

# Hello, School!

## Concept Development

### THEME 1

# Hello, School!

How do we learn and play at our school?

## Theme Concepts

- Children learn that they are an important part of the school community.
- Children learn to express their own feelings appropriately.
- Children learn to understand the feelings of others.
- Children learn the purposes for rules and routines in school.
- Children learn that rules and routines help them feel safe.
- Children learn to work together, take turns, and share.
- Children learn that students around the world are similar and different from them.

## Theme Vocabulary

routine                  different  
alike                      belonging



Big Book: *The More We Get Together*



Wordless Experience Book: *Hello, School!*

### WEEK 1

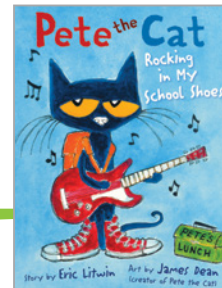
FOCUS:

Welcome to Pre-Kindergarten and My School.

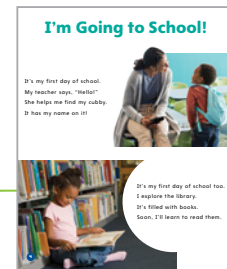
What is my school like?

### Concept Vocabulary

desk                      library  
hall                        playground  
books



Pete the Cat: *Rocking in My School Shoes*



"I'm Going to School!"

### WEEK 2

FOCUS:

Classroom Rules and Routines

Why do we have rules and routines at school?

### Concept Vocabulary

rules                      teacher  
learn                      listen  
friends



Maria Had a Little Llama



"School Rules"

### WEEK 3

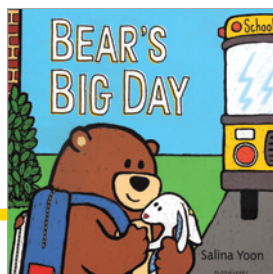
FOCUS:

#### Feeling Safe and Belonging

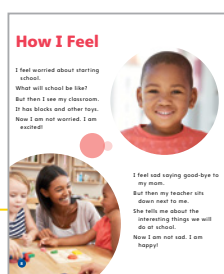
### Why is it important to feel safe at school?

#### Concept Vocabulary

backpack supplies  
class together  
ask



*Bear's Big Day*



"How I Feel"

## Social and Emotional Intelligence

- follow classroom rules and routines
- identify and name feelings
- communicate basic emotions
- identify emotions in others
- assume roles and responsibilities in the classroom
- choose activities from possible choices
- explain simple daily routines

## Let's Celebrate

- Families are invited to the School is Cool celebration.
- The celebration will include songs, rhymes, and a read aloud.
- Children and families can walk through the Gallery of Art and Writing.
- Children share what they have learned in the Centergize centers.
- Families and children share what they have learned about school and celebrate the fun.

### WEEK 4

FOCUS:

#### How My School Compares to School Around the World

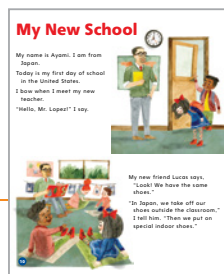
### How is my school like other schools?

#### Concept Vocabulary

cultures world  
students recess  
science



*School in Many Cultures*

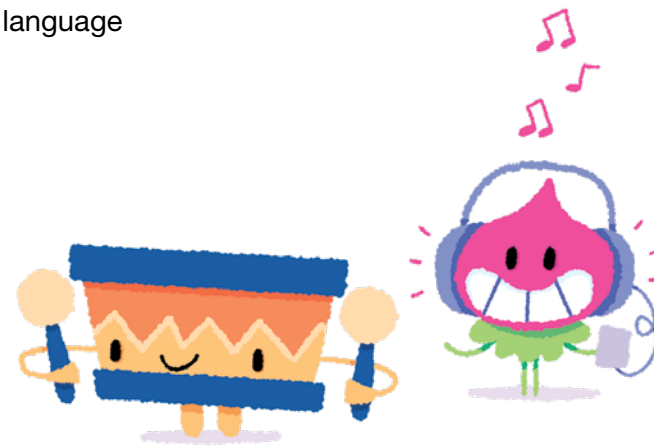


"My New School"

## Supporting English Learners

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

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- enhance children's language development with parallel instruction
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# Marvelous Me!

## Concept Development

### THEME 2

# Marvelous Me!

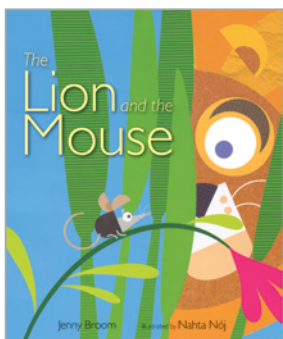
## What makes me special?

### Theme Concepts

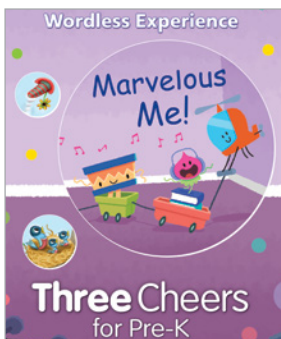
- Children learn about their preferences and the preferences of others.
- Children learn what makes them happy and sad.
- Children learn that they are lovable and capable.
- Children learn about their senses and physical characteristics.
- Children learn about their families.
- Children learn what makes them and others special.
- Children learn about culturally responsive learning.

### Theme Vocabulary

special            family  
senses            favorite



**Big Book: *The Lion and the Mouse***



**Wordless Experience Book: *Marvelous Me!***

### WEEK 1

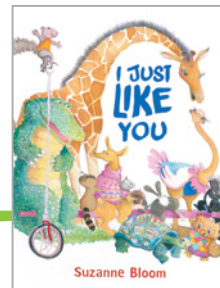
FOCUS:

**Who Am I?**

**Who Am I?**

### Concept Vocabulary

shy            choose  
same           like  
include



***I Just Like You***



**"What Do Friends Do?"**

### WEEK 2

FOCUS:

**My Body and Senses**

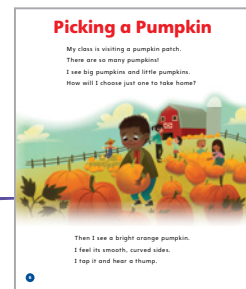
**What do my senses tell me about the world?**

### Concept Vocabulary

see            smell  
touch           hear  
taste



***Cold, Crunchy, Colorful***



**"Picking a Pumpkin"**

## WEEK 3

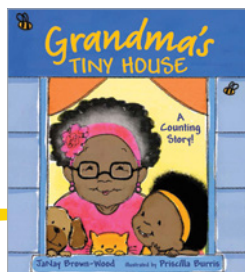
FOCUS:

### My Family and Friends

## Why are friends and families important?

### Concept Vocabulary

grandma      space  
neighbors    backyard  
house



**Grandma's Tiny House**



**"We're a Family"**

## Social and Emotional Intelligence

- follow classroom routines with occasional reminders from teacher
- can express pride in age-appropriate abilities
- is aware of where his own body is in space
- shows reasonable opinion of his own abilities
- can communicate basic emotions/feelings

## Let's Celebrate

- Families are invited to the Marvelous Me! Celebration.
- The rich experience will include the songs, routines, stories, and an eye-color chart.
- Children will demonstrate activities in Centergize.
- Children and their families will stroll through the wall of self-portraits and family drawings.
- A theme reflection will end the celebration.

## Supporting English Learners

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## WEEK 4

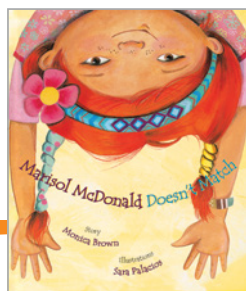
FOCUS:

### Things That I Like

## What are some of my favorite things?

### Concept Vocabulary

match      reason  
surprise    unique  
decide



**Marisol McDonald Doesn't Match**



**"Favorite Things"**





# Look Outside

## Concept Development

### THEME 3

# Look Outside

How are the seasons different?

## Theme Concepts

- Children learn that seasons occur all over the world.
- Children learn what characterizes seasons in the part of the world where they live.
- Children learn what characterizes seasons in parts of the world unfamiliar to them.
- Children learn that seasons are a cycle in nature.
- Children learn about patterns in nature (leaves, snowflakes) and how seasons affect these patterns.
- Children learn how their lives are influenced by the different seasons (dress, activities).
- Children learn how seasons and weather are connected.

## Theme Vocabulary

changes      notice  
patterns      weather



Big Book: *Rain, Rain, Go Away*



Wordless Experience Book: *Look Outside*

### WEEK 1

FOCUS:

**Fall**

**What changes happen in the fall?**

### Concept Vocabulary

fall                  harvest  
autumn            windy  
leaves



*Goodbye Summer, Hello Autumn*



"Animals in Fall"

### WEEK 2

FOCUS:

**Winter**

**How is winter where I live different from winter in other places?**

### Concept Vocabulary

winter            cold  
snowman        wet  
blizzard



*I Love Snow*



"Winter Wonderlands"

### WEEK 3

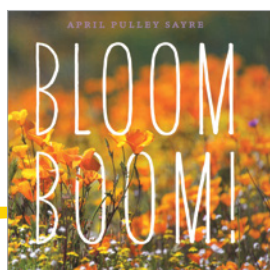
FOCUS:

**Spring**

**What can I notice with my senses in the spring?**

#### Concept Vocabulary

spring      flowers  
bloom      seeds  
bud



***Bloom Boom!***



**"Is It Spring?"**

## Social and Emotional Intelligence

- communicate basic emotions and feelings
- sustain attention to chosen or routine tasks
- assume responsibilities in the classroom
- remain focused on group activities for up to 20 minutes at a time
- regulate behavior with occasional reminders

## Let's Celebrate

- Families are invited to an Author's Chair celebration.
- Children create and share a book about seasons.
- Children dress in their favorite seasonal clothing.
- Children sing a seasons-related transition chant.
- Family members take a gallery stroll of the seasonal bulletin boards that children have decorated.
- Children teach guests to do a pattern hop.
- Everyone reflects on the theme and the celebration.

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### WEEK 4

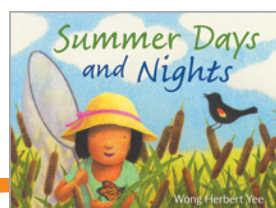
FOCUS:

**Summer**

**What can we see and do during the summer?**

#### Concept Vocabulary

summer      fireflies  
hot          butterfly  
shade



***Summer Days and Nights***



**"Let's Go Camping"**



# 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

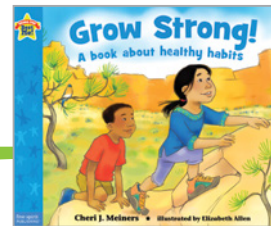
FOCUS:

I Can Take Care of Myself

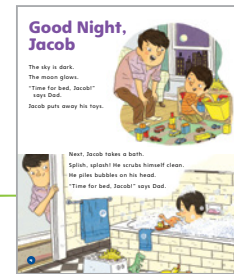
How do I take care of myself?

## 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

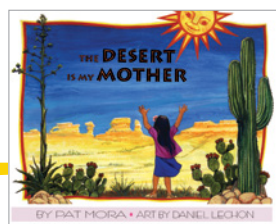
FOCUS:

**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

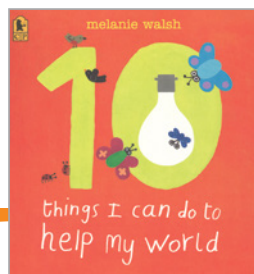
FOCUS:

**I Can Help Take Care of Our World**

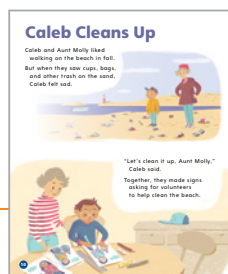
**Why is it important to take care of our world?**

### Concept Vocabulary

trash              pollution  
reuse              replace  
garbage



***10 Things I Can Do to Help My World***



***“Caleb Cleans Up”***

## Supporting English Learners

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# Everyday Helpers

## Concept Development

### THEME 5

# Everyday Helpers

How do people in our community help us?

## Theme Concepts

- Children learn about the jobs people do in their community.
- Children learn about the tools needed to do each job.
- Children learn that everyone in the community has a purpose.
- Children learn the importance of helping others and relying on others.
- Children recognize that helpers come in many shapes and sizes.
- Children become more comfortable with visits to places in the community (like doctor's and dentist's offices).

## Theme Vocabulary

community      uniform  
job                  heroes



Big Book: *The Little Red Hen*



Wordless Experience Book: *Everyday Helpers*

### WEEK 1

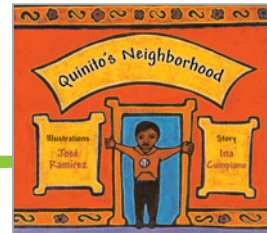
FOCUS:

**Everyday Helpers Are All Around Us**

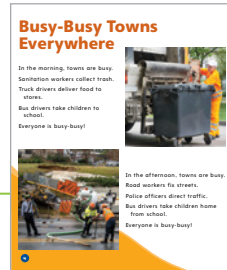
**What do everyday helpers do in a community?**

### Concept Vocabulary

nurse                  dentist  
carpenter          doctor  
guard



*Quinito's Neighborhood*



*"Busy-Busy Towns Everywhere"*

### WEEK 2

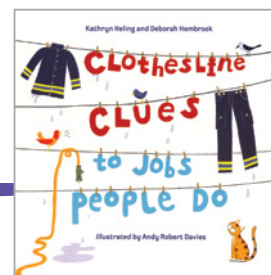
FOCUS:

**Everyday Helpers and Their Tools**

**Why do everyday helpers need different tools?**

### Concept Vocabulary

farmer                  astronaut  
chef                      tools  
artist



*Clothesline Clues to Jobs People Do*



*"Fix It Quickly"*

### WEEK 3

FOCUS:

## Mail Carriers Help Us

### What do mail carriers do?

#### Concept Vocabulary

mail carrier    city  
deliver        country  
mail



*Delivering Your Mail*



*"A Veterinarian's Visits"*

### WEEK 4

FOCUS:

## Firefighters Help Us

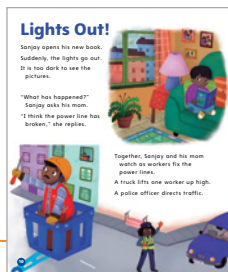
### Why are firefighters important?

#### Concept Vocabulary

firefighter        dispatcher  
fire engine        equipment  
fire station



*A Visit to The Fire Station*



*"Lights Out!"*

## Social and Emotional Intelligence

- use effective verbal communication skills to build relationships with teachers/adults
- initiate problem-solving strategies
- follow classroom routines with occasional reminders from teacher
- seek adult help when necessary

## Let's Celebrate

- Families are invited to the Community Helpers parade.
- The rich experience will include visitor greetings, songs, and artwork.
- Children will demonstrate activities in Centergize.
- Children and their families will stroll through the community helper wall of fame.
- A theme reflection on how community helpers help us will end the celebration.

## Supporting English Learners

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# From Farm to Table Concept Development

## THEME 6

# From Farm to Table

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

## Theme Concepts

- Children learn that food comes from a particular source.
- Children learn how plants grow and what they need to grow.
- Children learn the cause-and-effect relationships that trace how food gets from farm to table.
- Children learn to appreciate those who work to grow our food.
- Children identify the kinds of foods they eat and enjoy.
- Children learn how to make healthy food choices.
- Children learn that different families and cultures have different traditional foods.

## Theme Vocabulary

farm                      market  
store                     crops



Big Book: *The Enormous Turnip*



Wordless Experience Book: *From Farm to Table*

## WEEK 1

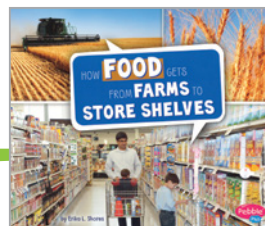
FOCUS:

**From the Farm to the Grocery Store**

**How do grocery stores get the food we buy?**

### Concept Vocabulary

products      containers  
ripe            flour  
grains



*How Food Gets from Farms to Store Shelves*



*"The Traveling Bananas"*

## WEEK 2

FOCUS:

**How We Get Our Food**

**What can we find at a grocery store or market?**

### Concept Vocabulary

basket            hungry  
seller             crowded  
buying



*Baby Goes to Market*



*"Shopping for Food"*

### WEEK 3

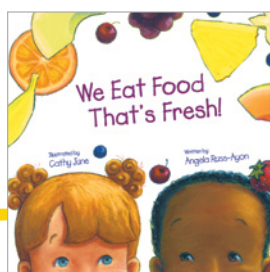
FOCUS:

All Kinds of Food

## Why should we eat different kinds of foods?

### Concept Vocabulary

appetite      sliced  
chopped      steamed  
dipped



**We Eat Food That's Fresh**



**"One Tiny Bite"**

## Social and Emotional Intelligence

- remain focused on engaging group activities for up to 20 minutes at a time
- show reasonable opinion of their own abilities
- show reasonable opinion of their own limitations
- express pride in age appropriate skills
- take care of classroom materials
- assume various roles as part of a classroom community

## Let's Celebrate

- Families are invited to bring food to a Healthy Foods for Us Celebration.
- The rich experience will include songs, rhymes, and snacks.
- Children share what they have learned about healthy eating.
- Children demonstrate what they do each day to care for plants, pets, and classroom materials.
- Families participate in an Alphabet Scavenger Hunt.

### WEEK 4

FOCUS:

Family Favorites

## What special foods does my family enjoy?

### Concept Vocabulary

milk              dessert  
vegetables      bread  
fruit



**The Empanadas That Abuela Made**



**"Favorite Foods"**

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# On the Go!

## Concept Development

### THEME 7

# On the Go!

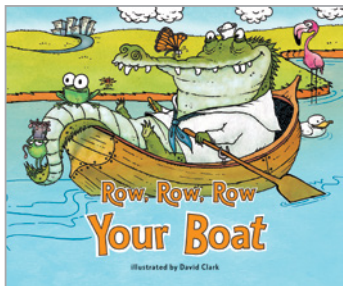
How do we get from here to there?

## Theme Concepts

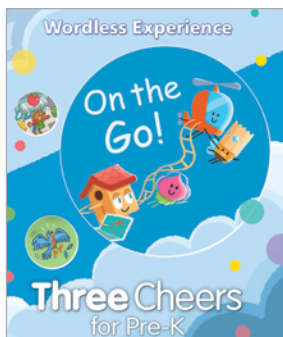
- Children learn about all modes of transportation, including cars, trains, airplanes, and ships.
- Children learn the purposes of each type of vehicle.
- Children learn basic differences between vehicles.
- Children learn how to travel safely.
- Children recognize that people around the world travel in different ways.
- Children understand and get excited about the possibility of traveling to other places.

## Theme Vocabulary

transportation      sky  
road                      travel



Big Book: *Row, Row, Row Your Book*



Wordless Experience Book: *On the Go!*

### WEEK 1

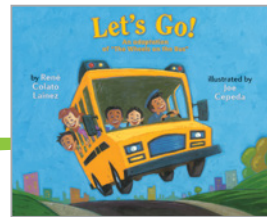
FOCUS:

**Types of Transportation**

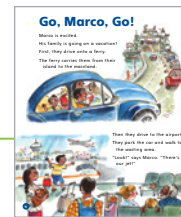
**What kinds of transportation do we use?**

### Concept Vocabulary

wheels                  ambulance  
bus                      tricycle  
motorcycle



*Let's Go!*



*"Go, Marco, Go!"*

### WEEK 2

FOCUS:

**Trains**

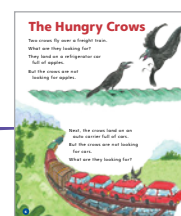
**What are the different types of railroad cars?**

### Concept Vocabulary

freight                  caboose  
train                      engine  
track



*Freight Train*



*"The Hungry Crows"*

## WEEK 3

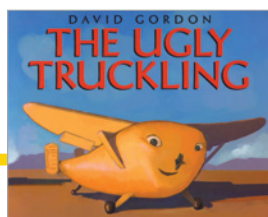
FOCUS:

### Trucks and Planes

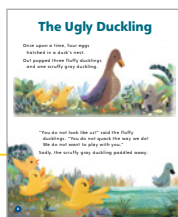
## How are trucks and planes alike and different?

### Concept Vocabulary

vehicles      airplane  
truck        haul  
tractor



*The Ugly Truckling*



“The Ugly Duckling”

## WEEK 4

FOCUS:

### All Kinds of Vehicles

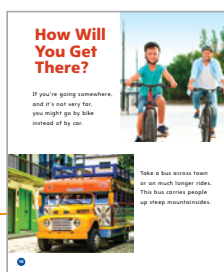
## What is your favorite kind of transportation and why?

### Concept Vocabulary

car            tires  
jet            motors  
boat



*Ready, Steady, Race!*



“How Will You Get There?”

## Social and Emotional Intelligence

- identify and follow classroom rules and routines; suggest additional rules as needed
- explore and identify communities and neighborhoods
- demonstrate how to follow directions
- respect others and their space

## Let's Celebrate

- Visitors are invited to the Let's Get Moving Celebration
- Children will share what they have learned about transportation, including trains and planes.
- Children share what they learned about rolling objects down a ramp.
- Children share with visitors what they have learned by speaking clearly.
- Visitors will explore a train station, a plane station, and a Need for Speed station in the classroom.
- A theme reflection will end the celebration.

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# Animals All Around

## Concept Development

### THEME 8

# Animals All Around

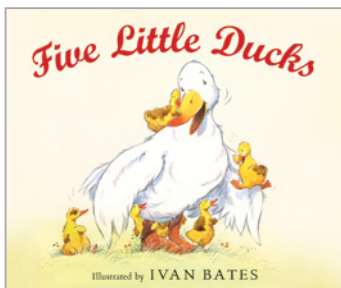
How are animals the same and different?

## Theme Concepts

- Children learn about all kinds of animals.
- Children learn about the characteristics of different animals.
- Children learn about metamorphosis and life cycles.
- Children learn that there are relationships between and among species of animals.
- Children learn that different animals have different habits, such as being awake during the night or day.

## Theme Vocabulary

animals      cycle  
features      habitat



Big Book: *Five Little Ducks*



Wordless Experience Book: *Animals All Around*

### WEEK 1

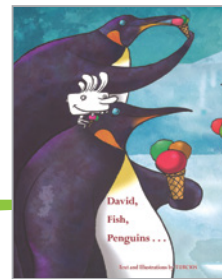
FOCUS:

All Kinds of Animals

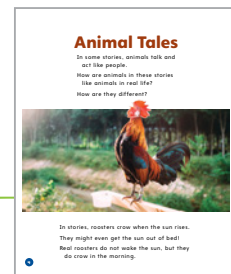
What can we learn about animals from stories?

### Concept Vocabulary

chameleon      ostrich  
snail              rooster  
octopus



*David, Fish, Penguins...*



"Animal Tales"

### WEEK 2

FOCUS:

Animal Features

How do the feet of animals help them?

### Concept Vocabulary

webbed          paws  
hooves          prey  
claws



*Whose Feet Are These?*



"The Party"

## WEEK 3

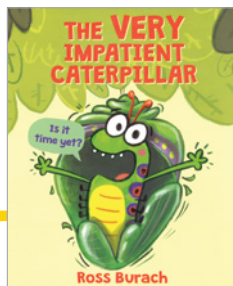
FOCUS:

### Animal Life Cycles

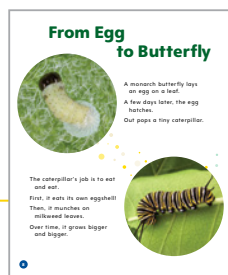
## How does a caterpillar become a butterfly?

### Concept Vocabulary

caterpillar    chrysalis  
transform    migrate  
butterfly



*The Very Impatient Caterpillar*



“From Egg to Butterfly”

## Social and Emotional Intelligence

- follow classroom routines with occasional reminders from teacher
- assume various responsibilities as part of a classroom community
- increasingly communicate with peers to initiate pretend play scenarios that share a common plan
- interact with a variety of playmates
- may have preferred friends
- demonstrate an understanding that others have feelings that are different from her own

## Let's Celebrate

- Families are invited to the Let's Go to the Zoo Celebration.
- The rich experience will include songs, dramatic readings, and exhibits.
- Children will demonstrate activities in Centergize.
- Children and their families will take a tour of the zoo exhibits.
- A theme reflection will end the celebration.

## WEEK 4

FOCUS:

### Where Animals Live

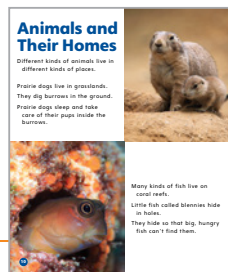
## Where do animals live?

### Concept Vocabulary

forest    rainforest  
grasslands    ocean  
wetlands



*Hooray for Today!*



“Animals and Their Homes”

## 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





# Earth, Moon, and Sky

## Concept Development

### THEME 9

# Earth, Moon, and Sky

What do we see in the world around us?

## Theme Concepts

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

## Theme Vocabulary

earth                  moon  
sun                      space



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



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

### WEEK 1

FOCUS:

**All About Trees**

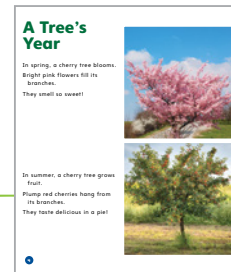
**How does the earth help a tree grow?**

### Concept Vocabulary

roots                  river  
ground              air  
nest



***Trees***



**"A Tree's Year"**

### WEEK 2

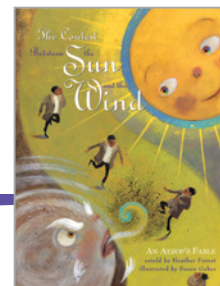
FOCUS:

**The Sky and the Wind**

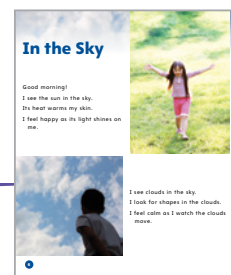
**What can we see in the sky?**

### Concept Vocabulary

dust                    force  
swirl                  strength  
cloud



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



**"In the Sky"**

## WEEK 3

FOCUS:

### Phases of the Moon

## How can we describe the moon?

### Concept Vocabulary

full                    phases  
crescent            orbit  
half



***A Big Mooncake for Little Star***



**“The Changing Moon”**

## Social and Emotional Intelligence

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

## Let's Celebrate

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

## WEEK 4

FOCUS:

### Space Exploration

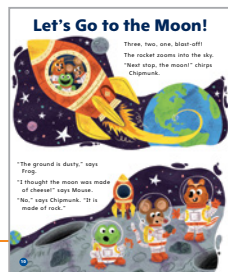
## What do astronauts do?

### Concept Vocabulary

ignite                    mission  
shuttle                   gravity  
laboratory



***Mission to Space***



**“Let's Go to the Moon!”**

## Supporting English Learners

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

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

