

Teacher's Guide

# Look Outside



# Three Cheers for Pre-K

SAVVAS

Teacher's Guide

# Three Cheers for Pre-K

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Teacher's Guide

# Three Cheers for Pre-K

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A comprehensive curriculum  
for Pre-Kindergarten



**Theme 3 • Look Outside**

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**SAVVAS**  
LEARNING COMPANY



# Three Cheers for Pre-K Authors

## Advisory Board

### Ashley Bowmar

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Atlanta, Georgia

### Rocio Rincon

Bilingual Teacher  
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Tomball, Texas

### Jessica Perez

Multilingual Director  
Tomball Independent School District  
Tomball, Texas

## Program Authors



### Stuart J. Murphy

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



### Gilberto Soto

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

## Consulting Authors



### Patricia A. Edwards

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



### Lee Wright

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



### Zachary Champagne

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

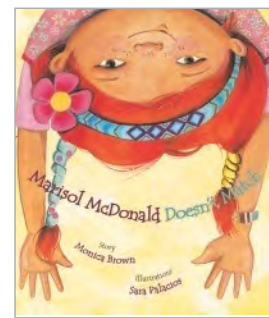
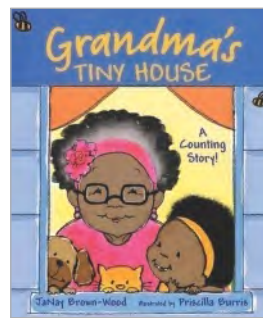
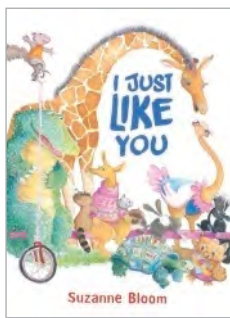


# Program Components

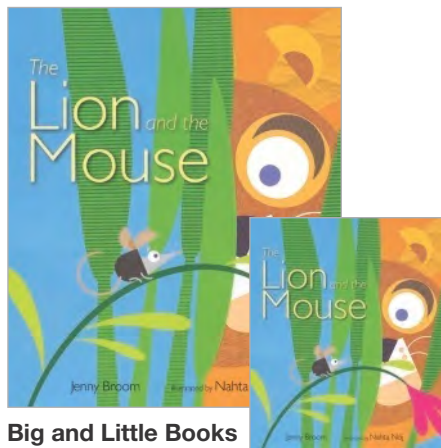
## In Each of Your 9 Theme Kits



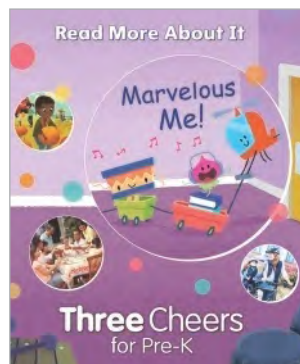
Teacher's Guides, Themes 1-9



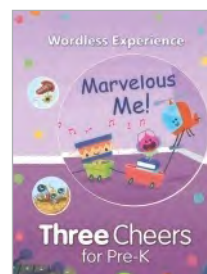
Trade Books



Big and Little Books



Read More About It



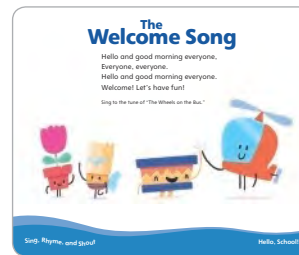
Wordless Experience Books



Theme Manipulatives



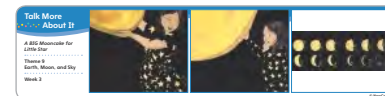
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Sing, Rhyme, and Shout



Theme and Concept Vocabulary

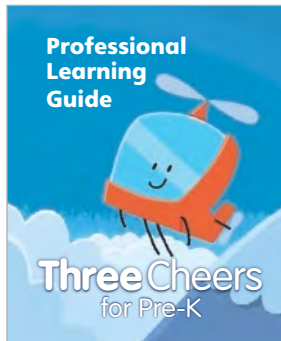


Talk More About It

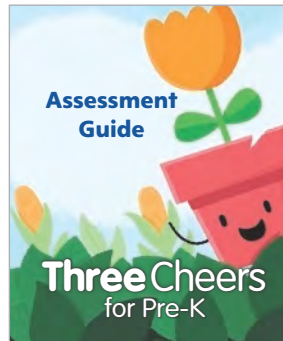




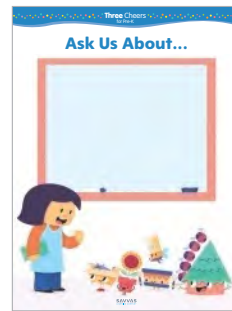
## In Your Teacher Toolkit



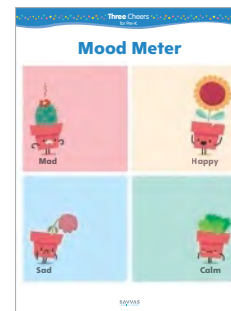
Professional Learning Guide



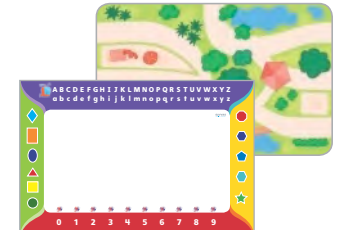
Assessment Guide



Ask Us About... Poster



Mood Meter Poster



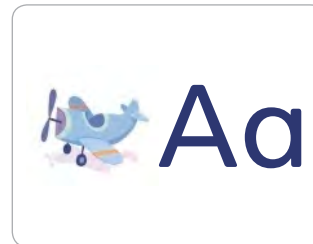
Map Mats



Center Signs



Social and Emotional Learning Cards

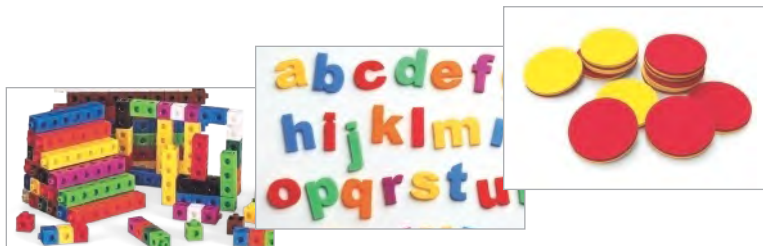


Alphabet Cards



Picture Cards

## Hands-on Instructional Resources

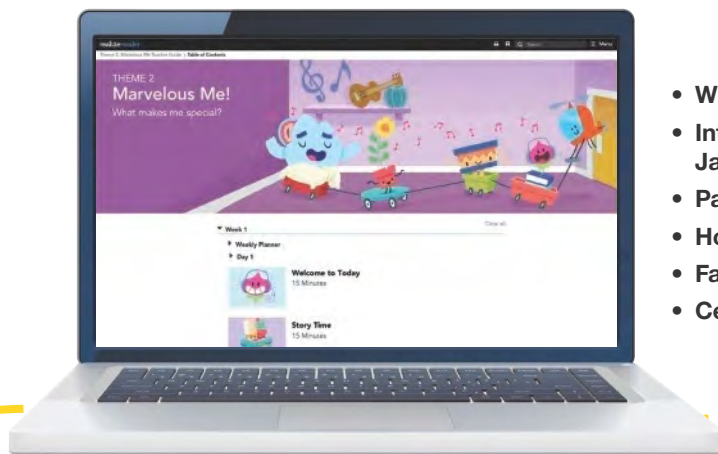


Manipulative Kit

Javi the Helicopter



## Let's Go Digital



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

# Themes at a Glance

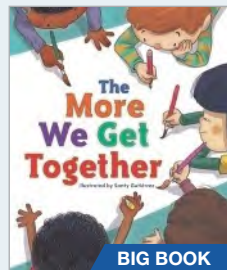
## Spark a Love of Reading and Learning

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

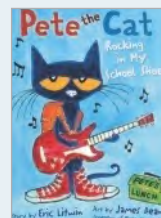
### THEME 1

#### Hello School!

How do we learn and play at school?



BIG BOOK



WEEK 1



WEEK 2



WEEK 3

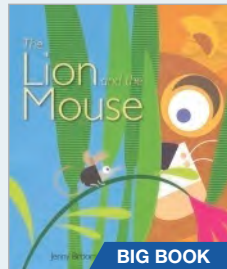


WEEK 4

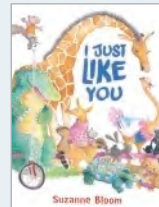
### THEME 2

#### Marvelous Me!

What makes me special?



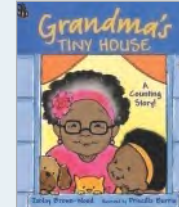
BIG BOOK



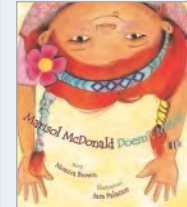
WEEK 1



WEEK 2



WEEK 3



WEEK 4

### THEME 3

#### Look Outside

How are the seasons different?



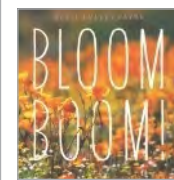
BIG BOOK



WEEK 1



WEEK 2



WEEK 3



WEEK 4

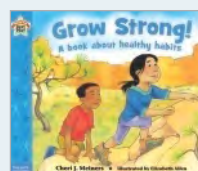
### THEME 4

#### Taking Care

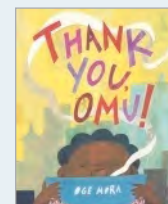
How do we care for ourselves and others?



BIG BOOK



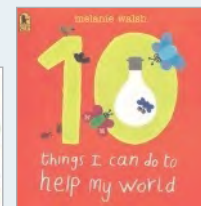
WEEK 1



WEEK 2



WEEK 3



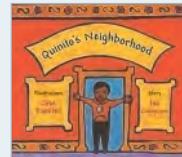
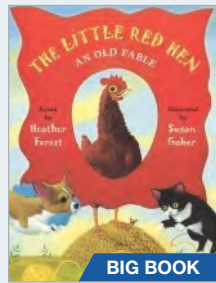
WEEK 4



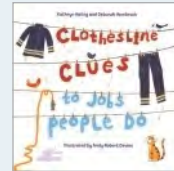
THEME 5

# Everyday Helpers

How do people in our community help us?



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?



WEEK 1



WEEK 2



WEEK 3

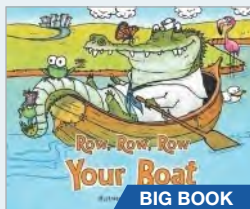


WEEK 4

THEME 7

# On the Go!

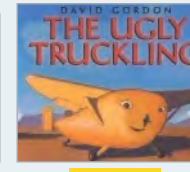
How do we get from here to there?



WEEK 1



WEEK 2



WEEK 3



WEEK 4

THEME 8

# Animals All Around

How are animals the same and different?



WEEK 1



WEEK 2



WEEK 3

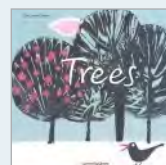
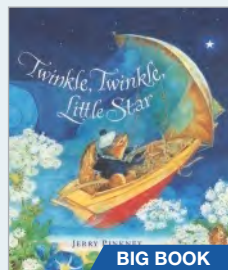


WEEK 4

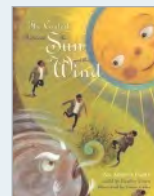
THEME 9

# Earth, Moon, and Sky

What do we see in the natural world?



WEEK 1



WEEK 2



WEEK 3



WEEK 4

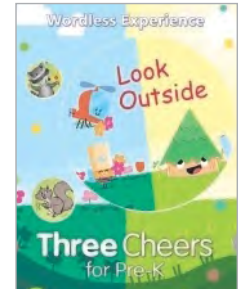


# Look Outside

How are the seasons different?

## Contents

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



### WEEK 1 What changes happen in the fall?

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



**Read More About It: "Animals in Fall"**

### WEEK 2 How is winter where I live different from winter in other places?

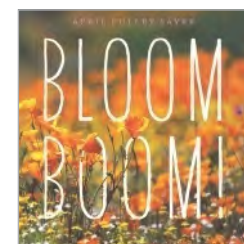
<b>Plan Your Week</b> .....	47–51	Centers and Small Group .....	56, 64, 72, 80, 88
<b>Centergize</b> .....	C•185–C•203	Math Circle .....	57, 65, 73, 81, 89
<b>Daily Lessons</b>		Science, Social Studies, and More Circle .....	58, 66, 74, 82, 90
Welcome to Today .....	53, 61, 69, 77, 85	Learn and Play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



**Read More About It: "Winter Wonderlands"**

### WEEK 3 What can I notice with my senses in the spring?

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



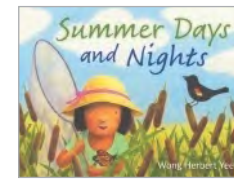
**Read More About It: "Is It Spring?"**

**WEEK 4**

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

**Plan Your Week** ..... 139–143  
**Centergize** ..... C•185-C•203  
**Daily Lessons**  
 Welcome to Today ..... 145, 153, 161, 169, 177  
 Story Time ..... 146, 154, 162, 170, 178  
 Literacy Circle ..... 147, 155, 163, 171, 179

**Centers and Small Group** ..... 148, 156, 164, 172, 180  
**Math Circle** ..... 149, 157, 165, 173, 181  
**Science, Social Studies, and More Circle** ..... 150, 158, 166, 174  
**Learn and Play** ..... 151, 159, 167, 175, 184  
**Reflect**..... 152, 160, 168, 176  
**Let’s Celebrate**..... 182–183



**Read More About It: “Let’s Go Camping”**

*Let’s Celebrate!  
 Family gathering to celebrate how each of us is special.*

**Theme Kit**



5 x 5

**Fall**

- Vocabulary**
- Alike and Different**
- Name the Colors**
- Movement**
- A Seasonal Rhyme**



**Sing, Rhyme, and Shout: “Fall”**



**Theme and Concept Vocabulary**



**Theme Manipulative**

**Three Cheers for Pre-K**

**Talk More About It**  
 Theme 3  
 Look Outside

SAVVAS

**Talk More About It: Look Outside**

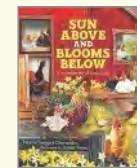
**Gather books to read that develop the theme, Look Outside.**



**Hello Autumn!**  
 written by Shelley Rotner  
 published by Holiday House  
 Photographs highlight the beauty of fall and observable changes in nature.



**The Winter Train**  
 written by Susanna Isern  
 illustrated by Ester García  
 published by Cuento de Luz  
 Choo-choo! As winter draws near, the forest animals catch the train that will take them to warmer lands. But what will they do when they realize squirrel isn’t with them?



**Sun Above and Blooms Below: A Springtime of Opposites**  
 written by Felicia Sanzari Cherneski  
 illustrated by Susan Swan  
 published by Albert Whitman & Company  
 Miss Ava takes her students on a field trip to a local farm, where they discover “a springtime of opposites.”



**Hibernation Station**  
 written by Michelle Meadows  
 illustrated by Kurt Cyrus  
 published by Simon & Schuster Books for Young Readers  
 Animals are preparing for sleep on a train of hollow logs in this rhyming book about hibernation.



**When Spring Comes**  
 written by Kevin Henkes  
 illustrated by Laura Donzek  
 published by Greenwillow Books  
 With the refrain “but if you wait,” this book captures the changes that occur in nature as winter turns to spring.



**Are You Ready for Summer?**  
 written by Sheila Anderson  
 published by Learner Publishing Group  
 This book introduces readers to the sights and sounds of summer, including some of the fun activities that are typical of this time of year.

# Go Digital!

## SavvasRealize.com

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

### Plan

#### Digital is portable!

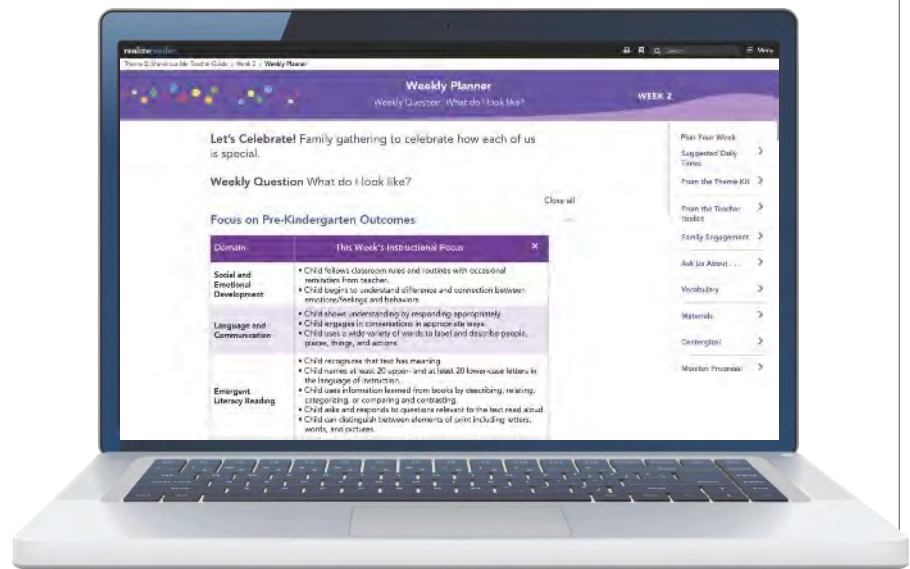
Do your planning any place, any time from SavvasRealize.com.

#### 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.



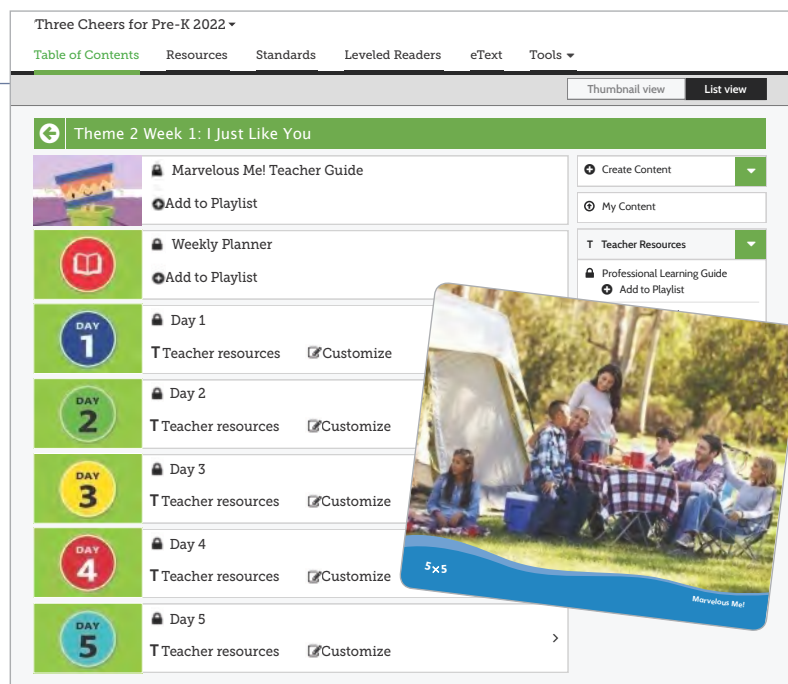
### Teach

#### 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.



# Look Outside 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

Onset and Rime  
Produce Phonemes

#### Alphabet Knowledge

Letter Sound *Pp /p/*

#### Mathematics

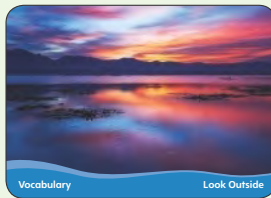
Shapes  
Number Sense  
Patterns  
Spatial Sense

#### Science, Social Studies, and Health

Earth and Space Science  
Weather and Seasons

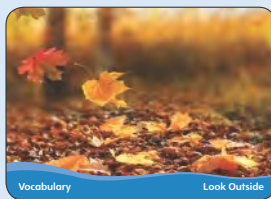
#### Theme Vocabulary

changes



#### Concept Vocabulary

fall  
autumn  
harvest  
windy  
leaves



### WEEK 2

#### Phonological Awareness

Blend Phonemes  
Produce Phonemes

#### Alphabet Knowledge

Letter Sound *Jj /j/*

#### Mathematics

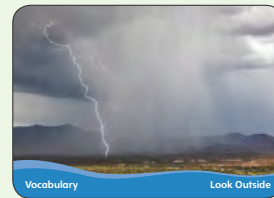
Shapes  
Spatial Sense  
Counting  
Classification and Patterns

#### Science, Social Studies, and Health

Earth and Space Science  
Weather and Seasons  
Technology and Devices

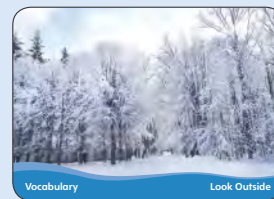
#### Theme Vocabulary

weather



#### Concept Vocabulary

winter  
snowman  
cold  
blizzard  
wet



# On our way to Kindergarten!



## WEEK 3

### Phonological Awareness

Blend Phonemes  
Produce Phonemes

### Alphabet Knowledge

Dd /d/

### Mathematics

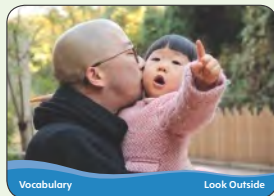
Spatial Sense  
Shapes  
Number Sense  
Patterns

### Science, Social Studies, and Health

Light and Heat  
Environments  
Weather and Seasons

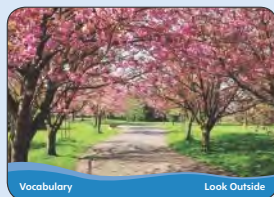
### Theme Vocabulary

notice



### Concept Vocabulary

spring  
bud  
seeds  
bloom  
flowers



## WEEK 4

### Phonological Awareness

Blend Phonemes  
Produce Phonemes

### Alphabet Knowledge

Review Pp, Jj, and Dd  
Review Ss, Mm, Bb, Tt, Aa, Pp, Jj, Dd

### Mathematics

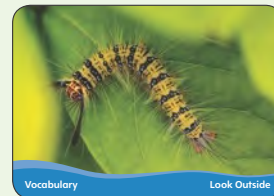
Shapes  
Spatial Sense  
Number Sense  
Patterns

### Science, Social Studies, and Health

Light and Heat  
Environments

### Theme Vocabulary

patterns

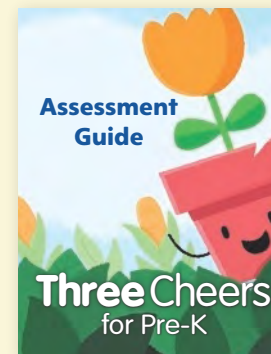


### Concept Vocabulary

summer  
shade  
butterfly  
hot  
fireflies



## Assessment Guide



### Progress Monitoring Resources

Use these Assessment Guide resources in Theme 3:

#### Weekly Observational Checklists

Week 1.....	p. 20
Week 2.....	p. 21
Week 3.....	p. 22
Week 4.....	p. 23

#### 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



# 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

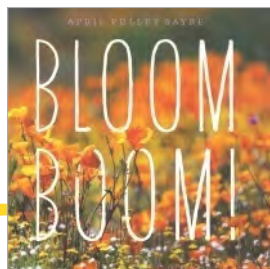
FOCUS:

**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.

## 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

- 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.

### WEEK 4

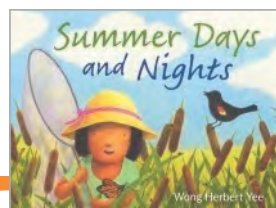
FOCUS:

**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"**



# 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.

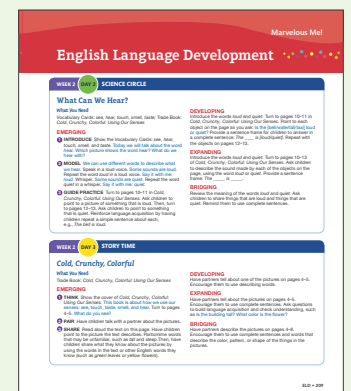
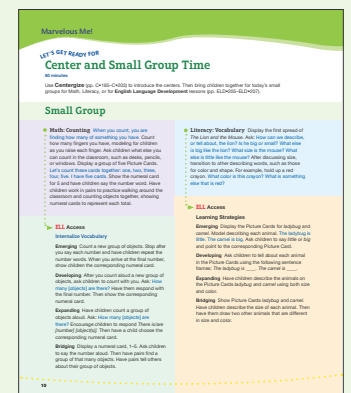
10 minutes per group

**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

<b>Welcome to Today</b> .....	15 minutes
<b>Story Time</b> .....	15 minutes
<b>Literacy Circle</b> .....	15 minutes
<b>Center Time and Small Groups</b> .....	60 minutes
<b>Math Circle</b> .....	15 minutes
<b>Other-Domain Circle</b> (Science, Social Studies, Technology, Fine Arts, Health) .....	15 minutes
<b>Learn and Play</b> .....	90 minutes
<b>Reflect</b> .....	10 minutes

### Your Half-Day Schedule

<b>Welcome to Today</b> .....	15 minutes
<b>Story Time</b> .....	15 minutes
<b>Literacy Circle</b> .....	15 minutes
<b>Center Time and Small Groups</b> .....	60 minutes
<b>Math Circle</b> .....	15 minutes
<b>Other-Domain Circle</b> (Science, Social Studies, Technology, Fine Arts, Health) .....	15 minutes
<b>Reflect</b> .....	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



# Look Outside

## Launch the Theme

### How are the seasons different?

Introduce children to the theme’s Guiding Question. We’re going to read, learn, and play to try to answer this question: *How are the seasons different?* We’ll talk and learn about the four seasons—fall, winter, spring, and summer. We’re going to start by playing a game called “Four Seasons.”

## Game

### Four Seasons

#### Set Up

This game is similar to Four Corners. Place one or more pictures representing a season in each corner of the room so that each corner is a different season.

#### Introduce the Game

Use Javi the Helicopter to help you explain the game to children. Point out the corners of the room and name each season.

- One person will be “it.” That person has to close his or her eyes. The rest of us will go to any of the four corners of the room: Fall, Winter, Spring, or Summer. When we are ready in our corners, the person who is “it” guesses which corner has the most children by pointing to that corner.
- Javi will be the first to be “it.”

#### Practice the Game

Point out that children should be quiet to try to trick “it” into thinking their corner has fewer children. Also reinforce understanding of seasons by using the season’s name when children point to it.

After Javi has a turn, allow other children to take turns as “it.” Encourage them to think about what senses they are and are not using. Encourage children to use their listening skills.



# Close the Theme

## Let's Celebrate!

### Author's Chair

Children invite their families to share what they have learned about the seasons. At this celebration, children read their own seasons books in the Author's Chair.

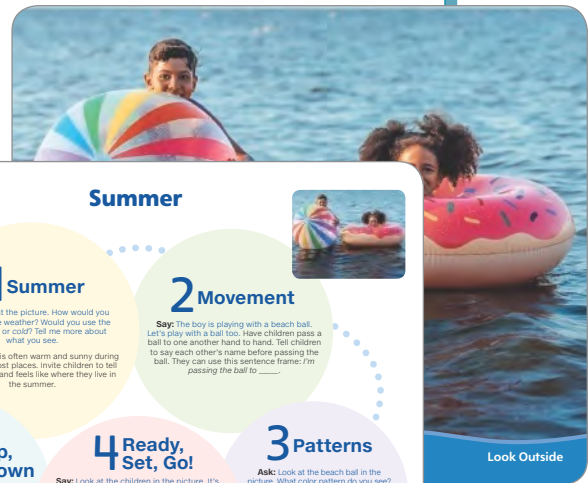
#### Prepare

Guide children to write books about the four seasons. Provide time for children to practice reading aloud and sharing their books with an audience. Designate an "Author's Chair." Create and decorate a banner, as well as a gallery of leaves, flowers, snowflakes, and suns. Help children write invitations for their families.

#### Celebration Day

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

- Greet guests at your door.
- Share a favorite song or chant about the seasons.
- Have children take turns sitting in the Author's Chair to "read" their books.
- Families take a gallery stroll of the seasons bulletin boards.
- Children teach their guests how to do the pattern hop.
- Everyone reflects on the time shared.



### Summer

**1 Summer**

**Ask:** Look at the picture. How would you describe the weather? Would you use the word warm or cool? Tell me more about what you see.

Explain that it is often warm and sunny during summer in most places. Invite children to tell what it looks and feels like where they live in the summer.

**2 Movement**

**Say:** The boy is playing with a beach ball. Let's play with a ball too. Have children pass a ball to one another hand to hand. Tell children to say each other's name before passing the ball. They can use this sentence frame: I'm passing the ball to \_\_\_\_\_.

**5 Thumbs-Up, Thumbs-Down**

Make statements about the weather and the seasons. Have children show thumbs-up if the statement is true or thumbs-down if it isn't. **Say:** I would bring an umbrella to school on a sunny day. I would wear my mittens and boots on a cold and snowy day.

**4 Ready, Set, Go!**

**Say:** Look at the children in the picture. It's warm and sunny. It's a perfect day to go to the beach and swim. Should we get ready? Act out each of the following steps with the class. **Say:** First, let's put sunscreen on our faces, arms, and legs to protect our skin. Next, put sandals on. Now find sunglasses and sun hats and put them on too! Grab a towel. Are you ready?

**Say:** Let's go! Tell children to walk in place as they pretend to walk to the beach. **Say:** Now put all of your beach items in a pile and let's go swimming. Model splashing around in the water and have children join you.

**3 Patterns**

**Ask:** Look at the beach ball in the picture. What color pattern do you see? Model the pattern by pointing to each color and saying its name aloud. Invite children to say each color word with you.

Have children say the next color in the pattern. **Say:** Now I see a blue stripe. What do you see next?



# Meet the Three Cheers Pals

## Javi and His Friends

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



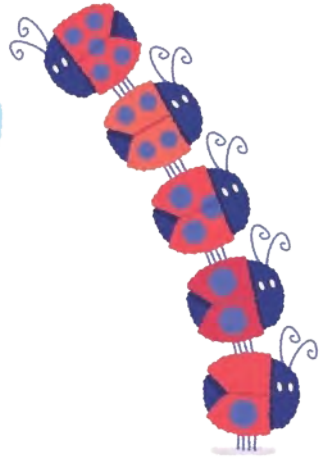
Tool Team



Queen Bee



Cloudy



The Ladies



Box and Purr



Javi



Hank



Dante



Bella



Flora



Tyler



Timber



# Three Cheers for Pre-K

## Pre-Kindergarten Outcomes

Domain	This Week's Instructional Focus
<b>Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed. <b>Pages 12, 20, 28, 30, 38, 44</b></li> </ul>
<b>Language and Communication</b>	<ul style="list-style-type: none"> <li>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. <b>Page 40</b></li> </ul>
<b>Emergent Literacy Reading</b>	<ul style="list-style-type: none"> <li>Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support. <b>Pages 8, 16, 24, 32, 40</b></li> <li>Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction. <b>Pages C•192–C•193</b></li> <li>Child asks and responds to questions relevant to the text read aloud. <b>Page 32</b></li> </ul>
<b>Emergent Literacy Writing</b>	<ul style="list-style-type: none"> <li>Child independently writes to communicate his/her ideas for a variety of purposes. <b>Pages C•190–C•191</b></li> <li>Child independently uses letters to make words or parts of words. <b>Pages C•190–C•191</b></li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Child uses the verbal ordinal terms. <b>Pages 36, 43</b></li> <li>Child verbally identifies, without counting, the number of objects from 1 to 5. <b>Pages 27, 36</b></li> <li>Child names common shapes. <b>Pages 11, 12, 14</b></li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>Child identifies, observes, and discusses objects in the sky. <b>Pages 12, 20</b></li> <li>Child observes and describes what happens during changes in the earth and sky. <b>Pages 28; C•194–C•195, C•202–C•203</b></li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>Child connects [his] life to events, time, and routines. <b>Pages 46; C•196–C•197</b></li> <li>Child demonstrates that all people need food, clothing, and shelter. <b>Pages 44; C•196–C•197</b></li> </ul>
<b>Fine Arts</b>	<ul style="list-style-type: none"> <li>Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms. <b>Pages 15, 23, 31, 39</b></li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>Child coordinates sequence of movements to perform tasks. <b>Pages 12, 20, 28, 36, 44</b></li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>Child practices safe behavior while using digital tools and resources. <b>Pages C•188–C•189</b></li> </ul>

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

# Ready for Kindergarten!

## Reading Readiness

### Pre-Kindergarten Outcomes

- Child asks and responds to questions relevant to the text read aloud. **Page 32**

### Kindergarten Literacy Goals

- Ask and answer questions about key details in a text.

## Alphabet Knowledge

### Pre-Kindergarten Outcomes

- Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction. **Pages C•192–C•193**

### Kindergarten Literacy Goals

- Recognize and name all upper- and lowercase letters of the alphabet.

## Phonological Awareness

### Pre-Kindergarten Outcomes

- Child blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with and without pictorial support. **Pages 8, 16, 24, 32, 40**

### Kindergarten Literacy Goals

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

## Writing

### Pre-Kindergarten Outcomes

- Child independently writes to communicate his/her ideas for a variety of purposes. **Pages C•190–C•191**
- Child independently uses letters to make words or parts of words. **Pages C•190–C•191**

### Kindergarten Literacy Goals

- Write informative and narrative texts that include details.
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

## Mathematics

### Pre-Kindergarten Outcomes

- Child verbally identifies, without counting, the number of objects from 1 to 5. **Pages 27, 36**
- Child names common shapes. **Pages 11, 12, 14**

### Kindergarten Mathematics Goals

- Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.
- Correctly name shapes regardless of their orientation or size; identify shapes as two-dimensional or three-dimensional.



# Look Outside

## How are the seasons different?

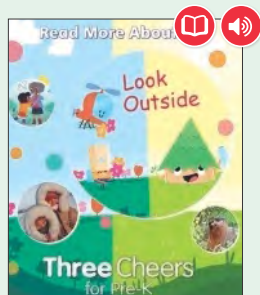
Weekly Question:

# What changes happen in the fall?

### From the Theme Kit Print and Digital



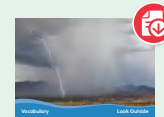
Trade Book



Read More About It: "Animals in Fall"



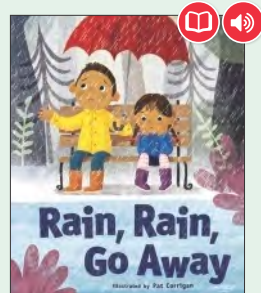
5x5



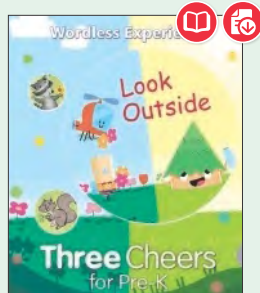
Theme and Concept Vocabulary



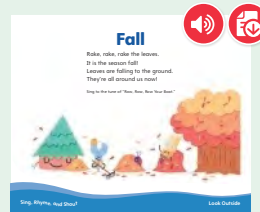
Theme Manipulative



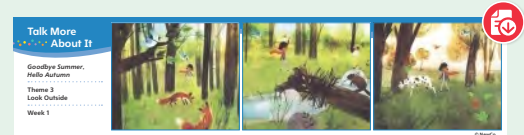
Big Book and Little Books



Wordless Experience Book: Look Outside

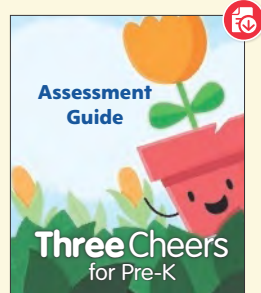


Sing, Rhyme, and Shout: "Fall"



Talk More About It: Goodbye Summer, Hello Autumn

### From the Teacher Toolkit Print and Digital



Assessment Guide



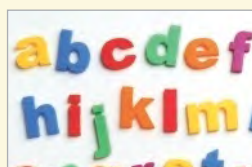
Social and Emotional Learning Cards



Alphabet Cards



Picture Cards



Manipulatives



### Family Engagement Digital



Three Cheers for Pre-K Parents!



Three Cheers for Games!



Digital Bookshelf

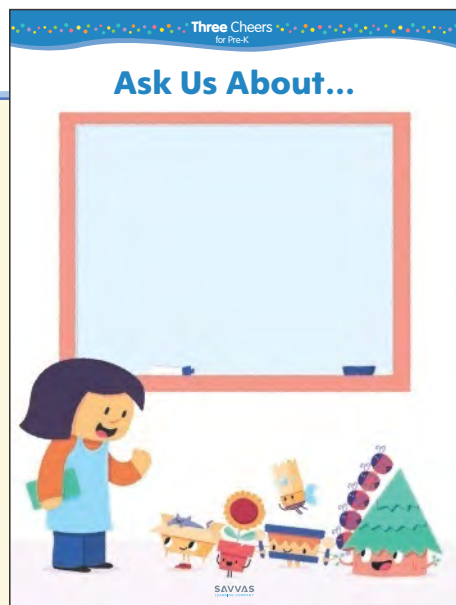


# Plan Your Week

## Suggested Daily Times

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

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



### Ask Us About . . .

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

- What is the weather like in the fall?
- What are some special things that happen in the fall?
- What sound does the letter *p* spell?

## Day 1 pp. 7–14

### Welcome to Today

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

### Story Time

- How are the seasons different?
- 1st Read Big Book *Rain, Rain, Go Away*

### Literacy Circle

- Concept Vocabulary Introduce
- Phonological Awareness Onset and Rime
- Alphabet Knowledge Introduce *Pp /p/*

### Center Time and Small Groups

#### Small Group Options

- Math: Sorting
- Literacy: Phonological Awareness

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

### Math Circle

- Geometry
- Snack Time Shapes

### Science Circle

- Day Sky and Night Sky
- Earth and Space Science
- Outdoor Play Shape Hopscotch

### Learn and Play and Centers

#### Let’s Move!

- Shape Walk
- Shape Find

Let’s Talk Behavior

#### Let’s Read

- My Favorite Weather
- Children’s Choice

Rest Time Rainy Night

### Reflect

- 5x5 Vocabulary
- Social and Emotional Learning Behavior
- Let’s Talk About It

## Day 2 pp. 15–22

### Welcome to Today

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

### Story Time

- What changes happen in the fall?
- 1st Read Trade Book *Goodbye Summer, Hello Autumn*

### Literacy Circle

- Concept Vocabulary Develop
- Phonological Awareness Onset and Rime
- Alphabet Knowledge Review *Pp /p/*

### Center Time and Small Groups

#### Small Group Options

- Math: Geometry
- Literacy: Alphabet Knowledge

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

### Math Circle

- Spatial Sense
- Snack Time Table Manners

### Science Circle

- Day and Night
- Weather and Seasons
- Outdoor Play Shape Hunt

### Learn and Play and Centers

#### Let’s Move!

- Over, Under
- Letter Walk

Let’s Talk Behavior

#### Let’s Read

- Tell Me About It
- This Makes Me Think

Rest Time Watch the Leaves

### Reflect

- 5x5 Alike and Different
- Social and Emotional Learning Behavior
- Let’s Talk About It

**Let's Celebrate!**  
An "Author's Chair" celebration features children reading the seasons books they created.

**Day 3** pp. 23–30**Welcome to Today**

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

**Story Time**

**What changes happen in the fall?**  
**2nd Read Trade Book** *Goodbye Summer, Hello Autumn*

**Literacy Circle**

**Concept Vocabulary** Practice  
**Phonological Awareness**  
Onset and Rime  
Produce Words  
**Alphabet Knowledge** Review Pp /p/

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

- Math: Spatial Sense
- Literacy: Produce Words

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

**Math Circle**

**Number Sense**  
**Snack Time** Keep It Clean

**Science Circle**

**Seasons and Leaves: Fall**  
**Weather and Seasons**  
**Outdoor Play** Leaf Prints

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

- Red Leaf, Green Leaf
- Simon Says

**Let's Talk** Behavior

**Let's Read**

- I Want to Know More
- Tell Me About It

**Rest Time** Campfire

**Reflect**

**5x5** Name the Colors  
**Social and Emotional Learning** Behavior  
**Let's Talk About It**

**Day 4** pp. 31–38**Welcome to Today**

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

**Story Time**

**What changes happen in the fall?**  
**Read More About It** "Animals in Fall"

**Literacy Circle**

**Concept Vocabulary** Review  
**Phonological Awareness**  
Produce Words  
Onset and Rime  
**Alphabet Knowledge** Review Pp /p/

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

- Math: Geometry
- Literacy: Concept Vocabulary

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

**Math Circle**

**Patterns**  
**Snack Time** It's Okay

**Science Circle**

**Seasons and Leaves: Fall**  
**Weather and Seasons**  
**Outdoor Play** Playtime Routines

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

- Leaves are Falling
- Number Jump

**Let's Talk** Behavior

**Let's Read**

- Read It Again
- Your Turn to Read

**Rest Time** Colorful Leaves

**Reflect**

**5x5** Movement  
**Social and Emotional Learning** Behavior  
**Let's Talk About It**

**Day 5** pp. 39–46**Welcome to Today**

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

**Story Time**

**What changes happen in the fall?**  
**Compare** *Goodbye Summer, Hello Autumn* and "Animals in Fall"

**Literacy Circle**

**Concept Vocabulary** Check for Understanding  
**Phonological Awareness** Onset and Rime  
**Print Concepts** Features of Print  
**Alphabet Knowledge** Review Pp /p/

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

- Math: Patterns
- Literacy: Phonological Awareness

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

**Math Circle**

**Spatial Sense**  
**Snack Time** Routines

**Social Studies Circle**

**Seasons and Leaves: Fall**  
**Weather and Seasons**  
**Outdoor Play** Pattern Play

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

- Letter Walk
- Hopscotch

**Let's Talk** Behavior

**Let's Read**

- Read More About It
- Tell Me About It

**Rest Time** Fall Leaves

**Reflect**

**5x5** A Seasonal Rhyme  
**Social and Emotional Learning** Behavior  
**Let's Talk About It**

# Vocabulary

## Theme Vocabulary

Words to develop the theme, Look Outside

changes      patterns  
notice      weather

## Concept Vocabulary

Conceptually related words to teach this week

autumn  
fall  
harvest  
leaves  
windy

## Academic Vocabulary

Terms used in this week's instruction

### Literacy

blend      location  
lowercase      next to  
period      on  
same      season  
uppercase      shape  
side

### Mathematics

beside      slide  
circle      square  
corner      rectangle  
count      repeat  
in front of      triangle  
under

### Science

air      night  
clothing      over  
clouds      pants  
day      season  
grow      seasons  
heat      sky  
jackets      stars  
land      sunlight  
less      under  
light      warmth  
moon      water

## Story Words

Words from the literature to explain and use this week

### Trade Book

asters      misty      walking  
bloomers      phlox      stick  
breezy      rumble      whoosh  
dogwood      sway

### Big Book

hide-away

### Read More About It

burrow      honk      scurries

# Materials

Materials to gather from home and classroom

### Morning Meeting

attendance chart  
helper chart  
weather chart

### Center Time

¼ cup measuring cup  
art paper  
clear plastic bottle

computer or other digital device

construction paper  
large box

### Small Groups

objects that are the same color but different shapes  
objects that are the same shape but different colors

paper shapes of the same color

sticky notes

### Circle Times

blocks  
cutout shapes of circles, triangles, squares, and rectangles  
dress-up props

four-column chart  
paper cutout shapes  
pictures of clothing  
pictures of leaves  
sidewalk chalk  
T-chart



# 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

**Rain, Rain, Go Away** Follow along while listening to audio for the Big Book.

## Writer's Club

**My Seasons Book** Draw and write about fall.

## ABC Fun

**Letter Pairs** Match upper- and lowercase letters.

## Pretend and Learn

**Weather Days** Act out favorite activities during sunny and rainy days.

## Creativity Station

**Dressing for Fall** Use art materials to create fall clothing for a paper doll.

## Math Fun

**Complete the Pattern** Add drawings to complete and extend a repeating pattern.

## STEM

**Light and Shadows** Use a flashlight to create and investigate shadows.

## Sand, Water, and More

**Rain on a Bottle** Create and observe how raindrops form.

# Monitor Progress



Assessment Guide

## Observe

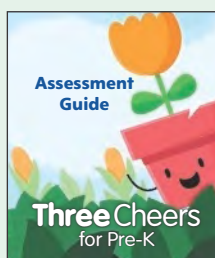
### Observational Checklists

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. Progress Monitoring Assessment 1 should be administered at the end of Theme 3.

### Pre-K Outcomes Progress Report

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



## Portfolio

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

### Centers

- **Reading and Listening** anecdotal notes related to oral retelling of book
- **Writer's Club** drawings and writings about fall
- **Puzzle Place** anecdotal notes on leaf sort



Look Outside





# Welcome to Today

15 minutes

## Meet and Greet

- Shake each child's hand as they enter the classroom, and ask them how they are doing.
- Encourage children to place the pictures that match their mood on the Mood Meter.



## Sing, Rhyme, and Shout

**Look Outside** Use the lyrics and illustrations on the card to introduce the new theme, Look Outside.

- We are going to explore the four seasons and learn about the different kinds of *weather* in each season. First, let's sing a song about *fall*.
- Say each line of the song and have children repeat after you. Next, play the recording and ask children to sing along.



## Learning Outcome

### The child

- participates in classroom music activities including singing.

## What You Need

- Sing, Rhyme, and Shout Card: "Fall"
- attendance chart, helper chart, weather chart
- Alphabet Cards

## Theme Vocabulary

weather

## Concept Vocabulary

fall

leaves

## Academic Vocabulary

seasons

## Morning Meeting

- Attendance** Hold up an Alphabet Card. Ask children with names beginning with that letter to place their name cards on the attendance chart.
- Helper Chart** Assign new jobs to children, and ask them to place their names on the helper chart.
- Weather** Create a *weather* chart to track the *weather* for the week. *What is the weather today?* Record the day's *weather* on the chart.
- Today's Events** Today we are going to read a book about the *weather* in each of the seasons.



## DIFFERENTIATED SUPPORT

### 3-Year Olds

**Weather** Expand on children's *weather* observations by repeating their responses and adding words. If a child says "It's sunny," you can respond, *It's bright and sunny today.* AUDITORY



## Story Time

15 minutes

### Learning Outcomes

#### The child

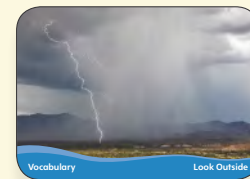
- can communicate basic emotions/feelings.
- blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with pictorial support.
- recognizes at least 20 distinct letter sounds in the language of instruction.

### What You Need

- Big Book: *Rain, Rain, Go Away*
- Vocabulary Cards: *weather, fall, autumn, harvest, windy, leaves*
- Picture Cards: *cat, bug, fan*
- Alphabet Card: *Pp*

### Look Outside

**?** **How are the seasons different?** Ask children the guiding question: *How are the seasons different?* There are four seasons: *summer, fall, winter, and spring*. One thing that can be different in each season is the *weather*. Display Vocabulary Card *weather*. The *weather* can be cold, warm, cool, or hot. It can be rainy and cloudy or sunny.



### Rain, Rain, Go Away

Tell children that you are going to read *Rain, Rain, Go Away*.

- 1 Introduce** Display the front cover of the Big Book. Tell children that you are going to read a book about the *weather* in each of the four seasons and the fun things people do in each season.
- 2 Read Together** As you read the book aloud, have children notice and communicate the characters' emotions. For example, display and read pp. 4–5 and ask children what the two children in the book are feeling. *Why do you think they feel that way?* Then display and read pp. 6–7 and ask children what the children are feeling now. *Why do you think they feel that way?* Continue as you read the book aloud.
- 3 Connect** After reading, ask children to share with the class fun things they like to do in one or two seasons.



### DIFFERENTIATED SUPPORT

#### ELL

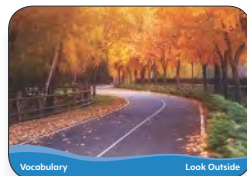
**Read Together** Work with children to help them understand the feelings *happy* and *sad*. Show pictures in the book where children are happy. Say the word, and smile. Ask children to show on their faces how they are happy. Repeat for *sad*.

# Literacy Circle

15 minutes

## Concept Vocabulary

**Introduce** We are going to talk about this question: *What changes happen in the fall?* Display the Vocabulary Card *autumn*. The word *autumn* is another name for the season, *fall*. Display each Vocabulary Card (*fall*, *leaves*, *harvest*, *windy*) and briefly explain how each relates to the question *What changes happen in the fall?*



## Phonological Awareness

**Onset and Rime** Children will use picture support to blend onset and rime.

Display the Picture Cards: *cat*, *bug*, and *fan*. Say the word *cat* slowly, emphasizing the onset /k/ and the rime -at. Have children select the picture of the cat and blend the sounds together to say *cat*. Repeat the activity with the words *bug* and *fan*.



## Alphabet Knowledge

**Introduce Pp /p/** Children will name at least 20 uppercase and lowercase letters and recognize at least 20 distinct letter sounds in the language of instruction by learning the sound /p/ spelled by the letters *Pp*.

**1 Letter Name** Display Alphabet Card *Pp*. Point to the uppercase *P*. This is the uppercase *P*. Point to lowercase *p*. This is lowercase *p*. Say the letter name with me: *P*. 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 letter *P* spells is /p/. Say it with me: /p/. 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 *P* on the Alphabet Card and explain the order of movements. Have children trace the letter in the air. Repeat with lowercase *p*.

## Transition

### Chant and Rhyme

Invite children to stand up and stretch their arms up to the sky. Have children echo you as you model the fingerplay, then have children join in.

Winter, spring, summer, fall.	(count seasons with fingers)
Four seasons in all.	(hold up four fingers)
Look outside and see.	(point outside)
What season is it? Please tell me.	(point to self)

## Theme Vocabulary

weather

### Concept Vocabulary

autumn                      fall  
harvest                      leaves  
windy

### Academic Vocabulary

blend                      uppercase  
lowercase



### CHECK FOR UNDERSTANDING

**IF** . . . children need extra practice forming the letters *P* or *p*,

**THEN** . . . have them practice forming the letters using play dough. Guide them as needed.

LET'S GET READY FOR

## Center and Small Group Time

60 minutes

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

### Small Group

- **Math: Sorting** Review with children that sorting is putting things that are alike into groups. You can sort things by their shape, color, or size. Show children several objects with the same shape but different colors, such as blocks or buttons. How are these buttons alike? How are they different? Model for children by sorting the buttons into groups based on their color. Then show children a group of items that are the same color but different shapes. These blocks are all red. How are the blocks different? Let's sort these blocks by their shape.

▶ **ELL Access**

**Academic Vocabulary**

**Emerging** Show children Vocabulary Card *different*. The shoes in this picture are *different*. Show children Vocabulary Card *alike*. The children in this picture are *twins* and *look alike*. Point to the objects children are sorting and have them describe them using the words *alike* or *different*.

**Developing** Ask children to tell whether the objects are alike or different and say any words that tell why, such as *color*. Expand on their answers in complete sentences, such as *Yes, these buttons are different because they are different colors*.

**Expanding** Provide sentence frames to help children describe objects that are alike or different. *These are alike/different because \_\_\_\_.*

**Bridging** Ask children to use sentences to describe two objects that are alike and two objects that are different.

- **Literacy: Phonological Awareness** Display Picture Card *bat*. This is a /b/, -at. Can you put those sounds together to say what this is a picture of? Repeat with Picture Cards *can*, *mug*, *man*, *rug*, and *hat*.

▶ **ELL Access**

**Visual Support**

**Emerging** Display Picture Card *hat*. This is a /h/, -at; /h/, -at. Guide children to blend the onset and rime to say the word *hat*. Repeat with Picture Card *cat*.

**Developing** Display Picture Card *hat*. This is a /h/, -at. Guide children to blend the onset and rime to say the word *hat*. Repeat with Picture Cards *can*, *mug*, *bat*.

**Expanding** Display Picture Card *hat*. This is a /h/, -at. Guide children to work with a partner to blend the onset and rime to say the word *hat*. Use Picture Cards *cat*, *fan*, *bug*, *rug* in the same way and have partners work together to blend the onset and rime to say each word.

**Bridging** Display Picture Card *hat*. This is a /h/, -at. What is it? Children should blend the onset and rime to say the word *hat*. Then display Picture Cards *cat*, *bug*, *man*, *mug*, *bat*, *can* one at a time. Have children identify the onset and rime in each word, and then blend them to say the words.



# Math Circle

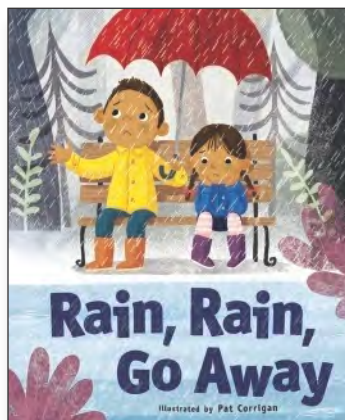
15 minutes

## Geometry

Tell children they will be learning about shapes they see each day at home and in school.

**1 Engage** Do you know any shape names? Draw a square, circle, rectangle, and triangle on the board. These are different shapes. Have you seen any of them before? Each of these shapes has a name. Point to each shape and say its name. Shapes can have sides and corners. Trace each side and point to each corner on the rectangle. Then have them repeat the shape names after you. Corners are where sides meet. Point to the circle. Do you see any sides or corners here?

**2 Develop** Hold up different classroom objects, such as a self-stick note, a paper plate, a book, and a triangular coat hanger. What shape does this hanger look like? Point to the drawing of the triangle on the board. Which of these objects looks like a rectangle? Point to the drawing of the rectangle on the board. Look around the classroom. Do you see any rectangles?



**3 Practice** Flip through pages of *Rain, Rain, Go Away*. Ask children where they see any of the shapes. Then point to the different objects in the book and ask what shape they look like. Point to the sun on p. 11. What shape does the sun look like? How do you know? Can you find a triangle on this page? (section of kite)

## Learning Outcomes

### The child

- names common shapes.

## What You Need

- Big Book: *Rain, Rain, Go Away*

## Academic Vocabulary

shape	side
corner	rectangle
circle	triangle
square	



## Snack Time

15 minutes

**Shapes** Model identifying shapes as children eat their snacks. This cracker looks like a square. Do you like any snacks that are shaped like a square?

## DIFFERENTIATED SUPPORT

### ELL

**Geometry** Display objects that show the different kinds of shapes. Name the shapes in the child's home language. Then say the name of the shape in English. Have the child repeat the shape name in English. AUDITORY



# Science Circle

15 minutes

## Learning Outcomes

### The child

- sustains attention to personally chosen or routine (teacher-directed) tasks until completed.
- names common shapes.
- Identifies, observes, and discusses objects in the sky.
- coordinates sequence of movements to perform tasks.

## What You Need

- chart paper, marker
- paper cutout shapes
- Big Book: *Rain, Rain, Go Away*

## Academic Vocabulary

day	night
sky	clouds
sun	stars
moon	

## Outdoor Play

20 minutes

**Shape Hopscotch** Use chalk to draw rectangles, squares, circles, and triangles for a hopscotch court. Give children a pebble or counter to toss onto one of the shapes. Then tell them to hop on one foot to the single empty shapes and to use both feet to hop on the shapes that are next to each other. As they hop, have the children say the name of each shape. Remind children to hop over the shape that their marker is in. As children play outside, have them observe what they see in the sky.

## Day Sky and Night Sky

Have children stand up and shake out their bodies and remain standing. As you say the chant, pause for children to repeat the lines.

What do you see in the clear, blue sky?

I see the sun golden and bright

(raise both arms overhead)

shining down and giving light.

(lower arms to side)

What do you see in the dark night sky?

I see twinkling stars and the moon

(hold hands up and spread fingers wide)

It's time to go to bed soon.

(lay head on hands)

## Earth and Space Science

**1 Engage** Ask children to think back about their outdoor playtime and what they observed, or saw, in the sky. *Did you see clouds? Tell how the clouds looked. Where was the sun? Tell how the sun looks in the sky.*

**2 Develop** Explain that there are things we can see in the day sky and things we can see in the night sky. Make a T-chart. Label the left column “day sky” and the right column “night sky.” *What can we see in the day sky? Describe, or tell about, the shape of the objects we see. What can we see in the night sky? Describe, or tell about the shape of the objects in the night sky. Draw and label objects on the T-chart.*

**3 Practice** Say the name of an object on the T-chart. *Do you see this in the day sky or night sky?* Have children perform an action to show if we see it in the day sky and perform a different action if we see it in the night sky.

T-Chart

day sky	night sky



# Learn and Play

90 minutes

## Let's Move

**Shape Walk** Take children on a walk around the school to look for different shapes. Remind children to walk quietly in the halls as they search for shapes. During your walk, you can play “I See a Shape.” Stop along your walk and say: *I see a circle. Can you see it?*

Have children search for the shape. When they find the shape, have them raise their hands. Ask a volunteer to point to the shape.

**Shape Find** Give children a small pile of cutout shapes. Tell them to lay the shapes out in front of them. Call out different shapes, and have children find the shape in their pile. When they find the shape, have them hold up the shape. Ask a volunteer to describe the shape they are holding. Prompt as needed with questions, such as: *How many sides does your shape have?*

## Let's Talk

**Behavior** On the shape walk, remind children of the task they are doing in order to keep them on track.

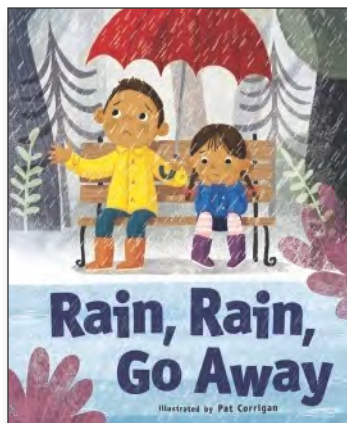
- Engage children in a conversation. For example: *What shapes have you found so far on our walk?*
- Point out good behavior as you walk. *I am proud of you for looking all around and not talking. That helps you find more shapes!*



## Let's Read

**My Favorite Weather** Reread *Rain, Rain, Go Away*, and ask children to talk about their favorite season. Have them describe the *weather* in their favorite season. *What kind of weather do you like best?*

**Children's Choice** Show children two books they have previously read and enjoyed. Have the class vote on the book to read together.



## 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

**Rainy Night** Ask children to pretend they are in their beds on a rainy night. Have children lie down and listen to the rain. *What sound do the raindrops make? How does the sound of rain help you relax and go to sleep?*

## DIFFERENTIATED SUPPORT

### Extra Support

**Shape Find** Display a rectangle shape and say: *This is a rectangle.* Display another object that is rectangle shaped, such as a book or eraser. *This is also a rectangle. Say the word *rectangle* with me: *rectangle*. Can you find another object that is a rectangle?*



## Reflect

10 minutes

### 5x5

### Learning Outcomes

#### The child

- can communicate basic emotions/ feelings.
- names common shapes.

### What You Need

- 5x5 Card: Fall
- SEL Card: *frustrated*; *excited*

### Theme Vocabulary

notice

### Concept Vocabulary

fall

leaves

windy

**Vocabulary** Use the photo to introduce words related to the season, such as *cold*, *fall*, *windy*, and *leaves*. This photo takes place in the *fall*. *Fall* is a time when it can be *windy* and *cold*. What do you see in the picture? What falls from trees?



## Social and Emotional Learning

**Frustrated or Excited** Display SEL Card *frustrated*; *excited*. Point to the child who is excited. This child has a feeling. What do you think it is? Allow children to respond and prompt them as needed to identify that the child is excited. Point to the child who is frustrated. This child has a feeling too. What do you think it is? This is harder. Prompt children to identify that the child is feeling upset, possibly because she can't do something. Name the feeling *frustrated*.



## Let's Talk About It

Tell children to think about what they learned this morning in class. We learned about different shapes today. Draw a square, rectangle, circle, and triangle for the class. Have volunteers name the shapes as you point to them. As I look around the classroom, I notice, or see, these shapes everywhere. What shapes do you notice in the classroom?



### DIFFERENTIATED SUPPORT

#### Extra Support

**Frustrated or Excited** Children may need help understanding the feeling of frustration. Name scenarios that might make them feel frustrated. When you are having a hard time finishing a puzzle, how do you feel? When you try to tie your shoes but can't, how do you feel? That is called feeling frustrated.

AUDITORY

# Welcome to Today

15 minutes

## Meet and Greet

- Greet each child by name as they enter the classroom.
- **How are you feeling today?** Ask children to update the Mood Meter based on their mood.



## Sing, Rhyme, and Shout

**Look Outside** Display the card and point to the illustration. **What are the characters doing in the picture?**

- In the *fall*, the *leaves* on the trees *change* colors. Then they *fall* to the ground. What do you like best about *fall*? It's time to sing a song about *fall*.
- Play the recording and ask children to sing along. Guide them to use their hands to show the *leaves falling* to the ground.



## Learning Outcome

### The child

- participates in classroom music activities including singing.

## What You Need

- Sing, Rhyme, and Shout Card: "Fall"
- attendance chart, helper chart

## Theme Vocabulary

weather                      changes

## Concept Vocabulary

fall                              windy

leaves

## Morning Meeting

- 1 Attendance** Ask children to place their names under their favorite season.
- 2 Helper Chart** Review the assigned jobs with this week's helpers and thank them for their good work. **Do you have any questions about your jobs?**
- 3 Question of the Day:** **Do you like windy days?** Display a T-chart with columns yes/no. Have children place sticky notes or name tags on the chart to answer. Have volunteers tell their choice.
- 4 Today's Events** Today we're going to learn words that can help us tell where something is.



## 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

### Engage and Extend

**Question of the Day** Show children the Vocabulary Card: *windy*. **What is the weather like in the fall? What kind of clothes do you wear in windy and rainy weather? How are the clothes you wear in the fall different from the clothes you wear in the summer?**

AUDITORY

# Story Time

15 minutes

## Learning Outcomes

### The child

- engages in various forms of nonverbal communication with those who do not speak her native language.
- blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with pictorial support.
- makes inferences about text.
- makes predictions about text.

## What You Need

- Trade Book: *Goodbye Summer, Hello Autumn*
- Vocabulary Cards: *changes, fall, autumn, leaves, harvest, windy*
- Picture Cards: *ball, rug, gate, bike*
- Alphabet Card: *Pp*

### DIFFERENTIATED SUPPORT

#### Extra Support

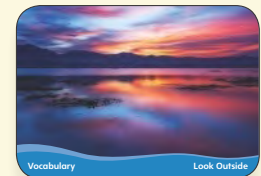
**Making Inferences** To help children learn how to make inferences, give them additional practice. For example:

- Say: *Katie put on her pajamas and brushed her teeth. What do you think Katie will do next?*
- Say: *Jack went out to play with his friends. He is wearing a baseball cap and holding a bat. What do you think Jack and his friends are going to play?* AUDITORY

## Look Outside

### ? What *changes* happen in the *fall*?

Remind children of this week's question: *What changes happen in the fall?* Display Vocabulary Card *changes*. Explain to children that when something *changes*, it becomes different. Tell them they will learn about how the *weather changes* in the *fall*.



## Goodbye Summer, Hello Autumn

Tell children you are going to read *Goodbye Summer, Hello Autumn*.

- 1 **Introduce** Display the front cover of the trade book and read the title. *Autumn is the season when the leaves fall off the trees and the animals get ready for winter.* Before reading, show children some pictures in the book and encourage them to make predictions about what they will learn. For example, open to pp. 4–5 and ask *What is happening to the leaves on the trees?* Have your English learners use nonverbal ways to communicate by pointing to pictures in the book that describe what is happening to the leaves.
- 2 **Read Together** Read the book to children and model making inferences. *The words on these pages say that some animals look for food in the fall. The squirrels and foxes must be gathering food that they can eat during the winter.* Encourage children to make inferences using the text and pictures.
- 3 **Connect** In the story, we read about the *changes* that happen in the *fall*. What happens to the *leaves* in the trees? How does the *weather* change in the *fall*? What is the *weather* like where you live in the *fall*? Is it like the *weather* in the book, or is it different?



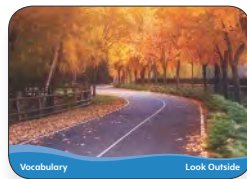


# Literacy Circle

15 minutes

## Concept Vocabulary

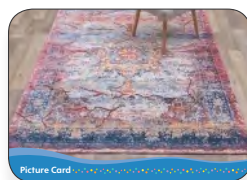
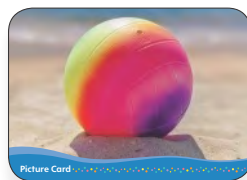
**Develop** Remind children of the weekly question: What *changes* happen in the *fall*? Display Vocabulary Card *leaves*. *These are leaves. Say the word leaves with me: leaves. What happens to the leaves of the trees in the fall?* Display each Vocabulary Card (*fall, autumn, harvest, windy*) and ask a question about each one that ties the word to the weekly question.



## Phonological Awareness

**Onset and Rime** Children will use picture support to blend onset and rime to say familiar words.

- Display Picture Card *ball*. Listen as I say this word in a funny way. Say the onset and rime: /b/ -all. Then have children use the picture to blend the onset and rime and say the word *ball*.
- Repeat with Picture Cards *rug, gate, and bike*.



## Alphabet Knowledge

**Review Pp /p/** Tell children that they will review what they learned about the letter *P*.

- 1 Review Letter Name** Display Alphabet Card *Pp*. Point to uppercase *P*. *This is uppercase P.* Point to lowercase *p*. *This is lowercase p.* Say the letter name with me.
- 2 Review Letter Sound** The sound that letter *P* spells is: /p/. Say it with me: /p/. Point to lowercase *p*. *What sound does this letter spell?* Repeat for uppercase *P*.
- 3 Review Letter Formation** Trace the uppercase *P* on the Alphabet Card, explaining the movements as you make them. Repeat for the lowercase *p*. Have children use their fingers to write the letters in the air.



## Transition

### Falling Leaves

Invite children to stand up and stretch their arms up high. Have them pretend that they are trees and their arms are branches. Have children echo as you model the fingerplay.

<i>The leaves are falling down.</i>	(bring down arms and flutter fingers)
Orange, red, yellow, brown.	(put arms back up)
<i>The leaves are falling down.</i>	(bring down arms and flutter fingers)

## Theme Vocabulary

changes weather

## Concept Vocabulary

autumn fall  
harvest leaves  
windy

## Academic Vocabulary

lowercase uppercase

## ✓ CHECK FOR UNDERSTANDING

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

**THEN** . . . provide them with additional support, such as the following: Display Vocabulary Card *windy*. *This picture shows that the weather is windy. How can we tell that it is windy?* Continue with the other words.

LET'S GET READY FOR

## Center and Small Group Time

60 minutes

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

### Small Group

- **Math: Geometry** Remind children that they have learned about shapes. Today we will talk some more about rectangles. Draw a rectangle and trace the sides. A rectangle has four sides and four corners. The sides that are across from each other are always the same length. Many times one pair of sides is longer than the other pair. Show children a rectangle-shaped object, like a book and ask them to point out the features that make it a rectangle.
- Give each child a sticky note with his or her name on it to stick on an object that is shaped like a rectangle.
- Ask children to explain why they think their object is shaped like a rectangle.

#### ▶ **ELL Access**

##### **Academic Vocabulary**

**Emerging** Point to and count the sides of a rectangle: 1 side, 2 sides . . . 4 sides as children repeat. Point to pairs of opposite sides and say: same length.

**Developing** Point to and count the sides and corners of a rectangle with children. Then point to two opposite sides and ask: Are these sides the same length? Children can respond Yes, same length. Point to adjacent sides and ask the same question.

**Expanding** Have children identify a shape as a rectangle by describing its features using the terms corners, sides, and same length.

**Bridging** Ask children to explain the features that make a shape they found a rectangle.

- **Literacy: Alphabet Knowledge** Show children Picture Card *pail*. This is a pail. The word *pail* begins with the sound /p/. What letter spells the sound /p/? The letter *p*. Have children trace the letter in the air with their fingers. Continue the activity with the Picture Cards *pan*, *paper*, and *pencil*.

#### ▶ **ELL Access**

##### **Sounds and Letters**

**Emerging** Display Alphabet Card *Pp*. Say the letter name and have children echo you. The sound that the letter *P* spells is /p/. Say it with me: /p/.

**Developing** Display Alphabet Card *Pp*. Have children say the letter name together with you. Then ask them to tell you the sound that the letter *p* spells: /p/.

**Expanding** Display Alphabet Card *Pp*. Point to each letter and have children name it. What sound does the letter *P* spell? Have children say the sound.

**Bridging** Display Alphabet Card *Pp*. Have children identify each letter name. What sound does this letter spell? Have children produce the sound /p/. Then ask them to think of a word that starts with sound /p/. Let them use Picture Cards if needed.

# Math Circle

15 minutes

## Spatial Sense

Explain to children that location words tell where something is. Words like *over*, *under*, *near*, *far*, *above*, *on*, *beside*, *next to*, *between*, and *in front of*, are location words. Give examples of item locations around the classroom, such as “The computer is near the window. I am standing in front of my desk.” Tell children that today they will use location words to tell where objects are.

**1 Engage** Place precut shapes on the board or chart paper. Point to a shape. *The circle is under the square. The circle is next to the triangle. What is over the circle?*

**2 Develop** Show children a picture in the Trade Book, *Goodbye Summer, Hello Autumn*. Point to the blue jay on p. 6. *The blue jay is on the tree. The fox is under the blue jay. The girl is beside the tree.* After using each location word, have children perform a quick action to demonstrate understanding of the words, such as to put their thumbs up, put their fingers on their noses, or hook their arm around something “beside” them.



**3 Practice** Show the picture on pp. 10–11. Tell children to find the butterfly in the picture. *Is the butterfly over the girl’s head or under the girl’s head?* Point to the dog in the picture. *Is the dog in front of or on the log?* Ask questions involving shapes, such as on pp. 26–27: *I see a rectangle shape. It is above the door. What do I see?*

## Learning Outcomes

### The child

- demonstrates use of location words.

## What You Need

- cutout shapes of circles, triangle, squares, and rectangles
- Trade Book: *Goodbye Summer, Hello Autumn*

## Academic Vocabulary

circle	square
location	over
next to	triangle
beside	in front of
under	on



## CHECK FOR UNDERSTANDING

**IF** . . . children have difficulty understanding location words,

**THEN** . . . model by thinking aloud while placing the shapes on the board. *I’m going to put the triangle under the square. The triangle is under the square.*



## Snack Time

15 minutes

**Table Manners** Remind children to use table manners, such as chewing with their mouths closed and not talking while eating. Model for children by placing your finger over your mouth as if to say *shh*. *This reminds me to eat quietly and to keep my mouth closed.*



# Science Circle

15 minutes

## Learning Outcomes

### The child

- sustains attention to personally chosen or routine (teacher-directed) tasks until completed.
- discusses sources of energy including light.
- discusses sources of energy including heat.
- Identifies objects in the sky.
- coordinates sequence of movements to perform tasks.

## What You Need

- T-Chart from Day 1
- Picture Card: *sunshine*
- Trade Book: *Goodbye Summer, Hello Autumn*

## Concept Vocabulary

autumn                      summer  
leaves                        fall

## Academic Vocabulary

day                              night  
sky                                land  
light                             under  
sun                                warmth  
over                              heat

## Outdoor Play

20 minutes

**Shape Hunt** Today we're going on a shape hunt to look for rectangles. Encourage children to use location words to describe the rectangles they find. For example: *The steps near the slide are rectangles.* Remind children to observe the sky when they are playing outside.

## Day and Night

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

At night I see the twinkling stars	(Move fingers.)
And a great big shining moon.	(Circle arms overhead.)
Then the sun comes up,	(Raise clasped arms slowly.)
And the stars disappear.	(Move hands behind back.)
I wonder where they go.	(Place finger on forehead.)

## Weather and Seasons

**1 Engage** What did you see, or observe, in the sky during playtime? Review with children the T-chart started in class yesterday. Focus discussion on what we see in the day sky.

**2 Develop** Show children Picture Card *sunshine*. Explain that the sun gives us light. *The sun warms the land. When the sun rises in the morning, it is day. The sun gives us light during the day. Plants need light from the sun to help them live and grow. The sun warms the air, water, and land around us. When the sun sets, it is night. There is less light and warmth around us.*

**3 Practice** Ask children to stand up. Pretend you are the sun. Show me how you rise in the morning. Show me how you give light and warm the air and land around us. Have them wiggle their fingers to show warmth coming from the sun.

T-Chart

day sky	night sky

# Learn and Play

90 minutes

## Let's Move

**Over, Under** To help children coordinate a sequence of movements to perform tasks, set up an obstacle course in the classroom or on the playground using things children can climb over or crawl under. Explain to children that they will be moving through an obstacle course. Mark a starting point on the ground. Give directions for children to follow the obstacle course. For example, **First, climb over the box. Then crawl under the table. Next, hop with both feet into the hoops.**

**Letter Walk** Say the /p/ sound. **What letter spells this sound? Today we're going on a letter walk. We're going to look for things that begin with the /p/ sound spelled by the letter P.**

- As we walk, look around and say the names of things you see. I see a poster. **Poster** begins with the /p/ sound spelled by the letter P.
- Have children search for things that begin with the /p/ sound. When they find something, have them raise their hands and say the name of the object.

## Let's Talk

**Behavior** As you circulate through the classroom play areas, assess whether children are listening to each other and paying attention to the task they're doing. **What are you doing? Are you listening to what the others in your group are saying?**



## Let's Read

**Tell Me About It** Show children the first page of *Goodbye Summer, Hello Autumn*. Have children describe what happens at the beginning of the story. Reread the page to children. Turn the page and ask children what happens in this part of the story. Continue retelling and rereading the story.



**This Makes Me Think** Point to a page in *Goodbye Summer, Hello Autumn*. **This page makes me think about the crunchy sound of dried leaves in the fall. What does it make you think about?** Turn to another page in the book and ask children what it makes them think about.

## 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

**Watch the Leaves** Ask children to pretend they're in a forest during the *autumn*, or *fall*, season. **Look up at the trees. Do you see the colorful leaves? The wind is blowing them around. Now imagine the leaves falling and fluttering to the ground. Take deep breaths in and out as you watch the leaves fall to the ground.**

## DIFFERENTIATED SUPPORT

### 3-Year-Olds

**Tell Me About It** If children have difficulty remembering what happened in the story, reread the page first. Ask the children what happened on that page. Continue the activity with each page in the book. AUDITORY

## Reflect

10 minutes

### 5x5

**Alike and Different** Explain that the *weather* in different parts of the world might feel different from the *weather* we experience where we live. Point to the children in the photo. *Why do some of the children wear jackets and sweaters? Does it get windy and cold where you live in the fall? Do you need to wear jackets? What do you wear?*



### Learning Outcomes

#### The child

- can communicate basic emotions/feelings.

### What You Need

- 5x5 Card: Fall
- SEL Card: *frustrated; excited*
- Javi

### Theme Vocabulary

weather

### Concept Vocabulary

fall	windy
leaves	autumn

### CHECK FOR UNDERSTANDING

**IF** . . . children have difficulty talking about what they learned in class,

**THEN** . . . ask them questions to help them share their thoughts. *What happens to the leaves? What is the weather like?*



## Social and Emotional Learning

**Frustrated or Excited** Point to the child who is excited. *Finish this sentence for me: This child feels \_\_\_\_\_. That's right, this child feels excited. Why might you feel excited?* Allow children to take turns sharing about feeling excited. Then point to the child who is frustrated. *Finish this sentence for me: This child feels \_\_\_\_\_. That's right, this child feels frustrated. Why might you feel frustrated?* Allow children to take turns sharing about feeling frustrated.



## Let's Talk About It

Have children take time to think about what they learned in class today. *We learned that autumn is another word for fall. Do you remember the book we read about fall? Tell me something you remember from the book.* Pass Javi around and allow children to talk about things they remember that happen in the *fall*.

### DIFFERENTIATED SUPPORT

#### Engage and Extend

**Frustrated or Excited** Have children draw a picture showing themselves feeling excited. TACTILE





# Welcome to Today

15 minutes

## Meet and Greet

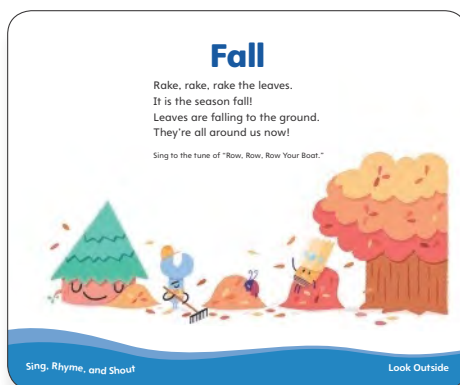
- As children enter the classroom, shake their hands. **How are you feeling this morning?**
- Encourage children to place their pictures on the Mood Meter to show how they are feeling.



## Sing, Rhyme, and Shout

**Look Outside** Have children sing the song to remind them of the theme, Look Outside.

- This week we have been talking about the *changes* that happen in the *fall*. Let's sing the "Fall" song and think about the *weather* in the *fall*.
- Have children sing the song along with you. **What fun things do you like to do in the fall?**



## Learning Outcome

### The child

- participates in classroom music activities including singing.

## What You Need

- Sing, Rhyme, and Shout: "Fall"
- attendance chart, helper chart, weather chart

## Theme Vocabulary

weather changes

## Concept Vocabulary

fall

## Morning Meeting

- 1 **Attendance** Ask children to add their names to the attendance chart. **I'm so glad you're here today to learn and play.**
- 2 **Helper Chart** Check in with the helpers this week. Ask the children to describe what they like about their jobs.
- 3 **Weather** **Look outside. What's the weather like today? Let's add the weather to our weather chart.** Add a volunteer to draw a picture of the *weather* on the chart.
- 4 **Today's Events** Tell children that they will learn how to tell how many there are of something without counting them.

## DIFFERENTIATED SUPPORT

### 3-Year Olds

**Helper Chart** Help younger children use complete sentences to describe what they like about their jobs. For example, **I like being the line leader because \_\_\_\_.** AUDITORY

# Story Time

15 minutes

## Learning Outcomes

### The child

- produces a word that begins with the same sound as a given pair of words.
- blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with pictorial support.
- retells or re-enacts a story after it is read aloud.

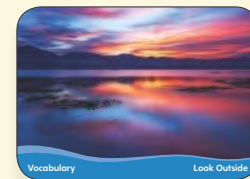
## What You Need

- Trade Book: *Goodbye Summer, Hello Autumn*
- Talk More About It Card: *Goodbye Summer, Hello Autumn*
- Vocabulary Cards: *changes, fall, autumn, leaves, harvest, windy*
- Picture Cards: *bat, cat, mouse, pan, man, mop, mug, bug*
- Alphabet Card: *Pp*

## Look Outside

### ? What *changes* happen in the *fall*?

Discuss with children what they have learned about the *changes* that happen in the *fall*. Display Vocabulary Card *changes*. *How do the leaves change? How do animals change? How do people change?*



## Goodbye Summer, Hello Autumn

Tell children that you will reread *Goodbye Summer, Hello Autumn* today.

- 1 Remember** Display the front cover of *Goodbye Summer, Hello Autumn*. Have children turn and talk about some of the things they remember about the book.
- 2 Reread** Explain to children that they will help you reread the book. Tell them that each time you point to them they should say *hello*. Reread the story, pointing to children to say the word *hello* at the right places.
- 3 Retell** Use the Talk More About It Card to help children retell the story with lots of details. Point to the first image. *What is happening in this picture? What are the foxes doing? What about the birds?* Point to the second image. *What is happening in this picture? What is the beaver doing? What are the squirrels doing?* Point to the last image. *What is happening in this picture? What is happening to the leaves?*



## DIFFERENTIATED SUPPORT

### Engage and Extend

**Retell** Encourage children to write their own story saying “goodbye” to summer and “hello” to *autumn*. Guide them with questions to help them create their story.

- What will you miss about summer?
- What do you like to do in the fall?

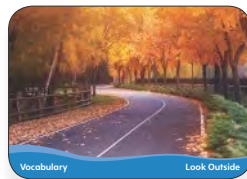
AUDITORY

# Literacy Circle

15 minutes

## Concept Vocabulary

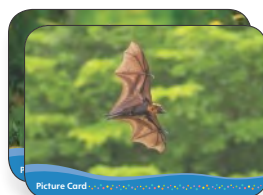
**Practice** Display the Vocabulary Cards *fall, autumn, leaves, harvest, windy*. Have children identify each one. **Two of these words mean the same thing. They are the name of a season. Which words are they?** Children should identify *fall* and *autumn*. **We can use the other words to talk about fall. What do we know about fall?**



## Phonological Awareness

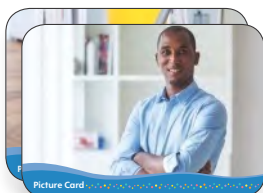
**Onset and Rime** Children will blend onset and rime to say familiar words using picture support.

- Display the Picture Card *bat*. Say the onset and rime slowly, /b/ -at. **What word do we have when we put those sounds together? /b/, -at, bat!**
- Repeat with Picture Cards *cat, mouse, pan*.

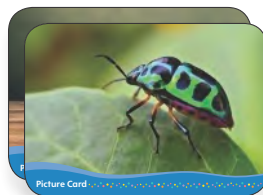


**Produce Words** Children will produce words with the same beginning sound as a pair of given words

- Display Picture Cards *man* and *mop*. **Listen to these words: /m/ -an, /m/ -op. These words both start with the sound /m/.**



Display Picture Cards *mug* and *bug*. Say each word. **Which word begins with the same sound as man and mop?**



## Alphabet Knowledge

**Review Pp /p/** Display Alphabet Card *Pp*. Have children name each letter as you point to it. Review the sound that letter *p* spells: /p/. Then have children practice forming both the uppercase and lowercase letters.



## Transition

### Location March

Have children stand up and march when you play the music. Ask them to stop marching when you stop the music. Give them the following directions. Then start the music and have the children march again.

March next to the rug.

March in front of a chair.

March with your hands above your head.

## Theme Vocabulary

changes weather

## Concept Vocabulary

autumn fall  
harvest leaves  
windy

## Academic Vocabulary

same location



## CHECK FOR UNDERSTANDING

**IF . . .** children have difficulty retelling the important information in *Goodbye Summer, Hello Autumn*,

**THEN . . .** have them focus on one image on the *Talk More About It Card* and give one detail that they see in the picture.



LET'S GET READY FOR

## Center and Small Group Time

60 minutes

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

### Small Group

- **Math: Spatial Sense** Review the location words the children learned in the previous day's Math Circle. Divide the children into two groups. **Today we are going to play a game. One group will hide Javi somewhere in the classroom while the other group covers their eyes. Then the hiding group will give clues to the other group to help them find Javi.** Prompt children so that each clue uses a location word, such as *over*, *under*, *near*, *next to*, or *on*. Have the groups switch roles and play again after Javi is found.

#### ▶ **ELL Access**

##### Use Key Phrases

**Emerging** Show children pictures or simple sketches that depict the location words. For example, show a picture of a book on a desk, under a desk, and next to a desk, and point to the book while describing its location.

**Developing** Show children a scene that depicts several location words. Ask: **Where is the [book]? Is it over or under [the desk]?** Have children respond with the location word.

**Expanding** Choose a location word and use it to describe the location of an object in the classroom. Then have children use the same location word to describe the location of other objects

**Bridging** Point to an object and ask children to describe its location.

- **Literacy: Produce Words** Display Picture Cards *tire* and *turtle*. Say each word and have children repeat them.
  - Let's play a game. I'm going to show two more pictures and you're going to find the picture word that begins with that same sound as *turtle* and *tire*. Show children Picture Cards *table* and *van*. Say each word and have children repeat them. **Which word begins with the same sound as *tire* and *turtle*?** Continue practicing with other Picture Cards.

#### ▶ **ELL Access**

##### Visual Support

**Emerging** Display Picture Card *tire* and say the word, emphasizing the beginning sound /t/. Have children repeat the word. **The word *tire* begins with the sound /t/.**

**Developing** Display Picture Card *tire* and say the word, emphasizing the beginning sound /t/. Have children repeat the word. Repeat with Picture Card *turtle*. Then repeat with Picture Card *mug*. **Does *mug* start with the same sound as *tire* and *turtle*?**

**Expanding** Display Picture Card *table* and say the word, emphasizing the beginning sound /t/. Have children repeat the word. Then repeat with Picture Card *van*. Say: **Do the words *table* and *van* begin with the same sound?** Provide other Picture Cards. **Find another word that begins with the sound /t/.**

**Bridging** Display Picture Cards *table* and *van* and say the words. Have children repeat the words. **Which word begins with the sound /t/?** Have children identify and name other picture cards with the same beginning sound (/t/).

# Math Circle

15 minutes

## Number Sense

Today children will continue to identify, without counting, sets of 1 to 5 objects.

- 1 **Engage** Explain to children that sometimes we know how many things there are without counting them. Hold up one finger. *I know that I am holding up one finger. I don't have to count because I know what one looks like.* Repeat with two, three, four, and five fingers.
- 2 **Develop** Place one rectangle attribute block on the table. *Can you tell me how many rectangles there are without counting?* Repeat with two rectangles, three rectangles, four rectangles, and five rectangles.
- 3 **Practice** Tell children to turn around or cover their eyes. Place a number of rectangles on the table. Ask them to turn around and give them a short time to look at the rectangles before covering them again. *How many rectangles do you think there are?* Repeat with different numbers and different arrangements.

## Learning Outcomes

### The child

- verbally identifies, without counting, the number of objects from 1 to 5.

## What You Need

- rectangle attribute blocks

## Academic Vocabulary

count

rectangle



**Keep It Clean** Give children paper napkins and show them how to place the napkins on their laps before they eat their snacks. After snack, model for children how to use the napkin to clean their hands and face. *Good manners is a way to be kind to the other people at the table.*

## ✓ CHECK FOR UNDERSTANDING

**IF . . .** children are having trouble identifying the number of rectangles without counting,

**THEN . . .** review the numbers one to five using flash dot cards. Then give each child a pile of five rectangles. Show children a dot card and have them pick out the number of rectangles to match the card.

# Science Circle

15 minutes

## Learning Outcomes

### The child

- sustains attention to personally chosen or routine (teacher-directed) tasks until completed.
- discusses sources of energy including light.
- describes what happens during changes in the earth.
- coordinates sequence of movements to perform tasks.

## What You Need

- Trade Book: *Goodbye Summer, Hello Autumn*
- pictures of leaves

## Theme Vocabulary

changes weather

## Concept Vocabulary

leaves fall

## Academic Vocabulary

season less

sunlight air

water land

grow

## Outdoor Play

20 minutes

**Leaf Prints** Ask children to find fallen leaves outside. Then, have them cover their leaves with paper, and rub with crayon to create leaf prints.

## Seasons and Leaves: Fall

Have children stand up tall like a tree and spread their arms and hands like branches and leaves.

In the spring leaves are growing,

(Move fingers outwards)

Green, green leaves are growing.

In the spring leaves are growing,

Growing on the trees.

In the summer leaves are rustling,

(Shake hands in the air)

Green, green leaves are rustling.

In the summer leaves are rustling,

Rustling in the trees.

In the fall leaves are dropping,

(Flutter hands downward)

Brown, brown, leaves are dropping.

In the fall leaves are dropping,

Dropping from the trees.

(Hold arms up, with hands/fingers closed)

In the winter leaves are missing,

Brown, brown leaves are missing.

In the winter leaves are missing,

Missing from the trees.

## Weather and Seasons

**1 Engage** Review with children that there are four seasons: summer, fall, winter, spring. Ask about the season or seasons that are cold and warm in your area. Each season has different weather. Which season has cold weather? Which season has warm weather?



**2 Develop** Point to the pictures in *Goodbye Summer, Hello Autumn*. What happens to the leaves on the trees in the fall? Encourage children to respond. There is less sunlight to warm the air, water, and land. The weather is cooler. In the fall, the leaves do not get as much sunlight. The leaves stop growing and the green color changes to red, yellow, orange, or brown. The leaves then fall off the trees.

**3 Practice** Show children an assortment of leaves or pictures of leaves of different colors. Ask children if the leaf has gotten lots of sun (green) or only a little sun (color). Have children describe what changes happened to make the leaves change colors.



# Learn and Play

90 minutes

## Let's Move

**Red Leaf, Green Leaf** Play “Red Light, Green Light” but use the word *leaf* instead of *light*. Create a starting and finish line for the game. Then have children line up on the starting line.

Tell children that when you say “green leaf,” they should walk slowly toward the finish line. When you say “red leaf,” they should stop moving. If children are still moving when you say “red leaf,” they must go back to the starting line.

**Simon Says** Have children stand with space between them for extending arms. Tell them that they are going to play “Simon Says.” Explain that they should do as you say only when they hear the words “Simon Says” before the command. Have children listen to the location words in each command.

- Put your arms *above* your head.
- Put both arms *next to* your sides.
- Hop *on* the rug.

## Let's Talk

**Behavior** Circulate among the play areas looking for children who are paying attention and listening to others.

- Engage children in one-on-one conversations about listening: For example, *What did [name of child] just say? Did you turn your body and face [child's name] when [he/she] was speaking?*



## Let's Read

**I Want to Know More** Hold up pp. 6–7 in *Goodbye Summer, Hello Autumn*. Review with children what they read about on these pages. Then ask children what they want to know more about after reading the pages.

**Tell Me About It** Show a page from the trade book, and ask a volunteer to tell something they remember from the page. Then reread the page to children.



## 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

**Campfire** Have children pretend they are at a campfire. Play audio of a crackling fire and have children imagine they are warming up on a cool, *fall* day in front of the fire.

## DIFFERENTIATED SUPPORT

### Extra Support

**Simon Says** Provide different commands to children who are unable to hop or perform certain actions. For example, children can tap their fingers on the table or place their foot on the rug. KINESTHETIC

## Reflect

10 minutes

### 5x5

**Name the Colors** Display the card and point to the picture. *I can see many differently colored leaves in this picture.* Point to each leaf as you name its color (red/yellow/orange) aloud. *Who can help me name this color?* Have children say the colors with you.



### Learning Outcomes

#### The child

- sustains attention to personally chosen or routine (teacher-directed) tasks until completed.

### What You Need

- 5x5 Card: Fall
- SEL Card: *behavior*

### Concept Vocabulary

fall leaves

### Academic Vocabulary

sun sunlight

### Transition

#### Be a Good Listener

Tell children that it's important to be a good listener. Say each line in the chant and have children repeat after you.

*We use our ears to hear.* (cup ear)

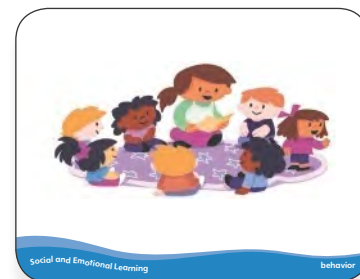
*We listen to every word.*

*We are good listeners.* (cup ear)



## Social and Emotional Learning

**Behavior** Show children the SEL Card *behavior*. Point to the children listening to their teacher. *These children are listening. They have good behavior. When we show good behavior, we listen and we raise our hands to talk.* Point to the child who is not paying attention. *Does this child have good behavior? Is she listening? It's important to listen and pay attention so you and your friends can learn.*



## Let's Talk About It

Tell children to think back to what they learned during Science Circle. *During the summer, there is a lot of sunlight. The sun makes the leaves green. It warms the air. What happens during the fall when there is less sunlight? What happens to the leaves? What happens to the temperature of the air?*



### DIFFERENTIATED SUPPORT

#### ELL Access

**Name the Colors** Hold up a piece of red colored paper. Say *red* and have children repeat the color. Continue the activity with yellow and orange paper. Then give a piece of colored paper to each child. Say a color and have the children holding that color stand up.  
VISUAL/AUDITORY

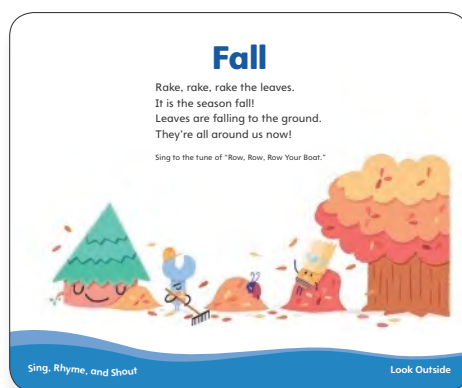
## Meet and Greet

- Greet children with a high five as they enter the classroom. Encourage them to greet their classmates with a high five.
- Ask children to place their picture on the Mood Meter based on how they are feeling today.

## Sing, Rhyme, and Shout

**Look Outside** Use the lyrics and song to encourage children to think about the *changes* that happen in the *fall*.

- What have we learned about the *changes in the weather during the fall season*?
- Have children listen to the song and sing along.
- Ask children to act out gathering *leaves* and putting them into a pile.



## Learning Outcome

### The child

- participates in classroom music activities including singing.

## What You Need

- Sing, Rhyme, and Shout: "Fall"
- attendance chart, helper chart

## Theme Vocabulary

changes      weather  
patterns

## Concept Vocabulary

fall      leaves

## Academic Vocabulary

season

## Morning Meeting

- 1 Attendance** Have children show understanding of their morning routine. *How do we show that we are in class today? Placing your name on the attendance chart shows me that you are here today.*
- 2 Helper Chart** Review the jobs with this week's helpers. Remind them of their duties.
- 3 Question of the Day:** *Would you rather be a tree or a bird in the fall?* 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** Today we are going to learn about *patterns*. Does anyone know what a *pattern* is? A *pattern* is something that repeats over and over again.





# Story Time

15 minutes

## Learning Outcomes

### The child

- produces a word that begins with the same sound as a given pair of words.
- blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with pictorial support.
- responds to questions relevant to the text read aloud.

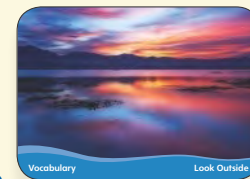
## What You Need

- Read More About It: “Animals in Fall”
- Vocabulary Cards: *changes*, *fall*, *autumn*, *leaves*, *harvest*, *windy*
- Picture Cards: *duck*, *dog*, *desk*, *king*, *bug*, *bed*, *rain*, *bike*
- Alphabet Card: *Pp*

## Look Outside

### ? What *changes* happen in the *fall*?

Remind children that they have been discussing the *changes* that happen in the *fall*. Display Vocabulary Card *changes* and have children tell you what the word means. Then ask: *How does the weather change in the fall? What clothes do people wear in the fall?*



## Read More About It: “Animals in Fall”

Tell children that today you will read “Animals in Fall.”

- 1 Introduce** Tell children that this is about how animals prepare for winter during the *fall*.
- 2 Read Together** As you read the selection aloud, have children respond to questions relevant to the text, such as: *Why do squirrels bury nuts in the fall? What do geese do in the fall? Where do caterpillars spend the winter?*
- 3 Connect** After reading, ask children to think about what the animals in *Goodbye Summer*, *Hello Autumn* and “Animal in Fall” do to prepare for winter. *What do the animals where you live do to prepare for winter?*



## DIFFERENTIATED SUPPORT

### 3-Year Olds

**Introduce** Meet with 3-year olds to preread “Animals in Fall.” Read each page and ask questions. *What is the squirrel doing? Why do you think the squirrel is burying nuts?* AUDITORY

# Literacy Circle

15 minutes

## Concept Vocabulary

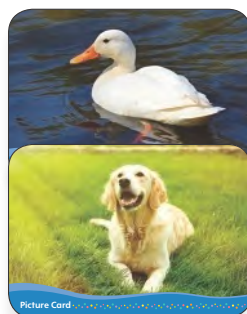
**Review** Remind children of the weekly question: What *changes* happen in the *fall*? Display the Vocabulary Cards *fall* and *harvest*. **This word has something to do with crops and farming. What is my word?** Have children identify the word. Hold up two cards and give children clues for one of the words (*fall, autumn, leaves, harvest, windy*). Have children identify the word. Repeat until each word has been used at least once.



## Phonological Awareness

**Produce Words** Children will produce words that begin with the same sound as a given pair of words.

- Show children Picture Cards *duck* and *dog*. Say /d/ -*uck* and /d/ -*og*, emphasizing the initial /d/. **The words *duck* and *dog* begin with the same sound: /d/.**
- Display Picture Cards *desk* and *king*. Say the words slowly, emphasizing the beginning sound. **Which word begins with the same sound as *duck* and *dog*?** Have children say the picture word, *desk*.



**Onset and Rime** Children will blend onset and rime to form familiar words with picture support.

- Display Picture Card *bug*. **Use this picture and listen to what I say. Blend, or put together, the sounds and say the word: /b/, -*ug*; /b/, -*ug*.**
- Repeat with Picture Cards *bed, rain, bike*.



## Alphabet Knowledge

**Review Pp /p/** Tell children that they will review what they learned about the letter *P*. Have children sit in a circle and pass around a beanbag as you play music. When the music stops, the child holding the beanbag should name a word that begins with the sound that the letter *P* spells or write the letter in the air.



## Transition

### Chant and Fingerplay

Invite children to stand up and stretch. Have children echo you as you model the fingerplay, then have children join in.

*Fall, winter, spring, and summer* (count seasons with fingers)  
*Four seasons in all.* (hold up four fingers)  
*Fall, winter, spring, and summer* (count seasons with fingers)  
*I like them all!*

### Theme Vocabulary

changes weather

### Concept Vocabulary

autumn fall  
 harvest leaves  
 windy

### Academic Vocabulary

same blend  
 seasons sound

### CHECK FOR UNDERSTANDING

**IF . . .** children have difficulty producing words that begin with the same sounds,

**THEN . . .** display two Picture Cards, such as *man* and *mop*. Say each word, emphasizing the beginning sound /m/, and have children determine if the words begin with the same sounds. Then use two Picture Cards, such as *bed* and *cat* and repeat. Continue as needed.

LET'S GET READY FOR

# Center and Small Group Time

60 minutes

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

## Small Group

- **Math: Geometry** Review with children what they learned about rectangles. A rectangle has four sides and four corners. The two sides across from each other are always the same length. In many rectangles, two sides are longer, and two sides are shorter. Draw a large rectangle on the board for children to draw in the air.
- Tell children that they will be making a page for a shape book. Have children draw a rectangle on paper and color it. How do you know you made a rectangle? Are the sides across from one another the same length? Does your shape have 4 corners?
- Collect the pages to bind into their shape books.

### ► ELL Access

#### Internalize Vocabulary

**Emerging** Display a rectangle attribute block and say as you point: This is a rectangle. A rectangle has four sides and four corners. This is a \_\_\_\_.

**Developing** Display a rectangle attribute block and review its features. Then point to a rectangular object, and ask: Is this shaped like a rectangle? Have children respond *rectangle* or *not a rectangle*.

**Expanding** Display a rectangle attribute block and say its name. Point to objects in the classroom, and ask: Is this shaped like a rectangle? Have children respond *Yes/No, that is/is not a rectangle*.

**Bridging** Have partners find a rectangular object to show the group. Together, partners tell the group how they know the shape of their object is a rectangle.

- **Literacy: Concept Vocabulary** Display Vocabulary Card *leaves*. These are *leaves*. In *autumn*, leaves change color and fall from the trees. Can you use the word *leaves* in a sentence? Use Vocabulary Cards *autumn*, *fall*, *windy*, and *harvest* to reinforce the words and their meanings. Encourage children to use each word in a sentence.

### ► ELL Access

#### Visual Support

**Emerging** Display Vocabulary Cards *leaves* and *harvest*. One of these pictures shows things that change color in the *fall*. Which one is it? Have children point to the correct picture.

**Developing** Display Vocabulary Cards *leaves* and *harvest*. One of these pictures shows things that change color in the *fall*. Which one is it? Have children say the correct answer: *leaves*.

**Expanding** Display Vocabulary Cards *fall*, *leaves*, and *autumn*. Two of these pictures show words that mean the same thing. Which two cards are they? Have children name the pictures *fall* and *autumn*.

**Bridging** Distribute Vocabulary Cards *fall*, *autumn*, *leaves*, *harvest*, and *windy*. Say a word, and have the child with that card hold it up. Encourage the child to use that word in a sentence.

# Math Circle

15 minutes

## Patterns

Tell children that today they will be learning about *patterns*. Remind them that they see the same thing over and over again in a pattern.

- 1 **Engage** Point out a *pattern* on clothing or another object in the classroom. For example, say: *The stripes on my shirt are green and white. That is the pattern on my shirt. Green and white repeats, or happens again and again.* Explain a *pattern* is a repeated design or something that happens over and over again. *Do you see a pattern on the rug? What colors do you see? The squares on the rug are red, yellow, blue. Then they repeat again: red, yellow, blue. This is a pattern.*
- 2 **Develop** Begin a pattern with attribute blocks or precut shapes: one rectangle attribute block and one triangle. Then put a rectangle and a triangle next to the first two blocks to repeat the *pattern*. *Which shape goes next to continue the pattern?* Put another rectangle and triangle in the *pattern*.
- 3 **Practice** Give each child either a rectangle block or triangle block. Call a pair of children, one with a rectangle and one with a triangle, to the front. Have them determine whose block goes next in the *pattern*. Repeat with another pair of children until everyone has placed their blocks in the *pattern*.

## Learning Outcomes

### The child

- recognizes patterns.

## What You Need

- attribute blocks

## Theme Vocabulary

patterns

## Academic Vocabulary

repeat



## Snack Time

15 minutes

**It's Okay** Tell children that sometimes when we eat there may be spills. *Even if we try very hard to be neat, we may spill or drop something. Accidents happen and it's okay. If you spill something, let me know. I'll help you clean it up.*

## DIFFERENTIATED SUPPORT

### Engage and Extend

**Patterns** Place four cubes on the table. Then give children cubes in the same four colors. Have children continue the pattern at least two more times. Then ask children to create their own pattern with the cubes. KINESTHETIC



## Science Circle

15 minutes

### Learning Outcomes

#### The child

- uses the verbal ordinal terms.
- verbally identifies, without counting, the number of objects from 1 to 5.
- describes and discusses the relationship of organisms to their environments.
- coordinates sequence of movements to perform tasks.

### What You Need

- Trade Book: *Goodbye Summer, Hello Autumn*
- chart paper
- pictures of clothing
- blocks
- SEL card: *behavior*

### Theme Vocabulary

changes weather

### Concept Vocabulary

fall autumn

leaves

### Academic Vocabulary

sunlight light

jackets pants

clothing

### Outdoor Play

20 minutes

**Playtime Routines** Use ordinal terms to discuss the outdoor play routine. *First, we put our things away. Second, we line up. Third, we go outside to play.* When they return, ask children to use *first*, *second*, and *third* to say what they did.

### Seasons and Leaves: Fall

Have children stand up tall and stretch out their arms and hands like branches and leaves. Say the fall verse from *Seasons and Leaves*.

In the fall leaves are dropping, (Flutter hands downward)  
 Brown, brown, leaves are dropping.  
 In the fall leaves are dropping,  
 Dropping from the trees.

### Weather and Seasons

**1 Engage** Read the following sentence from *Goodbye Summer, Hello Autumn*: “Hello! Now that the cool winds have come, we love how our branches sway in the sun.” Review with children that in the *fall*, the days have less sunlight than summer. There is less sunlight to warm the air, water, and land. The *weather* is cooler.



**2 Develop** Create a four-column chart titled “Dressing for the Seasons.” Label the first column “fall.” *What kind of clothing do you wear in the fall?* List the clothing and draw a quick illustration of each type of clothing.

**3 Practice** Show children pictures of different types of clothing, such as bathing suits, rain jackets, pants, hats, long-sleeve shirts, coats. Ask them to say the name of the item. Then have children say which season the item of clothing is usually worn—spring, summer, fall, or winter. *This is a warm scarf. When do we wear a warm scarf?*

# Learn and Play

90 minutes

## Let's Move

**Leaves Are Falling** Have children play “Leaves Are Falling.” Have them hold hands around a circle, and chant: “Leaves are falling! Leaves are falling! One leaf, two leaves, all leaves fall!” They should sit down on the word “fall.”

**Number Jump** Place one block on a table. *Can you tell me how many blocks are on the table without counting? Yes, there is one block. Now, jump up and down one time.* Continue the activity with two, three, four, and five blocks, and have children jump one time for each block shown.

## Let's Talk

**Behavior** Show children SEL Card *behavior*. Ask them to describe what they see in the picture. *Is this child listening to the teacher? Why is it important to listen to the teacher? Remember, If you don't listen to the teacher, you will not know what you are supposed to do.*



## Let's Read

**Read It Again** Hold up *Goodbye Summer, Hello Autumn* and flip through the pages. Ask children which part of the story they would like to hear again.

**Your Turn to Read** Ask for a volunteer to look at the spread in the trade book and retell the details they remember. Encourage the class to help.



## 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

**Colorful Leaves** Have children settle down and close their eyes. *Imagine you are outside. There are colorful leaves on the ground, and you pick them up and throw them in the air. Watch as the leaves drift slowly back down.*

## DIFFERENTIATED SUPPORT

### Extra Support

**Number Jump** Hold up one, two, or three fingers. *How many do you see?* Have children hold up the same number of fingers. Keep playing with different numbers of fingers, varying the fingers you show. VISUAL/TACTILE

## Reflect

10 minutes

### 5x5

**Movement** Point to the children in the picture. *What are the children doing? Yes, the children are throwing leaves. Let's pretend to catch the leaves.* Lead children in catching the *leaves*.

What is something else you can do with *leaves*? Choose one of the actions children named. Have the class act it out. For example: *Let's pretend to rake the falling leaves!*



### Learning Outcomes

#### The child

- sustains attention to personally chosen or routine (teacher-directed) tasks until completed.

### What You Need

- 5x5 Card: Fall
- SEL Card: *behavior*

### Transition

#### Chant and Fingerplay

Ask children to stand up and reach for the sky. Have children echo you as you say the chant.

I listen carefully (cup ears)  
when you speak  
so I know what to do. (point to yourself)  
How about you? (shrug shoulders)

### Theme Vocabulary

weather

### Concept Vocabulary

leaves

### CHECK FOR UNDERSTANDING

**IF** . . . a child has difficulty listening and staying on task,

**THEN** . . . have them cup their hands over their ears to remind themselves to listen.



## Social and Emotional Learning

**Behavior** Point to the picture on the card. Remind children that it's important to listen to the teacher and to pay attention. Point to a child on the card who is paying attention. *Is this child being a good listener? When you are listening to someone, you should look at them and pay attention.* Ask children to tell a partner why it is important for them to listen at school. As children talk, notice that they are sustaining attention to the task you've given them.



## Let's Talk About It

Tell children that it's time to think about what they have learned.

*Let's see if you can remember what we did during Morning Meeting. What is the first thing we did this morning? What comes after the attendance? Hold up a card on which you have drawn a picture of the weather. What were today's special events? What is the last thing we do at Morning Meeting? I'm so glad you have learned our routine! Now what do we do when it's time to go home?*



# Welcome to Today

15 minutes

## Meet and Greet

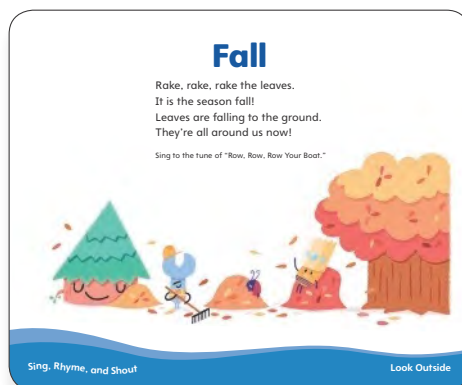
- As children enter the classroom, greet them and congratulate them on finishing another week in school.
- Ask children to place their pictures on the Mood Meter. Support children who are feeling angry or sad.



## Sing, Rhyme, and Shout

**Look Outside** We have learned a lot about *fall* this week. What *changes* happen in the *fall*?

- Have children listen to the song, and ask them to sing along.
- Substitute the lyrics with other *changes* that happen in the *fall*.



## Morning Meeting

- 1 Attendance** Hold up each child's name tag, and ask if that child is here. Have children respond, "I am here." Give them their name card to put on the chart.
- 2 Helper Chart** Thank the helpers for their hard work. Remind children that next week new jobs will be assigned.
- 3 Weather** Remind children that they have been recording the *weather* this week. *Compare today's weather with yesterday's weather.*
- 4 Today's Events** Tell children that they will learn about the dot at the end of sentences called a period.

## Learning Outcome

### The child

- participates in classroom music activities including singing.

## What You Need

- Sing, Rhyme, and Shout: "Fall"
- attendance chart, helper chart, weather chart

## Theme Vocabulary

changes notice

weather

## Concept Vocabulary

fall

## DIFFERENTIATED SUPPORT

### 3-Year Olds

**Weather** Have children look out the window and *notice* the *weather*. Tell them to look at the sky. *Is it cloudy or sunny? Did it feel cold outside when you came to school or was it warm? Does it look like it might rain?* VISUAL



# 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.
- blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word without pictorial support.
- can identify some conventional features of print that communicate meaning, including end punctuation.

## What You Need

- Trade Book: *Goodbye Summer, Hello Autumn*
- Read More About It: “Animals in Fall”
- Vocabulary Cards: *fall, autumn, leaves, harvest, windy*
- Alphabet Card: *Pp*

## Look Outside

**?** **What changes happen in the fall?** Explain to children that during the summer, fruits and vegetables grow in the warm sunlight. In the *fall*, they are ready to be picked so we can eat them.



## Goodbye Summer, Hello Autumn and “Animals in Fall”

Tell children that you are going to reread *Goodbye Summer, Hello Autumn* and “Animals in Fall.”



- 1 Remember** Have volunteers share what they learned about how the *weather changes in fall* in *Goodbye Summer, Hello Autumn* and “Animals in Fall.” *The weather is different in fall. The animals act differently in fall. What do animals do in the fall?*
- 2 Reread** Reread pp. 6–9 of *Goodbye Summer, Hello Autumn* aloud. Then reread “Animals in Fall” aloud.
- 3 Compare** After reading, ask children: *How do the animals in both stories prepare for winter? Point to pp. 6–7 in Goodbye Summer, Hello Autumn. What are the foxes and blue jays doing? Why do you think they are busy looking for food?*

# 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 kind of weather can cause leaves to fall to the ground? What does harvest mean? What two words mean the same thing? In the fall, what happens to leaves before they fall off the trees?*



## Phonological Awareness

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

- Listen to these sounds: /m/, -op; /m/, -op. When I blend, or put together, the sounds /m/ and -op, I can say the word *mop*.
- Say the following onsets and rimes, and have children blend them and say the words: /t/, -op; /h/, -op; /p/, -op; /h/, -at; /m/, -at; /b/, -at.

## Print Concepts

**Features of Print** Children will identify features of print that communicate meaning, including end punctuation.

Display a page in *Goodbye Summer, Hello Autumn*. Read a sentence aloud, tracking the print. *This is a sentence. A sentence tells a complete idea or thought. There is a dot at the end of a sentence. It is called a period. It means that a sentence is done.*

- Reread two sentences in the book without stopping at the period. *Did you understand what I said?* Reread the sentences again, stopping at the periods. *What is different this time?*



## Alphabet Knowledge

**Review Pp /p/** Tell children that they will review what they learned about the letter *P*. Display Alphabet Card *Pp* and have children name each letter. *What sound does the letter p spell?* Have children look for letters *P* and *p* in the classroom and name the letters.



## Transition

### Chant

Tell children to stand up and shake out their arms and legs. Have them say each line after you.

I am a period.  
I look like a dot.  
I tell you when to stop.

## Theme Vocabulary

changes weather

## Concept Vocabulary

autumn fall  
harvest leaves  
windy

## Academic Vocabulary

period sentence  
blend dot



## CHECK FOR UNDERSTANDING

**IF** . . . children have difficulty blending onset and rime,

**THEN** . . . say /m/ -op slowly and have children repeat. Say the onset and rime again, a little faster, and have children repeat. Continue saying the onset and rime faster and faster until children are able to blend the sounds to say the word *mop*. Repeat with other words as needed.



## 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 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•205).

## Small Group

- **Math: Patterns** Review with children what they learned about *patterns*. Remind them that a *pattern* is something that repeats over and over. Write A, B, A, B on the board. *I have started a pattern of letters. A and B is the first part of the pattern. Which letter comes next in the pattern, A or B? Then what?* Guide children to continue the *pattern* by saying "A" or "B." Then divide the class into small groups and give each group cutout shapes of the same color. Say: *There are two different letters in an AB pattern—A and B. We can make an AB pattern with two different shapes.* Start an AB *pattern* using two different shapes. Have children copy and use their shapes to continue. Discuss each group's *pattern*.

▶ **ELL Access**

**Share Information**

**Emerging** Review the AB *pattern* on the board. *The first part of the pattern is A, and the second part is B. Is the next part of the pattern A?* Have children give *yes/no* answers or a thumbs up or down.

**Developing** Review the AB *pattern* on the board. *The first part of the pattern is A, and the second part is B. What is the next part of the pattern?* Have children respond with the letter name. Ask similar questions for the shape *pattern*, and have students respond with the shape name.

**Expanding** Ask children to describe their group's AB *pattern* using a complete sentence. *Our AB pattern is \_\_\_\_\_.*

**Bridging** Prompt children to describe their group's *pattern* and how they know it's an AB *pattern*.

- **Literacy: Phonological Awareness** Display Picture Cards *pail* and *mug*. Say each word and have children repeat the words.
- Say /p/ -*ail* with a pause between the onset and rime.
- *What word am I saying?* Have children point to the correct picture card and say the word. Repeat with other Picture Cards.

▶ **ELL Access**

**Visual Support**

**Emerging** Display Picture Cards *pail* and *mug*. Point to each and name the picture. Say: *Listen to these sounds: /mmm/, -ug; >/mmm/, -ug. What word am I trying to say?* Have children point to the correct picture.

**Developing** Display Picture Cards *pail* and *mug*. Point to each and name the picture. Say: *Listen to these sounds: /mmm/, -ug; /mmm/, -ug. What word am I trying to say?* Have children point to the correct picture and say the word. Repeat for Picture Card *pail*.

**Expanding** Display Picture Cards *bed*, *cat*, and *mug*. Say: *Listen to these sounds: /k/, -at. What word am I trying to say?* Have children blend the onset and rime to say the word. Repeat with Picture Cards *bed* and *mug*.

**Bridging** Display Picture Cards *bed*, *pail*, *cat*, and *mug*. *Which picture word ends -ug?* Have children say the word *mug*. Repeat with the other Picture Cards.

# Math Circle

15 minutes

## Spatial Sense

Tell children that today they are going to learn about what happens to shapes when they slide them.

- 1 **Engage** Show a rectangle attribute block to students. Pass it around and let them examine it. Then place the rectangle on a table or desk. Slide the block across the table. Then pick the block up and show it to the children. *Did the block change after I slid it across the table?*
- 2 **Develop** Move the attribute block back and ask children to tell you the name of the shape. Slide it again. *The block has moved. I made it slide all the way over here. Is it still a rectangle? How do you know? What has changed?*
- 3 **Practice** Have pairs take turns coming to the table and sliding attribute blocks. Before and after sliding, have the rest of the class describe the shape using shape name, color, and size. Have the pair answer questions about the block: *Did the block change after you slid it across the table? Can we still call it a triangle?*

## Learning Outcomes

### The child

- uses the verbal ordinal terms.
- slides shapes to demonstrate that the shapes remain the same.

## What You Need

- attribute blocks

## Academic Vocabulary

slide

triangle

rectangle



## CHECK FOR UNDERSTANDING

**IF** . . . children have difficulty understanding that shapes stay the same after sliding,

**THEN** . . . give them a single block. Tell children to slide the block just a little bit and pick the block up. Encourage them to look closely at the block after they slid it to make sure it is the same shape. Repeat the slide as many times as needed, sliding it a bit farther each time.



## Snack Time

15 minutes

**Routines** Encourage children to talk about routines they have at home, such as their before-bed routine or their getting-ready-for-school routine, using ordinal terms. Model for them by saying: *First, I brush my teeth. Second, I read a book. Third, I go to sleep.*



# Social Studies Circle

15 minutes

## Learning Outcomes

### The child

- sustains attention to personally chosen or routine (teacher-directed) tasks until completed.
- connects [his] life to routines.
- demonstrates that all people need clothing.
- coordinates sequence of movements to perform tasks.

## What You Need

- four-column chart from Day 4
- Alphabet Cards: *Bb, Tt, Pp*
- sidewalk chalk
- Read More About It: “Animals in Fall”

## Theme Vocabulary

weather notice  
change patterns

## Concept Vocabulary

fall leaves

## Academic Vocabulary

seasons sun  
jacket light  
sunlight clothing

## Outdoor Play

20 minutes

**Pattern Play** Let’s play a pattern game. Listen and do what I say. Hop on one foot, hop on two feet, hop on one foot, hop on two feet. Did you *notice* the pattern?

## Seasons and Leaves: Fall

Have children stand up like trees and stretching their arms and hands like branches and leaves. Say the fall verse from Seasons and Leaves.

In the fall leaves are dropping, *(Flutter hands downward)*  
Brown, brown, leaves are dropping.  
In the fall leaves are dropping,  
Dropping from the trees.

## Weather and Seasons

- Engage** Review with children what they learned about the sun, the *fall* season, and its *weather*. What gives us light and warms the air, water, and land? What happens to sunlight in the *fall*? Is the temperature warm or cool? Why do the *leaves* on the trees *change* colors? What do you wear for *fall weather*?

### Dressing for the Seasons

fall			

- Develop** Review the four-column chart titled “Dressing for the Seasons.” What kind of clothing do you wear in the *fall*? Circle the clothing type as children name them.
- Practice** Point to each clothing piece named on the chart. Why would you wear a jacket in the *fall*? Encourage children to answer in complete sentences. Provide children with the following sentence frame: *In fall, we wear \_\_\_ because \_\_\_.*

Next, have children connect their lives to the everyday routine of getting dressed, and what they might put on first, next, and last. Ask: *If it was a cool, fall day, what clothing would you put on first: Your jacket or shirt? What would you put on last: Your socks, shoes, or pants? Show me!* Encourage children to act out the order of putting on their clothing, such as a shirt, pants, socks, shoes, and jacket.

# Learn and Play

90 minutes

## Let's Move

**Letter Walk** Show children Alphabet Card *Bb*. Say the letter and the sound /b/. Repeat with Alphabet Cards *Tt* and *Pp*.

Divide the class into three teams, the B team, the T team, and the P team. Take children on a letter walk through the school building looking for things that begin with their letter. Guide them by naming the objects you see. *I see a ball. What sound do you hear at the beginning of ball?*

**Hopscotch** Remind children that they learned about *patterns*. Draw a hopscotch court on the playground using chalk. Write the letters *A* and *B* in the boxes in a *pattern*. Tell children that they are going to do *pattern* jumping by playing hopscotch. As children jump in the boxes, have them say the letters out loud. *What is the pattern you have made?*

## Let's Talk

**Behavior** Circulate among the play areas looking for children who are being good listeners and staying on task.

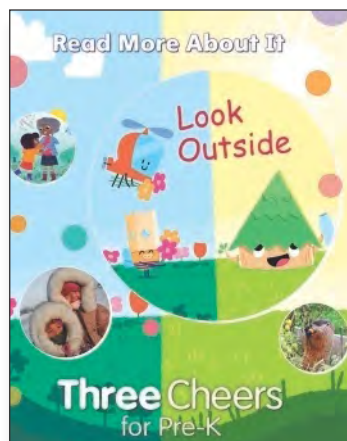
- Engage in one-on-one conversations with children. *I can see that you were listening in class because you are following the directions I gave. That helps you stay on task.*



## Let's Read

**Read More About It** Hold up “Animals in Fall.” Reread the text. Ask children to compare what they learned in this text to what they learned in *Goodbye Summer, Hello Autumn*. *How do the animals in both books get ready for the winter?*

**Tell Me About It** Show the first page of “Animals in Fall,” and ask a volunteer to tell something they remember from the page. Then reread the page to them. Repeat the activity with the second page.



## 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

**Fall Leaves** Have children pretend they are sitting outside on a cool, *fall* day. Tell them to snuggle up and look at the colorful *leaves*.

## DIFFERENTIATED SUPPORT

### Engage and Extend

**Letter Walk** Give children a piece of paper. Ask them to choose one of the letters from the letter walk (*B*, *T*, or *P*). Display the Alphabet Cards for reference. Tell them to write the letter at the top of their papers. Then have them draw a picture of an object they found that begins with that letter. Display the children's work in the classroom.

TACTILE



# Reflect

10 minutes

## 5x5

### Learning Outcomes

#### The child

- connects [his] life to time.

### What You Need

- 5x5 Card: Fall
- SEL Card: *behavior*

### Concept Vocabulary

fall

### Academic Vocabulary

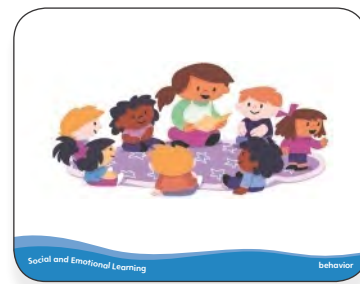
clothing

**A Seasonal Rhyme** Point to the picture and explain that it was taken in the *fall*, when children go back to school. Have children raise their hands if they go to school in the fall. Recite the following rhyme to the class. Then have children echo you as you recite it line by line. Finally, recite the rhyme all together. *This season is a time / Of beginning for all, / Beginning of school / Beginning of fall.*



## Social and Emotional Learning

**Behavior** Display the SEL Card *behavior*. Point out the child who isn't listening to the teacher. *This child isn't listening. What should this child be doing?* Cup your ears and guide children to say they should have their listening ears on. *Who should the child look at? Why is it important to listen to the teacher?*



## Let's Talk About It

Tell children that it's time for them to think about what they learned about today. Hold Javi. *We learned about the type of clothing people wear in the fall. Now you will take turns sharing something you learned today. I will pass Javi around. When you get Javi, it's your turn to share.* Pass Javi around the room and allow each child a moment to talk.

### DIFFERENTIATED SUPPORT

#### Extra Support

**Let's Talk About It** If children are reluctant to share what they learned, ask them to draw a picture. Tell them their pictures should show one thing they learned in class. Then have them describe their pictures to you. **TACTILE**



# Three Cheers for Pre-K

## Pre-Kindergarten Outcomes

Domain	This Week's Instructional Focus
<b>Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed. <b>Pages 76, 84, 92</b></li> <li>Child assumes various roles and responsibilities as part of a classroom community. <b>Pages 61, 69, 77, 85</b></li> </ul>
<b>Language and Communication</b>	<ul style="list-style-type: none"> <li>Child demonstrates knowledge of nonverbal conversational rules. <b>Page 53</b></li> </ul>
<b>Emergent Literacy Reading</b>	<ul style="list-style-type: none"> <li>Child engages in pre-reading and reading-related activities. <b>Pages C•188–C•189</b></li> <li>Child recognizes and blends spoken phonemes into one-syllable words with pictorial support. <b>Pages 54, 62, 70, 78, 86</b></li> <li>Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction. <b>Pages C•192–C•193</b></li> </ul>
<b>Emergent Literacy Writing</b>	<ul style="list-style-type: none"> <li>Child independently uses letters to make words or parts of words. <b>Pages C•190–C•191</b></li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Child names common shapes. <b>Pages 57, 58, 65, 89</b></li> <li>Child recognizes and creates patterns. <b>Pages 81; C•198–C•199</b></li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity. <b>Pages 58, 66; C•200–C•201, C•202–C•203</b></li> <li>Child observes, investigates, describes, and discusses the relationship of organisms to their environments. <b>Pages 74, 90</b></li> <li>Child observes and describes what happens during changes in the earth and sky. <b>Pages C•194–C•195, C•202–C•203</b></li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>Child connects [his] life to events, time, and routines. <b>Pages C•196–C•197</b></li> <li>Child demonstrates that all people need food, clothing, and shelter. <b>Pages 74, 90; C•196–C•197</b></li> </ul>
<b>Fine Arts</b>	<ul style="list-style-type: none"> <li>Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms. <b>Pages 53, 61, 69, 77, 85</b></li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>Child coordinates sequence of movements to perform tasks. <b>Pages 58, 66, 74, 82</b></li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>Child uses digital learning applications and programs to create digital products and express own ideas. <b>Page 82</b></li> </ul>



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

## Ready for Kindergarten!

### Reading Readiness

#### Pre-Kindergarten Outcomes

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

#### Kindergarten Literacy Goals

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

### Alphabet Knowledge

#### Pre-Kindergarten Outcomes

- Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction. **Pages C•192–C•193**

#### Kindergarten Literacy Goals

- Recognize and name all upper- and lowercase letters of the alphabet.

### Phonological Awareness

#### Pre-Kindergarten Outcomes

- Child recognizes and blends spoken phonemes into one-syllable words with pictorial support. **Pages 54, 62, 70, 78, 86**

#### Kindergarten Literacy Goals

- Isolate and pronounce the initial, medial vowel, and final phonemes in consonant-vowel-consonant words.

### Writing

#### Pre-Kindergarten Outcomes

- Child independently uses letters to make words or parts of words. **Pages C•190–C•191**

#### Kindergarten Literacy Goals

- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

### Mathematics

#### Pre-Kindergarten Outcomes

- Child names common shapes. **Pages 57, 58, 65, 89**
- Child recognizes and creates patterns. **Pages 81; C•198–C•199**

#### Kindergarten Mathematics Goals

- Correctly name shapes regardless of their orientation or size; identify shapes as two-dimensional or three-dimensional.
- Identify and create patterns; verbally describe patterns so others understand.



# Look Outside

## How are the seasons different?

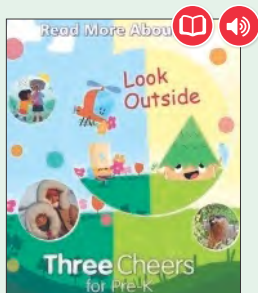
Weekly Question:

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

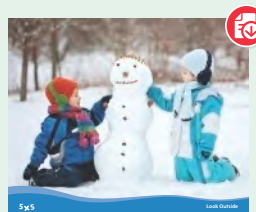
From the Theme Kit Print and Digital



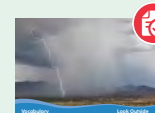
Trade Book



Read More About It: "Winter Wonderlands"



5x5



Theme and Concept Vocabulary



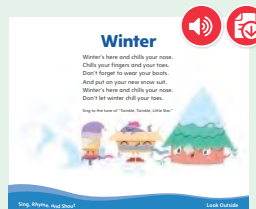
Theme Manipulative



Big Book and Little Books



Wordless Experience Book: Look Outside

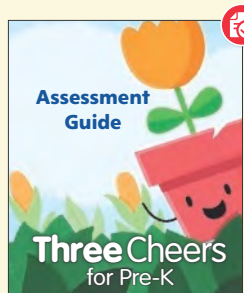


Sing, Rhyme, and Shout: "Winter"

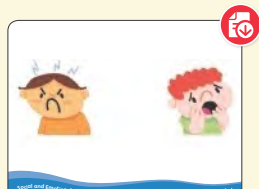


Talk More About It: I Love Snow!

From the Teacher Toolkit Print and Digital



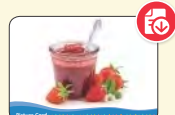
Assessment Guide



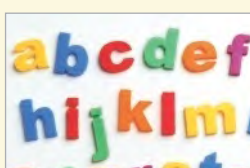
Social and Emotional Learning Cards



Alphabet Cards



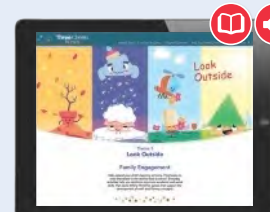
Picture Cards



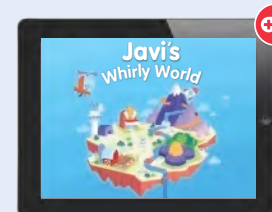
Manipulatives



Family Engagement Digital



Three Cheers for Pre-K Parents!



Three Cheers for Games!



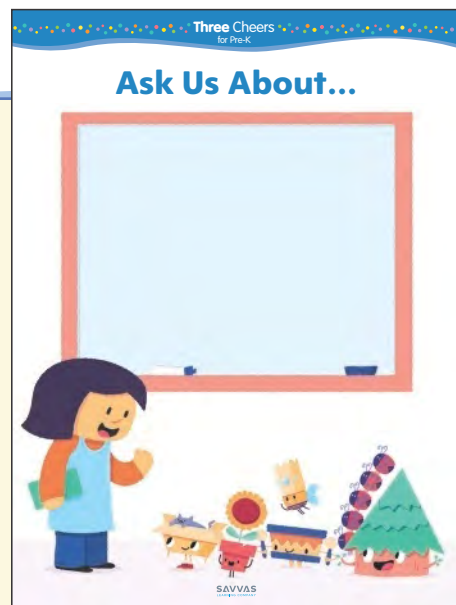
Digital Bookshelf

# 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 are some things you can do in the snow?
- What are some things that are shaped like a circle?
- What kind of clothing is good for winter weather?

## Day 1 pp. 53–60

### Welcome to Today

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

### Story Time

- How are the seasons different?
- Reread Big Book *Rain, Rain, Go Away*

### Literacy Circle

- Concept Vocabulary Introduce
- Phonological Awareness Blend Phonemes
- Alphabet Knowledge Introduce *Jj /j/*

### Center Time and Small Groups

- Small Group Options
  - Math: Spatial Sense
  - Literacy: Alphabet Knowledge
- Centers **Centergize**, pp. C•185–C•203

### Math Circle

- Geometry
- Snack Time Snack Shapes

### Science Circle

- Good Morning Sun, Goodnight Moon
- Earth and Space Science
- Outdoor Play Circle Hunt

### Learn and Play and Centers

- Let’s Move!
  - Circle Walk
  - Shape Find
- Let’s Talk Behavior
- Let’s Read
  - Children’s Choice
  - Your Turn to Read
- Rest Time Snowy Night

### Reflect

- 5x5 What’s the Shape?
- Social and Emotional Learning Behavior
- Let’s Talk About It

## Day 2 pp. 61–68

### Welcome to Today

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

### Story Time

- How is winter where I live different from winter in other places?
- 1st Read Trade Book *I Love Snow!*

### Literacy Circle

- Concept Vocabulary Develop
- Phonological Awareness Recognize and Blend Phonemes
- Alphabet Knowledge Review *Jj /j/*

### Center Time and Small Groups

- Small Group Options
  - Math: Geometry
  - Literacy: Alphabet Knowledge
- Centers **Centergize**, pp. C•185–C•203

### Math Circle

- Spatial Sense
- Snack Time Rules

### Science Circle

- Snowflakes
- Weather and Seasons
- Outdoor Play Bubble Fun

### Learn and Play and Centers

- Let’s Move!
  - Simon Says
  - Letter Walk
- Let’s Talk Behavior
- Let’s Read
  - Tell Me About It
  - This Makes Me Think
- Rest Time Drifting Snowflakes

### Reflect

- 5x5 How Many?
- Social and Emotional Learning Angry or Worried
- Let’s Talk About It

**Let's Celebrate!**  
An "Author's Chair" celebration features children reading the seasons books they created.

**Day 3** pp. 69–76**Welcome to Today**

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

**Story Time**

**How is winter where I live different from winter in other places?**  
**2nd Read Trade Book** *I Love Snow!*

**Literacy Circle**

**Concept Vocabulary** Practice  
**Phonological Awareness**  
Recognize and Blend Phonemes  
Produce Words  
**Alphabet Knowledge** Review *Jj /j/*

**Center Time and Small Groups**

**Small Group Options**

- Math: Spatial Sense
- Literacy: Phonological Awareness

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

**Math Circle**

**Number Sense**  
**Snack Time** Choice

**Social Studies Circle**

**Snow, Snow, Snow**  
**Weather and Seasons**  
**Outdoor Play** Snowball Catch

**Learn and Play and Centers**

**Let's Move!**

- Winter Fun
- Freeze Dance

**Let's Talk** Behavior  
**Let's Read**

- I Want to Know More
- Tell Me About It

**Rest Time** Warm Up

**Reflect**

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

**Day 4** pp. 77–84**Welcome to Today**

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

**Story Time**

**How is winter where I live different from winter in other places?**  
**Read More About It** "Winter Wonderlands"

**Literacy Circle**

**Concept Vocabulary** Review  
**Phonological Awareness**  
Produce Words  
Recognize and Blend Phonemes  
**Alphabet Knowledge** Review *Jj /j/*

**Center Time and Small Groups**

**Small Group Options**

- Math: Number Sense
- Literacy: Concept Vocabulary

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

**Math Circle**

**Classification and Patterns**  
**Snack Time** Sharing

**Technology Circle**

**Seasons and Leaves: Winter**  
**Technology and Devices**  
**Outdoor Play** Snowflakes

**Learn and Play and Centers**

**Let's Move!**

- Roll Up the Snowman
- Roll and Move

**Let's Talk** Behavior  
**Let's Read**

- Read More About It
- Your Turn to Read

**Rest Time** Cuddle Up

**Reflect**

**5x5** Good Habits  
**Social and Emotional Learning** Behavior  
**Let's Talk About It**

**Day 5** pp. 85–92**Welcome to Today**

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

**Story Time**

**How is winter where I live different from winter in other places?**  
**Compare** *I Love Snow!* and "Winter Wonderlands"

**Literacy Circle**

**Concept Vocabulary** Check for Understanding  
**Phonological Awareness** Recognize and Blend Phonemes  
**Print Concepts** Features of Print  
**Alphabet Knowledge** Review *Jj /j/*

**Center Time and Small Groups**

**Small Group Options**

- Math: Geometry
- Literacy: Print Concepts

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

**Math Circle**

**Spatial Sense**  
**Snack Time** Routines

**Social Studies Circle**

**Hat, Mittens, and Boots**  
**Weather and Seasons**  
**Outdoor Play** Kickball

**Learn and Play and Centers**

**Let's Move!**

- Shape Hop
- Make a Pattern

**Let's Talk** Behavior  
**Let's Read**

- Read More About It
- Counting

**Rest Time** Melting Snow

**Reflect**

**5x5** Find That Letter  
**Social and Emotional Learning** Behavior  
**Let's Talk About It**



# Vocabulary

## Theme Vocabulary

Words to develop the theme, Look Outside

changes      patterns  
notice      weather

## Concept Vocabulary

Conceptually related words to teach this week

blizzard  
cold  
snowman  
wet  
winter

## Academic Vocabulary

Terms used in this week's instruction

### Literacy

blend  
exclamation point  
letter  
sound

### Mathematics

above  
below  
circle  
circles  
corners  
location

next  
on  
pattern  
rectangle  
sides  
square  
triangle  
turn

### Science

day  
daytime  
ice

night  
nighttime  
sky  
sleet  
snows  
sun  
sunlight  
warmth  
windy

### Social Studies

clothing  
season

warm

### Technology

app/application  
browse  
device  
digital  
handle  
tablet

## Story Words

Words from the literature to explain and use this week

### Trade Book

blinding      slushy  
dirty      spinning  
dreary      swirling  
gray      swooshing

### Big Book

bleak  
forecast

### Read More About It

Andalusia      Washington  
Canada  
Nunavut  
Spain

# Materials

Materials to gather from home and classroom

### Morning Meeting

attendance chart  
chart paper  
helper chart  
weather chart

### Center Time

¼ cup measuring cup

art paper  
clear plastic bottle  
computer or other digital device  
construction paper  
large box

### Small Groups

blocks  
sticky notes

### Circle Times

circle-shaped objects  
“Dress for Seasons”  
four-column chart

outdoor activity cards  
pictures of various types of clothing  
tablet or digital device  
white paper circles

# 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

**Rain, Rain, Go Away** Follow along while listening to audio for the Big Book.

## Writer's Club

**My Seasons Book** Draw and write about fall.

## ABC Fun

**Letter Pairs** Match upper- and lowercase letters.

## Pretend and Learn

**Weather Days** Act out favorite activities during sunny and rainy days.

## Creativity Station

**Dressing for Fall** Use art materials to create fall clothing for a paper doll.

## Math Fun

**Complete the Pattern** Add drawings to complete and extend a repeating pattern.

## STEM

**Light and Shadows** Use a flashlight to create and investigate shadows.

## Sand, Water, and More

**Rain on a Bottle** Create and observe how raindrops form.

# Monitor Progress



Assessment Guide

## Observe

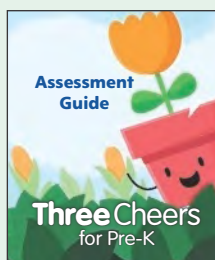
### Observational Checklists

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. Progress Monitoring Assessment 1 should be administered at the end of Theme 3.

### Pre-K Outcomes Progress Report

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



## Portfolio

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

### Centers

- **ABC Fun** anecdotal notes on uppercase and lowercase letter matching
- **Pretend and Learn** photographs of children acting out sunny and rainy day activities
- **How-To Station** anecdotal notes of how well children are able to dress themselves in winter clothes



Look Outside





# Welcome to Today

15 minutes

## Meet and Greet

- As children enter the classroom, smile and wave. Encourage children to wave to their classmates.
- Ask children to place their pictures on the Mood Meter so you can gauge their mood.



## Sing, Rhyme, and Shout

**Look Outside** Use the lyrics and picture on the card to remind children of the theme, Look Outside.

- Last week, we learned that there are four seasons, and each season has different *weather*. We read stories and learned about the fall. This week, we are going to read stories and learn about *winter*. First, let's sing a song about *winter*.



- Have children listen to the song and participate by singing along.

## Morning Meeting

- 1 Attendance** Have children place their name cards on the attendance chart to show that they are in class today.
- 2 Helper Chart** Tell children that you will assign new helper jobs. Assign one or more jobs, such as line leader, bell ringer, or snack helper, and review the duties of each job.
- 3 Weather** *What's the weather today? We're going to start a new weather chart for this week.* Ask a volunteer to draw a picture of the *weather* on the chart.
- 4 Today's Events** Have children demonstrate knowledge of nonverbal conversational rules. Guide them by saying: *If you look at me when I am speaking, I know that you are paying attention.* Today we are going to reread *Rain, Rain, Go Away*.



## Learning Outcomes

### The child

- demonstrates knowledge of nonverbal conversational rules.
- participates in classroom music activities including singing.

## What You Need

- Sing, Rhyme, and Shout: "Winter"
- attendance chart, helper chart, weather chart

## Theme Vocabulary

weather

## Concept Vocabulary

winter

## DIFFERENTIATED SUPPORT

### 3-Year Olds

**Morning Meeting** For younger children and those children who have a difficult time sitting still and sustaining attention to tasks, provide them with a soft, squishy ball or Javi so they have something to do with their hands while listening. TACTILE



# Story Time

15 minutes

## Learning Outcomes

### The child

- blends spoken phonemes into one-syllable words with pictorial support.
- recognizes at least 20 distinct letter sounds in the language of instruction.
- asks questions relevant to the text read aloud.

## What You Need

- Big Book: *Rain, Rain, Go Away*
- Vocabulary Cards: *snowman, blizzard, cold, wet, winter*
- Alphabet Card: *Jj*

## Look Outside

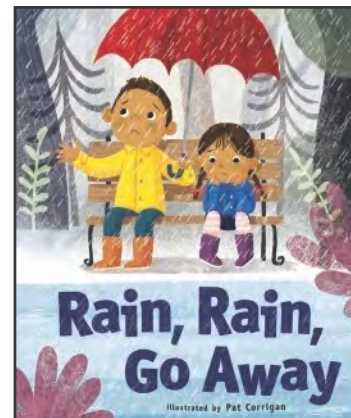
**?** **How are the seasons different?** Remind children of the guiding question and what they've learned about the fall season. *This week we will be reading stories and talking about the weather in winter. We will learn how winter weather is different from fall weather.*



## Rain, Rain, Go Away

Ask children to sit in a semicircle in front of you. Tell them that you are going to reread *Rain, Rain, Go Away* today.

- 1 Remember** Display the front cover of the book. Discuss with children what they remember about the book. Point to pages in the book, and guide children to recall what they learned about the different seasons and types of *weather*.
- 2 Reread** Reread the book, and have children echo you on the repetitive phrases: "Rain, rain, go away," or "Snow, snow, falling fast." Ask children to give a signal, such as hugging themselves like they're *cold* or fluttering their fingers like snowflakes when they hear the words that describe *winter weather*.
- 3 Retell** After reading, guide children to retell the main events from the book. *What do the children do in the rainy, spring weather? What is the weather like in the summer? What happens to the leaves on the trees in the fall? How do the children have fun in the snowy, winter weather?*



## DIFFERENTIATED SUPPORT

### Engage and Extend

**Retell** As you page through the story, have children act out the main events.

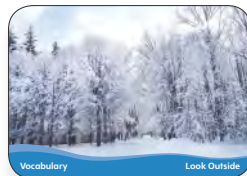
KINESTHETIC

# Literacy Circle

15 minutes

## Concept Vocabulary

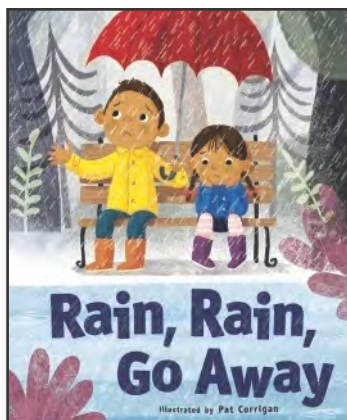
**Introduce** We are going to talk about this question: *How is winter where I live different from winter in other places?* Display Vocabulary Card *winter*, and point out the snow. In many places, the *winter* season brings a lot of snow. Display each Vocabulary Card (*snowman*, *blizzard*, *cold*, *wet*) and briefly explain how each relates to the question *How is winter where I live different from winter in other places?*



## Phonological Awareness

**Blend Phonemes** Children will blend spoken phonemes to form familiar words using picture support.

- Turn to pp. 4–5 in *Rain, Rain, Go Away* and point to the rain. This shows the /r/ /ā/ /n/; /r/ /ā/ /n/. What does this show? Children will blend the phonemes to say the word *rain*.
- Use the pictures of the *sun* and *night* in the Big Book to give children additional practice blending phonemes using picture support.



## Alphabet Knowledge

**Introduce Jj /j/** Children will name at least 20 uppercase and lowercase letters and recognize at least 20 distinct letter sounds in the language of instruction by learning the sound /j/ spelled by the letters *Jj*.



- 1 Letter Name** Display Alphabet Card *Jj*. Point to uppercase *J*. This is uppercase *J*. Point to lowercase *j*. This is lowercase *j*. Say the letter name: /jā/. 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 letter *J* spells is: /j/. Say it with me: /j/. 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 uppercase *J* and lowercase *j* on the Alphabet Card and explain the order of movements. Have children trace the letter in the air.

## Transition

Invite children to stand up tall and stretch. Have them echo you as you say the chant.

Jack jumps over the puddle. (jump)  
Jill jumps over the puddle. (jump)  
I can jump over the puddle. (jump)

## Theme Vocabulary

weather

## Concept Vocabulary

snowman                      blizzard  
cold                              wet  
winter

## Academic Vocabulary

sound                              letter  
blend



## CHECK FOR UNDERSTANDING

**IF** . . . children have difficulty blending phonemes to form words,

**THEN** . . . display Picture Card *cat*. The sounds in this word are: /k/, /a/, /t/; /k/, /a/, /t/; /ka/ /t/; /ka/ /t/; *cat*. Display Picture Card *bed*. The sounds in this word are: /b/ /e/ /d/; /b/ /e/ /d/; /be/ /d/; /be/ /d/. What is the word? Guide children to say the word *bed*. Repeat with other Picture Cards if needed.

LET'S GET READY FOR

# Center and Small Group Time

60 minutes

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

## Small Group

- **Math: Spatial Sense** Remind children that they
  - can use location words to tell where something is.
  - Use the Big Book to provide examples of locations words. For example, open to p. 15, and point to the dog. *The dog is next to the hide-away. The leaves are on the ground.*
  - Ask children to cover their eyes as you place Javi somewhere in the classroom. Tell children to find Javi and describe where Javi is using any location words they know.

► **ELL Access**

**Academic Vocabulary**

**Emerging** Place Javi under a table. Say, *Javi is under the table.* Have children repeat the sentence. Then ask, *Where is Javi?*

**Developing** Place Javi under a table or desk. Ask children, *Where is Javi? Is Javi on the desk or under the desk?*

**Expanding** Place Javi under a table or desk. Have children use the following sentence frame to describe Javi's location. *Javi is \_\_\_ the desk.*

**Bridging** Say a location word, such as *under*. Then ask children to place Javi under something in the classroom. Then have children describe Javi's location.

- **Literacy: Alphabet Knowledge** Show children
  - Alphabet Card *Jj* and have them trace and name each letter. Display Picture Card *jelly*. *This is a picture of jelly. Listen to the beginning sound.* Say the word again, stressing the sound /j/. Say the following words and have children identify which words start with sound /j/: *jam, jacket, mouse, jog, book, jet, joy.*

► **ELL Access**

**Sounds and Letters**

**Emerging** Tell children that some languages do not have sound /j/, or sound /j/ spelled with the letter *j*. Have them practice the sound /j/ when you point to Alphabet Card *Jj*.

**Developing** Tell children that some languages do not have the sound /j/, or spell the sound /j/ with the letter *j*. Point to Alphabet Card *Jj*, have children name each letter, and produce the sound it spells.

**Expanding** Tell children that some languages do not have the sound /j/, or do not spell the sound /j/ with the letter *j*. Display Picture Card *jelly* and have children say the word. *What sound do you hear at the beginning? What letter spells the sound /j/?* Say each word, and have children give a thumbs up if a word starts with sound /j/: *jam, jacket, mouse, jog, book, jet, joy.*

**Bridging** Tell children that some languages do not have the sound /j/, or don't spell it with the letter *j*. Display Picture Card *jelly* and have them say the word. *What is the beginning sound in jelly?* Have children identify whether the following words start with the sound /j/: *jewel, jungle, cheetah, jam, lion, jacket, jog, dog.*

# Math Circle

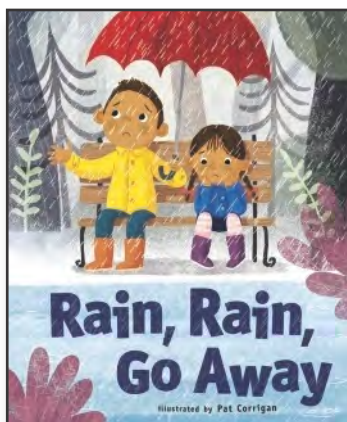
15 minutes

## Geometry

Remind children that they learned about shapes last week. Today they will learn more about circles.

**1 Engage** Draw a rectangle, square, triangle, and a circle on the board. Show children a circular object, like a coin or a button. Trace your finger around the circle on the board. **This looks like a circle. Circles are round shapes. They do not have straight sides or corners like squares, rectangles, or triangles.**

**2 Develop** Flip to p. 9 in *Rain, Rain, Go Away* and point to the sun. **What shape is the sun? It is round and doesn't have any sides. Yes, it is a circle!** Trace the shape with your finger. Ask children to make a circle in the air with their fingers. **What other circles can you find on these pages?** (the center of flowers, children's eyes, tree outlines, mouse's ears)



**3 Practice** Ask children to look around the classroom and tell if they see any objects with a circle on it. When they have found one, have them raise their hands. Call on each child, and have them describe it without saying its name. Model describing an object: **I see a circle on the wall with numbers on it. We use it to tell time. What is shaped like a circle?** Have children guess the name of the object.

## Learning Outcomes

### The child

- names common shapes.

## What You Need

- circle-shaped object
- Big Book: *Rain, Rain, Go Away*

## Academic Vocabulary

circle	square
corners	triangle
sides	rectangle



## CHECK FOR UNDERSTANDING

**IF . . .** children have difficulty identifying circle,

**THEN . . .** give them a sheet of paper with circles of varying sizes drawn on it. Have them trace the circles with a crayon, starting at the top of each circle.



## Snack Time

15 minutes

**Snack Shapes** Ask children to share their favorite snacks. **What shape is your favorite snack? Which snacks do you like that are shaped like a circle?**



## Science Circle

15 minutes

### Learning Outcomes

#### The child

- names common shapes.
- describes sources of energy including light.
- identifies objects in the sky.
- coordinates sequence of movements to perform tasks.

### What You Need

- Vocabulary Card: *winter*
- drawing paper, crayons
- paper cutout shapes
- Big Book, *Rain, Rain, Go Away*

### Theme Vocabulary

weather

### Academic Vocabulary

sun	light
sunlight	night
nighttime	day

### Outdoor Play

20 minutes

**Circle Hunt** Today we're going on a shape hunt to look for circles. Have children search the outdoor play area for circle-shaped objects. Ask them to describe the circles they find using location words. For example, *The ball near the swings is a circle.*

### Good Morning Sun, Goodnight Moon

Have children stand and listen to the following chant. Repeat the chant, pausing after each line. Encourage children to say the words and complete the gestures.

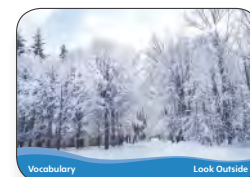
Good morning sun (wave at sun)  
It's time to get up and have fun.

Goodnight moon (lay head on hands)  
It's time to go to bed soon.

### Earth and Space Science

**1 Engage** Review with children what they learned about the sun. *What do you see in the day sky? When the sun rises, it is daytime. When the sun sets, it is nighttime. The sun gives us light. The sun warms the land, air, and water around us.*

**2 Develop** Show children the Picture Card *winter*. *What do you see in this picture? What do you think the weather is like? Is it hot or is it cold?* Explain that in the *winter*, there are fewer hours of sunlight than in the *fall*. The *weather* in *winter* is *colder* than *weather* in the *fall*. Discuss with children what *winter* is like where they live. *What do the trees look like during winter? What types of weather do we have?*



**3 Practice** Give children a sheet of drawing paper and crayons and ask them to draw a picture of a *winter* day where they live. Encourage children to draw the kind of weather, what they wear, and what the trees and plants look like during winter.

# Learn and Play

90 minutes

## Let's Move

**Circle Walk** Today we are going on a shape walk, but the rules are a little different. We are going to walk quietly around the school and look for things that are shaped like a circle. Tell children to raise their hands when they see an object that is circle-shaped.

- Stop along your walk when a child raises their hand and say, [Peter] sees a circle. Can you see it?
- Have children search for the shape. When they find the shape, have them raise their hands. Have the original spotter point to the object and say its name.

**Shape Find** Give children a small pile of cutout shapes. Tell them to lay the shapes out in front of them. Ask them to find the circles in their pile. When they find the circles, have them raise their hands. Ask a volunteer to name other things at home or in school that are shaped like a circle.

## Let's Talk

**Behavior** Circulate among the play areas to make sure children are paying attention to the task they have chosen.

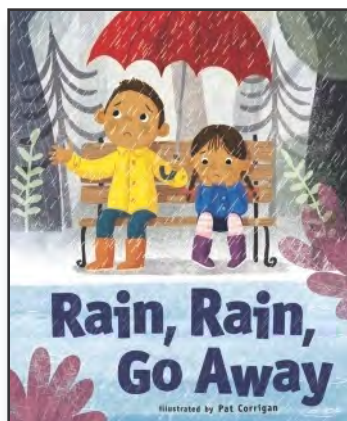
- Engage children in conversations about staying on task. For example, *You have been doing a great job keeping your attention on this book. What is the book about?*



## Let's Read

**Children's Choice** Display *Rain, Rain, Go Away* and two other books the children have previously read and enjoyed. Have the class choose the book to read together today.

**Your Turn to Read** Read *Rain, Rain, Go Away* aloud, and have the class echo each phrase.



## Center Time

30 minutes

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

## Rest Time

35–40 minutes

**Snowy Night** Have children pretend they are in bed on a snowy evening. Ask them to snuggle up under the warm blankets and imagine the snow piling up outside.

## DIFFERENTIATED SUPPORT

### Engage and Extend

**Shape Find** After children have separated the circles from their pile of cutout shapes, ask them to sort the remaining shapes into groups of rectangles, squares, and triangles.

VISUAL/TACTILE

## Reflect

10 minutes

### 5 × 5

**What's the Shape?** Ask children to look at the *snowman* in the picture on the card. Have them name the shape of the snowman's head and body parts. *These shapes aren't flat like circles, but they do look like circles because they are round. Where else can you see shapes that look like circles in the picture?*



Have children practice making circles with their hands and with their arms. Have the group get into a circle and point out that they just formed a circle.



## Social and Emotional Learning

**Angry or Worried** Display SEL Card *angry; worried*. Point to the child who is angry. *This child has a feeling. What do you think it is?* Allow children to respond and prompt them as needed to identify that the child is angry. Point to the child who is worried. *This child has a feeling too. What do you think it is? This is harder.*



Prompt children to identify that the child is feeling worried, or bothered by something that might happen. Name the feeling *worried*.



## Let's Talk About It

Tell children that it's time to reflect on what they've learned today. *In Science Circle, we talked about things we do in the daytime and things we do in the nighttime. What is your favorite thing to do in the daytime? What is your favorite thing to do in the nighttime?* Have children raise their hands and share their ideas.



### Learning Outcomes

#### The child

- can communicate basic emotions/feelings.

### What You Need

- 5 × 5 Card: Winter
- SEL Card: *angry; worried*

### Concept Vocabulary

snowman

### Academic Vocabulary

circle                      daytime  
nighttime

### CHECK FOR UNDERSTANDING

**IF** . . . children have difficulty identifying circle-shaped objects,

**THEN** . . . give them a sheet of paper with different sized circles drawn on it. Have them trace the circles starting at the top of each circle with a crayon.

### DIFFERENTIATED SUPPORT

#### Engage and Extend

**What's the Shape?** Cut out shapes from colored paper in various sizes. Give children the cutout shapes and have them sort them into piles of circles, triangles, and rectangles. Show children the 5 × 5 Card: Winter. *Now it's your turn to make a snowman that looks like the one on the card. Glue your shapes onto the paper to make your snowman.* TACTILE

# Welcome to Today

15 minutes

## Meet and Greet

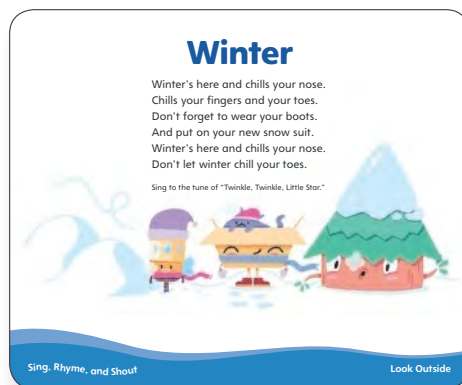
- Greet children with a high-five as they enter the classroom. *I'm glad to see you today.*
- *How are you this morning?* Ask children to update the Mood Meter.



## Sing, Rhyme, and Shout

**Look Outside** Use the illustrations and the lyrics on the card to remind children of the theme, Look Outside.

- Point to the picture. *What is the weather like in winter? What clothes do you wear in cold weather?*
- Sing the song with children. As you sing, have children act out the lyrics. Have them point to their noses, wiggle their fingers, point to the toes, and pretend to zip up their coats or snow suits.



## Learning Outcomes

### The child

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

## What You Need

- Sing, Rhyme, and Shout: "Winter"
- attendance chart, helper chart
- chart paper

## Theme Vocabulary

weather

## Concept Vocabulary

winter cold

## Academic Vocabulary

snow

## Morning Meeting

- 1 Attendance** *Who is in class today?* Ask children to place their name cards on the chart. *I hope our friends who aren't in class feel better soon.*
- 2 Helper Chart** Thank the helpers for their good work. Ask them if they have any questions about their jobs.
- 3 Question of the Day:** *Do you like to play outside on cold days?* Display a T-chart with columns yes/no. Have children place sticky notes or name tags on the chart to answer. Have volunteers tell their choice.
- 4 Today's Events** *Today we are going to read a book about winter called I Love Snow! Do you love snow?*

## DIFFERENTIATED SUPPORT

### ELL

**Weather** Show children the Vocabulary Card *weather*, and guide children to describe the *weather* in the picture. Point to the sky. *It is cloudy and raining. There is also lightning. The weather is stormy.* Now point to the sky outside and describe the *weather* for them. Place visual cues for describing words, such as *sunny, cloudy, rainy, cold, and warm* in the classroom. Have children use the cues to help them describe the *weather*. AUDITORY/VISUAL



# Story Time

15 minutes

## Learning Outcomes

### The child

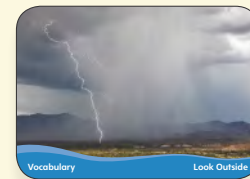
- recognizes one-syllable words with pictorial support.
- blends spoken phonemes into one-syllable words with pictorial support.
- makes inferences about text.

## What You Need

- Trade Book: *I Love Snow!*
- Vocabulary Cards: *weather, winter, snowman, blizzard, cold, wet*
- Picture Cards: *bat, bed, man, cat, feet, cub, mug, fan, pan*
- Alphabet Card: *Jj*

## Look Outside

**?** How is *winter* where I live different from *winter in other places*? Remind children of this week's question. Display Vocabulary Card *weather*. *What do we know about the weather in the winter?* Explain to children that they will learn more about the *weather* in *winter* by reading a new story.



## *I Love Snow!*

Tell children you will read a new story about *winter* today.

- 1 Introduce** Show children the cover of *I Love Snow!* *What do you think this book will be about?*
- 2 Read Together** As you read the story, model for children how to make inferences. Point to the text and illustrations on pp. 6–7. *These children look happy. I wonder why. They are playing in the snow. When I was little, I played in the snow, and it was fun. I think these children are happy because they are having fun playing in the snow.* Point to other illustrations and guide children to make inferences about the text.
- 3 Connect** In the story, we read about snow. The children in the story enjoy playing in the snow. They also have to stay inside because of the snow. *Have you ever seen snow? Have you played in the snow? Did you have fun?* If children haven't seen or played in the snow, ask them if they would like to and have them explain why.



## DIFFERENTIATED SUPPORT

### 3-Year Olds

**Introduce** Conduct a picture walk through *I Love Snow!* Point to the cover and say, *I think this story will be about winter because the children are playing in the snow. I know that it snows in the winter.* Flip through the illustrations, and have children talk about what they see in the pictures. VISUAL

# Literacy Circle

15 minutes

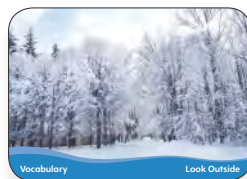
## Concept Vocabulary

**Develop** Remind children of the weekly question: *How is winter where I live different from winter in other places?* Display the Vocabulary Card *cold*.

In winter, the *weather* in many places is *cold*.

Say the word *cold* with me: *cold*. Is the *weather*

where we live *cold* or *warm* in winter? Display each Vocabulary Card (*snowman*, *blizzard*, *winter*, *wet*) and ask a question about each one that ties the word to the theme or weekly question.



## Phonological Awareness

**Recognize and Blend Phonemes** Children will recognize one-syllable words with picture support, and blend one-syllable words with picture support.

- Display Picture Card *bat*. This is a /b/-/a/-/t/. What is it? Guide children to say the word *bat*. Repeat with Picture Cards *bed*, *cat*, *feet*.
- Display Picture Card *man*. This is a picture of a /m/-/a/-/n/. Can you blend, or put together, the sounds to say the word? Guide children to say the word *man*. Repeat with Picture Cards *cup*, *fan*, *mug*, *pan*.



## Alphabet Knowledge

**Review Jj /j/** Tell children that today they are going to review what they learned about the letter *J*.

- **Review Letter Name** Display Alphabet Card *Jj*. Point to the uppercase *J*. This is uppercase *J*. Point to lowercase *j*. This is the lowercase *j*. Say the letter name with me.
- **Review Letter Sound** The sound that the letter *J* spells is /j/. Say it with me: /j/. Point to the uppercase *J*. What sound does this letter spell? Repeat for the lowercase *j*.
- **Review Letter Formation** Trace the uppercase *J* on the Alphabet Card, explaining the movements as you make them. Repeat for the lowercase *j*. Have children use their fingers to write the letters in the air.



## Transition

### Chant and Rhyme

Invite children to stand up and stretch their arms and then bring them down as they flutter their fingers like falling snow. Have children echo you as you model the fingerplay. Then have children join in.

<i>Winter</i> , <i>spring</i> , <i>summer</i> , and <i>fall</i> .	(count with fingers)
There are four seasons in all.	(hold up four fingers)
<i>Spinning</i> , <i>swirling</i> <i>snowflakes fly by</i> .	(twirl around and flutter fingers)
Which season am I?	

## Theme Vocabulary

weather

## Concept Vocabulary

snowman	blizzard
winter	wet
cold	

## Academic Vocabulary

snow	sound
blend	

## ✓ CHECK FOR UNDERSTANDING

**IF** . . . children cannot name the letters *J* or *j*,

**THEN** . . . have them trace each letter on the Alphabet Card and say the name of the letter at the same time.

LET'S GET READY FOR

# Center and Small Group Time

60 minutes

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

## Small Group

- **Math: Geometry** Draw a circle and trace the outline with your finger. *You already know that circles are round shapes. They do not have straight sides or corners.* Show children a circular object. *What shape is this?* Give each child a sticky note with their name on it to stick on a circular object. Ask children to tell why they think their object is shaped like a circle.

▶ **ELL Access**

**Academic Vocabulary**

**Emerging** Display a circle. Say: *This is a circle.* Point to things in the classroom that are rectangle-, square-, triangle-, and circle-shaped. As you point to each object, say: *This is a circle,* or *That is not a circle.* Have children repeat.

**Developing** Display a circle and say: *This is a circle.* Point to things in the classroom. Ask, *Is this a circle?* Have children respond by saying *That is a circle* or *That is not a circle.*

**Expanding** Display a circle, and have children identify its shape. Have children use a sentence frame to tell about the circle-shaped objects they find. For example: *The \_\_\_\_ is a circle.*

**Bridging** Have children describe other things outside the classroom that are shaped like circles.

- **Literacy: Alphabet Knowledge** Show children the Alphabet Card *Jj*. Point to the picture. Say, *This is a jug. The word jug begins with the sound /j/. What letter spells this sound?* Say the following words, and have children give a thumbs up for words that begin with the sound /j/: *jet, jam, dog, jacket, wind, jog, coat.*

▶ **ELL Access**

**Sounds and Letters**

**Emerging** Help children associate the sound /j/ with the letter *j*. Display Alphabet Card *Jj*. *This picture is a jug, /j//u//g. The word jug begins with the sound /j/. What letter spells the sound /j/?* Have children point to the letters on the Alphabet Card.

**Developing** Help children associate the sound /j/ with the letter *j*. Display Alphabet Card *Jj*. *This picture is a jug. The word jug begins with the sound /j/. What letter spells the sound /j/?* Display Picture Card *jelly* and repeat.

**Expanding** Display Alphabet Card *Jj*. *This picture is a jug. The word jug begins with the sound /j/.* Say the following words, and have children identify the ones that begin with the sound /j/: *jet, jam, dog, jacket, wind, jog, coat.*

**Bridging** Display Picture Cards *bug, seal,* and *jelly*. Say each word. Ask children to say the word that begins with the /j/. Then say the following words, and have children identify the ones that begin with the sound /j/: *jet, jungle, wet, jacket, wind, jog, chair, jam.*

# Math Circle

15 minutes

## Spatial Sense

Tell children that today they will use location words to name where circle shapes are in *I Love Snow!* Remind children that location words tell where something is.

**1 Engage** Turn to page 4 in *I Love Snow!* Point to the girl's earmuffs. *The girl's earmuffs are circle-shaped. The earmuffs are on the girl's ears. The word on is a location word. It tells where the earmuffs are.* Illustrate by putting your hands on your ears.

**2 Develop** Display page 9 of the book to children. *Can anyone find a circle on this page? The snowman looks like it is made of one big and one little circle. Where is the big circle? The big circle is below the small circle.* Guide children to make a big circle with their arms encircling their midsection. *The little circle is above the big circle.* Have children make a small circle with their hands and hold their hands over their heads.



**3 Practice** Display page 14 of the book. *What shapes do you see on this page? That's right, circles!* Have children identify the objects that look like circles and use location words to describe where they are.

## Learning Outcomes

### The child

- names common shapes.
- demonstrates use of location words.

## What You Need

- Trade Book: *I Love Snow!*

## Academic Vocabulary

circle	location
above	below
on	

## SEL Snack Time

15 minutes

**Rules** Review the rules and routines for snack time with children. Remind them that they should wash their hands before snack time and sit quietly until they are given permission to get up. *Remember at snack time we should be polite and eat with our mouths closed. We should also put our napkins in our laps.*



## CHECK FOR UNDERSTANDING

**IF . . .** children have trouble finding circles in the book,

**THEN . . .** review the picture on page 4. Point to the girl's earmuffs, and trace the earmuffs with your fingers. *The earmuffs are circles.* Have children trace the circles with their fingers.



## Science Circle

15 minutes

### Learning Outcomes

#### The child

- discusses sources of energy including light.
- coordinates sequence of movements to perform tasks.

### What You Need

- Trade Book: *I Love Snow!*
- Alphabet Card: *Kk*

### Theme Vocabulary

weather

### Concept Vocabulary

winter	snowman
cold	blizzard

### Academic Vocabulary

sunlight	windy
season	ice
sleet	snows

### Outdoor Play

20 minutes

**Bubble Fun** Make bubble solution from baby shampoo, water, and a little food coloring. Give children pieces of white paper. Blow bubbles for them, and have them run around and catch their bubbles on their papers. Help them count the bubbles on their papers.

### Snowflakes

Have children stand up and listen to the following chant. As you say the chant, pause for children to repeat the lines and mimic your movements.

Snowflakes, snowflakes,  
snowflakes

Falling to the ground. (flutter fingers to the ground)

Swirling, whirling,  
swooshing

round and round. (twirl around)

Snowflakes, snowflakes,  
snowflakes

Falling to the ground. (flutter fingers to the ground)

### Weather and Seasons

- Engage** Remind children there are four seasons: *summer*, *fall*, *winter*, and *spring*. Each season has different kinds of *weather*. What is the *weather* like in the *winter*? What do the trees look like during *winter*? What types of *weather* do we have?
- Develop** Remember, the sun gives us light. The sun warms the land, air, and water around us. Review with children that there are fewer hours of sunlight in the *winter*. The *weather* is colder in the *winter*. Tell them that rain in *winter* can freeze and turn to snow, ice, or sleet. Point to pictures in *I Love Snow!* It snows in many places during the *winter*.
- Practice** Display pp. 8–9 of *I Love Snow!* When the *weather* is *cold*, it sometimes snows. Do you like to play in the snow? Have you ever made a *snowman*? If you have never played in the snow, would you like to? Point to p. 10. A *blizzard* is when it snows a lot and it's very windy. What other *weather* is there in *winter*?



### Wheel of Motion

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

# Learn and Play

90 minutes

## Let's Move

**Simon Says** Have children coordinate a series of movements by playing “Simon Says.” Have children stand arms-length apart. Tell them that they are going to play “Simon Says.” Remind them that they should do as you say only when they hear the words *Simon says* before the command. Have children listen to the location words in each command.

- Stand next to the table.
- Put one arm above your head.
- Hop on the rug.

**Letter Walk** Show children the Alphabet Card *Jj*. Say the letter and the sound /j/. *Jump begins with the /j/ sound.*

Have children stand in a circle. Tell them you will call out words. If they heard the /j/ sound at the beginning, they should jump up once. If they do not hear /j/ sound at the beginning, they should crouch down.

## Let's Talk

**Behavior** Circulate among play areas and notice children who are showing emotions.

- Engage children in one-on-one conversations about their feelings. For example, *How are you feeling? Why do you feel that way?*



## Let's Read

**Tell Me About It** Show a page from the trade book, *I Love Snow!* *What did we read about on this page?* Ask children to tell something they remember from the page. Then reread the page to them.

**This Makes Me Think** Show a page from the trade book and have children say what the page makes them think about. For example, point to p. 8. *This makes me think of the times I went sledding when I was a child. What does it make you think of?*



## Center Time

30 minutes

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

## Rest Time

35–40 minutes

**Drifting Snowflakes** Ask children to lie down and close their eyes. Have children imagine watching snowflakes drifting down from the sky and piling up on the ground.

## DIFFERENTIATED SUPPORT

### Extra Support

**Behavior** Talk with children throughout the day about emotions. As you read books to them, point out the characters' facial expressions and body language. For example, *Do you think this character is sad?* AUDITORY

## Reflect

10 minutes

### 5x5

**How Many?** Point to the *snowman* in the picture. The *snowman* is made of different parts. Let's count the parts. How many eyes does he have?



Have children count aloud or clap their answer as you point to different parts of the *snowman*.



## Social and Emotional Learning

**Angry or Worried** Point to the child who is angry. Finish this sentence for me: This child feels \_\_\_\_\_. That's right, this child feels angry. Why might you feel angry? Allow children to take turns sharing about feeling angry. Then point to the child who is worried. Finish this sentence for me: This child feels \_\_\_\_\_. That's right, this child feels worried. Why might you feel worried? Allow children to take turns sharing about feeling worried.



## Let's Talk About It

Ask children to think about the book they read in class today. What did you learn about *winter*? How is *winter weather* different from fall *weather*? Then have children discuss what they like about *winter weather* and what they like to do in the *winter*.

### Learning Outcomes

#### The child

- can communicate basic emotions/feelings.

### What You Need

- 5x5 Card: Winter
- SEL Card: *angry; worried*

### Theme Vocabulary

weather

### Concept Vocabulary

snowman                      winter

### ✓ CHECK FOR UNDERSTANDING

**IF** . . . children are unable to name a time when they felt worried,

**THEN** . . . allow other children to answer first. Then say: *Jayden felt worried when he couldn't find his mittens. Have you ever lost something? How did you feel? The name for that feeling is worried.*



# Welcome to Today

15 minutes

WEEK 2 DAY 3

## Meet and Greet

- Shake each child's hand, and ask them how they are doing today.
- Have children show how they feel today by placing their pictures on the Mood Meter.



## Sing, Rhyme, and Shout

**Look Outside** Sing the song to remind children of the theme, Look Outside.

- We have been learning a lot about the *weather in winter*. What are some words we learned to describe *winter weather*?
- Have children listen to the song and sing along. Encourage children to make up movements to go along with the lyrics.



## Learning Outcomes

### The child

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

## What You Need

- Sing, Rhyme, and Shout: "Winter"
- attendance chart, helper chart, weather chart

## Theme Vocabulary

weather

## Concept Vocabulary

winter

## Morning Meeting

- 1 Attendance** Ask children to place their names on the attendance chart. Point to each name and say, [Child's name] is here today.
- 2 Helper Chart** Remind the helpers of their duties this week. Thank them for their work.
- 3 Weather** *What's the weather today?* Ask a volunteer to draw a picture of the *weather* on the chart.
- 4 Today's Events** Tell children that they are going to learn more about *winter weather*.

## DIFFERENTIATED SUPPORT

### Engage and Extend

**Look Outside** During Center Time, challenge children to write a book about the seasons and include drawings that show what the seasons are like where they live. VISUAL



# Story Time

15 minutes

## Learning Outcomes

### The child

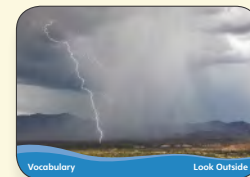
- produces a word that begins with the same sound as a given pair of words.
- recognizes one-syllable words with pictorial support.
- blends spoken phonemes into one-syllable words with pictorial support.
- retells or re-enacts a story after it is read aloud.

## What You Need

- Trade Book: *I Love Snow!*
- Talk More About It Card: *I Love Snow!*
- Vocabulary Cards: *weather, snowman, winter, cold, wet, blizzard*
- Picture Cards: *cat, cub, pan, rug, mop, fox, duck, cup, can, boat, box, book*
- Alphabet Card: *Jj*

## Look Outside

**?** How is *winter* where I live different from *winter in other places*? Display Vocabulary Card *weather* and discuss with children what they have learned about *winter weather*. What is the *weather* like in *winter*? Do we have snow and *blizzards* where we live?



## *I Love Snow!*

Tell children you will reread *I Love Snow!* today.

- 1 Remember** Display the front cover of *I Love Snow!* The children in this book live in a place where it snows in *winter*. Do you remember what they like to do in the snow? Have children turn and talk about some of the things they remember from the book.
- 2 Reread** Explain to children that they will help you reread the book. Tell them that each time you point to them they should repeat “I love snow!” or “Hurray for snow!”
- 3 Retell** Use the Talk About It Card to help children retell the story. Prompt children with questions to help them, such as: *What are the children making? What do the children like to do in the snow?*



## DIFFERENTIATED SUPPORT

### 3-Year Olds

**Reread** When you read the words *I love snow* and *Hurray for snow*, give children extra time to repeat them.

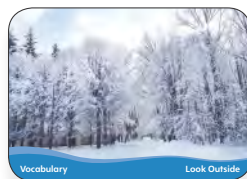
AUDITORY

# Literacy Circle

15 minutes

## Concept Vocabulary

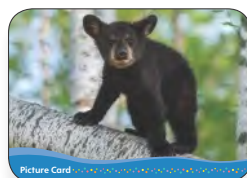
**Practice** Display Vocabulary Cards *winter, cold, snowman, blizzard, and wet*. Have children identify each one. *Some of these words tell about the weather in winter. Which words are they? (cold, wet, blizzard) Which word is something fun you can make in the winter? (snowman)*



## Phonological Awareness

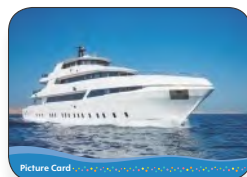
**Recognize and Blend Phonemes** Children will recognize one-syllable words with picture support, and blend spoken phonemes into one-syllable words with picture support.

- Display Picture Card *cat*. *This is a /k/-/a/-/t/. What is it?* Guide children to say the word *cat*. Repeat with Picture Cards *cup, pan, rug*.
- Display Picture Card *cub*. *This is a picture of a bear /k/-/u/-/b/. Can you blend, or put together, the sounds to say the word?* Guide children to say the word *cub*. Repeat with Picture Cards *mop, fox, duck, boat*.



**Produce Words** Children will produce a word that begins with the same sound as a given pair of words.

- Display Picture Cards *can, cat, boat, cup*. Have children identify each picture. *The words can and cat both begin with the sound /k/. Which word begins with that same sound: boat or cup?*
- Repeat with Picture Cards *boat, box, rug, book*.



## Alphabet Knowledge

**Review Jj /j/** Tell children that they will review what they learned about the letter *J*. Display the Alphabet Card *Jj*. Point to the letter and say the sound. Have children repeat after you. *Who has the letter J in his or her name? If so, stand up!*



## Transition

### Chant

Have children stand up and stretch. Have them echo you as you say the chant and model the finger play.

*This is the letter J.* (write *J* in the air)  
*Jug, jam, jewel, joy*

*All these words* (write *J* in the air)  
*begin /j/, /j/, J!*

## Theme Vocabulary

weather

## Concept Vocabulary

snowman                      winter  
cold                              wet  
blizzard

## Academic Vocabulary

blend                              sound



## CHECK FOR UNDERSTANDING

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

**THEN** . . . provide them with additional support, such as the following: Display Vocabulary Card *cold*. *This picture shows cold. How can we tell that it is cold?* Continue with the other words.

LET'S GET READY FOR

## Center and Small Group Time

60 minutes

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

### Small Group

- **Math: Spatial Sense** Review the location words *under*, *over*, and *on*.
  - Give children three blocks. Tell them that you are going to give them directions to tell where to place their blocks. *Place a block under a chair. Place a block on the rug. Place a block over your head.*

#### ▶ **ELL Access**

##### Internalize Vocabulary

**Emerging** Show children pictures in *I Love Snow!* to help them understand the location words: *on*, *under*, and *over*. Point to the picture on p. 6. Say *The cat is on the windowsill. The snowflakes are flying over the children's heads. The snow is under their feet.* Have children repeat each location word.

**Developing** Show children the picture on p. 6. Ask questions that give children a choice of location words to use as a response. For example: *Is the cat on the window sill or under the windowsill?* Children respond with phrases, such as *on the window sill.*

**Expanding** Show children the picture on p. 6. Ask questions about the location of objects. For example: *Is the cat under the window sill?* Have children respond, *No, the cat is on the window sill.*

**Bridging** Point to an object in the picture on p. 6. Ask children to describe its location.

- **Literacy: Phonological Awareness** Display Picture Cards *bike*, *bone*, and have children identify each. *These picture words start with the same sound: /b/.* Then display Picture Cards *camel*, *boat*, and have children identify each. *Which picture word starts with the same sound as *bike* and *bone*?* Repeat with Picture Cards *monkey*, *mouse*, *fox*, *mug*.

#### ▶ **ELL Access**

##### Visual Support

**Emerging** Display Picture Cards *bike*, *boat*. Say each word and have children repeat. Guide them to produce the sound at the beginning of each word.

**Developing** Display Picture Cards *bike*, *boat*, *bone*. Say each word and have children repeat. Guide them to identify the sound at the beginning of the words.

**Expanding** Display Picture Cards *monkey*, *mouse*, *rug*. Have children identify them. Then ask them to say the picture name that begins with a different sound.

**Bridging** Place Picture Cards *monkey*, *mouse*, *rug*, *rake*, *can*, *camel*, *bike*, *boat*, *lip*, *lion* on a table in a mixed-up order. Have children identify them. Then have children work together to group the cards that have the same beginning sounds.

# Math Circle

15 minutes

## Number Sense

Today children will continue to identify, without counting, sets of 1 to 5 objects

- 1 **Engage** Remind children that sometimes we know how many things there are without counting them. Show children the dot cube. Tell them we can learn what the number of dots looks like so we don't have to count them. Show children one dot on the cube. *I know that there is one dot on the cube without counting it because I know what one looks like.* Repeat with two, three, four, and five dots.
- 2 **Develop** Place one circle attribute block on the table. *Can you tell me how many circles are on the table without counting?* Repeat with two, three, four, and five circles.
- 3 **Practice** Tell children to turn around or cover their eyes while you place a number of circle attribute blocks on the table. Ask them to turn around and say the number of circles without counting.

## Learning Outcomes

### The child

- verbally identifies, without counting, the number of objects from 1 to 5.

## What You Need

- Patterns: Dot Cube
- Attribute Blocks (5 circles)

## Academic Vocabulary

counting

circle



## Snack Time

15 minutes

**Choice** After snack, give children a choice between two transition activities. Guide them to formulate their request for an activity politely and to also show gratitude. For example, *May we play the quiet game? Thank you for letting us play the quiet game.*



# Social Studies Circle

15 minutes

## Learning Outcomes

### The child

- observes the relationship of organisms to their environments.
- describes the relationship of organisms to their environments.
- demonstrates that all people need clothing.
- coordinates sequence of movements to perform tasks.

## What You Need

- Trade Book: *I Love Snow!*
- pictures of various types of clothing
- sheets of white paper

## Concept Vocabulary

snowman                      winter  
cold

## Academic Vocabulary

sunlight                      protect  
sun                              sky  
day                              warmth  
clothing                      warm

## Outdoor Play

20 minutes

**Snowball Catch** Give children a sheet of white paper. Tell them to create snowballs by wadding up their papers. Have children play catch with a partner using their snowballs.

## Snow, Snow, Snow

Have children stand up and shake out their arms and legs. As you say the chant, pause for children to repeat the lines and mimic your movement.

Snow, snow, snow                      (flutter fingers to the ground)

On the ground.

Cold, cold, cold                      (hug yourself to stay warm)

In my hand.

Should I make a snowball

Or a snowman?

What do you think?                      (point to children)

## Weather and Seasons

**1 Engage** Remind children that they learned that there are fewer hours of sunlight in the *winter*. Can you see the sun in the *winter*? We still see the sun in the day sky, but we don't get as much warmth from the sun. This is why it is *colder* in *winter*.



**2 Develop** Guide children to observe and discuss the relationship of people and their environment. Display pp. 6–7 in *I Love Snow!* The children are wearing hats, coats, boots, mittens, and earmuffs. In *winter*, we wear clothing that protects our skin from the *cold* temperatures and keeps us warm. Boots keep our feet warm and dry. Mittens and hats keep our hands and heads warm.

**3 Practice** Show children pictures of different types of clothing, such as jackets, pants, swimsuits, coats, long-sleeve shirts, and short pants. Say the name of each piece of clothing. Have children say “*winter*” if the clothing is something people should wear in *winter* and give a thumbs down if it is not something people should wear in *winter*.

# Learn and Play

90 minutes

## Let's Move

**Winter Fun** Create activity cards with a picture and description of a *winter* activity. Describe and act out each activity and have children practice. Then show each card, and have them act out the movements.

- **Shovel:** Make a path in the snow.
- **Snowflake:** Flutter your fingers and twirl around like snowflakes falling to the ground.
- **Ski:** Bend knees and twist waist from side to side as if you were skiing down a mountain.
- **Snow Angel:** Make a snow angel on the carpet.
- **Snowball:** Make a snowball and throw it in the air.

**Freeze March** Remind children that some words help to describe where things are. Explain to them that they are going to march to the beat of a song somewhere in the room. When you stop playing the song, they are to freeze and listen to the next direction.

- March next to a chair.
- March on the rug.
- March behind a table.

## Let's Talk

**Behavior** During the day, move around the room talking to children who are staying on task. *I can see that you are paying attention to your work. Your eyes are on your paper and your hands are working.*



## Let's Read

**I Want to Know More** Hold up a spread in *I Love Snow!* Review with children what they read about on these pages. Then ask children what they want to know more about after reading the pages.

**Tell Me About It** Show children the first page of *I Love Snow!* Have children describe what happens at the beginning of the story. Reread the page to children. Turn the page and ask children what happens in this part of the story.



## Center Time

30 minutes

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

## Rest Time

35–40 minutes

**Warm Up** Invite children to curl up under a blanket. Have children imagine they are snuggled up in front of a warm fire. *What sounds does the fire make?*

## DIFFERENTIATED SUPPORT

### ELL

**Freeze March** Before playing the game, take a moment to use objects in the classroom to act out the location words *over, under, near, above, below, on, and next to*. KINESTHETIC

## Reflect

10 minutes

### 5x5

**Science** Review with children that snow is one kind of *winter weather*. Describe snow and how it forms.

Then prompt children to think about the air in a refrigerator's freezer. *How does the air feel when the door of the freezer opens? What happens to water when it is put into a freezer? What happens to the ice when you take it out of the freezer? Snowflakes also melt into water when the temperature outside becomes warm.*



### Learning Outcomes

#### The child

- sustains attention to personally chosen or routine (teacher-directed) tasks until completed.

### What You Need

- 5x5 Card: Winter
- SEL Card: *behavior*

### Theme Vocabulary

weather

### Concept Vocabulary

winter cold

### Academic Vocabulary

ice snow



### Social and Emotional Learning

**Behavior** Have children look at the picture on the card and describe what they see. Be sure they notice that most of the children are paying attention by sitting and listening to the teacher. Then connect the picture to their own morning routine. *How do we act during Morning Meeting?* Have children describe how they are expected to behave during Morning Meeting. Throughout the week, notice that children pay attention to you as they follow the Morning Meeting routine.



### Let's Talk About It

Have children think about what they did and learned in class today. *We learned about snow. We learned that snow is formed when water in the air freezes in the cold weather. I will now pass Javi around. When Javi comes to you, it is your time to share something you learned. Pass Javi to a child and allow each child a minute to talk.*



### ✓ CHECK FOR UNDERSTANDING

**IF** . . . children have difficulty sharing,

**THEN** . . . guide them by asking questions about their day. *What did we read about in / Love Snow!/? What did we learn about knowing the number of things without counting?*

# Welcome to Today

15 minutes

## Meet and Greet

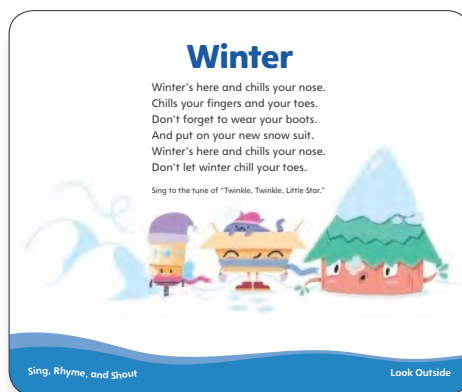
- As the children enter the classroom, greet them with a smile. *Good morning [child's name]. How are you today?*
- Ask children to place their pictures on the Mood Meter.



## Sing, Rhyme, and Shout

**Look Outside** Use the lyrics and the illustrations on the card to review this week's theme with children.

- *What are the children wearing to protect them from the cold weather? How do you stay warm in the cold weather?*
- Play the song for children and have them sing along.



## Learning Outcomes

### The child

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

## What You Need

- Sing, Rhyme, and Shout: "Winter"
- attendance chart, helper chart

## Theme Vocabulary

weather

## Concept Vocabulary

winter

cold

## Morning Meeting

- 1 Attendance** Say each child's name and have them place their name cards on the chart.
- 2 Helper Chart** Review each helper's job responsibilities.
- 3 Question of the Day:** *Have you ever built a snowman?* Display a T-chart with columns yes/no. Have children place sticky notes or name tags on the chart to answer. Have volunteers tell their choice.
- 4 Today's Events** Explain that you will read a new story today called "Winter Wonderlands."

## DIFFERENTIATED SUPPORT

### ELL

**Mood Meter** Use the SEL Card: *feelings* to review words used to express feelings. Ask questions to help children express their feelings. For example: *Are you happy? Are you sad? Are you angry?* VISUAL



# Story Time

15 minutes

## Learning Outcomes

### The child

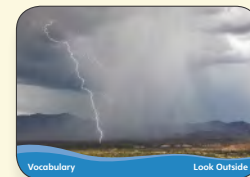
- produces a word that begins with the same sound as a given pair of words.
- recognize one-syllable words with pictorial support.
- blends spoken phonemes into one-syllable words with pictorial support.

## What You Need

- Read More About It Book: “Winter Wonderlands”
- Vocabulary Cards: *weather, snowman, winter, cold, wet, blizzard*
- Picture Cards: *table, tire, cake, duck*
- Alphabet Card: *Jj*

## Look Outside

**?** How is *winter* where I live different from *winter* in other places? Ask children the weekly question. Explain that the *weather* in *winter* can be different in other parts of the world. Ask them to describe *winter* where they live.



## “Winter Wonderlands”

We will read “Winter Wonderlands” today to help us answer the weekly question: *How is winter where I live different from winter in other places?*

- 1 Introduce** Tell children you are going to read a book about *winter* in different parts of the world. Open the Read More About It Book to pp. 6–7. Before reading, point to the globes that accompany each photo. Say: *There are many places in the world! The weather is different when we travel to other places. I wonder what the winter is like in each one of them.*
- 2 Read Together** As you read each paragraph, show children the place on the globe where the photo was taken. Point out how far or near the location is where you live. As you read, pause to ask children questions. *What is winter like in Canada? How is winter in Washington different from winter in Canada?* Children may have no prior knowledge of these places, so point to the photos of *weather* in these locations, as needed.
- 3 Connect** After reading, ask children to compare *winter* in other parts of the world to *winter* where they live. Ask children to describe what *winter* is like where they live. *Is winter in Canada similar to or different from winter where you live? Which place has winter weather similar to where you live?*



## DIFFERENTIATED SUPPORT

### 3-Year Olds

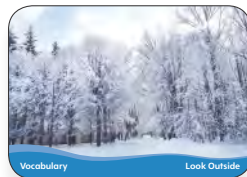
**Introduce** Go on a picture walk through “Winter Wonderlands” with children. Point to pictures and ask, *What is the weather like in this place? Does it look like the same weather that we have in winter?* VISUAL

# Literacy Circle

15 minutes

## Concept Vocabulary

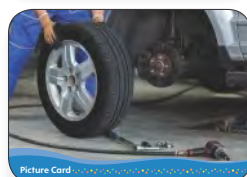
**Review** Review the weekly question: *How is winter where I live different from winter in other places?* Display Vocabulary Cards *snowman* and *blizzard*. This is a bad winter storm. There will be lots of snow and wind. What is my word? Hold up two cards and give children clues for one of the words (*winter, cold, snowman, wet, blizzard*). Have children identify the word. Repeat until each word has been used at least once.



## Phonological Awareness

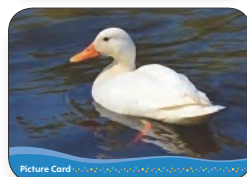
**Produce Words** Children will produce a word that begins with the same sound as a given pair of words.

- Display Picture Card *table*. Say /t/ -able, emphasizing the initial /t/. The word *table* begins with /t/.
- Display Picture Card *tire*. Say /t/ -ire. What sound do you hear at the beginning of the word *tire*? *Table* and *tire* begin with the sound /t/. Can you think of any other words that begin with that sound?



**Recognize and Blend Phonemes** Children will recognize one-syllable words with picture support, and blend spoken phonemes into one-syllable words with picture support.

- Display Picture Card *cake*. This is a /k//ā//k/. Put the sounds together. What is the word?
- Display Picture Cards *duck* and *fox*. Listen to these sounds: /f//o//ks/. What is the word?



## Alphabet Knowledge

**Review Jj /j/** Display Alphabet Card *Jj* and have children name each letter. Then say two sounds, such as /b/ and /j/. Have children choose the sound that the letter *J* spells. Have children practice forming each letter on their hand.



## Transition

Ask children to stretch out their arms and legs and stomp their feet. Then have them repeat the following lines after you.

I'm a little snowflake  
In the air. (flutter fingers and lower arms to ground)

Watch me falling  
Here and there.

I'm a little snowflake  
In the air. (flutter fingers and lower arms to ground)

Whirling and twirling  
everywhere. (spin around)

## Theme Vocabulary

weather

## Concept Vocabulary

snowman	blizzard
cold	wet
winter	

## Academic Vocabulary

sound	beginning
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## ✓ CHECK FOR UNDERSTANDING

**IF . . .** children have difficulty forming the letters in their hands,

**THEN . . .** have them trace the letters on the Alphabet Card, guiding their hands as needed.

LET'S GET READY FOR

## Center and Small Group Time

60 minutes

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

### Small Group

- **Math: Number Sense** Remind children that they learned about identifying the number of objects they see without counting them. Place the dot cube on the table. Give each child a turn at identifying the number of dots on the cube without counting. Give children 5 circle attribute blocks. Now show children the dot cube. Have children look at the dots for a few seconds. Then ask them to place the same number of circles on the table.

#### ▶ **ELL Access**

##### **Internalize Vocabulary**

**Emerging** Show one dot on the cube and say: *I see one dot. One.* Have children repeat after you. Repeat with two, three, four, and five dots. Then show dot faces out of numerical order and have children name the number.

**Developing** Show one dot on the cube and say: *I see one dot. One dot.* Repeat through five dots. Then show dot faces out of numerical sequence and ask: *How many dots do you see?* Encourage children to respond with phrases, such as: *three dots* or *one dot.*

**Expanding** Show one dot on the cube. Ask children, *How many dots do you see?* Then roll the cube and ask: *How many dots do you see?* Encourage children to respond with a complete sentence, *I see three dots.*

**Bridging** Have partners roll a dot cube and take turns asking and answering the question, *How many dots do you see?*

- **Literacy: Concept Vocabulary** Give children additional support for the Concept Vocabulary.
  - Display Vocabulary Card *blizzard*. *This is a blizzard.*
  - *During a blizzard, there is a lot of snow, lots of wind, and it is very cold.* Use Vocabulary Cards *winter*, *snowman*, *cold*, and *wet* to reinforce word meanings for children.

#### ▶ **ELL Access**

##### **Visual Support**

**Emerging** Display Vocabulary Card *snowman*. Identify the word for children and explain what a *snowman* is.

**Developing** Display Vocabulary Cards *snowman* and *blizzard*. Identify each for children. *Which one is a bad storm that happens during winter?* Have children point to the correct card or say the word.

**Expanding** Display Vocabulary Cards *snowman*, *cold*, and *blizzard*. Identify each for children if needed. *Which one is a bad storm that happens during winter?* Have children say the word.

**Bridging** Place the Vocabulary Cards on a table. Describe each picture, have children point to the correct picture and say the word.

# Math Circle

15 minutes

## Classification and Patterns

Tell children that they will learn how to recognize *patterns* today.

**1 Engage** Remind children that *patterns* are things that repeat over and over. Display page 9 in *I Love Snow!* Point to the *snowman's* scarf. **The scarf has a pattern of colored stripes, orange and yellow.**



**2 Develop** Begin a pattern with attribute blocks or precut shapes: rectangle and circle. Repeat the pattern two more times. **What shape comes next in the pattern?**

**3 Practice** Give children rectangles and circles. Start a different pattern. Have children continue to add to the pattern with the blocks on the table in front of them.

## Learning Outcomes

### The child

- recognizes patterns.

## What You Need

- Trade Book: *I Love Snow!*
- Attribute Blocks (or precut shapes)

## Academic Vocabulary

next

pattern

## SEL Snack Time

15 minutes

**Sharing** Model counting to share evenly. Gather two children and a snack. **I want to share this snack evenly between you. I want both of you to have the same number. Here's one for you and one for you.** Continue until the snacks have been divided evenly between the children.



## Technology Circle

15 minutes

### Learning Outcomes

#### The child

- navigates through digital learning applications.
- opens digital learning applications.
- uses digital learning applications to create digital products.
- uses digital learning applications to express own ideas.
- coordinates sequence of movements to perform tasks.

### What You Need

- tablet or other digital device, drawing application
- Patterns: Dot Card
- Read More About It: "Winter Wonderlands"

### Concept Vocabulary

cold

### Academic Vocabulary

digital	application / app
device	tablet
handle	browse

### Outdoor Play

20 minutes

**Snowflakes** Tell children to pretend to be snowflakes. Have them twirl and dance around like snowflakes.

### Seasons and Leaves: Winter

Have children stand tall and stretch their arms and hands like branches and leaves. Say the winter verse from Seasons and Leaves.

In the winter leaves are missing, *(Hold arms up, with hands/fingers closed)*  
Brown, brown leaves are missing.  
In the winter leaves are missing,  
Missing from the trees.

### Technology and Devices

- 1 Engage** Today we are going to use the tablet and drawing application to make a drawing of winter using the shapes we learned about this week. Review with children the rules on using and handling the device.
- 2 Develop** Display the screen and point to the apps. *These apps help us do different things. Today we are going to draw, so I am going to open a drawing app.* Open the app and create a simple drawing for children while giving them basic directions on how to use the app.
- 3 Practice** Allow children time to open the drawing app and draw a winter picture. Encourage children to use the different shapes they learned about in their picture. Ask volunteers to share their drawings with the class. Have children identify the shapes they used in the picture.

# Learn and Play

90 minutes

## Let's Move

**Roll Up the Snowman** Sing the following lyrics to the tune of London Bridge: *Roll the snowball, roll it up, roll it up, roll it up. Roll the snowball, roll it up. Let's make a snowman.* As you sing, have children pretend to roll up large snowballs and then stack them to make a snowman.

**Roll and Move** Show children a dot cube. Tell them that you are going to give them a command, such as hop, clap, or jump. They should do the action the number of times they see on the dot cube. Remind them to identify the number on the cube without counting the dots.

## Let's Talk

**Behavior** Walk around the classroom and observe children who are staying on task and completing their work.

- Engage children in conversations about staying on task and completing their work. *I like your drawing. Tell me about it. It will feel good to finish something!*

## Let's Read

**Read More About It** Hold up “Winter Wonderlands.” Reread the text to children. Ask them what they would like to learn more about.

**Your Turn to Read** Have children take turns telling what they see in the pictures. Ask questions to help them compare winter in other places to winter where they live. *I see rain in this picture too. Does it rain where we live in the winter?*



## Center Time

30 minutes

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

## Rest Time

35–40 minutes

**Cuddle Up** Ask children to imagine they have come inside after playing outside in the *cold weather*. Have them pretend they are sipping a mug of warm cocoa and cuddling under a blanket.

## Reflect

10 minutes

### 5x5

**Good Habits** Show children the picture on the card. Remind children that people wear clothing to protect them from the *cold weather*. Have children describe what the children are wearing in the picture.

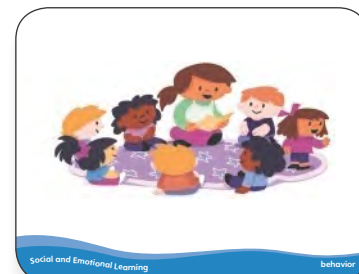


Lead children in a pretend dress-up activity. **Put on your boots. Put on your coat. Zip up your coat. Where's your hat? Put it on your head. Now find your mittens. One hand, two hands!** Now, walk in the snow. Pick your knees up high because there's a lot of snow!



## Social and Emotional Learning

**Behavior** Show children the picture on the SEL Card. **What are the children doing? We have a Morning Meeting every day too. What do we do in our Morning Meeting? How do we act during Morning Meeting?** Remind children of the rules they have for morning meeting.



- Eyes are looking at the teacher.
- Hands are in your laps.
- Mouths are quiet, and ears are listening.
- Raise your hands if you have a question.

Notice that children pay attention as they follow the Morning Meeting routine throughout the week.



## Let's Talk About It

Ask children to think about the story they read in class today. **We read about *winter weather* in different places around the world. What is the *weather* like in *winter* where you live? How is it different or the same than the places we read about today?**



### Learning Outcomes

#### The child

- sustains attention to personally chosen or routine (teacher-directed) tasks until completed.

### What You Need

- 5x5 Card: Winter
- SEL Card: *behavior*

### Theme Vocabulary

weather

### Concept Vocabulary

winter

### CHECK FOR UNDERSTANDING

**IF . . .** children need help remembering the rules,

**THEN . . .** review the SEL Card *rules* with them. **Where should your eyes be looking during circle time? What should your ears be doing?**

# Welcome to Today

15 minutes

## Meet and Greet

- Greet children as they enter the classroom with a warm welcome. Congratulate them on nearly completing another week of school.
- Ask children to place their pictures on the Mood Meter so you can gauge their mood.



## Sing, Rhyme, and Shout

**Look Outside** Use the lyrics and the illustrations on the card to sing about *winter*.

- We learned a lot about *winter weather*. What did you learn about *winter* this week? What clothes do people wear in *winter*?
- Have children listen to the song and sing along.



## Morning Meeting

- 1 Attendance** Have children place their name cards on the attendance chart. Read each child's name aloud. [Child's name] is here today!
- 2 Helper Chart** Thank the helpers for doing their job this week. Remind children that next week new jobs will be assigned.
- 3 Weather** What is the weather today? Add today's weather to the chart. Let's look at the weather this week. What was the weather on Wednesday? How does it compare to today's weather?
- 4 Today's Events** Today we are going to learn more about shapes. What was your favorite activity this week?

## Learning Outcomes

### The child

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

## What You Need

- Sing, Rhyme, and Shout: "Winter"
- attendance chart, helper chart, weather chart

## Theme Vocabulary

weather

## Concept Vocabulary

winter

## DIFFERENTIATED SUPPORT

### 3-Year Olds

**Weather** Talk with children about what the weather has been like lately, as they might not be able to talk specifically about the weather on Wednesday. AUDITORY



# Story Time

15 minutes

## Learning Outcomes

### The child

- recognizes that text has meaning.
- recognizes one-syllable words with pictorial support.
- blends spoken phonemes into one-syllable words with pictorial support.
- can identify some conventional features of print that communicate meaning, including end punctuation.

## What You Need

- Trade Book: *I Love Snow!*
- Read More About It Book: "Winter Wonderlands"
- Vocabulary Cards: *blizzard, winter, wet, snowman, cold*
- Picture Cards: *rake, yak*
- Alphabet Card: *Jj*

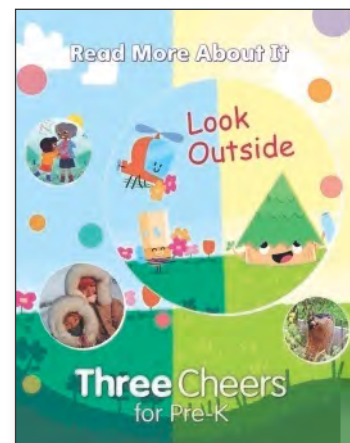
## Look Outside

**?** How is *winter* where I live different from *winter* in other places? Ask children the guiding question. Then ask: *What did we learn about winter in other places? What is winter like where you live?*

## *I Love Snow! and "Winter Wonderlands"*

Have children sit in front of you. Tell them that you are going to reread *I Love Snow!* and "Winter Wonderlands."

- 1 Remember** Have volunteers share what they remember about *I Love Snow!* and "Winter Wonderlands."
- 2 Reread** Reread *I Love Snow!* and "Winter Wonderlands" to children, pointing out words and pictures that describe *winter weather*.
- 3 Compare** *We read a lot about winter in these two texts. Which photo in "Winter Wonderlands" is most similar to the pictures in I Love Snow!? Yes, the photo of Canada is most similar because there is a lot of snow on the ground. Which photo in "Winter Wonderlands" is most different? Yes, the photo of Spain is most different because there isn't any snow. If children respond with single word answers or phrases, model how to speak in a complete sentence. Yes, we read about snow in both texts. Let's try saying that in a complete sentence. Listen. In the winter, it is cold and sometimes it snows. Have children repeat the sentence after you. Who can tell me something else you read about winter in the texts? Remember to answer in complete sentences.*

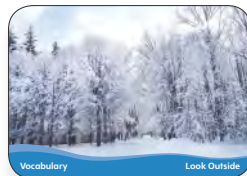


# Literacy Circle

15 minutes

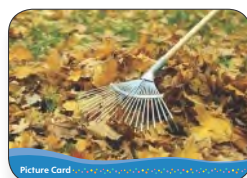
## Concept Vocabulary

**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: *How is winter different from fall? Would it be cold during a blizzard? How do you make a snowman? How could you get wet in the winter?*



## Phonological Awareness

**Recognize and Blend Phonemes** Have children recognize one-syllable words and blend phonemes with pictorial support. Show children Picture Card *rake*. Say /r/ /ā/ /k/ slowly, emphasizing each phoneme. Have children repeat each phoneme. Now blend the sounds to say *rake*. Have children *repeat* after you.



- Show children Picture Card *yak*. Say /y/ /a/ /k/ slowly. Ask children to blend the sounds together to say the word *yak*.



## Print Concepts

**Features of Print** Open *I Love Snow!* to p. 3 and track your finger under the text as you read the first sentence in a happy, excited manner: *I love snow!* End by pointing to the exclamation point. Explain that this is an exclamation point, and authors use exclamation points to show strong feelings. *Exclamation points tell the reader to read loudly and excitedly.*



Open the book to p. 6 and ask them to find the exclamation point. Then model for children how to read the sentence, “Hurray for snow!”

## Alphabet Knowledge

**Review Jj /j/** Display Alphabet Card *Jj* and have children name each letter. *Say the sound that the letter spells with me: /j/.*



## Transition

### Chant

Have children stand tall like an exclamation point. Then have them echo you as you say the chant.

I'm an exclamation point.

I come at the end of a sentence.

I am full of surprise.

When you see me

You might want to widen your eyes. (act surprised)

## Theme Vocabulary

weather

## Concept Vocabulary

blizzard winter

cold snowman

wet

## Academic Vocabulary

blend exclamation point

sound

LET'S GET READY FOR

## Center and Small Group Time

60 minutes

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

### Small Group

- **Math: Geometry** Review with children what they learned about circles. For example, **A circle is round and does not have sides or corners.** Draw a large circle on the board. Have children draw a circle with their fingers in the air.
  - Tell children that they are making a circle page for their shape book. Have children draw a circle on paper and color it. Collect their pages to bind into their shape books.

#### ► **ELL Access**

##### **Internalize Vocabulary**

**Emerging** Give each child a circle attribute block and say: **This is a circle.** Have children say the word. **A circle does not have straight sides or corners. It is round.** Have children trace their finger around the outer edge of their circle and say with you: *This is a circle.*

**Developing** Display a circle attribute block and review its features. Then point to a circular object, and ask: **Is this shaped like a circle?** Have children respond *circle or not a circle.*

**Expanding** Display a circle attribute block and say its name. Point to objects in the classroom, and ask: **Is this shaped like a circle?** Have children respond *Yes/No, that is/is not a circle.*

**Bridging** Have partners find a circular object to show the group. Together, partners tell the group how they know the shape of their object is a circle.

- **Literacy: Print Concepts** Remind children that an exclamation point comes at the end of a sentence. **Authors use exclamation points to show strong feelings. They tell the reader to read loudly and excitedly.** Open *I Love Snow!* to p. 6. Run your finger under the text as you read the sentence in a happy, excited manner: **Oh, no–snow!** Read the sentence again and have children echo you.
  - Display the book. **Let's look for another exclamation point.** Guide children if needed. Then read each sentence with exclamation points that the children find.

#### ► **ELL Access**

##### **Visual Support**

**Emerging** Show children a sentence ending in an exclamation point in *I Love Snow!* **This is an exclamation point. Say the words with me: exclamation point.**

**Developing** Point to an exclamation point in *I Love Snow!* **What is this?** Have children respond “exclamation point.”

**Expanding** Show children an exclamation point in *I Love Snow!* Have children identify it as an exclamation point using a complete sentence, such as *That is an exclamation point.*

**Bridging** Have pairs of children look through *I Love Snow!* Ask each pair to find two or three exclamation points and say *This is an exclamation point.*

# Math Circle

15 minutes

## Spatial Sense

Tell children that today they are going to learn that shapes stay the same when they are turned.

- 1 **Engage** Show children two white paper circles (or use circle attribute blocks). Then overlap the circles. *Did the circles change when I overlapped them?*
- 2 **Develop** Hold up one paper circle. Then place it on the board. Next hold up a second circle and turn it around in the air. Then overlap it on top of the other circle. Do the same with another circle. *I made a snowman!* Ask children if the circles changed shape when you overlapped them on the board.
- 3 **Practice** Give children white paper circles in various sizes. Have children hold up their circles and turn them around. Tell them to overlap the circles on top of each other to make a snowman. *Did the circles change when you overlapped them? Are they still circles? How do you know?*

## Learning Outcomes

### The child

- uses the verbal ordinal terms.
- names common shapes.
- turns shapes to demonstrate that the shapes remain the same.

## What You Need

- white paper circles (or circle Attribute Blocks)

## Academic Vocabulary

circles

turn



## Snack Time

15 minutes

**Routines** Have children use ordinal terms to name discuss their snack-time routine. *First, we wash our hands. Second, we sit at the table. Third, we put our napkins in our laps.*



## 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

### 3-Year Olds

**Spatial Sense** Provide young children with a circle drawn on paper and have them trace the circle. Tell them to start at the top of the circle and draw around it. The children can use this drawing for their shape books. TACTILE



# Social Studies Circle

15 minutes

## Learning Outcomes

### The child

- discusses the relationship of organisms to their environments.
- demonstrates that all people need clothing.
- uses a variety of art materials for sensory experience.

## What You Need

- “Dress for Seasons” four-column chart from Week 1
- Trade Book: *I Love Snow!*
- Read More About It: “Winter Wonderlands”

## Theme Vocabulary

weather                      pattern

## Concept Vocabulary

winter                      cold

## Academic Vocabulary

warm                      rectangle

triangle                      circle

clothing                      season

## Outdoor Play

20 minutes

**Kickball** Tell children that they are going to play kickball with you. When you roll the ball to each child, they should kick it back to you while saying /k/, *kick*.

## Hat, Mittens, and Boots

Have children stand up and listen to the following chant.

My hat goes on my head  
Warm and cozy.                      (put hat on head)

My mittens go on my hands,  
Left mitten, right mitten.                      (put mittens on each hand)

My boots go on my feet,  
Left foot, right foot.                      (put boots on each foot)

## Weather and Seasons

- Engage** Review with children what they learned about *winter weather*. Is it *cold* or *warm* in the *winter*? Does it *snow* in *winter*? What do you wear for *winter weather*?

- Develop** Display the four-column chart titled “Dressing for the Seasons” that was created last week. Label the second column “*winter*.” What kind of

*clothing do you wear in the winter?* List the clothing and draw a quick illustration of each type of clothing on the chart.

- Practice** Point to each clothing piece named on the chart. *Why would you wear a hat in the winter?* Encourage children to answer in complete sentences. Provide the children with the following sentence frame: *In winter, we wear \_\_\_ because \_\_\_.*

Dress for Seasons

fall	winter		

# Learn and Play

90 minutes

## Let's Move

**Shape Hop** Create rectangle, triangle, and circle shapes in a vertical line on the floor using masking tape. Place a line on the floor to use as a starting point. Have each child stand on the starting line. Then tell them to jump into each shape on the floor. After they jump, they should say the name of the shape they are standing in.

**Make a Pattern** Choose an action, such as clapping your hands. Have children clap their hands. Then clap your hands and shake your head. Have children do the same actions two times in a row. Tell them they have created a pattern. Now call on children to add to the pattern.

## Let's Talk

**Behavior** Circulate among the play areas and talk to children about the tasks they are working on.

- Engage children in one-on-one conversations about their behavior. For example, *What did you choose to do? What should you do next?*



## Let's Read

**Read More About It** After reading “Winter Wonderlands,” tell children you want to add to the story. Ask them to describe the *weather* in *winter* where they live. Write their description on the board.

**Counting** Display p. 4 in *I Love Snow!* Point to the footprints in the snow and count them together. Point to other objects in the book and count them with children.



## Center Time

30 minutes

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

## Rest Time

35–40 minutes

**Melting Snow** Ask children to close their eyes and pretend they can see a large drift of snow. The sun is shining brightly, and its warmth is slowly melting the snow. *What does the melting snow look like?*

## DIFFERENTIATED SUPPORT

### Extra Support

**Shape Hop** Provide alternate ways for children to participate in the activity if some children are unable to hop. For example, children can point to each shape and say its name. KINESTHETIC

## Reflect

10 minutes

### 5x5

**Find That Letter** Show children the picture on the card. *The children are playing outside in winter. The word winter begins with the letter W.* Display the word *winter* and invite a child to point to the letter *w*.

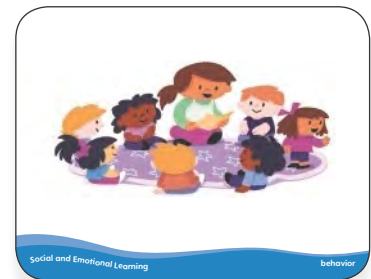


Have children point to the snow in the picture. Display the word *snow*. The word *snow* also has the letter *w*. Raise your hand when you see it!



## Social and Emotional Learning

**Behavior** Show children the SEL Card *behavior*, and point to the picture. *We talked about our routine at Morning Meeting this week. Who can tell me what our morning routine is? What do we do first? Where should your eyes be during morning meeting? What do your ears do? What about your hands?*



## Let's Talk About It

Tell children that it's time for them to think about what they learned about today. Hold Javi. *We learned about the type of clothing people wear in the winter. What do people wear in the winter to keep them warm? Now you will take turns sharing something you learned today. I will pass Javi around. When you get Javi, it's your turn to share.* Pass Javi around the room and allow each child a moment to talk.

### Learning Outcomes

#### The child

- sustains attention to personally chosen or routine (teacher-directed) tasks until completed.

### What You Need

- 5x5 Card: Winter
- SEL Card: *behavior*
- Javi

### Concept Vocabulary

winter

### Academic Vocabulary

clothing



### CHECK FOR UNDERSTANDING

**IF** . . . children have difficulty remembering the Morning Meeting routine,

**THEN** . . . you can use visual supports to help guide them. You could put a series of pictures in number order to remind children of their morning routine.



# Three Cheers for Pre-K

## Pre-Kindergarten Outcomes

Domain	This Week's Instructional Focus
<b>Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>Child regulates his own behavior with occasional reminders or assistance from teacher. <b>Pages 106, 114, 122</b></li> <li>Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed. <b>Pages 104, 106, 114, 122, 128, 138</b></li> <li>Child remains focused on engaging group activities for up to 20 minutes at a time. <b>Pages 99, 107, 115, 123, 131</b></li> </ul>
<b>Language and Communication</b>	<ul style="list-style-type: none"> <li>Child demonstrates knowledge of nonverbal conversational rules. <b>Page 108</b></li> <li>Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases. <b>Pages 99, 107, 115, 123, 131</b></li> </ul>
<b>Emergent Literacy Reading</b>	<ul style="list-style-type: none"> <li>Child recognizes that text has meaning. <b>Pages 100, 116, 124, 132</b></li> <li>Child recognizes and blends spoken phonemes into one-syllable words with pictorial support. <b>Pages 100, 116, 132</b></li> <li>Child will make inferences and predictions about text. <b>Page 124</b></li> </ul>
<b>Emergent Literacy Writing</b>	<ul style="list-style-type: none"> <li>Child independently writes to communicate his/her ideas for a variety of purposes. <b>Pages C•190–C•191</b></li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Child names common shapes. <b>Pages 103, 104</b></li> <li>Child demonstrates use of location words (such as “over,” “under,” “above,” “on,” “beside,” “next to,” “between,” “in front of,” “near,” “far,” etc.). <b>Page 111</b></li> <li>Child recognizes and creates patterns. <b>Pages 127; C•198–C•199</b></li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity. <b>Pages 112; C•200–C•201, C•202–C•203</b></li> <li>Child observes and describes what happens during changes in the earth and sky. <b>Pages 128; C•194–C•195, C•202–C•203</b></li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>Child connects [his] life to events, time, and routines. <b>Pages 99, 107; C•196–C•197</b></li> <li>Child demonstrates that all people need food, clothing, and shelter. <b>Pages 136; C•196–C•197</b></li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>Child coordinates sequence of movements to perform tasks. <b>Pages 120, 136</b></li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>Child uses digital learning applications and programs to create digital products and express own ideas. <b>Page 104</b></li> </ul>



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

## Ready for Kindergarten!

### Speaking

#### Pre-Kindergarten Outcomes

- Child demonstrates knowledge of nonverbal conversational rules. **Page 108**

#### Kindergarten Literacy Goals

- Follow agreed-upon rules for conversations in different contexts.

### Language

#### Pre-Kindergarten Outcomes

- Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases. **Pages 99, 107, 115, 123, 131**

#### Kindergarten Literacy Goals

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

### Writing

#### Pre-Kindergarten Outcomes

- Child independently writes to communicate his/her ideas for a variety of purposes. **Pages C•190–C•191**

#### Kindergarten Literacy Goals

- Write informative and narrative texts that include details.

### Reading Readiness

#### Pre-Kindergarten Outcomes

- Child recognizes that text has meaning. **Pages 100, 116, 124, 132**
- Child will make inferences and predictions about text. **Page 124**

#### Kindergarten Literacy Goals

- Recognize that spoken words are represented in written language by specific sequences of letters.
- Make and support predictions and inferences about text.

### Mathematics

#### Pre-Kindergarten Outcomes

- Child names common shapes. **Pages 103, 104**
- Child recognizes and creates patterns. **Pages 127; C•198–C•199**

#### Kindergarten Mathematics Goals

- Correctly name shapes regardless of their orientation or size; identify shapes as two-dimensional or three-dimensional.
- Identify and create patterns; verbally describe patterns so others understand.



THEME 3 WEEK 3

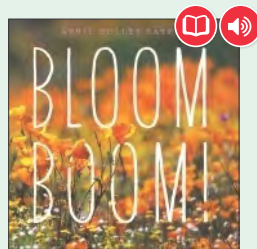
# Look Outside

## How are the seasons different?

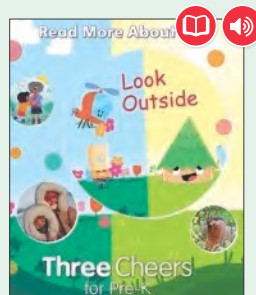
Weekly Question:

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

### From the Theme Kit Print and Digital



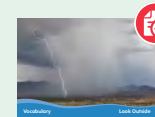
Trade Book



Read More About It: "Is It Spring?"



5x5



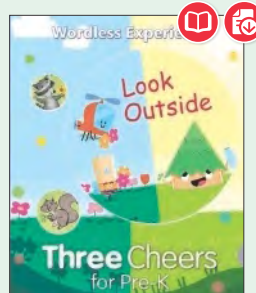
Theme and Concept Vocabulary



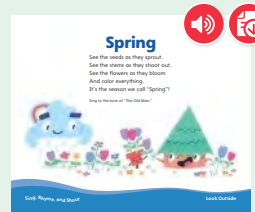
Theme Manipulative



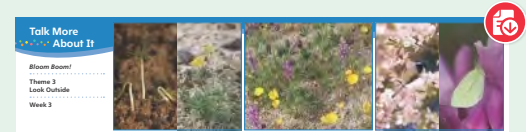
Big Book and Little Books



Wordless Experience Book: *Look Outside*

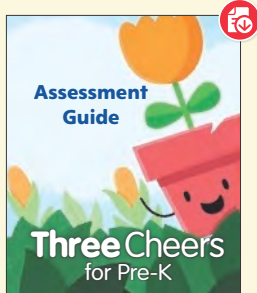


Sing, Rhyme, and Shout: "Spring"

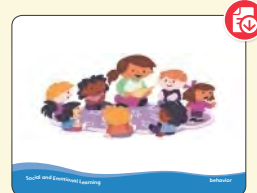


Talk More About It: *Bloom Boom!*

### From the Teacher Toolkit Print and Digital



Assessment Guide



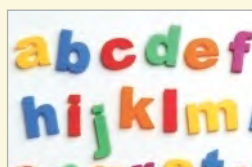
Social and Emotional Learning Cards



Alphabet Cards



Picture Cards



Manipulatives



### Family Engagement Digital



Three Cheers for Pre-K Parents!



Three Cheers for Games!



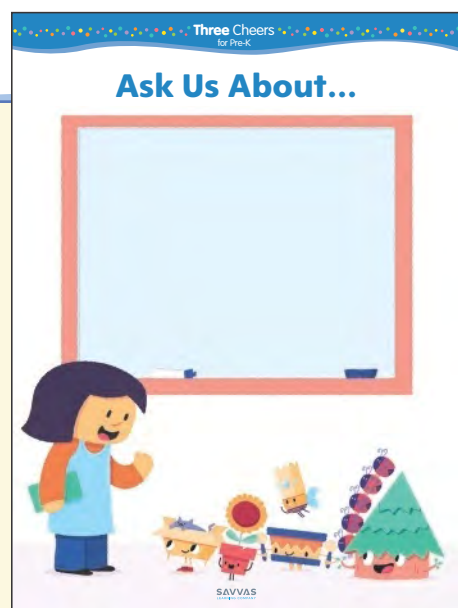
Digital Bookshelf

# 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 are spring and winter different? How are they alike?
- Why are there buds on flowers and trees?
- How can you describe a triangle?

## Day 1 pp. 99–106

### Welcome to Today

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

### Story Time

- How are the seasons different?
- Reread Big Book *Rain, Rain, Go Away*

### Literacy Circle

- Concept Vocabulary Introduce
- Phonological Awareness Recognize and Blend Phonemes
- Alphabet Knowledge Introduce Dd /d/

### Center Time and Small Groups

- Small Group Options
  - Math: Spatial Sense
  - Literacy: Phonological Awareness
- Centers **Centergize**, pp. C•185–C•203

### Math Circle

- Geometry
- Snack Time Snack Shapes

### Technology Circle

- Tablet Time
- Digital Products
- Outdoor Play Shape Hunt

### Learn and Play and Centers

- Let’s Move!
  - Shape Walk
  - Shape Find
- Let’s Talk Behavior
- Let’s Read
  - Children’s Choice
  - Your Turn to Read
- Rest Time Warm Day

### Reflect

- 5x5 Spring
- Social and Emotional Learning Behavior
- Let’s Talk About It

## Day 2 pp. 107–114

### Welcome to Today

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

### Story Time

- What can I notice with my senses in the spring?
- 1st Read Trade Book *Bloom Boom!*

### Literacy Circle

- Concept Vocabulary Develop
- Oral Language Development Sounds and Intonation of Language
- Alphabet Knowledge Review Dd /d/

### Center Time and Small Groups

- Small Group Options
  - Math: Geometry
  - Literacy: Alphabet Knowledge
- Centers **Centergize**, pp. C•185–C•203

### Math Circle

- Spatial Sense
- Snack Time Friends

### Science Circle

- Seasons and Leaves: Spring
- Weather and Seasons
- Outdoor Play Dot Cube Hops

### Learn and Play and Centers

- Let’s Move!
  - Puppet Play
  - Letter Walk
- Let’s Talk Behavior
- Let’s Read
  - Tell Me About It
  - This Makes Me Think
- Rest Time Listen to the Rain

### Reflect

- 5x5 Spring Showers
- Social and Emotional Learning Behavior
- Let’s Talk About It

**Let's Celebrate!**  
An "Author's Chair" celebration features children reading the seasons books they created.

**Day 3** pp. 115–122**Welcome to Today**

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

**Story Time**

**What can I notice with my senses in the spring?**  
**2nd Read Trade Book** *Bloom Boom!*

**Literacy Circle**

**Concept Vocabulary** Practice  
**Phonological Awareness** Blend Phonemes  
**Alphabet Knowledge** Review *Dd /d/*

**Center Time and Small Groups**

**Small Group Options**

- Math: Spatial Sense
- Literacy: Phonological Awareness

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

**Math Circle**

**Number Sense**  
**Snack Time** Choice

**Social Studies Circle**

**Clothes in Spring!**  
**Environments**  
**Outdoor Play** Puddle Jumpers

**Learn and Play and Centers**

**Let's Move!**

- Windy Day
- Simon Says

**Let's Talk** Behavior  
**Let's Read**

- I Want to Know More
- Listen Up

**Rest Time** Resting Butterflies

**Reflect**

**5x5** Where Is It?  
**Social and Emotional Learning** Behavior  
**Let's Talk About It**

**Day 4** pp. 123–130**Welcome to Today**

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

**Story Time**

**What can I notice with my senses in the spring?**  
**Read More About It** "Is It Spring?"

**Literacy Circle**

**Concept Vocabulary** Review  
**Language and Communication** Intonation of the English Language  
**Alphabet Knowledge** Review *Dd /d/* and *Bb /b/*

**Center Time and Small Groups**

**Small Group Options**

- Math: Geometry
- Literacy: Alphabet Knowledge

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

**Math Circle**

**Patterns**  
**Snack Time** Routine

**Science Circle**

**Leaves Turn Green**  
**Weather and Seasons**  
**Outdoor Play** Season Says

**Learn and Play and Centers**

**Let's Move!**

- Pop Goes the Flower
- Roll and Move

**Let's Talk** Behavior  
**Let's Read**

- Read More About It
- Your Turn to Read

**Rest Time** Kites in the Breeze

**Reflect**

**5x5** The Rain Game  
**Social and Emotional Learning** Share  
**Let's Talk About It**

**Day 5** pp. 131–138**Welcome to Today**

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

**Story Time**

**What can I notice with my senses in the spring?**  
**Compare** *Bloom Boom!* and "Is It Spring?"

**Literacy Circle**

**Concept Vocabulary** Check for Understanding  
**Phonological Awareness** Blend Phonemes  
**Print Concepts** Features of Print

**Center Time and Small Groups**

**Small Group Options**

- Math: Patterns
- Literacy: Phonological Awareness

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

**Math Circle**

**Spatial Sense**  
**Snack Time** Subitizing Snacks

**Social Studies Circle**

**Hey! It's Springtime**  
**Environments**  
**Outdoor Play** Spring Kites

**Learn and Play and Centers**

**Let's Move!**

- Puddle Patterns
- Pattern Hop

**Let's Talk** Behavior  
**Let's Read**

- Compare Texts
- Tell Me About It

**Rest Time** Reach Up to the Sun

**Reflect**

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



# Vocabulary

## Theme Vocabulary

Words to develop the theme, Look Outside

changes      patterns  
notice      weather

## Concept Vocabulary

Conceptually related words to teach this week

bloom  
bud  
flowers  
seeds  
spring

## Academic Vocabulary

Terms used in this week's instruction

### General

clothing  
coat  
grow  
increases  
plants  
sky  
small  
sunlight  
warm  
warmth

### Literacy

beginning  
blend

form  
letter  
question mark  
sound

### Mathematics

above  
below  
corners  
far  
first  
flip  
group  
nature  
near

next to  
number  
second  
sides  
third  
triangle

### Science

clothing  
earth  
flowers  
heat  
leaves  
light  
seasons

spring  
sun

### Technology

browse  
device  
digital

## Story Words

Words from the literature to explain and use this week

### Trade Book

bulbs      seeds      surge  
emerge      sprout      warm  
extend      stalks  
insects      stems

### Big Book

lemonade  
stir

### Read More About It

beautiful  
breeze  
gentle  
outside

# Materials

Materials to gather from home and classroom

## Morning Meeting

attendance chart  
helper chart

## Center Time

¼ cup measuring cup  
art paper  
clear plastic bottle  
computer or other digital device  
construction paper  
large box

## Small Groups

sheets of paper with three boxes drawn on them  
sticky notes

## Circle Times

a picture of a coat hanger or an actual coat hanger  
a picture of a triangular slice of pizza  
differently sized cut-out circles  
“Dressing for Seasons” four-column chart

flashlight  
puppet  
tablet or digital device

# 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

**Rain, Rain, Go Away** Follow along while listening to audio for the Big Book.

## Writer's Club

**My Seasons Book** Draw and write about fall.

## ABC Fun

**Letter Pairs** Match upper- and lowercase letters.

## Pretend and Learn

**Weather Days** Act out favorite activities during sunny and rainy days.

## Creativity Station

**Dressing for Fall** Use art materials to create fall clothing for a paper doll.

## Math Fun

**Complete the Pattern** Add drawings to complete and extend a repeating pattern.

## STEM

**Light and Shadows** Use a flashlight to create and investigate shadows.

## Sand, Water, and More

**Rain on a Bottle** Create and observe how raindrops form.

# Monitor Progress



Assessment Guide

## Observe

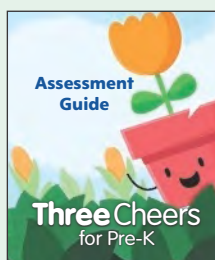
### Observational Checklists

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. Progress Monitoring Assessment 1 should be administered at the end of Theme 3.

### Pre-K Outcomes Progress Report

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



## Portfolio

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

### Centers

- **Creativity Station** paper dolls dressed for spring
- **Math Fun** pattern drawings
- **Technology Hub** digital coloring pages



Look Outside





# Welcome to Today

15 minutes

## Meet and Greet

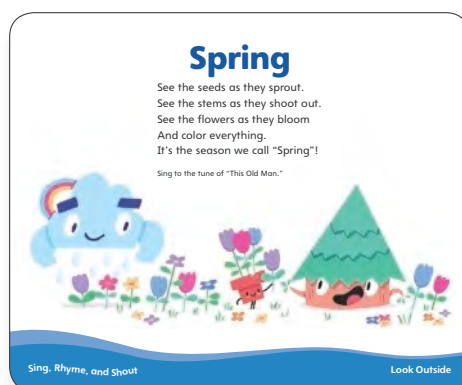
- As children enter the classroom, shake their hands and have them reply, “Hello Mr. / Mrs. / Ms. \_\_\_\_.”
- Encourage children to share their mood this morning by placing their picture on a quadrant of the Mood Meter.



## Sing, Rhyme, and Shout

**Look Outside** Display the card. Introduce a new season, *spring*.

- Let’s learn about *weather* in the *spring*! This song tells about *changes* that happen in *spring*.
- What do you *notice* about the *weather*? Point to the picture on the card and ask children what the *weather* is like in the picture and what the characters are doing. Increase children’s listening vocabulary by asking children to echo you after you say each line of the song slowly.



## Learning Outcomes

### The child

- remains focused on engaging group activities for up to 20 minutes at a time.
- increases listening vocabulary.
- begins to develop vocabulary of object names.
- connects [his] life to time.

## What You Need

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

## Theme Vocabulary

changes                      notice  
weather

## Concept Vocabulary

spring                      flowers  
bloom

## Morning Meeting

- 1 Attendance** Support children’s development of vocabulary of object names by asking them to identify the attendance chart. Then have them stand up and place their name cards on the attendance chart.
- 2 Helper Chart** Assign children a helping job related to the *weather*, such as helping with the *weather* chart, handing out umbrellas, or organizing snow boots. Then instruct them to stand up and act out that job.
- 3 Weather** Have children connect their lives to time by asking what the *weather* was like yesterday. Explain that yesterday means the day before today. Then ask: *What is the weather like today?*
- 4 Today’s Events** *What is special about today?* Encourage children to share a personal reason why today is special. Monitor children as they remain focused on this group activity.





# Story Time

15 minutes

## Learning Outcomes

### The child

- recognizes that text has meaning.
- recognizes one-syllable words with pictorial support.
- blends spoken phonemes into one-syllable words with pictorial support.
- 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: *Rain, Rain, Go Away*
- Vocabulary Cards: *spring, bloom, bud, flowers, seeds*
- Picture Cards: *mug, bed, bug, pan*
- Alphabet Card: *Dd*

## Wheel of Motion

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

## DIFFERENTIATED SUPPORT

### Extra Support

**Respond** If children are not participating, provide attempts to support oral expression with questions about the seasons, such as:

- What is the temperature like during \_\_\_\_?
- What do you like to drink during \_\_\_\_?
- What sounds do I hear during \_\_\_\_?

AUDITORY

## Look Outside

**?** **How are the seasons different?** Ask children the guiding question: *How are the seasons different?* Explain that every season is different. The *weather changes*. The things we do outside *change*, too.



## Rain, Rain, Go Away

Encourage children to settle down and to get ready to listen. Tell them you are going to reread the story *Rain, Rain, Go Away*.

- 1 Remember** Have children share what they remember about *Rain, Rain, Go Away*. Ask them questions as needed to prompt their memories.
- 2 Focus** Reread the book aloud for children. You may need to teach or review certain story words, such as *stir* or *lemonade*. Then have them demonstrate that they recognize that text has meaning by using print to find the answers to questions about all the seasons. **At first the children want to play outside, but it's raining. Do they go inside? Or do they play in the rain? Let's look in the book to see if we can find out what the children do.** Display pages 4–5. Read the text on page 5 and point to it as you read. **The children play outside in the rain!** Use the same process to answer the question: **When the wind “stirs the leaves” on an autumn day, what can children do outside?**
- 3 Respond** When you finish the story, ask children to turn to a partner and ask a question about one of the seasons. Model with a child in the class: **What do the children drink on the hot, sunny day?** You may need to model the answer: **lemonade.**



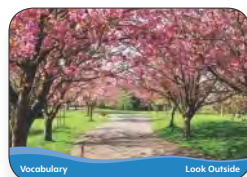
# Literacy Circle

15 minutes

## Concept Vocabulary

**Introduce** We are going to talk about this question: What can I *notice* with my senses in the *spring*? Display Vocabulary Card *spring*.

*Spring* is one of the seasons. Display the rest of the Vocabulary Cards for this week (*bloom, bud, flowers, seeds*). Then briefly explain how each relates to the weekly question.



## Phonological Awareness

**Recognize and Blend Phonemes** Have children recognize one-syllable words and blend phonemes with pictorial support. Tell children they are going to learn how to *blend* spoken phonemes to make one-syllable words.

- Have children recognize one-syllable words with pictorial support. Display Picture Card *mug*. Listen as I say the sounds for the word *mug*. Slowly sound out the phonemes: /m/ /u/ /g/; /m/ /u/ /g/. I will say the sounds again, but I'm going to blend them together to say a word: *mug*. Repeat with Picture Cards *bed, bug, pan*.



## Alphabet Knowledge

**Introduce Dd /d/** Children will recognize at least 20 distinct letter sounds in the language of instruction by learning the sound /d/ spelled by the letters *Dd*.

- 1 Letter Name** Display the Alphabet Card *Dd*. This is a *dolphin*. Point to the uppercase *D*. This is the uppercase *D*. Point to the lowercase *d*. This is the lowercase *D*. Say the letter name with me: /dē/. Point to the uppercase letter. What is the name of this letter? Point to the lowercase letter. What is the name of this letter?



- 2 Letter Sound** The sound that the letter *D* spells sounds like this: /d/, /d/, /d/. Say it with me: /d/. 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 *D* on the Alphabet Card and explain the order of movements. Then have students trace it in the air. Repeat with lowercase *d*.

## Transition

Ask children to stand up and stretch as you sing the following to the tune of "The Farmer in the Dell." Have children echo you as you model the fingerplay, then have children join in.

The seeds begin (slowly stand to sprout. from a crouch)

The seeds begin to sprout,

Hi-Ho the Cheery-O,

The seeds begin to sprout.

Sing the tune again but change the words and movement.

The rain begins to fall. (wiggle fingers)

## Theme Vocabulary

changes notice

weather

## Concept Vocabulary

spring bloom

bud flowers

seeds

## Academic Vocabulary

letter sound

blend form

## ✓ CHECK FOR UNDERSTANDING

**IF** . . . a child has difficulty remembering what happens in *Rain, Rain, Go Away*,

**THEN** . . . go back to pp. 4–7 of the text and reread. Then ask the child what he or she would wear on a rainy day using this sentence frame: *I would wear \_\_\_\_\_ on a rainy day.*

LET'S GET READY FOR

## Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or for **English Language Development** lessons (pp. ELD•211–ELD•213).

### Small Group

- **Math: Spatial Sense** You can use location words to tell where objects are. Hold Javi over your head. I am looking for Javi. Javi is over my head. Then move Javi; for example, place him in front of an eraser. *Where is Javi?* Use Javi in this way to practice other location words.

#### ▶ ELL Access

##### Academic Vocabulary

**Emerging** Set a ruler in front of a piece of chalk. *The ruler is in front of the chalk.* Ask *yes/no* questions using location words. For example: *Is the ruler under the chalk? Is the ruler behind the chalk?*

**Developing** Ask questions about classroom objects using location words. For example: *What is in front of the table? What is over the door?* Children should mirror your sentence to respond. For example: *The carpet is in front of the table. The clock is over the door.*

**Expanding** Ask children where classroom objects are located. *Where is my desk? Where am I standing?* They should use location words in their responses.

**Bridging** Have children come up with their own sentences in which they use location words to describe the location of things in the classroom.

- **Literacy: Phonological Awareness** Provide each child with a piece of paper that has three boxes on it. Each box should be large enough for children to place a counter in it. *Listen to me say these sounds: /l/ /ē/ /f/.* As you say each sound, place a counter into each box, one per sound. Have children blend the sounds together and say *leaf*. Repeat the activity with other familiar three-phoneme words.

#### ▶ ELL Access

##### Listening Comprehension

**Emerging** Provide each child with a piece of paper that has three boxes on it. *I am going to say some sounds. For each sound, I want you to place a counter into a box. Listen: /g/ /ō/; /g/ /ō/.* Monitor that children placed two counters into two boxes. Then repeat with the word *sun*.

**Developing** Provide each child with a piece of paper that has three boxes on it. *I am going to say some sounds. For each sound, I want you to place a counter into a box. Listen: /g/ /ō/; /g/ /ō/.* Monitor that children placed two counters into two boxes. Then repeat with the words *sun; rug; home*.

**Expanding** Provide each child with a piece of paper that has three boxes on it. *I am going to say some sounds. For each sound, I want you to place a counter into a box. Listen: /g/ /ō/ /t/; /g/ /ō/ /t/.* Have children say the word. Then repeat with the words *cup; man; lip*.

**Bridging** Provide each child with a piece of paper that has three boxes on it. *I am going to say some sounds. For each sound, I want you to place a counter into a box. Listen: /b/ /ō/ /t/.* Have children say the word. Then repeat with the words *can; bike; bone; fan; mug*.

# Math Circle

15 minutes

## Geometry

Tell children that today they will be talking about triangles.

- 1 **Engage** Guide children to name common shapes. Draw or show a picture of a triangle. **What shape is this? A triangle has three sides.** Point to each side as you count them aloud. **A triangle has three corners.** Point to each corner as you count them aloud. Draw or show more triangles of different sizes and types (right angle, isosceles, and so on). Point to sides and corners and have children count them aloud. **What shapes are these? Yes, these are all triangles.**
- 2 **Develop** **Triangles are all around us.** Show a picture of an object where a triangle shape can be seen, such as a slice of pizza. **This slice of pizza is shaped like a triangle.** Show another picture, such as a picture of a coat hanger or hold up an actual coat hanger. **The bottom part of this coat hanger is also shaped like a triangle.** Draw a simple picture of a house with a triangular roof. **What shape is the roof?**
- 3 **Practice** **Look around the room. Do you see any triangles?** Ask children to look around the room and tell if they see triangles. When they find one have them take turns pointing to it and explaining where they see it.

## Learning Outcomes

### The child

- names common shapes.

## What You Need

- two pictures or objects where a triangle shape can be clearly seen, such as a picture of a triangular slice of pizza and a picture of a coat hanger (or use an actual coat hanger)

## Academic Vocabulary

corners

sides

triangle



## CHECK FOR UNDERSTANDING

**IF . . .** a child is not able to find something in the shape of a triangle,

**THEN . . .** show a picture of another triangular-shaped object, such as a sports pennant, and have the child count as you point to the sides and the corners.



## Snack Time

15 minutes

**Snack Shapes** Have children identify shapes in their snacks. Look particularly for triangles. You may hold up a snack and have children count its sides and corners.



# Technology Circle

15 minutes

## Learning Outcomes

### The child

- sustains attention to personally chosen or routine teacher-directed tasks until completed.
- names common shapes.
- uses digital learning applications to create digital products.
- uses digital learning applications to express own ideas.
- uses digital programs to create digital products.
- uses digital programs to express own ideas.

## What You Need

- Wordless Experience Book: *Look Outside*
- tablet
- Attribute Blocks, 1 set
- Big Book: *Rain, Rain, Go Away*

## Outdoor Play

20 minutes

**Shape Hunt** Search the play space and look for things that are shaped like a triangle. When you find one, point to it and say, “triangle!” Children may go around individually, with a partner, or in a small group. When an object is identified, have the rest of the class gather around and count its sides and corners as you point to them. Continue until at least three triangular-shaped objects are identified. Guide children to sustain their attention until the hunt is completed, and provide assistance when they need support.

## Tablet Time

Have children stand up and listen to the chant shown below. As you sing the chant, pause for children to repeat the lines. Sing the chant to the tune of “Are You Sleeping?” As you sing, have children echo each phrase and then act out the song.

Power button, power button,  
Turn it on, turn it on.  
Hey, I think it’s ready. Hey, I think it’s ready.  
Now let’s draw! Now let’s draw!

Touch the tablet, touch the tablet,  
Draw a line, draw a line.  
Triangles and seasons; triangles and seasons  
Tablet time! Tablet time!

## Digital Products

- 1 Engage** Have children use digital learning applications and programs to create digital products and express their own ideas. To begin, tell children they are going to use the digital version of the Wordless Experience Book *Look Outside*. Before you begin, remind children of the rules for using technology devices.
- 2 Develop** Demonstrate for children how to turn on a tablet. [I press the power button here.](#)

Open the Wordless Experience Book *Look Outside*. [I can look at different pages in this book.](#) Model for children how to find the different pages of the book. [I can color pictures or write a story about spring.](#) Remember, during *spring*, it rains. [I can color some raindrops using the program.](#)

- 3 Practice** Pass the tablet around and have children take turns navigating through the pages of the Wordless Experience Book. Have children express their own ideas and color the pictures of rainy *weather* or write their own stories about *spring*. Afterward, have them use other digital learning applications and programs as they create digital products and express their own ideas.

# Learn and Play

90 minutes

## Let's Move

**Shape Walk** Take children on a walk around the school to look for triangles. Have them shape their hands into a triangle when they see one and name it when called on.

- When they see a triangle, have them shape their hands into a triangle and whisper, "Triangle!" Have the child point to the shape.
- Gather the other children around and have them quietly count the sides and corners as you point.
- Remind children to be on good behavior, such as no running or shouting.

**Shape Find** Spread a set of attribute blocks on a table or carpet.

- Ask a volunteer to find a triangle, and show it to the group.
- Hold up the triangle and ask children to count as you point to its sides and corners.

## Let's Talk

**Behavior** After the Shape Walk is complete, share with children your thoughts on how they sustained their attention throughout the activity.

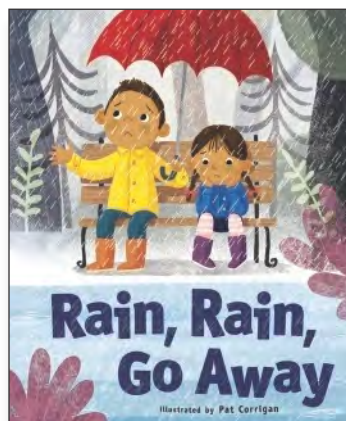
- **I was pleased that you paid attention while we looked for shapes!** How did you pay attention for so long? Ask children to share their thoughts on what they did to pay attention during the Shape Walk.



## Let's Read

**Children's Choice** Present to the children some of the books they have enjoyed the most. Then have them choose which one they would like to read together.

**Your Turn to Read** Display pages of your choice from *Rain, Rain, Go Away*. Ask children to tell what they see by describing the pictures in their own words.



### Theme Vocabulary

weather

### Concept Vocabulary

spring

### Academic Vocabulary

device

digital

browse

warm

### 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

**Warm Day** Open *Rain, Rain, Go Away* to p. 7 and point to the picture of the warm, sunny day. **We're going to imagine we're lying outside in the sun on a warm day.** Tell them they can stretch out or they can curl up on their side. **Do you feel the sun? If it's too hot, tell the sun to turn down the heat!**

### DIFFERENTIATED SUPPORT

#### Engage and Extend

**Shape Walk** For children who want an extra challenge, have them look for circles, squares, and rectangles in addition to triangles. They can follow the same rules of the game: form the shape with their hands and whisper its name when they find it. **TACTILE, VISUAL**

## Reflect

10 minutes

### 5x5

#### Learning Outcomes

##### The child

- regulates his own behavior with occasional reminders or assistance from teacher.
- sustains attention to personally chosen or routine (teacher-directed) tasks until completed.

#### What You Need

- 5x5 Card: Spring
- SEL Card: *behavior*
- Javi

#### CHECK FOR UNDERSTANDING

**IF** . . . a child cannot think of an instance when they showed respect or good behavior,

**THEN** . . . name something you saw the child do today that was respectful. Remind them of it by modeling the statement: **Today, I washed my hands after snack time.** Have the child echo the statement back to you, or if this jogs their memory, have them share their own statement.

**Spring** Let's guess what season it is in the picture. What can you tell me about the trees and grass? What kind of *weather* is the girl dressed for?

Have children describe how they can tell it is *spring* where they live. Encourage them to use all their senses when sharing. For example, you might prompt them to think of the sound of baby birds chirping or the smell of flowers.



### Social and Emotional Learning

**Behavior** Tell children that one way they show respect in the classroom is to have good behavior. Display the SEL Card *behavior*. **Which children are behaving well? When we behave well, we pay attention.** Notice that children are regulating their own behavior by waiting to be called on before speaking.



Support children as they learn to sustain attention to teacher-directed tasks. Tell children that sometimes it's hard to stay focused during the day. **When we stay focused, we pay attention to the activity we are doing. One way to stay focused is to sit quietly and listen to others.** Refer back to the picture on the SEL Card. **How are these children staying focused?**



### Let's Talk About It

Today we learned about being respectful and having good behavior. Ask children to share one example of their own good behavior from the day. Hold up Javi. **I want you to take Javi. When you have him, it's your turn to share. Let's all be respectful of each other and listen while others are talking.**



# Welcome to Today

15 minutes

## Meet and Greet

- As children enter the classroom, give them a high-five and say, “Good morning!”
- Ask children to update their picture in the Mood Meter.

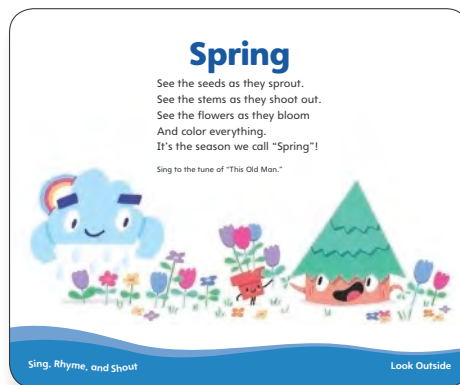


## Sing, Rhyme, and Shout

**Look Outside** Display the card. Ask children what the characters are doing in the illustration. Then sing the song.

Support children’s development of vocabulary of object names by asking:

- What part of the *flower* is sprouting?
- What part of the *flower* is shooting out?
- What *blooms* and colors everything?



## Learning Outcomes

### The child

- remains focused on engaging group activities for up to 20 minutes at a time.
- increases listening vocabulary.
- begins to develop vocabulary of object names.
- connects [his] life to time.

## What You Need

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

## Theme Vocabulary

weather

## Concept Vocabulary

spring seeds  
bloom flowers

## Academic Vocabulary

plants small  
sunlight

## Morning Meeting

- 1 Attendance** After children place their name cards on the chart, count aloud the children who are present.
- 2 Helper Chart** Review helpers for the week. Have helpers act out their *weather*-related job.
- 3 Question of the Day** *Do you like to jump in puddles?* Display a T-chart with columns *yes/no*. Have children place sticky notes or name tags on the chart to answer. Have volunteers tell their choice.
- 4 Today’s Events** Guide children to connect their life to time by asking them to share something that is happening in their life today. Be sure they use the word *today*. Support children’s development of their listening vocabulary by asking the other children to listen attentively.

## DIFFERENTIATED SUPPORT

### ELL

**Sing, Rhyme, and Shout** If children have difficulty understanding what a *seed* is, hold up Vocabulary Card *seeds* and explain. *You sprinkle seeds in a garden. Seeds grow plants and flowers.* Have children act out the sprinkling of *seeds* that is pictured on the card.  
VISUAL, KINESTHETIC



# Story Time

15 minutes

## Learning Outcomes

### The child

- demonstrates knowledge of nonverbal conversational rules.
- demonstrates growing understanding of the sounds of language.
- investigates the sounds of the English language.
- demonstrates growing understanding of the sounds of the English language.
- recognizes that text has meaning.

### What You Need

- Trade Book: *Bloom Boom!*
- Vocabulary Cards: *notice*, *bloom*, *spring*, *bud*, *flowers*, *seeds*
- Alphabet Card: *Dd*

## Look Outside

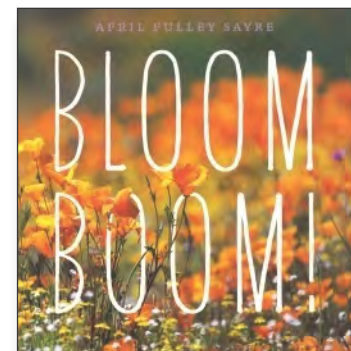
**?** What can I *notice* with my senses in the *spring*? Remind children of the weekly question. Then display Vocabulary Card *notice*. *When you notice something, you see it and pay attention to it.* Tell children that they can use all five of their senses to *notice changes* that happen in the *spring*.



## Bloom Boom!

Tell children you will read a book called *Bloom Boom!*

**1 Introduce** Begin by showing children the cover of *Bloom Boom!* Review the word *bloom* with children. Hold up Vocabulary Card *bloom* and point to the *flowers* that have *bloomed* and are showing their colors.



**2 Read Together** Read the book aloud.

Have children show they know text has meaning by pointing to the word *boom* whenever it appears. Tell children that the word *boom* means to grow quickly. Have children describe the photo. *Do you see a boom of color?* Repeat with each instance of the word, ending with the final *boom* on p. 34.

**3 Connect** Ask children to tell about *flowers* they have seen. Guide children to demonstrate knowledge of nonverbal conversation rules. *I'm going to open my eyes wide and smile as I share something that I like very much.* Model this for children: *My favorite flowers are purple. I love a garden full of purple flowers.*

### DIFFERENTIATED SUPPORT

#### Extra Support

**Connect** If children don't understand how to open their eyes wide and smile, model the expressions for them. Have them mimic your actions. First, open your eyes wide and inhale loudly. Then smile. Tell children that sometimes our feelings can be seen on our faces.

KINESTHETIC

# Literacy Circle

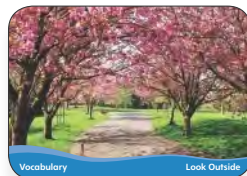
15 minutes

## Concept Vocabulary

**Develop** Remind children of the weekly question: *What can I notice with my senses in the spring?*

Display Vocabulary Card *spring*. This shows what it looks like in *spring*. Say the word *spring* with me: *spring*. What is the weather like in the *spring*?

Display each Vocabulary Card (*bloom, bud, flower, seeds*) and ask children a question about each one that ties the word to the weekly question.



## Oral Language Development

**Sounds and Intonation of Language** Children will demonstrate a growing understanding of the sounds of the English language and investigate the sounds of the English language.

- We are going to sing “Row, Row, Row Your Boat” in a funny way. We are going to use the sound /d/ at the beginning of each word! Listen while I sing it: Sing slowly so children can hear the differences in the sounds. *Doe, doe, doe dur dote, dently down da dream. Derrily, derrily, derrily, dife dis dut da deem.*
- Sing it again and have children join you. Repeat if needed.

## Alphabet Knowledge

**Review Dd /d/** Tell children that today they are going to review what they know about the letter *D*.

- 1 Review Letter Name** Display Alphabet Card *Dd*. Point to the uppercase *D*. *Can you say the name of this letter? It's /dē/.* Point to the lowercase *d*. *Can you say the name of this letter? It's also /dē/.*
- 2 Review Letter Sound** The sound that the letter *D* spells is this: */d/*. Say that sound with me: */d/, /d/, /d/*. Point to the lowercase letter *d* and have children echo the sound */d/*. Repeat with the uppercase *D*.
- 3 Review Letter Formation** Display the Alphabet Card and use your finger to trace the uppercase *D*. Next, trace the lowercase *d*. Ask children to draw the letters in the air.



## Transition

Review the transition chant from Day 1. Ask children to stand up and stretch as you sing the following to the tune of “The Farmer in the Dell.” Have children echo you as you model the fingerplay, then have children join in.

The seeds begin to sprout. *(slowly stand from a crouch)*

The seeds begin to sprout,

Hi-Ho the Cheery-O,

The seeds begin to sprout.

Sing the tune again but change the words and movement.

The rain begins to fall. *(wiggle fingers)*

## Theme Vocabulary

changes notice

weather

## Concept Vocabulary

spring bloom

bud flowers

seeds

## Academic Vocabulary

uppercase letter

lowercase sound

## ✓ CHECK FOR UNDERSTANDING

**IF . . .** a child has trouble forming the letter *D* or *d*,

**THEN . . .** have the child trace the letter forms on a piece of paper with finger paint. Hold the child's hand and guide it as he or she writes. Say the letter name aloud and have the child repeat.

LET'S GET READY FOR

## Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or for **English Language Development** lessons (pp. ELD•211–ELD•213).

### Small Group

- **Math: Geometry** Review with children what they have learned about triangles. Draw or show pictures of several triangles: one with sides of equal lengths and others with sides of different lengths. **Triangles are shapes with three sides. Every triangle has three corners.** Point to the sides and the corners. Show children a triangle-shaped object and have them count the sides and corners with you.
  - Give each child a sticky note with their name on it to stick on an object that is shaped like a triangle. Ask children to tell why they think their object looks like a triangle.

#### ▶ **ELL Access**

##### **Academic Vocabulary**

**Emerging** Display or draw several different triangles. Point and say: **This is a triangle.** Point to objects with a variety of shapes. As you point, say: **This is/is not a triangle.** Have children repeat after you.

**Developing** Display or draw a picture of a triangle. Say: **This is a triangle.** Point to objects with a variety of shapes. Ask: **Is this a triangle?** Have children respond **That is/is not a triangle.**

**Expanding** Display or draw several different triangles, and have children identify the shape. Have children tell about the triangular objects they find using a complete sentence, such as **The [flag] is a triangle.**

**Bridging** Display or draw triangles, squares, and circles. Have children identify the triangles and explain what makes them triangles using the terms **sides** and **corners.**

- **Literacy: Alphabet Knowledge** Provide scaffolding to support the learning of the sound of the letter **D**. Display Alphabet Card **Dd**. **This is the letter D. Say it after me: D. The sound it spells is /d/. Let's say that together: /d/ /d/ /d/. Point to the word dolphin. Dolphin begins with the sound /d/. It starts with the letter d.**

#### ▶ **ELL Access**

##### **Sounds and Letters**

**Emerging** Hold up Picture Cards **dog** and **mug**. Say the words with some stress on the initial sounds. Have children repeat the words. **Can you point to the picture that shows an object that starts with the sound /d/? Dog begins with the sound /d/.**

**Developing** Display Picture Cards **deer, duck, and pencil.** **I'm going to say these words. Raise your hand when you hear a word that starts with the sound /d/.** After children identify the words that start with the sound /d/, ask them to tell you what letter spells that sound.

**Expanding** Display Picture Cards **mouse, duck, and dog.** Have children identify each one. Assist them as needed. Ask them to choose the picture whose name starts with the sound /d/.

**Bridging** Display Picture Cards **deer, feet, ball, dog, duck, house, desk.** Have them tell you which picture names start with the sound /d/.

# Math Circle

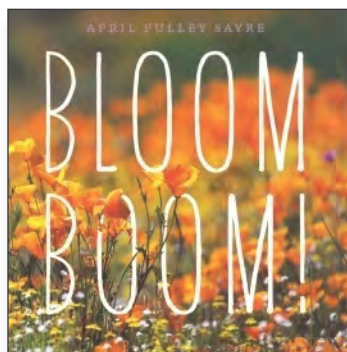
15 minutes

## Spatial Sense

Tell children that today they will use location words to name where objects are. *Right now, I am in front of my desk. I am also on the floor. In front of and on are words that tell where I am.*

**1 Engage** Display p. 25 of the Trade Book *Bloom Boom!* Do you see an animal on this page? Yes, there is a bee! I also see a *flower*. The bee is next to *flower*. *Next to* is a location word. It tells where the bee is.

**2 Develop** Display pp. 10–11. I'm looking for the bunny. Where is the bunny? The bunny is near the purple *flower*. I can also say, the bunny is *far* from the words on the page. *Near* and *far* are location words.



Next, guide children to use verbal ordinal terms. *Watch what I do and then do it yourself. First, make a fist. This is your bunny. Second, spread the fingers of your other hand. This is your flower. Third, hop your bunny far from your flower.* Have children tell the steps back to you using verbal ordinal terms.

Show children a large triangle attribute block. *We have been learning about this shape. What shape is this?* Repeat for a large circle attribute block. After establishing the names of the shapes, explain that children can use location words with these blocks as well.

**3 Practice** Have volunteers come up and place the triangle either above or below the circle. Have the class describe the shape using its name and the relevant location word: The triangle is below/above the circle.

## Learning Outcomes

### The child

- uses the verbal ordinal terms.
- demonstrates use of location words.

## What You Need

- Trade Book: *Bloom Boom!*
- Attribute Blocks (large triangle and large circle)

## Academic Vocabulary

below	above
second	first
near	third
far	next to



## CHECK FOR UNDERSTANDING

**IF** . . . a child has difficulty telling the sequence of actions in the Develop exercise,

**THEN** . . . review the steps and hold up one, two, and three fingers as you say *first, second, and third*.



## Snack Time

15 minutes

**Friends** Have children sit with a partner during snack time and talk about what they have learned today. Guide them with sentence frames, such as, *I learned that seeds \_\_\_\_\_. I learned how to draw the letter D.*



## Science Circle

15 minutes

### Learning Outcomes

#### The child

- describes sources of energy including light.
- describes sources of energy including heat.
- discusses sources of energy including light.
- discusses sources of energy including heat.
- discusses objects in the sky.

### What You Need

- Trade Book: *Bloom Boom!*
- Patterns: Dot Cube
- flashlight
- puppet

### Outdoor Play

20 minutes

**Dot Cube Hops** Show children a dot cube. Roll the cube and perform a small hop for as many times as the cube shows. *I can tell this pattern of dots means I rolled a “2.” So, I’ll take two hops. Take two hops.*

Roll the dot cube for children. Ask them to say the number of dots as quickly as they can and then have them perform that many hops.

### Seasons and Leaves: Spring

Have children stand up and stretch their arms and hands like branches and leaves. Say the spring verse from *Seasons and Leaves*.

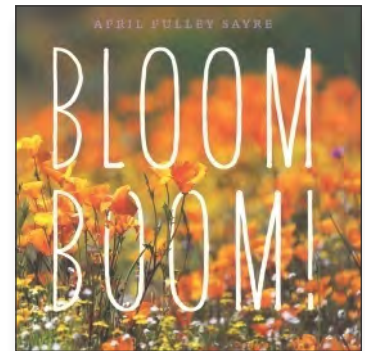
In the spring leaves are growing,  
Green, green leaves are growing.  
In the spring leaves are growing,  
Growing on the trees.

(Move fingers outwards)

### Weather and Seasons

**1 Engage** Discuss an object in the sky (the sun) with children. *Today, we’re going to learn about the sun. Where do you see the sun? Up in the sky.* Have children point toward the sky. Remind children they should never look directly at the sun when outside.

**2 Develop** Discuss with children that the sun is a source of energy, including heat and light. *The sun gives us warmth and light. Plants need the light from the sun to grow.* Display pp. 32–33 of *Bloom Boom!* “Sun rays warm. Flowers form. *Bloom...*”



Explain that in *spring*, we get more hours of sunlight than we do in fall and winter. *In spring, the amount of sunlight changes. Spring has more hours of sunlight than winter or fall. It warms the air, water, and land. The weather is warmer.* Explain to children that *flowers* and plants need sunlight, air, and water to live and grow. *That is why plants begin to grow in the spring.*

**3 Practice** Use a flashlight to model how the sun provides light and heat. *Let’s pretend this flashlight is the sun.* Turn the flashlight on. *It gives off light.* Put it near your hand. *It also gives warmth. What does the sun give us? Warmth and light.*

# Learn and Play

90 minutes

## Let's Move

**Puppet Play** Use a puppet to review location words with children. Begin by having the puppet introduce herself to children. *Hi there! I'm going to explore some places in the classroom.*

- Put the puppet below a table. *Am I below the table? Or am I above the table?*
- Put the puppet in front of the door. *Am I in front of the door? Or am I behind the door?*
- Put the puppet on a desk. *Am I on the desk? Or am I under the desk?*

**Letter Walk** We're going to go for a walk around the school. We're going to look for the letter *O*. Look for uppercase and lowercase letters.

- Lead the children through the school, reminding them to be quiet as they walk.
- When you find a letter *O*, raise your hand. We'll gather around, and I want you to point to the *O* and whisper its name dramatically, as in "Oh!".

## Let's Talk

**Behavior** After the Letter Walk is complete, ask children how they behaved during the activity.

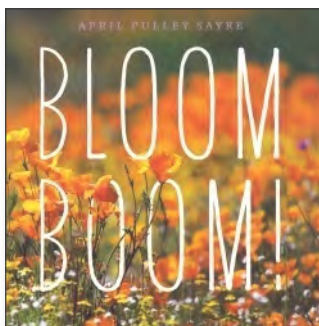
- *I noticed that you listened and paid attention when someone found an O. Was it hard to pay attention?* Ask children to share their thoughts on listening and paying attention during the letter walk, and in particular, when other children found the letter *O* and everyone gathered around.



## Let's Read

**Tell Me About It** Display pp. 10–11 of *Bloom Boom!* What do you remember from this page? Read the page to the children. Then repeat this process for another illustration in the book.

**This Makes Me Think** Display p. 20 in *Bloom Boom!* What does this picture make you think about? Tell in your own words.



### Theme Vocabulary

weather changes

### Concept Vocabulary

spring

### Academic Vocabulary

sun increases

sky warmth

### 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

**Listen to the Rain** Tell children to lie down for rest time. Lead children in taking a few deep breaths to help them relax. Then play audio of a gentle rain shower.

### DIFFERENTIATED SUPPORT

#### Extra Support

**Puppet Play** To reinforce the location words, have children give you directions for placing the puppet. Have the puppet do exactly as they say, even if you think they may mean a different word. VISUAL

## Reflect

10 minutes

### 5x5

**Spring Showers** Why is the child holding an umbrella? What might happen if she closed the umbrella? Have volunteers predict what could happen next. What could happen if the rain stops? What might be seen in the sky?



### Learning Outcomes

#### The child

- regulates his or her own behavior with occasional reminders or assistance from teacher.
- sustains attention to personally chosen or routine (teacher-directed) tasks until completed.

### What You Need

- 5x5 Card: Spring
- SEL Card: *behavior*
- Javi

### ✓ CHECK FOR UNDERSTANDING

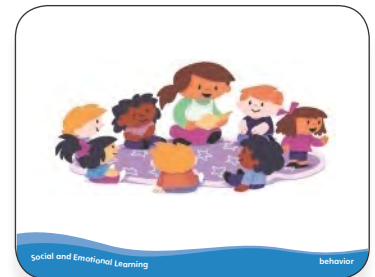
**IF . . .** a child cannot think of a reason why listening is important,

**THEN . . .** display the SEL Card *behavior* and point to the teacher. **The teacher is giving instructions on how to do something.** Point to the child who is not listening. **What might this child be missing by not listening?**



### Social and Emotional Learning

**Behavior** Display the SEL Card *behavior*. All the children—except one—are listening to the teacher give instructions. When a teacher gives instructions, it means the teacher is explaining how to do something.



Remind them how to regulate their own behavior. It's important to listen when the teacher is giving instructions. You could miss a step if you're not listening. Point to your ear and lightly tap it to show you are listening. Ask children to echo this movement.

**What can you do if you forget what to do next?** Guide children to talk about asking for assistance by politely asking a question.



### Let's Talk About It

Tell children that they are going to talk about why listening is important. **When I give instructions, what should you do?** Tap your ear. **Listen!**

Hold up Javi. **When you hold Javi, share why you think it's important to listen.** Hand Javi to the first child. Encourage him or her to share why listening is important. Notice that children sustain attention until everyone has shared.



### DIFFERENTIATED SUPPORT

#### Extra Support

**Behavior** If children are not listening when you are talking, even if you tap your ear, intervene promptly. Stop, pause, and tap your ear silently until they pay attention to you. **VISUAL**

# Welcome to Today

15 minutes

## Meet and Greet

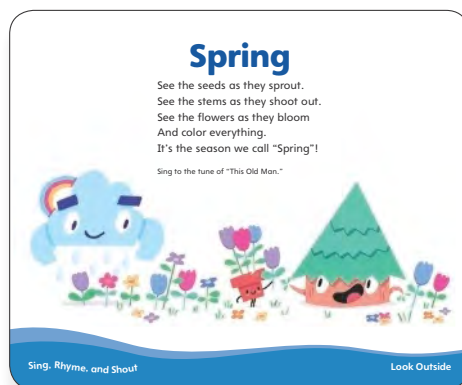
- Say hello to the children, using their names, as they come in the classroom.
- Have children put their pictures in the Mood Meter.



## Sing, Rhyme, and Shout

**Look Outside** Display the card. Sing the song for children but leave out the words *sprout*, *shoot out*, *bloom*, and *spring*.

- Have the children increase their listening vocabulary by asking them to call out the missing words as you sing.
- Sing the song as written as a group, with all the words in place.



To vary the activity and to encourage children to remain focused and engaged, place the children into two groups, one that sings with words missing, and another group that shouts the missing words.

## Morning Meeting

- Attendance** Choose a letter from the Alphabet Cards and ask children whose first name begins with that letter to stand up. Then ask children whose last name begins with that letter to stand up.
- Helper Chart** Ask helpers to find a fellow partner and switch jobs. Have helpers act out the job for each other. Then have the helpers take on their new job.
- Weather** Have children use single words to communicate meaning in social situations and tell about the clothing they are wearing and how it relates to today's *weather*. Have children continue to develop vocabulary of object names by having them name the articles of clothing they are wearing.
- Today's Events** Tell children that today, they will learn about the clothes they wear during *spring*.

## Learning Outcomes

### The child

- remains focused on engaging group activities for up to 20 minutes at a time.
- increases listening vocabulary.
- begins to develop vocabulary of object names.
- uses single words to communicate meaning in social situations.

## What You Need

- Sing, Rhyme, and Shout: "Spring"
- Alphabet Cards
- attendance chart, helper chart

## Theme Vocabulary

weather

## Concept Vocabulary

bloom	spring
flowers	seeds

## Academic Vocabulary

clothing

## DIFFERENTIATED SUPPORT

### ELL

**Sing, Rhyme, and Shout** Just as you did in Day 2 with the word *seed*, use a Picture Card to help children who struggle with the word *bloom*. Display Picture Card *bloom* and explain the word. *The flowers have opened up. They have bloomed. We can see their colors. Do you think you could see the colors of a flower that hasn't bloomed?* VISUAL



# Story Time

15 minutes

## Learning Outcomes

### The child

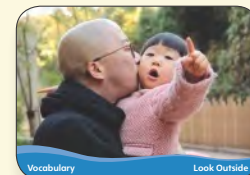
- recognizes that text has meaning.
- blends spoken phonemes into one-syllable words with pictorial support.

## What You Need

- Trade Book: *Bloom Boom!*
- Talk More About It Card: *Bloom Boom!*
- Vocabulary Cards: *notice, bloom, spring, bud, flowers, seeds*
- Alphabet Card: *Dd*
- Picture Cards: *fan, fig, gate, wig, dog, desk, deer*

## Look Outside

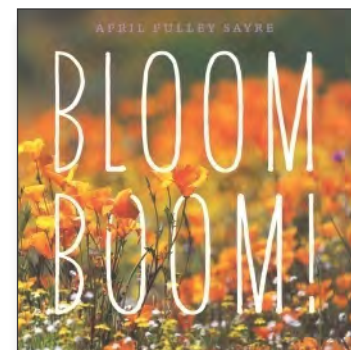
- ?** What can I *notice* with my senses in the *spring*? Review the weekly question with children, and then display Vocabulary Card *notice*.  
When you smell a *flower*, what do you *notice*?  
When you look at a *flower*, what do you *notice*?



## Bloom Boom!

Ask children to settle down and find a place to sit. Tell them you are going to reread *Bloom Boom!*

- 1 Remember** Display the cover of *Bloom Boom!* Have children share what they remember about the book.
- 2 Reread** As you reread the book, pause at various places and ask children to recall what comes next. Prompt them with questions as needed to further their understanding that text has meaning.
- 3 Retell** Display the Talk More About It Card. Use the three pictures as prompts for a class discussion in which the children retell the most important details in the book. Encourage all children to contribute to the discussion.



## DIFFERENTIATED SUPPORT

### Extra Support

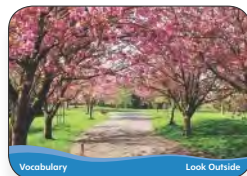
**Retell** If a child has difficulty contributing to the discussion, point to one of the pictures and ask the child a specific question about that part of the book. VISUAL

# Literacy Circle

15 minutes

## Concept Vocabulary

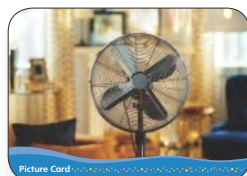
**Practice** Show the week's Vocabulary Cards: *spring, bloom, bud, flowers, seeds*. Have children identify each word. One of these words is the name of a season. One of these words tells what *flowers* do. Is that *seeds*? No. Is that *bloom*? Yes. Three of these words are *spring* things we can see and touch. Can we see and touch a *bud*? Can we see and touch *flowers*? Can we see and touch *seeds*?



## Phonological Awareness

**Blend Phonemes** Children will blend spoken phonemes to make one-syllable words using picture support.

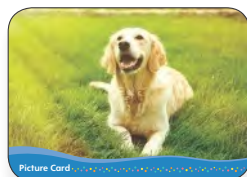
- Display Picture Card *fan*. Listen as I say the sounds for the word *fan*. Slowly sound out the phonemes: /f/ /a/ /n/, /f/ /a/ /n/. I will say the sounds again, but I'm going to blend them, or put them, together to say a word: *fan*.
- Next, display Picture Card *fig*. Listen as I say the sounds: /f/ /i/ /g/, /f/ /i/ /g/. Can you blend the sounds and tell me what the word is? Repeat the sounds if children need to hear them again in order to answer with the word *fig*. Repeat with Picture Words *gate* and *wig*.



## Alphabet Knowledge

**Review Dd /d/** Display Alphabet Card *Dd*. Have children name each letter.

- 1 Display Picture Cards *dog* and *desk*. The words *dog* and *desk* start with the sound /d/. What letter spells the sound /d/?
- 2 Display Picture Card *deer*. What sound does the word *deer* start with?
- 3 Have children practice forming letters *D* and *d*.



## Transition

### Birds and Butterflies

Have children choose to be either a bird or a butterfly. They can flap their "wings" with arms extended, like a bird, or with arms bent and hands tucked under their armpits, like a butterfly. Explain that this is a silent exercise, and after a few moments, the birds and the butterflies "land" by sitting on the ground.

## Theme Vocabulary

notice

## Concept Vocabulary

spring

bloom

bud

flowers

seeds

## Academic Vocabulary

sound

blend

beginning



## CHECK FOR UNDERSTANDING

**IF** . . . children struggle with the meanings of the Concept Vocabulary,

**THEN** . . . after posing each question, hold up just two of the five cards and have them choose between the two.



## 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 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 (pp. ELD•211–ELD•213).

### Small Group

- **Math: Spatial Sense** Review location words with children. *Yesterday, we learned the words above and below.* Make a fist with one hand. *My fist is my bunny. The fingers on my other hand is my flower.* Spread the fingers of your other hand. Put your fist below your fingers. *My bunny is below my flower. My flower is above my bunny.* Have children echo your movements.
  - Show the circle and triangle attribute blocks. Hold a circle above a triangle. *Is the triangle above or below the circle? It is below the circle.* Continue like this with other shapes in the set of attribute blocks.

#### ► **ELL Access**

##### **Internalize Vocabulary**

**Emerging** Place an attribute block over your head. Say: *The [circle] is over my head.* Have children repeat. Use other shapes to model other location words.

**Developing** Hold attribute blocks above or below other objects. Ask questions that give children a choice of location words to use as a response. For example: *Is the triangle over or under the chair?*

**Expanding** Hold attribute blocks above or below other objects. Then ask questions about their location. For example: *Is the triangle under the chair?* Have children respond *No, the triangle is over the chair.*

**Bridging** Have partners ask and answer questions they ask each other about the location of objects that are under and over other objects.

- **Literacy: Phonological Awareness** Provide each child with three counters and a piece of paper that has three boxes on it. (Each box should be large enough for children to place a counter in it.) Display Picture Card *lock*. *When I say a sound, I want you to put one counter into a box. Listen: /l/ /o/ /k/. How many boxes did you fill? You filled three boxes. Listen again: /l/ /o/ /k/. What word am I saying?* Repeat with Picture Cards *mop, pan, wave, rug*.

#### ► **ELL Access**

##### **Visual Support**

**Emerging** Display Picture Card *pan*. *When I say a sound, I want you to put one counter into a box. Listen: /p/ /a/ /n/. How many boxes did you fill? You filled three boxes. Listen again: /p/ /a/ /n/. What word am I saying?*

**Developing** Display Picture Card *lock*. *When I say a sound, I want you to put one counter into a box. Listen: /l/ /o/ /k/. How many boxes did you fill? Listen again: /l/ /o/ /k/. What word am I saying?* Repeat with Picture Cards *mop, pan, rug*.

**Expanding** For each sound I say, move one counter into a box. Display Picture Card *lock* and say: */l/ /o/ /k/. What word am I saying?* Repeat with Picture Cards *wave, net, rake*.

**Bridging** For each sound I say, move one counter into a box. Display Picture Card *rain* and say: */r/ /ā/ /n/. What is the word?* Have children take turns saying the sounds using Picture Cards *wave, net, rake*.

# Math Circle

15 minutes

## Number Sense

Today children will continue to identify, without counting, sets of 1 to 5 objects.

**1 Engage** We don't always have to count. Sometimes we know how many objects there are just by looking at them. Hold up two fingers. *How many fingers do you see?* Repeat this with one, three, four, and five fingers.

Take out the dot cube. Roll the cube. *How many dots do you see?*

**2 Develop** Remember, sometimes, we can look at objects and tell which number we're looking for. We don't always have to count. Put out two sets of triangle blocks—one with 2 blocks and one with 4 blocks. *Which set has 4 triangles?* Do this exercise again until you have shown sets of 1, 2, 3, 4, and 5 blocks at least once each.

**3 Practice** Ask children to turn around or cover their eyes while you put out sets of triangle attribute blocks. Each group should have a different number of blocks. Have the children look and point to the set that matches the number you say.

## Learning Outcomes

### The child

- verbally identifies, without counting, the number of objects from 1 to 5.

## What You Need

- Patterns: Dot Cube
- Attribute Blocks, triangles

## Academic Vocabulary

number



### CHECK FOR UNDERSTANDING

**IF** . . . children struggle to identify numbers of objects without counting,

**THEN** . . . have children do the fingers exercise in the Engage step with their own fingers. Have them identify the quantities in order 1 to 5, then in a random order.



## Snack Time

15 minutes

**Choice** After snack time is over, tell children they may choose which transition activity they would like to do. They may choose the growing plant chant (set to “The Farmer in the Dell”), or the “birds and butterflies” transition.

Model how to use polite language for the purpose of making a choice, as well as showing gratitude and thanks. *Listen to me ask for my choice: “May I play the ‘birds and butterflies’ game?” And when we’re done, I might say, “Thank you for letting us play the ‘birds and the butterflies’ game.”*



# Social Studies Circle

15 minutes

## Learning Outcomes

### The child

- observes the relationship of organisms to their environments.
- describes the relationship of organisms to their environments.
- discusses the relationship of organisms to their environments.
- demonstrates that all people need clothing
- coordinates sequence of movements to perform tasks.

## What You Need

- chalk
- chart paper, marker
- Trade Book: *Bloom Boom!*

## Outdoor Play

20 minutes

**Puddle Jumpers** Using chalk, draw different-sized circles on the ground. *When it rains in the spring, puddles can form. Let's jump over the puddles.* Have individual children take turns jumping over the puddles. Watch for good coordination and balance. Also monitor that they can sustain their attention to this exercise until it is completed.

## Clothes in Spring!

Have children stand up and listen to you perform the chant below. Fill in the blank with different *spring* clothing items, like “light coat.” After each chant, have the children echo you. Encourage them to come up with their own clothing ideas.

Clothes in *spring*!  
Clothes in *spring*!  
I wear a \_\_\_\_\_.  
Clothes in *spring*!

## Environments

- 1 Engage** Let's discuss, or talk, about what you wear in *spring*. Remember what you wear in fall and winter? Clothes such as a heavy coat and a thick scarf to keep us warm. In *spring*, we have more hours of light from the sun. The sun warms the land, water, and air around us. In *spring*, days are warmer than fall and winter.
- 2 Develop** When the *weather* is warmer in the *spring*, what kind of clothes can we wear? Guide children to respond that we wear lighter clothes in the *spring*. *Do we wear a heavy coat? No. Why don't we wear heavy clothes?* Guide children to respond that it's warmer in the *spring* because the Earth gets more light and warmth from the sun than during fall and winter. Tell children that even though it's warmer in *spring*, it's still not hot.  
  
*What is the weather like in spring? spring rainy or snowy? Spring weather can be rainy. Plants begin to grow in spring. Plants need water. The water from rain helps plants grow. What clothing do we need during rainy weather? A raincoat. How about an umbrella? We need that, too.*
- 3 Practice** Display or draw a T-chart for children with columns labeled *spring* and *fall* and *winter*. Name different pieces of clothing, such as a jacket, a heavy coat, a swimsuit, sandals, rain boots, a tank top, and so forth. *Would we wear this in spring or in fall and winter?* As children answer, write the name of the clothing and draw a picture of it in the correct column.

# Learn and Play

90 minutes

## Let's Move

**Windy Day** Play a game with the same rules as “Mother May I.” Guide children to coordinate a sequence of movements to perform the game.

- Have the children stand in a long, horizontal line, with you facing them. The goal is for the children to advance until they reach you.
- Give directions like, “Kendra, take two small steps forward,” or “children with blonde hair, take one large step forward.”
- The child(ren) must politely ask, “Teacher, may I?” before taking any steps. If they forget, they cannot advance.
- In response, you may say yes or no, or shout “windy day!” which “blows” all the children back to the original lineup and the game starts over. Continue until at least one child reaches you.

**Simon Says** We're going to play “Simon Says.” Go where Simon says for you to go!

- Use location words children have learned. For example, “Simon says: Sit under the table.”

## Let's Talk

**Behavior** After the Windy Day game is complete, ask children about their behavior during the activity.

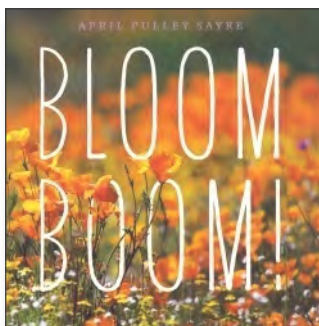
- You followed the directions of the game very well. Was there any part of following directions that was hard? Why is it important to follow directions? Because you followed directions, we were able to play for a long time!



## Let's Read

**I Want to Know More** Display p. 25 of *Bloom Boom!* Read the page aloud. Do you want to know anything more after reading this page?

**Listen Up** Reread *Bloom Boom!* As you reread the book, ask children to listen for the phrase *Bloom, Boom*, and rise to their feet with their arms held high each time the words are read. Then they should sit back down quietly and listen.



### Concept Vocabulary

spring	fall
winter	

### Academic Vocabulary

seasons	plants
light	grow
clothing	earth
coat	heat

### 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

**Resting Butterflies** Imagine you're all butterflies. When butterflies want to rest, they gently land on *spring flowers*. Tell children to lie down for rest time. Have them fly around for a few moments, pretending they are butterflies, and then “land” on a *flower*—which is their mat or cot.

### DIFFERENTIATED SUPPORT

#### ELL

**Windy Day** If children are confused by the meaning of the word *windy*, have the class help act out a windy day. If you wish, share the word for *windy* in their home language. AUDITORY

## Reflect

10 minutes

### 5x5

#### Learning Outcomes

##### The child

- regulates his or her own behavior with occasional reminders or assistance from teacher.
- sustains attention to personally chosen or routine (teacher-directed) tasks until completed.

#### What You Need

- 5x5 Card: Spring
- SEL Card: *behavior*
- Javi

#### CHECK FOR UNDERSTANDING

**IF** . . . a child needs help understanding why it's important to focus during a task,

**THEN** . . . perform the "Clothes in Spring" transition chant but leave out the word *spring*. Guide children to understand that the chant only works if we stay focused and perform the chant all the way to the end. Otherwise, the chant does not make sense.

#### DIFFERENTIATED SUPPORT

##### ELL

**Where Is It?** Have English language learners say the words *over* and *under* in their home language. Ask them to repeat the words as you hold out your palm and then hold the 5x5 Card either over or under it. AUDITORY

**Where Is It?** Point to the child in the photo. **Raise your hand if you think the child is *over* the umbrella. Stand up if you think child is *under* the umbrella.**

Find objects within the classroom that children can stand over, under, next to, and in front of. Then direct them to each object. **Ali, please stand next to my chair. Kobie, please stand in front of the fish tank.**



## Social and Emotional Learning

**Behavior** Support children as they learn to sustain their attention to teacher-directed tasks. Display the SEL Card *behavior*. **Can you find the one child who is not listening?** Point to the child who is looking away. **Do you think that child is listening? No, I don't think so. The child is looking away. It's important to pay attention. Tell me about a time when you paid attention today.** Notice that children are paying attention to each other as they take turns speaking.



## Let's Talk About It

Tell the class that it is time to reflect on what they learned today. Prompt with questions as needed. **What did we read today? What did we learn about the type of clothing people wear in *spring*?** Pass Javi around the room and allow each child a moment to talk.

Help children learn to regulate their own behavior. If someone isn't paying attention, catch their eye and gently tap your ear to remind them to listen.



# Welcome to Today

15 minutes

## Meet and Greet

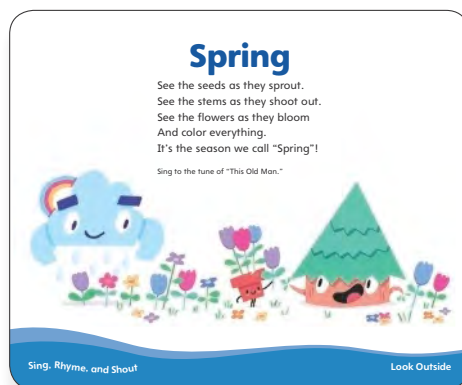
- As the children enter the classroom, shake their hands and say hello.
- Tell children to place their pictures in the Mood Meter. Support children who need help.



## Sing, Rhyme, and Shout

**Look Outside** Continue to support children as they increase their listening vocabulary. Display the card. Do the same “missing word” activity as Day 3, but this time, leave out the words *seeds*, *stems*, *flowers*, and *season*.

- Ask the children to sing the missing words as you go.
- Sing the complete song as a group, with all the words in place.



Similar to the previous day, you may vary the activity by dividing the children into two groups: singing and calling out missing words. Then have children switch groups. As always, monitor that children remain focused on the group activity.

## Morning Meeting

- 1 Attendance** Ask children to place their name cards on the attendance chart. *It's important to come to school each day so you can learn new things.*
- 2 Helper Chart** Have helpers stand and tell one way that they have gotten better at their job this week.
- 3 Question of the Day** *Which would you rather help grow: strawberries or carrots?* Display a T-chart with columns for each choice. Have children place sticky notes or name tags on the chart to answer. Have volunteers tell their choice.
- 4 Today's Events** Tell children that today, they will learn to sing a song called "Leaves Turn Green."

## Learning Outcomes

### The child

- remains focused on engaging group activities for up to 20 minutes at a time.
- increases listening vocabulary.
- begins to develop vocabulary of object names.

## What You Need

- Sing, Rhyme, and Shout: "Spring"
- attendance chart, helper chart

## Concept Vocabulary

spring                      flowers  
 seeds

## DIFFERENTIATED SUPPORT

### Engage and Extend

**Attendance** Review with children the idea that being absent from school means they will have to catch up on the things that were taught that day. Guide children to think of something new they've learned this week. *What have you learned about spring? What have you learned about the letter D? What have you learned about the words above and below?* AUDITORY



## Story Time

15 minutes

### Learning Outcomes

#### The child

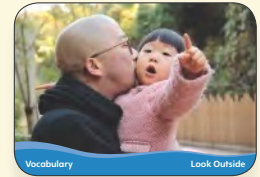
- demonstrates growing understanding of the intonation of language.
- investigates the intonation of the English language.
- demonstrates growing understanding of the intonation of the English language.
- recognizes that text has meaning.
- makes inferences about text.

### What You Need

- Read More About It Book: *Look Outside*
- Trade Book: *Bloom Boom!*
- Vocabulary Cards: *notice, bloom, spring, bud, flowers, seeds*
- Alphabet Cards: *Dd, Bb*

### Look Outside

**?** What can I *notice* with my senses in the *spring*? Say aloud the weekly focus question: *What can I notice with my senses in the spring? Imagine it's a spring day and you look outside. What do you notice?*



### “Is It Spring?”

Tell children that today, you will read “Is It Spring?”

- 1 Introduce** Display pp. 8–9 from the Read More About It Book. Tell children you are going to read about what we can *notice* about *spring* with our senses.
- 2 Read Together** As you read “Is It Spring?” aloud, pause a few times and ask children what they think will happen next, encouraging them to make inferences about the text. For example, point to the first illustration on p. 8, and ask: *Where do you think Sarah and Grandma are going to look for spring? I think maybe they’ll go outside and look in the garden.*



After reading the selection, remind children that the words (the text) have meaning. *What do they see in the garden?* Then read, “She saw beautiful blue *flowers blooming*,” as you point to the words.

- 3 Connect** Ask children to talk about *spring*. *How do you know when it's spring? What do you see? What do you hear? What do you feel? What do you smell? What do you taste?*

### DIFFERENTIATED SUPPORT

#### ELL

**Review Dd /d/ and Bb /b/** English learners may need additional support with these two sounds and the letters that represent them. Provide them with additional words beginning with sounds /d/ and /b/, and have children repeat the words. AUDITORY

# Literacy Circle

15 minutes

## Concept Vocabulary

**Review** Remind children of the weekly question: *What can I notice with my senses in the spring?*

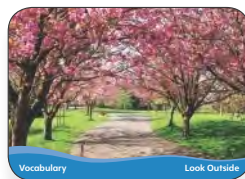
Display Vocabulary Cards *bloom* and *seeds*.

You plant these in the ground. With sunlight and

water, they grow. What is my word? Hold up two cards and give children clues for one of the words

(*spring, bloom, seeds, bud, flower*). Have children identify the word.

Repeat until each word has been used at least once.



## Language and Communication

**Intonation of the English Language** Children will demonstrate a growing understanding of the intonation of the English language and investigate intonation of the English language.

- We are going to play with some words. I will say a word, and I want you to say a word that rhymes with it. The game is this: as long as it rhymes, it doesn't have to be a word!
- Here's an example: If I say *mat*, you can say *zat*! Let's try one. Here's my word: *rug*. What could rhyme with *rug*? Accept any "word" that rhymes. Try it again with words such as *boat, gate, wig*.

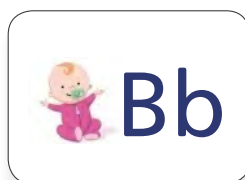
## Alphabet Knowledge

**Review Dd /d/ and Bb /b/** Children will review the letter sounds /d/ and /b/ and letter formations *D, d, B, b*.

- 1 Letter Names** Display Alphabet Cards *Dd* and *Bb* and have children name each letter. Tell children that sometimes, the letter names, /dē/ and /bē/, get mixed up. Point out the differences in your mouth and lips when you say each letter name.



- 2 Letter Sounds** Review the sound spelled by the letter *d*, /d/, and the letter *b*, /b/. Tell children that these sounds get mixed up sometimes too.



- 3 Letter Formation** Review how to write the letters *d* and *b*. Work with children to notice the letters look the same, but the circles go in different directions. Have children practice writing these letters in the air.

## Transition

Have children perform the transition chant from Days 1–2 with new words and movements. Children should crouch down. Then sing the verses to the tune "The Farmer in the Dell."

The seeds begin to sprout. (slowly stand from a crouch)

The rain begins to fall. (wiggle fingers)

The buds begin to bloom. (slowly spread fingers with palms up)

The flowers start to grow. (raise arms with fingers spread)

## Theme Vocabulary

changes pattern  
notice weather

## Concept Vocabulary

spring bloom  
bud flowers  
seeds

## Academic Vocabulary

sound



## CHECK FOR UNDERSTANDING

**IF** . . . children have difficulty producing sound /b/ or sound /d/,

**THEN** . . . say the words *boat* and *dog*, emphasizing the initial sounds. Have children repeat.

LET'S GET READY FOR

## Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or for **English Language Development** lessons (pp. ELD•211–ELD•213).

### Small Group

- **Math: Geometry** Review triangles with children.
  - Draw or show several different triangle. **Triangles have three sides and three corners.** Have children draw a large triangle in the air with a finger. As they do, have them count the sides *one, two, three*. Invite volunteers to stand at the front of the room to draw triangles with sides of different lengths.
  - Next, have children draw and color a large triangle on a piece of paper for their shape books. Ask them how many sides and corners they see on their triangle.
  - Collect the finished triangles so you can bind them into a shape book.

#### ▶ **ELL Access**

##### **Internalize Vocabulary**

**Emerging** Hold up a triangle attribute block and say *triangle*. Have children say the word back to you.

**Developing** Display a triangle attribute block and say its name. Point to a triangle-shaped object in the classroom. Have children respond with *is* or *is not* to complete the sentence frame: *This \_\_\_\_ a triangle.*

**Expanding** Display a triangle attribute block and say its name. Point to a triangle-shaped object in the classroom. Have children respond with: *That is a triangle, or That is not a triangle.*

**Bridging** Display a triangle attribute block and say its name. Point to a triangle-shaped object in the classroom. Have children respond with: *That is a triangle, or That is not a triangle, and tell why in their own words.*

- **Literacy: Alphabet Knowledge** Display Alphabet Cards *Dd* and *Bb*, and Picture Cards *dog, bug, duck, bike*. Work with children to identify the beginning sound in each word and the letter that spells that sound.

#### ▶ **ELL Access**

##### **Sounds and Letters**

**Emerging** Display Alphabet Cards *Dd* and *Bb*. Name each letter and produce the sound it represents. Have children repeat.

**Developing** Display Alphabet Cards *Dd* and *Bb*. Name each letter and produce the sound it represents. Have children repeat. Then display Picture Cards *bat, dog*. Have children identify each along with the beginning sound in each word.

**Expanding** Display Alphabet Cards *Dd* and *Bb*. Have children name each letter and produce the sound it represents. Then display Picture Cards *bat, dog, desk, boat*. Have children identify the beginning sound in each word.

**Bridging** Place Picture Cards *dog, bug, box, desk, duck, bat, bike, doghouse* on a table. Have children work together to put the cards into groups based on the beginning sound of each picture name.

# Math Circle

15 minutes

## Patterns

Tell children that today they will be recognizing *patterns*.

- 1 **Engage** A *pattern* is when something repeats. Draw or display a simple *pattern* of shapes which include a triangle, such as triangle, triangle, rectangle, rectangle. Show the repeating part three times. Ask children to name each shape they see. *What shape is this? How do you know?* Then have children recognize pattern. *What pattern do you see? Look for how the shapes repeat. The two triangles and two rectangles repeat. Triangle, triangle, rectangle, rectangle. So that's a pattern.*
- 2 **Develop** We can also find some *patterns* in nature. Every morning the sun comes up. Let's stand up like we're the sun rising. Have children stand up. In the evening, the sun sets. Let's sit down as the sun sets. Have children sit down. *This is a pattern. The sun rises and sets.* Have the children stand and sit as you say, *the sun rises, and the sun sets.*
- 3 **Practice** Let's be sleeping birds. Ask children to crouch down into a squat, with their heads down. *Every day, in the morning, the birds wake up.* Have children lift their heads up. *Then they chirp!* Ask children to say, "chirp!" *Then at night, what do they do?* Guide children to say that the birds go to sleep. *What do you think happens the next morning? What about the next night?* Have children act out the pattern.

## Learning Outcomes

### The child

- recognizes patterns.

## What You Need

- SEL Card: *routines*
- Attribute Blocks

## Academic Vocabulary

nature	first
plants	second
sun	third

## SEL Snack Time

15 minutes

**Routine** Near the end of snack time, ask children what is left to do during the day. Guide them to think about the activities that are part of their daily, or perhaps weekly, routine. *The things we do each day, or each week, are part of our classroom routine. A routine is the things we do the same way every day or every week.* Have children verbally use the ordinal terms *first*, *second*, and *third* as they describe the parts of the day still to come.

Then display the Social and Emotional Learning Card: *routines*. *What is the first part of the children's routine? The children are saying hi to their teacher. What is the second part of their routine? They put away their book bags and jackets. What happens after that? They start playing.*



# Science Circle

15 minutes

## Learning Outcomes

### The child

- sustains attention to personally chosen or routine (teacher-directed) tasks until completed.
- observes what happens during changes in the earth.
- observes what happens during changes in the sky.
- describes what happens during changes in the earth.
- describes what happens during changes in the sky.

## What You Need

- Trade Book: *Bloom Boom!*
- Patterns: Dot Cube
- Read More About It Book: "Is It Spring?"

## Outdoor Play

20 minutes

**Season Says** Mime putting on certain pieces of seasonal clothing as you say aloud what they are. Have children raise their hand as soon as they can tell what season it is. When they raise their hand, they should shout, "Season says!" and respond with the correct season. Be sure that *spring* is the answer in at least two rounds of play. Guide children to sustain their attention until the game is completed.

## Leaves Turn Green

Have children stand up and stretch their arms. Ask them to sit and listen as you sing the chant. To the tune of "This Old Man," sing the following chant for children. Have them raise their hands every time they hear the name of a season.

Leaves turn green,  
In the *spring*.  
(With) light and heat, they do their thing.  
It's no longer fall or winter with its cold and snow,  
In the *spring*, green leaves can grow.

## Weather and Seasons

**1 Engage** Guide children to observe and describe what *changes* we can see in the sky. The sun rises in the morning to start the day. Show me how the sun rises in the morning. The sun sets in the evening. Show me how the sun sets at night. The sun gives light and warms the land, air and water around us. People, plants, and *flowers* all need the sun.

Display the Trade Book *Bloom Boom!* Let's look at all the leaves. What color are they? Green. The sun helps make the leaves turn green in the *spring*.

**2 Develop** Continue by guiding children to observe and describe what happens during changes in the earth. Let's talk about the *weather* in *spring*. Is it rainy or snowy? It's rainy. Is it sunny? Yes, it can be sunny. Let's talk about leaves. In the *fall*, the weather is cooler. There are fewer hours of sunlight to warm the land, air and water. Leaves fall from the trees. In the winter, there are less hours of sunlight than fall. The weather is cold in winter. Many plants and trees do not have leaves in the winter. What happens in *spring*? Display page 8 in *Bloom Boom!* and point to the picture as you read. "Leaves emerge." What color are the leaves? What season is it? It is *spring*. In the *spring*, there are more hours of sunlight than *winter* and *fall*. Plants and trees need sunlight. Plants and trees begin to grow new leaves in *spring*.

**3 Practice** Divide the children in three groups: sun, rain, and plants. Have the "plant" group squat down and pretend they are seeds in the ground. *Here comes the sun!* Have the "sun" group pretend to shine sunlight on the seeds. Have "plant" children slowly stand up and stretch their arms like a growing plant. *Now it's starting to rain.* Have the "rain" group make a falling rain motion with their hands. *Now the plants have water and will grow more!*

# Learn and Play

90 minutes

## Let's Move

### Sprout! It's a Flower!

- Have children stand in a circle with one child sitting in the center.
- Model the following chant for children as you all hold hands and walk in a circle.

A seed is planted in the ground.  
As it grows, so does its power.  
With sunshine and rain all around...  
Sprout! It's a flower!

- The children walk in a circle. On the last line, the child in the center pops up to standing.
- Repeat the game until every child has had a chance to be in the center.

**Roll and Move** Remember, we don't always have to count. Sometimes we know how many there are of something just by looking.

- Have children pick their favorite physical activity, such as jumping jacks, taking small steps, hopping like a bunny, clapping, and so on.
- Hold up a dot cube and have children perform their action that number of times. They should not count the dots on the cube.

## Let's Talk

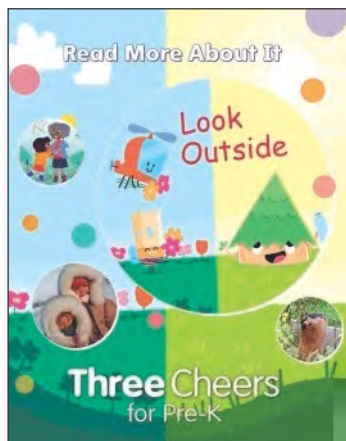
**Behavior** After playing "Sprout! It's a Flower!", ask children how it felt to play until everyone had a turn. Was it hard to pay attention until everyone had a turn? What things helped you pay attention while you waited for your turn?



## Let's Read

**Read More About It** Display p. 8 of "Is It Spring?" Read the text under the second illustration. What else do you want to know after reading this page?

**Your Turn to Read** Reread "Is It Spring?" Then point to each illustration and ask for a volunteer to tell what is happening in their own words.



### Theme Vocabulary

weather changes

### Concept Vocabulary

spring fall

winter

### Academic Vocabulary

sun light

heat spring

plants flowers

leaves bloom

### 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

**Kites in the Breeze** Let's get ready for rest time. Imagine it's a windy *spring* day. You're a kite. You blow gently in the breeze. Have children move around the classroom as if they are kites blowing in a breeze. Eventually, the kite comes down to the ground. Guide children to come to the floor to lie down to rest.

### DIFFERENTIATED SUPPORT

#### ELL

**Sprout! It's a Flower!** Preview the rules of "Sprout! It's a Flower!" for English language learners. Before the game begins, motion with your arm to show that the children in the circle are going to walk around. Then say: *sprout!* and gesture to show that the child in the center will stand up at that moment. Remind children of the Popcorn game they played in Theme 2. KINESTHETIC

## Reflect

10 minutes

### 5x5

**The Rain Game** Have children pretend that they are the rain. *Sometimes rain falls softly. Let's clap our hands together slowly. Sometimes rain comes down hard! Let's clap our hands loudly! Stomp your feet!*



### Learning Outcomes

#### The child

- increasingly communicates with peers to initiate pretend play scenarios that share a common plan.

### What You Need

- 5x5 Card: Spring
- SEL Card: *share*
- Javi

### ✓ CHECK FOR UNDERSTANDING

**IF** . . . a child needs support understanding why it is important to share

**THEN** . . . say *My friends are playing with blocks and cars, but I don't have anything to play with. That makes me feel sad. It is important to share so that we are all happy. I will ask one of my friends to share with me.*

### SEL Social and Emotional Learning

**Share** Display SEL Card *share*. *What are the children sharing? Do you like to share? Sharing is important. When we work on a project, we share our things. If we are drawing pictures, we share our crayons. If we are building things, we share our blocks.*



Encourage children to tell a partner why they like to share. Assist children in communicating effectively with their peers by providing sentence frames, like *I like to share because \_\_\_\_\_.* or *When my friend shared with me, I felt \_\_\_\_\_.*

### SEL Let's Talk About It

Tell children that they are going to reflect on what they learned today. Model for children by holding Javi. *Today, we learned that leaves turn green during *spring* because of the sun's heat and light. Who wants to share something they learned today?* Pass Javi to that child.

Let's talk about what we learned from reading "Is It Spring?" How did Sarah know it was *spring*? What did she see? What did she smell? What did she hear? What did she feel?

### DIFFERENTIATED SUPPORT

#### 3-Year-Olds

**Share** Have younger children work in small groups to role play the scene shown on the SEL Card *share*. Provide crayons, blocks, or books to each child and have them share with each other. Encourage them to use words during their role play. KINESTHETIC



# Welcome to Today

15 minutes

## Meet and Greet

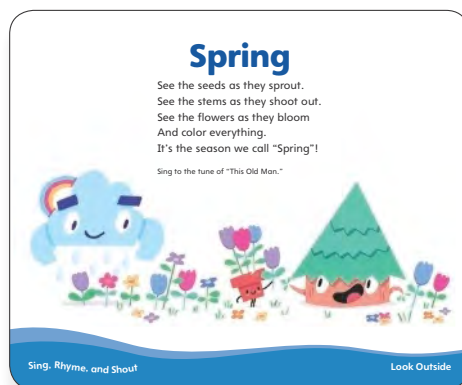
- Say good morning to children as they come into the classroom and have them reply using your name.
- Ask children to show how they feel today by placing their pictures on the posted Mood Meter.



## Sing, Rhyme, and Shout

**Look Outside** Display the card. Sing the song together. Then review with children what *spring* is like.

- What is the *weather* like in spring? What clothing do children usually wear? What are the characters doing on the card?
- Have children increase their listening vocabulary by raising their hands when they hear the words *seeds*, *flowers*, *bloom*, and *spring*.



## Learning Outcomes

### The child

- remains focused on engaging group activities for up to 20 minutes at a time.
- increases listening vocabulary.
- begins to develop vocabulary of object names.

## What You Need

- Sing, Rhyme, and Shout: "Spring"
- attendance chart, helper chart

## Theme Vocabulary

weather                      changes  
 patterns

## Concept Vocabulary

bloom                      flowers  
 seeds                      spring

## Morning Meeting

- Attendance** Keep a lively pace during Morning Meeting activities to help children remain focused. Begin with attendance, and ask children to place their names on the chart to show they are present. *When you come to school each day, you create a good pattern of attendance.*
- Helper Chart** Support children's development of vocabulary of object names by having helpers stand and point to the helper chart and then tell how it felt to help out in the classroom this week.
- Weather** Connect the *weather* to the theme of *spring*. *Is today's weather spring-like? Why or why not? How could the weather change to be more spring-like?*
- Today's Events** Tell children that today they will learn about question marks.

## DIFFERENTIATED SUPPORT

### ELL

**Attendance** Help children understand the word *pattern*, which you mentioned in the context of attendance. Hold up the Picture Card *pattern*. Point to the picture of the caterpillar. *The caterpillar has colors and shapes that form a design. That design is a pattern. Patterns repeat.* Use your finger to show where the *pattern* repeats. *When you come to school every day, that's a pattern of attendance.* VISUAL



# Story Time

15 minutes

## Learning Outcomes

### The child

- demonstrates understanding in a variety of ways of knowing the meaning of 3,000 to 4,000 words, many more than he or she uses.
- blends spoken phonemes into one-syllable words with pictorial support.
- can identify some conventional features of print that communicate meaning, including end punctuation.

## What You Need

- Trade Book: *Bloom Boom!*
- Read More About It Book: *Look Outside*
- Vocabulary Cards: *spring, bloom, bud, flower, seeds*
- Picture Cards: *rug, rope*

## Look Outside

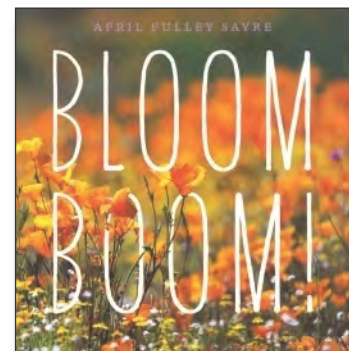
**?** What can I *notice* with my senses in the *spring*? Face children and say the weekly focus question: *What can I notice with my senses in the spring?* Think about being outside on a *spring* day. Do birds make a sound? Put your hand up to your ear as if you are listening. What sound do you hear? How about bees, do they make a sound? Let's listen to some bees. What sound do bees make?



## Bloom Boom! and "Is It Spring?"

Tell children that they will compare *Bloom Boom!* and "Is It Spring?"

- 1 Remember** Display the cover of *Bloom Boom!* Let's think about what we learned in this story. What do seeds do in the *spring*? They sprout. What do plants do? They rise.



Guide children to recognize that text has meaning by displaying pp.

8–9 of *Look Outside*. Then ask: *Where did Sarah and Grandma look to see if it's spring?* Point to the illustration. *Outside in the garden! What did she see?* Read, "She saw beautiful blue *flowers blooming*," and point to these words as you read.

- 2 Reread** Reread pp. 20–23 of *Bloom Boom!* Then reread "Is It Spring?"
- 3 Compare** *What spring* things did you see in *Bloom Boom!* and "Is It Spring?" In *Bloom Boom!* I saw *flowers, seeds, and stems*. In "Is It Spring?" I saw *flowers and birds*. Listen to me combine those ideas. In *spring*, I see *flowers, seeds, stems, and birds*.

## DIFFERENTIATED SUPPORT

### Extra Support

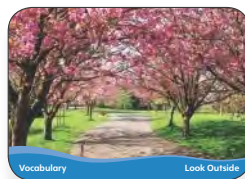
**Features of Print** If children have difficulty understanding question marks, look through other books with them and guide them to locate the marks. Then have them trace the mark and add the dot. VISUAL/TACTILE

# Literacy Circle

15 minutes

## Concept Vocabulary

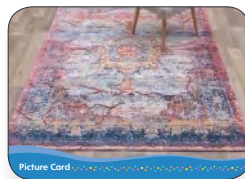
**Check for Understanding** To ensure children can demonstrate understanding of the meaning of 3,000 to 4,000 words by the end of prekindergarten, monitor the responses of individuals to the following prompts: *What season comes before spring? Where do we plant seeds? What blooms in the spring? When buds open up, what do they become? What do flowers start as?*



## Phonological Awareness

**Blend Phonemes** Tell children they are going to recognize and blend more spoken phonemes into one-syllable words with pictorial support.

- 1 Display Picture Card *rug*. Slowly sound out the phonemes: /r/ /u/ /g/, /r/ /u/ /g/. I will blend the sounds together to say a word: *rug*.
- 2 Next, display Picture Card *rope*. Listen as I say the sounds: /r/ /ō/ /p/, /r/ /ō/ /p/. Can you blend the sounds and tell me what the word is? Repeat for the word /h/ /a/ /t/, *hat* and /g/ /ō/ /t/, *goat*.



## Print Concepts

**Features of Print** Display pp. 8–9 of “Is It Spring?” Tell children they are going to learn about question marks.

- 1 Point out a conventional feature of print: the question mark at the end of the sentence, “Grandma, is it *spring* yet?” Read the sentence aloud. *Sarah is asking her grandmother a question. This curved mark with a dot is a question mark. You write a question mark at the end of a sentence that is a question.*
- 2 Turn to p. 9. Read the sentence, “But Grandma ... when will it be summer?” *Is this a question? Yes! Does the sentence end with a question mark? It should. Point to the question mark. It does. The question mark shows that Sarah is asking her grandmother a question.*



## Transition

Have children perform the transition chant set to “The Farmer in the Dell,” but divide the children into four groups, one group for each lyric. Have the groups perform one at a time, as you point to them.

The seeds begin to sprout.	(slowly stand from a crouch)
The rain begins to fall.	(wiggle fingers)
The leaves start to bud.	(slowly spread fingers with palms up)
The flowers start to bloom.	(raise arms with fingers spread)

## Theme Vocabulary

notice

## Concept Vocabulary

spring	bloom
bud	flowers
seeds	

## Academic Vocabulary

question mark	blend
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## CHECK FOR UNDERSTANDING

**IF** . . . children need help blending sounds,

**THEN** . . . provide more practice with the words /s/ /a/ /t/, *sat* and /l/ /a/ /f/, *laugh*.

LET'S GET READY FOR

## Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or for **English Language Development** lessons (pp. ELD•211–ELD•213).

### Small Group

- **Math: Patterns** Review recognizing *patterns* with children. Display or draw *pattern*, like blue and red dots. *When a shape or a color repeats, that's a pattern. Nature also has patterns. When the sun rises and sets every day, that's a pattern. The pattern is rise, set, rise, set, rise, set and so on.*
  - Let's make our own *pattern*. Ask children to take a little step. Then have them take a big step. Have them repeat: little step, big step, little step, big step. *Walking with a little step and then a big step over and over is a pattern.*

#### ▶ ELL Access

##### Use Key Words

**Emerging** Take a little step and say, *little*. Have children repeat the word. Then take a big step and say, *big*. Have children repeat the word. Have children walk the pattern with you three times, then stop and ask: *What is next?*

**Developing** Demonstrate a new pattern with big and little steps without speaking. Have students describe the pattern they see using the words *little* and *big*.

**Expanding** Ask volunteers to walk with three steps of their choosing—a trio of big and little steps. As they walk, they should say *little* or *big* to describe their steps. Then have the group continue walking and saying the pattern the volunteer started.

**Bridging** Have partners create *little* and *big* step patterns for each other to copy and continue.

- **Literacy: Phonological Awareness** Provide each child with three counters and a piece of paper that has three boxes on it. (Each box should be large enough for children to place a counter in it.) Display Picture Card *net*. *When I say a sound, I want you to put one counter into a box. Listen: /n/ /e/ /t/. How many boxes did you fill? You filled three boxes. Listen again: /n/ /e/ /t/. What word am I saying? I am saying the word net.* Repeat with Picture Cards *mop*, *pan*, *wave*, *rug*.

#### ▶ ELL Access

##### Visual Support

**Emerging** Display Picture Card *rake*. Say the word slowly emphasizing the phonemes. Then have children say the word back to you.

**Developing** Display Picture Cards *rake* and *tube*. Then say one of the words slowly, emphasizing the individual phonemes. Ask children to tell you which word you sounded out. Then do the same for the other word.

**Expanding** Provide each child with three counters and a piece of paper that has three boxes on it. Display Picture Card *tube* and say: */t/ /ū/ /b/*. Slide counters into the boxes as you sound out the phonemes. Repeat with Picture Cards *bug*, *mug*, *bat*, *pan* and have children place a counter in a box for each sound.

**Bridging** Display each of the Picture Cards listed and have children identify each. Then guide them to separate the sounds in each word: *rug*, *wave*, *goat*, *cup*, *mug*, *bug*.

# Math Circle

15 minutes

## Spatial Sense

Today, children will learn that shapes stay the same when they flip them over.

- 1 Engage** We are going to think about raindrops today. Let's sing a song about raindrops!

Show the book and sing the song *Rain, Rain, Go Away* with children. Model the singing for them.

Rain, rain, go away,

Come again another day.

All the children want to play.

Rain, rain, go away.



- 2 Develop** Distribute triangle attribute blocks. Keep one for yourself. Let's pretend these triangles are raindrops. Hold yours up and flip it on its side—not the long way. Flip your raindrops like I did. Guide children as they flip their raindrops sideways.

Sing the song *Rain, Rain Go Away* with children again, and this time, have them flip their raindrops from side to side.

- 3 Practice** When I flip my raindrop, does it change shape? No, it does not. Is the shape still a triangle? Ask children to flip their raindrops. Then sing the song again, asking children to flip their raindrops as they sing.

## Learning Outcomes

### The child

- flips shapes to demonstrate that the shapes remain the same.

## What You Need

- Big Book: *Rain, Rain, Go Away*
- Attribute Blocks, triangles

## Academic Vocabulary

triangle

flip



## CHECK FOR UNDERSTANDING

**IF** . . . children have difficulty understanding what is meant by the word *flip*,

**THEN** . . . display your raindrop by holding it in one hand, and as you rotate your wrist and flip the raindrop, say, “flip!” Have children do the same as what you modeled—movement and sound.



## Snack Time

15 minutes

**Subitizing Snacks** Put out a plate of snacks with 1, 2, 3, 4, or 5 snacks. Ask children to name how many snacks are on the plate without counting them.



# Social Studies Circle

15 minutes

## Learning Outcomes

### The child

- connects [his] life to time.
- describes the relationship of organisms to their environments.
- discusses the relationship of organisms to their environments.
- demonstrates that all people need clothing.
- coordinates sequence of movements to perform tasks.

## What You Need

- “Dressing for Seasons” four-column chart
- Trade Book: *Bloom Boom!*
- Read More About It Book: *Look Outside*
- butcher paper, blue chalk
- masking tape

## Outdoor Play

20 minutes

**Spring Kites** Take children outside and have them mime flying a kite: holding a string and looking up as the kite flies in the air. Call out weather changes that they should mime and react to, like “it’s windy today!” or “it’s starting to rain!” in which a friend can come and mime holding an umbrella.

## Hey! It’s Springtime

Have children sit quietly as you sing the chant. Sing the chant to the tune of “Are You Sleeping?” As you sing, have children echo by singing each second phrase. Coordinate a sequence of movements as well, such as clapping on “Hey” and shrugging shoulders on “What to wear?”

Hey! It’s springtime,  
Hey! It’s springtime.  
What to wear?  
What to wear?  
I will wear my \_\_\_\_.  
I will wear my \_\_\_\_.  
Run and play.  
Run and play.

## Environments

- 1 Engage** Continue the discussion in which children describe and discuss the relationship of organisms (themselves) to their environments. *Let’s talk about what happens in spring. How does the weather change in the spring? Does it get warmer or cooler? Warmer! Does it rain? Yes. How do the plants change in spring? They get sunlight and rain. Plants and trees grow and become green.*
- 2 Develop** Display the “Dressing for Seasons” chart that you created during Week 1. Label the third column “Spring.” *What is the weather like in spring? It is warmer. It can be rainy. What clothing do we wear in the spring?* List the clothing they name in the chart. Also draw a simple illustration of each article of clothing next to its name on the chart.
- 3 Practice** Have children demonstrate that all people need clothing. Point to the name of each article of clothing on the chart. *Why do we need to wear this in the spring?* Have children reply in complete sentences and use the word *because*.

Now connect children’s lives to time. Ask: *What is the weather like today? What clothing did you put on when you got dressed this morning? What was the weather like yesterday? What clothing did you wear yesterday? What do you think the weather will be like tomorrow? If it’s cold and rainy outside, what clothing might you wear?*

# Learn and Play

90 minutes

## Let's Move

**Puddle Patterns** Take the children outside or spread sheets of white or brown butcher paper on the classroom floor.

- Using blue sidewalk chalk, draw a *pattern* of small and large puddles on the ground or the paper.
- Tell children that for small puddles, they will say *puddle* and for large puddles they will say *splash!*
- Have children hop onto the puddle *pattern* saying, for example, *puddle, puddle, splash!*

**Pattern Hop** Create a *pattern* hop on the classroom floor.

- Use masking tape to create rectangles, circles, and triangles on the floor.
- Ask children to hop across the *pattern*.
- As they hop, have them name the shape they hop into.

## Let's Talk

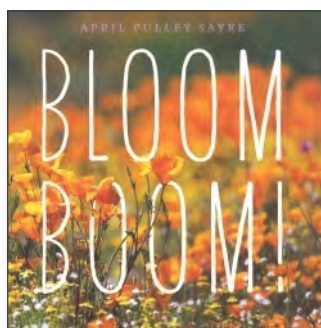
**Behavior** Circulate around the play areas and notice children who are sharing. Amaya, that was nice of you to share the blocks! Sharing is a kind thing to do. Zayna, can you please share the crayons with Sophia?



## Let's Read

**Compare Texts** Display p. 8 of "Is It Spring?" What does the tree look like? Display pp. 28–29 of *Bloom Boom!* What does this tree look like? How are the trees alike and different?

**Tell Me About It** Display p. 9 of "Is It Spring?" What do you remember from this page? Read the page to the children.



### Theme Vocabulary

patterns changes  
weather

### Concept Vocabulary

spring winter  
fall

### Academic Vocabulary

seasons earth  
light heat  
clothing

### 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

**Reach Up to the Sun** Let's pretend to be plants reaching up to the sun. Have children stand up and stretch towards the ceiling with their arms extended. Have them hold the stretch, and then release. Then, have them lie down for rest time.

### DIFFERENTIATED SUPPORT

#### Extra Support

**Let's Move** Partner a child with mobility issues with another child. As the hopping child hops into a shape, have the other child say the shape aloud. AUDITORY

## Reflect

10 minutes

### 5x5

**Feelings** Point to the child in the picture. *Is the child feeling happy or sad? How can you tell?* Have children mimic the face of the child in the picture. Then ask volunteers to act out how they would feel if they were out in the rain.



### Learning Outcomes

#### The child

- sustains attention to personally chosen or routine (teacher-directed) tasks until completed.
- assumes various roles as part of a classroom community.
- assumes responsibilities as part of a classroom community.

### What You Need

- 5x5 Card: Spring
- SEL Card: *responsible*

### ✓ CHECK FOR UNDERSTANDING

**IF** . . . children struggle during the “Let’s Talk About It” activities,

**THEN** . . . provide them with sentence frames. *Today, I learned that \_\_\_\_\_. In \_\_\_\_\_, flowers bloom. At the end of a question, we use a \_\_\_\_\_. If I \_\_\_\_\_ a triangle on its side, the shape stays the same.*

### SEL Social and Emotional Learning

**Responsible** Display SEL Card *responsible*. *These children are helping in their classroom by putting things away. Why is it important to put things away?* Allow children to respond and prompt them as needed.



Begin a discussion to talk about the roles and responsibilities children have assumed as part of their classroom community. *We all help in the classroom. It is important for everyone to help so that our classroom stays clean and everyone is able to learn. How have you helped today? What job do you have, and what do you do?* Display the helper chart if children need additional prompting.

### SEL Let’s Talk About It

Ask children to think about the day and reflect on some of the things they learned. *We compared our two stories and learned that flowers, seeds, stems, and birds are all part of spring. We also learned about the question mark.* Prompt children to reflect on other lessons they practiced today. Model telling about a part of the day. *I liked learning about patterns. When we flip a shape on its side, the shape stays the same.* Notice that children can sustain their attention on this teacher-directed group activity. To help them focus, make sure that toys are out of reach.



### DIFFERENTIATED SUPPORT

#### ELL

**Feelings** As children are sharing how they feel when it rains, ask volunteers to share the words for *happy* and *sad* in their home language. AUDITORY

# Three Cheers for Pre-K

## Pre-Kindergarten Outcomes

Domain	This Week's Instructional Focus
<b>Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed. <b>Pages 152, 158, 166, 168, 174, 176, 182, 184</b></li> <li>Child remains focused on engaging group activities for up to 20 minutes at a time. <b>Pages 145, 153, 161, 169, 177, 182</b></li> </ul>
<b>Language and Communication</b>	<ul style="list-style-type: none"> <li>Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases. <b>Pages 145, 153, 161, 169, 177</b></li> </ul>
<b>Emergent Literacy Reading</b>	<ul style="list-style-type: none"> <li>Child engages in pre-reading and reading-related activities. <b>Pages C•188–C•189</b></li> <li>Child recognizes that text has meaning. <b>Pages 146, 162, 170, 178</b></li> <li>Child recognizes and blends spoken phonemes into one-syllable words with pictorial support. <b>Pages 146, 154, 162, 178</b></li> <li>Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction. <b>Pages 162, 170; C•192–C•193</b></li> </ul>
<b>Emergent Literacy Writing</b>	<ul style="list-style-type: none"> <li>Child independently uses letters to make words or parts of words. <b>Pages C•190–C•191</b></li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Child verbally identifies, without counting, the number of objects from 1 to 5. <b>Page 165</b></li> <li>Child demonstrates use of location words (such as “over,” “under,” “above,” “on,” “beside,” “next to,” “between,” “in front of,” “near,” “far,” etc.). <b>Page 157</b></li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>Child observes, investigates, describes, and discusses sources of energy including light, heat, and electricity. <b>Pages 150, 158; C•200–C•201, C•202–C•203</b></li> <li>Child observes, investigates, describes, and discusses the relationship of organisms to their environments. <b>Pages 166, 174</b></li> <li>Child identifies, observes, and discusses objects in the sky. <b>Pages 150, 158</b></li> <li>Child observes and describes what happens during changes in the earth and sky. <b>Pages C•194–C•195, C•202–C•203</b></li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>Child connects [his] life to events, time, and routines. <b>Pages C•196–C•197</b></li> <li>Child demonstrates that all people need food, clothing, and shelter. <b>Pages C•196–C•197</b></li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>Child coordinates sequence of movements to perform tasks. <b>Pages 160, 166, 174, 182</b></li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>Child practices safe behavior while using digital tools and resources. <b>Pages C•188–C•189</b></li> </ul>



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

## Ready for Kindergarten!

### Language

#### Pre-Kindergarten Outcomes

- Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases. **Pages 145, 153, 161, 169, 177**

#### Kindergarten Literacy Goals

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

### Alphabet Knowledge

#### Pre-Kindergarten Outcomes

- Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction. **Pages 162, 170; C•192–C•193**

#### Kindergarten Literacy Goals

- Recognize and name all upper- and lowercase letters of the alphabet.

### Reading Readiness

#### Pre-Kindergarten Outcomes

- Child engages in pre-reading and reading-related activities. **Pages C•188–C•189**
- Child recognizes that text has meaning. **Pages 146, 162, 170, 178**

#### Kindergarten Literacy Goals

- Actively engage in group reading activities with purpose and understanding.
- Recognize that spoken words are represented in written language by specific sequences of letters.

### Writing

#### Pre-Kindergarten Outcomes

- Child independently uses letters to make words or parts of words. **Pages C•190–C•191**

#### Kindergarten Literacy Goals

- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

### Mathematics

#### Pre-Kindergarten Outcomes

- Child verbally identifies, without counting, the number of objects from 1 to 5. **Page 165**

#### Kindergarten Mathematics Goals

- Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group.



# Look Outside

## How are the seasons different?

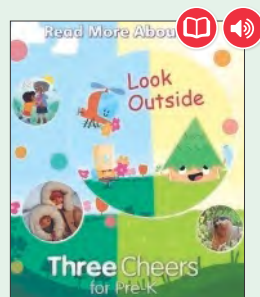
Weekly Question:

# What can we see and do during the summer?

### From the Theme Kit Print and Digital



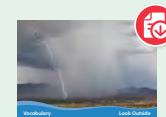
Trade Book



Read More About It: "Let's Go Camping"



5x5



Theme and Concept Vocabulary



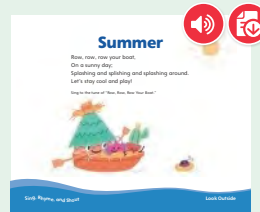
Theme Manipulative



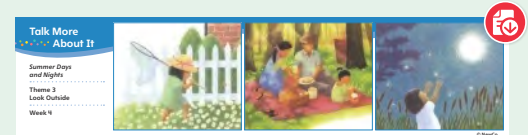
Big Book and Little Books



Wordless Experience Book: Look Outside

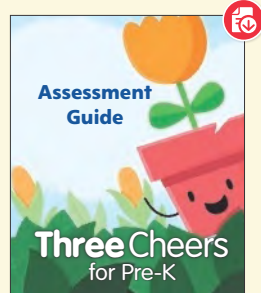


Sing, Rhyme, and Shout: "Summer"

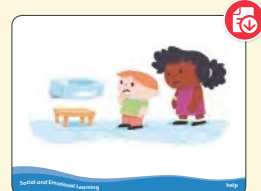


Talk More About It: Summer Days and Nights

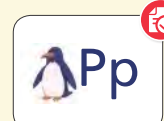
### From the Teacher Toolkit Print and Digital



Assessment Guide



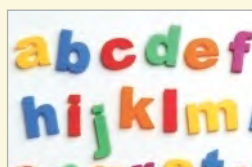
Social and Emotional Learning Cards



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

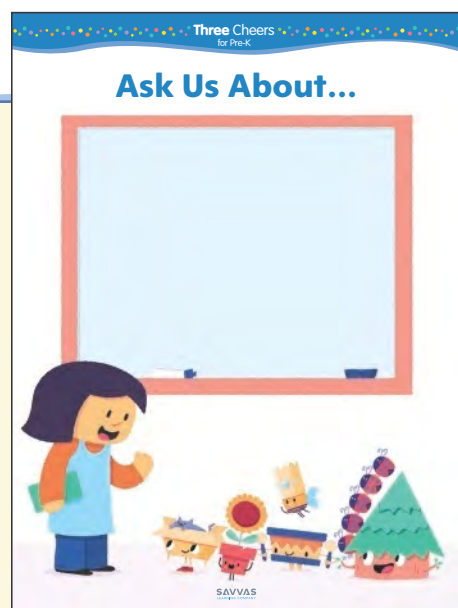
Learn and Play . . . . . 90 minutes

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 say the names of the seasons in order?
- What is the weather like in the summer?
- What are some location words you know?

## Day 1 pp. 145–152

### Welcome to Today

Meet and Greet

Sing, Rhyme, and Shout “Summer”

Morning Meeting

### Story Time

How are the seasons different?

Reread Big Book *Rain, Rain, Go Away*

### Literacy Circle

Concept Vocabulary Introduce

Phonological Awareness Blend Phonemes

Alphabet Knowledge Review Pp /p/, Jj /j/, Dd /d/

### Center Time and Small Groups

#### Small Group Options

- Math: Spatial Sense
- Literacy: Phonological Awareness

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

### Math Circle

Geometry

Snack Time Snack Shapes

### Science Circle

Seasons and Leaves: Summer

Light and Heat

Outdoor Play Square Hunt

### Learn and Play and Centers

Let’s Move!

- Shape Walk
- Shape Find

Let’s Talk Behavior

Let’s Read

- Children’s Choice
- Your Turn to Read

Rest Time Watching Insects

### Prepare and Reflect

5x5 Summer

Theme Celebration Day Author’s Chair

Getting Ready

## Day 2 pp. 153–160

### Welcome to Today

Meet and Greet

Sing, Rhyme, and Shout “Summer”

Morning Meeting

### Story Time

What can we see and do during the summer?

1st Read Trade Book *Summer Days and Nights*

### Literacy Circle

Concept Vocabulary Develop

Phonological Awareness Blend Phonemes

Alphabet Knowledge Review Ss, Mm, Bb, Tt, Aa, Pp, Jj, Dd

### Center Time and Small Groups

#### Small Group Options

- Math: Geometry
- Literacy: Alphabet Knowledge

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

### Math Circle

Spatial Sense

Snack Time Healthy Snacks

### Science Circle

The Weather in the Summer

Light and Heat

Outdoor Play Following Directions

### Learn and Play and Centers

Let’s Move!

- Behind, Beside
- Letter Walk

Let’s Talk Behavior

Let’s Read

- Tell Me About It
- This Makes Me Think

Rest Time After a Picnic

### Prepare and Reflect

5x5 Movement

Theme Celebration Day Author’s Chair

Getting Ready

**Let's Celebrate!**  
An "Author's Chair" celebration features children reading the seasons books they created.

**Day 3** pp. 161–168**Welcome to Today**

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

**Story Time**

**What can we see and do during the summer?**  
**2nd Read Trade Book** *Summer Days and Nights*

**Literacy Circle**

**Concept Vocabulary** Practice  
**Phonological Awareness** Blend Phonemes  
**Alphabet Knowledge** Review Letters *Pp, Jj, Dd, Aa, Bb, Tt, Mm, Ss*

**Center Time and Small Groups**

**Small Group Options**

- Math: Spatial Sense
- Literacy: Concept Vocabulary

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

**Math Circle**

**Number Sense**  
**Snack Time** Solving Problems

**Social Studies Circle**

**Clothes in Summer!**  
**Weather and Seasons**  
**Outdoor Play** Draw *Summer* Objects

**Learn and Play and Centers**

**Let's Move!**

- Hokey Pokey
- Simon Says

**Let's Talk** Behavior  
**Let's Read**

- I Want to Know More
- Rhyme Time

**Rest Time** Listen to the Waves

**Prepare and Reflect**

**5x5** Patterns  
**Theme Celebration Day** Author's Chair  
**Getting Ready**

**Day 4** pp. 169–176**Welcome to Today**

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

**Story Time**

**What can we see and do during the summer?**  
**Read More About It** "Let's Go Camping"

**Literacy Circle**

**Concept Vocabulary** Review  
**Print Concepts** Elements and Features of Print  
**Alphabet Knowledge** Review Letters *Pp, Jj, Dd, Aa, Bb, Tt, Mm, Ss*

**Center Time and Small Groups**

**Small Group Options**

- Math: Number Sense
- Literacy: Print Concepts

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

**Math Circle**

**Patterns**  
**Snack Time** My Favorite Snack

**Science Circle**

**Hey! It's Summer**  
**Environments**  
**Outdoor Play** Drawing Shapes

**Learn and Play and Centers**

**Let's Move!**

- The Ants' Picnic
- Pattern Hop

**Let's Talk** Behavior  
**Let's Read**

- Rhyme Time
- If We Were There

**Rest Time** Float in a Pool

**Prepare and Reflect**

**5x5** Ready, Set, Go!  
**Theme Celebration Day** Author's Chair  
**Getting Ready**

**Day 5** pp. 177–184**Welcome to Today**

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

**Story Time**

**What can we see and do during the summer?**  
**Compare** *Summer Days and Nights* and "Let's Go Camping"

**Literacy Circle**

**Concept Vocabulary** Check for Understanding  
**Phonological Awareness** Blend Phonemes  
**Print Features** End Punctuation

**Center Time and Small Groups**

**Small Group Options**

- Math: Geometry
- Literacy: Phonological Awareness

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

**Math Circle**

**Spatial Sense**  
**Snack Time** Season Snacks

**Let's Celebrate**

**5x5** Thumbs Up, Thumbs Down  
**Author's Chair**  
**Outdoor Play** My Weather Portrait  
**Snack Time** Making Snacks

**Learn and Play and Centers**

**Let's Move!**

- Which Season Is It?
- Hide and Seek

**Let's Talk** Behavior  
**Let's Read**

- Read More About It
- Tell Me About It

**Rest Time** Sit on the Beach



# Vocabulary

## Theme Vocabulary

Words to develop the theme, Look Outside

changes      patterns  
notice      weather

## Concept Vocabulary

Conceptually related words to teach this week

butterfly      fireflies  
hot      shade  
summer

## Academic Vocabulary

Terms used in this week's instruction

### Literacy

blend  
exclamation mark  
letter  
question mark  
sound

### Mathematics

behind  
circle  
corners  
fall

first  
flip  
number  
pattern  
rectangle  
repeat  
seasons  
shapes  
sides  
slide  
spring

square  
then  
triangle  
turn  
winter

sun  
sunlight  
thunderstorm  
warmth

### Science

clothing  
heat  
light  
sky

## Story Words

Words from the literature to explain and use this week

### Trade Book

meadow  
rustles  
stoop  
whizzes

### Big Book

kite  
splash

### Read More About It

logs  
pitch  
stream  
tent

# Materials

Materials to gather from home and classroom

### Morning Meeting

attendance chart  
colorful ball  
helper chart  
T-chart

### Center Time

¼ cup measuring cup  
art paper  
clear plastic bottle  
computer or other digital device  
construction paper  
large box

### Small Groups

sheets of paper with three boxes drawn on them  
sticky notes

### Circle Times

a picture of a rectangle  
a picture of a square  
blue food coloring  
clear plastic cup  
colored chalk  
“Dressing for Seasons” chart  
lamp and thermometer

masking tape  
shaving cream  
smartphone camera  
white circles

# 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

**Rain, Rain, Go Away** Follow along while listening to audio for the Big Book.

## Writer's Club

**My Seasons Book** Draw and write about fall.

## ABC Fun

**Letter Pairs** Match upper- and lowercase letters.

## Pretend and Learn

**Weather Days** Act out favorite activities during sunny and rainy days.

## Creativity Station

**Dressing for Fall** Use art materials to create fall clothing for a paper doll.

## Math Fun

**Complete the Pattern** Add drawings to complete and extend a repeating pattern.

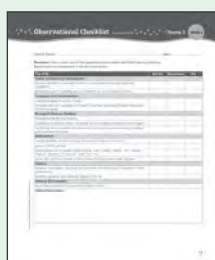
## STEM

**Light and Shadows** Use a flashlight to create and investigate shadows.

## Sand, Water, and More

**Rain on a Bottle** Create and observe how raindrops form.

# Monitor Progress



Assessment Guide

## Observe

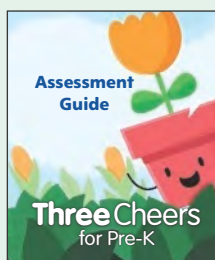
### Observational Checklists

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. Progress Monitoring Assessment 1 should be administered at the end of Theme 3.

### Pre-K Outcomes Progress Report

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



## Portfolio

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

### Centers

- **STEM** anecdotal notes of shadow investigations
- **Sand, Water, and More** anecdotal notes related to children's observations about raindrops
- **Build and Play** patterned structures made using colored blocks





# Welcome to Today

15 minutes

## Meet and Greet

- As children enter the classroom, smile, then give them a high five as you say, “Hello!”
- Tell children to place their pictures on the Mood Meter. Support children who need help.



## Sing, Rhyme, and Shout

**Look Outside** Display the card and discuss the *weather* during the *summer*.

- Let’s sing about *summer weather*. This song tells about *changes* that happen in *summer*. What do you *notice* about the *weather* in the picture?
- Point to the sun in the picture. The sun is shining in the sky. The characters are splashing the water to stay cool. It must be *hot*!



## Learning Outcomes

### The child

- remains focused on engaging group activities for up to 20 minutes at a time.
- increases listening vocabulary.
- begins to develop vocabulary of common phrases.

## What You Need

- Sing, Rhyme, and Shout: “Summer”
- attendance chart, helper chart
- colorful ball

## Theme Vocabulary

changes                      weather  
notice

## Concept Vocabulary

summer                      hot

## Morning Meeting

- Attendance** Point out the names of all the children who are absent. Then model wishing the absent classmates well. *I hope \_\_\_\_\_ feels better soon.*
- Helper Chart** Assign new helper jobs for the week.
- Weather** *What is the weather like today?* Have children develop their vocabulary of common phrases by having them describe the *weather* saying, “It is sunny,” or “It’s raining and cloudy.”
- Today’s Events** *Is there something special happening today?* Hand out a colorful ball that children hold while they share any special events. Support the other children in increasing their listening vocabulary by asking them to listen attentively.



## DIFFERENTIATED SUPPORT

### 3-Year Olds

**Weather** Help younger children identify elements that make up the day’s *weather*. Encourage children to stand with you to look out of the window or door. Point out a cloud, the sun, or rain. Call out the object to which you have pointed. *This is a cloud.* As the children point to what they see, call out the element together.  
KINESTHETIC/VISUAL



# Story Time

15 minutes

## Learning Outcomes

### The child

- recognizes that text has meaning.
- blends spoken phonemes into one-syllable words with pictorial support.

## What You Need

- Big Book: *Rain, Rain, Go Away*
- Vocabulary Cards: *summer, hot, shade, fireflies, butterfly*
- Picture Card: *hat, gate*
- Alphabet Cards: *Pp, Jj, Dd*

## Look Outside

**?** **How are the seasons different?** Ask children the guiding question *How are the seasons different?* Explain that every season is different. Remind students that they have learned about fall, winter, and spring so far, and that this week they will learn about *summer*.



## Rain, Rain, Go Away

Tell children you are going to reread the story *Rain, Rain, Go Away*.

- 1 Remember** Display *Rain, Rain, Go Away* and ask them what they remember about each season.
- 2 Focus** Reread the book aloud. Have children recognize that text has meaning by using print to find the answers to a question. *At first, the children thought the summer sun was too hot. What did they realize they could do outside? Let's look in the book to see if we can find out what the children did outside on a summer day.* Display pp. 10–11. Point to the line, “Grab a friend, and fly a kite.” *The children fly a kite.*
- 3 Respond** When you finish the story, tell children they will work with a partner and tell something they learned in this book. With a child as your partner, say: *I learned that you can fly a kite in the summer.*



## Extra Support

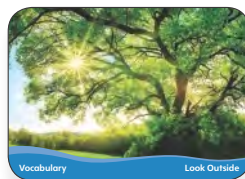
**Review** To help children who struggle producing the sound of the letters *Pp, Jj, or Dd*, display various Picture Cards, such as *pencil, jelly, and duck*. Say each word, stretching out the initial sound, and then have children echo you. **AUDITORY, VISUAL**

# Literacy Circle

15 minutes

## Concept Vocabulary

**Introduce** We are going to talk about this question: What can we see and do during the *summer*? Display Vocabulary Card *summer*. *Summer* is another one of the seasons. In the *summer*, the weather is usually *hot*. Display each of the Vocabulary Cards for this week (*summer*, *hot*, *shade*, *fireflies*, *butterfly*) and briefly explain how each relates to the question.



## Phonological Awareness

**Blend Phonemes** Tell children they are going to blend, or put together, sounds to say words.

- Display Picture Card *hat*. Listen as I say the sounds for the word *hat*. Slowly sound out the phonemes: /h/ /a/ /t/, /h/ /a/ /t/. I will say the sounds again, but I'm going to blend them together: *hat*.
- Display Picture Card *gate*. Listen as I say the sounds for another word: /g/ /ā/ /t/, /g/ /ā/ /t/. Can you blend the sounds and tell me what the word is?



## Alphabet Knowledge

**Review Pp /p/, Jj /j/, Dd /d/** Review Pp, Jj, and Dd.

- 1 Review Letter Names** Display each Alphabet Card and have children name each letter. Make sure children use the words *uppercase* and *lowercase*.
- 2 Review Letter Sounds** Display Alphabet Card Pp. *What sound does this letter spell?* Repeat with the other sounds.
- 3 Review Letter Formations** Ask children to explain how to make one of the letters, correcting them as needed. Then have children write the letter in their palms. Repeat for each letter.



## Transition

### Rhyme

Sing "You Are My Sunshine," and have children stretch their arms up again every time they hear the word *sunshine*. Have them sing the word, too.

You are my sunshine,  
My only sunshine.  
You make me happy,  
When skies are gray.  
You'll never know, dear,  
How much I love you.  
Please don't take my sunshine away.

## Concept Vocabulary

summer	hot
shade	fireflies
butterfly	

## Academic Vocabulary

letter	lowercase
blend	sound
uppercase	

## CHECK FOR UNDERSTANDING

**IF . . .** a child has difficulty saying something they learned from the book *Rain, Rain, Go Away*,

**THEN . . .** turn to pp. 10–11 and reread the text aloud. Then ask: *What are the children doing?* You may need to model the answer: *Flying a kite.*

LET'S GET READY FOR

## Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or for **English Language Development** lessons (pp. ELD•214–ELD•216).

### Small Group

- **Math: Spatial Sense** Review location words with children. *When I want to tell where something is, I can use a location word.* Put Javi behind you. *Where is Javi? Javi is behind me.* Then hold Javi in front of you. *Where is Javi?* Use Javi to review *above*, *below*, *behind*, and *in front of*.

#### ▶ **ELL Access**

##### **Academic Vocabulary**

**Emerging** Hold a classroom object above a table. Ask *yes/no* questions using *above*, *below*, *in front of*, and *behind*. For example: *Is the ruler behind the table? Is the ruler above the table?*

**Developing** Ask questions about classroom objects using location words. For example: *What is in front of the table? What is above the door?* Children should mirror your sentence to respond. For example: *The carpet is in front of the table. The clock is above the door.*

**Expanding** Ask children about the location of things that are *above*, *below*, *in front of*, and *behind*. *Where am I standing? Where is my desk?* Children should describe the location using a complete sentence.

**Bridging** Have children come up with their own sentences in which they use *above*, *below*, *in front of*, and *behind* to describe the location of things in the classroom.

- **Literacy: Phonological Awareness** Display Picture Card *mug*. *This is a /m/ /u/ /g/. Can you blend, or put, the sounds together to say a word?* Repeat with Picture Cards *bed*, *mop*, *pan*, *yam*.

#### ▶ **ELL Access**

##### **Visual Support**

**Emerging** Display Picture Cards *cat* and *man*. Identify each one for children. *I am going to say the sounds for one of these picture words, and I want you to point to the picture the sounds match: /k/ /a/ /t/.* Repeat with Picture Cards *bike* and *bed*.

**Developing** Display Picture Cards *lip* and *mug*. Identify each one for children. *I am going to say the sounds for one of these picture words, and I want you to point to the picture the sounds match: /m/ /u/ /g/.* Repeat with Picture Cards *bug* and *net*.

**Expanding** Display Picture Cards *cat* and *man* and have children identify each one. *I am going to say the sounds for one of these picture words, and I want you blend the sounds together to say the word: /k/ /a/ /t/.* Repeat with Picture Cards *goat*, *rope*; and *wig*, *mop*.

**Bridging** Place the following Picture Cards on a table: *bat*, *mug*, *rake*, *lock*, *pan*, *wig*, *cub*, *cup*. Say the sounds of a word on one of the cards, and have children identify the card that matches the sounds and then blend them to say the word.

# Math Circle

15 minutes

## Geometry

Remind children that they have been learning about different shapes. Draw a rectangle, square, triangle, and a circle on the board. **Today we will talk about squares.**

- 1 **Engage** Point to the picture of the square. **What is the name of this shape?** After children name the shape, remind them of the word *sides*. **Remember that a square is a shape with four sides.** Point to each side as you count them aloud. **The sides of a square are the same length. That makes a square different than a rectangle.** Point to the picture of a rectangle. **A rectangle has two sides that are the same length, and another two sides with the same length.** Point out the sides of a rectangle. **A square also has four corners.** Point to each corner as you count them aloud.
- 2 **Develop** **We can see squares in lots of different places.** Hold up a square attribute block. **This is a square.** Show a picture of a checkerboard. **We can play games on this board. What shape can you see on the board? Yes, it's made of squares.** Show another picture of squares in the environment such as a quilt, path, or patio and ask children to name the shape they see. **These are also made of squares.** Draw a simple picture of a house with square windows and a rectangle door. **What shape is the door? What shape is this window?**
- 3 **Practice** **Look around the room. Do you see any squares?** Ask children to look for squares around the room. When they find a square, have them point to it and say, "square!"

## Learning Outcomes

### The child

- names common shapes.

## What You Need

- pictures of squares in the environment, such as a checkerboard or quilt
- Attribute Blocks

## Academic Vocabulary

rectangle	shape
square	sides
corners	



## CHECK FOR UNDERSTANDING

**IF . . .** a child is not able to find something in the shape of a square,

**THEN . . .** show a picture of another square-shaped object, such as a piece of toast, and have the child count as you point to the sides and the corners.



## Snack Time

15 minutes

**Snack Shapes** Before you serve your snacks, ask: **Can you think of any snacks that are in the shape of squares?** Children may say crackers or slices of cheese.

Guide children to listen as their classmates share ideas about square-shaped snacks. As a way to check that they understand their peers' comments, ask children to repeat some of the snack ideas they heard others say.



## Science Circle

15 minutes

### Learning Outcomes

#### The child

- matches language to social contexts.
- names common shapes.
- investigates sources of energy including heat.
- describes sources of energy including light.
- describes sources of energy including heat.
- discusses sources of energy including light.
- discusses sources of energy including heat.
- discusses objects in the sky.

### What You Need

- Trade Book: *Summer Days and Nights*
- lamp and thermometer
- Attribute Blocks, 1 set
- Big Book: *Rain, Rain, Go Away*

### Outdoor Play

20 minutes

**Square Hunt** Ask children to look for squares. *Can you find any squares in the play space? Notice anything shaped like a square. When you find one, point to it and say, "square!"*

### Seasons and Leaves: Summer

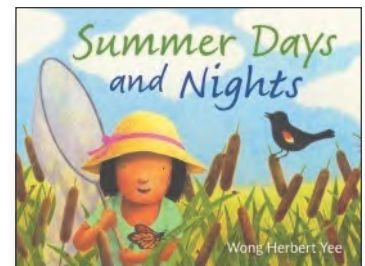
Have children stand up and stretch their arms and hands like branches and leaves. Say the summerr verse from *Seasons and Leaves*.

In the summer leaves are rustling, *(Shake hands in the air)*  
 Green, green leaves are rustling.  
 In the summer leaves are rustling,  
 Rustling in the trees.

### Light and Heat

**1 Engage** Let's talk about how sunlight and the *weather change in summer*. The *summer is sunny! Summer is the warmest season. Summer has the most hours of sunlight. More than spring, fall, or winter*. Discuss with children an object in the sky. *Where does sunlight come from? The sun! Point to it*. Have children point toward the sky.

**2 Develop** Discuss with children that the sun is a source of energy, including heat and light. Explain that *summer days have the most hours of sunlight. Summer days have the most sunlight of all the seasons. It usually stays light until well after dinner time*. Display p. 19 of *Summer Days and Nights*.



The girl and her parents are going home from the park. It's late in the day, but there is still sunlight. They'll have light for a few more hours, too. *Summer is also the warmest season. Summer is warmer than spring, winter, and fall. Summer days can get really hot!*

**3 Practice** Use a lamp and a thermometer to show how much heat a light bulb gives off (just like the sun gives off heat). *Let's pretend this lamp is the sun*. Turn on the lamp. *I'll use this thermometer to measure the heat the bulb gives off*. Hold thermometer close to the light bulb. Remind children they should never touch a light bulb. Tell children the temperature. *The longer the lamp is on, the warmer it will feel*. Wait a short time and measure the temperature of the bulb again.

# Learn and Play

90 minutes

## Let's Move

**Shape Walk** Take children on a walk around the school to look for squares so they can name this common shape.

- When children see a square, have them shape their hands into a square and whisper, “square!”
- Gather the other children around and have them quietly count the sides and corners as you point.

**Shape Find** Spread a set of attribute blocks on a table or carpet.

- Ask a volunteer to find a square and show it to the group.
- Hold up the square and ask children to count as you point to its sides and corners.

## Let's Talk

**Behavior** Reflect on the Shape Walk. Talk to children about matching their language to social contexts. *We use different voices based on the kind of activity. During the Shape Walk, you used your quiet voices. You whispered when you found a square. You spoke quietly as you counted sides and corners. When can you use your loud voices? That's right! When you play outside, you can use your loud voices.*

Have children demonstrate matching language to social contexts. Give examples of different social contexts, and have volunteers demonstrate how their language would change in each context. *Show me how you would ask me for a tissue during Rest Time. Show me how you would ask a friend to join a game. Show me how you would ask for another serving of carrots.*

### Theme Vocabulary

weather changes

### Academic Vocabulary

sunlight heat

sun sky

light

### Concept Vocabulary

summer

### 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

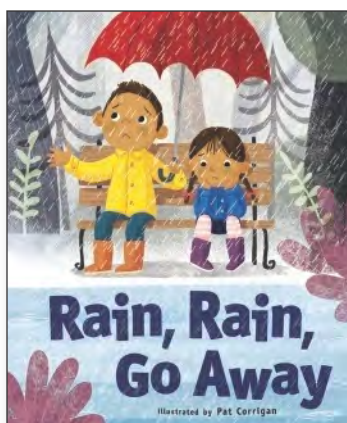
**Watching Insects** Ask children to settle down and come to the floor. *Let's rest our heads on our hands.* Model this for children if needed. Let's imagine we're looking out a window watching insects visit flowers and plants. *I see a butterfly sitting on a flower. What do you imagine you see?*



## Let's Read

**Children's Choice** Present some of the books children have enjoyed. Then have them choose which one they would like to read together.

**Your Turn to Read** Display pages of your choice from *Rain, Rain, Go Away*. Ask children to tell what they see by describing the pictures in their own words.



### DIFFERENTIATED SUPPORT

#### 3-Year-Olds

**Shape Walk** Pair a younger child with an older child and have the older child guide the younger child during the shape walk. KINESTHETIC

## Prepare and Reflect

10 minutes

### 5x5

**Summer** Use the card to discuss *summer*. Direct children to the picture. Explain that in the *summer*, it is usually sunny, not cloudy. Ask them to talk about what *summer* is like where they live. Point to pictures in *Summer Days and Nights* for support, such as the child sipping lemonade on p. 9.



### Learning Outcomes

#### The child

- sustains attention to personally chosen or routine teacher-directed tasks until completed.
- writes own name (first name or frequent nickname) using legible letters in proper sequence.

### What You Need

- 5x5 Card: Summer
- Trade Book: *Summer Days and Nights*
- invitation
- Author's Chair banner

### Note to the Teacher

Have children prepare for the Theme Celebration Day. You can pick and choose from the activities listed on this page or include some of children's other favorite activities.



### Theme Celebration Day

At the end of the week, we will have a celebration called Author's Chair Celebration Day. We'll invite guests to our celebration so you can share what you've learned about seasons. Each week, you've created one page for your book. We will put all your pages together to make a book you can read to our guests!

**Getting Ready** Have children help you write an invitation inviting guests to the Author's Chair Celebration on Day 5. Make copies of the invitation and arrange for them to be sent to the classroom guests. The invitation should have a place for the child's name. Encourage children to write in their own using legible letters in proper sequence. The invitation should also have information on where and when the celebration is taking place. To support them sustaining their attention to this task, encourage them to continue until their invitations are complete.

Create an Author's Chair banner to place above the classroom door before the celebration. Have children decorate the banner with seasonal images such as colorful leaves, snowflakes, raindrops, and sunshine.

Have children designate a chair in the classroom as the "Author's Chair." Talk about how they should sit and speak when they are in the Author's Chair. Have children take turns sitting in the Author's Chair.



### DIFFERENTIATED SUPPORT

#### 3-Year Olds

**Getting Ready** Support younger children who struggle writing their own name by writing it for them first and then having them trace. KINESTHETIC

# Welcome to Today

15 minutes

## Meet and Greet

- As children enter the classroom, ask which greeting they would like today: a handshake, a high five, or a pat on the back.
- Have children update the Mood Meter.



## Sing, Rhyme, and Shout

**Look Outside** Display the card.

- What clothing would children be wearing in the summer? Do you think a *summer* day is *hot* or *cold*?
- Sing the song for children. Then have them sing it with you.



## Learning Outcomes

### The child

- remains focused on engaging group activities for up to 20 minutes at a time.
- increases listening vocabulary.
- begins to develop vocabulary of common phrases.

## What You Need

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

## Morning Meeting

- Attendance** It's important to have a good *pattern* of attendance so we can learn and play together. Ask children to place their names on the attendance chart.
- Helper Chart** Support children's development of common phrases by asking them, *What would you like to help with today?* Have them reply with, “I'd like to help with \_\_\_\_ today.”
- Question of the Day:** *Do you like to play outside on hot days?* Display a T-chart with columns yes/no. Have children place sticky notes or name tags on the chart to answer. Have volunteers tell their choice.
- Today's Events** *What is special about today?* Encourage children to share a personal reason why today is special for them. Then, to increase listening vocabulary, ask a volunteer to retell what they heard one of their classmates say.

## Theme Vocabulary

patterns

## Concept Vocabulary

summer

hot

## DIFFERENTIATED SUPPORT

### Extra Support

**Today's Events** If children cannot think of a reason why today is special for them, model an example. *I'm reading a really good book right now, and I'm almost at the end. Tonight, I think I will finish the book!* AUDITORY



# Story Time

15 minute

## Learning Outcomes

### The child

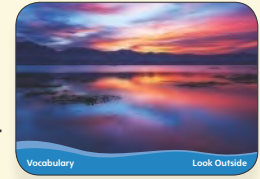
- demonstrates knowledge of nonverbal conversational rules.
- blends spoken phonemes into one-syllable words with pictorial support.

## What You Need

- Trade Book: *Summer Days and Nights*
- Vocabulary Cards: *changes, notice, weather, summer, hot, shade, fireflies, butterfly*
- Picture Cards: *can, mop*
- Alphabet Cards: *Ss, Mm, Bb, Tt, Aa, Pp, Jj, Dd*

## Look Outside

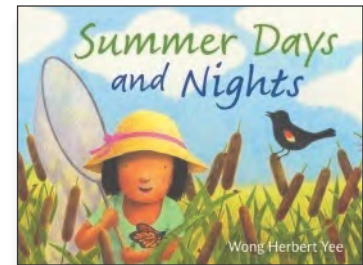
**?** What can we see and do during the **summer**? Remind children of the weekly question: *What can we see and do during the summer?* Display Vocabulary Cards *changes, notice, weather* and have children identify them. *In the summer, what is the weather like? What changes could you notice? We will think about these questions this week.*



## Summer Days and Nights

Tell children you will read *Summer Days and Nights*.

- 1 Introduce** Display the front cover of *Summer Days and Nights*. *I'm going to read you a book about summer.* Turn to p. 5. *What is the girl carrying?* Have a volunteer come up and touch the picture of the *butterfly net*. *It looks like a big net. I wonder what she will catch in that big net. Let's read and find out!*
- 2 Read Together** As you read the book aloud, use different facial expressions based on the text. This will help children learn to recognize nonverbal conversational rules. Explain that they need to look at you as you read in order to pick up on these cues. *When you look at me, it shows me that you are listening.*
- 3 Connect** After you have finished reading the story, have children connect the text to their own experiences. *What do you like to do on a hot summer day? Do you drink lemonade? Do you go on a picnic? Do you go swimming?*



## DIFFERENTIATED SUPPORT

### Extra Support

**Connect** Support children with sentence frames, such as:

- I drink \_\_\_\_\_ on a hot summer day.
- I went on a picnic once and saw \_\_\_\_\_.
- When I go swimming, I take along my \_\_\_\_\_. AUDITORY

# Literacy Circle

15 minutes

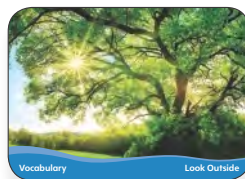
## Concept Vocabulary

**Develop** Remind children of the weekly question:

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

Display Vocabulary Card *shade*. This shows some *shade*. Say the word *shade* with me: *shade*.

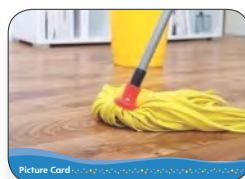
Where can we go to be in the *shade*? Display each Vocabulary Card (*summer, hot, butterfly, fireflies*) and ask children a question about each one that ties the word to the weekly question.



## Phonological Awareness

**Blend Phonemes** Children will blend sounds to form one-syllable words.

- Display Picture Card *can*. This is a /k/ /a/ /n/, /k/ /a/ /n/. Blend the sounds together to say the word.
- Display Picture Card *mop*. This is a /m/ /o/ /p/, /m/ /o/ /p/. Blend the sounds together to say the word.



## Alphabet Knowledge

**Review Ss, Mm, Bb, Tt, Aa, Pp, Jj, Dd** Children will review various letter names and sounds.

- **Review Letter Names** Display each Alphabet Card and have children identify each letter.
- **Review Letter Sounds** Display two Alphabet Cards. Say the sound that one of the letters spells, and have children identify the letter. Repeat until you have used each Alphabet Card at least once.

## Transition

### Rhyme

Ask children to stand up and stretch their arms up towards the sun. Then sing the song below to the tune of “The Farmer in the Dell.” In the blank space, ask children to tell something they like to do in the *summer*. Some suggestions are listed.

*In summer when it's hot,  
In summer when it's hot,  
When it's hot, I \_\_\_\_ a lot,  
In summer when it's hot.*

Possible ideas: swim, drink, play, camp, run, rest.

### Theme Vocabulary

changes weather  
notice

### Concept Vocabulary

summer hot  
shade fireflies  
butterfly

### Academic Vocabulary

blend



### CHECK FOR UNDERSTANDING

**IF** . . . children have difficulty choosing the correct letter,

**THEN** . . . pause to review that letter name and sound. Have children repeat the letter sound.

LET'S GET READY FOR

## Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or for **English Language Development** lessons (pp. ELD•214–ELD•216).

### Small Group

- **Math: Geometry** Review with children what they have learned about squares. Draw or show a square.
  - A square is a shape with four sides. The sides are all the same length. A square also has four corners.
  - Point to the sides and the corners.
  - Give children three sticky notes. Look around the classroom. Do you see any squares? Put a sticky note on a square you find.
  - Ask children to explain how they know the shape they found is a square.

#### ▶ **ELL Access**

##### **Academic Vocabulary**

**Emerging** Display or draw a square. Point and say: *This is a square.* Point to objects with a variety of shapes. As you point, say: *This is/is not a square.* Have children repeat after you.

**Developing** Display or draw a square. Say: *This is a square.* Point to objects with a variety of shapes. Ask: *Is this a square?* Have children respond *That is/is not a square.*

**Expanding** Display or draw squares of different sizes and have children identify the shape. Have children tell about the square objects they find using a complete sentence, such as *The [mat] is a square.*

**Bridging** Display or draw squares, triangles, and circles. Have children identify the squares and explain what makes them squares using the terms *sides* and *corners*.

- **Literacy: Alphabet Knowledge** Display the Alphabet Cards for *Ss, Mm, Bb, Tt, Aa, Pp, Jj,* and *Dd.* As you point to each letter, say the letter name and produce the sound it makes. Have the children echo the name and the sound back to you.

#### ▶ **ELL Access**

##### **Sounds and Letters**

**Emerging** Display each Alphabet Card and name the uppercase and lowercase letter names. Have children repeat after you.

**Developing** Display each Alphabet Card and guide children to name the uppercase and lowercase letters. Then say the sound that letter spells, and have children produce the sound after you.

**Expanding** Place each Alphabet Card on a table. Produce a sound that one of the letters spells, and have children point to the card and name the letter that matches the sound.

**Bridging** Give each child one of the Alphabet Cards. Have children work with partners to name their letters and produce the sounds they spell.

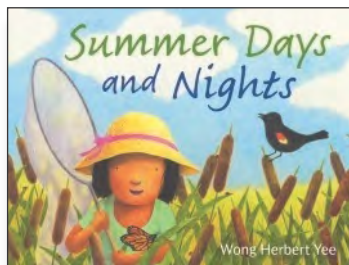
# Math Circle

15 minutes

## Spatial Sense

Tell children that today they will learn to use more location words. *We use location words to tell where something is.*

**1 Engage** Read through pages 1–6 of the Trade Book *Summer Days and Nights*, asking children to identify the shape of the sun on page 2 and the bricks on page 5. Then look at page 7. *Let's find an object on the page. Where is the girl? Let's look at the picture. She is behind some rocks. Behind is a location word. It tells us where the girl is. Point to the picture. The girl is behind the rocks. Ask children to put their hands over their faces. Your face is now behind your hands.*



**2 Develop** Display p. 3 and read the text. *I'm looking for the cat. Where is the cat? Let's look at the picture. The cat is between the girl and the pillow. Between is another location word. It means in the middle. Look to your left and right. Who are you sitting between?*

**3 Practice** Model to children how to use location words. Display p. 15. *Find the girl. How can we use location words to tell where the girl is? There are a lot of trees in the picture. The girl is in the middle of 2 trees. She is between the trees.* Have children look at the people on p. 17 and use location words to tell where the man is.

Turn to p. 19 and point to the truck. *Who is in the truck? Use location words to tell where the girl is.* Repeat with the picture on p. 31.

## Learning Outcomes

### The child

- names common shapes.
- demonstrates use of location words.
- identifies good habits of nutrition.

## What You Need

- Trade Book: *Summer Days and Nights*

## Academic Vocabulary

between	behind
then	first



## CHECK FOR UNDERSTANDING

**IF . . .** a child confuses the words *between* and *beside*,

**THEN . . .** use three volunteers to show the difference. Arrange two children beside each other, then add the third child between the others. Explain the meaning of the words.



## Snack Time

15 minutes

**Healthy Snacks** As children enjoy their snacks, talk to them about good habits of nutrition. *The snacks we're having today are good for you. It's important to eat foods that are healthy and nutritious. Sugary foods taste good, but they're not very healthy.*

List some snacks and have children give you a thumbs-up or thumbs-down if the snack is healthy or unhealthy, respectively.



## Science Circle

15 minutes

### Learning Outcomes

#### The child

- sustains attention to personally chosen or routine teacher-directed tasks until completed.
- describes sources of energy including light.
- describes sources of energy including heat.
- discusses sources of energy including light.
- discusses sources of energy including heat.
- discusses objects in the sky.
- shows understanding by following two-step oral directions.

### What You Need

- Vocabulary Card: *weather*
- plastic cup (clear), water, shaving cream, blue food coloring
- collection of classroom objects
- Trade Book: *Summer Days and Nights*

### Outdoor Play

20 minutes

**Following Directions** Ask children to practice identifying and using the ordinal terms *first* and *then* with the following game.

Have children form a long line. Hand the first child a ball. *First, say your favorite thing to do in summer. Then, pass the ball to your left.*

As they play, pause the game from time to time and have children say aloud the two steps, such as: "First, I say my name. Then, I pass the ball." This gives them practice using the ordinal terms and following two-step oral directions.

### The Weather in the Summer

Have children stand up and listen to you sing a chant to the tune of "Wheels on the Bus." Pause after each verse and have them echo you.

*The weather in the summer is hot, hot, hot.*

*Hot, hot, hot. Hot, hot, hot.*

*The weather in the summer is hot, hot, hot.*

*All summer long.*

Thunder and lightning go boom, boom, boom.

Boom, boom, boom. Boom, boom, boom.

Thunder and lightning go boom, boom, boom.

*All summer long.*

### Light and Heat

**1 Engage** Today we're going to learn more about *summer weather*.

Remind children that the sun is a source of energy, including heat and light. *We've already learned that the sun gives us warmth and light. There are more hours of sunlight in summer than fall, winter, or spring. In the summer, it can be sunny and hot.*

**2 Develop** Explain that in the *summer*, the *weather can change*. In *summer*, it's usually sunny. But sometimes the *weather changes*.

Display Vocabulary Card: *weather*. Point to the cloudy sky, the rain, and the lightning. *This is a storm. During a storm, it rains very hard. You might see lightning. You might hear thunder. Point to the lightning on the card. This is a thunderstorm.*

Discuss with children these objects in the sky. *Where do you see storm clouds? Where do you see a thunderstorm? Up in the sky. Have children point toward the sky.*

**3 Practice** Do a visual representation of a storm. Take a plastic cup and fill it halfway with water. *Imagine the water is the air.*

Then squirt some shaving cream on top of the water. *These are clouds.* Drop some blue food coloring over the shaving cream.

Drop enough so that it drips down into the water. *The blue*

*coloring is the rain. If this were a thunderstorm what would you*

*also see? Lightning! If this were a thunderstorm, what would you*

*hear? Thunder!* Continue the discussion of thunderstorms. *Have*

*you ever seen a thunderstorm? What was it like? It is important*

*to stay safe during a thunderstorm. Go inside. Stay away from*

*windows. Do not use electric devices such as the TV or computer.*

# Learn and Play

90 minutes

## Let's Move

**Behind, Beside** Play a game in which children practice using the ordinal terms. You will have them work with four classroom objects, such as a book, a crayon, a pencil, and a doll. Provide the first three for children at a table.

- First, pick up the doll.
- Second, put the doll beside the crayon.
- Third, put the doll behind you.
- Last, put the book beside the pencil.

Use sentence frames as a way to have children use the ordinal terms themselves. For example: \_\_\_\_\_, *I picked up the doll.*

**Letter Walk** We're going to go for a walk around the school. We're going to look for the letter *F*. Look for the uppercase and the lowercase letter.

- Lead the children through the school, reminding them to be quiet as they walk.
- When you find a letter *F*, raise your hand and we'll gather around. Then you will point to the *F* and whisper its name.

## Let's Talk

**Behavior** During the Letter Walk, point out what you see. That will help children sustain their attention until the activity is completed. When one child finds a letter and the others gather around, encourage children to report their letter efficiently.

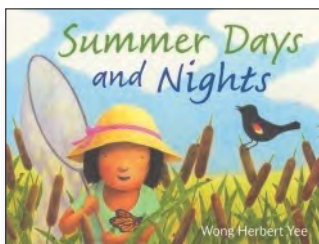
- Who found an *F*? Tell us about it using a few words. That way, we can move on and give others a chance.



## Let's Read

**Tell Me About It** Display p. 26 of *Summer Days and Nights*. What do you remember from this page? Read the page to the children. Then repeat this for another illustration in the book.

**This Makes Me Think** Display p. 16 in *Summer Days and Nights*. What does this picture make you think about? Tell us in your own words.



### Theme Vocabulary

weather changes

### Concept Vocabulary

summer

### Academic Vocabulary

sun thunderstorm  
light warmth  
heat sky

### 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

**After a Picnic** Let's pretend we just had a picnic! Now we're going to lie down and rest. Let's spread our blankets. Model this movement for children. As they settle down, ask: *What was your favorite of all the food we ate?*



### 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

#### Extra Support

**Behind, Beside** Move around the room and use sentence frames to review the words *behind* and *beside*.  
Where am I? I am behind \_\_\_\_\_. Where am I? I am beside \_\_\_\_\_. AUDITORY

# Prepare and Reflect

10 minutes

## 5x5

**Movement** Use the card to discuss *summer*. Direct children to pass a ball to each other and say each other's names. Observe children's gross motor skills as they coordinate sequence of movements to perform this exercise.



## Theme Celebration Day

Remember, at the end of the week, we will have our Author's Chair Celebration. You'll sit in the Author's Chair and read your Seasons Book to our guests.

**Getting Ready** Tell children they are going to sing one of the seasons-related transition chants they learned this week. Have children vote on their favorite among these four: "Falling Leaves" (Week 1, Day 2); "I'm a Little Snowflake" (Week 2, Day 4); the spring chant based on "The Farmer in the Dell" (Week 3, Day 5); "In the Summer When It's Hot" (Week 4, Day 2). Demonstrate each chant for children so they remember them.

Practice whichever chant the children vote for. Model it for them and have them echo you. Coordinate a sequence of movements with children and practice the movements. You may wish to change or modify some movements. If the original chant did not have movements, you may wish to add them.

Tell children they are going to decorate the classroom for the Author's Chair Celebration. Divide the class in half. Provide to the first half of the class red, yellow, orange, and brown construction paper, scissors, and markers. Have the children cut their own fall leaves. With the markers, have children fill in the details of the leaves. To the other half of the class, provide green, yellow, red, and orange construction paper, scissors, and paste. Have this half of the class make spring flowers. Display or draw samples like daisies, tulips, and daffodils. When the children are finished, staple or paste their work to a bulletin board.



### Learning Outcomes

#### The child

- increasingly interacts with peers to initiate pretend play scenarios that share a common goal.
- coordinates sequence of movements to perform tasks.

### What You Need

- 5x5 Card: Summer
- ball
- construction paper, scissors, paste, markers

### Transition

#### Movement

Put children in groups of three. Have each child take a turn initiating a pretend play scenario that involves movement based on a single-word prompt you give, such as *butterfly*, *swimming*, or *lemonade*. Monitor that children interact with their peers; the child who initiates should ask the other two children if they like the idea. If not, the child should come up with another movement.

#### Note to Teacher

Have children prepare for the Theme Celebration Day. You can pick and choose from the activities listed on this page or include some of children's other favorite activities.

#### DIFFERENTIATED SUPPORT

##### Extra Support

**Getting Ready** Allow children who have trouble cutting out flowers and pasting them together to draw pictures of flowers that you affix to the bulletin board. TACTILE

# Welcome to Today

15 minutes

## Meet and Greet

- Greet each child by using their name: Hi \_\_\_\_\_. It's so good to have you in class today.
- Tell children to share their mood on the Mood Meter.



## Sing, Rhyme, and Shout

**Look Outside** Continue to support children as they increase their listening vocabulary. Display the card.

- What are the characters in the picture doing? I notice they're rowing a boat. They're laughing. They're splashing. They're dipping their hands in the water.
- Sing the song for children. Model rowing the boat with the beat. Then have the children do the same motion as you all sing together. As always, monitor children to remain focused on the group activity.



## Learning Outcomes

### The child

- remains focused on engaging group activities for up to 20 minutes at a time.
- increases listening vocabulary.
- begins to develop vocabulary of common phrases.

## What You Need

- Sing, Rhyme, and Shout: "Summer"
- Alphabet Cards
- attendance chart, helper chart

## Theme Vocabulary

notice weather

## Concept Vocabulary

summer

## Morning Meeting

- 1 **Attendance** Choose a letter from the Alphabet Cards and ask children whose first name or last name begins with that letter to put their name on the attendance chart. Then have the rest of the children do so.
- 2 **Helper Chart** Have children select a job that they have not done yet. If they have done them all, ask them to choose the job they have done the least.
- 3 **Weather** If you are teaching on a *summer*-like day, ask children to describe it using their vocabulary of common phrases already learned this week. *Does the weather today feel like a summer day?* If it's not a *summer* day, guide them to make comparisons.
- 4 **Today's Events** *We've performed a lot of chants and songs! Today, you're going to learn a new one about summer clothes.*

## DIFFERENTIATED SUPPORT

### 3-Year Olds

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



## Story Time

15 minutes

### Learning Outcomes

#### The child

- recognizes that text has meaning.
- names at least 20 upper- and at least 20 lower-case letters in the language of instruction.
- recognizes at least 20 distinct letter sounds in the language of instruction.
- blends spoken phonemes into one-syllable words with pictorial support.

### What You Need

- Trade Book: *Summer Days and Nights*
- Talk More About it Card: *Summer Days and Nights*
- Vocabulary Cards: *patterns, forest, summer, hot, shade, fireflies, butterfly*
- Picture Cards: *pan, rake, can, bed*
- Alphabet Cards: Jj, Aa, Mm
- Patterns: Letter Cards

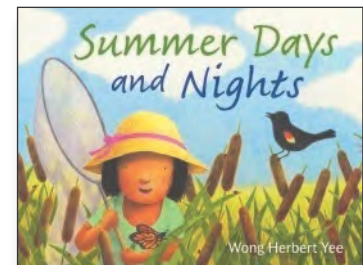
### Look Outside

- ?** **What can we see and do during the summer?** Remind children of the weekly question: *What can we see and do during the summer?* Display Vocabulary Card *patterns*. **This picture shows a pattern. A pattern is something that repeats over and over.** Point out the *patterns* in *Summer Days and Nights* on these pages: p. 10 (purple dots on the floatie); p. 18 (marching ants in a line); p. 28 (the white fence).



### Summer Days and Nights

- 1 Remember** Display the front cover of *Summer Days and Nights*. **Let's remember some of the things that happened during the day.** Turn to p. 10. **What did the girl jump into to keep cool? A pool.** Guide children to understand that text has meaning by pointing to the word *pool* and saying it aloud. Ask a volunteer to come up and point to the picture of the pool.
- 2 Reread** **Now let's read about the summer night again.** Turn to p. 20 and begin reading. Have children *notice* and remember the things the girl sees at night.
- 3 Retell** Display the Talk More About It Card. Use the three pictures as prompts for a class discussion in which the children retell the most important details in the story. Encourage all children to contribute to the discussion.



### DIFFERENTIATED SUPPORT

#### Engage and Extend

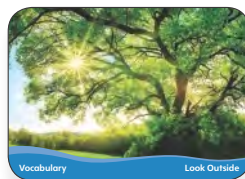
**Retell** Have each child create a book with drawings that show the things they like to do in the *summer*. Encourage them to add labels for each activity. TACTILE, KINESTHETIC

# Literacy Circle

15 minutes

## Concept Vocabulary

**Practice** Show the week's Vocabulary Cards: *summer, hot, shade, fireflies, butterfly*. Have children identify each word. One of these words is the name of a season. Which one is it? One of these words describes the *weather* during *summer*. Which one is it? One of these words is where you sit when it's a *hot summer* day. Which one is it? Two of these words are insects you can see during the *summer*. Which words are those?



## Transition

### Chant

Model the following spoken chant for children with movements:

On a *hot summer* day, (raise your arms up)

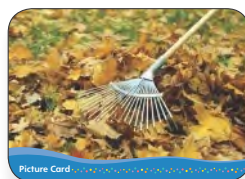
The sun shines down. (lower your arms)

Then ask children to join you.

## Phonological Awareness

**Blend Phonemes** Children will blend spoken phonemes to make one-syllable words.

- Display Picture Card *pan*. Slowly sound out the phonemes: /p/ /a/ /n/, /p/ /a/ /n/. I will say the sounds again, but I'm going to blend them together to say a word: *pan*.
- Display Picture Card *rake*. Listen as I say the sounds: /r/ /ā/ /k/, /r/ /ā/ /k/. Can you blend the sounds and tell me what the word is?



## Theme Vocabulary

patterns

## Concept Vocabulary

summer	hot
shade	fireflies
butterfly	

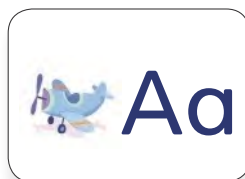
## Academic Vocabulary

sound	blend
-------	-------

## Alphabet Knowledge

**Review Letters Pp, Jj, Dd, Aa, Bb, Tt, Mm, Ss** Children will review letters *Pp, Jj, Dd, Aa, Bb, Tt, Mm, Ss* and recognize their distinct letters sounds. This will help children name at least 20 uppercase and lowercase letters and recognize at least 20 distinct letter sounds in the language of instruction.

- 1 Distribute printable Letter Cards for the letters *P, p, D, d, J, j, A, a, B, b, T, t, M, m, S, s* so each child has one. Point to children and have them name the letters on their cards.
- 2 Have children switch their cards with a classmate. Point to children and have them name the letters on their cards. Repeat again if there is time.
- 3 Have children stand together if they are holding matching uppercase and lowercase letters. Then call on each pair one to name their letter and then use this sentence frame to tell the sound it spells: *The letter \_\_\_\_ spells the sound \_\_\_\_.* sound it spells:



## ✓ CHECK FOR UNDERSTANDING

**IF** . . . children have difficulty blending phonemes to form words,

**THEN** . . . display Picture Card *can*. The sounds in this word are: /k/, /a/, /n/; /k/, /a/, /n/; /ka/ /n/; /ka/ /n/; *can*. Display Picture Card *bed*. The sounds in this word are: /b/ /e/ /d/; /b/ /e/ /d/; /be/ /d/; /be/ /d/. What is the word? Guide children to say the word *bed*. Repeat with other Picture Cards if needed.

LET'S GET READY FOR

## Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or for **English Language Development** lessons (pp. ELD•214–ELD•216).

### Small Group

- **Math: Spatial Sense** Group children in pairs by
  - having them count off as “ones” and “twos.” I’m
  - going to tell you where to stand with your partner. If
  - you’re a “one” hold up one finger. Ones, stand behind
  - your partners.
  - If you’re a “two” hold up two fingers. Twos, stand
  - beside your partners.
- Then use the set of attribute blocks and place them around the classroom. Ask children to tell where the blocks are located using the location words *behind* or *beside*.

#### ▶ **ELL Access**

##### Share Information

**Emerging** Have a volunteer stand behind your desk. Say: **Kim is behind the desk.** Have children repeat. Use another volunteer to model *beside* and have children repeat.

**Developing** Ask questions that give children a choice of *behind* or *beside* to use as a response. For example: **Am I behind the chair or beside the chair?**

**Expanding** Have several children stand behind or beside something. Then ask questions about their location. For example: **Is Cory beside the chair?** Have children respond *No, Cory is behind the chair.*

**Bridging** Have partners ask and answer questions they ask each other about the location of objects that are behind or beside other objects.

- **Literacy: Concept Vocabulary** Provide extra
  - support for the Concept Vocabulary words. Display
  - Vocabulary Card *hot*. **How do you know that this**
  - **picture means *hot*? What could cause you to become**
  - ***hot*? What would *surprise* you?** Use Vocabulary
  - Cards *summer, shade, butterfly, and fireflies* to
  - reinforce the words and their meanings for children.

#### ▶ **ELL Access**

##### Visual Support

**Emerging** Display Vocabulary Cards *butterfly* and *summer*. **Point to the picture that shows the season of *summer*.**

**Developing** Display Vocabulary Cards *butterfly, fireflies, and shade*. Name each for children and have them repeat. **Point to the picture that shows a bug you can see at nighttime in the *summer*. Point to the picture that shows where you could sit to cool off in the *summer*.**

**Expanding** Place the Vocabulary Cards on a table. Ask a question about each picture and have children point to the correct image. Then have them say the word.

**Bridging** Place the Vocabulary Cards face down on a table. Have children each take a turn turning a card face up and saying the word that is depicted on the card. Then children can place the card face down again, mix up the cards, and let someone else take a turn.

# Math Circle

15 minutes

## Number Sense

Today children will continue to identify, without counting, sets of 1 to 5 objects.

- 1 Engage** Sometimes we can know how many objects there are without counting. We can just look at the objects.

Set out some groups of square attribute blocks. The groups should have one, two, three, four, or five squares. **How many squares do you see? Don't count them—just try to tell by looking.**

- 2 Develop** Take out a dot cube. **Has anyone used one of these before? How did you use it? What did you use it for? What did the dots mean?** Show children the side with one dot. **This is 1.** There is 1 dot. Show children the side with two dots. **This is 2.** There are 2 dots. Pause and review 1 and 2. Then move on to 3, 4, and 5, pausing and reviewing as you go.

- 3 Practice** **I will show the different groups of dots. The groups will be in the same pattern each time.** Ask children to cover their eyes while you set the dot cube down on the table. **When I whistle, open your eyes and name the number without counting the dots.** Practice this activity until children have correctly named each of the five numbers at least once each.

## Learning Outcomes

### The child

- verbally identifies, without counting, the number of objects from 1 to 5.

## What You Need

- Patterns: Dot Cube
- Attribute Blocks, squares
- SEL Card: *help*

## Academic Vocabulary

number



## CHECK FOR UNDERSTANDING

**IF** . . . children have difficulty seeing, understanding, or working with a dot cube,

**THEN** . . . modify the exercise(s) so that you (or they) use fingers.



## Snack Time

15 minutes

**Solving Problems** Before children begin their snack, talk about how to ask for help. **If you couldn't open your milk carton, what would you do? I'd want you to raise your hand and ask for help.**

Display Social and Emotional Learning Card: *Help*. Point to the small stool. **How does the stool help the child?** After snack time, lead a brief class discussion on helping others. **How does it feel to ask for help? How does it feel to help others?**



# Social Studies Circle

15 minutes

## Learning Outcomes

### The child

- sustains attention to personally chosen or routine teacher-directed tasks until completed.
- observes the relationship of organisms to their environments.
- investigates the relationship of organisms to their environments.
- describes the relationship of organisms to their environments.
- discusses the relationship of organisms to their environments.
- demonstrates that all people need clothing
- coordinates sequence of movements to perform tasks.

## What You Need

- Trade Book: *Summer Days and Nights*
- chart paper, marker
- colored chalk

## Outdoor Play

20 minutes

**Draw Summer Objects** Provide colored chalk for children. Space out the children so they can draw on their own area of the playground. Have them draw *summer* objects that they have learned so far, like the sun, a boat, a swimming pool, or a camping tent. Then gather the children together and call out one of the objects in one of the drawings. Have children run to that drawing and say what it shows.

## Clothes in Summer!

Have children stand up and listen to you perform the following chant. Fill in the blank with different *summer* clothing items, such as “swim suit.” After each chant, have the children echo you. Encourage them to come up with their own clothing ideas.

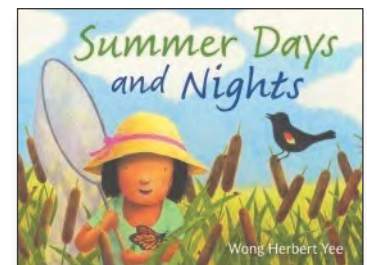
Clothes in *summer*!  
Clothes in *summer*!  
I wear a \_\_\_\_\_.  
Clothes in *summer*!

## Weather and Seasons

**1 Engage** Begin a discussion in which children observe, investigate, describe, and discuss the relationship of organisms to their environments. In this case, the organism is them.

Talk with children about the clothing they wear in *summer*. In *fall*, we wear long pants, long sleeves, and jackets because it’s getting cooler. In *winter*, we wear earmuffs and heavy coats because it’s very cold, and in *spring*, we wear lighter clothing because it’s getting warmer.

**2 Develop** In *summer*, there is more sunlight. The sun warms the land, air, and water around us. We get the most sunlight of any season. It’s also *hot*. We wear different clothing when it is hot. Turn to pp. 13–15 of *Summer Days and Nights* and point to the pictures.



Guide children to *notice* the clothing.

What clothes are the girl and her parents wearing? Do you see long sleeves or short sleeves? What are some things you like to do in *summer*? Swim? Go on a picnic? What would you wear to do those things?

**3 Practice** Display or draw a three-column for children with columns labeled *summer* and *fall* and *winter*. Name different pieces of clothing, such as swim shirts, a heavy coat, long pants, shorts, and so forth. *Would we wear this in summer or in fall and winter?* As children answer, write the name of the clothing and draw a picture of it in the correct column.

# Learn and Play

90 minutes

## Let's Move

**Hokey Pokey** Play a game of Hokey Pokey with children. Use the game to have children coordinate a sequence of movements.

- Have the children begin by standing in a large circle.
- Sing the song for children and demonstrate the movements as you go. ("Put your left foot in ... and you shake it all about," etc.)
- Monitor that children perform the movements in the correct sequence: putting the body part in; putting it out; putting it in; shaking it; turning around; shrugging shoulders.

**Simon Says** We're going to play "Simon Says" again! Listen carefully to what Simon says. Then, go where Simon says for you to go!

- Review location words children have learned. For example, "Simon says: Sit beside your friend."

## Let's Talk

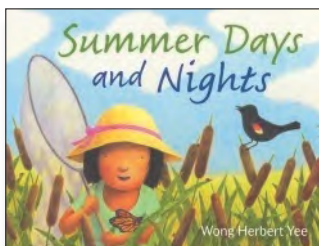
**Behavior** During the Hokey Pokey, monitor children so that they sustain their attention until the game is completed. Circulate and stand beside children who need help with the movements. Encourage them to stay engaged in the game. *I know you can stay focused. This will be fun!*



## Let's Read

**I Want to Know More** Display *Summer Days and Nights*. Ask children what they want to know more about after you read each page. *Do you want to know anything more after reading this page?*

**Rhyme Time** Reread *Summer Days and Nights*. Point out the rhyming words as you read. *Bright and light rhyme! What else rhymes with these words? Listen: Bright, light, bird. Does bird rhyme? Bring, light, night. Does night rhyme?*



### Theme Vocabulary

weather changes

### Concept Vocabulary

summer

### Academic Vocabulary

sunlight heat

light clothing

### 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

**Listen to the Waves** Play audio of ocean waves. Model taking deep breaths in and out to relax. Use your breathing and your words to guide children.

### DIFFERENTIATED SUPPORT

#### ELL

**Hokey Pokey** To help English language learners participate with confidence, pause and point to the body part as you say it, and then have the child say the name in their home language. AUDITORY

# Prepare and Reflect

10 minutes

## 5x5

**Patterns** Use the card to discuss *patterns*. Use the sentence frame to guide children to name the colors in the pattern. Then after they have named each color, explain that all together, the colors make a *pattern*.



## Learning Outcomes

### The child

- sustains attention to personally chosen or routine teacher-directed tasks until completed.

## What You Need

- 5x5 Card: Summer
- construction paper, scissors, paste, markers

### Note to Teacher

Have children prepare for the Theme Celebration Day. You can pick and choose from the activities listed on this page or include some of children's other favorite activities.



## Theme Celebration Day

Remember, at the end of the week, we will have our Author's Chair Celebration. We'll also show our bulletin board covered in leaves, flowers, snowflakes, and suns.

**Getting Ready** Have children practice reading their Seasons Books. Set out the chair that has been designated as the Author's Chair. Ask volunteers to sit in it and read their Seasons Books. Provide sentence frames that the children can use to "read" their books. Remember that some children will have drawn a picture of what they like to do in a certain season, and others will have drawn about what they would like to do.

- *In fall/spring/summer/winter, I like to \_\_\_\_.*
- *I would like to \_\_\_\_ in fall/spring/summer/winter.*
- *My favorite season is \_\_\_\_ because \_\_\_\_.*
- *The weather today is \_\_\_\_.*

Ask children to think of one article of clothing that they can bring to the Author's Chair Celebration. Their article of clothing should go with the season they selected as their favorite. Guide children to keep it simple: a pair of mittens, some sunglasses, an umbrella, or a light jacket. Tell them to bring in their article of clothing to class tomorrow.

Tell children they are going to finish decorating the classroom bulletin board. Divide the class in half again. One half should cut out snowflakes from white construction paper, and the other half should cut out suns from yellow construction paper. Have children draw smiley faces on their suns using markers. When the children are finished, staple or paste their work on the bulletin board with the leaves and flowers from Day 2. Support children who need assistance, so they may continue to sustain their attention on the task.



## DIFFERENTIATED SUPPORT

### Engage and Extend

**Getting Ready** Some children may not need sentence frames. Practice with these children simply by prompting them with the name of a season and having them explain their books in their own words. AUDITORY

# Welcome to Today

15 minutes

## Meet and Greet

- Greet children by saying their names: **Good morning, \_\_\_\_**. Support children’s development of vocabulary of common phrases by having them respond: “Good morning, Mr. / Mrs. / Ms. \_\_\_\_.”
- Ask children how they are feeling this morning. Then have them update the Mood Meter as you continue to greet other children.



## Sing, Rhyme, and Shout

**Look Outside** Continue to support children as they increase their listening vocabulary. Display the card. Sing the song for children but leave out the lines, “on a sunny day” and “let’s stay cool and play.”

- Ask the children to sing the missing words when you come to them.
- Then sing the song as written as a group, with all the words in place.

Vary the activity as a way to encourage children to remain focused. Divide the children into two groups, one that sings with the two lines missing, and another group that sings the missing lines.



## Morning Meeting

- 1 Attendance** As children place their names on the attendance chart, ask children to *notice* if their first or last name starts with any of the week’s letters: *Pp*, *Jj*, or *Dd*. If it does, have them say their name aloud.
- 2 Helper Chart** **What helpers do we have on our helper chart?** Ask children to take turns touching a job on the chart and acting it out.
- 3 Question of the Day** **Would you rather wear shoes or sandals when it’s hot?** Display a T-chart with columns for each choice. Have children place sticky notes or name tags on the chart to answer. Have volunteers tell their choice.
- 4 Today’s Events** Tell children that later today, they will do more to prepare for their Author’s Chair Celebration Day.

## Learning Outcomes

### The child

- remains focused on engaging group activities for up to 20 minutes at a time.
- increases listening vocabulary.
- begins to develop vocabulary of common phrases.

## What You Need

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

## Theme Vocabulary

notice

## DIFFERENTIATED SUPPORT

### ELL

**Attendance** Review initial sounds of the letters *Pp*, *Jj*, and *Dd* with English language learners. Say the sounds in isolation. Then, slowly sound out and blend the names of children whose names begin with those letters. Have children echo all the names back to you. AUDITORY



# Story Time

15 minutes

## Learning Outcomes

### The child

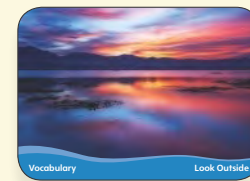
- recognizes that text has meaning.
- names at least 20 upper- and at least 20 lower-case letters in the language of instruction.
- recognizes at least 20 distinct letter sounds in the language of instruction.
- uses information learned from books by describing, relating, categorizing, or comparing and contrasting.

## What You Need

- Read More About It Book: “Let’s Go Camping”
- Vocabulary Cards: *patterns, shade, summer, hot, fireflies, butterfly*
- Trade Book: *Summer Days and Nights*
- Alphabet Cards: *Pp, Ss*

## Look Outside

**?** **What can we see and do during the summer?** Remind children of the weekly question: *What can we see and do during the summer?* Display Vocabulary Card *patterns*. This picture shows *patterns*. The seasons are a *pattern* because they repeat over and over again. Spring will always come after winter, and *summer* will always come after spring. Fall will always come after *summer*, and then it will be winter again!



## “Let’s Go Camping”

Ask children to settle down and find a spot to sit. Tell them you are going to read another part of the book *Look Outside*.

- 1 Introduce** Display the front cover of *Look Outside*. Tell children you are going to read about camping, which is a fun thing to do in the *summer*. *When people go camping, they spend the night outside. They might sleep in a tent. They usually make food over a small fire.*
- 2 Read Together** Read “Let’s Go Camping” aloud. After reading, support children in recognizing that text has meaning by asking them questions about what information can be learned from print. Point to the first image on p. 10 and read the accompanying text again. *Where do they pitch their tent?*
- 3 Connect** Have children relate to the text by answering these questions: *Have you ever been camping? What was it like?* If no children have been camping, then return to the illustrations in “Let’s Go Camping” and pose questions like, *Would you like to sleep in a tent? Would you like to walk through the woods?*



## DIFFERENTIATED SUPPORT

### Extra Support

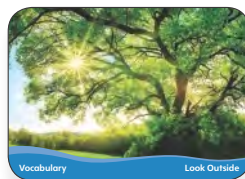
**Connect** If children have difficulty sharing because they’ve never been camping before, have them look at the illustrations and tell what the people did in “Let’s Go Camping.” Prompt them with questions as needed. **VISUAL**

# Literacy Circle

15 minutes

## Concept Vocabulary

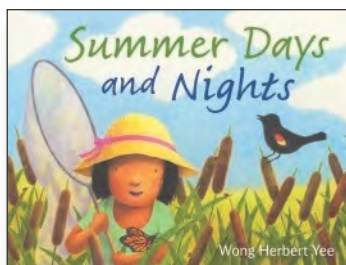
**Review** Remind children of the weekly question: *What can we see and do during the summer?* Display Vocabulary Cards *shade* and *butterfly*. In the *summer*, the sun casts a shadow. You can sit there in the *summer* and feel cool. What is my word? Display two cards and give children clues for one of the words (*summer, shade, hot, fireflies, butterfly*). Have children identify the word.



## Print Concepts

**Elements and Features of Print** Children will distinguish between letters, words, and pictures, and identify features of print.

- Display p. 19 in *Summer Days and Nights*. Point to a word on the page. This is a word. What are words made of? (letters) Can you name any letters on this page?
- Read a sentence on the page aloud and track the print as you read. This is a sentence. What is a sentence made of? (words) We know that a sentence begins with an uppercase letter. Have volunteers turn to a page in the book and point out uppercase letters.



## Alphabet Knowledge

**Review Letters Pp, Jj, Dd, Aa, Bb, Tt, Mm, Ss** Children will review letters *Pp, Jj, Dd, Aa, Bb, Tt, Mm, Ss* and recognize their distinct letter sounds.

- 1 Distribute Alphabet Cards to pairs of children. Point to each pair and have them name the letters on their cards. Then have children switch their cards with another pair. Point to each pair of children and have them name the letters on their new cards.
- 2 Call on each pair of children to use this sentence frame: *The letter \_\_\_\_ spells the sound \_\_\_\_.*
- 3 Have each pair of children demonstrate and explain how to form the letters on their cards.



## Transition

### Chant

Make a butterfly with your hands by putting your palms together (facing you) and hooking your thumbs. Model this for children and have them flap their fingers as “wings.”

Then say the following spoken chant as the children’s butterflies “fly” around the room.

Butterfly, butterfly, be my friend,  
I don’t want the summer to end.  
Butterfly, butterfly, find some shade,  
I’ll share my cup of lemonade.

## Theme Vocabulary

patterns

### Concept Vocabulary

summer hot  
shade fireflies  
butterfly

### Academic Vocabulary

sound  
blend

## CHECK FOR UNDERSTANDING

**IF . . .** children struggle forming some of the letters,

**THEN . . .** work with them one-on-one and offer guidance as needed.

LET'S GET READY FOR

## Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or for **English Language Development** lessons (pp. ELD•214–ELD•216).

### Small Group

- **Math: Number Sense** Remember, sometimes we don't have to count the number of objects to tell how many there are.

- Ask children to stand in a wide row, facing you. I'm going to hold up the dot cube and show you some dots. Take as many steps as you see dots on the cube. Don't stop to count the dots! You can tell just by looking. Hold up one side of the dot cube at a time. Watch that children take the correct number of steps.

- ▶ **ELL Access**

#### Internalize Vocabulary

**Emerging** Arrange five blocks for children in groups of 1, 2, 3, 4 and 5 blocks. Say the number of blocks in each group. For example: *I see one block. One.* Have children repeat the numbers. Then point to groups out of numerical order and have children name the number.

**Developing** Give partners five blocks. Have one partner look away while the other sets up a group of 1–5 blocks. The partner is then told to look and says what he or she sees. For example: *Three blocks!*

**Expanding** Give children five blocks. Have them show a partner groups of 1–5 blocks. The other should describe the group with a complete sentence, *I see three blocks.*

**Bridging** Have partners show one another groups of 1–5 blocks and take turns asking and answering the question, *How many blocks do you see?*

- **Literacy: Print Concepts** Display various pages in *Summer Days and Nights* and point out words, letters, sentences. Then have children find other examples.

- ▶ **ELL Access**

#### Expand Vocabulary

**Emerging** Display various pages in *Summer Days and Nights* and point out words and letters. For each one, say: *This is a \_\_\_.* Have children repeat the word *letter* or *word* after you.

**Developing** Display various pages in *Summer Days and Nights* and point out words and letters. For each one, say: *This is a \_\_\_.* Have children repeat the phrase after you.

**Expanding** Display various pages in *Summer Days and Nights*. Have children point to letters, words, and uppercase letters at the beginning of sentences. For each one, they should use this sentence frame: *This is a \_\_\_.*

**Bridging** Display various pages in *Summer Days and Nights*. Have children point to letters, words, and uppercase letters at the beginning of sentences and identify each one.

# Math Circle

15 minutes

## Patterns

Tell children that today they will be recognizing more *patterns*.

- 1 **Engage** A *pattern* is when something repeats. Draw or display a pattern of shapes which includes a square, such as circle, triangle, square, circle, triangle, square, circle, triangle, square. Do you *notice* how the pattern repeats? How can you describe the pattern?
- 2 **Develop** The seasons happen in a *pattern*. Today we talked about *summer*. After *summer* comes fall. Then comes winter, and then spring. After spring, *summer* comes again. This is a *pattern*. The four seasons repeat in a *pattern*.
- 3 **Practice** I'm going to say the seasons in order. When I point to you, say the season that comes next in the *pattern*. Fall, Winter, Spring, \_\_\_\_, Fall, Winter, \_\_\_\_, *Summer*, Fall, \_\_\_\_, Spring, *Summer*, \_\_\_\_, Winter, Spring, *Summer*.

Next, line up the children in a single line and have them squat down. Ask children to say the seasons in order, with one child saying one season. When they say their season, they should stand up. For a fun game, have them practice it until they can increase their speed to a brisk pace.

## Learning Outcomes

### The child

- recognizes patterns.

## What You Need

- Attribute Blocks

## Theme Vocabulary

patterns

## Academic Vocabulary

spring

seasons

repeat

fall

winter



## CHECK FOR UNDERSTANDING

**IF** . . . a child has difficulty remembering the order of the seasons,

**THEN** . . . review the seasons using the words *first*, *second*, *third*, and *fourth*, starting with fall first.



## Snack Time

15 minutes

**My Favorite Snack** Ask children about their favorite snack. Have children respond in a complete sentence to the following prompt: *My favorite snack is \_\_\_\_ because \_\_\_\_.*

Guide children to think about why their snack is a favorite. Have them think about taste but also about nutrition, too.



## Science Circle

15 minutes

### Learning Outcomes

#### The child

- sustains attention to personally chosen or routine (teacher-directed) tasks until completed.
- creates shapes.
- observes the relationship of organisms to their environments.
- investigates the relationship of organisms to their environments.
- describes the relationship of organisms to their environments.
- discusses the relationship of organisms to their environments.
- coordinates sequence of movements to perform tasks.

### What You Need

- “Dressing for the Seasons” chart
- Trade Book: *Summer Days and Nights*
- chalk, masking tape
- Read More About It Book: “Let’s Go Camping”

### Outdoor Play

20 minutes

**Drawing Shapes** Find an area of blacktop that is clean and out of the way. Give children chalk and have them create, or draw circles, triangles, squares, and rectangles. As they draw, have them use ordinal terms like *first*, *second*, *third*, and *then*. Model for children. *I’m going to draw a triangle. First, I pull down a slanted line. Second, I pull down another slanted line, going the other way. Then, I draw a line across the bottom. This makes a triangle!*

### Hey! It’s Summer

Have children stand up and listen as you sing the chant. The chant should be sung to the tune of “Are You Sleeping?” As you sing, have children echo by singing each second phrase. Fill in the blanks with *summer* clothing items.

Have children participate in this classroom music activity by moving to the rhythms of the chant. Have them sway their bodies back and forth in time to the music.

Hey! It’s *summer*,  
Hey! It’s *summer*.

What to wear?  
What to wear?

I will wear my \_\_\_\_.  
I will wear my \_\_\_\_.

Run and play.  
Run and play.

### Environments

- 1 Engage** Have children investigate the relationship of organisms to their environment. First, lead a discussion about what children have learned about weather and the seasons. *Let’s discuss, or talk about, what we have learned about summer weather. The weather can be \_\_\_\_! (hot) There is more \_\_\_\_\_. (sunlight) The weather can change in the summer. Sometimes there is rain or \_\_\_\_\_. (thunderstorms)*
- 2 Develop** Next, lead a discussion about children’s relationship to their environment. Display the “Dressing for Seasons” chart that you created during Week 1. Label the fourth column “Summer.” *What clothing do we wear in the summer?* List the clothing they name in the chart. Also draw a simple illustration of each article of clothing next to its name on the chart.
- 3 Practice** Point to the name of each article of clothing on the chart. *Why should we wear this in the summer?* Have children reply in complete sentences and use the word *because*. Provide this sentence frame: *In summer we wear \_\_\_\_\_ because \_\_\_\_\_. In summer we wear shorts because they help us stay cool in the hot weather.*

# Learn and Play

90 minutes

## Let's Move

**The Ants' Picnic** Display p. 18 in *Summer Days and Nights*. The ants are marching to the picnic. We're going to be ants marching today!

- Have children form a line. Have children march around the classroom. For the first go-through, you should be the leader.
- As you move through the classroom, choose a route that takes children in and out of various areas—perhaps behind your desk or into the coatroom. This way, you will sustain children's attention.
- For the second go-through, ask a volunteer to lead the march.

**Pattern Hop** If you removed it after last week, recreate a *pattern* hop on the classroom floor.

- Use masking tape to create rectangles, squares, circles, and triangles on the floor.
- Support children as they coordinate a sequence of movements. Ask children to hop across the *pattern*.
- As they hop, have them name the shape they hop into.

## Let's Talk

**Behavior** During the *pattern* hop, support children as they sustain their attention until the activity is completed. To keep them interested, try a variation on the pattern hop where another child names the shape, and the first child has to step into the shape that is named.



## Let's Read

**Rhyme Time** Read p. 10 of “Let's Go Camping” in the Read More About It book *Look Outside*. Let's try to think of some more words that rhyme with some of the words on this page. Work with children to think of words that sound like *hot/spot* and *fun/run*.

**If We Were There** Reread p. 10 in “Let's Go Camping.” Ask: *What other things could we do at the camp site?* Help students to make up additional lines that begin *We* \_\_\_\_.



### Theme Vocabulary

weather changes

### Concept Vocabulary

summer

### Academic Vocabulary

sunlight rectangle

clothing circle

triangle square

### 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

**Float in a Pool** Let's get in the swimming pool! We've already done our swimming and now we're going to lie on a water float. Guide children to come to the floor to lie down to rest. *Mine is in the shape of a cat. What does your water float look like?* Have children share how they imagine their float.

### DIFFERENTIATED SUPPORT

#### Extra Support

**The Ants' Picnic** Provide assistance to children who need help focusing by offering encouragement. *You're all marching so well! You're all like little ants!* AUDITORY

# Prepare and Reflect

10 minutes

## 5x5

### Learning Outcomes

#### The child

- sustains attention to personally chosen or routine teacher-directed tasks until completed.
- increasingly communicates with peers to initiate pretend play scenarios that share a common plan.

**Ready, Set, Go!** Use the card to discuss getting ready to swim and then going swimming. Ask children if they have ever been swimming. Have them share the way they prepared, such as putting on sunscreen. Then ask them to share what they wore to go swimming.



### Theme Celebration Day

Remember, at the end of the week, we will have our Author’s Chair Celebration. We’ll also show our bulletin board covered in leaves, flowers, snowflakes, and suns.

**Getting Ready** Have children again practice reading their Seasons Books. Ask children to sit in the Author’s Chair. Children who feel comfortable explaining their Seasons Books should be allowed to do so. Support other students with the same sentence frames as yesterday:

- *In fall/spring/summer/winter, I like to \_\_\_\_.*
- *I would like to \_\_\_\_ in fall/spring/summer/winter.*
- *My favorite season is \_\_\_\_ because \_\_\_\_.*
- *The weather today is \_\_\_\_.*

As children practice reading in the Author’s Chair, take photographs with a camera. Be careful not to distract the children as you take pictures; this will help them learn to sustain their attention until they have completed their reading. Display or email their guests the photographs as a “preview” of the Theme Celebration Day.

Have children present the seasonal article of clothing they brought. Some children might have brought in something different than they decided yesterday; be sure to tell them that is fine. As they present the article of clothing, have them name it and name the season it goes with. When appropriate, have the children put on the article—such as a pair of mittens or sunglasses.



### What You Need

- 5x5 Card: Summer
- camera

### Transition

#### Movement

Put children in small groups of three or four. Have children perform a pretend play scenario in which they go camping together. Each child should initiate some aspect of camping, such as pitching the tent, or roasting marshmallows on sticks over a fire. Monitor that children communicate with each other as they come up with and execute their ideas for the scenario.

#### Note to Teacher

Remember to bind student drawings into their Seasons Books before Day 5.

#### DIFFERENTIATED SUPPORT

##### Engage and Extend

**Getting Ready** For children who either need a challenge or show advanced reading skills, provide another sentence frame, such as *My favorite memory from \_\_\_\_ is \_\_\_\_*. VISUAL

# Welcome to Today

15 minutes

## Meet and Greet

- As you welcome children, tell them how happy you are that they are in class today and how excited you are for the celebration.
- Tell them how you are feeling, and then have them respond by posting on the Mood Meter.



## Sing, Rhyme, and Shout

**Look Outside** Display the card.

- Sing the song together. Have children raise their hands when they hear the phrase “sunny day.”
- Review with children what the *weather* in *summer* is like. **What is the weather like? What clothing are the children wearing? What are the children doing?**



## Learning Outcomes

### The child

- remains focused on engaging group activities for up to 20 minutes at a time.
- increases listening vocabulary.
- begins to develop vocabulary of common phrases.

## What You Need

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

## Theme Vocabulary

weather

## Concept Vocabulary

summer

## Morning Meeting

- 1 Attendance** Keep a lively pace during Morning Meeting activities to help children remain focused. Ask children to place their name cards on the attendance chart. **It's important to come to school each day so you can learn new things.**
- 2 Helper Chart** Have helpers stand and tell how it felt to help out in the classroom this week. Encourage them to continue to develop their vocabulary of common phrases by modeling examples, such as, **I like helping.**
- 3 Weather** I'm going to describe some *weather*. Give me a thumbs up if it matches the *weather* today. Listen carefully. Say simple sentences that describe the *weather*. Include accurate and inaccurate descriptions of today's *weather*. This will help children increase their listening vocabulary. Then, fill in the *weather* chart.
- 4 Today's Events** Tell children that later today, we will have our guests come to our Author's Chair Celebration Day!

## DIFFERENTIATED SUPPORT

### 3-Year Olds

**Weather** If children have difficulty using their thumbs, then tell them they can say “yes” or “no” instead. TACTILE



# Story Time

15 minute

## Learning Outcomes

### The child

- recognizes that text has meaning.
- blends spoken phonemes into one-syllable words with pictorial support.
- can identify some conventional features of print that communicate meaning, including end punctuation.

## What You Need

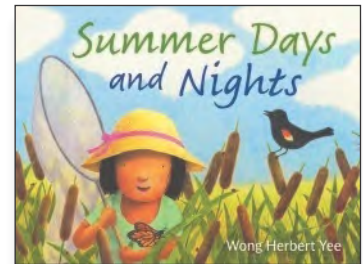
- Trade Book: *Summer Days and Nights*
- Read More About It Book: “Let’s Go Camping”
- Vocabulary Cards: *summer, hot, shade, fireflies, butterfly*
- Picture Cards: *goat, bike*

## Look Outside

**?** **What can we see and do during the summer?** Remind children of the weekly question: *What can we see and do during the summer?* Have children share things to see and do when it is summer.

## Summer Days and Nights and “Let’s Go Camping”

Children will compare *Summer Days and Nights* and “Let’s Go Camping.”



- 1 Remember** Display the cover of *Summer Days and Nights*. *Was it hot or cold in the story? How did the girl cool off? What did she do for fun? What happened when she fell asleep?* Guide children to recognize that text has meaning. Display pp. 10–11 of *Look Outside*. *Where do they pitch their tent?* Point to the illustration. Then read, “we pitch a tent in a shady spot” and point to these words as you read.
- 2 Reread** Turn to p. 8 in *Summer Days and Nights* and begin reading with, “*Summer days can get so hot.*” Read until p. 19 when the day ends. Skip to p. 27 and read until the end. Then reread “Let’s Go Camping.”
- 3 Compare** *I heard about different summer things in both stories. I heard about the weather. Can you describe some summer things? What was the weather like? How did they cool off? What did they do for fun? Did they dream at night?*

## DIFFERENTIATED SUPPORT

### ELL

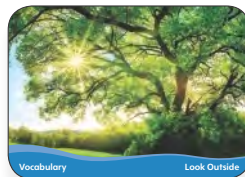
**Describe** Display p. 31 of *Summer Days and Nights*. Ask children to tell in their own words what is happening in the illustration on that page. Then display p. 11 of “Let’s Go Camping” and point to the second picture. Encourage children to describe what is happening in that illustration. *How are they alike?* AUDITORY

# Literacy Circle

15 minutes

## Concept Vocabulary

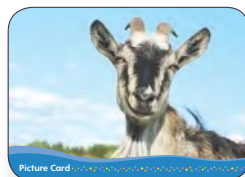
**Check for Understanding** To ensure children can demonstrate understanding of the meaning of 3,000 to 4,000 words by the end of prekindergarten, monitor the responses of individuals to the following prompts: *What season comes before summer? Is a summer day hot or cold? If you sit in the shade, how do you feel? When can you see fireflies? Do you think it would be fun to try to catch a butterfly?*



## Phonological Awareness

**Blend Phonemes** Children will blend spoken phonemes into one-syllable words.

- Display Picture Card *goat*. Listen as I say the sounds: /g/ /ō/ /t/, /g/ /ō/ /t/. Can you blend the sounds and tell me what the word is?
- Next, display Picture Card *bike*. Listen as I say the sounds: /b/ /ī/ /k/, /b/ /ī/ /k/. Can you blend the sounds and tell me what the word is?



## Print Features

**End Punctuation** Children will identify some conventional features of print that communicate meaning, including end punctuation.

- 1 Exclamation marks mean excitement. We can get a little louder at the end of a sentence with an exclamation point. We don't have to shout, just get a little louder. Listen: *I'm going to school today!* Have children repeat the sentence after you.
- 2 A question mark shows that we're asking a question. Your voice goes up when you ask a question. Listen: *Are you going to play outside?* Have children repeat the sentence after you.
- 3 I am going to say some sentences. If I ask a question and my voice goes up, say *question*. If I sound excited, say *exclamation*. Say these sentences with the correct intonation and have children respond: *I want a new bike! What's on the TV? What's for lunch? Let's go to the zoo!*

## Transition

### Rhyme

Ask children to stand up and stretch their arms up towards the sun. Then sing the song below to the tune of "Row, Row, Row Your Boat." Model the movements for children and then have them join you in singing and moving.

Bright sun, (spread fingers,  
lower arms)  
shining down,

Shining on the ground.

What a lovely (make a big circle  
in front of face)  
face you have,

Yellow, big, and round.

## Concept Vocabulary

summer	hot
shade	fireflies
butterfly	

## Academic Vocabulary

exclamation mark	question mark
blend	



## CHECK FOR UNDERSTANDING

**IF** . . . children have trouble making the appropriate intonation for the different ending punctuation,

**THEN** . . . demonstrate the intonation with the words *up* (voice going up) and *excited* (said in an excited manner).

LET'S GET READY FOR

## Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or for **English Language Development** lessons (pp. ELD•214–ELD•216).

### Small Group

- **Math: Geometry** Review squares with children.
  - Draw or show a square. **Squares have four sides and four corners. The four sides are always the same length.** Draw a large square, and ask children to draw a large square in the air with a finger. As they do, have them count the sides *one, two, three, four*.
  - Next, have children draw and color a large square on a piece of paper, giving suggestions for way to make the sides the same length. Ask them how many sides and corners they see on their square. Collect the finished squares so you can bind them into the shape book.

▶ **ELL Access**

**Internalize Vocabulary**

**Emerging** Using the set of attribute blocks, hold up a square and say: **This is a square.** Have children say the word *square*. Point to the sides and the corners as you define a square. Then ask children to point to sides and corners.

**Developing** Display two or three different attribute block shapes (one should be a square). Point to a shape and ask: **Is this a square?** Have children respond *square* or *not a square*.

**Expanding** Point to objects in the classroom, and ask: **Is this shaped like a square?** Have children respond *Yes/No, that is/is not a square*.

**Bridging** Have partners find a square-shaped object to show the group. Together, partners tell the group how they know the shape of their object is a square.

- **Literacy: Phonological Awareness** Provide each child with three counters and a piece of paper with three boxes on it. Display Picture Card *wig*. **When I say a sound, I want you to put one counter into a box. Listen: /w/ /i/ /g/. How many boxes did you fill? You filled three boxes. Listen again: /w/ /i/ /g/. What word am I saying?** Repeat with Picture Cards *yak, cup, bone, net*.

▶ **ELL Access**

**Visual Support**

**Emerging** Display Picture Card *wig*. **When I say a sound, I want you to put one counter into a box. Listen: /w/ /i/ /g/. How many boxes did you fill? You filled three boxes!**

**Developing** Display Picture Card *wig*. **When I say a sound, I want you to put one counter into a box. Listen: /w/ /i/ /g/. How many boxes did you fill? You filled three boxes. Listen again: /w/ /i/ /g/. What word am I saying?** Repeat with Picture Cards *yak, bone*.

**Expanding** Display Picture Card *cube*. **When I say a sound, I want you to put one counter into a box. Listen: /k/ /u/ /b/. How many boxes did you fill? You filled three boxes. Listen again: /k/ /u/ /b/. Put the sounds together and say the word with me: *cube*.** Repeat with Picture Cards *yak, bone, rope, mop*.

**Bridging** Display Picture Card *rope*. **When I say a sound, I want you to put one counter into a box. Listen: /r/ /ō/ /p/. How many boxes did you fill? Listen again: /r/ /ō/ /p/. Now put the sounds together and say the word.** Repeat with Picture Cards *van, bug, bat, rain, goat*.

# Math Circle

15 minutes

## Spatial Sense

Today, children will demonstrate that shapes stay the same when shapes slide, turn, or flip.

- 1 Engage** Remember a few weeks ago when I slid some shapes across the table? The shapes did not change when I slid them. I'm going to do that again. Take a rectangle attribute block and slide it across a table.

Then you took some white circles and turned them. You made snowmen. Did the circles change shape when you turned them? No, they did not! Take a white circle and rotate it.

We moved shapes one other way. We flipped a triangle raindrop. Do you remember that? It did not change its shape when we flipped it. Take a triangle attribute block and flip it over.

- 2 Develop** Get out the set of attribute blocks and spread out the shapes. Hold up a triangle. Ask children to name the shape. Slide it across a table. Then hold it up. *Is it still a triangle? Count the sides and corners.*

Hold up a rectangle. Ask children to name the shape. Turn it on its side. *Is it still a rectangle? Yes, it is! A rectangle can look different (hold it vertical, then horizontal), but it's always a rectangle. It does not change its shape if you turn it.*

Hold up a square. Ask children to name the shape. Flip it over. *Did the square change shape? No. It's still a square.*

- 3 Practice** Distribute the attribute blocks to children. Have them slide, turn, and flip the shapes. *Even when you slide, turn, and flip the shapes, they stay the same.*

## Learning Outcomes

### The child

- names common shapes.
- slides shapes to demonstrate that the shapes remain the same.
- flips shapes to demonstrate that the shapes remain the same.
- turns shapes to demonstrate that the shapes remain the same.

## What You Need

- white paper circles
- Attribute Blocks

## Academic Vocabulary

shapes	triangle
rectangle	circle
square	sides
corners	slide
flip	turn

## Snack Time

15 minutes

**Season Snacks** Have children name snacks they enjoy during different seasons. Also, talk about how snacks can help us warm up or cool down.

## CHECK FOR UNDERSTANDING

**IF . . .** children have difficulty with the concept of a shape not changing,

**THEN . . .** show them how a shape can change. Cut off the sides of a paper rectangle so it becomes a square. Explain that in this example, the shape has changed. Compare this with turning, flipping, or sliding a rectangle.



## Let's Celebrate

25 minutes

### 5x5

**Thumbs Up, Thumbs Down** Use the card to discuss *weather* and the seasons. Have volunteers act out the statements you give and then ask the rest of the class if the statement gets a thumbs-up or thumbs-down.



### Author's Chair

Invite children to finish out a month-long exploration of the theme “Look Outside” by having a celebration where they each read their own child-created Seasons Book in the Author’s Chair. During the celebration, children read their books and share what they have learned about the Essential Question: *How are seasons different?*

### Meet and Greet

Have children coordinate a sequence of movements as they greet their guests. Have children walk up to their guests. Encourage children to smile, shake their guests’ hands, and say, “Welcome.” Have children show guests to the area set aside for watching the Author’s Chair presentations.

### Sing

Ask the children to settle down and get ready to sing or chant. Lead them in the song or chant that they voted for and that you practiced with them. Have children perform any movements, as well. You may wish to have a volunteer conductor lead the rest of the class in the song or chant. As the singing progresses, help children sustain their attention by acknowledging their effort and skill. Also, keep a lively pace of instruction; this will support children to remain focused.

### Learning Outcomes

#### The child

- coordinates sequence of movements to perform tasks.
- sustains attention to personally chosen or routine teacher-directed tasks until completed.
- remains focused on engaging group activities for up to 20 minutes at a time.
- shows control of tasks that require small-muscle strength and control.

### What You Need

- 5x5 Card: Summer
- chalk
- Javi

### Outdoor Play

20 minutes

**My Weather Portrait** Provide chalk and help partners trace around each other’s bodies on butcher paper or on the playground. Then ask: **What is your favorite season?** Have children draw appropriate seasonal clothing (for their favorite season) on their outline drawings.

Help children hold their chalk with a conventional grasp, with fingers, rather than with a fist. Support them as they work to control tasks (like drawing) that require small-muscle strength and control.

# Let's Celebrate

## Time to Demonstrate!

Have children sit in the Author's Chair one at a time and "read" their Seasons Books. Provide the sentence frames you practiced to children who need them for support. Other children may not need the sentence frames and will explain each of their drawings in their own words. When each child is finished, lead the class and guests in applause.

## Take a Gallery Stroll

Ask children to take their guests to the bulletin board where the leaves, flowers, snowflakes, and suns are posted. Have children point out to their guests which creation is theirs. Guests may ask children questions about their work on the bulletin board or their Seasons Books—especially the season the child selected as their favorite.

## Teach a Task

Ask children to take their guests to the area of the floor where they did their pattern hop on Day 4. Have children teach their guests how to do the pattern hop. Encourage children to use ordinal words, including *first*, *second*, *third*, or *then*. Children should then demonstrate how to hop across the pattern and name the shape they hop into.

## Let's Reflect

Ask children and their guests to gather in a circle. Have everyone reflect on the theme of "Look Outside." Pass around Javi to children and have them answer some prompts:

- What did you learn about each season?
- What did you enjoy most about learning about the seasons?

For extra support, provide sentence frames:

- *I learned about fall/winter/spring/summer. I learned \_\_\_\_\_.*
- *I liked learning about fall/winter/spring/summer. I liked \_\_\_\_\_.*

### Academic Vocabulary

author's chair



### Snack Time

15 minutes

**Making Snacks** After the celebration, have children guide guests to the snack table. Encourage children to describe the steps they took to prepare these healthy and delicious snacks.



## Learn and Play

90 minutes

### Learning Outcomes

#### The child

- sustains attention to personally chosen or routine teacher-directed tasks until completed.

### What You Need

- Read More About It Book: “Let’s Go Camping”
- Trade Book: *Summer Days and Nights*

### 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

**Sit on the Beach** Let’s pretend we’re going to the beach! Have children walk around the room until they find a spot they like. Have them lie down on their sides. Let’s look out onto the ocean. Have children imagine they are watching the sunlight sparkle on the ocean’s surface.

### DIFFERENTIATED SUPPORT

#### Engage and Extend

**Tell Me About It** Invite children to retell their favorite trade book by slowly paging through the book, pausing to have children tell what is happening on each page. This will support their compare/contrast exercise with the four trade books. VISUAL

### Let’s Move

**Which Season Is It?** Have children mime an activity. Ask the other children to guess which season it is based on the actions. Whisper ideas to children as needed.

**Hide and Seek** Before children arrive for the day, hide common classroom objects around the room. Give children clues about where the objects are located using the location words children have learned. Use *behind* and *beside* most often, but you may also review previous weeks’ words, such as *above* and *below*.

### Let’s Talk

**Behavior** During the “What Season Is It?” game, call attention to good behavior. Javier, I like how you sat back down after your turn without bumping anyone. Josiah, you are listening with your eyes and ears so nicely! Your friend will be happy that you are watching and guessing. Acknowledge children who are sustaining attention during the game.



### Let’s Read

**Read More About It** Display p. 11 of “Let’s Go Camping.” Point to the second illustration and read the text. What are the people doing? Display p. 31 of *Summer Days and Nights*. What is the girl doing? What is the same, and what is different?

**Tell Me About It** Display the covers of the four trade books from the theme “Look Outside.” What do you remember from these books? What seasons do they tell about? How are the stories alike? How are they different? Then have children vote on their favorite book to read one more time.



CENTERGIZE



# Centergize

creative options for

**theme-specific centers,**

for **routine-oriented**

**centers,** and for ideas to

**refresh** centers throughout

the theme

# Centergize!

Engage children in purposeful play with **Centergize!**

**Centergize** offers creative options for theme-specific centers, routine-oriented centers, and ideas to refresh your centers throughout the theme.



## Centergize Your Theme Centers

Find ideas for eight Theme Centers that provide hands-on learning tied to skills and strategies in the theme. Multiple suggestions for changes to Centergize your centers keeps them fresh throughout the theme.

## Centergize Your Choice Centers

Find ideas to customize, or Centergize, routine-oriented Choice Centers that you have in your classroom, so children can engage in more independent, purposeful play.

### Centergize Theme Centers

Children explore the theme through purposeful play. **Theme Centers** connect to the theme **Look Outside** and provide opportunities for children to interact with others and to engage in hands-on theme skills practice.

Here is a recommended order for introducing centers for this theme.

Theme Center	Focus	What You Need
<b>Reading and Listening</b>	<b>Rain, Rain, Go Away</b> Follow along while listening to audio for the Big Book.	<ul style="list-style-type: none"> <li>computers or other digital devices, headphones</li> <li>SavvasRealize.com: <i>Rain, Rain, Go Away</i></li> </ul>
<b>Writer's Club</b>	<b>My Seasons Book</b> Draw and write about fall.	<ul style="list-style-type: none"> <li>Wordless Experience Book: <i>Look Outside</i></li> <li>crayons, markers, art paper</li> </ul>
<b>ABC Fun</b>	<b>Letter Pairs</b> Match uppercase and lowercase letters.	<ul style="list-style-type: none"> <li>Magnetic Letters</li> </ul>
<b>Pretend and Learn</b>	<b>Weather Days</b> Act out favorite activities during sunny and rainy days.	<ul style="list-style-type: none"> <li>Big Book: <i>Rain, Rain, Go Away</i></li> </ul>
<b>Creativity Station</b>	<b>Dressing for Fall</b> Use art materials to create fall clothing for a paper doll.	<ul style="list-style-type: none"> <li>Trade Book: <i>Goodbye Summer, Hello Autumn</i></li> <li>Patterns: Paper Doll</li> <li>construction paper, glue or glue sticks, crayons or markers</li> </ul>
<b>Math Fun</b>	<b>Patterns</b> Add drawings to complete and extend a repeating pattern.	<ul style="list-style-type: none"> <li>sentence strips, crayons or markers</li> </ul>
<b>STEM</b>	<b>Light and Shadows</b> Use a flashlight to create and investigate shadows.	<ul style="list-style-type: none"> <li>large box, flashlight, classroom objects</li> </ul>
<b>Sand, Water, and More</b>	<b>Rain on a Bottle</b> Create and observe how raindrops form.	<ul style="list-style-type: none"> <li>clear plastic bottles, ¼ measuring cup, ice-cold water, paper towels</li> </ul>

## Centergize Choice Centers

These are the centers that you like to have consistently available in your classroom.

Here are ideas to customize those centers for the theme **Look Outside**.

Choice Centers	Focus	Refresh
<b>Dramatic Play</b>	Mimic the actions of the characters in the <b>Look Outside</b> Trade Books.	Use Sing, Rhyme, and Shout Cards to sing and act out songs used in the theme.
<b>Spotlight Theater</b>	Make stick puppets using the pictures found in Patterns to retell the stories in this theme.	Use puppets to act out a scene from a seasonal day.
<b>Cozy Corner</b>	Look through picture books and choose the one of greatest interest. Discuss their choice with a friend.	Look for clues in picture books that indicate the season.
<b>Puzzle Place</b>	Complete a puzzle that depicts one of the four seasons and describe features of the season.	Play a pattern game using colored leaves.
<b>Build and Play</b>	Use blocks to build an outdoor scene and describe the season in which they would use the structure.	Use colored blocks to build structures using color patterns.
<b>Technology Hub</b>	Play a digital pattern game by selecting images to complete a pattern.	Complete a digital coloring page by selecting their favorite shapes and colors to make a picture of the sky.
<b>Make It, Take It</b>	Color, cut, and paste pictures of their favorite types of weather onto a sky of blue construction paper.	Color, cut, and paste different weather images in a pattern onto construction paper.
<b>How-To Station</b>	Use Picture Cards to describe and discuss types of weather and types of clothing that would be worn in different seasons.	Practice putting on, buttoning, and zipping coats or jackets.



# Theme Center: Reading and Listening

## Learning Outcomes

### The child

- engages in reading-related activities.
- self-selects books to engage in pre-reading behaviors.
- practices safe behavior while using digital resources.

## What You Need

- computers or other digital devices
- headphones
- SavvasRealize.com: Theme Big Book, Trade Books, Read More About It Book

## Academic Vocabulary

Throughout the theme, prompt students to use the Academic Vocabulary as they are interacting in centers.

digital device      programs  
safe

# Rain, Rain, Go Away

## Prepare the Center

Children will follow along with SavvasRealize.com *Rain, Rain, Go Away*. Set up the center by navigating to *Rain, Rain, Go Away* on the digital devices available in your room. Provide headphones for listening silently. As you introduce additional books throughout the theme, allow children to self-select a book to view on the digital device.

## Introduce

- 1 Look and See** Navigate to SavvasRealize.com *Rain, Rain, Go Away*. Display the first page and point out that we can read books on digital devices.
- 2 Connect** *When we read books on digital devices, we follow rules to be safe. We only look at the book that is on the screen. We do not open other programs or push buttons that we don't know how to use.*
- 3 Model** Model how to navigate through SavvasRealize.com by turning the pages and listening to the audio. Reinforce that those are the only buttons children should use. Then introduce a reading-related activity. *When I hear the words **Rain, rain, go away**, I will use my fingers to show rain falling.* Model pantomiming rain. Encourage children to pantomime other movements, such as sweeping their hands to pantomime wind.

## Engage

- 1 Join the Group** Notice that children are safely using the digital resource. *What are you listening to on the digital device? Thank you for being safe and using the program I asked you to.*
- 2 Redirect** If children navigate to a resource other than the assigned SavvasRealize.com, gently show them how to open the correct book and remind them of what they should be doing.

## Observe

Listen and look for children who safely follow along with the text.

**Reading-Related Activities** Do children pantomime actions that go along with the text?

**Self-Select Books** As additional books are introduced, do children self-select a book to view in SavvasRealize.com?

**Safe Behavior** Do children navigate through only the assigned SavvasRealize.com? Do they push only the buttons discussed in whole group?

# Centergize!

Ideas to refresh this center throughout the theme



## Goodbye Summer, Hello Autumn

**Add SavvasRealize.com:** *Goodbye Summer, Hello Autumn*

Have children follow along with *Goodbye Summer, Hello Autumn*. Tell children to wave their hands each time they hear the words *hello* or *goodbye*.



## I Love Snow

**Add SavvasRealize.com:** *I Love Snow*

Have children follow along with *I Love Snow*. Tell children to wiggle their fingers to show falling snowflakes each time they hear the word *snow*.



## Bloom Boom!

**Add SavvasRealize.com:** *Bloom Boom!*

Have children follow along with SavvasRealize.com: *Bloom Boom!* Tell children to open their arms wide each time they hear the words *bloom boom!*



## Summer Days and Nights

**Add SavvasRealize.com:** *Summer Days and Nights*

Have children follow along with the audio in the Trade Book *Summer Days and Nights*. Tell children to give a thumbs up each time they hear a word that rhymes.



## Read More About It

**Add SavvasRealize.com:** Read More About It Book: *Look Outside*

Have children self-select a text from this theme's Read More About It Book. Have them engage in pre-reading activities by first paging through SavvasRealize.com and retelling what they remember. Then they should listen to the text.

# Theme Center: Writer's Club

## Learning Outcomes

### The child

- independently writes to communicate his/her ideas for a variety of purposes.
- moves from scribbles to some letter-sound correspondence using beginning sounds when writing.
- independently uses letters to make words or parts of words.

## What You Need

- Wordless Experience Book: *Look Outside*
- crayons, markers, art paper, glue or glue sticks, season labels

## Concept Vocabulary

fall

## Academic Vocabulary

writing

idea

## Teacher Note

At the end of each Center Time, collect children's pages. Then, at the end of Week 4, bind all pages created in the Writer's Club center into individual student books. Students will share their books and discuss what they've learned about seasons for Let's Celebrate!

# My Seasons Book

## Prepare the Center

Children will create pages for a book about seasons that they will share for the Theme Let's Celebrate! Encourage children to write independently to communicate ideas, using some letter-sound correspondences for beginning letters in words.

## Introduce

- 1 Look and See** Share the pages in the Wordless Experience Book about fall. Tell children that we write for different reasons. Sometimes we tell a story and sometimes give information. They will create their own seasons book to share what they've learned.
- 2 Connect** *What do you see on this page? What things do you like to do in the fall?* Explain that they will create a page about fall for their seasons book. Say: *On your page, you will draw and write about what you like to do in the fall.*
- 3 Model** Draw and label a picture about a fall activity. *In the fall, I love to jump in piles of leaves. I will draw a big pile of leaves on the ground. The word *piles* begins with the sound /p/. The letter *p* spells that sound, so I can write the letter *p* on the page!*

## Engage

- 1 Join the Group** Ask children to describe the things in their drawings. *What have you included in your writing?*
- 2 Redirect** If children struggle with communicating ideas in writing, ask them to name some things they like doing in the fall.

## Observe

Listen and look for children who use the materials to communicate their ideas about the season.

**Communicate Ideas** Do children understand that they are writing for the purpose of giving information about fall?

**Use Letters** Do children use letters to label beginning sounds in their drawings? Are children independently using letters to make words or parts of words?

**Make Connections** Have children included things that they enjoy doing in the season?

# Centergize!

Ideas to refresh this center throughout the theme



## All About Winter

Have children repeat the activity to create a page about winter for their seasons book. (Collect the pages at the end of center time to use for the seasons book.)



## It's Spring!

Have children repeat the activity to create a page about spring for their seasons book. (Collect the pages at the end of center time to use for the seasons book.)



## Summer Time

Have children repeat the activity to create a page about summer for their seasons book. (Collect the pages at the end of center time to use for the seasons book.)



## My Favorite Season

**Add** glue or glue sticks; season labels: fall, winter, spring, summer

Have children choose a favorite season and glue the matching label to the top of a sheet of art paper. Then have them draw and write about their favorite season or seasonal activity.



## Weather Report

Have children identify the current season and talk about the weather. Then have children draw and write about the current weather, such as: *What does the sky look like today? Will there be sun, rain, or snow? What will the temperature be?*



# Theme Center: ABC Fun

## Learning Outcomes

### The child

- names at least 20 upper-case letters in the language of instruction.
- names at least 20 lower-case letters in the language of instruction.

## What You Need

- Magnetic Letters
- Alphabet Cards
- pencil, paper
- lists of all children's first names
- plastic bags (solidly locking ones)
- food coloring
- shaving cream

## Academic Vocabulary

uppercase	lowercase
letter	pairs

# Letter Pairs

## Prepare the Center

Children will match, or pair, uppercase and lowercase letters using magnetic letter manipulatives. Place previously learned letters in a pile in the center for children to sort and match.

## Introduce

- 1 Look and See** Direct children's attention to the pile of letters. Remind them that letters have uppercase and lowercase forms.
- 2 Connect** Think about the letters we have learned. Some letters are uppercase, and some are lowercase. Each letter has an uppercase and lowercase form. Together, they are a pair, like uppercase *B* and lowercase *b*. Explain that children will match uppercase and lowercase letters by placing matching magnetic letters side by side.
- 3 Model** Show children how to sort letters into uppercase and lowercase piles. First I will sort the uppercase letters into one pile. Then I will put the lowercase letters into another pile. Then show children how to choose an uppercase letter from one pile and find the matching lowercase letter in the other pile.

## Engage

- 1 Join the Group** Ask children about the letters they match. Encourage children to use the words *uppercase* and *lowercase* as they talk: *What kind of letters are these? What is this letter? How did you decide which letters make a pair?*
- 2 Redirect** If children become distracted, ask them to tell you what they need to do to match their letters. What do they need to do first? What do they need to do next?

## Observe

Listen and look for children who successfully name and match uppercase and lowercase letters.

**Name Uppercase Letters** Are children able to identify uppercase letters?

**Name Lowercase Letters** Are children able to identify and match lowercase letters?

# Centergize!

Ideas to refresh this center throughout the theme



## Match the Alphabet Card

**Add** Alphabet Cards

Place the Alphabet Cards of the letters children have previously learned in the center, stacked in a deck. Have children turn over an Alphabet Card, name the letter, and find the matching magnetic letters.



## Letter Writing

**Add** pencil and paper

Have children turn over an Alphabet Card and name the letter. Then tell children to use a pencil to write the letter on paper.



## Match and Trace

Have children match Alphabet Cards and magnetic letters. Then tell children to name and trace the letters on each card using their finger.



## Sensory Tracing

**Add** plastic bags filled with colored shaving cream

Have children turn over an Alphabet Card and name the letter. Then have children write the letter “on” the bag with their fingers.



## Whose Name has the Letter?

**Add** lists of all children’s first names

Have children turn over an Alphabet Card and name the letter. Then tell children to look at the list of classmate names. Children should look for and circle the letter (on their list) if it appears in any of their classmates’ names.

# Theme Center: Pretend and Learn



## Learning Outcomes

### The child

- observes what happens during changes in the earth.
- observes what happens during changes in the sky.
- describes what happens during changes in the earth.
- describes what happens during changes in the sky.

## What You Need

- Big Book: *Rain, Rain, Go Away*
- toy rakes, real or plastic leaves, basket
- paper snowflakes
- white felt circles, felt scarf, hat, eyes, nose, and mouth
- rain jackets (or large smocks to be used as pretend jackets), sun hats, sunshine cutout, rain cloud cutout
- sunglasses, beach balls

## Academic Vocabulary

sunny

rainy

# Weather Days

## Prepare the Center

Children will take turns pantomiming a rainy or sunny day while partners pretend to do their favorite activity during a rainy or sunny day.

## Introduce

- 1 Look and See** Have children look at the Big Book *Rain, Rain, Go Away*. Have children look at the illustrations and identify and discuss what changes in the earth and sky cause different types of weather.
- 2 Connect** Think about things you like to do in different types of weather. Sometimes it's rainy, and we do things like splashing in puddles. Sometimes it's sunny, and we play outside. Explain that children will act out types of weather while partners show what kind of fun they like to have during rainy and sunny days.
- 3 Model** Model how to pantomime rain falling and the sun coming out and shining. Then have one child pantomime the weather while you act out an activity. *Today it's rainy. I'm going to put on my rain boots and splash in the puddles! Splash! Splash!*

## Engage

- 1 Join the Group** Ask children to discuss the changes in the earth and sky and the activities they are acting out. *What do we call the day when it is raining? What are you doing on this rainy day? What happens to the weather when the sun comes out?*
- 2 Redirect** If children become distracted, ask them to tell you about the weather outside today and the things they like to do in that kind of weather.

## Observe

Watch and listen to children's discussions and activity choices.

**Changes in the Earth and Sky** Do children's activities reflect their discussions of changes in the earth and sky that produce different types of weather?

# Centergize!

Ideas to refresh this center throughout the theme



## Fall Leaves

**Add** toy rakes, real or plastic leaves, baskets

Have children pretend to put on fall jackets and use toy rakes to rake leaves into piles. Have children pretend to enjoy the fall weather while raking the leaves into piles before placing them into the basket.



## Spring Showers

**Add** rain jackets (or large smocks to be used as pretend jackets), sun hats, sunshine cutout, rain cloud cutout

Place a large sunshine cutout at one side of the center and a rain cloud cutout on the other side. Have children choose whether to dress for a sunny or rainy spring day.



## Winter Fun

**Add** paper snowflakes

Have children pretend to put on winter coats and boots. Then have them toss the paper snowflakes into piles and enjoy pretending to shovel and play in the snow.



## Let's Build a Snowman!

**Add** white felt circles, felt scarf, hat, eyes, nose, and mouth

Have children use the felt pieces to build a snowman on felt board before adding a scarf, a hat, and facial details.



## Summer Fun in the Sun

**Add** sunglasses, beach balls

Have children pretend to play on a sunny summer day by putting on sunglasses and tossing a beach ball to each other.



# Theme Center: Creativity Station

## Learning Outcomes

### The child

- uses a variety of art materials for sensory experience.
- uses a variety of art materials for sensory exploration.
- demonstrates that all people need clothing.
- connects [his] life to time.

## What You Need

- Trade Book: *Goodbye Summer, Hello Autumn*
- Patterns: Paper Doll
- construction paper, glue or glue sticks, crayons or markers, pencils
- Trade Books: *I Love Snow; Summer Days and Nights; Bloom Boom!*
- art paper

## Academic Vocabulary

clothing

art materials

# Dressing for Fall

## Prepare the Center

Children will use art supplies to draw appropriate seasonal clothing on a paper doll cutout. Provide paper dolls and a variety of art materials, such as construction paper, glue or glue sticks, crayons, markers, and pencils. Group the materials by type to help children locate what they need to create clothing for their paper doll.

## Introduce

- 1 Look and See** Ask children to look at the pictures in the trade book *Goodbye Summer, Hello Autumn* and describe the type of clothing they see. Explain that all people need clothing and that the type of clothing people wear changes with the seasons.
- 2 Connect** *What kinds of clothing do you wear in the fall?* Explain that children will use art supplies to draw fall clothing on a paper doll.
- 3 Model** Use some of the materials to model drawing appropriate clothing. *In the fall I wear long pants. I could use markers to draw pants on the paper doll, or I could make the pants out of construction paper. I think I will use construction paper.* Ask children to name other fall clothing you could add to your paper doll to ensure children have defined the concept of appropriate clothing for the season.

## Engage

- 1 Join the Group** Ask children to describe the clothing they are drawing on the paper doll. *What kind of clothing is this? Why is this clothing a good choice for fall? What art materials are your favorite to use?*
- 2 Redirect** If children draw inappropriate clothing for fall, ask them if they can think of a better clothing choice to match fall weather.

## Observe

Listen and look for children who use the materials to create seasonally appropriate clothing.

**Make Connections** Have children make connections to their own life in the fall. *I see you drew a jacket on your paper doll. Do you wear a jacket in the fall too? What do you wear?*

**Art Materials** Do children use a variety of art materials? Can they tell you what they used and why they chose it?

# Centergize!

Ideas to refresh this center throughout the theme



## Dressing for Winter

**Remove:** Trade Book: *Goodbye Summer, Hello Autumn*

**Add:** Trade Book: *I Love Snow*

Have children create a paper doll that is dressed for winter. Encourage children to include clothing such as winter coats, hats, scarves, and boots using a variety of art materials.



## Dressing for Spring

**Remove:** Trade Book: *Goodbye Summer, Hello Autumn*

**Add:** Trade Book: *Bloom Boom!*

Have children create a paper doll that is dressed for spring. Encourage children to include clothing such as raincoats, rain boots, and umbrellas.



## Dressing for Summer

**Remove:** Trade Book: *Goodbye Summer, Hello Autumn*

**Add:** Trade Book: *Summer Days and Nights*

Have children create a paper doll that is dressed for summer. Encourage children to include clothing such as short sleeves, short pants, sandals, and sunglasses.



## Add Seasonal Details

Have children choose a favorite paper doll and glue it to a large piece of art paper. Have them write a label that names the season and draw additional seasonal details, such as rain and flowers for spring, or clouds and fall leaves in piles for fall.



## Describe the Season

**Add** pencils

Have children use pencils to create marks, letters, or symbols to help them describe seasonal details in their paper doll artwork.

# Theme Center: Math Fun

## Learning Outcomes

### The child

- recognizes patterns.

## What You Need

- sentence strips, crayons or markers
- Patterns: Sunshine, Cloud, and Rain
- Attribute Blocks; Snap Cubes
- stickers

## Theme Vocabulary

patterns

## Academic Vocabulary

continue

repeat

recognize

# Patterns

## Prepare the Center

Children will recognize a repeating pattern and draw pictures to continue the pattern. Provide sentence strips with patterns of sun and cloud images. Leave some spaces in the pattern blank.

## Introduce

- 1 Look and See** Have children look at a sentence strip and begin to “read” the pattern. Have children recognize the pattern shown at the beginning of the sentence strip.
- 2 Connect** *Can you see a pattern? What should we draw here to continue this pattern?* Explain that children will use crayons or markers to draw the missing images in blank spaces in the pattern.
- 3 Model** Model reading the pattern and identifying the image that should be drawn to continue. *I see sun, cloud, sun, cloud. I will draw a sun next.*

## Engage

- 1 Join the Group** Ask children to read their patterns. Have them talk about how they recognized and continued their patterns: *How did you know what to draw here?* Encourage children to use words such as *pattern, repeat, recognize, and continue* as they talk.
- 2 Redirect** If children draw incorrect images, have them return to the beginning of the pattern and read it again. Have children identify incorrect images and what they should draw instead to continue the pattern.

## Observe

Listen and look for children who are able to recognize and continue patterns.

**Recognize Patterns** Can children recognize the pattern on the sentence strip by identifying the repeating part?

**Continue Patterns** Can children draw images to continue the pattern correctly?

# Centergize!

Ideas to refresh this center throughout the theme



## Pattern Matching

**Add** snap cubes

Use markers or crayons to draw ABA or ABBA patterns of color squares on sentence strips. Have children use snap cubes to create a matching pattern. Then have children read the pattern by naming the colors used.



## Make a Pattern With Stickers

**Add** stickers

Use stickers to create a pattern on a sentence strip. Hang the sentence strip where children can easily see it. Have children use stickers to create and continue matching patterns.



## Make a Pattern With Pictures

**Add** Patterns: sunshine, cloud, rain

Have children use images from the pattern book to create a pattern. Differentiate for children by starting the pattern for children who need support and allowing those who are ready to create their own patterns independently.



## Make a Pattern With Shapes

**Add** attribute blocks

Have children use attribute blocks to create a pattern. Differentiate for children by starting the pattern for children who need support and allowing those who are ready to create their own patterns independently.



## Make a Pattern With Cubes

**Add** snap cubes

Have children use snap cubes to create a pattern. Differentiate for children by starting the pattern for children who need support and allowing those who are ready to create their own patterns independently.



# Theme Center: STEM

## Learning Outcomes

### The child

- observes sources of energy including light.
- observes sources of energy including heat.
- investigates sources of energy including light.
- investigates sources of energy including heat.

## What You Need

- shadow box (large empty box, such as an empty copy paper box, turned on its side)
- flashlight
- objects from classroom (Magnetic Letters, block, doll, ball, etc.)
- two identical boxes (such as tissue boxes)
- black or blue construction paper, small classroom objects (such as small blocks, scissors, or crayons)
- pencils, paper, crayons
- ingredients for making clay (flour, salt, water), measuring cups

## Academic Vocabulary

observe	investigate
shadow	light
side	

# Light and Shadows

## Prepare the Center

Children will use a flashlight to observe and investigate how shadows are created by blocking the sun's light and heat. Provide a shadow box, flashlight, and classroom objects to use in the activity.

## Introduce

- 1 Look and See** Show children how to place an object inside the shadow box and shine the flashlight onto the object to observe a shadow. **Remember, never shine the flashlight into your eyes or the eyes of others.**
- 2 Connect** **When I shine the flashlight, this object blocks the light and creates a shadow.** Explain that when we see shadows outside, it is because objects are blocking the sun's light. When something blocks the light, it also blocks the heat. This is why we feel cooler in a shaded space. Explain that children will use different objects and positions to observe, investigate, describe, and discuss the shadows they create in their shadow boxes.
- 3 Model** Shine the flashlight onto an object. Move it to shine the light from a different direction. Move the flashlight different distances from the object to show how the shadow's size can change. **Observe, or look at, the shadow. What happens to the shadow when I move the light this way? Why do you think that happens?**

## Engage

- 1 Join the Group** Ask children to describe and discuss the shadows they create. Encourage children to use words such as *observe, investigate, shadow, light, and side* as they talk. **What did you observe about the shadow?**
- 2 Redirect** If students become distracted, ask them to tell you how the shadow is created. **What did you do to make the shadow appear?**

## Observe

Look and listen for children who use the materials to observe, investigate, describe, and discuss shadows.

**Observe and Investigate** Can children identify how objects block light and heat from the sun?

# Centergize!

Ideas to refresh this center throughout the theme.



## Light and Heat

**Add** two tissue boxes

Have children place one tissue box in the sunlight and the other in a shadow, such as beneath a desk or table. Then have children touch each box and discuss why the box in the direct sunlight is warmer.



## How Are Shadows Helpful?

Have children stand in sunny and shaded places outside. Have them discuss the differences in temperature and how the objects creating the shadows cause the temperature differences by blocking light from the sun. (If children are unable to go outside, this activity can be done using a brightly lit table lamp.)



## Sun Pictures

**Add** black construction paper, small classroom objects

Have children arrange the small objects on a piece of black construction paper and leave them in the sun all day. Then have children remove the objects and discuss how light from the sun caused prints to be left on the paper.



## Sunshine Clay

**Add** measuring cups, clay ingredients

Have children measure and mix 1 cup of flour,  $\frac{1}{2}$  cup of salt, and  $\frac{1}{2}$  cup of water to make sunshine clay. Then have them make shapes from the clay and place the shapes outside to dry. Finally, have children discuss how the light and heat from the sun hardened the clay.



## How Do We Use Shadows?

**Add** pencils, paper, crayons

Have children draw and write to explain how we use shadows, such as by finding shade beneath a tree on a hot day.

# Theme Center: Sand, Water, and More

## Learning Outcomes

### The child

- observes sources of energy including light.
- observes sources of energy including heat.
- investigates sources of energy including light.
- investigates sources of energy including heat.
- observes what happens during changes in the earth.
- observes what happens during changes in the sky.
- describes what happens during changes in the earth.
- describes what happens during changes in the sky.

## What You Need

- clear plastic bottles, ¼ measuring cup, ice-cold water, paper towels
- pan of warm water, pan of cool water, pan of sand, small cups, shaving cream, eyedropper, blue food coloring
- Theme Manipulative

## Academic Vocabulary

light	heat
observe	condensation
rain	evaporate

# Rain on a Bottle

## Prepare the Center

Children will use a plastic water bottle to simulate the parts of the water cycle, including rain, ice, snow, evaporation, and condensation. Provide materials and assist children in setting up the water cycle.

## Introduce

- 1 Look and See** Display the plastic bottle and measuring cup. Tell children they will use these materials to observe, investigate, and describe how water can change.
- 2 Connect** Explain that clouds are made of air, water and tiny pieces of ice. *When the air in the clouds gets very cool, water droplets form to make rain. When water droplets form, it is called condensation. Rain is a type of condensation. After it rains, what might we see on the ground? The ground is wet and we see puddles. What happens when the sun comes out?* Explain that light and heat from the sun warm the water in the puddles, and tiny water drops that we cannot see go into the air. When the water becomes warm from the sun's light, it will evaporate. *Evaporate* means the water droplets become so tiny, they become part of the air. We cannot see these droplets, but they are there.
- 3 Model** Use the measuring cup to pour ice-cold water into the bottle. Cap the bottle, wipe the outside of the bottle dry, and place it on a paper towel. After some time, water droplets should form on the outside of the bottle. *Describe what you see on the outside of the bottle. What do you feel when you touch it?*

## Engage

- 1 Join the Group** Ask children to talk about what they observe happening on the outside of the bottle. *What do you observe or see on the inside of the bottle? How do these water droplets feel? The water droplets are like rain.* Encourage them to use words such as *changes, observe, condensation, evaporate, and rain* as they talk.
- 2 Redirect** If children are unable to describe observations, ask them to tell you where rain forms when it falls down to the earth from the sky.

## Observe

**Investigate and Describe** Can children describe changes happening in the bottle? Can children describe how rain forms from clouds?

# Centergize!

Ideas to refresh this center throughout the theme



## Exploring Ice

Prior to center time, place the plastic bottles full of water in the freezer. At center time, remove the bottles and have children observe and investigate how the water changed while in the freezer.



## Rain in a Cup

**Add** small cup,  $\frac{1}{4}$  measuring cup, shaving cream, eyedropper

Mix a small amount of water with a few drops of blue food coloring inside a small cup. Children will make a model of rainfall. Provide children with a second plastic cup and have them fill it with  $\frac{3}{4}$  cup of water. Then have them squirt shaving cream on top as a “cloud.” Finally, have them use the eyedropper to add “raindrops” of the colored water onto the cloud and into the cup.



## Melting Ice

**Add** two bottles of frozen water, pan of warm water, pan of cool water

Have children place one bottle in a pan of warm water and the other in a pan of cool water. Have children observe the bottles and investigate which pan causes the ice to melt faster.



## Making a Puddle

**Add** bottle of frozen water, pan filled with sand

Have children place the frozen bottle in the pan of sand and place the pan in a sunny space. Have children observe “rain” (or condensation) form on the outside of the bottle and how it causes the sand to become wet or form a puddle.



## Make a Snowball

Have children make snowballs using the theme manipulative or a recipe found online. Explain that snow is frozen droplets of water. Encourage children to compare how snow and rain are alike and different.







# 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

### Blending Onset and Rime

#### What You Need

Picture Cards: *cat*, *bug*, *fan*

#### EMERGING

- 1 **I SAY** Hold up Picture Card *cat* and say *cat* slowly, emphasizing the initial /k/ sound and the rime /at/.
- 2 **WE SAY** Say it with me. /k/ -at. /kat/.
- 3 **YOU SAY** Provide each of the other picture cards. Demonstrate how to blend the onset and rime. Then, have children repeat and blend each onset and rime chorally with you.

#### DEVELOPING

Have children practice blending onset and rime with the Picture Cards *cat*, *bug*, and *fan*. Model the initial onset and rime in each word. Have children chorally repeat and blend the sounds.

#### EXPANDING

Demonstrate how to blend the initial onset and rime to form the word *cat*. Then, have children practice using the words *bug* and *fan*.

#### BRIDGING

Present children with a Picture Card for a simple word. Have them say the initial sound and final sound in isolation. Then help them blend the sounds together to say the whole word. Repeat with another familiar word.



# English Language Development



WEEK 1 DAY 2 SCIENCE CIRCLE

## Daytime and Sunshine

### What You Need

Picture Card: *sunshine*

### EMERGING

- 1 **THINK** Use this opportunity to help children relate vocabulary they already know to the concepts of daytime and sunshine. Hold up Picture Card *sunshine* and say: *It is daytime. I see the sun. It is light.*
- 2 **PAIR** Now it's your turn. *What do you see in the day? What is the sun like?* Have partners work together to think of another word or phrase that describes daytime or sunshine.
- 3 **SHARE** Have each pair share a word, phrase, or drawing that describes daytime or sunshine. Make a two-column list on the board with all suggestions.

### DEVELOPING

Have children draw a picture of daytime or sunshine. Then have them tell about what they drew. Encourage them to describe their pictures in as much detail as possible.

### EXPANDING

Have children use complete sentences to share words or phrases that describe daytime or sunshine. They can use the following sentence frames: *It is daytime. It is \_\_\_\_\_. I see \_\_\_\_\_.*

### BRIDGING

Have children describe daytime and sunshine. *What can you see during the day? What does sunshine do?*

WEEK 1 DAY 3 STORY TIME

## Seasons of Change

### What You Need

Trade Book: *Goodbye Summer, Hello Autumn*; Vocabulary Card: *fall*

### EMERGING

- 1 **THINK** Help children recognize the changes that happen in the fall by brainstorming words related to fall. Hold up Vocabulary Card *fall* and say: *It is fall. It is cool.*
- 2 **PAIR** Have children work with partners to think of other words that describe fall. *What do you do in the fall? Where do you go in the fall?*
- 3 **SHARE** Ask each pair to share a word related to fall. They can use words, drawings, or actions.

### DEVELOPING

Have children work together to think of words related to fall. Have them point to a page from *Goodbye Summer, Hello Autumn* (or draw their own picture) and tell about what the picture shows.

### EXPANDING

Have children work together to talk about changes that happen in the fall. Encourage them to use complete sentences. Ask questions as needed: *Is it warm or cool in fall? What happens to the leaves on the trees?*

### BRIDGING

Have children work independently to think of things that happen in the fall. Ask them to use the following sentence frame: *One thing I know about fall is \_\_\_\_\_.*

## WEEK 1 DAY 4 LITERACY CIRCLE

## Initial Sounds

## What You Need

Picture Cards: *desk*, *dog*, *duck*

## EMERGING

- I SAY** Some words have the same sounds. Hold up Picture Card *dog* and say: Listen. Dog. /d/ Dog. Dog starts with a /d/ sound. Repeat with Picture Cards *desk* and *duck*, emphasizing the initial /d/ sound.
- WE SAY** Repeat the process for all three Picture Cards and words, and have children chorally repeat. Pay attention to their pronunciation of the initial /d/ sound.
- YOU SAY** Hold up the three Picture Cards and have children name each and say the isolated /d/ sound. For example, they should say: Duck. /d/ Desk. /d/ Dog. /d/

## DEVELOPING

Hold up three Picture Cards with a common initial sound, such as *bed*, *bike*, and *box*. Slowly say each word aloud and have children identify the initial sound in each word. What sound do you hear at the beginning of *bed*?

## EXPANDING

Hold up four Picture Cards: three that have a common initial sound and one that has a different sound (e.g., *desk*, *dog*, *duck*, *bed*). Help children say each word and its initial sound aloud and then identify which word has a different initial sound.

## BRIDGING

Hold up two Picture Cards that have a common initial sound. Help children say each word and its initial sound. Then ask, for example: What is another word that starts with /d/? Have children name other words they know that have the same initial sound.

## WEEK 1 DAY 5 MATH CIRCLE

## Basic Shapes: Rectangle

## What You Need

Attribute blocks

## EMERGING

- I SAY** Today, we will talk about shapes. While holding up an attribute block or a picture of a shape, name it. Repeat the process to review the vocabulary and pronunciation of *square*, *rectangle*, *triangle*, and *circle*.
- WE SAY** Hold up a rectangle, and help children name the shape. Model correct pronunciation as necessary.
- YOU SAY** Display a rectangle so it is visible to everyone. Have children draw a rectangle and then name it. Encourage them to hold up their drawings and say: *This is a rectangle.*

## DEVELOPING

Hold up attribute blocks or pictures of a square, rectangle, triangle, and circle and help children name each aloud. Have children name each shape and then say a complete sentence, using this sentence frame: *This shape is a \_\_\_\_.*

## EXPANDING

Have children complete the Developing activity. Point to the rectangle and ask: What shape is this? Then slide the rectangle across a desk and ask: I changed it. What shape is this now?

## BRIDGING

Have children hold an attribute block and say: *This is a rectangle.* Then have them slide the block across a table. What shape is it now? Have children respond: *This is still a rectangle.*

# 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

### The Sound of J

#### What You Need

Alphabet Card: *Jj*

#### EMERGING

- 1 **I SAY** Some English language learners, particularly those who speak Spanish, might have difficulty pronouncing the English /j/ sound or associating the letter *Jj* with /j/. Be sure to provide sufficient practice. Hold up Alphabet Card *Jj* and say: **This is the letter J. The letter J sounds like /j/.** Repeat several times.
- 2 **WE SAY** Have children practice saying the letter name and sound multiple times. Model correct pronunciation and have children chorally repeat after you.
- 3 **YOU SAY** Hold up Alphabet Card *Jj* and have children independently name the letter and its sound. Encourage them to say: *The letter J sounds like /j/.*

#### DEVELOPING

Provide partners with individual Alphabet Cards or a piece of paper with uppercase *J* and lowercase *j*. They should point to the appropriate letter and repeat after you when you say: **Uppercase J. Lowercase j.** They should touch their ears and repeat after you when you say: **/j/.**

#### EXPANDING

Provide partners with individual Alphabet Cards or a piece of paper with uppercase *J* and lowercase *j*. Ask pairs to point to each letter, name it, and make its sound: *This is \_\_\_\_.* *The letter J sounds like /j/.*

#### BRIDGING

Have children complete the Expanding activity on their own.

# English Language Development

## WEEK 2 DAY 2 SCIENCE CIRCLE

### Sensational Seasons

#### What You Need

Vocabulary Cards: *fall, spring, summer, winter*

#### EMERGING

- 1 INTRODUCE** *There are four seasons.* Hold up Vocabulary Card *summer* and say: *Summer. Summer is hot.* Hold up Vocabulary Card *winter* and say: *Winter. Winter is cold.* Do the same to introduce *spring* and *fall*.
- 2 MODEL** Model how to describe the seasons by saying a word or simple sentence and acting it out. For example, say: *Summer is hot.* At the same time, fan yourself and act like you are very hot. You can also use activities associated with the seasons, such as: *I make a snowman in winter.*
- 3 GUIDE PRACTICE** Organize children into small groups and hand out Vocabulary Card *winter* to each. *What is the season like?* Children should work together to describe the season shown on their card. They can use words, sentences, or actions.

#### DEVELOPING

Have children work together and tell each other about their favorite season. Have them use the sentence frame: *I like \_\_\_\_.*

#### EXPANDING

Have pairs of children work together to describe winter. Have them use the sentence frame: *In winter, it is \_\_\_\_ or In winter, I \_\_\_\_.*

#### BRIDGING

Have children think of a word, phrase, or sentence to describe winter. They can say what the season is like or talk about an activity they do during that season.

## WEEK 2 DAY 3 STORY TIME

### Recalling a Story Event

#### What You Need

Trade Book: *I Love Snow!*

#### EMERGING

- 1 INTRODUCE** Hold up *I Love Snow!* and point to the cover. *I remember this. The boy and girl are playing in the snow. What do you remember?* Model thinking aloud about the story. Mention words, events, or details from the illustrations.
- 2 MODEL** Draw a simple picture of another event from *I Love Snow!* For example, draw two children making a snowman (p. 9). *They are making a snowman. Do you remember that?* Then hold up and show the illustration in the book.
- 3 GUIDE PRACTICE** Have children work together in pairs or small groups to draw a picture of something that happens in *I Love Snow!* Encourage them to tell about the event they drew.

#### DEVELOPING

Have partners work together to draw something they remember from *I Love Snow!* Encourage them to include as much detail as possible. Then have them point to their picture, tell about what it shows, and find the related illustration in the book.

#### EXPANDING

Have children tell about something they remember from *I Love Snow!* They should use the sentence frame: *In the book, the children \_\_\_\_.*

#### BRIDGING

Have children tell about something they remember the children doing in *I Love Snow!* Then have them say if they also like doing that activity in winter.



## WEEK 2 DAY 4 LITERACY CIRCLE

### Blending Sounds into Words

#### What You Need

Picture Cards

#### EMERGING

- 1 **I SAY** Use a simple one-syllable word to help children practice blending phonemes. For example, hold up Picture Card *cat* and say: *Cat. Words have different sounds. Cat. /k/ /a/ /t/.* Slowly say the individual sounds several times, reducing the pause between each until you blend the sounds together and say *cat*.
- 2 **WE SAY** *Let's say it together.* Help children say the individual sounds /k/, /a/, and /t/. Pause between each. Then guide them to reduce the pause and blend the sounds together to say *cat*.
- 3 **YOU SAY** *Now it's your turn!* Have children practice saying /k/, /a/, and /t/ in isolation and then blending the sounds together to form *cat*. Provide correction as necessary.

#### DEVELOPING

Help children say the sounds /k/, /a/, and /t/ in isolation. Guide them to slowly blend the sounds together. *What word did we say?* Hold up Picture Card *cat* as reinforcement. Repeat with another word that has three distinct phonemes, such as *duck* or *dog*.

#### EXPANDING

Hold up Picture Card *cat* (or another word with three distinct phonemes) and say: *Words have different sounds.* Guide children to say /k/, /a/, and /t/ before blending the sounds together to form *cat*. *What sounds do you hear in cat?*

#### BRIDGING

Present children with several Picture Cards that represent one-syllable, three-phoneme words. For each, have children say the individual sounds and then slowly blend the sounds together to form the word.

## WEEK 2 DAY 5 MATH CIRCLE

### Basic Shapes: Circle

#### What You Need

Attribute blocks

#### EMERGING

- 1 **I SAY** *Today, we will talk about shapes again.* While holding up an attribute block or a picture of a shape, name it. Repeat the process to review the vocabulary and pronunciation of *square*, *rectangle*, *triangle*, and *circle*.
- 2 **WE SAY** Hold up the blocks or pictures one at a time, and help children say each shape. Model correct pronunciation as necessary.
- 3 **YOU SAY** Display the four shapes so they are all visible. Have children point to each shape and say: *This is a \_\_\_\_\_.*

#### DEVELOPING

Hold up attribute blocks or pictures of a square, rectangle, triangle, and circle and help children name each aloud. Turn the circle upside down. *What shape is it now?*

#### EXPANDING

Hold up two circles. Hide one behind the other and ask: *What shape is it now? Did it change?*

#### BRIDGING

Have children hold a circle and say: *This is a circle.* Then have them manipulate the shape somehow, rotating it or overlapping it with another shape. *What shape is it now?* Have children respond: *This is still a circle.*

# 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

### The Letter *D*

#### What You Need

Alphabet Card: *Dd*; small cards with *D* and *d*

#### EMERGING

- 1 **INTRODUCE** Hold up Alphabet Card *Dd*. Point to both forms of the letter and say its name and sound. Then point to the uppercase and lowercase versions and say: *This is uppercase D. This is lowercase d.* Have children repeat.
- 2 **MODEL** Hold up a small card with an uppercase *D* and name it. Then hold up a small card with a lowercase *d* and name it. Then bring the two cards together. *The letter D sounds like /d/.*
- 3 **GUIDE PRACTICE** Distribute uppercase and lowercase *Dd* cards to each child. Have children name the letter on their card and make the sound.

#### DEVELOPING

Distribute *Dd* cards to each child. Have children walk around and name the letter and sound. *What letter is this? What does it sound like?*

#### EXPANDING

Write *D* and *d* on the board or hang cards that show each form of the letter. After you name a letter (uppercase *D*, lowercase *d*), have children point to or touch the appropriate letters. Have them say: *This is \_\_\_\_\_. It sounds like /d/.*

#### BRIDGING

Have children complete the Expanding activity, and then have them practice tracing uppercase *D* and lowercase *d*.

# English Language Development



## WEEK 3 DAY 2 SCIENCE CIRCLE

### The Spectacular Sun

#### What You Need

Vocabulary Cards: *flower*, *sky*, *sun*

#### EMERGING

- I SAY** Use this opportunity to introduce or review vocabulary children should know to discuss weather and seasons. Hold up Vocabulary Card *sun* and say: **Sun.** *The sun is hot.* Then hold up Vocabulary Card *sky* and say: **Sky.** *The sun is in the sky.*
- WE SAY** *Now you try. Say it with me.* Guide children to say *sun* and *sky*. Encourage them to say: *The sun is hot.* *The sun is in the sky.*
- YOU SAY** Have children work in pairs to practice saying *sun*, *sky*, and the two short phrases or sentences about each. Listen, correct, and model pronunciation as necessary.

#### DEVELOPING

Display Vocabulary Cards *flower*, *sky*, and *sun*. Help children name each. *Where is the sky?* (children should point) *Where is the sun?* (in the sky) *What do flowers need?* (sunlight)

#### EXPANDING

Display Vocabulary Cards *flower*, *sky*, and *sun*. Have children name each. Help children brainstorm familiar words that are also necessary to talk about weather and seasons. Examples include *warm*, *light*, *daytime*, *grow*, and *bloom*.

#### BRIDGING

Have children complete the Expanding activity and then say a complete sentence with the words they brainstormed. For example: *Flowers need sunlight to grow.*

## WEEK 3 DAY 3 STORY TIME

### Listening for Sounds

#### What You Need

Trade Book: *Bloom Boom!*; Alphabet Card: *Bb*

#### EMERGING

- INTRODUCE** Hold up *Bloom Boom!* and point to the *B* at the beginning of each word on the cover. **This is the letter *B*.** *It sounds like /b/. Listen for the /b/ sound in the title: *Bloom Boom!* Do you hear it?*
- MODEL** *We can hear the /b/ sound many times in this book.* Point out *bulbs* (p. 16), *buds* (p. 20), *blossoms* (p. 21), *birds* (p. 31), and *butterflies* (p. 31). Say each word aloud and have children make a /b/ sound.
- GUIDE PRACTICE** Ask children to practice saying aloud those words from the book. Model and correct pronunciation as necessary. Pay attention to their pronunciation of /b/ and make sure it is distinct from /p/.

#### DEVELOPING

Hold up Alphabet Card *Bb*. **What sound does *B* make?** Read pp. 20–23 of *Bloom Boom!* aloud for children. Ask them to raise their hands each time they hear a word beginning with /b/. Children should raise their hands for *buds*, *blossoms*, *bloom*, and *boom*.

#### EXPANDING

Have children look at the cover of *Bloom Boom!* Point to the two words in the title and ask: **What letter begins each word? What does the letter *B* sound like?** Repeat with p. 31 and *birds* and *butterflies*.

#### BRIDGING

Have children complete the Expanding activity and then independently practice saying *bloom*, *boom*, *birds*, and *butterflies* aloud.

## WEEK 3 DAY 4 LITERACY CIRCLE

## Rhyming Sounds and Words

## What You Need

Picture Cards: *cat*, *hat*, *bat*

## EMERGING

- 1 **INTRODUCE** Remind children that rhyming words have the same ending sound. Hold up Picture Cards *cat* and *hat*. *Cat. Hat. They both end in /at/. They rhyme.*
- 3 **MODEL** Hold up Picture Card *bat*. *Bat also ends with /at/. It rhymes! I can also make silly rhymes that aren't words, like wat.*
- 3 **GUIDE PRACTICE** Say another word (or nonword). Have children give a thumbs-up if it rhymes with *cat* and a thumbs-down if it doesn't rhyme. Repeat with other words, such as *boat*, *gate*, and *wig*. Work together to think of another word (or made-up word) that rhymes with *cat*, *hat*, *bat*, and *sat*. Have them share the word aloud.

## DEVELOPING

Have children identify two rhyming words from a group of three Picture Cards. For example, use Picture Cards *cat*, *hat*, and *duck*.

## EXPANDING

Provide children with the word *cat* and examples of words that rhyme. Then, have them add words with the same ending sound and different beginning sounds. Tell them that they don't need to be real words. Repeat with other ending sounds.

## BRIDGING

Present children with a Picture Card for a familiar, one-syllable word. Have them think of one or two words (or made-up words) that rhyme with it. For example, show children Picture Card *cat*. They might say *hat*, *bat*, *lat*, or *gat*.

## WEEK 3 DAY 5 MATH CIRCLE

## Basic Shapes: Triangle

## What You Need

Attribute blocks

## EMERGING

- 1 **I SAY** *Today, we will talk about shapes again.* While holding up an attribute block or a picture of a shape, name it. Repeat the process to review the vocabulary and pronunciation of *square*, *rectangle*, *triangle*, and *circle*.
- 2 **WE SAY** Hold up the blocks or pictures one at a time, and help children say each shape. Model correct pronunciation as necessary.
- 3 **YOU SAY** Display the four shapes so they are all visible. Ask children to point to the triangle and name it, saying: *This is a triangle.*

## DEVELOPING

Hold up attribute blocks or pictures of a square, rectangle, triangle, and circle and help children name each aloud. Flip the triangle and turn it on its side. *What shape is it now?*

## EXPANDING

Hold up two triangles. *What shape is it?* Flip them and ask: *What shape is it now? Did it change?*

## BRIDGING

Have children hold a triangle and say: *This is a triangle.* Then have them flip the shape. *What shape is it now?* Have children respond: *This is still a triangle. It did not change.*



# 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

### Alphabet Review

#### What You Need

Alphabet Cards: *Dd, Jj, Pp*

#### EMERGING

- 1 **I SAY** Use Alphabet Cards to review the letters *Dd, Jj,* and *Pp* and the sound of each. Remember that some English learners might have difficulty associating *Jj* with */j/*. Hold up each card, name the letter, and say its sound several times.
- 2 **WE SAY** Have children chorally repeat after you, naming the letters and making the */d/*, */j/*, and */p/* sounds. You might want to review the */b/* sound and point out how it is different from */p/*.
- 3 **YOU SAY** Ask children to individually name the three letters and make their sounds. Model correct pronunciation, if necessary, and pay attention to children's */j/* and */p/* sounds, specifically.

#### DEVELOPING

Distribute *Dd, Jj,* and *Pp* cards to each child. Make sure there are an even number of each. Have children walk around and find a classmate who has the same letter. Ask each pair: *What letter is this? What does it sound like?*

#### EXPANDING

Have children play a similar game as Developing, but distribute uppercase and lowercase cards for each letter. Have children pair up with classmates who have the other form of the letter on their card. For example, if they have an uppercase *D*, they should partner with someone who has lowercase *d*. Ask each pair: *What letter is this? What does it sound like?*

#### BRIDGING

Have children play a memory game with uppercase and lowercase *Dd, Jj,* and *Pp* cards. Give each child a set of 12 cards (two cards for each letter). When they finish, have them name each letter and make its sound.

# English Language Development

## WEEK 4 DAY 2 SCIENCE CIRCLE

### Summer Weather

#### What You Need

Vocabulary Cards: *summer, sun, weather*; pictures to represent *rain, lightning, thunderstorm*

#### EMERGING

- I SAY** Use this opportunity to introduce or review vocabulary children should know to discuss summer weather and precipitation. Hold up Vocabulary Card *summer* and say: **Summer. Summer can be hot.** Then hold up a picture showing rain and say: **Rain. It rains in the summer.** Show Vocabulary Card *weather* and say: **Rain is a kind of weather.**
- WE SAY** *Now you try. Say it with me.* Guide children to say *summer, rain, and weather.*
- YOU SAY** Have children work in pairs to practice saying *summer, rain, and weather.* Listen, correct, and model pronunciation as necessary.

#### DEVELOPING

Display Vocabulary Card *weather* on top of the board. Then hold up pictures of rain, lightning, a thunderstorm, and the sun. **Each shows a kind of weather.** Say the words aloud and have children repeat. Encourage them to say, for example: *It rains in the summer. Rain is a kind of weather.*

#### EXPANDING

Display pictures of rain, lightning, a thunderstorm, and the sun. Have children use the words to describe weather. They should use the sentence frame: *In the summer, I can see \_\_\_\_.*

#### BRIDGING

Challenge children to talk about their favorite type of weather. **What season do you like? What weather do you like? Why do you like it?**

## WEEK 4 DAY 3 STORY TIME

### Summer Days and Nights

#### What You Need

Trade Book: *Summer Days and Nights*

#### EMERGING

- THINK** Display the cover of *Summer Days and Nights*. Reinforce understanding of the words *day* and *night*. **In the day, it is light. We come to school in the day. At night, it is dark. We sleep at night. Let's look at some of the things the girl does in this story in the day and at night.** Reread the text. Stop regularly to ask: **Does this happen in the day or at night?**
- PAIR** Have partners work together to recall something that happens in the story. Then, have them think of whether it happens during the day or at night.
- SHARE** Ask children to share something that happens in the story. **Does this happen in the day or at night?**

#### DEVELOPING

After rereading the story, turn to a page and point to the picture. Ask children whether the event shown happens in the day or at night. Reinforce language acquisition by repeating what is happening, such as: **Yes! They have a picnic during the day.**

#### EXPANDING

After rereading the story, have children talk to a partner about things that the girl does during the day and something that happens at night. Then, have them share one idea with the rest of the group. Provide sentence frames: *During the day, the girl \_\_\_\_.* *At night, the girl \_\_\_\_.*

#### BRIDGING

After rereading the story, have children take turns sharing something that happens during the day. When they have run out of ideas, have them share something that happens at night.

## WEEK 4 DAY 4 LITERACY CIRCLE

### Recognizing Letters and Words

#### What You Need

Trade Book: *Summer Days and Nights*

#### EMERGING

- 1 **I SAY** Remind children of the difference between letters and words. Write the word *cat* on the board. Point to the word and say it aloud. *Cat is a word. It is made of letters. It is made of three letters.*
- 2 **WE SAY** Point to *cat* again and circle the whole word with your finger. *Cat. Is this a word or a letter?* Then point to *c* and circle it with your finger. *C. Is this a word or a letter?*
- 3 **YOU SAY** Now it's your turn! Write another familiar word on the board, such as *sun*. Help children point to and circle the whole word and individual letters, saying *word* or *letter* for each.

#### DEVELOPING

Write the word *cat* on the board. *Cat is a word. It is made of letters.* Write another familiar word on the board. Help children point to and circle the whole word and individual letters, saying *word* or *letter* for each.

#### EXPANDING

Hold up *Summer Days and Nights*. Point to the word *summer* on the cover. *This is a word.* Repeat for each word on the cover. *What are words made of? What letters do you see?*

#### BRIDGING

Hold up *Summer Days and Nights*. Point to the word *cover*. *Can you point to a word? Can you point to a letter? What letter is it?*

## WEEK 4 DAY 5 MATH CIRCLE

### Basic Shapes: Square

#### What You Need

Attribute blocks

#### EMERGING

- 1 **INTRODUCE** Today, we will talk about shapes again. Hold up different shapes and name each. Review the vocabulary and pronunciation of *square*, *rectangle*, *triangle*, and *circle*.
- 2 **MODEL** Hold up attribute blocks or pictures one at a time, and help children say each shape. *This shape is a \_\_\_\_.* Have children chorally repeat.
- 3 **GUIDE PRACTICE** Display the four shapes so they are all visible. Ask children to point to the square and name it, saying: *This is a square.*

#### DEVELOPING

Hold up attribute blocks or pictures of a square, rectangle, triangle, and circle and help children name each aloud. Rotate the square and turn it on its side. *What shape is it now?*

#### EXPANDING

Hold up a square. Flip it over, turn it upside down, rotate it, and ask: *What shape is it now? Did it change?*

#### BRIDGING

Have children hold a square and say: *This is a square.* Then have them manipulate the shape somehow, rotating it or flipping it over. *What shape is it now?* Have children respond: *This is still a square. It did not change.*

# Theme 3

