do in school?
- What sounds and letters have you learned?

Day 1 pp. 99–106

Welcome to Today

- Meet and Greet
- Sing, Rhyme, and Shout “My Family Is Caring”
- Morning Meeting

Story Time

- How do we care for ourselves and others?
- Reread Big Book *This Is the Way*

Literacy Circle

- Concept Vocabulary Introduce
- Personal and Possessive Pronouns Review
- Alphabet Knowledge Introduce Ff /f/

Center Time and Small Groups

Small Group Options

- Math: Counting
- Literacy: Oral Vocabulary Development

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

Math Circle

- Number Sense
- Snack Time Participation

Social Studies Circle

- Families Care Families
- Outdoor Play Good Exercise Habits

Learn and Play and Centers

- Let’s Move!
 - Animal Parade
 - Teamwork
- Let’s Talk Participation
- Let’s Read Visual Clues, Another Way
- Rest Time Lullabies

Reflect

- 5×5 Asking for Help
- Social and Emotional Learning Participation
- Let’s Talk About It

Day 2 pp. 107–114

Welcome to Today

- Meet and Greet
- Sing, Rhyme, and Shout “My Family Is Caring”
- Morning Meeting

Story Time

- How do others take care of me?
- 1st Read Trade Book *The Desert Is My Mother*

Literacy Circle

- Concept Vocabulary Develop
- Alphabet Knowledge Review Ff /f/
- Speaking Speech Production
- Phonological Awareness Compound Words

Center Time and Small Groups

Small Group Options

- Math: Number Sense
- Literacy: Compound Words

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

Math Circle

- Number Sense
- Snack Time Participation

Health Circle

- Safety First
- Personal Safety Habits
- Outdoor Play Chicken and Noodle Tag

Learn and Play and Centers

- Let’s Move!
 - Simon Says Exercise!
 - Animal Movement
- Let’s Talk Participation
- Let’s Read Reread, Ask for Help
- Rest Time Sleep Helps Us Grow

Reflect

- 5×5 Bedtime Story
- Social and Emotional Learning Participation
- Let’s Talk About It

Let's Celebrate!
Celebrate recycling and reusing with a "Second Time Around" crafting party.

Day 3 pp. 115–122**Welcome to Today****Meet and Greet**

Sing, Rhyme, and Shout "My Family Is Caring"

Morning Meeting**Story Time**

How do others take care of me?

2nd Read Trade Book *The Desert Is My Mother*

Literacy Circle

Concept Vocabulary Practice

Alphabet Knowledge Review *Ff /f/*

Speaking Speech Production

Phonological Awareness Compound Words

Center Time and Small Groups**Small Group Options**

- Math: Number Sense
- Literacy: Speech Production

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

Math Circle**Number Sense**

Snack Time Participation

Health Circle**Walking Safely****Personal Safety Habits**

Outdoor Play Good Exercise Habits

Learn and Play and Centers**Let's Move!**

- Jump the River
- Simon Says How Many?

Let's Talk Participation

Let's Read Children's Choice

Rest Time Stretches

Reflect

5x5 Patterns

Social and Emotional Learning Participation

Let's Talk About It

Day 4 pp. 123–130**Welcome to Today****Meet and Greet**

Sing, Rhyme, and Shout "My Family Is Caring"

Morning Meeting**Story Time**

How do others take care of me?

Read More About It "It's Nice to Be Cared For"

Literacy Circle

Concept Vocabulary Review

Alphabet Knowledge Review

Sentence Structure Combining Sentences

Center Time and Small Groups**Small Group Options**

- Math: Number Sense
- Literacy: Combining Sentences

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

Math Circle**Number Sense**

Snack Time Participation

Technology Circle**My Device****Safe Technology Behavior**

Outdoor Play Playground Exercise

Learn and Play and Centers**Let's Move!**

- Indoor Obstacle Course
- Walk the Line

Let's Talk Participation

Let's Read Connect, Combining Ideas

Rest Time Breathing Techniques

Reflect

5x5 Science

Social and Emotional Learning Participation

Let's Talk About It

Day 5 pp. 131–138**Welcome to Today****Meet and Greet**

Sing, Rhyme, and Shout "My Family Is Caring"

Morning Meeting**Story Time**

How do others take care of me?

Compare *The Desert Is My Mother* and "It's Nice to Be Cared For"

Literacy Circle

Concept Vocabulary Check for Understanding

Alphabet Knowledge Review

Sentences and Structure Sentence Structure

Center Time and Small Groups**Small Group Options**

- Math: Number Sense
- Literacy: Sentence Structure

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

Math Circle**Number Sense**

Snack Time Participation

Technology Circle**Online Safety****Safe Technology Behavior**

Outdoor Play Chicken and Noodle Tag

Learn and Play and Centers**Let's Move!**

- Follow the Leader
- Walk Down the Lane

Let's Talk Participation

Let's Read Alphabet Knowledge, Children's Choice

Rest Time Stretches

Reflect

5x5 Movement

Social and Emotional Learning Participation

Let's Talk About It

Vocabulary

Theme Vocabulary

Words to develop the theme, Taking Care

care planet
myself recycle

Concept Vocabulary

Conceptually related words to teach this week

love teamwork
needs time
talk

Academic Vocabulary

Terms used in this week's instruction

General	special	different	Math	Health	information
circle	square	her	after	accidents	mouse
clues	story	idea	eight	helmets	online
color	sunscreen	illustration	nine	responsible	Social and Emotional Learning
different	thank you	letter	none	safe	participate
greeting	thunder	our	number	safety	participation
house	umbrella	polite	objects	seat belts	
line	weather	put	seven	Technology	
leader	Literacy	together	six	application	
ourselves	alike	sentences	zero	browse	
people	alphabet	she	Social Studies	device	
rain jacket	because	we	families	digital tools	
same	combine	world	family		
share	details	your			

Story Words

Words from the literature to explain and use this week

Trade Book

blossom chants prickly tease
breath glare silence turquoise
cactus hold spiked whispers
caress pear

Big Book

clothes greet
exercise take turns

Read More About It

temperature welcomes

Materials

Materials to gather from home and classroom

Morning Meeting

attendance chart
helper chart

Center Time

art supplies
assorted recycled/recyclable items, such as cardboard, paper, milk cartons
computer or other digital device
cornmeal or sand
dress-up clothing
food coloring

homemade or store-bought greeting card(s)
metal bowls or cups of varying sizes
plastic bags
plastic bottles
play dough
potting soil
sand, pebbles, dried corn kernels, dried beans, and/or seeds
shaving cream
wooden, metal, and plastic spoons

Small Groups

drawing of an apple tree with 6 red pom-poms
strips of rope or yarn

Circle Times

digital devices
drawing of a tree
drawing of 6 objects
drawing of 7 objects
drawing of 8 objects
drawing of 9 objects
items to make an obstacle course

jump ropes
marching music
masking tape
outdoor toys, such as jump ropes and large plastic hoops
plastic models or images of hand-held devices
pool noodle, cut in half
puppets
red pom-poms
sidewalk chalk

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

Read Along Follow along while listening to the Big Book.

Pretend and Learn

This Is the Way Sing along with the song as you practice zipping, buttoning, snapping, and using hook-and-loop fasteners.

ABC Fun

Sensory Names Use sensory bags to practice writing their names.

Writer's Club

I Take Care of . . . Write about some of the many ways you take care of yourself.

Creativity Station

I Can Show I Care Make a card for a friend or family member.

Math Fun

Numeral Match Recognize the numerals 6–9

STEM

Decorate a Planter Reuse small milk cartons to make a planter. Use recycled art materials to decorate it.

Sand, Water, and More

Shake It! Make and shake to the music.

Monitor Progress



Assessment Guide

Observe

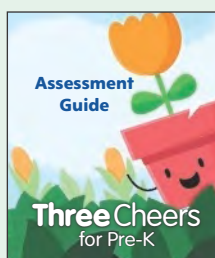
Observational Checklists

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. Administer Progress Monitoring Assessment 2 before the end of Theme 6.

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 include:

Centers

- **STEM** photographs of planters decorated by children with recycled materials
- **Writer's Club** writing by children about how they take care of their bodies
- **Technology Hub** photographs of and anecdotal notes about the game children played



Welcome to Today

15 minutes

Meet and Greet

- As each child enters the room, greet them with a simple rhyme, such as “Hi there, polar bear!”
- Remind each child to move their pictures to record how they are feeling on the Mood Meter.



Sing, Rhyme, and Shout

Taking Care Show children the illustration on the card and have them describe what is happening.

- Sing the song once for children before they sing along.
- This song is about people in a family who take *care* of their children. Think about members of your family and other people who care for you. How do they take *care* of you? Look for children who initiate social interactions by contributing information spontaneously about how their families take care of them.



Learning Outcomes

The child

- shows competence in initiating social interactions.

What You Need

- Sing, Rhyme, and Shout: “My Family Is Caring”
- attendance chart, helper chart

Theme Vocabulary

care

Academic Vocabulary

people

line leader

color

Morning Meeting

- 1 Attendance** Call out a color. Tell children if their shirt is that color to move their attendance cards. Continue calling out colors until all children present have moved their attendance cards.
- 2 Helper Chart** As you assign new jobs, explain that each helper is helping you take *care* of the class. [Child’s name], as the line leader you will help me lead the class onto the playground.
- 3 Weather** How is the weather today? Did you have to wear special clothes because of the weather? Give children time to respond.
- 4 Today’s Events** Are we celebrating anything special today? Give children time to respond before announcing any special class events today.

DIFFERENTIATED SUPPORT

ELL

Sing, Rhyme, and Shout Have children act out how the adults in their family help take *care* of them. Encourage them to narrate their actions in complete sentences. If necessary, provide sentence frames for children: *My _____ takes care of me by _____.*
KINESTHETIC

Story Time

15 minutes

Learning Outcomes

The child

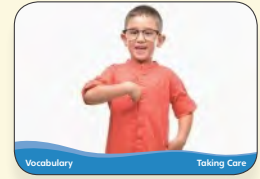
- uses personal pronouns.
- uses possessive pronouns.
- engages in pre-reading activities.
- engages in reading-related activities.
- names at least 20 upper-case letters in the language of instruction.
- names at least 20 lower-case letters in the language of instruction.
- recognizes at least 20 distinct letter sounds in the language of instruction.

What You Need

- Big Book: *This Is the Way*
- Vocabulary Cards: *myself, care, needs, time, love, talk, teamwork*
- Alphabet Card: *Ff*

Taking Care

? **How Do We Care for Ourselves and Others?** Ask children the guiding question, *How do we care for ourselves and others?* Show the Vocabulary Card *myself* and explain that the word is like the word *me*. *When I say myself, I am talking about my own person. I dress myself means that I put on my own clothes. I look at myself in the mirror means that I see my own face.* Tell children this week you will learn about how other people take care of them.



This Is the Way

Display the book *This Is the Way* and explain that you will reread this book together.

1 Remember Before reading, review the pictures and ask children to recall what the children in the book do.

2 Focus Explain to children that while they can certainly do some of the activities in the book by themselves, they might need help with some other activities. Ask children to tell you which activities they can and cannot do independently. Have them use these sentence frames: *I can _____ myself. I cannot _____ myself.*

Have children recite or sing *This Is The Way* with you.

3 Respond Ask children to talk about the ways others help them. *Do you need help doing anything that the children in the book do? Who helps you?* Children will most likely express that they need help from a grown-up washing clothes and brushing their teeth. Point to other examples, such as eating a snack, and discuss how children's parents or other adults help take care of them by providing a healthy snack.



DIFFERENTIATED SUPPORT

Engage and Extend

Respond Ask children to name various tasks that require the help of an adult. Then work with them to create a modified version of *This Is the Way*.

- *This is the way [name] cares for me, cares for me, cares for me.*
- *This is the way [name] takes care of me each and every day.* KINESTHETIC

Literacy Circle

15 minutes

Concept Vocabulary

Introduce We are going to talk about how others take *care* of us. Display the Vocabulary Card *needs*. We all have *needs*, or things we must have to live, like food and water or shelter. Shelter is a place to live. Our parents take *care* of us by making sure our *needs* are met. Repeat for the remaining Vocabulary Cards (*time*, *love*, *talk*, *teamwork*) and explain how they relate to the question: *How do others take care of me?*



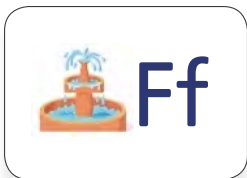
Personal and Possessive Pronouns

Review Review pronouns *I*, *you*, *we*, *he*, and *she* and possessive pronouns *mine*, *your*, *our*, *his*, and *her* with children. Open the book *This Is the Way* to p. 8.

- Remember how the children brushed their teeth? How do we brush *our* teeth? Have children role-play brushing their teeth.
- Anna, can you touch *your* toes? Let's sing as she touches *her* toes. Sing or say a new verse of the song: *This is the way she touches her toes, touches her toes, touches her toes. This is the way she touches her toes during circle time.*
- Sing additional new verses of the song using a boy, a group of children, and the entire class to act out the verse. Children should use the correct pronoun and possessive pronoun to sing the verse.

Alphabet Knowledge

Introduce Ff /f/ Tell children that they are going to learn about the letter *F*.



- 1 Letter Name** Display Alphabet Card *Ff*. This is a *fountain*. Point to uppercase *F*. This is the uppercase *F*. Point to lowercase *f*. This is the lowercase *f*. Say the letter name with me: */f/*. 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 the letter *F* spells sounds like this: */f/*, */f/*. Say it with me: */f/*, */f/*, */f/*. Point to the lowercase *f*. What sound does this letter spell? Point to the uppercase *F*. What sound does this letter spell?
- 3 Letter Formation** Trace the letter *F* on the Alphabet Card, explaining the order of movements as you trace. Repeat as needed and have children trace in the air. Repeat with lowercase *f*.

Transition

Clap Count Down

Have children stand up and stretch. Ask them to clap with and repeat this fingerplay with you.

Clap four. Are you ready for more?	(clap four times)
Clap three and listen to me!	(clap three times)
Clap two. There's lots to do!	(clap two times)
Clap one. Learning's fun!	(clap once)

Theme Vocabulary

care

Concept Vocabulary

needs time

love talk

teamwork

Academic Vocabulary

alphabet her

letter she

we our

your



CHECK FOR UNDERSTANDING

IF . . . children use pronouns and possessive pronouns interchangeably,

THEN . . . model using classroom objects. Give children a doll and an accessory for the doll. *This is Polly. She is a girl. This is her hairbrush. This is Ben. He is a boy. This is his shirt. This is Polly and Ben. They are friends. This is their board game.*

LET'S GET READY FOR

Center and Small Group Time

60 to 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 for **English Language Development** lessons (p. ELD•211).

Small Group

- **Math: Counting** Tell children you want them to show you how to count to find how many today. Display 6 objects and demonstrate how to count them. Point to each object as you count aloud: 1, 2, 3, 4, 5, 6. Repeat for other numbers 7 to 10, having children point to the objects as they count them aloud.

► **ELL Access**

Respond to Questions

Display 10 objects.

Emerging Ask: *How many are there?* Have children count and say the number. Demonstrate how to answer in a sentence, such as "There are 8 [objects]." Have children repeat the sentence.

Developing Ask: *How many are there?* Have children count and provide a sentence frame for them to answer: *There are ___ [objects].*

Expanding Ask: *How many are there?* Have children count and answer in a complete sentence.

Bridging Ask: *How many are there?* and have children count to answer. Then have children explain how they counted as they point to objects.

- **Literacy: Oral Vocabulary Development** Tell children they are going to review possessive pronouns. Display p. 3 of *This Is the Way*. Point to the boy. *This is a little boy.* Point to the alligator. *This is his alligator.* Turn to p. 4. *This is Mom. This is _____ son.* Have children complete the sentence frame with the correct possessive pronoun. Repeat for other images in the book.

► **ELL Access**

Oral Vocabulary Development

Emerging Display p. 14. Have children repeat the following sentences after you: *These are friends. These are their blocks.*

Developing Show the picture on p. 16. *This is a little boy. This is the little boy's rest mat. Whose rest mat is it? (his)* Repeat for the little girl's rest mat.

Expanding Show the picture on p. 16. *This is a little boy. This is his rest mat. This is a little boy and his rest mat.* Have children look through the book and use your model to say their own sentences about a character and an object, such as *This is a little girl. This is her apple.*

Bridging Have children choose a child in *This Is the Way*, and have them use possessive pronouns in sentences about them, such as *This is Mom. This is her son. She helps him do his laundry.*

Math Circle

15 minutes

Number Sense

To help children recognize one-digit numerals, show numeral cards 1–6. Point to numeral card 6. Tell children that today they are going to learn about the number 6.

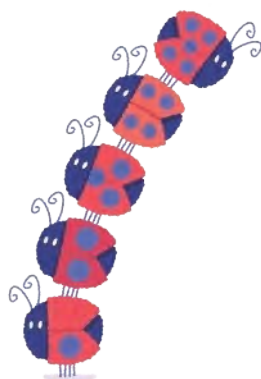
- 1 Engage** Review numerals 1 to 5. Show numeral cards and have children skywrite the numbers using their fingers.

What number comes after 5? How can we count to 6?

Lead children in the count to 6.

- 2 Develop** Display a drawing of 6 objects and count to find how many. Display the numeral 6 card. *This is how we show the number 6. Say the number name with me, 6.* Point to the numeral 6. *What is this number name?* Put the numeral next to the drawing. *I can use this to show there are 6 objects.*

- 3 Practice** *This is how I write 6. I start here and make a curved line. Then I curve up and around, ending here.* Stand with your back to children as you form the numeral 6 so they have the same orientation as they skywrite their own 6s. Have them repeat this as you ask again how many objects are in the drawing. Give each child a numeral card 1–6. Point to one of the numeral cards on the board. *Who has this number?* Have children hold up the numeral card if they have it. *What number is it?* Repeat for each number.



Learning Outcomes

The child

- counts 1–10 items, with one count per item.
- recognizes one-digit numerals, 0–9.

What You Need

- Patterns: Numeral Cards 1–6
- drawing of 6 objects

Academic Vocabulary

number

six



CHECK FOR UNDERSTANDING

IF . . . children have difficulty skywriting 6,

THEN . . . have them trace the numeral 6 on the numeral card.



Snack Time

15 minutes

Participation Give children the following scenario. *You are at the playground. You see another child playing a game that looks like fun. What do you do?* During snack have children talk about how they would react in this situation. Children should show an understanding of how to initiate a social interaction.

After children have finished their snack, have them role-play the scenario.



Wheel of Motion

Don't forget to use the Wheel of Motion on SavvasRealize.com when you need a fun and fast activity.

Social Studies Circle

15 minutes

Learning Outcomes

The child

- identifies similarities between himself, classmates and other children inclusive of cultural influences.
- identifies similarities in characteristics of families.
- identifies differences in characteristics of families.
- identifies good habits of exercise.

What You Need

- Picture Card: *family*
- puppets
- marching music
- Big Book: *This Is the Way*

Theme Vocabulary

care

Concept Vocabulary

love time

Academic Vocabulary

family clues

families

Outdoor Play

20 minutes

Good Exercise Habits Reinforce the importance of daily exercise from Week 1.

Tell children they are going to move around the playground. However, instead of running they are going to listen to the movement instructions you give them. Model movements, such as skipping, walking three steps then jumping, hopping on one foot, and walking while flapping your arms like a chicken.

Families Care

Have children stand up and listen to the following chant. Then say the chant and have children repeat each phrase after you.

Families cook!

Families share!

Families play!

Families *care*!

Families

- 1 Engage** Display Picture Card *family*. Ask children to identify similarities and differences in the characteristics of families. **How is your family like other families? How is your family different from other families?**
- 2 Develop** One thing that is the same about all our families is that the people take *care* of each other. Taking *care* of someone is a way to show we *love* them. When you *care* about someone, you give them help if they need it. You spend *time* with them. **What are some other ways your parents take *care* of you?** Help children recognize that while some of the ways in which their parents/guardians take *care* of them are the same, there might be differences. In one family, the mom might make lunches, and in another the dad might.
- 3 Practice** Give children puppets. Suggest scenarios in which an adult might take *care* of a child (i.e., getting ready for school, in a restaurant, walking in their neighborhood). **Let's use the puppets to show how people in your family *care* for one another.**

Learn and Play

90 minutes

Let's Move

Animal Parade Assign each child an animal.

- Have children practice moving like their assigned animal.
- Then have children stand in a circle. Call out a category of animal, such as animals with wings or animals with stripes. Children whose animal is in that category step inside the circle and perform their movement.

Teamwork Have students sit or stand in a circle.

- Say: I will call out a number—either 2, 3, or 4. You will find friends and make a team with that many people. Then I will say a kind of work for your team to act out together.
- Have children practice by saying: **Three!** [pause for teams to gather] Build a house!

Let's Talk

Participation Observe social interactions between children throughout the day. Use this time to tell children about your observations.

- I saw John ask Leo if he wanted to play trucks. John showed Leo that he *cares* about him. They talked when they played together too. Great job participating today!
- Have the children whose interaction you witnessed describe how they felt participating.



Let's Read

Visual Clues Display *This Is the Way*. Recite one of the verses from memory. Have children flip through the book to find the verse. How are you sure this is the verse I said? What clues did you use? Did you use pictures or words?

Another Way Display pp. 8–9 of the Big Book. Say: All of our verses say *the way*. That means that there is only one way. But there are actually many ways to greet someone. In Japan, for example, people bow when they greet someone. What are some other ways to greet one another? Have children share or demonstrate different greetings.



Transition

Have children stand and stretch. Have them complete the fingerplay as you chant.

Hands are to clap. (clap hands)
 Toes are to tap. (taps toes/feet)
 Fingers are to snap. (snaps fingers)
 And put your hands on your lap. (put hands in lap)

Center Time

30 minutes

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

Rest Time

30 to 45 minutes

Lullabies Sing a version of *This Is the Way* as children prepare for rest time. Sing softly and include verses for the following: get our mats, lie right down, close our eyes.

This is the way we get our mats,
 Get our mats,
 Get our mats.
 This is the way we get our mats
 So we can rest today.

DIFFERENTIATED SUPPORT

Extra Support

Participation If you notice that some children do not initiate social interactions, role-play ways they might engage and participate. KINESTHETIC

Reflect

10 minutes

5x5

Asking for Help Show children the picture on the card. **What is happening in this picture? A parent is reading a bedtime story to the child. What are some other ways a parent might help a child get ready for bed?** Have children pretend you are helping them get ready for bed. Have them make up questions to ask you for help, such as *Will you read me a bedtime story? Will you turn out the lights? Will you close the curtains?*



Learning Outcome

The child

- shows competence in initiating social interactions.

What You Need

- 5x5 Card: Good Night!
- SEL Card: *participation*

Theme Vocabulary

care

Academic Vocabulary

participate participation

CHECK FOR UNDERSTANDING

IF . . . a child is reluctant to join a group because he or she does not know how to play the game the group is playing,

THEN . . . help him or her role-play how to respond. For example, he or she can say “I would like to play with you, but I don’t know how to play that game. Can you show me?”



Social and Emotional Learning

Participation Display SEL Card *participation*. Call children’s attention to the image of three children holding hands with one child standing off by himself. **See how the last child in line is waving the other child over? She is asking the child to come and join in their game. Joining our friends in an activity is called participation.**



Suggest scenarios for children to role-play in which a group of children asks a new friend to participate. Some suggestions include building with blocks, working on centers, and reading a story. Have children practice saying, *Come play with us!* Then reverse the scenarios so that a child is asking a group if he or she can participate in the group’s activity. Have children practice saying, *Can I play with you?*



Let’s Talk About It

Tell children about a time you saw them initiate a social interaction today, such as inviting a friend to participate in an activity or asking a friend if he or she could participate in an activity. **I saw [child’s name] ask [child’s name] and [child’s name] if she could play on the swings with them during outdoor time.** Ask children if they can think of other examples of participation that occurred today.



DIFFERENTIATED SUPPORT

Extra Support

Participation Show children the pictures on the Vocabulary Cards *talk* and *volunteer*. Explain how each picture shows participation. VISUAL

Welcome to Today

15 minutes

Meet and Greet

- As children enter the classroom, greet them with a fist bump or other positive welcome. Monitor children's competence in initiating social interactions in their greetings with friends. *Use the same greeting with one of your friends.*
- Children should place their pictures on the Mood Meter so you can gauge the mood of the class today.



Sing, Rhyme, and Shout

Taking Care Use card to remind children of the weekly focus question, *How do others take care of me?* Have each child complete the sentence frame: *My ____ takes care of me by ____.*



Morning Meeting

- Attendance** Gather Alphabet Cards to represent the first letter of the name of every child in the class. Randomly hold up an Alphabet Card and call on children whose name starts with that letter to move their attendance card. Repeat until all children have moved their cards.
- Helper Chart** Review helper tasks with children, reminding each child that being a helper is a way to take *care* of their friends.
- Question of the Day** *Would you rather live in a house shaped like a square or a house shaped like a circle?* 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.
- Today's Events** Announce any special events happening in the class today. *Does anyone have something special they are celebrating today?*

Learning Outcomes

The child

- shows competence in initiating social interactions.

What You Need

- Sing, Rhyme, and Shout: "My Family Is Caring"
- Alphabet Cards
- attendance chart, helper chart, T-chart

Theme Vocabulary

care

Academic Vocabulary

house

square

circle

greeting

DIFFERENTIATED SUPPORT

3-Year Olds

Helper Chart If younger children have trouble making the connection between helper jobs and taking *care* of their friends, prompt them with questions. *What does the line leader do? How does that help you? How does that help you?* Have children act out the responsibility of the helper job and how it helps take *care* of the class. KINESTHETIC

Story Time

15 minutes

Learning Outcomes

The child

- is able to use language for different purposes.
- speaks so that her speech is understood by the teacher.
- speaks so that her speech is understood by other adults in the school.
- uses a wide variety of words to label people.
- combines words to make a compound word.

What You Need

- Trade Book: *The Desert Is My Mother*
- Vocabulary Cards: *care, needs, time, love, talk, teamwork*
- Alphabet Card *Ff*

Taking Care

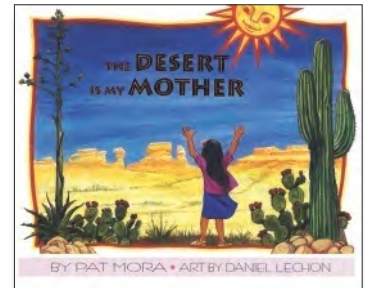
? **How do others take care of me?** Display the Vocabulary Card *care*. Remind children of the weekly question, *How do others take care of me?* Explain that sometimes it takes *teamwork*, or working together, to take *care* of someone.



The Desert Is My Mother

Tell children: Today we will read a story titled *The Desert Is My Mother*.

- 1 Introduce** Display the book. This book is about different ways that a desert can help people by providing food, rain, and other important things. Page through the book and show the illustrations to children.
- 2 Read Aloud** As you read the book aloud, stop and explain the non-literal language used. For example, after reading pp. 2–3, say: The girl doesn't really say, "feed me" to the desert, and the desert doesn't really serve her food. But the girl is hungry, and she can find food in the desert.
- 3 Connect** This book is about different ways the world helps to take care of us. It says that the desert is the girl's mother. How is the desert in the book like your mother? Encourage children to share ways that their mothers, or other caregivers, take care of them, such as: *The desert provides food and our mothers (caregivers) make sure we have food to eat. Sometimes when we don't feel well, our mothers (caregivers) hold us so we feel better.*



DIFFERENTIATED SUPPORT

ELL

Speaking Provide sentence frames and prompts for ELL students to use when making requests, such as:

May I use your _____? Thank you.
AUDITORY

Literacy Circle

15 minutes

Concept Vocabulary

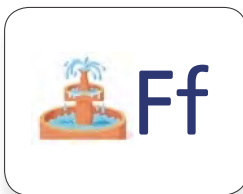
Develop Display the Vocabulary Card *needs*. Read the word and have children repeat the word after you. *Needs* are the things we have to have to live, such as food and water. Our families take *care* of us by making sure we have the things we need. Repeat the process for the remaining vocabulary cards.



Alphabet Knowledge

Review Ff /f/ Today, we will review the letter *F*.

- Review Letter Name** Display Alphabet Card *Ff*. Point to uppercase *F*. *What is this letter?* Point to lowercase *f*. *What is this letter?*
- Review Letter Sound** Point to the lowercase *f*. *What sound does this letter spell?* Point to the uppercase *F*. *What sound does this letter spell?*
- Review Letter Formation** Trace the letter *F* on the Alphabet Card, explaining the order of movements as you trace. Repeat as needed, and have children trace in the air. Repeat with lowercase *f*.



Speaking

Speech Production Children's speaking will be understood by the teacher and other adults in the school.

- Sometimes we have to ask others for help. When our purpose is to ask for help, it is important that we speak slowly and clearly so the other person can understand us. It is also important to be polite, to ask in a kind way.
- Have children role-play asking for items. Then, if another adult is available in your classroom, have children ask politely to borrow an object. Monitor children's speech to make sure it is understood by you and other adults in the school.

Phonological Awareness

Compound Words Children will combine words to make compound words.

- If we put the words *shoe* and *maker* together, *shoe* (pause) *maker*. What word does that make? The word *shoemaker* means "a person who makes shoes."
- Repeat with the words *house*, *keeper*; *back*, *pack*; and *team*, *work*.

Transition

Have children stand up and move their bodies around. Have them complete the actions as you chant.

- 1, 2:
Touch your shoe. *(stretch and touch their toes)*
- 3, 4:
Sit on the floor. *(sit on the floor)*
- 5, 6:
Lock your lips. *(mime turning a key to lock their lips)*
- 7, 8:
Sit up straight. *(sit up straight)*
- 9, 10:
Get ready to learn again!

Theme Vocabulary

care

Concept Vocabulary

needs time

love talk

teamwork

Academic Vocabulary

polite world



CHECK FOR UNDERSTANDING

IF . . . children's speech is unclear,

THEN . . . have them repeat after you as you model asking for an object. Speak each word slowly and clearly. Then have children repeat the request on their own.

LET'S GET READY FOR

Center and Small Group Time

60 to 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 for **English Language Development** lessons (p. ELD•211).

Small Group

- **Math: Number Sense** Give children numeral cards showing 5 and 6. Display a drawing of an apple tree with 6 red pom-poms on it to represent apples. Arrange the apples in two rows of 3. **How many apples are on the tree? Hold up the number that tells how many.** Children should recognize there are 6 apples. Rearrange the apples and repeat.

► **ELL Access**

Use Visual Support

Emerging How many apples are there? 1, 2, 3, 4, 5, 6. Have children point as they count with you. Which number is 6? Have children point to the numeral card.

Developing Have children count each apple. Provide a sentence frame for children to answer the question *How many apples are on the tree?* in a complete sentence. *There are _____ apples on the tree.*

Expanding Give children sentence frames to help them explain how they know how many apples are on the tree and which number to show. *I can _____ the apples on the tree. This is the number _____.*

Bridging Have children tell how they know which number to hold up.

- **Literacy: Compound Words** Prepare the Picture Cards *cup, cake, cupcake, dog, house, doghouse,* and *sunshine*. Show children the Picture Cards *cup* and *cake* and have them use the pictures to identify the words. **What compound word can we form by putting these words together? Hold the cards side by side. Cupcake.** Show children the Picture Card *cupcake* and have them identify the two shorter words. Repeat for *doghouse*. Then, show children Picture Card *sunshine* and ask them to identify the two smaller words that make up the compound word.

► **ELL Access**

Compound Words

Emerging Display Picture Cards *snowman, toothbrush,* and *doghouse*. **I am looking for the compound word made up of the words *man* and *snow*.** Have children point to the correct compound word.

Developing Have children complete the following sentence frame: *If you combine the words _____ and _____, you form the compound word _____.*

Expanding Have children use their own words to explain what a compound word is.

Bridging Display Picture Cards *cupcake, doghouse,* and *sunshine*. Have children choose one and break it down into two smaller words. Have them say the two words separately and then put them back together to say the compound word.

Math Circle

15 minutes

Number Sense

To help children recognize one-digit numerals, show numeral cards 1–7. Point to numeral card 7. Tell children that today they are going to learn about the number 7.

- 1 Engage** Review numerals 1 to 6. Have 6 children stand at the front of the room. Give each a numeral card. Have them arrange themselves in a human number line to show the order of numbers. Have the class count from 1 to 6.

What number comes after 6? How can we count to 7?

Lead children in the count to 7.

- 2 Develop** Display a drawing of 7 objects and count to find how many. Display the numeral 7 card. *This is how we show the number 7. Say the number name with me, 7.* Point to the numeral 7. *What is this number name? Put the numeral next to the drawing. I can use this to show there are 7 objects.*

- 3 Practice** *This is how I write 7. I start here and make a straight line across. Then I draw a line down. Skywrite 7 with me.* Stand with your back to children as you form the numeral 7 so they have the same orientation as they skywrite their own 7s. Have them repeat this as you ask again how many objects are in the drawing.

Show children numeral cards one at a time from a pile that includes several 7s. *Stand up if you see the number 7. Sit down if you see another number.* Repeat for other numerals, as time allows.

Learning Outcomes

The child

- counts 1–10 items, with one count per item.
- recognizes one-digit numerals, 0–9.

What You Need

- Patterns: Numeral Cards 1–7 (include several 7s)
- drawing of 7 objects

Academic Vocabulary

number

seven



CHECK FOR UNDERSTANDING

IF . . . a child struggles skywriting the numeral 7,

THEN . . . write a numeral 7 on paper and allow him or her to trace it with a finger.



Snack Time

15 minutes

Participation Determine children's competence in initiating social interactions by having them discuss the following scenario.

You are playing with a friend who does not want to take turns on the slide. What do you do?

During snack have children talk about how they would solve this problem.

After children have finished their snack, have them role-play the scenario.



Health Circle

15 minutes

Learning Outcomes

The child

- shows competence in initiating social interactions.
- practices good habits of personal safety.
- identifies good habits of exercise.

What You Need

- puppets
- Trade Book: *The Desert Is My Mother*

Theme Vocabulary

care

Academic Vocabulary

safe thank you
helmets safety
seat belts

Outdoor Play

20 minutes

Good Exercise Habits Reinforce the importance of daily exercise from Week 1. Remind children that all types of movement can be considered exercise. Have children play a game of freeze tag. One child is “it.” If “it” touches another player, that child freezes in place until they are unfrozen by another player touching them. Tell children they are only allowed to touch the other players gently on the shoulder.

Safety First

Have children stand up and repeat this fingerplay after you.

Safety first!	(holds up one finger)
On my bike I always wear my helmet.	(mimes putting on a bike helmet)
When I cross the street I always look both ways.	(mimes looking both ways)
In the car and on the bus I always wear a seat belt	(mimes using a seat belt or straps on a booster seat)
And stay in my seat!	(sits down)

Personal Safety Habits

- 1 Engage** Ask children who helps them put on their helmets, cross the street, and put on their seat belts.
- 2 Develop** *Your parents take care of you and keep you safe. But you can take care of yourself and do things to keep yourself safe, too.* Ask children to identify some good habits of personal safety. Remind children of classroom safety rules, such as no running with scissors. Help them make the connection that following these rules are a way they keep themselves safe. Ask children to name other ways they keep themselves safe. If no children talk about “stranger danger” you may wish to address the topic. *A very important way to keep yourself safe is not talking to strangers and telling a grown-up you know if a stranger tries to talk to you.*
- 3 Practice** Hand out puppets to children. Give children safety scenarios, such as working with dad in the kitchen or accidentally kicking the ball in the street while playing kickball. Have them use the puppets to show how they would handle the situation and keep themselves safe.

Learn and Play

90 minutes

Let's Move

Simon Says Exercise! Have children stand in a line for a game of Simon Says. Assume the role of Simon for the first round of this game.

- Begin instructions with “Simon Says Exercise!” Give instructions for children to do the simple exercises they have learned such as twists, squats, and sit-ups.

Animal Movement Have children stand in a large open area with ample space between them. **Today, we're going to exercise like animals!** Model some animal-inspired exercises, and then call them out. Suggestions include:

- Frog jumps: Squat and jump forward on all fours.
- Crab walk: Squat with hands on the ground behind, and walk backward.
- Eagle soar: Stretch out arms and glide through the space.

Let's Talk

Participation Continue to observe social interactions between children throughout the day, and use this time to tell children about your observations.

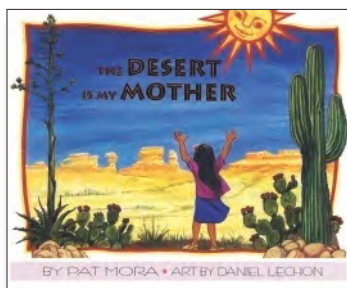
- Stress how proud you were of the children for interacting. Have the children whose interaction you witnessed describe how they felt when they participated.



Let's Read

Reread Reread *The Desert Is My Mother*. Then ask children to talk about the illustrations and how they help them understand the story.

Ask for Help Have children practice asking someone to help them, and replying with the words, “Thank you.”



Transition

I Can Move!

Have children stand in a circle. Have them move around the circle as they complete the following fingerplay.

I can move like an animal!

I can fly like a bird. (walk around circle as if flying)

I can stomp like a dinosaur. (stomp around circle)

I can rest like a turtle in its shell. (sits down)

Center Time

30 minutes

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

Rest Time

30 to 45 minutes

Sleep Helps Us Grow Remind children of what they learned about sleep in the Week 1 trade book *Grow Strong*. **We need to sleep well at night and rest during the day to help us grow strong. Let's slow down and relax now, just like the children in *Grow Strong*.** Help children relax by guiding them in a calming voice as they practice mindful breathing.

DIFFERENTIATED SUPPORT

Extra Support

Animal Movement Provide modifications for children with special physical needs. If they cannot complete the exercises, have them pretend to be the animals in another way, such as making noises. **AUDITORY**

Reflect

10 minutes

5x5

Learning Outcomes

The child

- shows competence in initiating social interactions.
- is able to use language for a variety of purposes.
- speaks so her speech is understood by her teacher.
- practices good habits of personal safety.

What You Need

- 5x5 Card: Good Night!
- SEL Card: *participation*
- puppets

Theme Vocabulary

care

Academic Vocabulary

story	ourselves
participate	safety

CHECK FOR UNDERSTANDING

IF . . . children have difficulty using language for different purposes,

THEN . . . provide additional scenarios for them to role-play.

DIFFERENTIATED SUPPORT

ELL

Bedtime Story Some children may wish to hear stories that are well-known in their home culture but not familiar to all. Encourage these children to share the stories with their classmates. Children with limited English proficiency can act out the story, while children with more English language proficiency can tell the story to their classmates. **AUDITORY, KINESTHETIC**

Bedtime Story Call children’s attention to the image and remind them that the parent is reading the child a bedtime story. *I want to tell a bedtime story to my toy animal. Which story should I tell?* Listen to all suggestions before choosing a story the class knows well. Model telling the beginning of the story to the toy animal, using your own words. Have children take turns telling what happens next.



Social and Emotional Learning

Participation Display SEL Card *participation* and help children review what is happening in the picture. Then lead them in a discussion about good habits of personal safety. *What happens if a friend asks us to participate in something that doesn’t feel safe? What if a friend asks you to climb to the very top of a very high place? What do you do?*



Have children use puppets to role-play this scenario. Watch how children use language for different purposes. Have them practice asking “Will you play with me?” and responding with the sentence “No, I don’t think that is safe.”



Let’s Talk About It

Tell children it is time to think about what they’ve learned today. Hold Javi. *We learned about keeping ourselves safe today. I keep myself safe by putting on my seat belt when I ride in a car. Now, when you get Javi, you tell about a way you keep yourself safe. Remember to speak clearly and slowly so everyone can understand.* Pass Javi around the circle and allow each child time to talk. Notice that each child speaks in a way that is understood by you.



Welcome to Today

15 minutes

Meet and Greet

- As children enter the classroom, have them show their competence in initiating social interactions by having them choose how to greet you.
- After greeting each child, ask: **How are you today?** Children should place their pictures on the Mood Meter as soon as they enter the classroom.



Sing, Rhyme, and Shout

Taking Care Have a volunteer lead the class in singing “My Family Is Caring.” Review the vocabulary word *care*. **How did someone take care of you today?** Use children’s responses to personalize the song.



Morning Meeting

- 1 Attendance** Call children by name to move their attendance cards.
- 2 Helper Chart** Review helper assignments for the week. Have helpers tell what they need to do today.
- 3 Weather** **Who can tell me what the weather was like last night? Is the weather the same or different today?**
- 4 Today’s Events** **Does anyone have something special to share with the class today?** Allow children to share any milestones or celebrations before reviewing any special classroom events that may be occurring today.

Learning Outcomes

The child

- shows competence in initiating social interactions.

What You Need

- Sing, Rhyme, and Shout: “My Family Is Caring”
- attendance chart, helper chart

Theme Vocabulary

care

Academic Vocabulary

weather special

same share

different

DIFFERENTIATED SUPPORT

Extra Support

Meet and Greet If children have difficulty choosing how to greet you, have them choose from three options: a fist bump, high five, or handshake.

ELL

Helper Chart Have children role-play their helper assignments and complete the following sentence frame:
I am _____. *My job is to _____.*
 KINESTHETIC, AUDITORY

Story Time

15 minutes

Learning Outcomes

The child

- is able to use language for different purposes.
- speaks so her speech is understood by the teacher.
- speaks so her speech is understood by other adults in the school.
- combines words to make compound words

What You Need

- Trade Book: *The Desert Is My Mother*
- Talk More About It Card: *The Desert Is My Mother*
- Vocabulary Cards: *care, needs, time, love, talk, teamwork*
- Alphabet Card: *Ff*

Taking Care

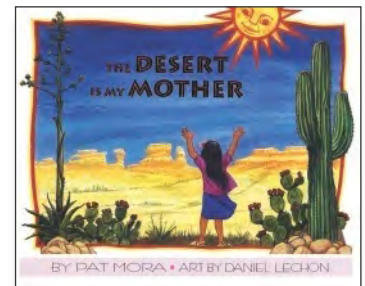
? **How do others take care of me?** Remind children of the weekly focus question. *This week we're exploring how other people help take care of us. We've talked about how our parents help take care of us. They help us brush our teeth and cook us meals, and they love us.* Turn to each child and ask the weekly question. Have children answer in clear, complete sentences.



The Desert Is My Mother

Display the trade book *The Desert Is My Mother*.

- 1 Remember** Ask children to tell what they remember about *The Desert Is My Mother*. If needed, show them some of the illustrations to prompt them.
- 2 Reread** As you reread each page in *The Desert Is My Mother*, don't show it to children. Ask them what the illustration is that goes with that text, and then show them. For example, read p. 6 without showing children the book. Ask children to tell about the illustration. Then show it to them and make any corrections needed.
- 3 Retell** Display the Talk More About It Card and ask children to use their own words to describe what is happening in each picture. If children's language is not easily understood, ask them to repeat their answer. **Remember to speak clearly and slowly.** Ask children questions to guide them in retelling the order of characters who entered the story and what each character did to help.



DIFFERENTIATED SUPPORT

3-Year Olds

Retell Have younger children focus on just one image on the Talk More About It Card. Ask them to tell what they see and what they think it means. **VISUAL**

Literacy Circle

15 minutes

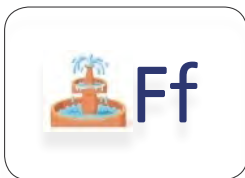
Concept Vocabulary

Practice Display the Vocabulary Cards *needs, time, love, talk, teamwork*. Have children read along as you say each word aloud. Have children work to categorize the words into groups. **Which words make you feel happy? Which words describe something that happens in school?**



Alphabet Knowledge

Review Ff /f/ Display the Alphabet Card *Ff*. Review the uppercase and lowercase letters. Trace the letter on the Alphabet Card as children write the letter in the air. Then work with children as they make the sound /f/ that the letters *Ff* spell.



Speaking

Speech Production Arrange for a time for students to visit the school's library, or ask a classroom assistant or other teacher to bring books about helping others to share with your class.

- **How do we need to talk when we ask others for help?** Children should recognize that they need to speak clearly so others can understand them.
- **Our class wants to learn more about helping others. How can we ask other adults or teachers to help us choose a book about helping?** Have children brainstorm ways to ask to have someone choose and read a book with them. Check to make sure children are speaking clearly and that you can understand them.
- Have children take the lead asking an adult to help them explore a new book. Remind children to speak clearly so that other adults in school can understand them.

Phonological Awareness

Compound Words Say the words *house* and *keeper*. **I can put these two words together to make a new word. What is that word?** (*housekeeper*) Repeat for *shoemaker*.

- Display pictures of *sun* and *flower*. **Can we combine these words to make a new word?** (*yes; sunflower*) Say other pairs of words and have children combine them to make compound words: *fighter, fire; rain, coat; basket, ball*

Transition

Ask children to stand and stretch. Lead them on a walk around the room as they stretch. As you near the circle, have children repeat this rhyme after you.

1, 2, 3, 4, 5

At the circle we arrive.

6, 7, 8, 9, 10

It's circle time again!

Theme Vocabulary

care

Concept Vocabulary

needs time

love talk

teamwork

Academic Vocabulary

combine illustration



CHECK FOR UNDERSTANDING

IF . . . children are not speaking clearly,

THEN . . . model clear conversation and have them repeat the words slowly as you say them. You may wish to use the following frames:

Hello, _____. I need your help to _____. Please, can you help me?

LET'S GET READY FOR

Center and Small Group Time

60 to 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 for **English Language Development** lessons (p. ELD•211).

Small Group

- **Math: Number Sense** Give children numeral cards showing 6 and 7. Display a dot card that shows 7. *How many dots are there? Hold up the number that tells how many. What number are we holding up? 7!* Repeat for 6 dots.

▶ **ELL Access**

Internalize Vocabulary

Emerging *How many dots are there? 1, 2, 3, 4, 5, 6, 7.* Have children point to each dot as you count. Point to the numeral 7 and have children say *seven*.

Developing *How many dots are there?* Have children hold up a finger as you count. Provide sentence frames for children to answer the question *How many dots are there?* in a complete sentence while they hold up the numeral 7 card. *There are _____ dots.*

Expanding *How many dots are there?* Have children hold up a finger as you count. Have them answer in a sentence while they hold up the numeral 7 card.

Bridging Show children the dot card showing 7 and the numeral 7 card. Ask children to tell if the number shows how many dots there are and how they know.

- **Literacy: Speech Production** Have children practice speaking clearly with simple nursery rhymes. Say a simple rhyme for children, modeling how to enunciate the words clearly: *Pat-a-cake, pat-a-cake, baker's man. Bake me a cake as fast as you can.* Break the sentence up and have children repeat each word after you. Then repeat the sentence and have children repeat it after you and then say it on their own. Have children practice with other simple rhymes.

▶ **ELL Access**

Speech Production

Emerging Say simple two- or three-word sentences in English, such as *The cow jumped* or *Dish ran away*. Say each word clearly and have children repeat after you. Then say the whole sentence and have children repeat after you.

Developing Modify the rhymes for children, such as *Baker, can you bake me a cake?* Say each word and have children repeat each before they put the words together and say the sentence.

Expanding Have children repeat simple nursery rhymes to practice speaking clearly.

Bridging Have children practice speaking clearly with a partner. Provide simple nursery rhymes for partners to practice.

Math Circle

15 minutes

Number Sense

To help children recognize one-digit numerals, show numeral cards 1–8. Point to numeral card 8. Tell children that today they are going to learn about the number 8.

- 1 Engage** Review numerals 1 to 7. Have 7 children stand at the front of the room. Give each a numeral card. Have them arrange themselves in a human number line to show the order of numbers. Then, have children count from 1 to 7.

What number comes after 7?

Lead children in the count to 8.

- 2 Develop** Display a drawing of 8 objects and count to find how many. Display the numeral 8 card. *This is how we show the number 8. Say the number name with me, 8.* Point to the numeral 8. *What is this number name?* Put the numeral next to the drawing. *I can use this to show there are 8 objects.*

- 3 Practice** *This is how I write 8. I start here and make a curved line. Then I go the other way and continue the curve. When I get to the bottom, I curve the line up. I go the other way again and curve the line up. I end in the same place I started.* Stand with your back to children as you form the numeral 8 so they have the same orientation as they skywrite their own 8s. Have them repeat this as you ask again how many objects are in the drawing.

Direct children to the numeral cards 1–8 displayed. Ask a volunteer to come up and point to a numeral card. Have other children say the number name. Ask the volunteer if they agree. Repeat.



Learning Outcomes

The child

- speaks so her speech is understood by the teacher.
- recognizes one-digit numerals, 0–9.

What You Need

- Patterns: Numeral Cards 1–8
- drawing of 8 objects

Academic Vocabulary

number after
eight



CHECK FOR UNDERSTANDING

IF . . . a child struggles identifying and writing the numeral 8,

THEN . . . tell them that 8 looks like a small snowman (or a racetrack). Have children trace 8s on paper with their fingers.



Snack Time

15 minutes

Participation Have children continue working on initiating social interactions by providing the following scenario:

You are playing with two friends. One friend wants to play with dolls. The other friend wants to play with puzzles. What do you do?

During snack have children talk about how they would react in this situation.

After children have finished their snack, have them role-play the scenario. Watch to ensure children understand the language spoken by peers.

Health Circle

15 minutes

Learning Outcomes

The child

- uses a wide variety of words to label people.
- practices good habits of personal safety.
- identifies good habits of exercise.

What You Need

- Trade Books: *The Desert Is My Mother*; *Thank You, Omu*; *Grow Strong!*
- Big Book: *This Is the Way*
- chart paper
- jump ropes
- Patterns: Numeral Cards 1–8

Theme Vocabulary

care

Academic Vocabulary

safe	responsible
button	safety
accidents	

Outdoor Play

20 minutes

Good Exercise Habits Lay jump ropes flat on the ground. Display a numeral card, 1–8. Have children tell what numeral is shown and jump over the rope that many times. In addition to jumping, have children hop or skip over the rope. This exercise will lay the foundation of learning how to jump rope.

Walking Safely

Have children stand up and repeat this fingerplay after you.

Stop,	(holds up palm)
Look,	(looks both ways)
Listen.	(cups an ear)
Think before you cross the road.	(taps head)
See no cars.	(points to eyes)
Hear no cars.	(points to ears)
Know it's safe to go.	(points to feet)

Personal Safety Habits

- 1 Engage** Our families help take care of us so we stay safe. How do our families keep us safe? Give all children a chance to respond. Encourage a variety of responses.
- 2 Develop** We can also take care of ourselves, so we stay safe. We can take steps to keep accidents from happening. What are some ways we can prevent accidents and be responsible for our own safety? Give children time to brainstorm and respond, allowing them to demonstrate that they can practice good habits of personal safety. Some ways children can learn to take responsibility for their safety is to learn how to button their coats to protect from cold weather, tie their own shoes to prevent tripping, and learn to put on a bicycle helmet before they ride a bike or scooter. Record children's ideas on chart paper so children can revisit these ideas later.
- 3 Practice** How does knowing how to button your coat help you stay safe? How does tying your shoes help keep you safe? Have children choose one way they can learn to take care of themselves and have them explain how it will help to keep them safe.

Learn and Play

90 minutes

Let's Move

Jump the River Help children develop beginning jump-rope skills by having them jump over a rope stretched out on the ground.

- Say: *Let's pretend this rope is a river. Everyone will take a turn jumping over the river. Don't get wet!* Line children up to jump over the rope, one at a time.
- Then have a child hold one end of the rope while you hold the other. Wiggle the rope to make a wavy river as children take turns jumping the rope again.

Simon Says How Many? Have children stand in a line for a game of Simon Says. You will assume the role of Simon for this game.

- Have children ask how many after you give a command. For example, if you say, "Simon Says do sit-ups," children ask, "How many?" Turn over a numeral card, and tell children the number.
- For commands, use any of the exercises children have learned.



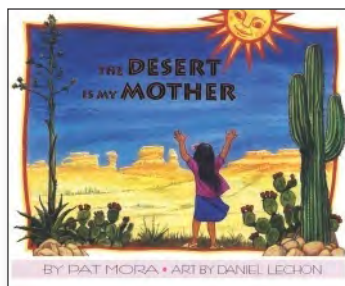
Let's Talk

Participation Continue to observe children's social interactions. Use this time to tell children about your observations.

- Have the children who took the initiative in social interactions demonstrate what they said and did.
- After a few children share, say: *I hope you try one of these ways to be friendly to others!*

Let's Read

Children's Choice Display the Trade Books *The Desert Is My Mother*, *Grow Strong!*, *Thank You, Omu*, and the Big Book *This Is The Way*. Have children choose which one they want you to reread. Take a class vote if needed.



Transition

Ready to Listen

Have children complete the actions as you sing the following to the tune of *This Is the Way*.

This is the way we (sit down)
sit on down,
sit on down, sit on down.

This is the way we
sit on down
to show we're ready to listen.

Continue with *cross our legs* and *fold our hands*.

Center Time

30 minutes

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

Rest Time

30 to 45 minutes

Stretches Have children reach high, touch their toes, and bring each arm across their chest to stretch. Once stretching is complete, children can lie on their mats. Encourage children to relax their entire body, including their eyebrows, jaw, and tongue.

DIFFERENTIATED SUPPORT

3-Year Olds

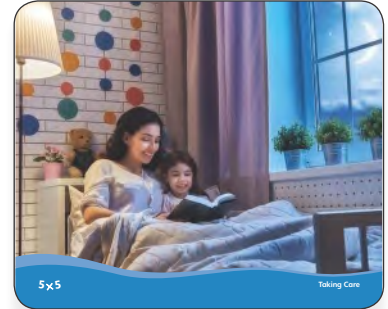
Jump the River If younger children find it difficult to jump over the wavy rope, have them follow a partner who is more confident. The partner can cue the child by saying *1, 2, 3, jump!*
KINESTHETIC

Reflect

10 minutes

5x5

Patterns Call children’s attention to the bedroom in the picture. **Do you see any patterns in this room?** Have children describe patterns in the picture. Give children time to walk around the classroom looking for patterns. Have them describe the patterns they see using color or shape words. If there aren’t easily visible patterns in your room, have children suggest what they could use to create a pattern.



Learning Outcomes

The child

- shows competence in initiating social interactions.

What You Need

- 5x5 Card: Good Night!
- SEL Card: *participation*

Theme Vocabulary

care

Academic Vocabulary

patterns include participation

✓ CHECK FOR UNDERSTANDING

IF . . . children demonstrate passivity rather than initiative in peer interactions,

THEN . . . role-play with puppets how they can take the initiative in different situations.



Social and Emotional Learning

Participation Tell children they are continuing to learn about participation today. Display the SEL Card *participation* and have children tell how the children in line are being good friends. Explain that one way to be a good friend is to ask someone who is by themselves to play. Give children the following scenario:



Melissa and Amy are playing in the kitchen center. They notice that Maria is sitting by herself. They want to include Maria in their game. How can they do that? What can Maria do? Have volunteers role-play the scenario. Guide them to practice what they would say so that all children are included.



Let’s Talk About It

Have children recall ways they initiated interactions with friends today. **How did you and your friends play together today? How can you make others feel welcome when you’re playing?**

Encourage children to talk about a time in which everyone worked together or played together. Provide positive reinforcement for children who initiated interactions with their peers. If children are having difficulty initiating social interactions, model how they can improve that skill.



Welcome to Today

15 minutes

Meet and Greet

- Greet each child with a smile and high-five as they enter the classroom. Observe children as they extend a greeting to their friends as they enter the classroom to assess if they are comfortable initiating social interactions and engaging with their peers and adults in the classroom.
- How are you feeling today? Don't forget to show me on the Mood Meter!



Sing, Rhyme, and Shout

Taking Care Review the illustration on the card.

- How does this image show *caring*?
- Have children sing the song and then review how others take *care* of us.



Learning Outcomes

The child

- shows competence in initiating social interactions.

What You Need

- Sing, Rhyme, and Shout: “My Family Is Caring”
- attendance chart, helper chart, T-chart

Theme Vocabulary

care

Academic Vocabulary

umbrella

rain jacket

Morning Meeting

- Attendance** Have children update the attendance chart. If you have any children who have been absent for a few days, ask the class how they can show their missing classmate they *care* about them.
- Helper Chart** Review helper job assignments for this week and ask children to explain how being a classroom helper is a way to take *care* of their friends.
- Question of the Day** *Would you use an umbrella or wear a rain jacket when it rains?* 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.
- Today's Events** Review the day of the week, date, and any special events occurring at school today. Invite children to share information about any special events they may be celebrating.



Wheel of Motion

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

DIFFERENTIATED SUPPORT

ELL

Meet and Greet English Language Learners may be more comfortable using a nonverbal greeting with their friends. Provide sentence frames for them to add a verbal component to their greeting and interactions.

Hi, _____. How are you today?

AUDITORY

Story Time

15 minutes

Learning Outcomes

The child

- engages in reading-related activities.
- combines sentences that stick to the topic.

What You Need

- Read More About It Book: “It’s Nice to Be Cared For”
- Vocabulary Cards: *care, needs, time, love, talk, teamwork*
- Alphabet Card: *Ff*

Taking Care

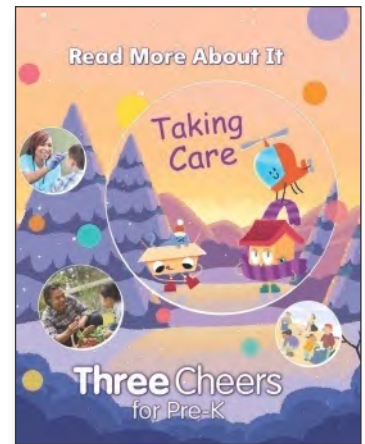
? **How Do Others Take Care of Me?** Display the Vocabulary Card *care*. Discuss with children ways that others take *care* of them. Guide children to realize that doctors, nurses, other relatives, teachers, and other community helpers all play a role in taking *care* of them.



“It’s Nice to Be Cared For”

Display the selection “It’s Nice to Be Cared For.”

- 1 Introduce** Turn to pp. 8–9 of the Read More About It Book and display the selection “It’s Nice to Be Cared For.” Ask children to point out details they notice in the images. Then, ask: *What do you think this text is about?*
- 2 Read Together** Read the text aloud. Have children come up to the book and point to the person who *cares* for each child. Ask: *How does Julia’s grandma care for her? What is Ian’s dad doing to care for him?*
- 3 Connect** Ask children to connect the activities in the text with their own lives. *Who helps to keep you healthy? Who gives you food to eat? Who washes your clothes?* Allow enough time for all children to respond.



DIFFERENTIATED SUPPORT

Engage and Extend

Connect You may wish to invite other school professionals and community helpers, such as police officers and firefighters, to visit your school to demonstrate how they take *care* of people in their line of work. AUDITORY

Literacy Circle

15 minutes

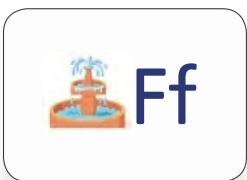
Concept Vocabulary

Review Remind children of the weekly question: *How do others take care of me?* Hold up Vocabulary Cards *talk* and *love*, and give children clues for one of the words. Say: **This word is the feeling someone has when they care deeply about you.** Have children identify the word *love*. Repeat with words *needs*, *time*, *talk*, and *teamwork* until each word has been used at least once.



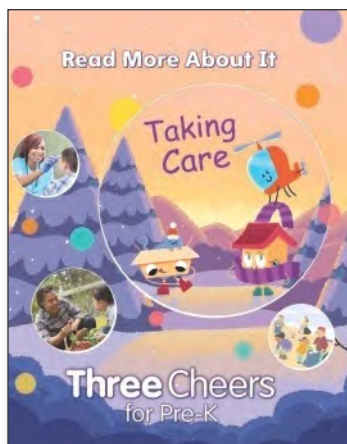
Alphabet Knowledge

Review Display Alphabet Card *Ff*. Have children go on a scavenger hunt to find a book with an uppercase *F* and another with a lowercase *f* in the titles. Review the letter sound /f/.



Sentence Structure

Combining Sentences Show children p. 8 of “It’s Nice to Be Cared For” and read the sentences “Ian knows that Dad *cares* for him. Dad makes dinner every night.” Tell children they can combine, or put together, the two sentences to make one longer sentence. Explain that they will need to use another word to join the thoughts in the two sentences together. Say: **Ian knows that Dad *cares* for him *because* Dad makes dinner every night.** Guide students to understand that the word *because* joins the sentence and helps explain what Ian’s dad does to show he cares for Ian.



Tell children that sometimes you can combine sentences that are about the same topic, or idea. Give other examples and demonstrate how you can combine the sentences:

I know my sister cares for me. She helps me brush my hair. I can combine these sentences into one: I know my sister cares for me because she helps me brush my hair.

I know my teacher cares for me. She helps me tie my shoes. I know my teacher cares for me because she helps me tie my shoes.

Guide students to fill in the sentence frames: *I know _____ cares for me. He/she helps me _____.* Then have children combine the sentences using the word *because*.

Transition

Have children stand up and shake their bodies. Ask them to participate in the fingerplay.

Clap your hands! (clap hands)
Stamp your feet! (stamp feet)
Everybody take a seat. (everyone sits)

Theme Vocabulary

care

Content Vocabulary

needs time

love talk

teamwork

Academic Vocabulary

combine because

sentences details

idea



CHECK FOR UNDERSTANDING

IF . . . children combine sentences that should not be combined,

THEN . . . explain that sentences that can be combined have ideas or thoughts that go together and are joined by words that show how the ideas go together. Say: **My father makes my breakfast. My mother takes me to school. My father makes my breakfast, *and* my mother takes me to school. I can put these two sentences together with the word *and* because they both are about how others take care of me.**

LET'S GET READY FOR

Center and Small Group Time

60 to 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 for **English Language Development** lessons (p. ELD•211).

Small Group

- **Math: Number Sense** Give children a piece of rope or yarn and the numeral cards 7 and 8. Ask children to name each number. Display a dot card showing 8. **What number shows how many?** Have children count the dots and then show the numeral card 8 to show how many. Then have children copy the numeral with the yarn.

► **ELL Access**

Internalize Vocabulary

Give children a dot card showing 8 and numeral cards showing 7 and 8.

Emerging **How many dots are there?** 1, 2, 3, 4, 5, 6, 7, 8. Have children point to the numbers as you count. Then hold up the numeral 8 card and have them repeat the word *eight* after you.

Developing Have children count the number of dots. Hold up the numeral card that shows 7. **What number does that show? Is that the same as the number of dots?**

Expanding Show children the numeral card and have them say the number. Have them tell what the number 8 looks like.

Bridging Have children explain how to use the rope or yarn to show the numeral 8.

- **Literacy: Combining Sentences** Show p. 8 of "It's Nice to Be Cared For." Read the sentences "Julia knows that Grandma cares for her. Grandma welcomes Julia home from school." **Are these sentences about the same thing? How can we combine them?** Work with children to combine the two sentence, and have them say the combined sentence aloud. "*Julia knows that Grandma cares for her because Grandma welcomes Julia home from school.*" Review how the word *because* helps to join the two ideas. Then guide children to tell two sentences: one to name people who *care* for them and the other to give an example of how people *care* for them. Help them combine the sentences using *because*, and then ask children to say the sentence aloud.

► **ELL Access**

Combining Sentences

Emerging Say the following sentences and have children repeat them after you. *I know my mommy cares for me. She makes me a snack.* Then, combine the sentences and have children repeat after you. *I know my mommy cares for me because she makes me a snack.*

Developing Give children two sentences: *My grandpa shows he cares for me. He helps me tie my shoes.* Tell children to combine the sentences using the word *because*.

Expanding Give children two sentences: *My dad shows he cares for me. He fixes my bike.* Have children combine the sentences.

Bridging Have children tell two sentences and then combine them.

Math Circle

15 minutes

Number Sense

To help children recognize one-digit numerals, show numeral cards 1–9. Point to numeral card 9. Tell children that today they are going to learn about the number 9.

- 1 Engage** Review numerals 1 to 8. Display a picture of a tree and affix 8 red pom-poms to the picture to represent apples.

How many apples are on the tree? Count together.

Show children numeral cards in order from 1 to 8. Ask children which number they can use to show the number of apples.

- 2 Develop** Display a drawing of 9 objects and count to find how many. Display the numeral 9 card. *This is how we show the number 9. Say the number name with me, 9.* Point to the numeral 9. *What is this number name? Put the numeral next to the drawing. I can use this to show there are 9 objects.*

- 3 Practice** *This is how I write 9. It looks like a circle with a line down. I start here and make a circle. Then I draw a straight line down.* Stand with your back to children as you form the numeral 9 so they have the same orientation as they skywrite their own 9s. Have them repeat this as you ask again how many objects are in the drawing.

Show children numeral cards one at a time from a pile that includes several 9s. *Stand up if you see the number 9. Sit down if you see another number.* Repeat for other numerals, as time allows.



Learning Outcomes

The child

- interacts to edit [conventions] class-made drafts.
- recognizes one-digit numerals, 0–9.

What You Need

- Patterns: Numeral Cards 1–9 (include several 9s)
- drawing of a tree
- red pom-poms
- drawing of 9 objects

Academic Vocabulary

number objects
nine



CHECK FOR UNDERSTANDING

IF . . . a child struggles identifying and writing the numeral 9,

THEN . . . have them trace 9 on a numeral card with their fingers.



Snack Time

15 minutes

Participation Have children continue working on initiating social interactions and using language in different situations. Provide them with this scenario:

Ben is playing with the toys. Andy also wants to play with the toys, but Ben does not want to share. What should Andy do?

During snack have children talk about how they would react in this situation. After children have finished their snack, ask them to role-play the scenario with puppets.

Technology Circle

15 minutes

Learning Outcomes

The child

- combines sentences that stick to the topic.
- identifies good habits of exercise.
- opens digital learning applications.
- practices safe behavior while using digital tools.

What You Need

- digital devices
- outdoor toys (jump rope, large plastic hoops, sidewalk chalk)
- items to make an obstacle course
- sidewalk chalk
- Read More About It Book: "It's Nice to Be Cared For"
- Trade Book: *The Desert Is My Mother*

Theme Vocabulary

care

Academic Vocabulary

safe	app
device	mouse
browse	digital tools

Outdoor Play

20 minutes

Playground Exercise Set up five different exercise stations in the outdoor play area. If you have outdoor play equipment, incorporate it in one of the stations. Station suggestions include hopscotch, swings, jumping over a jump rope, and an obstacle course with hula hoops. Have children rotate through the stations, ensuring that each child has the opportunity to visit at least two stations.

My Device

Ask children to echo the chant as you present it. Act out the motions for each line of the chant. Repeat, pausing for children to say each line and act out the motion.

My device on my lap, (place hands on lap)

I browse through
an app,

My mouse
click-clacks away, (pretend to click on mouse)

The more I tap
The device on my lap, (place hands on lap)

The more fun I have
every day!

Safe Technology Behavior

- 1 Engage** Display a digital device. *Who can tell me some of the rules for using the device?* If available, refer to a class list of rules for using a digital device. *Our rules remind us how to take care of devices.*
- 2 Develop** Have a pre-selected app or game about caring for one another ready so children can use digital tools and resources safely. *When you use digital tools and resources, you should have permission from an adult. I have already selected an app for you to use to find out more about caring for others.*
- 3 Practice** Have children play the game or application on their own. Guide them as they open it and navigate through it. As they use digital tools or resources, check to make sure they are only using the site you pre-selected to ensure children's safety while on the Internet. Then ask them questions about what they are learning about caring for others.

Learn and Play

90 minutes

Let's Move

Indoor Obstacle Course Set up an indoor obstacle course.

- Place nine large plastic hoops on the floor. Have children count aloud as they jump from one hoop to another.
- Place a series of tables that children need to crawl under.
- Place foam blocks on the floor for children to jump over.
- Set up plastic cones for children to run around.

Walk the Line During outdoor play, use sidewalk chalk to draw three lines: one straight, one curved, and one zig-zag. The lines should be equal in length.

Have children walk each line, trying to balance as they place one foot in front of the other.

Let's Talk

Participation As children engage in the Let's Move activities, encourage them to interact in positive ways with their peers.

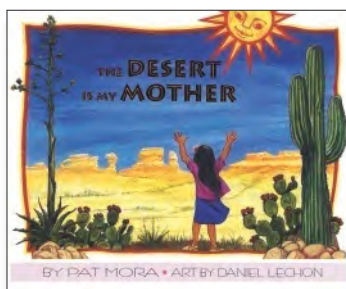
- Call attention to children who let another child walk the line before them or who offer encouraging words to others.



Let's Read

Connect Extend the story "It's Nice to Be Cared For" by asking children to share other ways they have seen adults take care of children.

Combining Ideas Display illustrations in *The Desert Is My Mother*. Have children make statements using "so" to tell what a person or thing needs and why. For example, for p. 3, children could say: *The desert provides prickly pears so people can eat.*



Transition

Have children stand up and stretch and move their bodies. Ask them to repeat the following chant and fingerplay.

Up, up, up, up	(stretches up)
Down, down, down, down	(touches down)
Sit yourself on the ground	(sit down)

Center Time

30 minutes

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

Rest Time

30 to 45 minutes

Breathing Techniques Remind children that taking deep breaths is a good tool to calm down and help relax. Have children place one hand on their stomach and one hand on their chest. Tell them to mentally count to five as they inhale and then again as they exhale. They can focus on their hands rising and falling.

DIFFERENTIATED SUPPORT

3-Year-Olds

Practice Some younger children may be easily frustrated when using handheld devices or other digital tools. Talk with them about asking for help or setting the device aside to take a break. Make sure they understand that it is never okay to throw a device or apply too much force or pressure to the screen. AUDITORY

Reflect

10 minutes

5x5

Science Call children’s attention to the window in the image. *What time of day is it? How do you know?* Children should be able to explain that it is night because it is dark. Have children look outside a classroom window. *What time of day is it? How do you know?* Children should be able to explain that it is day because it is light. Have them compare and contrast the nighttime and daytime skies.



Learning Outcomes

The child

- shows competence in initiating social interactions.

What You Need

- 5x5 Card: Good Night!
- SEL Card: *participation*
- Javi

Theme Vocabulary

care

Academic Vocabulary

time day



Social and Emotional Learning

Participation Display the SEL Card *participation*. One child on this card is all alone, so the other children are asking him to play with them. One way to be a good friend is to notice when a friend needs help. Give children the following scenario: *Pedro notices that his friend Matt is frustrated while playing a game on a tablet. What can Pedro do?*



Listen to the examples children give and provide feedback. Guide children to understand that Pedro can ask Matt what is wrong and suggest that Matt take a break from the game and play a game with Pedro. Have them practice asking a partner, “Do you want to play with me?”



Let’s Talk About It

Tell children it is time to think about what they’ve learned today. Hold Javi. *We learned more about participating. I participated today when I sang a song with the class. How did you participate today?* Pass Javi around the circle and allow each child time to talk.



DIFFERENTIATED SUPPORT

ELL

Science Attach images of the sky at day and the sky at night back-to-back on craft sticks. Have children use the sticks to show when it is day and when it is night. **VISUAL**

Welcome to Today

15 minutes

Meet and Greet

- Display three different greetings that children can signal as they enter the classroom: high-five, handshake, or fist bump. As each child enters the room, have them choose how to greet you.
- Have children reflect on their emotions this morning and use their reflections to update the Mood Meter. Check in with children later in the day who were feeling sad or mad and see if they are feeling differently.



Sing, Rhyme, and Shout

Taking Care Display the card “My Family Is Caring” and the Vocabulary Card *care*.

- Have children sing the song. Ask them to recount what they have learned this week about how others take *care* of them.



Morning Meeting

- 1 **Attendance** Give each child a numeral card from 6 to 9. Call out numbers. Children go to move their attendance card when you call the number on their numeral card.
- 2 **Helper Chart** As you thank this week’s helpers, explain how each job helps ensure the safety of the class. **The line leader makes sure we walk and don’t run in the hallways. This helps keep everyone safe.**
- 3 **Weather** What is the weather like today? How can you keep safe during this type of weather? Make sure children understand that if it is very sunny, they should wear sunscreen and a hat, or if it is raining, they should use an umbrella. If there is thunder, they should play inside.
- 4 **Today’s Events** Review the day of the week, month, and date on the calendar. Remind children of any special school events.

Learning Outcomes

The child

- shows competence in initiating social interactions.

What You Need

- Sing, Rhyme, and Shout: “My Family Is Caring”
- Vocabulary Card: *care*
- attendance chart, helper chart
- Patterns: Numeral Cards 6–9

Theme Vocabulary

care

Academic Vocabulary

safe	thunder
weather	safety
sunscreen	

DIFFERENTIATED SUPPORT

Engage and Extend

Weather Review the different types of clothing worn in different types of weather. **Being dressed in the right clothes helps us stay safe and healthy.** Bring in various outdoor clothes, such as sun hats, woolen mittens, and raincoats. Give children time to try on or touch each item and then tell what type of weather it is appropriate for and why they think so. TACTILE

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.
- combines sentences that stick to the topic.
- engages in reading-related activities.
- uses information learned from books by describing, relating, categorizing, or comparing and contrasting.

What You Need

- Trade Book: *The Desert Is My Mother*
- Read More About It Book: "It's Nice to Be Cared For"
- Alphabet Cards: Ff, Kk, Oo

Taking Care

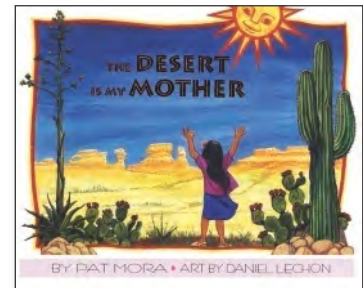
? **How do others take care of me?** Review with children what they have learned about others taking care of them. Have children answer the weekly focus question: *How do others take care of me?* using personal experiences or examples from books you've read this week.



The Desert Is My Mother and "It's Nice to Be Cared For"

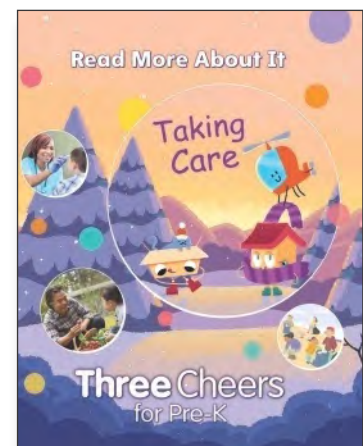
Display *The Desert Is My Mother* and "It's Nice to Be Cared For." Tell children that today you will be rereading these texts.

1 Remember Look through the illustrations of *The Desert Is My Mother*, and ask children what they remember about the story. Then display "It's Nice to Be Cared For" and have children tell what they remember.



2 Reread Tell children to think about how *The Desert Is My Mother* and "It's Nice to be Cared For" are both alike and different as you reread the texts. Then read them aloud.

3 Compare Guide children to compare and contrast the texts by asking them questions. *How are The Desert Is My Mother* and "It's Nice to Be Cared For" alike? Children should respond that both texts are about taking care of others. *How are The Desert Is My Mother* and "It's Nice to Be Cared For" different? Children should respond that *The Desert Is My Mother* has illustrations, or drawings, and "It's Nice to Be Cared For" has photographs. "It's Nice to Be Cared For" is about how different adults care for us, but *The Desert Is My Mother* is about how the desert gives things to us that we need.



DIFFERENTIATED SUPPORT

Extra Support

Sentence Structure Children may need additional practice combining sentences on the same topic into one sentence. Provide short four-word sentences about "It's Nice to Be Cared For," and work with children to combine them using the word *because*. AUDITORY

Literacy Circle

15 minutes

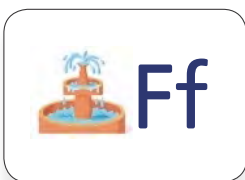
Concept Vocabulary

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 children to the following prompts: *Micah's mom gives him an apple for a snack because he _____ healthy food. Sarah's dad takes care of her because he _____ Sarah.* Have children identify the word that completes the sentence. Repeat until each word has been used at least once.



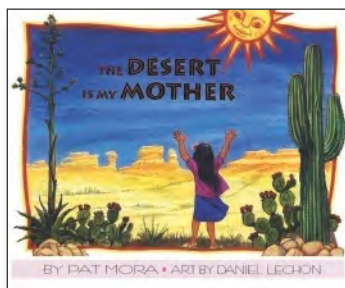
Alphabet Knowledge

Review Review with children the letters *Ff*, *Kk*, and *Oo*. Show children an Alphabet Card and have them skywrite the uppercase and lowercase letter. Then have them tell the sound each letter spells.



Sentences and Structure

Sentence Structure Read p. 2 aloud in *The Desert Is My Mother*. *We can combine, or put together, these words into one sentence. We can say: I say feed me, and she gives me prickly pears.* Repeat with pp. 4 and 6, guiding children to combine the sentences using the word *and* and sticking to the topic.



Transition

Have children stand. Have them move around the circle as they complete the following fingerplay.

Skipping, Skipping	(skips around circle)
Hop, Hop, Hop	(hops around circle)
Swinging, Swinging	(swings arms)
Stop, Stop, Stop	(sits down)

Theme Vocabulary

care

Concept Vocabulary

needs	time
love	talk
teamwork	

Academic Vocabulary

combine	alike
sentences	different
put together	



CHECK FOR UNDERSTANDING

IF . . . children have difficulty remembering what sound a letter spells,

THEN . . . have them trace the letter on the Alphabet Card while repeating the letter sound, such as /f/ /f/ /f/.

LET'S GET READY FOR

Center and Small Group Time

60 to 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 for **English Language Development** lessons (p. ELD•211).

Small Group

- **Math: Number Sense** Give children numeral cards 8 and 9. Arrange nine counters in three rows of 3 or draw a picture of nine circles arranged in a 3-by-3 array. Ask children to hold up the numeral card that shows how many. Have them tell how many counters and name the numeral they are holding up.

▶ **ELL Access**

Internalize Vocabulary

Emerging Have children point to the counters and say how many. Expand on their answer in a sentence, for example: *Yes, there are nine counters.* Repeat for naming the numeral.

Developing Have children use a sentence frame to explain their answer: *There are _____ counters. This card shows _____.*

Expanding Ask children questions to help them explain their answer. *How many counters? Which card shows this?*

Bridging Have children work with a partner to tell you why they chose the numeral card for 9.

- **Literacy: Sentence Structure** Remind children that sentences can be short or long and that when they combine sentences to make a longer sentence, what they put together should be about the same topic, or idea. Explain that sometimes, as authors tell more about what happens in a story, sentences get longer. Say: *A boy had a pet kitten.* Ask a child to suggest a detail or event to add to the story, and say the longer sentence: *A boy had a pet kitten who had shiny black fur.* Continue by asking volunteers to add other details, as you model longer sentences. Have children repeat the sentences as they are composed.

▶ **ELL Access**

Sentence Structure

Emerging Have children repeat sentences about the same topic after you. *We're going to tell a sentence about the foods everyone in my family likes. I like spaghetti, my sister likes tacos, and my brother likes pickles!*

Developing Tell children they are going to create two story sentences about themselves and two friends. If necessary, provide sentence frames to help them: *My friends and I _____. One day we _____.*

Expanding Give children a topic and have them tell two separate sentences about it. Then ask them to combine the sentences into one longer sentence.

Bridging Give children a topic and have them tell three sentences about it. Ask them to make each sentence slightly longer than the previous one.

Math Circle

15 minutes

Number Sense

To help children recognize one-digit numerals, show numeral cards 0–9. Point to numeral card 0. Tell children that today they are going to learn about the number 0.

- 1 **Engage** Review numerals 1 to 9. Show numeral cards and have children model the number using their fingers. Then reverse the activity and model numbers 1 to 9 using your fingers. Children will point to or hold up a numeral card that tells how many you are showing.
- 2 **Develop** Display a drawing of a tree. *Can you see any apples on this tree? You can't see any apples because there are none. There are no apples on this tree. We have a way to say when there are none. There are 0 apples on the tree.* Display the numeral 0 card. *This is how we show the number 0. Say the number name with me, 0.* Point to the numeral 0. *What is this number name?* Put the numeral next to the drawing. *I can use this to show there are 0 apples. This means there are no apples.*
- 3 **Practice** *This is how I write 0. I start here and draw a curve down. Then I curve up and around and close the shape.* Stand with your back to children as you form the numeral 0 so they have the same orientation as they skywrite their own 0s. Have them repeat this as you ask again how many objects are in the drawing.

Direct children to the numeral cards 0–9 displayed. Remind children of 0. *How do we say this number name? Remember, if I have 0, then I don't have any.* Point to the different numeral cards and have children say the number names. Then ask children to look around the classroom and tell any numbers they can see.

Learning Outcomes

The child

- recognizes one-digit numerals, 0–9.

What You Need

- drawing of a tree
- Patterns: Numeral Cards 0–9

Academic Vocabulary

zero

none



CHECK FOR UNDERSTANDING

IF . . . children confuse the numeral 0 with the letter O,

THEN . . . encourage them to look at the differences. Write 0 and O on chart paper. Have children trace each with their fingers. Ask children to tell how the two look different. Children may recognize that the 0 is shaped more like an oval, while the O looks more like a circle.



Snack Time

15 minutes

Participation Tell children that sharing a meal can be a good time to talk with friends. Review basic table manners (saying please, thank you, not reaching over people, not talking with mouth full).

Let's take the time today to talk to each other as we have our snack.

Observe interactions between children. Are they able to carry out a multiple-turn conversation with their peers? If children have difficulty, engage them in a conversation and model asking questions and responding to comments to keep a conversation going.



Technology Circle

15 minutes

Learning Outcomes

The child

- shows competence in initiating social interactions.
- identifies good habits of exercise.
- practices safe behavior while using digital tools.

What You Need

- digital handheld devices
- pool noodle (cut in half)
- masking tape
- Trade Book: *The Desert Is My Mother*

Academic Vocabulary

information	address
online	application

Outdoor Play

20 minutes

Chicken and Noodle Tag For this version of freeze tag, model how to safely tag someone between the shoulder and waist. Tell children that two of them will have noodles, and one child will be the chicken. The “chicken” folds his arms, elbows out, moves them like chicken wings, and clucks. The chicken tries to tag children. If a child is tagged, he freezes in place. A child who has a “noodle” can unfreeze others.

Online Safety

Have children stand and stretch. Tell them to reach up high and bend to touch their toes. Encourage them to wiggle and jump before sitting down. Then have them repeat the following song to the tune of “I’m a Little Teapot.”

I stay safe online

Every day.

I don’t share information

When I play.

I don’t tell my address,

My age, or my name.

I always get an adult’s permission

When I play a game.

Safe Technology Behavior

- 1 Engage** Review the safety rules the class made yesterday for handling hands-on devices. Remind children that by following simple rules while using handheld devices, they can avoid accidents like this and keep themselves safe.
- 2 Develop** Ask children to share any experiences they have had with digital tools outside of the classroom. **What are some rules you need to follow when you use these tools?** Listen to all responses. Children will likely answer that they are only allowed on certain apps or they are not allowed to make in-app purchases. Use children’s responses as a springboard into a conversation about staying safe in a digital setting. **It is important to be safe when using an online application or game. Never share your name, address, or phone number in an application or game unless a teacher or parent says it is okay.**
- 3 Practice** Allow children time to use classroom digital tools to demonstrate that they can follow the class digital safety rules. Give them time to play an approved game or read a book online.

Learn and Play

90 minutes

Let's Move

Follow the Leader Have children stand in a straight line. The first child in the line will be the “leader.”

- We're going to go around the playground in a line, following a leader. [Child's name] will lead first and tell us how to move. Are we going to walk, run, hop, or gallop? These are all great ways to get exercise.
- Have the leader choose how the class will move as they travel around the perimeter of the playground. Choose new leaders throughout the walk.

Walk Down the Lane Divide children into two teams.

- Use masking tape to mark two lanes on the floor. The lanes should be of equal width and run the entire length of the floor.
- Have teams line up at their lane.
- Children will choose a way to walk down the lane to the other wall. Children may walk in any manner that they choose.
- Continue until all children have had a chance to walk down the lane.



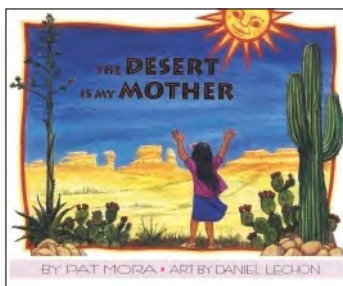
Let's Talk

Participation Have children discuss ways they interacted with friends today. If you noticed any children taking initiative in their peer interactions, tell the class about what you observed.

Let's Read

Alphabet Knowledge Have children look through the book *The Desert Is My Mother* and look for the letters *F, f, K, k, O, and o*. Once a letter is found, have children name the letter.

Children's Choice Display books that you have been reading with children during this theme. Have children vote on which book to read. Read the book with children and ask them to tell how the book relates to the theme *Taking Care*.



Transition

Have children stand and stretch. Have them act out the following fingerplay.

Tap 4 and sit on the floor. (tap the floor 4 times.)

Tap 3 and listen to me. (tap ears 3 times.)

Tap 2 you know what to do. (tap head 2 times.)

Tap 1 let's have some fun. (tap nose 1 time.)

Center Time

30 minutes

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

Rest Time

30 to 45 minutes

Stretches Have children set up their rest area. Then have them complete some gentle stretches before they lie down. Choose some instrumental lullabies and play them softly in the background. You may want to guide children through the deep breathing exercises they learned earlier in the week.

DIFFERENTIATED SUPPORT

Engage and Extend

Walk Down the Lane Use masking tape or sidewalk chalk to mark a line with curves and turns. Have children walk the line as if it were a balance beam, putting one foot in front of the other. KINESTHETIC

Reflect

10 minutes

5x5

Day and Night Display the 5x5 Card: Good Night! Look at the window. Can you tell what time of day it is by looking out the window? Children should recognize that the sky gets dark at night. What are some things we might see in the sky at night?



The way the sky looks follows a pattern. It gets dark every night. It gets light every morning. The pattern is dark, light, dark, light. Turn off the classroom lights and have children pretend it is night and they are sleeping. Then turn the lights on and have children pretend they are waking up. Repeat several times.



Social and Emotional Learning

Participation Display the SEL Card *solve a problem*. Have children tell a story about the image. How can all the children participate? Children should say that the children who are playing can invite the third child to join their game, or that the third child can ask to join the other two children. Pretend you are the girl standing by herself, and you want to participate. What can you ask the other girls? Have children practice asking to join in.



Let's Talk About It

Tell children it is time to think about what they've learned today. Hold Javi. We learned more about being safe when we are online. I can do that every day. When I go online, I will not share anything about myself. How can you keep yourself safe when you are using devices? Pass Javi around the circle and allow each child time to talk.



Learning Outcomes

The child

- practices good habits of personal safety.
- practices safe behavior while using digital tools.

What You Need

- 5x5 Card: Good Night!
- SEL Card: *solve a problem*

Academic Vocabulary

safe	night
time	dark
day	light

✓ CHECK FOR UNDERSTANDING

IF . . . children have trouble thinking of how the children in the picture can participate,

THEN . . . ask them what they would do and to use that in their story.

DIFFERENTIATED SUPPORT

ELL

Day and Night Give children a paper plate with a line drawn across the middle, marking two separate halves.

Tell children to draw what the sky looks like during the day. On the other half, have them draw what the sky looks like at night.

Cut a second paper plate in half. Place it on top of the paper plate children drew on and attach it using a brad.

Have children use this wheel to describe patterns in the sky.

Encourage them to use the terms *day* and *night* in their explanations. VISUAL

Three Cheers for Pre-K

Pre-Kindergarten Outcomes

Domain	This Week's Instructional Focus
Social and Emotional Development	<ul style="list-style-type: none"> Child assumes various roles and responsibilities as part of a classroom community. Pages 145, 149, 153, 161, 169, 177, 182
Language and Communication	<ul style="list-style-type: none"> Child uses a wide variety of words to label and describe people, places, things, and actions. Pages 154, 158, 162 Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order. Pages 154, 158, 162 Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement. Pages 146, 154, 158, 162, 165, 170
Emergent Literacy Reading	<ul style="list-style-type: none"> Child engages in pre-reading and reading-related activities. Pages 146; C•188–C•189 Child separates a normally spoken four-word sentence into individual words. Pages 170, 178 Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting. Pages 146, 170, 178, 182
Emergent Literacy Writing	<ul style="list-style-type: none"> Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning. Pages C•192–C•193, C•194–C•195, C•196–C•197
Mathematics	<ul style="list-style-type: none"> Child recognizes one-digit numerals, 0–9. Pages C•198–C•199 Child uses informal strategies to separate up to 10 items into equal groups. Pages 149, 157, 165, 173, 181
Science	<ul style="list-style-type: none"> Child demonstrates the importance of caring for our environment and our planet. Pages 150, 152, 158, 160, 161, 166, 168, 170, 174, 176, 178, 182, 183; C•200–C•201
Fine Arts	<ul style="list-style-type: none"> Child uses art as a form of creative self-expression and representation. Pages C•196–C•197, C•200–C•201 Child creates or recreates stories, moods, or experiences through dramatic representations. Pages C•190–C•191
Physical Development	<ul style="list-style-type: none"> Child shows increasing control of tasks that require eye-hand coordination. Pages 150, 166; C•190–C•191, C•202–C•203
Technology	<ul style="list-style-type: none"> Child opens and navigates through digital learning applications and programs. Pages C•188–C•189

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. **Pages 154, 158, 162**
- Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order. **Pages 154, 158, 162**
- Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement. **Pages 146, 154, 158, 162, 165, 170**

Kindergarten Literacy Goals

- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- Produce and expand complete sentences in shared language activities demonstrating command of the conventions of standard English grammar and usage when writing or speaking.

Mathematics

Pre-Kindergarten Outcomes

- Child recognizes one-digit numerals, 0–9. **Pages C•198–C•199**

Kindergarten Mathematics Goals

- Write numbers 0–20 and compare two written numbers between 1 and 10.

Phonological Awareness

Pre-Kindergarten Outcomes

- Child separates a normally spoken four-word sentence into individual words. **Pages 170, 178**

Kindergarten Literacy Goals

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Reading Readiness

Pre-Kindergarten Outcomes

- Child engages in pre-reading and reading-related activities. **Pages 146; C•188–C•189**
- Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting. **Pages 146, 170, 178, 182**

Kindergarten Literacy Goals

- Actively engage in group reading activities with purpose and understanding.
- Identify the main topic and retell key details of a text.

Writing

Pre-Kindergarten Outcomes

- Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning. **Pages C•192–C•193, C•194–C•195, C•196–C•197**

Kindergarten Literacy Goals

- Write a letter or letters for most consonant and short-vowel sounds.
- Write informative and narrative texts that include details.



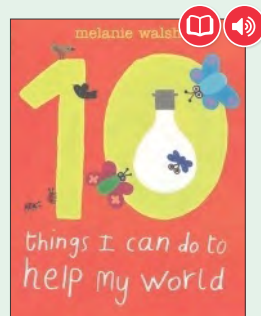
Taking Care

How do we care for ourselves and others?

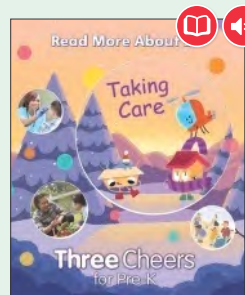
Weekly Question:

Why is it important to take care of our world?

From the Theme Kit Print and Digital



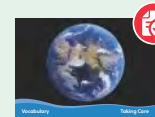
Trade Book



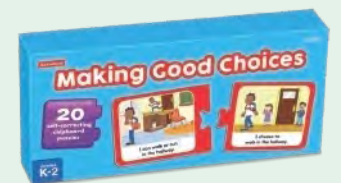
Read More About It: "Caleb Cleans Up"



5x5



Theme and Concept Vocabulary



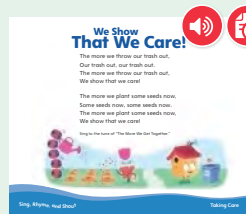
Theme Manipulative



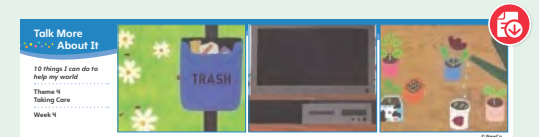
Big Book and Little Books



Wordless Experience Book: Taking Care

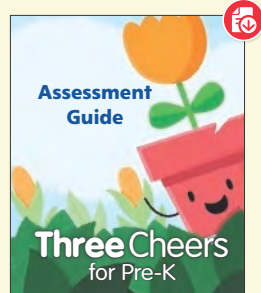


Sing, Rhyme, and Shout: "We Show That We Care"



Talk More About It: 10 Things I Can Do to Help My World

From the Teacher Toolkit Print and Digital



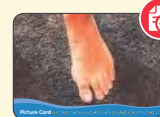
Assessment Guide



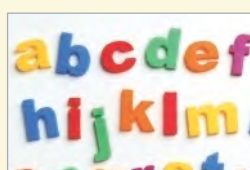
Social and Emotional Learning Cards



Alphabet Cards



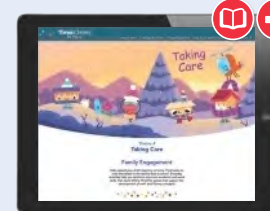
Picture Cards



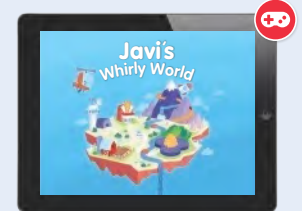
Manipulatives



Family Engagement Digital



Three Cheers for Pre-K Parents!



Three Cheers for Games!



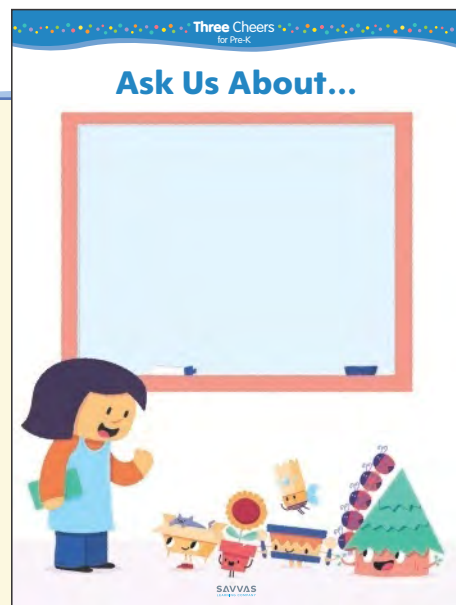
Digital Bookshelf

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 do at your home to help the world?
- What things are you responsible for?
- How can you count the objects in a group?

Day 1 pp. 145–152

Welcome to Today

- Meet and Greet
- Sing, Rhyme, and Shout “We Show That We Care”
- Morning Meeting

Story Time

- How do we care for ourselves and others?
- Reread Big Book *This Is the Way*

Literacy Circle

- Concept Vocabulary Introduce
- Sentences and Structure Pronouns
- Alphabet Knowledge Review *Kk, Oo, Ff*

Center Time and Small Groups

Small Group Options

- Math: Counting
- Literacy: Sentences and Structure

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

Math Circle

- Equal Groups
- Snack Time Responsibilities

Science Circle

- We Can Take Care of Our Planet Our Planet
- Outdoor Play Eye-Hand Coordination

Learn and Play and Centers

- Let’s Move!
 - Bouncing Ball
 - Cone Drills
- Let’s Talk Responsibilities
- Let’s Read *This Is My Way, This Is Our Way*
- Rest Time Relaxation

Prepare and Reflect

- 5x5 Recycling
- Theme Celebration Day Craft Celebration
- Getting Ready

Day 2 pp. 153–160

Welcome to Today

- Meet and Greet
- Sing, Rhyme, and Shout “We Show That We Care”
- Morning Meeting

Story Time

- Why is it important to take care of our world?
- 1st Read Trade Book *10 Things I Can Do to Help My World*

Literacy Circle

- Concept Vocabulary Develop
- Alphabet Knowledge Review
- Vocabulary Vocabulary
- Sentences and Structure Sentence Structure

Center Time and Small Groups

Small Group Options

- Math: Equal Groups
- Literacy: Vocabulary

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

Math Circle

- Equal Groups
- Snack Time Responsibilities

Science Circle

- We Can Take Care of Our Planet Our Planet
- Outdoor Play Go Fishing

Learn and Play and Centers

- Let’s Move!
 - Beanbag Toss
- Let’s Talk Responsibilities
- Let’s Read Sentence Structure, Vocabulary
- Rest Time Breathing Techniques

Prepare and Reflect

- 5x5 Blend Onset and Rime
- Theme Celebration Day
- Getting Ready

Let's Celebrate!
Celebrate recycling and reusing with a "Second Time Around" crafting party.

Day 3 pp. 161–168**Welcome to Today****Meet and Greet**

Sing, Rhyme, and Shout "We Show That We Care"

Morning Meeting**Story Time**

Why is it important to take care of our world?

2nd Read Trade Book *10 Things I Can Do to Help My World*

Literacy Circle

Concept Vocabulary Practice

Alphabet Knowledge Review

Vocabulary Vocabulary

Sentences and Structure Subject-Verb Agreement

Center Time and Small Groups**Small Group Options**

- Math: Equal Groups
- Literacy: Sentences and Structure

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

Math Circle**Equal Groups**

Snack Time Responsibilities

Science Circle

We Can Take Care of Our Planet Our Planet

Outdoor Play Bouncing Ball

Learn and Play and Centers**Let's Move!**

- Bounce to Four
- Relay Ball

Let's Talk Responsibilities

Let's Read Sentence Structure, Vocabulary

Rest Time Relaxing

Prepare and Reflect

5×5 Count

Theme Celebration Day

Getting Ready

Day 4 pp. 169–176**Welcome to Today****Meet and Greet**

Sing, Rhyme, and Shout "We Show That We Care"

Morning Meeting**Story Time**

Why is it important to take care of our world?

Read More About It "Caleb Cleans Up"

Literacy Circle

Concept Vocabulary Review

Alphabet Knowledge Review

Print Concepts One-to-One Correspondence

Sentences and Structure Sentence Structure

Center Time and Small Groups**Small Group Options**

- Math: Equal Groups
- Literacy: Print Concepts

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

Math Circle**Equal Groups**

Snack Time Responsibilities

Science Circle

We Can Take Care of Our Planet Our Planet

Outdoor Play Fine Motor Development

Learn and Play and Centers**Let's Move!**

- Relay Race
- Racing Shapes

Let's Talk Responsibilities

Let's Read Sentence Structure, Making Connections

Rest Time Relaxation Techniques

Prepare and Reflect

5×5 Movement

Theme Celebration Day

Getting Ready

Day 5 pp. 177–184**Welcome to Today****Meet and Greet**

Sing, Rhyme, and Shout "We Show That We Care"

Morning Meeting**Story Time**

Why is it important to take care of our world?

Compare *10 Things I Can Do to Help My World* and "Caleb Cleans Up"

Literacy Circle

Concept Vocabulary Check for Understanding

Alphabet Knowledge Review

Phonological Awareness Sentences

Center Time and Small Groups**Small Group Options**

- Math: Equal Groups
- Literacy: Alphabet Knowledge

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

Math Circle**Equal Groups**

Snack Time Responsibility

Let's Celebrate

Second Time Around

5×5 Music

Learn and Play and Centers**Let's Move!**

- Walk This Way
- Clap This Way

Let's Talk Responsibilities

Let's Read Retelling Stories, Children's Choice

Rest Time Breathing Techniques

Vocabulary

Theme Vocabulary

Words to develop the theme, Taking Care

care planet
myself recycle

Concept Vocabulary

Conceptually related words to teach this week

garbage reuse
pollution trash
replace

Academic Vocabulary

Terms used in this week's instruction

General

celebration not equal
craft same
project share
remind

Mathematics

equal
height
length

Literacy

world
valuable
efficient
reduce

Science

aluminum
environment
instrument
sort
steel

Social Studies

world

Social and Emotional Learning

responsibility

Story Words

Words from the literature to explain and use this week

Trade Book

appliances recycling
efficient reduce
electrical reuse
enjoy valuable
nesting
pollution

Big Book

greet snack

Read More About It

sparkled volunteers

Materials

Materials to gather from home and classroom

Morning Meeting

attendance chart
bag
helper chart
letter tiles

Center Time

art supplies
assorted recycled/recyclable items
computer or other digital device
cornmeal or sand
dress-up clothing
food coloring
greeting card(s)
metal bowls of varying sizes

plastic bags, plastic bottles
play dough
potting soil
sand, pebbles, dried corn kernels, dried beans, and/or seeds
shaving cream or other malleable material
wooden, metal, and plastic spoons

Small Groups

chart paper
plastic buckets
plastic cups
small pieces of cardboard

Circle Times

apple slices

aluminum and steel cans
assorted crafting supplies
assorted reusable items
balls (small and bouncing)
beanbags and large plastic hoops
buttons
dried beans or rice
fish nets
masking tape
plastic cups, plastic cones, plastic egg, plastic spoon
plastic toy fish
plates
pom-poms
storage bins and containers

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

Read Along Follow along while listening to the Big Book.

Pretend and Learn

This Is the Way Sing along with the song as you practice zipping, buttoning, snapping, and using hook-and-loop fasteners.

ABC Fun

Sensory Names Use sensory bags to practice writing their names.

Writer's Club

I Take Care of . . . Write about some of the many ways you take care of yourself.

Creativity Station

I Can Show I Care Make a card for a friend or family member.

Math Fun

Numeral Match Recognize the numerals 6–9

STEM

Decorate a Planter Reuse small milk cartons to make a planter. Use recycled art materials to decorate it.

Sand, Water, and More

Shake It! Make and shake to the music.

Monitor Progress



Assessment Guide

Observe

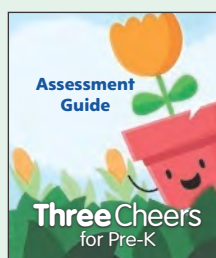
Observational Checklists

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. Administer Progress Monitoring Assessment 2 before the end of Theme 6.

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 include:

Centers

- **Puzzle Place** anecdotal notes about children matching cards in the Making Good Choices Match-ups puzzle
- **Sand, Water, and More** photographs of children making and shaking to the music
- **Build and Play** photographs of and anecdotal notes about children creating a house/play area for a doll/stuffed animal



Welcome to Today

15 minutes

Meet and Greet

- Greet each child by name and with a handshake. Hi, [child's name]. I'm so glad to see you today. I know it's going to be a great day!
- After children have put their belongings away, have them move their pictures on the Mood Meter.



Sing, Rhyme, and Shout

Taking Care Display the card, "We Show That We Care!"

- This song is about ways we can take care of the world. What are some ways that you take care of the world?
- Play the song for children. Have children sing along.
- Sing additional verses using the ideas children had about taking care of the world.



Morning Meeting

- 1 Attendance** Place Alphabet Cards in a random order. Choose a card and ask children if they can name the letter. Have children whose name starts with that letter move their attendance card. Repeat until all children present have moved their cards.
- 2 Helper Chart** If you do not already have an eco-friendly helper assignment, you may want to add one for this week, such as *recycling* monitor or plant keeper. Explain the role of this new helper position to children and the responsibilities that come with it.
- 3 Weather** What is the weather today? What was it yesterday?
- 4 Today's Events** This week we're going to have our Theme Celebration. We're going to invite guests to celebrate with us. Is there anything else special happening today?



Learning Outcomes

The child

- assumes various roles as part of a classroom community.
- assumes responsibilities as part of a classroom community.

What You Need

- Sing, Rhyme, and Shout: "We Show That We Care!"
- Alphabet Cards
- attendance chart, helper chart

Theme Vocabulary

care
recycle

Concept Vocabulary

trash

Academic Vocabulary

responsibility world
celebration

DIFFERENTIATED SUPPORT

ELL

Sing, Rhyme, and Shout Help English language learners demonstrate an understanding of the lyrics by acting them out. KINESTHETIC

Story Time

15 minutes

Learning Outcomes

The child

- uses personal pronouns.
- uses possessive pronouns.
- engages in pre-reading activities.
- engages in reading-related activities.
- uses information learned from books by describing, relating, categorizing, or comparing and contrasting.

What You Need

- Big Book: *This Is the Way*
- Vocabulary Cards: *planet, trash, reuse, garbage, pollution, replace*
- Alphabet Cards *Kk, Ff, Oo*

Taking Care

? **How do we care for ourselves and others?** Have children review ways they care for themselves and how others care for them. Display Vocabulary Cards *planet, trash, reuse, garbage, pollution, and replace*. Discuss the meanings of each word. Provide sample sentences using the words, and have children repeat the sentences with you.



This Is the Way

Display the Big Book *This Is the Way*.

- 1 Remember** Have children engage in pre-reading activities by telling what they remember. *Is there one part in the book that you liked best? Why?*
- 2 Focus** Show children pp. 4–7. *What's happening on these pages?* Have children engage in reading activities by having them read the text aloud with you. Point to each word as you read.
- 3 Respond** *How are the actions on these pages the same?* Help children understand that washing clothes and brushing teeth are both activities that use water.



Water is an important resource, or something we use in nature that is important. Because water is so important, we need to take care not to waste it. That means using less water. How can these children use less water?

Help children brainstorm ways that children can use less water. If children have difficulty providing concrete examples, make suggestions such as turning off the water while they are brushing their teeth.

DIFFERENTIATED SUPPORT

Engage and Extend

Respond Show children a photo of Earth as seen from space.

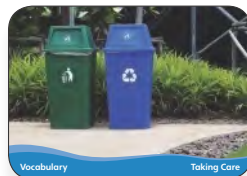
- *What colors do you see? What do you think the green is? What do you think the blue is?*
- Explain that although most of the *planet* is covered with water, only a small amount of that water can be used by people. VISUAL

Literacy Circle

15 minutes

Concept Vocabulary

Introduce Ask: *Why is it important to take care of our world?* Display the vocabulary card *trash*. *Trash* is another word for waste, or things we throw away. Too much *trash* is bad for our world. One of the ways we can help take care of our world is to make less *trash*. Display each of the vocabulary cards for this week (*reuse, garbage, pollution, replace*) and briefly explain how each relates to the question *Why is it important to take care of our world?*



Sentences and Structure

Pronouns Review personal pronouns *I, we, you* and possessive pronouns *my, our, your*.

- Scatter objects such as squares of used paper to represent *trash*. Model picking up a piece of *trash* and throwing it out while you sing a new verse to *This is the Way*.
- *This is the way I pick up my trash, pick up my trash, pick up my trash. This is the way I pick up my trash to take care of the planet.*
- Call on a child and repeat the verse, using *you* and *your* instead of *I* and *my*. Repeat with other children and with the class as a whole.

Alphabet Knowledge

Review Kk, Oo, Ff Tell children that today they are reviewing the letters *Kk, Oo, and Ff*.

- 1 Display the Alphabet Cards for *Kk, Oo, and Ff*. Have children identify each letter and tell what each picture shows.
- 2 Find the uppercase letter that spells the sound /o/. Which lowercase letter matches it?
- 3 Repeat for /k/ and /f/.



Transition

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 fingers
a snap. (snap fingers)

Give your hands
a clap. (clap hands)

And put them in
your lap.

And put them in
your lap. (put hands in lap)

Theme Vocabulary

planet recycle

Concept Vocabulary

trash reuse
garbage pollution
replace

Academic Vocabulary

world



CHECK FOR UNDERSTANDING

IF . . . children have trouble matching pronouns and their corresponding possessive pronouns,

THEN . . . use cardstock to create two-piece puzzles with a pronoun written on one piece and a possessive pronoun written on the other. Have children match the puzzle pieces to help them make connections between pronouns and possessive pronouns.

LET'S GET READY FOR

Center and Small Group Time

60 to 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 for **English Language Development** lessons (p. ELD•214).

Small Group

- **Math: Counting** Tell children you want them to show you how they count numbers. Scatter pieces of cardboard in the center of the circle. *We can recycle cardboard. Pick up 10 pieces of cardboard to bring to the recycling center. Count each piece as you pick it up.* If time allows, display numeral cards and have children pick up and count that number of pieces of cardboard.

▶ **ELL Access**

Use Key Words

Emerging Model for children how to count to 10. *How many pieces of cardboard do we recycle?* Ask children to count with you as you pick up each piece of cardboard. *We recycle 10 pieces of cardboard.*

Developing Ask children to count how many pieces of cardboard we *recycle*. If children skip a number during the count, stop them and ask them to try again.

Expanding Have children answer the question *How many pieces of cardboard do we recycle?* Tell them to count the pieces of cardboard and answer the question in a complete sentence.

Bridging Have children describe how they can tell how many pieces of cardboard they *recycle*.

- **Literacy: Sentences and Structure** Display the Big Book *This Is the Way*. Read the first verse as a sentence. *This is the way we wash our clothes so early in the morning!* Explain that each verse in the book tells one complete idea about how we take care of ourselves. Point out that a complete idea in words is called a sentence, and some sentences are short while others are long. Have students create sentences and monitor their oral language production.

▶ **ELL Access**

Sentences and Structure

Emerging Display p. 10 of *This Is the Way*. Show the picture and say *This is the way we eat our snack.* Explain that these words are a sentence, and have children repeat after you, monitoring their oral language production.

Developing Show children pictures in *This Is the Way* and have them choose one. Read the sentence aloud. Have children repeat the sentence "This is the way we _____ with you."

Expanding Have children identify the action on pp. 6 and 7 of *This Is the Way*. As you read, pause after each sentence and have them echo you. Then have children repeat the sentence. Monitor their oral language production and provide guidance as needed.

Bridging Show children p. 3 of *This Is the Way*. Give them the first line of a new verse and have them create a new sentence that expresses an action children do to care for themselves. Correct oral sentences as needed.

Math Circle

15 minutes

Equal Groups

Tell children today they will learn how to make groups with the same number of objects in them.

1 Engage Ask children to tell about times they shared a snack with friends. *How did you make sure you shared fairly?* Guide children to recognize that one way to share fairly is to make sure everyone has the same amount.

2 Develop Show children a set of four pom-poms. Have children count the pom-poms. *Let's pretend these pom-poms are apples. How can we make sure that two friends can share the apples fairly?*

Have volunteers demonstrate how they would make sure there are the same number of apples in two groups.

3 Practice *This is how I would make sure there is the same number of apples for each friend.* Put one pom-pom in a plastic cup. *That's one apple for me.* Put one pom-pom in the second cup. *That's one apple for you.* Put another pom-pom in the first cup. *That's another apple for me.* Put the last pom-pom in the second cup. *That's another apple for you. Now I can look at the number of apples in each cup. I want to make sure they are the same.* Match the pom-poms one to one. *They have the same number of apples.*

Repeat with other groups of two and four.

Learning Outcomes

The child

- assumes various responsibilities as part of a classroom community.
- uses informal strategies to separate up to 10 items into equal groups.

What You Need

- pom-poms
- plastic cups

Academic Vocabulary

share

same



CHECK FOR UNDERSTANDING

IF . . . children have difficulty ensuring the groups are equal,

THEN . . . have them place the pom-poms in two rows and draw lines between the pom-poms in the first line with the pom-poms in the second line to show one-to-one correspondence.



SEL Snack Time

15 minutes

Responsibilities Have the child assigned to be the snack helper this week help prepare the snack. *This week it is [child's name] responsibility to help me get our snack ready. It is [his/her] helper job. It's important that [he/she] does the job. [Child's name], what are some of the things you need to do as snack helper?* After snack time, have the recycling or trash monitor carry out their tasks and explain what they are *responsible* for.

Science Circle

15 minutes

Learning Outcomes

The child

- assumes various roles and responsibilities as part of a classroom community.
- demonstrates the importance of caring for our environment.
- demonstrates the importance of caring for our planet.
- shows increasing control of tasks that require eye-hand coordination.

What You Need

- aluminum and steel cans
- Vocabulary Cards: *recycle*, *reuse*
- crayons
- balls
- plastic cones
- Big Book: *This Is the Way*

Theme Vocabulary

planet recycle

Concept Vocabulary

trash reuse

Academic Vocabulary

environment aluminum

steel

Outdoor Play

20 minutes

Eye-Hand Coordination Organize children into pairs. Give each pair a ball. Have children stand an arm's length away from each other and gently toss the ball back and forth. Once children have passed the ball five times without dropping it, have them take one step back and repeat. Have children continue tossing the ball twice and taking a step back after successfully catching the ball five times.

We Can Take Care of Our Planet

Have children stand up. Lead them through some gentle stretches before telling them to sit down. Invite them to sing along with you to the melody of "This Is the Way."

We can take care of our planet,
Of our planet, of our planet.
We can take care of our planet every day.

We can recycle paper and glass,
Paper and glass, paper and glass.
We can recycle paper and glass every day.

Our Planet

- 1 Engage** Display Vocabulary Cards *recycle* and *reuse*. Explain to children that there are ways we can protect the environment. **This week we will learn how we can take care of our planet, Earth.** Point to the Vocabulary Cards *recycle* and *reuse*. **We can do this when we recycle and reuse things we might otherwise throw away.** What are some things you recycle and reuse at home?
- 2 Develop** Show children aluminum and steel cans. **We can recycle aluminum and steel cans.** We can place cans in a special recycling bin or container. A truck will pick up the cans in the bin and take them to a recycling center. The cans may be turned into new cans or another object made of aluminum or steel. **We can also reuse this can.** When we reuse, we use something in a new way. We could use this can to hold our crayons. Put crayons in the tin can to demonstrate.

Can you think of another way we can reuse this can? If children need help thinking of other ways to reuse the can, suggest the following: making a toy telephone, making a musical instrument.
- 3 Practice** Have children look around the room for items that can be recycled or reused. Ask each child to show the object they found and explain if they would recycle or reuse the object. If they would reuse the object, have them tell how they would reuse it.

Learn and Play

90 minutes

Let's Move

Bouncing Ball Have children work with partners. Give each pair a bouncing ball.

- Have children bounce the ball to pass it to their partner.
- Have children count how many times they can bounce and catch the ball between them without missing.

Cone Drills Set up an obstacle course of plastic cones. Leave enough space between cones for children to walk around each cone.

- Have children stand at the beginning of the obstacle course. Model how to swerve around the outside of the cones to get to the end of the obstacle course. Have children walk through the course once.
- **Now you are going to walk through the course again, but this time you will be jumping.** Have children jump through the obstacle course. If time allows, have children gallop, run, or hop around the course.

Let's Talk

Responsibilities Observe children throughout the day to make sure they are behaving responsibly and carrying out their assigned helper tasks. Tell children about a time you saw them being responsible today.



Let's Read

This Is My Way Have children flip through *This Is the Way* and choose an image. Ask them if they do the activity the same way the children in the book do. If not, what do they do differently? Have children say the verse while they act out how they do the activity.

This is Our Way Have children stand in a line. Make a new verse of *This Is the Way* with an activity your class does every day. Have children repeat the verse with you as they act it out.



Transitions

Ask children to stand up and stretch before engaging in the following fingerplay.

Clap one!

Ready for fun? (claps one times)

Clap two!

There's lots to do! (claps two times)

Clap three!

Listen to me. (claps three times)

Clap four!

Are you ready for more? (claps four times)

Center Time

30 minutes

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

Rest Time

30 to 45 minutes

Relaxation Some children may have difficulty relaxing and staying focused during rest time. Play instrumental lullabies softly in the background as children clean up from their morning activities and set up their rest areas. Provide instructions in a calm, gentle tone. If children start to fidget, remind them to practice deep breathing or listen to the music to help them focus.



Prepare and Reflect

10 minutes

5x5

Learning Outcomes

The child

- speaks so her speech is understood by other adults in the school.
- demonstrates the importance of caring for our environment.

What You Need

- 5x5 Card: Recycling Fun

Theme Vocabulary

planet recycle

Concept Vocabulary

reuse

Academic Vocabulary

craft project

Transition

Have children stand and move their bodies. Have them complete the following fingerplay to the tune of “Row, Row, Row, Your Boat.”

Yes! Yes! Let’s get ready.

It’s time to celebrate!

Let’s invite all our friends,

It will be so great!

Teacher Note

Have children practice and prepare for the Theme Celebration Day. You can pick and choose from the activities listed here or pick some of children’s other favorite activities.

Recycling Call children’s attention to the containers in the photo. *These containers were once used to hold drinks. What are they being reused for now?*



Display different classroom objects and explain how they can be *recycled* or *reused* in a new way. *I could use the other side of this paper to write my grocery list. I could also make a paper airplane out of this paper. I could use this bowl as a hat. I could use this cup as a pencil holder.* Have children find one object in the classroom they could *reuse* as something else and tell you about it.

Theme Celebration Day

Craft Celebration *How can we show we care for the environment by recycling and reusing?* Listen to all responses. Explain to children that later this week the class will have a Craft Celebration Day in which they will get to *recycle* and *reuse* objects in creative ways. *Every day we’re going to do something to get ready for this party. What are some things we will need in our craft projects?* Help children recognize that they will need cans and bottles to *reuse* and craft supplies. *Save your cans and bottles at home and bring them in to use at our Craft Celebration.*

Getting Ready

Remind children of how they visited other classrooms to ask for items during Week 3. *Today we are going to ask the other classes to save bottles and cans for us to use at our Craft Celebration.* Escort the class around the school to ask for donations. Have a different child or pair of children make the request at each classroom. Assess that children are speaking clearly and that their speech is clearly understood by other teachers as they request donations.

Plan to invite the other classes to the celebration. Have children make invitations to deliver to the classes when they solicit donations. Ask children to identify objects in the classroom that could be *reused* in the invitations, such as pictures from magazines or scraps of construction paper.



Welcome to Today

15 minutes

Meet and Greet

- As each child enters the classroom, greet them by asking *Are you ready to learn today?* Remind children that taking part in class activities is a way to participate.
- By now children should know to move their pictures on the Mood Meter. Gently remind children who forget to move their pictures that this is something they need to do every day.



Sing, Rhyme, and Shout

Taking Care Play the song “We Show That We Care!” for children.

- Have children mime actions for each verse.
- Review the vocabulary word *recycle*. *Recycling is another way we can show we care.* Sing another verse about recycling.



Morning Meeting

- 1 Attendance** Call out a color. Have children who are wearing that color come up to move their attendance card. Continue until all children have moved their card.
- 2 Helper Chart** Review the assigned tasks on the helper chart. Ask each child to name one responsibility of their helper job.
- 3 Question of the Day** *Do you like drinking water or juice best?* 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** *Just a few more days until our Craft Celebration.* Review any other special events your school may be celebrating today. Invite children to share any special events that they may be personally celebrating today.

Learning Outcomes

The child

- assumes various roles as part of a classroom community.
- assumes responsibilities as part of a classroom community.

What You Need

- Sing, Rhyme, and Shout: “We Show That We Care!”
- Vocabulary Card: *recycle*
- attendance chart, helper chart, T-chart

Theme Vocabulary

care recycle

Concept Vocabulary

trash

Academic Vocabulary

responsibility

DIFFERENTIATED SUPPORT

Extra Support

Attendance Some children may not be able to distinguish certain colors. If you have children in your class who are unable to discern some colors, use patterns or designs on clothing to call children to the attendance chart, such as *If you are wearing an animal on your shirt, move your attendance card. If your shirt has stripes, move your attendance card.* VISUAL

Story Time

15 minutes

Learning Outcomes

The child

- uses a wide variety of words to label actions.
- uses a wide variety of words to describe actions.
- typically uses complete sentences of four or more words.
- typically uses complete sentences of grammatical complexity usually with subject, verb, and object order.
- uses subject-verb agreement.
- attempts to use new grammar in speech.

What You Need

- Trade Book: *10 Things I Can Do to Help My World*
- Vocabulary Cards: *trash, reuse, garbage, pollution, replace*
- Alphabet Cards *Ff, Tt, Pp*
- Magnetic Letters: *F, f, T, t, P, p*
- bag

Taking Care

? **Why is it important to take care of our world?** Remind children of the weekly question: *Why is it important to take care of our world?* Review theme vocabulary *planet* and *recycle*. Encourage them to use both words in a sentence of four or more words that answers the weekly question.

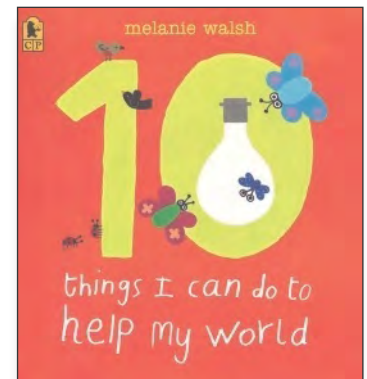


10 Things I Can Do to Help My World

Display the trade book. *Today I am going to read with you 10 Things I Can Do to Help My World.*

1 Introduce Display the book. *This book is about things we can do to help our world. World is another word for planet.*

Before reading, give children time to examine the pictures. After children have looked at all pages, close the book and ask children what they think they will learn in the book.



2 Read Together Read aloud the book. Pause after reading the main text on each page to read the smaller text. Much of the vocabulary in the smaller text may be unfamiliar to children. Take time to define and talk about words such as *efficient, valuable, nesting, reduce, electrical, appliance, pollution*. For example, explain that something *valuable* is useful and important to others.

3 Connect *What can you do to help the world?* Give children examples if needed, such as turning off water when washing their hands. Tell children they must answer in a complete sentence of four words. Point out the sentence structure of the book as a model for answering. Explain that the kinds of words we use and the way we put sentences together is called grammar. Point out that the sentences they have been creating often times have a word about who is doing something, a word about an action, and other words that add information or describe something. Say: *Sofia plays soccer. Sofia plays soccer on Saturdays. Sofia plays soccer in the park on Saturdays.*

As children begin to use new grammar in their sentences, provide sentence frames to help them use new grammar in their speech.



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

3-Year Olds

Connect Some younger children may have difficulty coming up with things to do to help the world. Ask simple questions. *Can you turn the water off when you brush your teeth? Can you reuse a water bottle?*

Literacy Circle

15 minutes

Concept Vocabulary

Develop Display the Vocabulary Card *trash*. Read the word and have children repeat after you. **How does having less trash help the world?** Repeat for the remaining vocabulary cards and have children talk about how each word relates to the question: *Why is it important to take care of our world?*



Alphabet Knowledge

Review Display the Alphabet Cards *Ff*, *Tt*, and *Pp*. Have children name each letter.

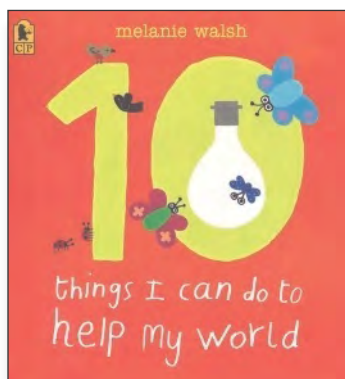
- Place Magnetic Letters *F*, *f*, *T*, *t*, *P*, and *p* in a bag. Have children reach into the bag and pull out a letter, name the letter, and say the sound the letter spells.



Vocabulary

Vocabulary Display the trade book *10 Things I Can Do to Help My World*.

- Words have different purposes. Some words name, or label, and describe things we do. Those are action words.
- Open the book to p. 2. Read the page. The word *turn* is an action word. It describes, or tells, what we do to the lights.
- Page through the book and guide children to identify and label the actions being described. **What are some action words that describe how we can help the world?** Have children use the words in a sentence.



Transition

Have children stand up. Have them follow directions.

I can jump!	(Children jump.)
I can run!	(Children run in place.)
I can touch my toes!	(Children touch their toes.)
I can sit down!	(Children sit down.)
I can put my hands in my lap!	(Children put hands in their laps.)
I can listen!	(Children cup their ears.)

Theme Vocabulary

care

Academic Vocabulary

world

efficient

valuable

✓ CHECK FOR UNDERSTANDING

IF . . . children have difficulty thinking of action words,

THEN . . . create a word wall with action words and add words children encounter that describe things we do. Review the words as children add new vocabulary.

Sentences and Structure

Sentence Structure Help children use subject-verb agreement in sentences. Turn to p. 8. Read the sentence: "I always throw my trash away." Have children identify the action word in the sentence. Then repeat the sentence, this time putting in names of children, such as **Sally always throws her trash away** and **Mark and Kevin always throw their trash away**. Have children practice by completing the sentence frames with the correct form of the verb *recycle*. *I _____ cans. Beth _____ cans. Carl _____ cans. Joe and Mike _____ cans.*

LET'S GET READY FOR

Center and Small Group Time

60 to 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 for **English Language Development** lessons (p. ELD•214).

Small Group

- **Math: Equal Groups** Give children four snap cubes and two plastic cups. Ask children to count the snap cubes. **How can we make two groups of cubes? Each group needs to have the same number of cubes in it.** Have children put the cubes into two groups and then call on volunteers to explain how they know each group has the same number.

▶ **ELL Access**

Share Information

Emerging Have children observe as you break apart two connected snap cubes. **Watch as I share these cubes. Do these groups have the same number of cubes?** Have children give a thumbs up sign if the groups are the same.

Developing Give children four number cubes. Have them share the cubes into two groups. When they are sure the groups are the same, have them complete the following sentence frames: *There are _____ groups. There are _____ cubes in each group.*

Expanding Give children four number cubes. Have them tell how to put the cubes into two groups with the same number of cubes in each group.

Bridging Have children explain to a partner how to check if two groups of cubes have the same number.

- **Literacy: Vocabulary** Display pp. 6 and 7 of *10 Things I Can Do to Help My World*. Review the action phrase *turn off*. Ask children to recall what else the narrator turned off. **What are some other things we can turn off?** Children should realize that other electrical devices, appliances, or sources of running water can be turned off. Then turn to p. 26 and ask children what are some other things they can *reuse*.

▶ **ELL Access**

Vocabulary

Emerging Help children understand the phrase *turn off* and its counterpart *turn on* by turning off and on the light. When you turn off the light, have children repeat “turn off” after you. Then turn on the lights and have them repeat “turn on.”

Developing Have children use sentence frames to answer the question: What are some other things we *reuse*? *I reuse _____.*

Expanding Turn again through the pages of *10 Things I Can Do to Help My World*. Have children identify another action word and use it in a sentence of their own.

Bridging Have children choose an object they can *reuse*. Have them use complete sentences to describe how they *reuse* the object.

Math Circle

15 minutes

Equal Groups

Tell children today they will learn how to make groups with the same number of objects in it.

1 Engage Ask two volunteers to each hold a plastic cup. *I have some pom-poms. How can I share them fairly?*

2 Develop Show a set of six pom-poms. Have children count the pom-poms. *Let's share them fairly between the two cups.*

This is how I would make sure there is the same number of pom-poms in each cup. Put one pom-pom in the first cup. Put one pom-pom in the second cup. Keep putting pom-poms into alternate cups until there are no pom-poms left. Now I can compare the pom-poms in each cup to make sure they are the same amount. Help volunteers match the pom-poms one to one. There are the same number of pom-poms in each cup. I can also say they are equal. Equal means the same.

3 Practice Give pairs of children sets of six buttons and have them practice separating the sets into two equal groups.

Learning Outcome

The child

- uses informal strategies to separate up to 10 items into equal groups.

What You Need

- pom-poms
- buttons
- plastic cups

Academic Vocabulary

share

same

equal



CHECK FOR UNDERSTANDING

IF . . . children have difficulty ensuring the groups are equal using cups,

THEN . . . have them place the pom-poms on a piece of paper with two circles on it. It may be easier for children to see if one circle has more pom-poms on a flat surface than inside a cup.



Snack Time

15 minutes

Responsibilities After children are seated and eating their snacks, remind them how the snack helper told them all about his or her responsibilities yesterday. *Being the snack helper is an important job. Another important job in our classroom is line leader.* Have the child assigned to be the line leader explain what his or her responsibilities are. *This week it is [child's name] responsibility to be line leader. It is [his/her] helper job. [Child's name], what are some of the things you need to do as line leader?*



Science Circle

15 minutes

Learning Outcomes

The child

- uses a wide variety of words to label actions.
- uses a wide variety of words to describe actions.
- typically uses complete sentences of grammatical complexity usually with subject, verb, object order.
- demonstrates the importance of caring for our environment.
- demonstrates the importance of caring for our planet.

What You Need

- water table, plastic buckets, plastic toy fish, fish nets
- beanbags and large plastic hoops
- SEL Card: *responsible*
- Trade Book: *10 Things I Can Do to Help My World*

Concept Vocabulary

reuse

Outdoor Play

20 minutes

Go Fishing Set up a water table. Float toy fish of various sizes in the water. Set plastic buckets next to the water table.

Give children fish nets and tell them they have 2 minutes to “catch” as many fish as they can. Count the number of fish each child catches before “releasing” the fish back into the water for the next child to complete the activity.

We Can Take Care of Our Planet

Have children stand up and invite them to sing a new verse to the “We Can Take Care of Our Planet” song from yesterday.

We can take care of our planet,
Of our planet, of our planet.
We can take care of our planet every day.

We'll recycle lots of things,
Lots of things, lots of things.
We'll recycle lots of things every day.

Our Planet

- 1 Engage** Hold up a piece of paper with writing on one side. *I wrote this list yesterday. I don't need this list anymore. Should I throw out this piece of paper? What do you think?* Children may suggest that you *recycle* or *reuse* the paper.
- 2 Develop** *That's a good idea. I could recycle the paper and then it might become something new. But I could also reuse the paper. How can I reuse the paper?* Children should suggest that you can tear away the section of the paper with writing on it or use the other side of the paper. I can draw a picture on the clean side of the paper. Demonstrate how you can write on the other side by drawing a smiley face. I can make art from the paper. Then fold the paper into a simple origami shape.
- 3 Practice** Set up a recycling bin with lots of paper, cardboard boxes, and cleaned-out plastic bottles and metal cans. (Make sure there are no sharp edges on the metal cans.) Have children go through the recycle bin and choose one object. Have them tell how they could *reuse* the object.

Learn and Play

90 minutes

Let's Move

Beanbag Toss Organize the class into pairs. Give each pair three beanbags and a large plastic hoop.

- Each pair places their hoop on the ground. One partner—the retriever—stays with the hoop while the other partner—the tosser—stands 8 steps away from it.
- The tosser tries to toss each beanbag into the hoop. The retriever picks up the beanbags and becomes the tosser.



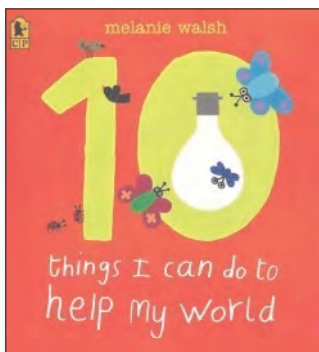
Let's Talk

Responsibilities Display the SEL Card *responsible*. Ask children to describe what the card shows. **We all have important things to do in our classroom. We all have responsibilities. Keeping the classroom clean is one. What would happen if no one cleaned up?** Have children talk about the consequences of not taking care of the classroom.



Let's Read

Sentence Structure Open to p. 8 in *10 Things I Can Do to Help My World*. Read the words. Ask children if the sentence makes sense. **What is missing?** Finish reading the sentence on p. 10. Help children recognize that sentences have a who or what, and they tell what that who or what does. Give children starting phrases like those in the book (*I remember, I try, I always*), and have children use them to tell how they take care of the planet.



Vocabulary There are three action words we use when we talk about taking care of the planet. They are *recycle, reuse, and reduce*. Sometimes we call them the 3 Rs. Have children tell what *recycle* and *reuse* mean. Explain that when we *reduce* we use less. Review the book with children and have them identify which of the ten actions are reusing, which are reducing, and which are recycling.

Transition

Have children stand up and stretch. Ask them to participate in the fingerplay.

- | | |
|---------------------|------------------|
| Pat your nose. | (pats nose) |
| Stand on your toes. | (stands on toes) |
| Stamp your feet. | (stamps feet) |
| Have a seat! | (sits down) |

Center Time

30 minutes

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

Rest Time

30 to 45 minutes

Breathing Techniques Once children are settled on their mats, guide them through deep breathing exercises. **Inhale.** Have children inhale deeply as you softly count to 5. **Exhale.** Have children exhale slowly as you count to 5 softly. Repeat as needed until children are relaxed enough to rest. Encourage them to count on their own mentally as they breathe.

DIFFERENTIATED SUPPORT

ELL

Complete Sentences If English language learners are having difficulty forming complete sentences, help by asking them questions. For example, if a child says, "I turn off," ask **What do you turn off?** Then model how to use their answer in their sentence: I turn off the light. AUDITORY

Prepare and Reflect

10 minutes

5x5

Blend Onset and Rime Call children’s attention to the containers in the photo. *I could turn an old bottle into a pot.* Help children blend the onset and rime in *pot*: /p/, /ot/, *pot*. *I could also turn an old can into a pot.* Have children blend the onset and rime in *can*.



Learning Outcomes

The child

- demonstrates the importance of caring for our environment.
- demonstrates the importance of caring for our planet.

What You Need

- 5x5 Card: Recycling Fun

Academic Vocabulary

craft project
remind

Transition

Have children stand and move their bodies. Have them complete the following fingerplay to the tune of “If You’re Happy and You Know It.”

Before we have a party we get ready.

We get ready.

Before we have a party we get ready.

We get ready.

Let’s invite all our friends and decorate the room.

Before we have a party, we get ready!

Teacher Note

Have children suggest other preparations that might be needed for the Theme Celebration Day. You may wish to have children carry out their ideas in addition to the suggestions on this page.

Theme Celebration Day

Remind children that in a few days they will be having their Craft Celebration. *One of the things we will do is remind our guests about the importance of taking care of the environment and our planet. We will show how to take care of the environment by reusing materials in a craft project.* Have children think about other supplies that may be needed for a craft project. Assign children partners. *You will be working with your partner to get ready for our Theme Celebration Day.* Give each pair a piece of paper showing images of common craft supplies: glue sticks, craft sticks, paint, markers. Tell children to go on a scavenger hunt around the classroom looking for those items. Tell them to only get the color paint or marker shown on their paper.

Set aside a table or another area of your classroom for Theme Celebration Day preparations. Children can place the items they find in that area.

Getting Ready

Tell children they are going to follow up with the other classes to see if they have any recyclables ready for you. *Remember to speak slowly and clearly so others can understand what you are asking. Remind the classes that we will be collecting materials all week.* Have children take the initiative at each classroom, asking the teacher if there are any recyclable materials ready to be picked up. You may want to bring a wagon to collect materials. Remind children to say “Thank you” to classes that donate materials.



Story Time

15 minutes

Learning Outcomes

The child

- uses a wide variety of words to label actions.
- uses a wide variety of words to describe actions.
- typically uses complete sentences of four or more words.
- typically uses complete sentences of grammatical complexity usually with subject, verb, and object order.
- uses subject-verb agreement.
- attempts to use new grammar in speech.

What You Need

- Trade Book: *10 Things I Can Do to Help My World*
- Talk More About It Card: *10 Things I Can Do to Help My World*
- Vocabulary Cards: *trash, reuse, garbage, pollution, replace*

DIFFERENTIATED SUPPORT

ELL

Subject-Verb Agreement As English learners attempt to use new grammar, they may have some difficulty with subject-verb agreement. If this happens, reword their responses and have them repeat after you. Model several sentences with singular subjects and plural subjects to show proper subject-verb agreement.

AUDITORY

Taking Care

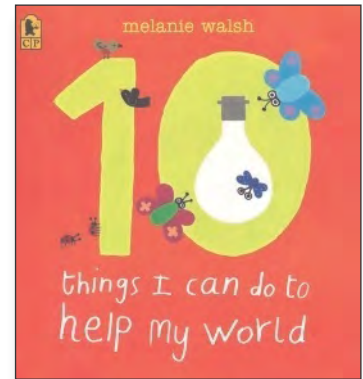
? **Why is it important to take care of our world?** Remind children of the weekly question. *This week we are exploring how we can take care of our planet. We've already talked about recycling and reusing. We've talked a little about reducing how much we use.* Ask children to offer additional responses to the weekly question.



10 Things I Can Do to Help My World

Display the trade book *10 Things I Can Do to Help My World*.

- 1 Remember** Do you remember the 10 things the narrator does to help the world? Allow children time to respond. Count and record the responses to see how many things children can remember. If children can list 10 things, say: *Great job! You listed 10 things that can be done to help the planet.*



If children cannot list 10 things, say: *You remembered [insert number]. That's great! Let's reread this book to remember all 10 things we can do to help the world.*

- 2 Reread** Read through the book again. Read the beginning of each sentence, and before you turn the page, ask children to remember what happens next.
- 3 Retell** Display the Talk More About It Card and ask children to describe what is happening in each picture in their own complete sentences. *How can this help our planet?* Guide children to respond in complete sentences. Sentences should model those in the book and be at least four words long and show grammatical complexity of subject, verb, and object order. Sentences should use new grammar structures, including subject-verb agreement. Correct children's grammar and subject-verb agreement as needed.

Literacy Circle

15 minutes

Concept Vocabulary

Practice Display the Concept Vocabulary cards. Have children read along as you say each word aloud (*trash, garbage, replace, reuse, pollution*).

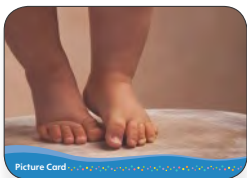
Which words are action words? Which are not?

Have children sort the vocabulary words into two groups: those that describe an action and those that do not.



Alphabet Knowledge

Review Assemble sets of Picture Cards that begin with letters children have learned. In each set, two words should start with the same letter and the third should not. Do not show vowels with consonants together.



- What words do these pictures show? Which start with the same letter sound? What letter spells that sound?

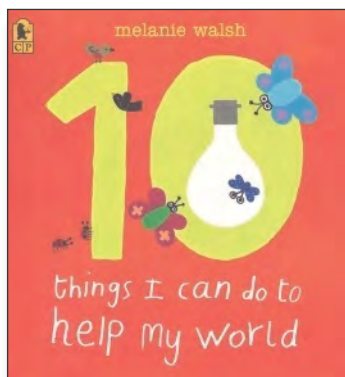
Vocabulary

Vocabulary Remind children that action words describe things people do.

- Have volunteers stand up and perform an action. Provide suggestions to children as needed, such as touching their nose or clapping their hands. Have children label or name the action as they perform it.
- Have other children in the group say a complete sentence to describe the action. Remind them to include the person and the action in their sentences. Correct any errors as children attempt to use new grammar in their speech.

Sentences and Structure

Subject-Verb Agreement Review the planet-friendly behaviors described in *10 Things I Can Do to Help My World*. **Do you do this too?** Use the action in sentences to help model correct subject-verb agreement. For example: **I plant seeds. Cara plants seeds. Jordan and Mike plant seeds.** Have children repeat after you before telling their own sentences with subject-verb agreement.



Transition

Ask children to stand and complete the following finger play with you. Repeat this verse for each child in the class until they are all seated. This is sung to the tune “Are You Sleeping?”

Where is [name]?

Where is [name]? (“Here I am!
Here I am!”)

How are you today,
[name]? (“Very well, I
thank you!”)

Sit on down.

Sit on down. (Child sits.)

Theme Vocabulary

planet recycle

Concept Vocabulary

trash reuse
garbage pollution
replace

Academic Vocabulary

reduce



CHECK FOR UNDERSTANDING

IF . . . children have trouble identifying action words,

THEN . . . explain that action words often involve movement. They do not describe people. Rather they describe things people do.

LET'S GET READY FOR

Center and Small Group Time

60 to 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 for **English Language Development** lessons (p. ELD•214).

Small Group

- **Math: Equal Groups** Give children six snap cubes and two plastic cups. Ask children to count the cubes. *How can we share the cubes into two groups? How can we make sure the groups have an equal number of cubes?* Have children put the cubes into two groups and then call on volunteers to explain how they know each group has the same number.

► **ELL Access**

Academic Vocabulary

Emerging Have children observe as you break a group of six snap cubes into two equal groups of three. *Are these groups equal?* Have children give a thumbs up if the groups are equal and a thumbs down if the groups are not. Repeat for a group of five cubes.

Developing Give children six snap cubes. Have them separate the cubes into two equal groups. Have children point to each group and tell how many are in the group. Have them repeat this sentence after you: *These groups are equal.*

Expanding Have children separate a group of six snap cubes into two groups and explain to a partner how they know the groups are equal.

Bridging Have children explain to a partner how they can share six oranges so they each get an equal group of oranges.

- **Literacy: Sentences and Structure** Use the Big Book *This Is the Way*. Have children brainstorm a new verse about taking care of the *planet*. List their ideas on chart paper. Choose one way from the list and ask children to tell sentences that include people and actions. Write down the sentences as children say them. Read back the sentences and ask children if they want to make any edits to the sentence. Guide children to expand their ideas and to use new grammar as they say their sentences. Then, help them revise their sentences if needed by modeling correct grammar and usage.

► **ELL Access**

Sentences and Structure

Emerging Model sentences to demonstrate subject-verb agreement. Have children repeat after you. *I pick up the trash. You pick up the trash. Kevin picks up the trash.*

Developing Have children complete the sentence frame with a verb that agrees with the subject. *Claire _____ the television. I _____ the television. Fiona and Zoe _____ the television.*

Expanding Ask children to correct the sentences: *I recycles cans. We recycles paper.*

Bridging Have children tell sentences about doing activities themselves to take care of the planet. Help them check for correct subject-verb agreement. Ask them to repeat the sentence, this time with a plural subject.

Math Circle

15 minutes

Equal Groups

Tell children today they will learn how to make groups with an equal number of objects in each group.

- 1 **Engage** Ask two volunteers to come to the front of the room. Show eight cubes. *I am going to share these cubes fairly.* Give one cube to one child and a connected train of seven cubes to the other. *Do they have the same amount? Are the groups of cubes equal or not equal?*
- 2 **Develop** Place a connected train of eight snap cubes on a flat surface. Have children count the cubes. *How can we make two equal groups of cubes?*

This is how I would make sure there is the same number of cubes in each group. Pull one cube off the train of cubes and set it below the train, making sure to line it up with the first cube. *These do not look like they are the same length. I do not think they have the same number of cubes.* Pull another cube off of the connected train and attach it to the single cube, beginning a second connected train. *This is still not the same length. They are not equal.* Repeat with the third cube. *This looks like it is almost the same length. What can we do to make them the same length?* Repeat with a fourth cube. *Now these are the same length. Now the groups are equal.* Ask a volunteer to tell how many cubes are in each group.
- 3 **Practice** Give pairs of children sets of eight cubes and have them separate the cubes into two equal groups. Repeat by giving children 9 cubes. *Can you make two equal groups with 9 cubes?* Allow time for children to create a train of 5 and a train of 4. *No! The groups are not equal.*



Learning Outcomes

The child

- uses subject-verb agreement.
- uses informal strategies to separate up to 10 items into equal groups.

What You Need

- Snap Cubes

Academic Vocabulary

share	same
equal	not equal
length	



CHECK FOR UNDERSTANDING

IF . . . children have difficulty determining if the trains of cubes are the same,

THEN . . . have them place the cubes on a piece of paper, lining the ends up with the paper edge. Then have them draw lines to show one-to-one correspondence between the two cube trains.



Snack Time

15 minutes

Responsibilities After children are seated and eating their snacks, remind them how the line leader told them all about his or her responsibilities yesterday. Choose another class helper to tell about their responsibilities today. Encourage children who have not yet held this helper job to ask questions.

Science Circle

15 minutes

Learning Outcomes

The child

- demonstrates the importance of caring for our environment.
- demonstrates the importance of caring for our planet.
- shows increasing control of tasks that require eye-hand coordination.

Theme Vocabulary

care planet

recycle

Concept Vocabulary

reuse

What You Need

- bouncing ball
- sidewalk chalk in various colors
- Trade Book: *10 Things I Can Do to Help My World*
- Vocabulary Card: *reuse*

Outdoor Play

20 minutes

Bouncing Ball Draw a large circle using sidewalk chalk. Draw multiple rings, using different colors for each ring. Children will stand around the circle. Have them bounce the ball into the center circle.

We Can Take Care of Our Planet

Have children stand up and invite them to sing a new verse to the “We Can Take Care of Our Planet” song from yesterday.

We can take care of our planet,
Of our planet, of our planet.
We can take care of our planet every day.

We pick up trash and throw it away,
Throw it away, throw it away.

We pick up trash and throw it away every day.

Our Planet

- 1 Engage** Display the Picture Cards *recycle*, *reuse*. *What are two ways we can care for our planet? recycle and reuse. There is another way we can help protect our planet. We can reduce.*
- 2 Develop** Lead children to the classroom sink. *I need to wash my hands.* Wash your hands, using proper hand-washing technique and leaving the water running the entire time. *I used a lot of water while washing my hands. How could I use less water?* Have children suggest ways to reduce the amount of water being used while you wash your hands. Then, wash your hands again, this time turning off the water while you lather your hands. After you are done, return to the circle with children.
- 3 Practice** *What are some other things we can reduce our use of? How can we reduce our use of these things?* Listen to all suggestions. Prompt more complete answers by asking questions, such as *How can that help our planet?* If children need help thinking of ideas, let them look through *10 Things I Can Do to Help My World*.

Learn and Play

90 minutes

Let's Move

Bounce to Four Have children form groups of four. Give each group a large rubber ball to bounce.

- Have the children in each group stand as if they were at the four corners of a square. The first child bounces the ball one time, then passes the ball to another child.
- The second child bounces the ball two times, then passes it. The third child bounces the ball three times, and so on. After the fourth child, a new child restarts the pattern.

Relay Ball Have children sit in a large circle.

- Roll a ball to one child and say, *I roll the ball to [child's name]. [He/she] rolls the ball to [second child's name].*
- The child catches the ball and rolls the ball to the second child, while saying, *I roll the ball to [second child's name]. [He/she] rolls the ball to [third child's name].* Repeat until all children have had a chance to roll the ball.



Let's Talk

Responsibilities Observe children's behavior as you circulate, looking for examples of children behaving kindly to others.

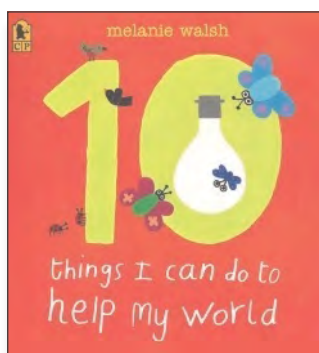
- Every member of our class has a responsibility to be kind to others. I noticed that many of you were being very kind today. Share specific examples of times you observed children being particularly kind. Ask children to share their own observations of classmates being kind. *Why is it important that we behave kindly?*

Let's Read

Sentence Structure Review the ideas in *10 Things I Can Do to Help My World*. Then have children suggest other ways they can help their world.

Vocabulary Display Vocabulary Card *reuse*. Read the word and have children repeat it after you. *What does reuse mean? What are some things you can reuse? How can you reuse them? How does this help the world?*

If children have trouble thinking of ways to *reuse* objects, focus on containers and all of the things that can be kept in them.



Transition

Assess children's eye-hand coordination by leading 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 nose a tap. (taps nose)

Give your knees a pat. (pats knees)

Give your hands a clap. (claps hands)

Then snap, snap, snap. (snaps fingers
three times)

Center Time

30 minutes

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

Rest Time

30 to 45 minutes

Relaxing Have children lie on their rest mats. Turn off the lights and play soft instrumental music in the background. Explain that relaxing their bodies will help them rest easier. Speaking in a soft voice, tell children to relax individual body parts until they are able to rest. *Relax the muscles in your feet. Now relax the muscles in your legs. Relax your stomach.*

Prepare and Reflect

10 minutes

5x5

Count Point to the *recycled* containers shown in the picture. *These have been turned into a space for growing plants.* How many planting pots are there? Point to each pot as you count it. Have children count with you.



Learning Outcomes

The child

- demonstrates the importance of caring for our environment.
- demonstrates the importance of caring for our planet.

What You Need

- 5x5 Card: Recycling Fun
- Trade Book: *10 Things I Can Do to Help My World*

Transition

Have children sing along to the tune of “If You’re Happy and You Know It.”

When I am responsible, I feel proud.

When I am responsible, I feel proud.

When I do my tasks and roles, I know I am responsible.

When I am responsible, I feel proud.

Teacher Note

Have children practice and prepare for the Theme Day Celebration. You can pick and choose from the activities here or include some of children’s other favorite activities.

DIFFERENTIATED SUPPORT

ELL

Getting Ready Some English language learners may feel uncomfortable soliciting donations from other classrooms. Pair these children with English proficient children to request donations. Encourage role-playing how to initiate a request for donations from another teacher. AUDITORY



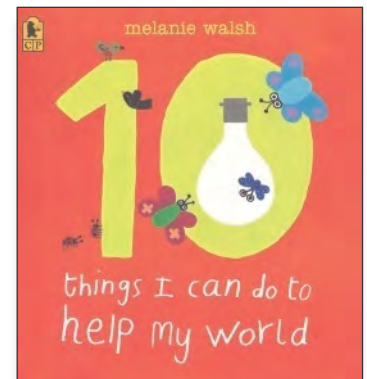
Theme Celebration Day

Remind children that they have invited guests to the Craft Celebration Day. *We’re going to have a lot of activities for our guests. We’re going to read to them and talk about how we can take care of our world. We will use recycled materials to make art. We’re going to sing songs. Today we’re going to continue to get ready for our celebration.*



Getting Ready

Read Aloud Tell children that they will be reading the book *10 Things I Can Do to Help My World* during the Craft Celebration. Reread the book once. Then reread it again, this time encouraging children to complete the sentences on each page.



Getting Donations Take children around the school again to ask the other classrooms if they have any donations. Remind children to thank the classes for the donations. You may wish to bring a wagon to carry donations back to your classroom.

As children are soliciting and collecting donations, have them follow up with the other classes to see if they will be attending the Craft Celebration Day.



Welcome to Today

15 minutes

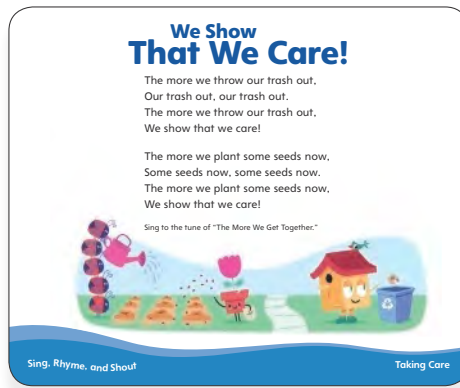
Meet and Greet

- As each child enters the room, greet them by name and tell them something about them that you like. *Hi, [child's name]. I really like the way you always come to school with a smile.*
- Remind children to move their cards on the Mood Meter after they put their belongings away.

SEL Sing, Rhyme, and Shout

Taking Care Have children sing “We Show That We Care!” along with you. Display Vocabulary Cards *planet* and *recycle*.

- *What else can we do to show we care about our planet?*
- Personalize another verse of the song about *recycling*.



Learning Outcomes

The child

- assumes various roles as part of a classroom community.
- assumes responsibilities as part of a classroom community.

What You Need

- Sing, Rhyme, and Shout: “We Show That We Care!”
- Vocabulary Card: *planet*, *recycle*
- attendance chart, helper chart, T-chart

Theme Vocabulary

planet recycle
care

Morning Meeting

- Attendance** Use alphabetical order to have children record their attendance.
- Helper Chart** Review helper roles and responsibilities for the week. If you added environmentally minded helper tasks for the week, ask children if you think they should be permanent class helper jobs. If additional helpers are needed for the Craft Celebration, assign them now and talk about their role and responsibilities.
- Question of the Day** *Would you rather use a big box to make a house or a car?* 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.
- Today's Events** *Tomorrow is our Theme Celebration Day. We will spend part of today getting ready.* Tell children about any other special classroom or school events.



DIFFERENTIATED SUPPORT

Engage and Extend

Helper Chart If children agree that there needs to be an environmentally minded helper job added to the class helper jobs, ask them what some of the responsibilities of that job should be. Encourage children to describe the responsibilities in complete, four-word sentences with subject-verb agreement. Write down children's sentences so they can be referred to at a later time. AUDITORY

Story Time

15 minutes

Learning Outcomes

The child

- uses subject-verb agreement.
- separates a normally spoken four-word sentence into individual words.
- uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
- demonstrates the importance of caring for our environment.
- demonstrates the importance of caring for our planet.

What You Need

- Read More About It Book: “Caleb Cleans Up”
- Vocabulary Cards: *trash*, *reuse*, *garbage*, *pollution*, *replace*
- Magnetic Letters

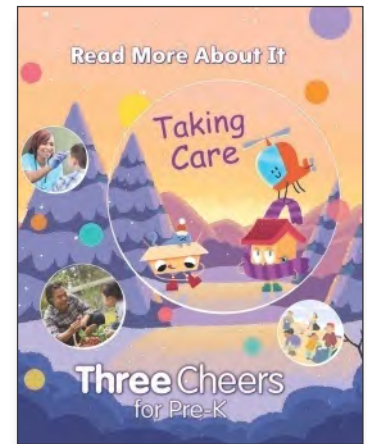
Taking Care

? **Why is it important to take care of our world?** Have children think about the reasons they take care of themselves and others and why others take care of them. Help them make the connection that just as they take care to grow strong and be healthy, we need to take care of our *planet* so that it stays healthy.



“Caleb Cleans Up”

Display the Read More About It Book. Tell children today you are going to read about a boy who decides to help the *planet*.



- 1 Introduce** Display the pages of the story “Caleb Cleans Up.” Ask children to point out details they notice in the images. Ask: *What do you think is happening? How do you know?*
- 2 Read Together** Read the story “Caleb Cleans Up.” After you read p. 10, ask children to point to the *trash* on the beach. *What trash do you see? Is there a way Caleb and Aunt Molly can fix this problem?* When you have finished reading, ask children whether the details in the text matched what they thought would happen.
- 3 Connect** Have children relate the events in “Caleb Cleans Up” with their personal experiences. *Do you have a favorite park or beach to go to? Whom do you go with? How would you feel if you saw trash left on the ground there?*

Some children may have taken part in clean-up events around school or the community. Ask children about those events. *Have you ever cleaned up trash in a park or on a beach? Why did you do that?*

Give children time to share experiences they may have had with community clean-up efforts. *How did you feel about helping to take care of our world?*

DIFFERENTIATED SUPPORT

Engage and Extend

Connect If children are interested, suggest that your class have a clean-up day at your school. They can make sure there is no *trash* lying around the playground and that there are ample recycling bins throughout the school. TACTILE / KINESTHETIC

Literacy Circle

15 minutes

Concept Vocabulary

Review Remind children of the weekly question: *Why is it important to take care of our world?* Hold up two cards and give children clues for one of the words (*trash, reuse, garbage, pollution, replace*). For example: Display Vocabulary Cards *pollution* and *trash*. *These are things like cups and straws that are left lying on the ground.* Have children identify the word. Repeat until each word has been used at least once.

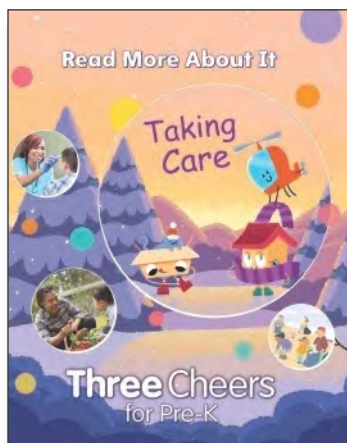


Alphabet Knowledge

Review Display magnetic letters for the letters children have learned up to this point. Point to each letter and have children say the letter name. Give each child a letter and have children look around the room or in books you provide for a printed word that starts with the same letter. Have children name their letter for the class and show the word they found.

Print Concepts

One-to-One Correspondence Turn to p. 11 in the story “Caleb Cleans Up.” Read aloud the sentence *They picked up trash.* Have children hold up a finger for each word said. Repeat for other four-word sentences, such as *She recycles cardboard boxes* and *Mark reuses metal cans.*



Sentences and Structure

Sentence Structure Show children images in the story “Caleb Cleans Up” and have them say sentences describing the action in the picture, such as *Caleb picks up trash* and *Caleb and Aunt Molly make signs*. *We can also clean up our planet.* Give children sentence frames and have them fill in action words that agree with the subject. If children have difficulty with subject-verb agreement, model the proper agreement. *I _____ plastic bottles. Luis and Matteo _____ metal cans. The children _____ trash.*



Transition

Have children stand and stretch. Encourage them to wiggle or move before asking them to do the fingerplay.

Give your chin a tap. (tap chin)
 Give your fingers
 a snap. (snap fingers)
 Give your feet
 a stamp. (stamp foot)
 Sit and put your
 hands in your lap. (sit with hands
 in lap)

Concept Vocabulary

trash	reuse
garbage	pollution
replace	



CHECK FOR UNDERSTANDING

IF . . . children have difficulty finding a printed word that starts with the letter assigned,

THEN . . . have them carry the magnetic letter with them as they search. Tell them to search books to find a word that starts with a letter that looks like the magnetic letter.

LET'S GET READY FOR

Center and Small Group Time

60 to 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 for **English Language Development** lessons (p. ELD•214).

Small Group

- **Math: Equal Groups** Give children eight connected cubes. Ask children to count the number of cubes. *How can we put the cubes into two groups? How can we make sure the groups have an equal number of cubes?* Have children put the cubes into two groups and then call on volunteers to explain how they know each group has the same number.

▶ **ELL Access**

Internalize Vocabulary

Emerging Have children observe as you break a group of eight number cubes into two equal groups of four. *Are these groups equal?* Repeat for two groups that are not equal.

Developing Give children eight number cubes. Have them separate the cubes into two equal groups. When they are sure the groups are equal, have them complete the following sentence frames:
I made _____ groups. They are _____.

Expanding Have children explain to a partner how they can check to see if two groups are equal.

Bridging Have children explain to a partner how they can separate a group of eight cubes into two equal groups using their own words.

- **Literacy: Print Concepts** Remind children that words have meaning and that words together in a sentence tell the ideas or events authors want us to understand. Explain also that words are separated by spaces. Model identifying each word in a sentence from the the Read More About It Book by moving your finger under each word as you read the sentence aloud. Then have children practice moving their fingers under words in sentences as you read aloud.

▶ **ELL Access**

Print Concepts

Emerging Say this sentence: *We can recycle paper.* Have children clap with you as you say each word.

Developing Say this sentence: *We compost banana peels.* Have children clap each time a new word is said.

Expanding Give children a sentence: *We can reuse a can as a pencil holder.* Have them repeat the sentence and clap with each individual word said.

Bridging Have children take turns saying sentences to a partner. One child should hold up a finger for each word in the partner's sentence and then count the number of words. Then partners switch roles.

Math Circle

15 minutes

Equal Groups

Tell children today they will learn how to make groups with an equal number of objects in each group.

- Engage** Ask two volunteers to come to the front of the room. Show 10 cubes. *I am going to share these cubes fairly.* Give 2 cubes to one child and a connected train of 8 to the other. *Did I share fairly? Are the groups of cubes equal or not equal? How do you know?*
- Develop** Place a connected train of 10 connected number cubes on its end on a flat surface. Have children count the cubes. *Let's make two equal groups of cubes!*
- Practice** Give pairs of children sets of 10 cubes and have them separate the cubes into two equal groups. Repeat by having pairs switch their set of 10 cubes with another group. *Can you make two equal groups with these 10 cubes?*

Let's work on this one cube at a time. Pull one cube off the cube train and set it directly next to the train. *These two groups are not the same height. So, the groups are definitely not equal.* Pull another cube off of the connected train and attach it to the single cube, beginning a second connected train. *Are the groups equal yet? No!* Repeat with the third and fourth cube. *We are getting close. These groups are almost the same height. What can we do to make them the same height?* Repeat with a fifth cube. *Now we have it! These groups are equal.* Ask a volunteer to tell how many cubes are in each group.



Learning Outcomes

The child

- uses informal strategies to separate up to 10 items into equal groups.

What You Need

- Snap Cubes

Academic Vocabulary

share	not equal
same	height
equal	



CHECK FOR UNDERSTANDING

IF . . . children need additional practice in making two equal groups,

THEN . . . have 10 children stand in a line. Tell children they will form two lines. Call one child to start another line. Have the child hold hands with the first child in the original line to help make one-to-one correspondence clear. Repeat until the lines are equal.



Snack Time

15 minutes

Responsibilities After children are seated and eating their snacks, remind them how they have learned about the responsibilities of different class helpers this week. Choose another class helper to tell about their role and responsibilities today. Encourage children who have not yet held this helper job to ask questions. Invite children who held the helper position in previous weeks to help answer the questions.

Science Circle

15 minutes

Learning Outcomes

The child

- demonstrates the importance of caring for our environment.
- demonstrates the importance of caring for our planet.

What You Need

- images of instruments or artwork made from recycled and reused objects
- assorted reusable items
- assorted crafting supplies
- dried beans or rice
- plastic egg and spoon
- 3 plastic cones
- plastic shovels, buckets
- masking tape, small ball
- Read More About It: “Caleb Cleans Up”

Concept Vocabulary

reuse garbage

Academic Vocabulary

sort celebration

craft instrument

Outdoor Play

20 minutes

Fine Motor Development Set up a sand table with cups, reusable straws, cleaned-out recyclables, and plastic toys. Near the sand table, set up two plastic buckets—one red and one blue. Give children plastic shovels and have them remove the items from the sand and put into the plastic buckets. **We need to sort the objects we take out of the sand. That means to put the objects in one of two groups: garbage or recycling.** The red bucket should be for “garbage” and the blue bucket should be for “recycling.”

We Can Take Care of Our Planet

Have children stand up and invite them to sing all the verses to the “We Can Take Care of Our *Planet*” song. Tell children that they will sing all the verses during Theme Celebration Day tomorrow.

We can take care of our planet,
Of our planet, of our planet.
We can take care of our planet every day.

We'll recycle lots of things,
Lots of things, lots of things.
We'll recycle lots of things every day.

We pick up trash and throw it away,
Throw it away, throw it away.
We pick up trash and throw it away, every day.

Our Planet

1 Engage Show children images of artwork or musical instruments that have been made from reused objects. **What does it mean when we reuse something? Look at these musical instruments. They are made from items that can be reused. What do you see that has been reused.**

2 Develop Display an assortment of reusable items: plastic water bottles, toilet paper tubes, cardboard boxes, metal cans. Also display various craft supplies, including rubber bands and dried beans.

I can reuse some of these objects and make a musical instrument. Demonstrate putting a handful of beans into one of the water bottles and closing the lid. Shake it so children can hear the noise. **If I want to, I can even decorate it.** Have children brainstorm ideas of how you can decorate the shaker using the materials displayed.

3 Practice Tomorrow is our Theme Celebration Day. **We're going to have a crafting party. We're going to reuse objects and make new toys, musical instruments, or art out of them.** Give children time to examine the displayed materials and have them start thinking about what they would like to make at tomorrow's Theme Celebration. Have children tell about their ideas and how they plan to carry their ideas out. Take note of any special materials that children will need.



Learn and Play

90 minutes

Let's Move

Relay Race Set up three races for teams to complete.

- **Egg/Spoon Race** Children will walk fast while carrying a plastic egg on a spoon. The goal is not to drop the egg.
- **Bunny Hop** Set up three plastic cones and tell children they have to hop like a bunny around the cones.
- **Pass the Ball** Have children stand in a straight line. Have children pass a small ball from one end of the line to the other and back again.

Set goals for good cooperation, team spirit, speed, and no mistakes.

Racing Shapes Use masking tape to mark racetracks in different shapes on the floor. Shapes should be large and take up most of the floor. This activity is best completed in an empty classroom or gym. Have children walk heel to toe on the masking tape racetracks.

Let's Talk

Responsibilities Observe children's behavior and provide positive feedback about how children are behaving responsibly.

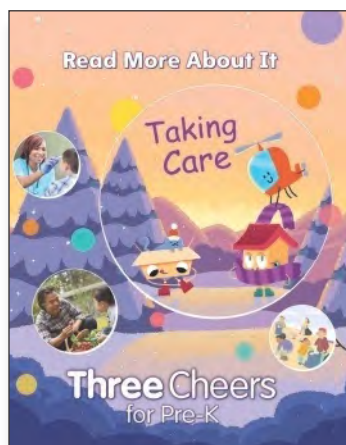
Discuss how there may be extra responsibilities for tomorrow's Theme Day Celebration. *Everyone will have a responsibility for the celebration. Some of you will greet our guests. Some of you will help clean up. Some of you will deliver thank-you notes.* Have children think about different responsibilities needed during the celebration and assign them to volunteers.



Let's Read

Sentence Structure Read the sentence *Caleb was happy* from the story "Caleb Cleans Up." Have children read it after you, holding up a finger with each word they say. Repeat for sentences of increasing length.

Making Connections Display "Caleb Cleans Up." Ask children if there are any special places they like to take walks. *Whom do you like to walk with? How do you think you would feel if your favorite place was covered in trash?*



Transition

Have children stand up and stretch. Ask them to participate in the fingerplay.

Touch your head. (touch head)
 Touch your toes. (touch toes)
 Touch your shoulder. (touch shoulders)
 Take a seat! (sit down)

Center Time

30 minutes

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

Rest Time

30 to 45 minutes

Relaxation Techniques In a soft, soothing voice, tell children to relax specific muscles, starting with their feet and ending with their eyes. As you name each muscle, tell children how hard that muscle has worked today. *Let's relax all the muscles in our feet. They did such a good job as we ran and played today. Let's relax and close our eyes. They did such a good job helping us read today.*

DIFFERENTIATED SUPPORT

3-Year Olds

Sentence Structure Younger children may hold up more than one finger for compound or multisyllabic words. Help these children by clapping as you say each word in a sentence. Tell children how many words you clapped. *"They put it into bags." I clapped 5 times. There are 5 words in this sentence.* Then, have them repeat the sentence while clapping as you did, while you count the number of claps. AUDITORY, TACTILE

Prepare and Reflect

10 minutes

5x5

Movement Call children's attention to the growing plants in the picture. **Who can show how a plant grows from a seed?** Have volunteers role-play how a plant grows. **Which is larger, a seed or a plant?**



Learning Outcomes

The child

- demonstrates the importance of caring for our environment.
- demonstrates the importance of caring for our planet.

What You Need

- 5x5 Card: Recycling Fun
- storage bins and containers

Transition

Have children sing about their roles at the Theme Celebration Day to the tune of "The More We Get Together."

We're going to celebrate, celebrate, celebrate

We're going to celebrate with all our friends.

We're going to sing songs and show what we know.

We're going to celebrate with all our friends.

Teacher Note

Have children practice and prepare for the Theme Celebration Day. You can pick and choose from the activities listed here or include some of the children's other favorite activities.

Theme Celebration Day

Review sorting objects into groups. Make sure children realize that we sort objects into groups based on how they are alike. Have children look at the donations and other recyclable materials they have collected this week. **How can we sort these?** Help children list categories they can sort these materials into. If there are multiple choices, have children take a vote on how to sort.

Set up several spaces in the classroom in which children can sort and store the materials.

After children have sorted the recyclables, have them organize and sort the crafting supplies as well. Provide bins and storage containers as necessary.

Getting Ready

Walk through the different parts of the celebration so children feel comfortable with their roles as helpers and greeting their guests. Practice the different parts of the celebration: reading aloud together, leading the Shaker Station, demonstrating sorting recyclables, making crafts, and singing together.

Have children draw and color thank-you notes to be distributed to other classes in the school that provided donations. These can be delivered after tomorrow's celebration.



Welcome to Today

15 minutes

Meet and Greet

- As each child enters the classroom, greet them enthusiastically and ask them if they are ready and excited for today's Theme Celebration.
- Remind children to record how they are feeling emotionally on the Mood Meter.

Sing, Rhyme, and Shout

Taking Care Tell children that they will sing the song “We Show That We Care!” during the Craft Celebration later today. Display the lyrics and play the song for children to practice.



Morning Meeting

- Attendance** Today we are going to *reuse* materials to make something. If you are going to make a toy, go move your *attendance card*. Repeat for musical instrument, piece of art, or another craft.
- Helper Chart** Have this week's helpers talk about their role this week and how they felt carrying out their responsibilities. If additional helpers were assigned for the Craft Celebration, remind them now and talk about their role and responsibilities.
- Weather** What's the weather like for today's Theme Celebration Day? What do we wear in weather like this?
- Today's Events** Today is our Craft Celebration! We're going to have fun with our friends from the other classes, sing songs, and *reuse* materials in a new way. Ask children if they have any personal celebrations they would like to tell the class about.

Learning Outcomes

The child

- assumes various roles as part of a classroom community.
- assumes responsibilities as part of a classroom community.

What You Need

- Sing, Rhyme, and Shout: “We Show That We Care!”
- attendance chart, helper chart

Content Vocabulary

reuse

Academic Vocabulary

responsibility

celebration

DIFFERENTIATED SUPPORT

Extra Support

Weather If children need extra support understanding that we dress for weather, provide them with a pile of clothes appropriate for sunny, hot, rainy, and very cold weather. Call out a weather condition and have children choose an item from the pile that would be appropriate to wear during that condition. Have children complete the sentence frame: *I would wear this in _____ weather because it is _____.*
TACTILE

Story Time

15 minutes

Learning Outcomes

The child

- separates a normally spoken four-word sentence into individual words.
- uses information learned from books by describing, retelling, categorizing, or comparing and contrasting.
- demonstrates the importance of caring for our environment.
- demonstrates the importance of caring for our planet.

What You Need

- Trade Book: *10 Things I Can Do to Help My World*
- Read More About It Book: “Caleb Cleans Up”
- Vocabulary Cards: *planet, recycle, trash, garbage, replace, reuse, pollution*
- Alphabet Cards
- beanbag

Taking Care

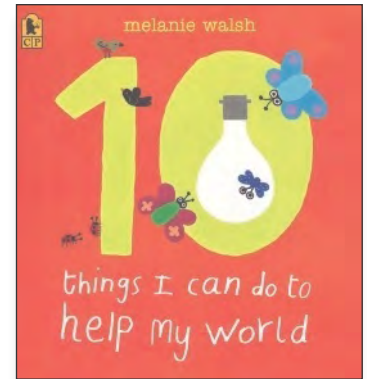
? **Why is it important to take care of our world?** Review the Vocabulary Cards: *planet, recycle, trash, garbage, replace, reuse, pollution*, and talk again about what children have learned about caring for our world. Ask children to use this information to answer the weekly focus question: *Why is it important to take care of our world?*



10 Things I Can Do to Help My World and “Caleb Cleans Up”

Display *10 Things I Can Do to Help My World* and “Caleb Cleans Up.” Tell children that today you will be rereading these books.

- 1 Remember** Flip through the pages of *10 Things I Can Do to Help My World* and “Caleb Cleans Up,” and ask children what they recall about how people in these texts care for our world.
- 2 Reread** Reread pp. 8–11, 16–19, and 24–27 in *10 Things I Can Do to Help My World*. Reread “Caleb Cleans Up” in its entirety.
- 3 Compare** Point out that *10 Things I Can Do to Help My World* is an informational book. “Caleb Cleans Up” is a story. It is not true, but it could happen. [How are these books alike?](#)



By now, children should be able to use the information they have read this week to demonstrate the importance of caring for the environment and planet. Have children use the information in the books to describe ways they can take care of the *planet*.

Why is taking care of our planet important? What can you do to help take care of our planet?



DIFFERENTIATED SUPPORT

Engage and Extend

Compare Have children choose an activity in *10 Things I Can Do to Help My World*, such as feeding the birds or asking a parent to unplug appliances when they are not in use. Have them carry out that activity for a few days. Then, have them share their experience with the class. **KINESTHETIC**

Literacy Circle

15 minutes

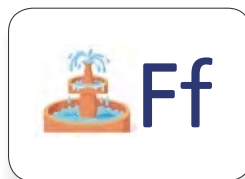
Concept Vocabulary

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 are some ways I can reuse a metal can? How can replacing a light bulb help take care of the planet?* Have children answer your questions. If children are unsure of an answer, reinforce meanings of the vocabulary. Repeat until each word has been used at least once.



Alphabet Knowledge

Review Gather Alphabet Cards for the letters that have been taught up to now. Show one letter at a time. Toss a beanbag to a child and ask him or her to name the letter. That child will toss the beanbag to another child who will name the sound the letter spells. That child will then toss the beanbag to a third child who will name a word that starts with the letter. Continue for all letters, ensuring all children get a chance to participate.



Phonological Awareness

Sentences Have each child tell a sentence describing an action he or she can take to care for the world. Record the sentences so you can repeat them accurately, inserting each child's name in place of *I*. After all children have responded, read the first sentence. Have children clap or hold up a finger for each word they hear in the sentence. Count the words together and then display and reread your recorded sentence to check that children noted each word. Repeat several times with other sentences you recorded.

Transition

Have children stand and complete the following fingerplay.

- | | |
|---------------------|--------------------------|
| Stamp 1, 2, 3. | (stamp foot three times) |
| Come sit with me. | (sit down) |
| Clap 4, 5, 6. | (clap three times) |
| Button your lips! | (mime buttoning lips) |
| Snap 7, 8, 9. | (snap three times) |
| It's learning time! | |

Theme Vocabulary

care	planet
------	--------

Concept Vocabulary

trash	reuse
garbage	pollution
replace	

Academic Vocabulary

world	environment
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CHECK FOR UNDERSTANDING

IF . . . children have difficulty naming words that start with letters,

THEN . . . display picture cards with images of words that start with the letters learned up to now. Point to the first letter in the word and ask children to name the letter and the sound it spells. Have children then say the word. Provide help as needed.

LET'S GET READY FOR

Center and Small Group Time

60 to 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 for **English Language Development** lessons (p. ELD•214).

Small Group

- **Math: Equal Groups** Give children 10 snap cubes and two plastic cups. Ask children to count the cubes. **How can we share the cubes into two equal groups?** Have children work one cube at a time to create equal groups in the two cups. Call on volunteers to explain how they know each group has the same number. **How many are in each group?**

► **ELL Access**

Internalize Vocabulary

Emerging Have children observe as you break a train of ten snap cubes into two equal groups of five. **Are these groups equal?** Provide a sentence frame to help children answer: *These groups are _____.*

Developing Give children six connected snap cubes. Have them separate the cubes into two equal groups. When they are sure the groups are equal, have them complete the following sentence frames: *I had one group of _____ . I made _____ groups. The groups are _____.*

Expanding Have children show a partner how they can separate a group of ten cubes into two equal groups. Ask them to explain what they did, using the word *equal* in their explanation.

Bridging Have children explain to a partner how they can separate a group of ten cubes into two equal groups using their own words.

- **Literacy: Alphabet Knowledge** Have children play an observation game. Give each child a magnetic letter for a letter learned up to now. Tell children to look for an object in the classroom that starts with the letter. It may be helpful to gather items and put them in the center of the group so children can easily see and identify them. Have a child use the sentence frame: *I see something that starts with the letter _____.* Other children in the group will guess which item the speaker is thinking of. Continue until all children have had a turn.

► **ELL Access**

Alphabet Knowledge

Emerging Display Alphabet Cards. Have children say the letter. Then, name the object on the card and have children repeat after you. **This is a fountain. Fountain starts with f.**

Developing Display two Picture Cards. Have children name the item on each card. Choose a letter and ask children which picture starts with that letter.

Expanding Give children a number of Alphabet Cards and Picture Cards and have them match each picture with the letter it starts with. As they match up the cards, have them say the name of the item in the picture and the letter it starts with.

Bridging Show children Picture Cards. Have them name the letter each starts with and what sound the letter spells. Remind them to answer in complete sentences.

Math Circle

15 minutes

Equal Groups

Tell children they are going to continue to work on separating objects into two equal groups.

- Engage** Display ten apple slices. *How can I share these apple slices equally with a friend?* Listen to all ideas. *That's right! I need to make two equal groups of apple slices.*
- Develop** Demonstrate how to separate the apple slices onto two plates. Narrate as you separate: *Here is one apple slice for me and one for my friend. Here are two apple slices for me and two for my friend.* Continue until all apple slices have been placed on a plate. *Let's make sure each plate has an equal number of apple slices. I count 1, 2, 3, 4, 5 on this plate, and 1, 2, 3, 4, 5 on the other plate. That is the same number. The groups are equal.*

Now start with nine apple slices and, one by one, separate them into two groups. *Are these groups equal? No!* Point to the plate with 5 apple slices. *How many are in this group?* Then point to the plate with 4 apple slices. *How many are in this group? So is this a fair way to share the apple slices?* Children should recognize that they cannot share fairly because the groups will not be even.

- Practice** Children have been practicing separating even numbers of items (up to ten) into two groups all week. Take this opportunity to give them groups of objects and have them determine if they can be separated into equal groups.

Give children six crayons. *Can two friends share these crayons? How?* Have children demonstrate how they can make two equal groups using crayons.

Provide additional scenarios for children to practice separating up to ten objects into two equal groups.

Learning Outcome

The child

- uses informal strategies to separate up to 10 items into equal groups.

What You Need

- apple slices
- plates
- crayons

Academic Vocabulary

share	equal
same	not equal



CHECK FOR UNDERSTANDING

IF . . . children try to separate items into two equal groups without counting,

THEN . . . have them use ten frames to separate the objects. Tell them to place items in the first group in the top row of the ten frame and items in the second group in the bottom row. Did they fill in the same number of frames? Children can also use 2 five frames to separate items.



Snack Time

15 minutes

Responsibility Tell children that after snack they will begin getting ready for the class celebration. Ask children if they remember what their roles and responsibilities at the celebration are and how they are planning on carrying out their duties.



Let's Celebrate

25 minutes

Learning Outcomes

The child

- assumes various responsibilities as part of the classroom community.
- uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
- demonstrates the importance of taking care of the environment.
- demonstrates the importance of caring for our planet.
- uses art as a form of creative self-expression.
- participates in classroom music activities including moving to rhythms.

What You Need

- recyclables (i.e., toilet paper tubes, metal cans, plastic bottles, cardboard boxes)
- craft supplies (i.e., stickers, dried beans, glue, crayons and markers, rubber bands)
- Sing, Rhyme, and Shout: "We Show That We Care!"
- 5x5 Card: Recycling Fun
- Trade Book: *10 Things I Can Do to Help My World*

Second Time Around

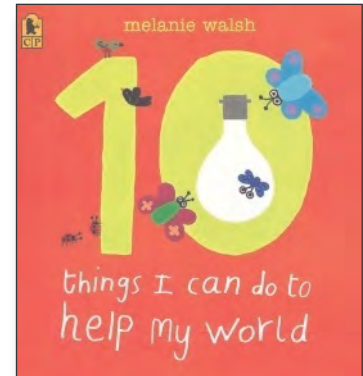
Conclude this month's theme Taking Care, with a "Second Time Around" Craft Celebration. Set up a "Shaker Station" in advance with toilet paper tubes, dried beans, glue, and various decorating supplies in which guests can make musical shakers. Remind children that their friends from other classes will be joining them today. They will talk about how they can take care of the world by sharing the book *10 Things I Can Do to Help My World*, and then *reuse* old items to create new art, musical instruments, or toys. There will also be a concert in which children share songs they have learned.

Meet and Greet

As the other classes enter the classroom, have children welcome them with a high five. Encourage children to escort their guests to their seats. If guests have brought any donations, have children accept them and say, "Thank you."

10 Things I Can Do to Help My World

Once guests are settled in their seats, explain that your class has been learning more about ways they can take care of the world. Read *10 Things I Can Do to Help My World* aloud. Ask children to say the ending to each incomplete sentence before you turn the page.



Guided Project

Have children lead guests to the Shaker Station. Demonstrate how to make a shaker by filling a toilet paper tube with beans, sealing the edges, and then decorating. Have children and guests make shakers. Tell them they will use these later during the concert.

Let's Celebrate

5x5

Music Call children's attention to the project in the picture. **How were the planters made?** Have children sing "We Show That We Care!" Remind them that reusing things and planting seeds are just two ways to take care of the environment.



Goodies Galore

Have children talk about the items that were collected and donated for today, including the objects on the recyclable materials table. Ask children how they could sort the recyclables. One way to sort would be to group metal items together, paper together, cardboard together, and plastic together.

Let's Get Crafty

Have children and guests work together to make a new toy, musical instrument, or art from the materials. Tell teams that while you will *reuse* some of the materials, materials not used in a finished project will be *recycled*. You may wish to consider displaying finished items in a class museum.

Concert Time

Close out the celebration with a concert. Have children and guests use their shakers as you lead them in singing this week's Sing, Rhyme, and Shout Song. Display the card for guests to follow along.

After you sing "We Show That We Care!" have children sing the Science Circle song from this week, "We Can Take Care of Our Planet."

At the conclusion of the concert, thank guests for attending. Have children help clean up and *recycle* materials after the celebration.



Learn and Play

90 minutes

Learning Outcomes

The child

- shows increasing control of tasks that require eye-hand coordination.

What You Need

- construction paper, sidewalk chalk
- Wordless Experience Book: *Taking Care*

Center Time

30 minutes

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

Rest Time

30 to 45 minutes

Breathing Techniques After children are settled on their mats, guide them through strategies they can use to focus and control their behaviors at rest time. Let's focus on our breathing instead of fidgeting. Take a deep breath in. Hold it for five seconds. 5, 4, 3, 2, 1. Now exhale slowly.

DIFFERENTIATED SUPPORT

3-Year Olds

Clap This Way Younger children may have difficulty with some of the clapping patterns. Have these children engage in simpler clapping songs, such as *Pat-a-Cake*. You may also want to modify all clapping songs for younger children to a clap, pat pattern.
KINESTHETIC

Let's Move

Walk This Way Cut out feet and hands from construction paper. Use the cutouts to trace a path of hands and feet with sidewalk chalk. Paths should be twisty and alternate places for hands and feet.

- Children will follow the path, placing feet on drawings of feet, and placing hands on drawings of hands.
- If weather does not permit you to go outdoors, use the construction paper pieces and tape them to the floor for children to follow.

Clap This Way Have children continue working on eye-hand coordination by playing clapping songs.

- Demonstrate clapping songs for children, such as *Open and Shut Them*; *Miss Mary Mack*; *Say, Say, My Playmate*. If necessary, cue up videos to demonstrate how to clap for each song.
- Have partners play the clapping song. As children become more skilled in these games, have them increase the tempo with which they sing and clap.



Let's Talk

Responsibilities Share with children your observations at how well they carried out their responsibilities this week and at the Theme Celebration in particular. Have children share their own examples of how they felt carrying out their responsibilities.

Let's Read

Retelling Stories Display the Wordless Experience book *Taking Care*. Tell children to use what they've learned during this theme and their own experiences to look at the pictures and tell a story to go along. Ask one child to start the story and have other children join in the telling.

Children's Choice Display several of the books that you have read with children during this theme and have children vote on which book you should read together.



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, for routine-oriented centers, and for 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 **Taking Care** 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
Reading and Listening	Read Along Follow along while listening to the Big Book.	<ul style="list-style-type: none"> computers or other digital devices, headphones SavvasRealize.com: <i>This Is the Way</i>
Pretend and Learn	This Is the Way Sing along with the song as you practice zipping, buttoning, snapping, and using hook-and-loop fasteners.	<ul style="list-style-type: none"> Big Book: <i>This Is the Way</i> dress-up clothing
ABC Fun	Sensory Names Use sensory bags to practice writing their names.	<ul style="list-style-type: none"> plastic bags shaving cream, food coloring
Writer's Club	I Take Care of . . . Write about some of the many ways you take care of yourself.	<ul style="list-style-type: none"> Trade Book: <i>Grow Strong!</i> paper, pencils, and crayons
Creativity Station	I Can Show I Care Make a card for a friend or family member.	<ul style="list-style-type: none"> homemade or store-bought greeting card(s) paper and paper scraps crayons glue sticks
Math Fun	Numeral Match Recognize the numerals, 6–9.	<ul style="list-style-type: none"> Patterns: Numeral Cards
STEM	Recycle and Reuse: Make a Planter Reuse small milk cartons to make a planter. Use recycled art materials to decorate it.	<ul style="list-style-type: none"> Trade Book: <i>10 Things I Can Do to Help My World</i> assorted recycled/recyclable items, such as cardboard, paper, milk cartons safety scissors glue recycled art supplies, such as scraps of ribbon, yarn, and construction paper.
Sand, Water, and More	Shake It! Make instruments and shake to the music.	<ul style="list-style-type: none"> plastic bottles sand, pebbles, dried corn kernels, dried beans, and/or seeds

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 **Taking Care**.

Choice Centers	Focus	Refresh
Dramatic Play	Mimic the actions in <i>This Is the Way</i> . Add your own example to show the things you do during the day, such as playing a sport or drawing a picture.	Mimic things you could do to take care of yourself, your family, your friends, and the environment.
Spotlight Theater	Retell <i>The Desert is My Mother</i> by acting out what each character does.	Act out a story about someone who takes care of a friend or family.
Cozy Corner	Look through the <i>Read More About It</i> book pages and/or picture books that show how friends care about one another. Talk about the pictures with a friend.	Look through the <i>Wordless Experience</i> book with a friend. Take turns telling the story in the book. Then talk about the feelings of the characters.
Puzzle Place	Match the cards in the Making Good Choices Match-ups puzzle.	Match numerals with the number of items in pictures.
Build and Play	Use building blocks to create a house or play area for a doll or stuffed animal.	Use large pieces of recycled cardboard to build a “hideout” for reading or playing.
Technology Hub	Play a game or application that shows how to recycle different materials.	Use a drawing application or program to make classroom signs for places recycled and reusable materials may go.
Make It, Take It	Use recycled materials to make instruments.	Use instruments to perform in a band with friends.
How-To Station	Use dress-up clothes or doll clothes to practice zipping, buttoning, snapping, and fastening with hook-and-loop fasteners.	Create a sorting station from collected recyclable items such as plastic, newspapers, and cardboard boxes.

Theme Center: Reading and Listening

Learning Outcomes

The child

- engages in reading-related activities.
- distinguishes between elements of print including words.
- demonstrates understanding of print directionality including left to right.
- demonstrates understanding of print directionality including top to bottom.
- opens digital programs.

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.

read page

Read Along

Prepare the Center

Children will read along with the digital version of the Big Book, following the highlighted words with their fingers. Set up the center by navigating to *This Is the Way* on the digital devices available in your room. Provide headphones for listening silently.

Introduce

- 1 Look and See** On a digital device such as a tablet, show children how to open *This Is the Way*. Ask them to point to where they would begin to read.
- 2 Connect** *When we read, we start on the left and move to the right. We start at the top of the page and move to the bottom. Today we will practice following the words as we listen to this story.*
- 3 Model** *When I push the play button, the words are highlighted as they are read. I'm going to follow the highlighting with my finger.* Model how to start the audio and follow the word-by-word highlighting with your finger.

Engage

- 1 Join the Group** As children track the words on the digital device, ask: *Where do we start reading on this page? Where do we end?*
- 2 Redirect** If children get distracted, suggest that they play a game. Before starting the audio on each page, they should follow the words with their finger. Then begin the audio and see if they were correct.

Observe

Observe children as they follow along with the audio.

Engage in Reading-Related Activities Are children able to turn the pages when one page ends?

Distinguishes between Elements of Print Do children track words with their finger?

Print Directionality Do children look or point to the top left of each page after they turn the page?

Digital Programs Can children open the program to the desired book or page?

Centergize!

Ideas to refresh this center throughout the theme



Grow Strong!

Add SavvasRealize.com: *Grow Strong!*

Invite children to track the print as they listen to *Grow Strong!* When they come to the end of a page, remind them to turn to the next one.



Thank You, Omu!

Add SavvasRealize.com: *Thank You, Omu!*

Before listening to each page, children should point to the first word that will be read, and then point to the last word. Then they can listen to the audio and see if they were correct.



The Desert Is My Mother

Add SavvasRealize.com: *The Desert Is My Mother*

Point out that the words *I say* are found at the top of each page. Tell children to point to and whisper the words as they begin listening to the audio on each page.



10 Things I Can Do to Help My World

Add SavvasRealize.com: *10 Things I Can Do to Help My World*

Tell children that words are usually read from top to bottom and left to right. But this book is different. In this book, the words form shapes. Allow children to listen to the book and watch the word-by-word highlighting without tracking the print.



Your Turn

Add SavvasRealize.com: Read More About It Book: *Taking Care*

Have children select one of the texts from the Read More About It Book and listen to the audio. They should watch the word-by-word highlighting and notice where each page begins and ends.

Theme Center: Pretend and Learn

Learning Outcomes

The child

- responds to different musical styles through play.
- creates or recreates stories, moods, or experiences through dramatic representations.
- shows increasing control of tasks that require eye-hand coordination.

Materials

- Big Book: *This Is the Way*
- dress-up clothing
- plastic dishes, cups, pots, pans
- crayons and paper
- Trade Book: *10 Things I Can Do to Help My World*

Theme Vocabulary

myself care

Academic Vocabulary

clothing friends
take turns

Teacher Note

Children can use their own coats, sweaters, or shoes to practice zipping, buttoning, snapping, or attaching with hook-and-loop fasteners, but most children will not have clothing that is conducive for all these actions. Provide dress-up clothing for these children to use.

This Is the Way

Prepare the Center

Children will use their own clothing and dress-up clothes to practice various types of fastenings, such as zipping, buttoning, snapping, and using hook-and-loop fasteners. Provide dress-up clothes for children to use. You may also consider providing clothing for children to dress dolls or stuffed animals.

Introduce

- 1 **Look and See** Show children the Big Book *This Is the Way* and remind them of the song.
- 2 **Connect** Do you remember the tune of this song? We are going to use this song to practice how to zip our coats.
- 3 **Model** Use a jacket to demonstrate how to zip. I am going to change the words of the song to show how I zip my coat. Now sing the song and encourage children to chime-in on the repeated phrase. This is the way I zip my coat, zip my coat, zip my coat. This is the way I zip my coat, early in the morning. Have children follow you as you model another example.

Engage

- 1 **Join the Group** Ask children to suggest different activities that they use when getting dressed or taking off their clothes in the morning (e.g., This is the way I . . . button my coat, put on my shoes, unzip my coat, hang up my coat). Engage them in singing about each of the activities.
- 2 **Redirect** If children suggest something that does not fit with the theme, point to an article of clothing and ask them to describe how they put it on, take it off, or care for it.

Observe

Listen and look for children who participate in singing and acting out the words of the song.

Responds to Music through Play Do children actively engage in singing and pantomime?

Recreates Experiences Are children able to make the connection between real-life and pretend experiences?

Eye-Hand Coordination Are children able to zip, button, snap, and attach with hook-and-loop fasteners?

Centergize!

Ideas to refresh this center throughout the theme



Help My Friend

Ask children to change the song to act out some of the things they might do to help in the classroom or around the house as they sing “This is the way I help my friends/family.”



Get to School

Have children change the song to share how they travel to and from school, as they sing “This is the way I come to school” (e.g. ride a bus, walk to school, ride a bike).



Wash a Dish

Add plastic dishes, cups, pots, pans

Ask children to change the song to act out washing a dish (cup, pot, pan) as they sing “This is the way I wash a ____.”



Color or Draw

Add crayons and paper

Ask children to change the song to “This is the way I color or draw,” as they make a picture. They can also think of other things they like to do at school (play with my friends, read a book) to complete the song.



Help the Earth

Add Trade Book: *10 Things I Can Do to Help My World*

Have children change the song to share ideas about how to help the Earth, as they sing “This is the way I help the Earth.” Children should use the ideas in *10 Things I Can Do to Help My World* for inspiration.

Theme Center: ABC Fun

Learning Outcomes

The child

- intentionally uses marks, letters, or symbols to record language.
- writes own name (first name or frequent nickname) using legible letters in proper sequence.
- uses a variety of art materials for sensory experience.
- uses a variety of art activities for sensory exploration.

What You Need

- food coloring, shaving cream
- large plastic bags (solidly locking ones)
- name strips
- play dough
- baking pans, cornmeal
- strips of thick yarn, different lengths
- glue, construction paper, markers, colored rice

Academic Vocabulary

letter	lowercase
alphabet	uppercase

Teacher Note

If children have longer names or their fine motor skills are not quite where they need to be for this activity, allow them to use two bags instead of one. Help them place the bags side by side.

Sensory Names

Prepare the Center

Children will enjoy sensory experiences as they write their names using a variety of art materials and activities. Fill large plastic bags with colored shaving cream.

Introduce

- 1 Look and See** Show children the bags filled with shaving cream and tell them they will use them to practice writing their names.
- 2 Connect** Display a word or sentence strip with your name on it. *This is my name. We will practice writing our names today.*
- 3 Model** Model how to write your name with one of the shaving cream bags. *I need to start here.* Point to the far left of the bag and write the first letter of your name. *My name begins with uppercase letter __, so that is what I wrote.* Repeat for each letter in your name, calling children's attention to the directionality of print from left to right.

Engage

- 1 Join the Group** As children practice writing their names using the bags, encourage them for both their progress and attempts. Ask questions about the letters in their names, such as: *What letter is this? Does your name start with an uppercase letter or a lowercase letter? How do you know?*
- 2 Redirect** If children seem indifferent to the activity, show them the name strips with their names. *Is this your name? How do you know? Let me help you write the first letter.*

Observe

Determine whether children are able to form the letters. Listen for children who can identify the letters they are forming.

Letters in My Name Can children name the uppercase and lowercase letters in their own names?

Uses Letters to Record Language Are children able to form the letters?

Uses Art Materials Do children use sensory bags to make their letters?

Centergize!

Ideas to refresh this center throughout the theme



My Name in Dough

Add play dough

Have children practice forming the letters in their names using play dough.



My Name in Yarn

Add strips of thick yarn in different lengths

Have children practice writing their names using yarn to form the letters.



Cornmeal Names

Add cornmeal; writing trays or baking pans

Put a layer of cornmeal in each tray or pan. Have children practice writing their names in the cornmeal.



Rice Names

Add colored rice; glue; each child's name written on a piece of construction paper

Have children put glue on each letter of their names, and cover the glue with colored rice.



My Friend's Name

Add word or sentence strips for each child's name

Have children choose a friend's name on a strip. Then have them use the shaving cream sensory bags to write the letters in their friend's names.

Theme Center: Writer's Club

Learning Outcomes

The child

- intentionally uses marks, letters, or symbols to record language.
- verbally shares meaning.
- independently writes to communicate his/her ideas for a variety of purposes.
- uses appropriate directionality when writing (top to bottom).

What You Need

- Trade Books: *Grow Strong!; 10 Things I Can Do to Help My World*
- paper, pencils, and crayons

Theme Vocabulary

myself care

Academic Vocabulary

letters sound

words

Teacher Note

Provide ways for children to share their writing. Volunteers can show their pictures and writings, and verbally share their meanings with others. You can also create an "I Take Care of Myself" bulletin board or bind the pages into a classroom book.

I Take Care of . . .

Prepare the Center

Children will use writing and drawing to describe how they take care of themselves. Use the trade book *Grow Strong!* and other materials that can help children think of ideas. As they write, encourage them to start at the top-left of the page, leave a space between words, return sweep, and move from top to bottom.

Introduce

- 1 **Look and See** Turn to p. 6 in *Grow Strong!* How is the girl taking care of herself? She is exercising.
- 2 **Connect** Tell children they will write about how they take care of themselves. Have children share ideas.
- 3 **Model** I take care of myself by eating healthy foods. I will draw a picture of some fruits and vegetables I like to eat. (Sketch a banana and some broccoli.) Under the picture, I will write: "I take care of myself when I eat bananas and broccoli." Watch as I start writing at the top of the page and finish at the bottom.

Engage

- 1 **Join the Group** Ask children to verbally share the meaning of their writing. Encourage them to use marks or letters to record language and to sound out the words as they are able. I see you have drawn an apple. The word *apple* begins with the sound /a/. What letter spells that sound? The letter *a* spells that sound! Can you write that letter under your picture?
- 2 **Redirect** If children do not know what to write or draw, ask them to tell you about what they do to get ready for school. You say you brush your teeth. Why do you brush your teeth? That is one way that you take care of yourself. Write that down!

Observe

Uses Marks, Letters, or Symbols Do children intentionally use marks, letters, or symbols to record language?

Share Meaning Can children verbally share the meaning of the marks or letters they've used?

Independent Writing Do children write independently to communicate their ideas about how they take care of themselves? Do they use appropriate directionality when writing from top to bottom?

Centergize!

Ideas to refresh this center throughout the theme



My Classroom

Have children talk to each other about how they take care of their classroom. Prompt them with questions, such as: *What do you do when you are done playing a game? What do you do with your garbage?* Have children draw something they do to care for the classroom and write to tell about it.



My School

Talk with children about how they take care of their school. Provide examples as needed, such as: *We walk quietly in the hall.* Then have children draw and write about their ideas.



My Family

Have children think and write about how they take care of their family. Provide one or two examples, such as putting their toys away or playing with a sister or brother.



My Friends

Talk with children about what they do to take care of their friends. Provide an example or two, such as sharing a toy. Then have them draw a picture that shows how they take care of a friend, and write the word *friend*.



My World

Add Trade Book: *10 Things I Can Do to Help My World*

Have children draw and write about how they can take care of their world. Tell them they can look at *10 Things I Can Do to Help My World* for ideas if needed.

Theme Center: Creativity Station

Learning Outcomes

The child

- intentionally uses marks, letters, or symbols to record language.
- writes own name (first name or frequent nickname) using legible letters in proper sequence.
- uses art as a form of creative self-expression.

What You Need

- homemade or store-bought greeting card(s)
- construction paper and paper strips
- stickers
- crayons
- glue sticks
- safety scissors
- art supplies; old magazines; Trade Book: *Thank You, Omu!*

Academic Vocabulary

sign write
draw

Teacher Note

This center aligns with the final page of *Thank You, Omu!*, which is introduced in Week 2. Point out the parallel when the book is introduced.

I Can Show I Care

Prepare the Center

Children will use materials to create a card for a friend or family member. Provide homemade and/or store-bought greeting cards to serve as inspiration. Provide a variety of art materials for children to choose from as they express themselves through art.

Introduce

- 1 Look and See** Share homemade or store-bought greeting card(s). Point out the colors the artist used in the pictures, and read the words.
- 2 Connect** Sending a card is a way to show someone that you care about them. We often get cards on a special day, but you can also send or give someone a card just to say hello or thank you.
- 3 Model** Show children how to fold a piece of construction paper in half to make a card. *I'm going to make a card for my mom. I will write I love you, and I will sign my name. I will also draw a picture.* Demonstrate how to write the words, sign your name, and briefly draw a picture. *When you make your card, you can write something too. It's OK if you don't know how to write all the letters. You can also sign your name so the person knows who the card is from.*

Engage

- 1 Join the Group** Ask children who they are making the card for. Point to the marks, letters, or symbols on their card. *What did you write?* Make sure they have signed their name on their card, and praise them for using legible letters in proper sequence.
- 2 Redirect** Some children might be hesitant to make a card or write words. If children are stuck, write words for them to trace or copy.

Observe

Notice that children are using art to create a card for someone they care about.

Uses Marks, Letters, or Symbols Do children make marks, letters, or symbols to record language?

Writes Name Are children able to “sign” the cards with their first name or nickname?

Creative Self-Expression Do children express their ideas in their works of art?

Centergize!

Ideas to refresh this center throughout the theme



Cheer Up!

Ask children to create a card with happy or funny pictures and “words” to cheer someone up when they are sad. Collect the cards and keep them in a box. Suggest that children use the cards when a classmate needs cheering up.



Thank You, Helper

Briefly discuss with children some of the helpers at school, such as custodians, teachers, aides, or crossing guards. Have children make a thank you card for one of these people. Remind children to write a message and sign their name. Work with children to deliver the cards.



Holiday Card

Add art supplies, old magazines

Invite children to create a card for a current holiday or for their favorite holiday. They might make a card for Thanksgiving, Valentine’s Day, or the birthday of a friend or family member. Provide them with art materials and magazines to cut pictures from. Encourage them to be creative!



Thank You, Family

Add Trade Book: *Thank You, Omu!*

After *Thank You, Omu!* is introduced, refresh the center to focus on thank you cards. Invite children to talk to a partner about something nice that a parent or other member of their family has done. Have children create greeting cards to thank someone in their family. Remind children to write a message, sign their name, and deliver the card to their family member.



Thank You, Visitors

Have children create a thank you card to give to a guest as they leave the Theme Celebration Day in Week 4. Remind children to write a message and sign their name.

Theme Center: Math Fun

Learning Outcomes

The child

- knows that objects, or parts of an object, can be counted.
- counts 1–10 items, with one count per item.
- recognizes one-digit numerals, 0–9.

What You Need

- Patterns: Numeral Cards 0–9
- Snap Cubes
- play dough
- sensory bags
- Magnetic Letters
- Magnetic Numbers

Academic Vocabulary

count number

Numeral Match

Prepare the Center

This center and its refreshes are focused on using numeral cards in a variety of ways.

Introduce

- 1 Look and See** Point to the numeral cards, 0–9. Have children name the numerals they recognize.
- 2 Connect** Hold up the card as you say the number or ask a volunteer to tell you the number. Have children look at the objects on a numeral card. **How can you find how many? We can count them! What things have we counted before? How have you counted before?** Discuss how the objects on the cards can be counted and ask for suggestions for ways to do this.
- 3 Model** Demonstrate how to play the game. Explain that children will work with a partner or group. Each child has a set of numeral cards. One child will show a numeral card while the other calls out the numeral they see and finds the matching card they have. Then, have children count the objects on the card to check their answer. Children take turns making matching pairs in this way.

Engage

- 1 Join the Group** As children identify a match, ask their partner if they think the same. Discuss reasons why they do or do not agree. Ask children to explain why there are no objects to count for the 0 card.
- 2 Redirect** If children are struggling with the numerals, have them focus on just two at a time.

Observe

Listen and look for children who confidently recognize the numerals. Pay particular attention to any specific numerals children may be struggling with or whether they rely on the numerals being in order.

Counting Do children recognize that the objects can be counted to check how many? Can children accurately count up to 9 items, with one count per item?

Recognize Numerals Are children able to identify one-digit numerals, 0–9? Can they name the numerals even when they are not in order?

Centergize!

Ideas to refresh this center throughout the theme



Match the Numeral

Add Magnetic numbers

Have children play the numeral match game, and then also match the magnetic numbers to their cards.



Play Dough Numerals

Add play dough

Show children how to form snakes from play dough. Then, have children choose a numeral card and form the numeral from a snake of dough. Have children name the numeral they form.



Numeral or Letter?

Add magnetic numbers, magnetic letters

Explain that letters have been mixed in with the numerals. Have children separate the numerals from the letters before playing the numeral match game.



Sensory Numerals

Add sensory bags (see ABC Fun)

Have children choose numeral cards and form the numerals on sensory bags. Have children name the numerals they form.



Cube Count

Add snap cubes

Ask children to grab a handful of snap cubes, count them, and find the card for that number. See if they can connect cubes for each card.

Theme Center: STEM

Learning Outcomes

The child

- demonstrates the importance of caring for our environment.
- uses art as a form of creative self-expression.
- shows control of tasks that require small-muscle control.

What You Need

- Trade Book: *10 Things I Can Do to Help My World*
- assorted recycled/recyclable items, such as cardboard, paper, milk cartons
- art supplies (especially recycled art supplies), such as pom-poms, ribbon, tissue paper, markers, paint, stickers
- potting soil; seeds such as chia, marigold, or herbs
- safety scissors, glue
- pencil holders and bird feeders made from recyclable materials
- paper, crayons

Theme Vocabulary

care recycle
planet

Concept Vocabulary

reuse

Academic Vocabulary

materials

Teacher Note

Prior to this Center, send home a note to parents asking them to collect and contribute items that could be recycled or reused. You may wish to save the planters children make for Theme 6. Children will plant seeds during the STEM Center.

Recycle and Reuse: Make a Planter

Prepare the Center

Gather recycled/recyclable items. Cut off the tops of the milk cartons for children to use as planters. Display the materials, grouped by type.

Introduce

- 1 Look and See** Introduce children to *10 Things I Can Do to Help My World*. Throughout the month, we will be learning ways to take care of our world—the planet Earth. Invite children to share why it is important to care for our environment.
- 2 Connect** Display pp. 34–35. Today, we are going to make a planter from recyclable materials. Review the materials that children can use to make their planters. Point out that these items would otherwise be thrown away.
- 3 Model** Show children how to use a milk carton as a planter. I cut the top off this milk carton. I might glue on tissue paper, pom-poms, or ribbon. Or I could color the planter with paint. When the materials have dried, I will fill the planter with soil, plant some seeds, and place the planter in a sunny place.

Engage

- 1 Join the Group** Ask children to talk about the materials they are using for their planter. Encourage them to use words such as *care*, *recycle*, and *reuse*. Why did you choose those materials?
- 2 Redirect** If children become distracted or leave their planters partially completed, ask them to tell you about what they have done so far. What do you like about your planter? What will you do next?

Observe

Listen and look for children who can explain why we should reuse materials and who can cut, glue, and color their planters.

Caring for the Environment Can children suggest ways to conserve or reuse materials? Can they explain why this is important?

Creative Self-Expression Do children use art materials to create something they like?

Small-Muscle Control Can children cut, glue, and color?

Centergize!

Ideas to refresh this center throughout the theme



Pencil Holders

Add examples of pencil holders made from recyclable materials or pictures of these items

Cut off the tops of cans, plastic bottles, or similar items. Make sure to smooth any rough or sharp edges. Suggest that children use art materials to decorate the recyclables to serve as pencil holders.



Reduce: Use Less Paper

Add paper, folded in quarters to create separate spaces or “frames”; crayons

Point out that the paper has four frames, so they can draw one picture in each rather than using 4 pieces of paper. Remind them to use the back of the paper—now they have room for 8 pictures! When children are finished, show them where to put scraps of paper or pictures they don’t want to be recycled.



Bird Feeders

Add examples of bird feeders made from recyclable materials or pictures of bird feeders

Show the bird feeder on pp. 14–15 of *10 Things I Can Do to Help My World*. Ask children to share how they can use recyclable materials to create their own bird feeder. Provide some ideas for inspiration.



Toy Time!

Point out the toy on pp. 24–25 of *10 Things I Can Do to Help My World*. Challenge children to use recyclable materials to create a toy from paper, cardboard, or other recyclable materials.



Sort Supplies

Ask children to sort the recycled and recyclable materials that the class has gathered. Encourage children to work together to decide how to organize and sort materials.

Theme Center: Sand, Water, and More

Learning Outcomes

The child

- investigates earth materials.
- uses a variety of art materials for sensory experience.
- uses a variety of art activities for sensory exploration.
- participates in classroom music activities including playing musical instruments.
- shows increasing control of tasks that require eye-hand coordination.

What You Need

- plastic bottles
- sand, pebbles, dried corn kernels, dried beans or seeds, small metal washers or pennies
- recycled or reusable art supplies, such as tissue paper, ribbon, glue, and markers
- metal bowls or cups of varying sizes
- wooden, metal, and plastic spoons
- toilet paper or paper towel rolls, construction paper, yarn or string, tape

Theme Vocabulary

recycle

Concept Vocabulary

reuse

Academic Vocabulary

observe more

sound less

materials

Teacher Note

Collect a variety of plastic bottles and jars, in different sizes, so that each child will have at least one bottle.

Shake It!

Prepare the Center

Arrange sand, pebbles, corn kernels, beans, seeds, or other shakers in separate bowls. Point out that the materials used in this Center are being reused. After the Center, ask children to put plastic bottles, cardboard, and other materials in the recycle bin to be recycled.

Introduce

- 1 Look and See** Tell children that today you are going to use the bottles to make music and investigate how different earth materials sound. *We are going to make sound shakers with recycled and reusable materials.*
- 2 Connect** *You can choose what you put in your bottle. The sounds will be different depending on which materials you choose.*
- 3 Model** Pour some pebbles or corn kernels into a bottle. Put on the cap. Shake the bottle. Then, put a different item in a different plastic bottle. *Can you hear the difference?*

Engage

- 1 Join the Group** Help children pour items into the bottles. Remind them to screw the top on tightly. Encourage them to listen to their own shaker and to the shakers of their friends. *Work with a partner. Listen to the sound of their shaker. Then listen to the sound of your shaker. How do they sound alike or different?*
- 2 Redirect** If children have difficulty or become distracted, suggest that they work with a partner to compare their sounds or make music together.

Observe

Look and listen to the children as they experiment with different bottles.

Investigates Earth Materials Do children investigate or explore the differences among the materials?

Plays Musical Instruments Do children attempt to use the materials to make sound or music?

Eye-Hand Coordination Are children able to pour the desired amount of items into a container without spilling?

Centergize!

Ideas to refresh this center throughout the theme



Decorative Art

Add art supplies, such as tissue paper, ribbon, glue, and markers

Invite children to decorate their shakers.



Tap, Tap, Tap

Add wooden, metal, and plastic spoons (or other types of “tappers”)

Invite children to explore and discuss the differences in sound qualities when they tap their shakers with metal, wood, or plastic spoons.



Metal Music

Add metal bowls or cups

Ask children to fill the metal bowls or containers to the top and explore whether they make the same or different sounds.



Cardboard Shakers

Add toilet paper or paper towel rolls, squares of construction paper, yarn or string, tape

Have children create new shakers using toilet paper or paper towel rolls. Provide a sample for them to follow. Children will tape a square of construction paper over one end of the cardboard roll, fill it with sand, kernels, beans, etc., and then tape a square of construction paper over the other end. (Yarn or string can be used to help keep the construction paper taped securely.) Ask children to compare the sound to the sound of the plastic shaker.



Shake, Shake, Shake

Invite children to perform a song using their instruments. Have them choose a song that fits the instruments and sing or choreograph movements to the music.



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

Listen

What You Need

Theme 1 Vocabulary Card: *listen*

EMERGING

- 1 **I SAY** Display the Vocabulary Card *listen*. This child *listens*. Cup your hand behind your ear. *Shhh! I'm listening. When we listen, we are quiet.* Put your finger in front of your mouth. *When you talk, I listen. When I talk, you listen.*
- 2 **WE SAY** Say it with me: *listen . . . When I talk, you ____.* When you talk, I ____.
- 3 **YOU SAY** Have children answer the question. *What do you do when I talk? I listen.*

DEVELOPING

Ask children to show you what they look like when they listen. Use words and gestures to reinforce learning. *Yes, when we listen, we are quiet. We look at the person who is talking. We hear what they say.*

EXPANDING

Have children explain what it means to listen. Ask questions to guide children: *Are you quiet when you listen? What do you look at when you listen?*

BRIDGING

Have children explain what it means to listen.

English Language Development



WEEK 1 DAY 2 HEALTH CIRCLE

Nutrition Habits

What You Need

Vocabulary Card: *healthy*

EMERGING

- 1 **THINK** Display the Vocabulary Card. *These are healthy snacks. They are good for you. They help you to be strong.* Point to each of the snacks and name it. Then, ask children to think about the healthy snacks they like to eat.
- 2 **PAIR** Have children talk to a partner about some of their favorite healthy snacks.
- 3 **SHARE** Invite partners to share the snacks with you. If they don't know the word in English, have them point to a picture of the food, use circumlocution, or give the word in their home language. Then, provide the word in English and have all children repeat it after you. Have children repeat the use of the word in this sentence: *[Sara] likes [apples.]*

DEVELOPING

Ask children to share the healthy snacks they like first with a partner and then with the rest of the group. Provide a sentence frame: *I like ____*. Ask the other children: *Do you like ____?* Have a volunteer respond, *Yes, I like ____* or *No, I do not like ____*.

EXPANDING

Ask children to tell you about the healthy snacks they like to eat. Encourage them to tell you the name of the snack and one other thing about it. Model an example: *I like apples. Apples are my favorite fruit. I like pizza. Cheese pizza is my favorite kind.*

BRIDGING

Lead children in a discussion of the healthy snacks they like to eat. Encourage them to add on to the ideas of other children by asking one another questions about their choices. Model an example: *What is your favorite fruit? Which do you like better: apples or oranges?*

WEEK 1 DAY 3 STORY TIME

Request Assistance

What You Need

Trade Book: *Grow Strong!*

EMERGING

- 1 **INTRODUCE** Tell children that it is important to ask for help. If they don't understand something, they can ask for it to be repeated. Provide an example of a question to ask: *Can you say that again?* Tell children that they can seek help if they don't know the meaning of a word: *What does ____ mean?*
- 2 **MODEL** Have a child join you. Ask them to tell you about *Grow Strong!* Model asking for the child to repeat the statement: *Can you say that again?*
- 3 **GUIDE PRACTICE** Read *Grow Strong!* Stop after each page, and ask children if there are any words they don't know. Have them use a complete question sentence: *What does ____ mean?* Ask basic yes/no questions about the text, such as *Does this girl's heart beat when she is asleep?* If children don't know the answer, invite them to request assistance (e.g., *What does beat mean?* or *Can you read this page again?*).

DEVELOPING

After each page spread, pose simple yes/no questions or questions that require a one-word answer, such as: *What does the girl say about her body?* If children are unable to answer, prompt them to ask you to repeat part of the story or share the meaning of a word.

EXPANDING

Ask children to share some questions they can ask if they don't understand a story being read to them or when someone who is speaking to them. As you read the story, ask questions, such as: *Why does this girl think her body is amazing?* If children don't know the answer, invite them to ask you a clarifying question.

BRIDGING

As you read, stop after each page spread and ask children to ask one another questions about the text. If they are unsure of the answer, suggest that they ask you to reread the text.

WEEK 1 DAY 4 LITERACY CIRCLE

Singular and Plural Nouns

EMERGING

- 1 **INTRODUCE** Point to your eye and say: **One eye**. Then point to both eyes: **Two eyes**. Stress the sound of the s at the end of eye.
- 2 **MODEL** Point to your eye: **eye**. Point to both eyes: **eyes**. Repeat and have children join you in pointing to one/two eyes and saying eye/eyes. Then reinforce understanding by pointing and describing ear/ears.
- 3 **GUIDE PRACTICE** Hold up your arm. **This is my arm**. Hold up both arms and have children fill in the blank: **These are my ____**. Repeat with other body parts: leg, finger, and hand.

DEVELOPING

Remind children that you often add -s when there is more than one of something. Have children chorally repeat these sentences: *This is my eye. These are my eyes*. Then, have them fill in the blank with other body parts. Use the singular (*This is my ____*) sometimes and the plural (*These are my ____*) other times.

EXPANDING

Point to one or more parts of the body. Have children use a complete sentence to tell you what it is/they are. Provide sentence frames, if needed: *This is my ____*. *These are my ____*.

BRIDGING

Have children take turns pointing to one or more body parts, while a volunteer uses a complete sentence to tell what the body part is/parts are.

WEEK 1 DAY 5 MATH CIRCLE

Rote Counting

EMERGING

- 1 **INTRODUCE** Ask children to look and listen as you clap and count from 1 to 10. Carefully enunciate each number.
- 2 **MODEL** Have children join chorally as you count again. Repeat the counting two or three times.
- 3 **GUIDE PRACTICE** Have children count chorally from 1 to 10, as they clap or hold up a finger. If they get stuck, ask them to count in their home language. This can help build the child's confidence and help you know whether the challenge is related to math or English language.

DEVELOPING

Have children chorally count from 1 to 10 with you as you clap. Repeat several times, having children continue on after you stop. Then, have children count on their own.

EXPANDING

After counting together chorally, go around in a circle. Have the first child start with 1, the second add 2, etc., until you reach 10.

BRIDGING

Ask children to take turns counting from 1 to 10.

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

Personal Pronouns

EMERGING

- 1 **INTRODUCE** Tell students that sometimes we use words like *I* and *you* instead of names.
- 2 **MODEL** Point to yourself. Say *I am [your name]*. Point to the children. Say *You. You are the children.*
- 3 **GUIDE PRACTICE** Have children use personal pronouns by singing "This Is the Way" and pointing to themselves each time they hear the word *I*. Then repeat with the word *you*. Have children point to reinforce the meaning of the word *you*. Repeat with other pronouns as children gain mastery.

DEVELOPING

Introduce the pronouns, *I*, *you*, and *we*. Then, sing "This Is the Way" using the different pronouns. Use gestures to reinforce meaning of each of the pronouns. Then point to yourself and have children identify the appropriate pronoun.

EXPANDING

Introduce the pronouns, *I*, *you*, *we*, *he*, and *she*. Sing "This Is the Way," using the pronoun *I*. Then have children volunteer another pronoun and gesture to accompany that pronoun as you sing another stanza of the song.

BRIDGING

Have children use personal pronouns by singing "This Is the Way." Point to yourself, the entire class, a boy, a girl, or several children, and have children volunteer an appropriate pronoun to use to sing the next stanza.

English Language Development

WEEK 2 DAY 2 SOCIAL STUDIES CIRCLE

Families

What You Need

Picture Card: *family*

EMERGING

- 1 **THINK** Point to the picture card. Point to pictures as you share the words *mother*, *father*, *sister*, and *brother*. Draw a picture of the people in your family.
- 2 **PAIR** Have children share the picture of their family with a partner.
- 3 **SHARE** Ask children to use the picture to share information about their family with the rest of the group. Guide the discussion by asking yes/no questions or questions with one-word answers. Reinforce understanding of words for the various members of a family.

DEVELOPING

Use the picture card to remind children of the words for the members of a family. Then, have children tell about the people in their family.

EXPANDING

Use the picture card to remind children of the words for the members of a family. Also introduce the comparative adjectives *older* and *younger*. Ask children to describe the members of their family using the words *older* and *younger*, as appropriate.

BRIDGING

Ask children to describe their families. Ask follow-up questions, such as, *Is your brother older or younger? What is the name of your oldest sister?*

WEEK 2 DAY 3 STORY TIME

Thank You, Omu!

What You Need

Trade Book: *Thank You, Omu!*

EMERGING

- 1 **INTRODUCE** Show the cover of *Thank You, Omu!* Point out that the cover shows a child smelling something good. *We smell with our . . .* (point to your nose and pause to allow children to interject before you finish) nose.
- 2 **MODEL** Listen carefully as I reread the book. Remember to stop me if you have a question about the book.
- 3 **GUIDE PRACTICE** As you read, stop after each page to ask a question that can be answered with yes/no, one word, or by pointing to a picture, such as: *Point to the pot. The stew is delicious. Does this mean it tastes good or bad?* (good)

DEVELOPING

As you read, stop occasionally to ask a question about what is happening, such as *Where is the stew?* (It is in the pot.) *The stew is delicious. What does delicious mean?*

EXPANDING

As you read, stop occasionally to have children retell what is happening. Ask questions, such as *Why does the little boy come to Omu's house?*

BRIDGING

Stop at the end of the book and have children work with a partner to ask and answer questions. Then, have partners retell the story. Encourage them to use the pictures in the book or the Talk More About It Card as support.

WEEK 2 DAY 4 LITERACY CIRCLE

Subject Pronouns

EMERGING

- 1 I SAY** Tell children that we can use words instead of names. Point to yourself. *I am [name].* Point to the children. *You are children.* Open your arms inclusively. *We are a class.* Point to a boy in the class. *He is [Micah].* *He is a boy.* *She is [Ana].* *She is a girl.*
- 2 WE SAY** Have children repeat each of the pronouns in a sentence after you, as you use gestures to reinforce meaning. Then, have them repeat chorally with you.
- 3 YOU SAY** Have children take turns using pronouns to answer questions. Provide sentence frames: *Who are you? I am ____.* *Who is she/he? She/He is ____.* *Who am I? You are ____.*

DEVELOPING

Review subject pronouns. Then, point to different people in the room, and have children take turns filling in the correct pronoun, for instance: *Micah is listening; ____ is listening.* *Our class is learning; ____ are learning.*

EXPANDING

Ask questions and have children answer using pronouns, e.g., *Where is Ana? Who am I? What is Omu doing?*

BRIDGING

Have children take turns using subject pronouns (*I, you, he, she, we*) in a sentence.

WEEK 2 DAY 5 MATH CIRCLE

Counting

What You Need

blocks or other objects to count

EMERGING

- 1 INTRODUCE** Remind children that they are learning to count.
- 2 MODEL** Have five children come and sit on chairs in the front. Point to the children's feet. *I wonder how many feet there are.* Have children move each foot as you point to it and count to ten.
- 3 GUIDE PRACTICE** Then repeat and have the class count with you. *The number we say last is how many feet there are. What number did we say last when we finished counting? Ten. Repeat after me: There are ten feet.*

DEVELOPING

Ask a child to come up and join you. Have the child count the feet chorally with you. *The number we said last is how many feet there are. What number did we say last? How many feet are there?*

EXPANDING

Ask a child to come up and take your place. Have the child point to and count the ten feet. Ask the child to use a complete sentence to tell you how many feet there are.

BRIDGING

Ask children to explain how to find out how many feet there are. Have children take turns counting.

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

Possessive Pronouns

EMERGING

- 1 **INTRODUCE** Remind children that we can use words instead of names. Briefly review the subject pronouns by using gestures and short sentences (e.g., I am [your name]).
- 2 **MODEL** Hold up a crayon. *This is [your name's] crayon. This is my crayon.* Then, give a crayon to a boy. *This is [child's name's] crayon. This is his crayon.* Give a crayon to a girl. *This is [child's name's] crayon. This is her crayon.*
- 3 **GUIDE PRACTICE** Provide all the children with crayons. Have a child hold up the crayon and say: *This is my crayon.* Then have the rest of the class chorally repeat: *This is [his/her] crayon.* Continue to provide each child a turn saying the sentence.

DEVELOPING

Go around the room, and have each child say, *This is my crayon.* Give a boy a pencil. *He has a pencil. This is his pencil.* Have children repeat these sentences. Then, give a girl a book. *She has a book. It is her book.*

EXPANDING

Give a girl a crayon. Ask another child in the class: *Whose crayon is this?* Ask the girl, *Whose crayon is this?* Provide sentence frames. *This is ____ crayon.* Repeat with other objects. Give objects to both boys and girls to reinforce the use of gender pronouns.

BRIDGING

Model asking and answering questions that use possessive pronouns, e.g., *Whose sweater is that? That is Ana's sweater. It is her sweater. Ana, is that your sweater?* Then, have children take turns asking and answering questions, e.g., *Jonah, ask Eva if that is her pencil.*

English Language Development



WEEK 3 DAY 2 HEALTH CIRCLE

Personal Safety Habits

EMERGING

- 1 **THINK** Use gestures and examples to help children know the meaning of the word *safe*. *We have rules to keep us safe. For example, we wear seat belts in the car.* Ask children to think about something they do to stay safe. Have them draw a picture.
- 2 **PAIR** Have children share their ideas with a partner. Allow them to speak in their home language to communicate their ideas.
- 3 **SHARE** Invite children to share their examples of how to stay safe. Allow them to use gestures, circumlocution, or pictures to communicate. Share English words and phrases to reinforce language acquisition: *We stay seated on the bus. We hold the hand of a grown-up when crossing the street. We do not touch the stove in the kitchen.*

DEVELOPING

Ask children questions with yes/no or one-word answers to discuss personal safety, such as *Do we wear seat belts in the car? What do we wear when we ride a bike?* Help children put their responses in complete sentences: *Yes, we wear seatbelts in the car. We wear a helmet when we ride a bike.*

EXPANDING

Ask basic questions about the ways we stay safe, such as: *How do we stay safe on the bus? How do we stay safe when crossing the street?* Remind children to use complete sentences in their responses.

BRIDGING

Ask children to share some ideas about how we stay safe with a partner first and then with the rest of the group. Encourage them to speak in complete sentences.

WEEK 3 DAY 3 STORY TIME

Rereading

What You Need

Trade Book: *The Desert Is My Mother*

EMERGING

- 1 **INTRODUCE** Show the cover of *The Desert Is My Mother*. Tell children that you are going to reread the book.
- 2 **MODEL** As you read, ask questions about key parts of the story.
- 3 **GUIDE PRACTICE** Have children point to the pictures in response to your questions but encourage them also to use words that they know in response. For example, display 7: *What is this a picture of? Repeat after me: This is lightning.* Ask questions to also check understanding, allowing children to use mime, gestures, or their home language in their response. Reinforce English language acquisition by repeating their response in English.

DEVELOPING

As you read, stop after each page spread to check understanding. Allow children to first respond in their home language. Work with them to then respond in English.

EXPANDING

Provide each set of partners with a page spread from the story. After partners have had an opportunity to discuss, have them tell what happens on this page spread. Solicit the ideas in the order of the pages in the book.

BRIDGING

Have partners use the Tell Me About It Card to tell what happens in the beginning, middle, and end of the story. Encourage children to use complete sentences and to ask if they are unsure of a word in English.

WEEK 3 DAY 4 LITERACY CIRCLE

Building Sentences

What You Need

Picture Cards: *alligator, apple, bird, cat, fig, grapes*

EMERGING

- 1 **I SAY** The word *because* shows why something happens. Drop your pen on the ground. *The pen fell because I let go.* Turn the light off. *The room is dark because I turned off the light.*
- 2 **WE SAY** Say it with me: *because.*
- 3 **YOU SAY** Begin sentences and have children complete with the word *because*, e.g., *The room is dark ____ I turned off the light. I know my mommy cares for me ____ she makes me a snack.*

DEVELOPING

Review the meaning and use of the connecting word *because*. Then have them complete basic sentences: *The room is dark because ____.* *We come to school because ____.* *I like to read because ____.*

EXPANDING

Ask children basic questions, such as *Why is the room dark?* *Why do we go to school?* *Why do you like to read?* Have them respond with a complete sentence using the word *because*.

BRIDGING

Have children form sentences using the word *because*. Model as needed.

WEEK 3 DAY 5 MATH CIRCLE

Number Names

What You Need

numeral cards

EMERGING

- 1 **INTRODUCE** Help children use vocabulary to describe different numerals. Draw a straight line. *This is a straight line.* Draw a curved line. *This is a curved line.* Draw a circle. *This is a circle.*
- 2 **MODEL** Say *straight line, curved line, circle.* Have children point to the correct picture. Then, hold up the numeral card for 1. *This is the number 1. It has a straight line. It does not have a curved line.* Hold up the numeral card for 2. *This is the number 2. It has a straight line. It has a curved line too.*
- 3 **GUIDE PRACTICE** Call out “*straight line,*” “*curved line,*” or “*circle*” and have children draw it with their finger in the air. Then, have children look at the rest of the numerals and tell whether they have a straight line, curved line, and/or circle.

DEVELOPING

Review the meaning of *straight, curved,* and *circle.* Then, hold up numeral cards and ask questions using the words, such as: *Does the numeral 1 have a straight line or a curved line?*

EXPANDING

Review the meaning of *straight, curved,* and *circle.* Then, provide children with all of the numeral cards. Ask questions such as: *Which numerals have only straight lines?* Have children answer in complete sentences.

BRIDGING

Have children describe how to form each of the numerals, using the words *straight, curved, circle,* and *line.*

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

Personal Pronouns

What You Need

objects to represent trash, such as squares of used paper

EMERGING

- 1 **INTRODUCE** Review personal pronouns *I*, *we*, *you* and possessive pronouns *my*, *our*, *your*.
- 2 **MODEL** Scatter objects to represent trash. Point to yourself. Model picking up a piece of trash. *I pick up trash.* Sing a new verse to *This Is the Way*: *This is the way I pick up my trash, pick up my trash, pick up my trash. This is the way I pick up my trash to take care of the planet.*
- 3 **GUIDE PRACTICE** Have children pick up the paper and sing the new verse chorally. Add other pronouns as children gain mastery.

DEVELOPING

After introducing the new verse with the pronouns, have children take turns choosing a pronoun. Model using the pronoun in the verse and have children join chorally.

EXPANDING

After introducing the new verse with the pronouns, sing it with subject pronoun *I*, *we*, or *you* and have children fill in the missing possessive pronoun.

BRIDGING

Have volunteers lead the group in singing the verse with various pronouns, such as *you* and *your*; *we* and *our*.

English Language Development

WEEK 4 DAY 2 SCIENCE CIRCLE

Reduce, Reuse, Recycle

What You Need

Vocabulary Card: *reuse*
cardboard, cans, plastic and/or glass bottles, paper, and other items that can be recycled or reused

EMERGING

- 1 **THINK** Use the *reuse* Vocabulary Card to remind children of the word *reuse*. Then, point out items that can be reused. Point to each item, say the English word for the item, and have children repeat the word. Then, ask children to think of a way they might reuse these or other things that would otherwise be trash.
- 2 **PAIR** Have children talk to a partner about how they might reuse the items. Encourage them to share ideas in their own language, use gestures, and/or draw a picture.
- 3 **SHARE** Have partners share their ideas with the rest of the class. Encourage language acquisition by having them say or repeat the name of the object they are reusing.

DEVELOPING

Review the concept *reuse* and objects that would otherwise be thrown away. Then, have partners share ideas about how to reuse one of the objects. Provide sentence frames: *We can reuse _____. We can make it into _____.*

EXPANDING

Ask partners to share their ideas about how to reuse one or more objects. Encourage them to use complete sentences. Provide a sentence frame as needed: *We can reuse _____ by _____.*

BRIDGING

Ask children to share as many ideas for reusing the objects as possible. Encourage them to build on one another's ideas by asking questions such as: *That's a good idea! Has anyone tried to do this with [cardboard]? What other ways could we reuse [cardboard]?*

WEEK 4 DAY 3 STORY TIME

Things We Do

What You Need

Trade Book: *10 Things I Can Do to Help My World*

EMERGING

- 1 **INTRODUCE** Use the trade book *10 Things I Can Do to Help My World* to facilitate language acquisition.
- 2 **MODEL** As you read each page, review vocabulary. Have children follow along as you pantomime the actions on the pages, such as pretending to turn off the light, unplug the television, etc.
- 3 **GUIDE PRACTICE** After reading the book, review key phrases by playing Simon Says, in which Simon repeats things that children can do to protect the environment. Have children follow as you pantomime the actions, such as *Simon says, "Throw out the trash."*

DEVELOPING

After rereading the book, play Simon Says to review some of the actions in the book. Simon will only ask children to do things that are good for the environment, such as: *Simon says, "Throw out the trash." Throw trash on the ground.*

EXPANDING

Ask children to share ideas about how to help the environment. Encourage them to look back at the pictures for support.

BRIDGING

Ask children to discuss how each of the ideas in the book will help the environment.

WEEK 4 DAY 4 LITERACY CIRCLE

Print Concepts

What You Need

Read More About It: Taking Care

EMERGING

- 1 INTRODUCE** Write this sentence on the board. *Caleb cleans up.* Tell children that letters are used to make words, and words are used to make sentences. Point to the period. *The sentence ends with a period.*
- 2 MODEL** Point to the first letter in *Caleb*. *This is a letter.* *This is the letter C.* Point to the word *Caleb*. *This is a word.* *This is the word Caleb.* Point to the sentence. *This is a sentence.* It tells about Caleb. Sentences are made up of words. How many words are in this sentence? Count with me: one, two, three. There are three words in the sentence.
- 3 GUIDE PRACTICE** Turn to page 11 of “Taking Care.” Point to the third sentence. Read it aloud: “*They picked up trash.*” How many words are in this sentence? Repeat with the next sentence on this page: “*They put it into bags.*”

DEVELOPING

Write a sentence on the board. *This is a sentence.* Point to the period. *The sentence ends with a period.* Point to a letter. *Is this C a word?* (*No, it is a letter.*) Point to a word. *Is Caleb a word?* (*yes*) Then, point to each word as children count chorally. Repeat with the sentences on page 11 of “Taking Care.”

EXPANDING

Write a sentence on the board. Ask a volunteer to point to the first word in the sentence. Ask another volunteer to point to the last word. Then work with children to count the words in the sentence. Repeat with the sentences on page 11 of “Taking Care.”

BRIDGING

Ask children to find a sentence in “Taking Care” and to count the number of words. Then, have them share their finding with the rest of the group. Ask volunteers to explain how they knew how many words were in the sentence.

WEEK 4 DAY 5 MATH CIRCLE

Equal, More, and Less

What You Need

Snap Cubes

EMERGING

- 1 I SAY** Show two groups with three cubes each. *The word equal means “the same.”* These groups are equal. They both have three cubes.
- 2 WE SAY** Say it with me: *equal . . . equal . . . equal.* Equal means “the same.” Take away a cube from one of the groups. Now the groups are not equal. This group has more than this group. This group has less than this group.
- 3 YOU SAY** Create blocks into two groups with four cubes each. *Are these groups equal?* Repeat with unequal groups. *Are these groups equal? Which group has more?*

DEVELOPING

Review the meaning of *equal*, *more than*, *less than*. Then, have children use cubes to create equal groups and unequal groups. Ask them to use *equal*, *more than*, or *less than* to describe each group.

EXPANDING

Provide two groups of cubes. Ask children whether the groups are equal. Ask them to respond in complete sentences.

BRIDGING

Ask children to explain to a partner how they can know whether two groups of cubes are equal.

Theme 4

