

Teacher's Guide

# From Farm to Table



# 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 6 • From Farm to Table**

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# Three Cheers for Pre-K Authors

## Advisory Board

### Ashley Bowmar

Pre-K Teacher  
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Atlanta, Georgia

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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.

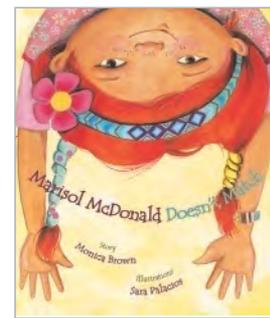
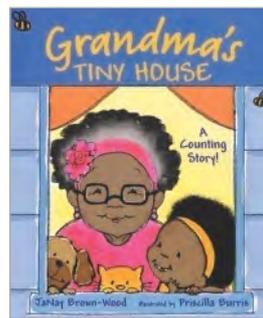
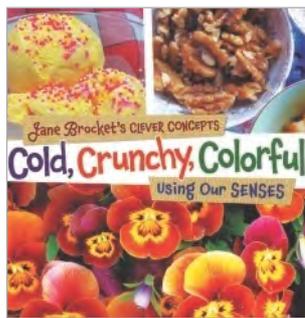
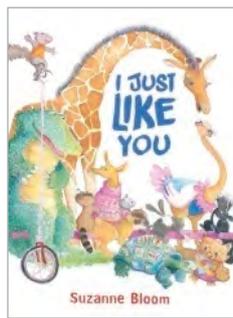


# Program Components

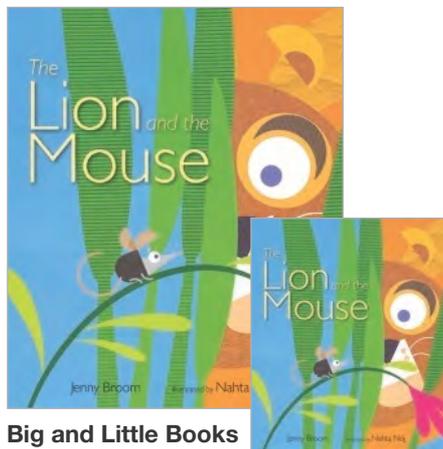
## In Each of Your 9 Theme Kits



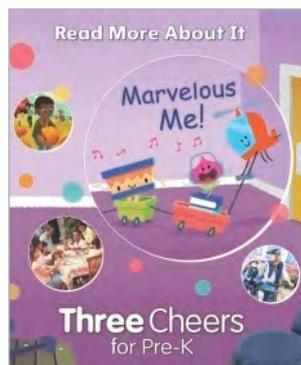
Teacher's Guides, Themes 1-9



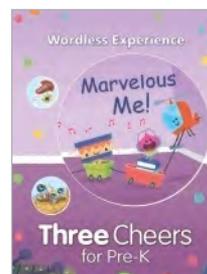
Trade Books



Big and Little Books



Read More About It



Wordless Experience Books



Theme Manipulatives



5 x 5



Sing, Rhyme, and Shout

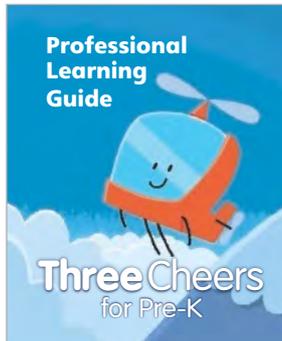


Theme and Concept Vocabulary

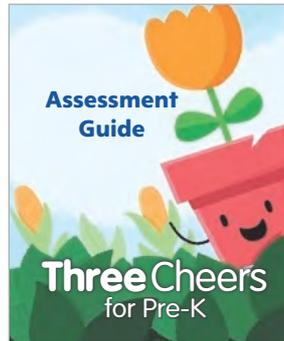


Talk More About It

## In Your Teacher Toolkit



Professional Learning Guide



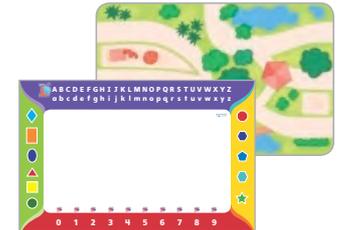
Assessment Guide



Ask Us About... Poster



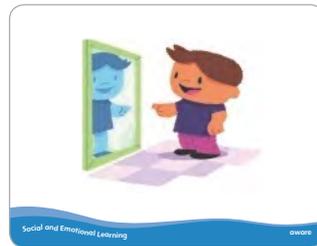
Mood Meter Poster



Map Mats



Center Signs



Social and Emotional Learning Cards



Alphabet Cards



Picture Cards

## Hands-on Instructional Resources

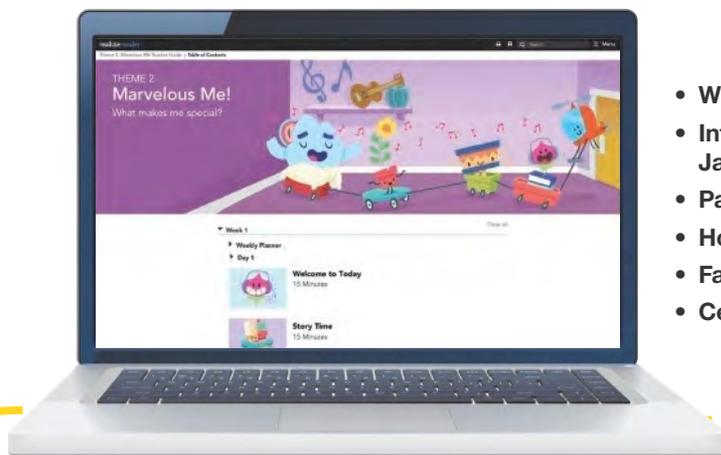


Manipulative Kit

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

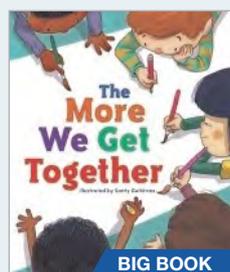
## Spark a Love of Reading and Learning

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.

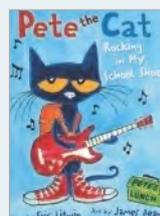
### THEME 1

#### Hello School!

How do we learn and play at school?



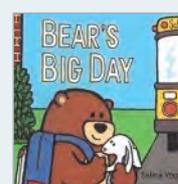
BIG BOOK



WEEK 1



WEEK 2



WEEK 3

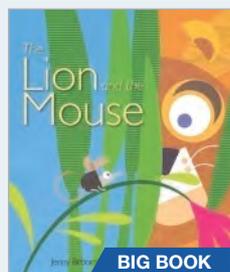


WEEK 4

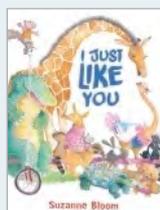
### THEME 2

#### Marvelous Me!

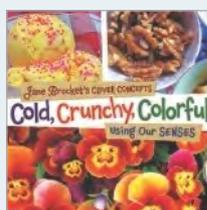
What makes me special?



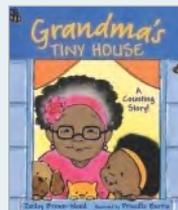
BIG BOOK



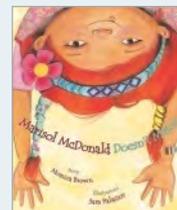
WEEK 1



WEEK 2



WEEK 3



WEEK 4

### THEME 3

#### Look Outside

How are the seasons different?



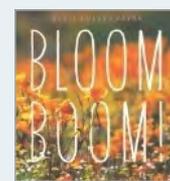
BIG BOOK



WEEK 1



WEEK 2



WEEK 3



WEEK 4

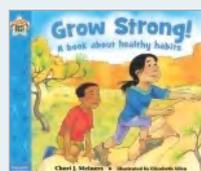
### THEME 4

#### Taking Care

How do we care for ourselves and others?



BIG BOOK



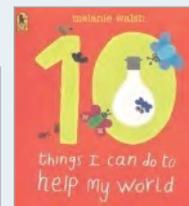
WEEK 1



WEEK 2



WEEK 3

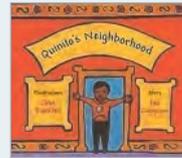
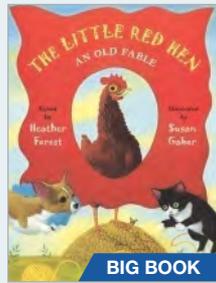


WEEK 4

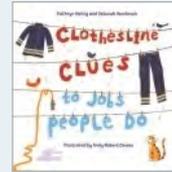
THEME 5

# Everyday Helpers

How do people in our community help us?



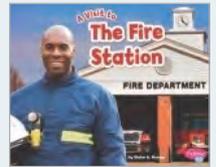
WEEK 1



WEEK 2



WEEK 3

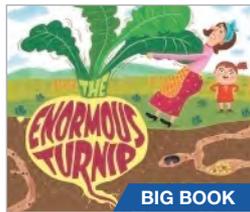


WEEK 4

THEME 6

# From Farm to Table

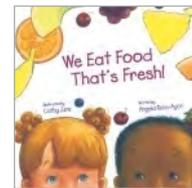
How does our food get from the farm to our homes?



WEEK 1



WEEK 2



WEEK 3

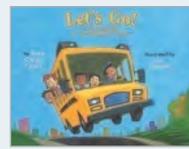
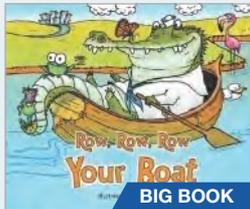


WEEK 4

THEME 7

# On the Go!

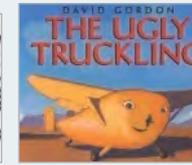
How do we get from here to there?



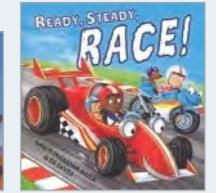
WEEK 1



WEEK 2



WEEK 3

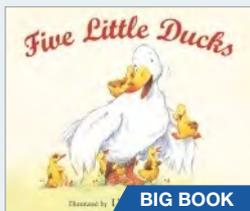


WEEK 4

THEME 8

# Animals All Around

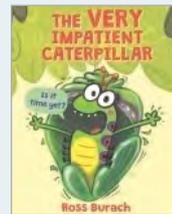
How are animals the same and different?



WEEK 1



WEEK 2



WEEK 3

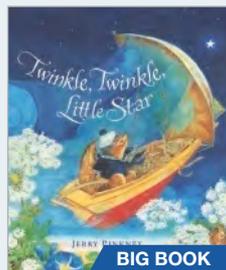


WEEK 4

THEME 9

# Earth, Moon, and Sky

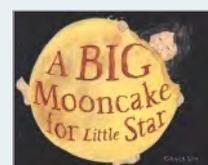
What do we see in the natural world?



WEEK 1



WEEK 2



WEEK 3



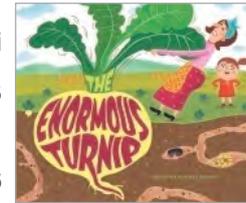
WEEK 4

# From Farm to Table

How does food get from the farm to our homes?

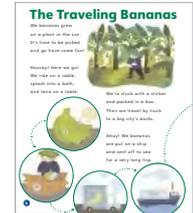
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### WEEK 1 How do grocery stores get the food we buy?

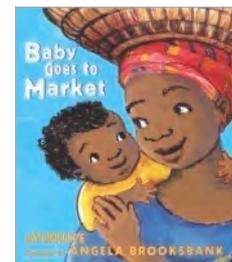
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Literacy Circle.....	9, 17, 25, 33, 41	Reflect.....	14, 22, 30, 38, 46



**Read More About It: "The Traveling Bananas"**

### WEEK 2 What can we find at a grocery store or market?

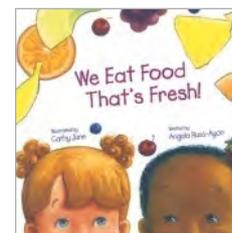
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**Read More About It: "Shopping for Food"**

### WEEK 3 Why should we eat different kinds of foods?

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**Read More About It: "One Tiny Bite"**

**WEEK 4**

**What special foods does my family enjoy?**

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**Daily Lessons**

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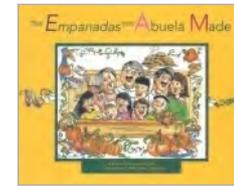
**Math Circle** ..... 149, 157, 165, 173, 181

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

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

**Let's Celebrate** ..... 182–183



**Read More About It: "Favorite Foods"**

*Let's Celebrate!*  
Family gathering to celebrate healthy foods!

**Theme Kit**

**5 x 5**

**Sing, Rhyme, and Shout: "Where Does Milk Come From?"**

**Theme and Concept Vocabulary**

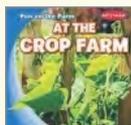


**Theme Manipulative**

**Talk More About It: From Farm to Table**

**Talk More About It: From Farm to Table**

**Gather books to read that develop the theme, From Farm to Table.**



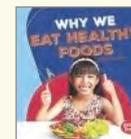
**At the Crop Farm**  
written by George Pendergast  
published by Gareth Stevens Publishing

Simple text and colorful photographs teach readers how farmers tend their crops.



**A Trip to the Community Garden**  
written by Melissa Rae Shofner  
published by PowerKids Press

Young readers learn about working with their neighbors to grow fruits and vegetables in a community garden.



**Why We Eat Healthy Foods**  
written by Rosalyn Clark  
published by Lerner Publishing Group

Learn more about healthy foods and why healthy eating habits are important.



**Where Does a Rainbow Grow?**  
written by Kathryn Kemp Guylay  
illustrated by Alexander Guylay  
published by Healthy Solutions of Sun Valley

Sammy the Bunny takes readers on a journey to discover healthy fruits and vegetables.



**Bee-Bim Bop!**  
written by Linda Sue Park  
illustrated by Ho Baek Lee  
published by Clarion Books

A girl helps her mother from the grocery store to the dinner table, where the family gathers to enjoy a traditional Korean dish.



**Growing Vegetable Soup**  
written and illustrated by Lois Ehlert  
published by Red Wagon Books

Using simple text and colorful cut-paper illustrations, children learn about planting, weeding, harvesting, washing, chopping, and cooking vegetables. The result? "The best soup ever"!

# Go Digital!

## SavvasRealize.com

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

### Plan

#### Digital is portable!

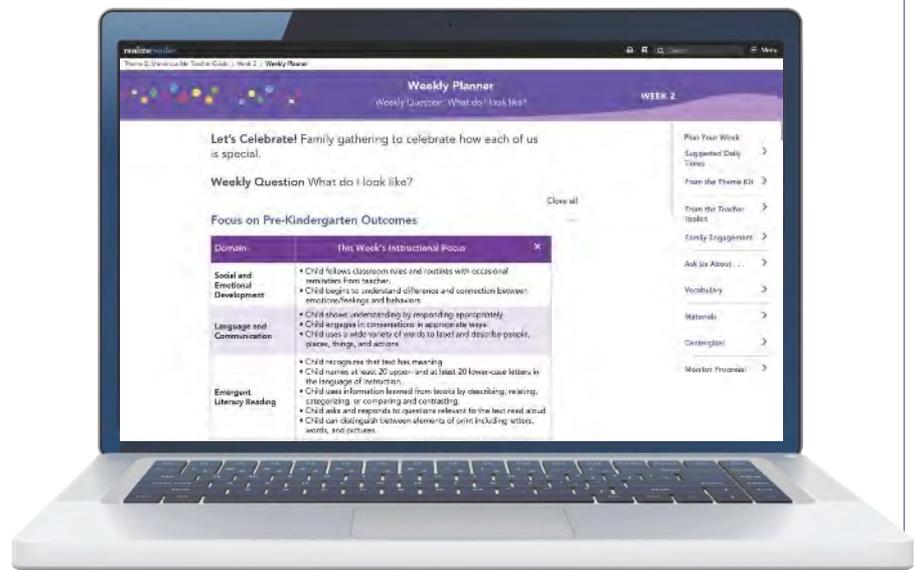
Do your planning any place, any time from SavvasRealize.com.

#### 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.



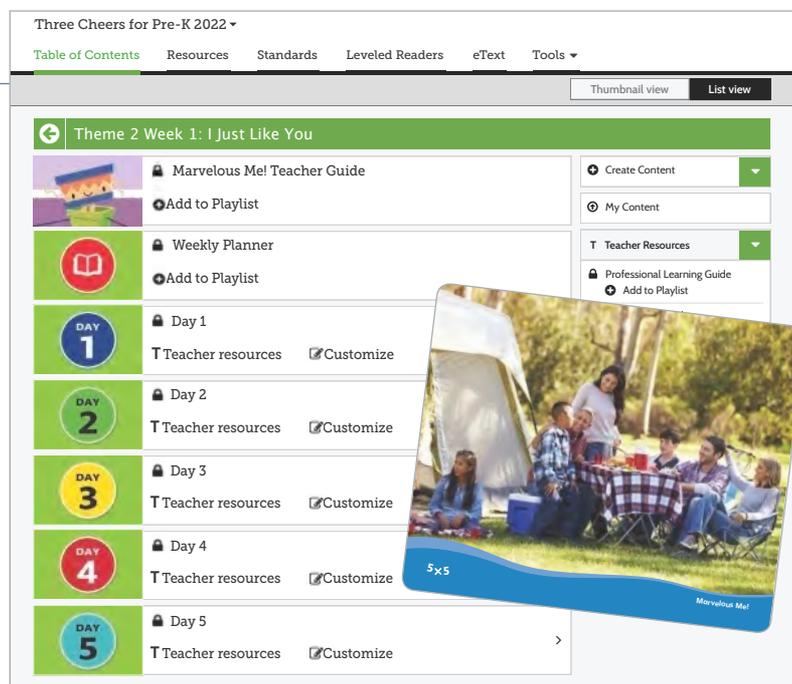
### Teach

#### 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.



# From Farm to Table 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 Words  
Produce Phonemes

#### Alphabet Knowledge

Letter Sound *L* /l/

#### Mathematics

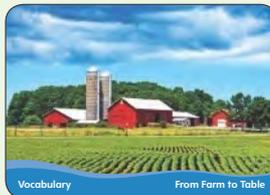
Adding To  
Taking Away

#### Science, Social Studies, and Health

Living Things

#### Theme Vocabulary

farm



#### Concept Vocabulary

products  
grains  
flour  
ripe  
containers



### WEEK 2

#### Phonological Awareness

Produce Words  
Blend Phonemes

#### Alphabet Knowledge

Letter Sound *G* /g/

#### Mathematics

Taking Away

#### Science, Social Studies, and Health

What People Need  
Consumers

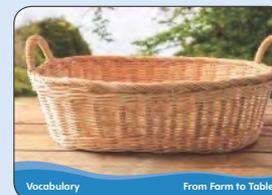
#### Theme Vocabulary

store



#### Concept Vocabulary

basket  
buying  
crowded  
seller  
hungry



# On our way to Kindergarten!



## WEEK 3

### Phonological Awareness

Onset and Rime  
Blend Phonemes

### Alphabet Knowledge

Letter Sound Rr /r/

### Mathematics

Measurement  
Counting

### Science, Social Studies, and Health

Parts of a Plant  
Life Sciences

### Theme Vocabulary

market



### Concept Vocabulary

appetite  
dipped  
steamed  
chopped  
sliced



## WEEK 4

### Phonological Awareness

Onset and Rime  
Blend Phonemes

### Alphabet Knowledge

Review Ll, Gg, Rr, Pp, Dd, Bb, Kk, Ff, Ss,  
Tt, Aa, Cc, Nn

### Mathematics

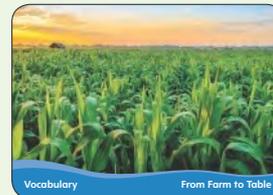
Sorting  
Data  
Measurement

### Science, Social Studies, and Health

Living Things

### Theme Vocabulary

crops

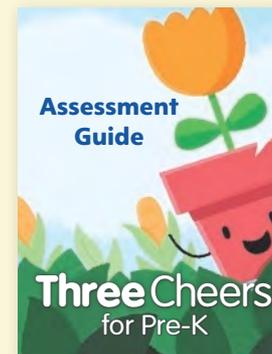


### Concept Vocabulary

milk  
vegetables  
fruit  
dessert  
bread



## Assessment Guide



### Progress Monitoring Resources

Use these Assessment Guide resources in Theme 6:

#### Weekly Observational Checklists

Week 1 ..... p. 32  
Week 2 ..... p. 33  
Week 3 ..... p. 34  
Week 4 ..... p. 35

#### 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



# From Farm to Table

## Concept Development

### THEME 6

# From Farm to Table

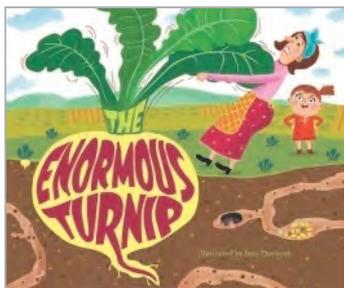
How does our food get from the farm to our homes?

## Theme Concepts

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

## Theme Vocabulary

farm                      market  
store                      crops



Big Book: *The Enormous Turnip*



Wordless Experience Book: *From Farm to Table*

### WEEK 1

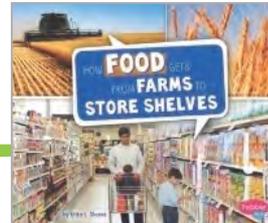
FOCUS:

**From the Farm to the Grocery Store**

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

### Concept Vocabulary

products      containers  
ripe              flour  
grains



*How Food Gets from Farms to Store Shelves*



*"The Traveling Bananas"*

### WEEK 2

FOCUS:

**How We Get Our Food**

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

### Concept Vocabulary

basket              hungry  
seller                crowded  
buying



*Baby Goes to Market*



*"Shopping for Food"*

## WEEK 3

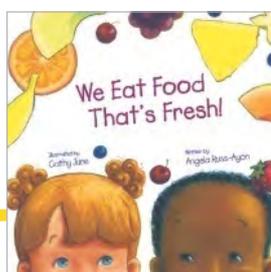
FOCUS:

### All Kinds of Food

## Why should we eat different kinds of foods?

### Concept Vocabulary

appetite      sliced  
chopped      steamed  
dipped



*We Eat Food That's Fresh*



"One Tiny Bite"

## Social and Emotional Intelligence

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

## Let's Celebrate

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

## WEEK 4

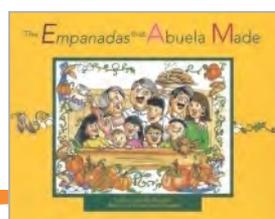
FOCUS:

### Family Favorites

## What special foods does my family enjoy?

### Concept Vocabulary

milk              dessert  
vegetables      bread  
fruit



*The Empanadas That Abuela Made*



"Favorite Foods"

## 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



# 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

# From Farm to Table

## Launch the Theme

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

Introduce children to the theme's Guiding Question. We are going to read, learn, and play to try to answer this question: *How does our food get from the farm to our homes?* We will learn about what kinds of food grow on a farm and how these foods get to the stores where we buy them. We're going to start by playing a game called, "Huckle Buckle Beanstalk."

## Game

### Huckle Buckle Beanstalk

#### Set Up

Gather a few plastic fruits and vegetables that can be hidden. Decide the area that is fair game for hiding the objects.

#### Introduce the Game

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

- Have children form a circle and show them the object (fresh fruit or vegetable) that Javi will hide. *As you close your eyes, Javi will hide this [apple]. Then, you will open your eyes and try to find it. When you see the [apple], don't tell anyone. Keep the hiding place a secret. Instead, return to the circle, sit down, and say "Huckle Buckle Beanstalk."*
- Let children know where Javi might hide the object and which areas (if any) are off limits. The object should be hidden where children can see it without moving things around.

#### Practice the Game

Have children close their eyes. Hide the object. Then, count to three and have children look for it. Remind them to keep the hiding place a secret. When most children have found the object, have Javi tap one of the children on the carpet to tell where the object is located.



# Close the Theme

## Let's Celebrate!

### Healthy Foods for Us

Children invite their families to bring their favorite food to a celebration. The children share what they have learned about healthy foods.

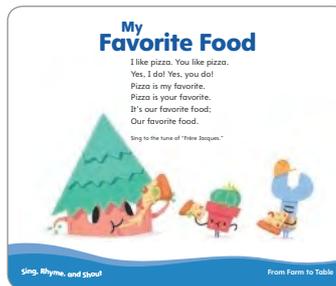
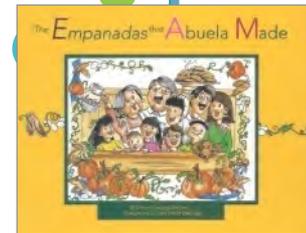
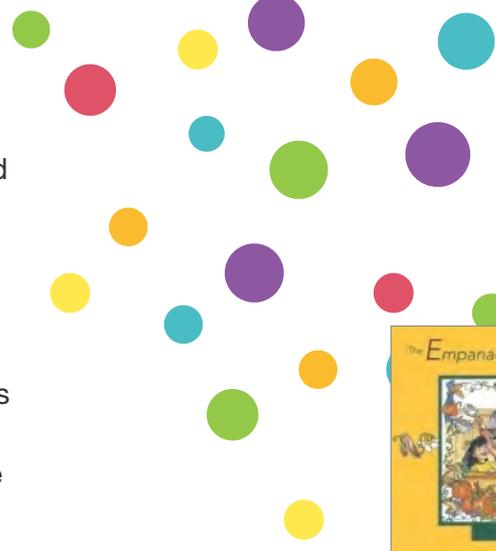
#### Prepare

Help children write invitations for their families. Invite families to bring in a favorite food, with the ingredients clearly listed. Make a graph to show which healthy snacks are the class favorites. Work together to make a snack for the class to share.

#### Celebration Day

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

- Welcome the guests.
- Sing “My Favorite Food.”
- Children demonstrate what they do each day to care for plants, pets, and classroom materials.
- Families participate in an Alphabet Scavenger Hunt.
- Everyone reflects on the time shared.



### Sharing a Meal

- #### 1 Share a Meal

Draw children's attention to the foods on the table. **Ask:** Have you seen any of these foods before? Point out that every family has different foods that they like.

Then have children sit in a rectangle as if they are at a dinner table. Have them take turns asking each other to pass pretend foods and answering with "thank you."
- #### 2 Rhyme

Talk about what the picture shows: family members sharing a special meal. Then make up sentences related to the meal that contain rhyming words. **Say:** This pot is hot! What two words rhyme? (pot, hot) Please pass me a glass. What two words rhyme? (pass, glass) Can I have the peas, please? What two words rhyme? (peas, please)
- #### 3 Create an Invitation

Tell children to imagine the class is having a very special dinner. **Say:** Our families will be invited. What information should we put on the invitation? Remind children that an invitation is a note asking someone to attend a party or special event. Have children suggest information to include in the invitation, such as when it is and where it is.
- #### 4 Count and Compare Groups

Show children how you can count the number of people in the photo. Point to each person in the photo and have children say the number.

Next, break the class into uneven groups with a maximum of five in a group. Ask the class to compare the number in different groups just by looking. **Ask:** Which group looks like it has more people? Which group looks like it has fewer people? Then model counting the number of children in each group.
- #### 5 Equal Shares

Review how you can count the number of people in the photo. Then ask children questions about how to share various foods so that everyone gets some. **Ask:** How many glasses of milk do we need for everybody? How many pieces should we cut the pie into?





# 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.



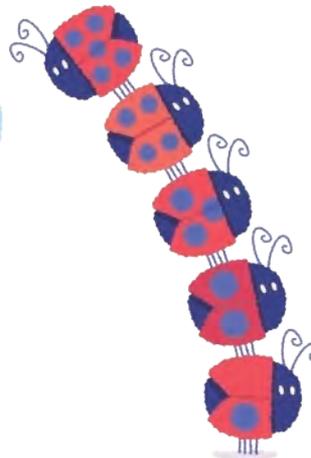
Tool Team



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 follows classroom rules and routines with occasional reminders from teacher. <b>Pages 7, 12, 14</b></li> <li>Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed. <b>Pages 15, 20, 22, 23, 28, 30, 44</b></li> </ul>
<b>Language and Communication</b>	<ul style="list-style-type: none"> <li>Child shows understanding by responding appropriately. <b>Pages 7, 15, 23, 31, 39</b></li> <li>Child uses a wide variety of words to label and describe people, places, things, and actions. <b>Pages 23, 28, 36</b></li> <li>Child demonstrates understanding of terms used in the instructional language of the classroom. <b>Pages 7, 15, 23, 31, 39</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 8, 16, 32; C•188–C•189</b></li> <li>Child separates a normally spoken four-word sentence into individual words. <b>Pages 8, 16, 24, 28, 32</b></li> </ul>
<b>Emergent Literacy Writing</b>	<ul style="list-style-type: none"> <li>Child writes own name (first name or frequent nickname) using legible letters in proper sequence. <b>Pages C•192–C•193</b></li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Child recognizes and creates patterns. <b>Pages 11, 19, 27, 35, 43</b></li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>Child observes, investigates, describes, and discusses properties and characteristics of common objects. <b>Pages C•194–C•195, C•200–C•201</b></li> <li>Child observes, investigates, describes, and discusses position and motion of objects. <b>Pages C•196–C•197, C•200–C•201</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•192–C•193</b></li> <li>Child identifies and creates common features in the natural environment. <b>Pages 28, 36</b></li> <li>Child explores geography tools and resources. <b>Pages 36, 44; C•192–C•193</b></li> </ul>
<b>Fine Arts</b>	<ul style="list-style-type: none"> <li>Child uses art as a form of creative self-expression and representation. <b>Pages C•194–C•195</b></li> <li>Child responds to different musical styles through movement and play. <b>Pages C•188–C•189</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, 46, 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!

### Language

#### Pre-Kindergarten Outcomes

- Child uses a wide variety of words to label and describe people, places, things, and actions. **Pages 23, 28, 36**
- Child demonstrates understanding of terms used in the instructional language of the classroom. **Pages 7, 15, 23, 31, 39**

#### Kindergarten Literacy Goals

- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

### Reading Readiness

#### Pre-Kindergarten Outcomes

- Child engages in pre-reading and reading-related activities. **Pages 8, 16, 32; C•188–C•189**

#### Kindergarten Literacy Goals

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

### Phonological Awareness

#### Pre-Kindergarten Outcomes

- Child separates a normally spoken four-word sentence into individual words. **Pages 8, 16, 24, 28, 32**

#### Kindergarten Literacy Goals

- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

### Writing

#### Pre-Kindergarten Outcomes

- Child writes own name (first name or frequent nickname) using legible letters in proper sequence. **Pages C•192–C•193**

#### Kindergarten Literacy Goals

- Write a letter or letters for most consonant and short-vowel sounds.

### Mathematics

#### Pre-Kindergarten Outcomes

- Child recognizes and creates patterns. **Pages 11, 19, 27, 35, 43**

#### Kindergarten Mathematics Goals

- Identify and create patterns; verbally describe patterns so others understand.



# From Farm to Table

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

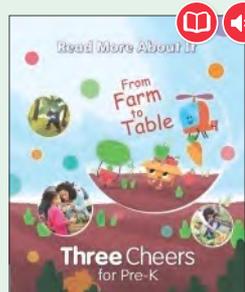
## Weekly Question

# How do grocery stores get the food we buy?

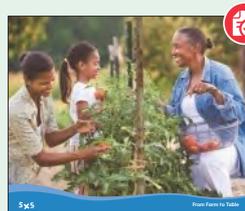
### From the Theme Kit Print and Digital



Trade Book



Read More About It: "The Traveling Bananas"



5x5



Theme and Concept Vocabulary



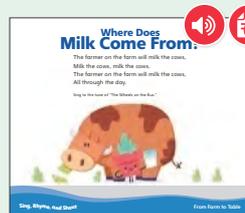
Theme Manipulative



Big Book and Little Books



Wordless Experience Book: *From Farm to Table*

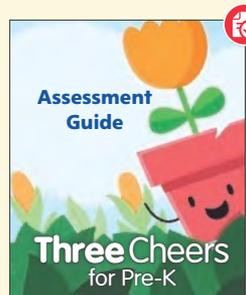


Sing, Rhyme, and Shout: "Where Does Milk Come From?"

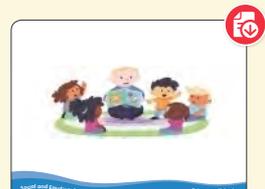


Talk More About It: *How Food Gets from Farms to Store Shelves*

### From the Teacher Toolkit Print and Digital



Assessment Guide



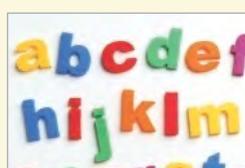
Social and Emotional Learning Cards



Alphabet Cards



Picture Cards



Manipulatives



### Family Engagement Digital



Three Cheers for Pre-K Parents!



Three Cheers for Games!



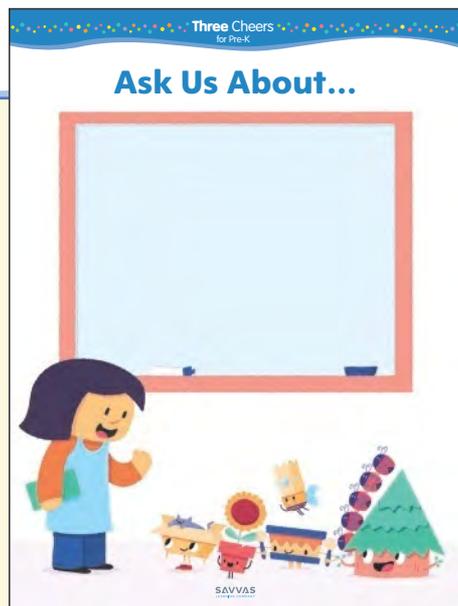
Digital Bookshelf

# 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 happens to the number of objects in a group if you take some away?
- What do plants need to grow?
- What are some products you can buy at a grocery store?

## Day 1 pp. 7–14

### Welcome to Today

- Meet and Greet
- Sing, Rhyme, and Shout “Where Does Milk Come From?”
- Morning Meeting

### Story Time

- How does our food get from the farm to our homes?
- 1st Read Big Book *The Enormous Turnip*

### Literacy Circle

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

### Center Time and Small Groups

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

### Math Circle

- Taking Away
- Snack Time Eat Up!

### Science Circle

- Finger Play: My Farm
- Living Things
- Outdoor Play Balancing Act

### Learn and Play and Centers

- Let’s Move!
  - Circle Walk
  - Walk On
- Let’s Talk On the Farm
- Let’s Read
  - Alphabet Knowledge
  - Act It Out
- Rest Time *L* is for Lullaby

### Reflect

- 5x5 Shapes
- Social and Emotional Learning Pay Attention
- Let’s Talk About It

## Day 2 pp. 15–22

### Welcome to Today

- Meet and Greet
- Sing, Rhyme, and Shout “Where Does Milk Come From?”
- Morning Meeting

### Story Time

- How do grocery stores get the food we buy?
- 1st Read Trade Book *How Food Gets from Farms to Store Shelves*

### Literacy Circle

- Concept Vocabulary Develop
- Phonological Awareness Produce Words
- Alphabet Knowledge Review *Ll //*

### Center Time and Small Groups

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

### Math Circle

- Taking Away
- Snack Time What Are You Eating?

### Science Circle

- Poem: Planting
- Living Things
- Outdoor Play Go Fishing

### Learn and Play and Centers

- Let’s Move!
  - Take It Away, Team!
  - Copycats
- Let’s Talk Pay Attention
- Let’s Read
  - Alternate Ending
  - So Many Products
- Rest Time Sounds Like *lllll*

### Reflect

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

**Let's Celebrate!**  
A "Healthy Food for Us" celebration features children's families sharing some favorite foods.

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

**Sing, Rhyme, and Shout** "Where Does Milk Come From?"

**Morning Meeting****Story Time**

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

**2nd Read Trade Book** *How Food Gets from Farms to Store Shelves*

**Literacy Circle**

**Concept Vocabulary** Practice

**Print Concepts** Uppercase Letters in Titles and Names

**Alphabet Knowledge** Review *LI //*

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

- Math: Taking Away
- Literacy: Concept Vocabulary

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

**Math Circle****Taking Away**

**Snack Time** Object Names

**Science Circle**

**Song: The Itsy Bitsy Seed**

**Living Things**

**Outdoor Play** Stand Like an L

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

- Freeze 1, 2, 3, 4, 5
- In My Shoes

**Let's Talk** Paying Attention

**Let's Read**

- Uppercase Letters
- Listen For It

**Rest Time** A Seed Waiting to Grow

**Reflect**

**5x5** Plant Life Cycle

**Social and Emotional Learning** Listen

**Let's Talk About It**

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

**Sing, Rhyme, and Shout** "Where Does Milk Come From?"

**Morning Meeting****Story Time**

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

**Read More About It** "The Traveling Bananas"

**Literacy Circle**

**Concept Vocabulary** Review

**Phonological Awareness** Onset and Rime

**Vocabulary** Object Names

**Alphabet Knowledge** Letter *LI*

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

- Math: Taking Away
- Literacy: Vocabulary

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

**Math Circle****Taking Away**

**Snack Time** Take Away

**Music Circle**

**Music Participation**

**Outdoor Play** Tissue Paper Volleyball

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

- Take It Away, Team!
- Walk the Numbers

**Let's Talk** Listen

**Let's Read**

- Traveling Milk
- Old MacDonald's Farm

**Rest Time** An Enormous Turnip

**Reflect**

**5x5** Kinds of Plants

**Social and Emotional Learning** Participate

**Let's Talk About It**

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

**Sing, Rhyme, and Shout** "Where Does Milk Come From?"

**Morning Meeting****Story Time**

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

**Compare** *How Food Gets from Farms to Store Shelves* and "The Traveling Bananas"

**Literacy Circle**

**Concept Vocabulary** Check for Understanding

**Print Concepts** Features of Print

**Phonological Awareness** Produce Phonemes

**Alphabet Knowledge** Letter *LI*

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

- Math: Taking From
- Literacy: Phonological Awareness

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

**Math Circle****Taking Away**

**Snack Time** Countdown to Zero

**Science Circle**

**The Seeds Begin to Grow**

**Living Things**

**Outdoor Play** You Choose

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

- Sing-Along
- Palm Pass

**Let's Talk** Participate

**Let's Read**

- Children's Choice
- Living Things

**Rest Time** Tomato Plants

**Reflect**

**5x5** Food Sources

**Social and Emotional Learning** Participate

**Let's Talk About It**



# 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

**Recreate Stories** Recreate stories during or after listening to audio recordings.

## ABC Fun

**Alphabet Soup** Use spoons and tongs to remove selected letters from a soup pot.

## Math Fun

**How Much?** Experiment to learn how many different objects can be placed in various types of containers.

## STEM

**Plant a Seed** Plant a seed and watch it grow.

## Pretend and Learn

**Farm Stand** Pretend to be a farmer selling produce at a farm stand or a customer making a purchase.

## Sand, Water, and More

**Down on the Farm** Use sand to build a farm.

## Creativity Station

**Musical Styles** Listen and respond to different styles of music, such as classical, folk, and jazz.

## Writer's Club

**My Favorite Foods** Write about the foods you love.

# Monitor Progress



Assessment Guide

## Observe

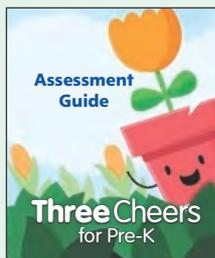
### Observational Checklists

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 2 should be administered at the end of Theme 6.

### Pre-K Outcomes Progress Report

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



## Portfolio

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

### Centers

- **STEM** written and oral observations about growing plants
- **Reading and Listening** anecdotal notes related to story recreations
- **Make It, Take It** traced letters and pictures





# Welcome to Today

15 minutes

WEEK 1 DAY 1

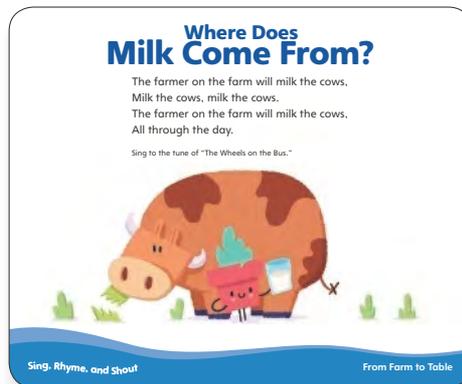
## Meet and Greet

- Place three images near the door: a heart, two hands giving a high five, and a child waving. As you greet children entering the classroom, have them point to one of the images to show if they would like to give the teacher a hug, a high five, or a special wave.
- Encourage children to place their pictures on the Mood Meter.

## Sing, Rhyme, and Shout

**From Farm to Table** Introduce the new theme by using the card to explore how food moves from *farm* to table.

- Did any of you drink milk this morning? Today we will sing a song about where milk comes from.
- Play the recording. Invite children to sing the repeated phrases and act out milking the cows.



## Learning Outcome

### The child

- participates in classroom music activities including singing.

## What You Need

- Sing, Rhyme, and Shout: “Where Does Milk Come From?”
- attendance chart, helper chart

## Theme Vocabulary

farm

## Morning Meeting

- 1 Attendance** Have children add their name cards to the chart.
- 2 Helper Chart** Assign new jobs for the week. Invite children who did the jobs the previous week to discuss their experiences.
- 3 Weather** *What is the weather like today?* Have children describe what it is like outside.
- 4 Today's Events** Discuss today's activities. Point out that this week children will learn about *farms* and where our food comes from.



## DIFFERENTIATED SUPPORT

### ELL

**Today's Events** Preview the concept of *farms* with English language learners. Invite them to share the word for *farm* in their home language and to describe *farms* they know. Use this prior knowledge throughout the theme to help children contribute more fully to classroom activities. AUDITORY

# Story Time

15 minutes

## Learning Outcomes

### The child

- shows understanding of the language being spoken by teachers.
- shows understanding of the new language being spoken by English-speaking teachers.
- blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with pictorial support.
- 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.

## What You Need

- Big Book: *The Enormous Turnip*
- Vocabulary Cards: *farm, products, ripe, grains, containers, flour*
- Picture Cards: *bat, bike, fan, lip, mop*
- Alphabet Card: *LI*

## DIFFERENTIATED SUPPORT

### Extra Support

***The Enormous Turnip*** Help children understand the meaning of *enormous* visually by having them draw shapes of different sizes. Invite three children to draw on the board. Say: **Draw a small circle. Draw a big circle. Now draw an enormous circle!** Guide children's hands so that they draw a very large circle. Repeat with other shapes. VISUAL

## From Farm to Table

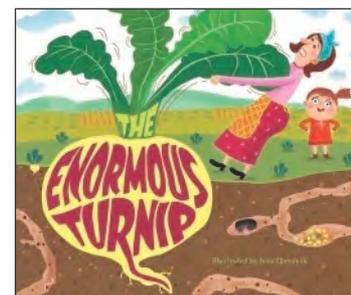
### ? How does our food get from the farm to our homes?

Tell children that they will be talking about this guiding question: *How does our food get from the farm to our homes?* Display Vocabulary Card *farm*. **This is a farm. A farm is a place where food is grown or animals are raised.** Explain that most of the food we eat comes from farms. **We're going to learn about some of the foods that are grown on a farm.**



## The Enormous Turnip

Tell children that you are going to read *The Enormous Turnip*.



- 1 Introduce** Display the cover. Point to each word in the title. Explain that a turnip is a vegetable that can be grown on a farm. Point to the picture of the turnip on the cover. Then discuss the word *enormous*. **Enormous means very, very big.** Have children stretch their arms as wide as they can to show the meaning of *enormous*. Tell them that as you read the story, they should listen for the word *enormous*.
- 2 Read Together** Read the book aloud. Have children stretch their arms wide each time they hear the word *enormous*.
- 3 Connect** Ask children questions so they can show understanding of the language you are speaking in the classroom. Make sure English language learners can also show understanding of the new language being spoken in the classroom. Have children discuss things they have seen that are enormous. **Have you ever seen an enormous vegetable? Show me how enormous it was by stretching out your hands. Have you ever seen an enormous animal? Show me how enormous it was by stretching out your hands. Have you seen other things that are enormous?** Have children talk to a partner using the word *enormous* in accurate ways.

# Literacy Circle

15 minutes

## Concept Vocabulary

**Introduce** We are going to talk about this question: *How do grocery stores get the food we buy?* Display Vocabulary Card *products*. Grocery stores are filled with *products*. These are things to buy, like foods and drinks. Display each of the Vocabulary Cards for this week (*ripe*, *grains*, *containers*, *flour*) and briefly explain how each relates to the question *How do grocery stores get the food we buy?*



## Phonological Awareness

**Onset and Rime** Children will use picture support to blend onset and rime to form familiar words. Display the Picture Card *bike*. This is a bike. *Bike* begins with the sound /b/. It ends with the sound /īk/. Listen as I say the sounds: /b/ (pause) /īk/, bike. I can put the sound /b/ and the sound /īk/ together to make the word *bike*. Using Picture Cards *bat*, *fan*, *lip*, and *mop*, guide children to blend the onset and rime to form each word.



## Alphabet Knowledge

**Introduce LI /I/** Tell children that today they are going to learn about the letter *L*.

- Letter Name** Display Alphabet Card *LI*. This is a lemon. Point to the uppercase *L*. This is uppercase *L*. Point to the lowercase *l*. This is lowercase *l*. Say the letter name with me: /eL/. Point to the lowercase letter. What is the name of this letter? Point to the uppercase letter. What is the name of this letter?
- Letter Sound** The sound that the letter *l* spells sounds like this: /līlīlīlīlī/. Say it with me: /līlīlīlīlī/. Point to the lowercase letter. What sound does this letter spell? Point to the uppercase letter. What sound does this letter spell?
- Letter Formation** Trace the uppercase *L* on the Alphabet Card and explain the order of movements. Repeat as needed and have children trace the letter in the air. Repeat with the lowercase letter *l*.



## Transition

### Chant

Invite children to stand. As you say the following chant, hold up the Alphabet Card *L* each time you mention a food that begins with *L*. Have children echo each line.

What's for lunch?

Let's have /līlīlīlīlī/ for lunch!

Let's have /l/ /l/ /l/ - lemons!

Let's have /l/ /l/ /l/ - limes!

Let's have /l/ /l/ /l/ - leaves of /l/ /l/ /l/ - lettuce!

Let's have /l/ /l/ /l/ - loaves of bread!

/līlīlīlīlī/ makes a lovely lunch!

## Theme Vocabulary

farm store

## Concept Vocabulary

products ripe

grains containers

flour

## Academic Vocabulary

listen read

page letter

uppercase lowercase

## ✓ CHECK FOR UNDERSTANDING

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

**THEN** . . . tell them to stick their tongue out and put it behind their front teeth. Model this if needed. Then have them practice repeating the sound /l/ with their tongue positioned this way. Have them practice saying words starting with /l/, such as *lion*, *land*, and *lip*.

LET'S GET READY FOR

## Center and Small Group Time

60–90 minutes

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

### Small Group

- **Math: Adding To** Put two manipulatives in a box.
  - I'm a farmer. I pick bananas. How many do I have?
  - Have children count. [Child's name] picks one more.
  - Have the child add one to the box. How many do I have now? Let children count. Repeat two more times, having children add another manipulative each time.

#### ▶ ELL Access

##### Use Visual Support

**Emerging** Help children connect manipulatives with words in problems. Place a manipulative on a banana pictured in the trade book. Say: **One banana**. Have children echo you. Repeat with a second banana. Then pick up the manipulatives and say: **We are using these to be the bananas!**

**Developing** Place a manipulative on a banana in the trade book. Say: **One banana**. Have children echo you. Repeat with a second banana. Then pick up the manipulatives and ask: **What are we using these [blocks] to be?** Help children tell you that the manipulatives stand for bananas.

**Expanding** Say: **We can use things to stand for other things when we count. Let's use these [blocks] as bananas.** Show children a picture of bananas in the trade book. Say: **One banana**. Have children place a manipulative on one banana and repeat. Then ask: **How many [blocks] are there? How many bananas are there? We can think of the [blocks] as bananas.**

**Bridging** Show children the manipulatives and say: **We are using these to be the bananas. One [block] will be one banana. Look at the picture of the bananas. Then tell your partner how many blocks you will need to show the number of bananas.**

- **Literacy: Alphabet Knowledge** Display Picture Card *lip* and say: /llllllll/, *lip*. Have children repeat, emphasizing the sound /l/. Repeat with Picture Cards *leaf*, *lion*, and *lock*. **The sound /lllll/ is spelled with what letter? The letter L.** Have children practice writing uppercase *L* and lowercase *l*.

#### ▶ ELL Access

##### Relate Letter Sounds

**Emerging** The /l/ sound may be difficult for some English language learners to pronounce. Warm up the group by singing *La, la, la* in a silly way. Then show the Picture Cards for *lip*, *leaf*, *lion*, and *lock*. Say the words and have children repeat them after you.

**Developing** Show the Picture Card for *lip*. Emphasizing the initial /l/, say the word and have children repeat it after you. Repeat several times. Then practice using other Picture Cards for /l/.

**Expanding** Show the Picture Card for *lip*. Have children say the word, emphasizing the initial /l/. Repeat with other Picture Cards for /l/. Then invite children to suggest other words or names that start with the /l/ sound.

**Bridging** Show the Picture Card for *lip*. Have children say the word. Then ask: **What sound does *lip* begin with?** Help children respond with a sentence, such as *The word lip begins with /l/*. Repeat with other Picture Cards for /l/.

# Math Circle

15 minutes

## Taking Away

Tell children that today they will be learning how to take away.

- 1 **Engage** Show children five counters in your cupped hands. I am an apple tree. These are my apples. How many apples do I have? Place your hands above your head. When the wind blows, sometimes an apple drops. Shake your hands and drop a single counter. Then bring your hands down and show the four remaining counters. I had five apples. The wind takes away one apple. Now I have four apples. Repeat, having another counter fall off the tree.
- 2 **Develop** Point out that taking away is different from adding to. Pretend you are a cherry tree. You have four cherries. The wind takes some away. What will happen to the number of cherries on the tree? After children answer, call on a volunteer to act it out. Give the volunteer four counters. Each of these is a cherry. Model counting them. There are 1, 2, 3, 4 cherries. Now, the wind blows and takes one away. Have the volunteer drop one counter. Model counting the remaining counters. There are three cherries left. Repeat, having another child become a cherry tree with one to five counters.
- 3 **Practice** Give each child three counters. Ask children what fruit their counters represent. Then have children shake one counter from their tree. Ask a couple of children to explain the take away situation they just acted out. Then repeat the activity one more time with the counters representing a different fruit.

## Learning Outcomes

### The child

- uses concrete objects for adding up to 5 objects.
- uses concrete models or makes a verbal word problem for subtracting 0–5 objects from a set.

## What You Need

- 5 objects, such as blocks or counters

## Academic Vocabulary

take away



### CHECK FOR UNDERSTANDING

**IF** . . . children have difficulty understanding what it means to take away,

**THEN** . . . work one-on-one with children to practice adding to and taking away from a set. Start with a set of counters. Say numbers to add to or take away from the set. Guide children's hands if necessary to count out and add to or take away the correct number.



## Snack Time

15 minutes

**Eat Up!** Draw children's attention to how foods are taken away as they are eaten. Give children several foods that can be counted, such as crackers or berries. Have them count the foods. Then encourage children to say, *I am taking away one* as they eat each item.

## Science Circle

15 minutes

### Learning Outcomes

#### The child

- demonstrates knowledge of nonverbal conversational rules.
- discusses the characteristics of organisms.
- demonstrates balance in isolation (may not yet coordinate consistently with a partner).

### What You Need

- Big Book: *The Enormous Turnip*

### Theme Vocabulary

farm

### Academic Vocabulary

plant	seed
soil	sunlight
water	

### Outdoor Play

20 minutes

**Balancing Act** Have children practice balancing in isolation. First have them stand on one leg. Lead the group in counting. Encourage children to see how many counts they can stand up for. Have them switch to the other leg. For an extra challenge, add arm movements, such as putting one hand in the air or folding it behind the back.

### Finger Play: My Farm

Invite children to stand up and listen to and echo the following chant.

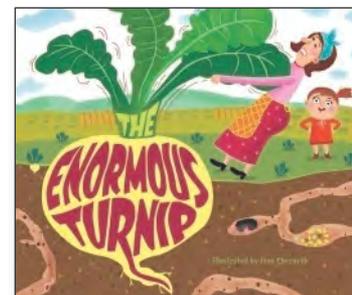
This is my *farm*; (Extend one hand forward, palm up)  
I'll rake it with care. (Make raking motion on palm with fingers of opposite hand)

And then some vegetable seeds  
I'll plant there. (Point to self and then point to the ground)

The sun will shine. (Make circle with hands)  
The rain will fall. (Let fingers flutter down to lap)  
My *farm* foods will blossom, (Cup hands together and slowly extend upward)  
And grow straight and tall. (Stand tall with arms overhead)

### Living Things

- 1 **Engage** Display the Big Book *The Enormous Turnip*. Ask children to tell how a turnip grows. Read pp. 4–7 of the book aloud.
- 2 **Develop** Point to the pictures of the growing turnip. Little Maggie's mom grew an enormous turnip. I wonder what a turnip needs to grow. I will look back in the story to see what Little Maggie's mom gave the turnip. Reread p. 5 aloud. Maggie's mom gave the turnip seeds soil, water, and sunlight. Plants need soil, water, and sunlight to grow.



- 3 **Practice** Lead children in acting out planting a seed and giving it what it needs to grow. First, I will plant the seed in soil. Act out planting a seed in the ground. Next, I will give it water to help it grow. Pretend to water the seed with a watering can. My plant also needs light. It will get sunlight from the sun. Make downward motions like the rays of the sun. Ask children to independently act out planting a seed while saying what a plant needs to grow: soil, water, and sunlight.

# Learn and Play

90 minutes

## Let's Move!

**Circle Walk** Help the class arrange themselves in a big circle. Include yourself in the circle as well.

- Have everyone turn to the right with you as you model this. Tell them to follow the person in front of them. **Now let's walk around the circle.** Model walking slowly and have the whole group do the same.
- As you walk, encourage children to keep the circle round. **Are we still in a circle? Don't let it get crooked!**

**Walk On** Tell children you will call out a number between 1 and 4. That number will tell how many hands and feet to “walk” on.

- **If I say 1, you will hop on one foot.** Model this for children and then have them try it. **If I say 2, you will walk on both feet.** Model this for children and then have them try it. **If I say 3, you will walk on your feet and put one hand on the floor.** Model this for children and then have them try it. **If I say 4, you will walk on your feet and hands together.** Model this for children and then have them try it.
- After children are comfortable, call out numbers.

## Let's Talk

**On the Farm** As children play, gather small groups and tell them you want to pretend that you all have a *farm*.

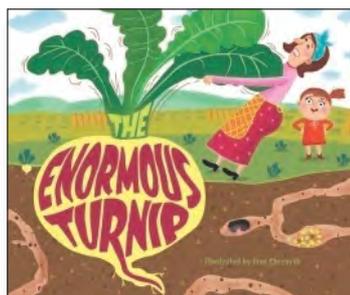
- Engage children in a conversation about what the *farm* should include. Give each child a chance to share ideas. As children talk, point out nonverbal conversation rules. For example: **Let's all look at Misha while she is talking. Luke, you were so nice and quiet while Misha was talking. Now it is your turn to talk. Everyone look at Luke and listen to what he has to say.**



## Let's Read

**Alphabet Knowledge** Have children go on a treasure hunt for the letter *Ll* in the Big Book *The Enormous Turnip*.

**Act It Out** Reread the Big Book and have children act out different parts of the story. For example, they could pretend to pull out the turnip.



## Center Time

30 minutes

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



## CHECK FOR UNDERSTANDING

**IF . . .** children have difficulty answering questions about what plants need to grow,

**THEN . . .** use the Big Book *The Enormous Turnip* to talk about plant needs together. Point to each illustration showing different needs of plants: soil, water, and sunlight. Ask questions to see if children can connect the illustrations to the growth of a turnip plant. For example: **Why did Little Maggie's mother plant the seed in soil? What else does Little Maggie's mother give to the plant to help it grow?**

## Rest Time

30–45 minutes

**L is for Lullaby** Play a quiet lullaby. Tell children that the word *lullaby* starts with the letter *L* and the sound /l/. Say the following, emphasizing the sound /l/: **Listen to the lullaby. Lay quietly. Let the lullaby make you feel lazy.** Gradually turn the music down as children grow quiet.

## DIFFERENTIATED SUPPORT

### Extra Support

**Walk On** If children have difficulty balancing on feet and hands as described, allow them to sit and place the specified number of feet and/or hands on the floor. KINESTHETIC



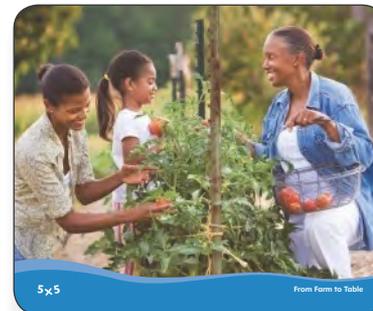


## Reflect

10 minutes

### 5x5

**Shapes** Discuss how farmers often plant their *crops* in long rows, or lines. Then pretend you are a farmer who wants to plant *crops* in a different shape. Tell children to pretend they are your plants. Have them line up in a long row. Call out shapes and have children arrange themselves into that shape. *I want to plant my crops in a triangle. Now I want to plant my crops in a circle.*



### Learning Outcomes

#### The child

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

### What You Need

- 5x5 Card: Visiting a Farm
- SEL Card: *listen; participate*
- Javi

### Theme Vocabulary

crops

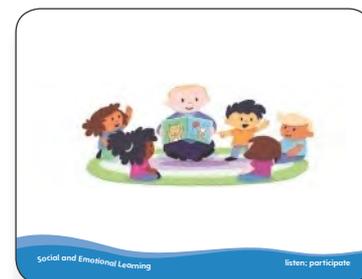
### Academic Vocabulary

listen                      pay attention



## Social and Emotional Learning

**Pay Attention** Draw attention to the picture on the SEL Card *listen; participate*. *What are these children looking at? What are they listening to? How do you know they are paying attention?* Remind children that paying attention means looking and listening to something important. *Now show me. Pay attention to me right now. Show me that your eyes are looking at me. Show me that you are listening by keeping your body still and quiet.*



## Let's Talk About It

Now we are each going to share something we learned today. Hold up Javi. *I want you all to pay attention to the person holding Javi. That person gets to talk. How do you show that person you are paying attention?* Remind children to look at them, listen to what they say, and keep their body quiet and still. Then pass Javi around and have children share experiences from their day. Monitor children's behavior to be sure they are listening and remaining focused on the group discussion.



### CHECK FOR UNDERSTANDING

**IF . . .** children have difficulty paying attention,

**THEN . . .** choose a signal to use any time you want children to stop what they are doing and pay attention to you. For example, you might tap a spoon on a glass, ring a bell, honk a horn, or play an electronic sound effect.

# Welcome to Today

15 minutes

## Meet and Greet

- As children enter the classroom, greet them and ask what they had for breakfast. Tell children they will learn more about where food comes from today.
- Have children place their pictures on the Mood Meter.



## Sing, Rhyme, and Shout

**From Farm to Table** Use the lyrics and the picture on the card to help children explore how food gets from *farms* to their kitchen tables.

- Let's sing the song we learned yesterday. It tells how we get milk from *farms*.
- Play the recording and invite children to sing the repeated phrases. Then have children practice singing the song again, acting out milking cows.



## Learning Outcome

### The child

- participates in classroom music activities including singing.

## What You Need

- Sing, Rhyme, and Shout: “Where Does Milk Come From?”
- attendance chart, helper chart

## Theme Vocabulary

farm

## Morning Meeting

- 1 Attendance** *Who is in class and ready to learn today?* Have children place their name cards on the attendance chart.
- 2 Helper Chart** Congratulate helpers on their work yesterday. Ask them to share their experiences doing their new jobs.
- 3 Question of the Day** *Would you like to visit a farm that grows corn or a farm that raises cows?* 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 read a new book and do a science activity to find out more about where food comes from.



## Wheel of Motion

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

## DIFFERENTIATED SUPPORT

### ELL

**Helper Chart** Help English language learners expand their oral language by asking them simple questions about their job. Ask: *What is your helper job? What do you do? Do you like that job?* Model responding in phrases or complete sentences. *My job is \_\_\_\_\_. I help by \_\_\_\_\_. AUDITORY*

## Story Time

15 minutes

### Learning Outcomes

#### The child

- produces a word that begins with the same sound as a given pair of words.
- makes predictions about text.

### What You Need

- Trade Book: *How Food Gets from Farms to Store Shelves*
- Vocabulary Cards: *store, market, products, ripe, grains, containers, flour*
- Picture Cards: *lion, leaf, monkey, lock, nose, ladder, king, lip, hat*
- Alphabet Card: *LI*

### From Farm to Table

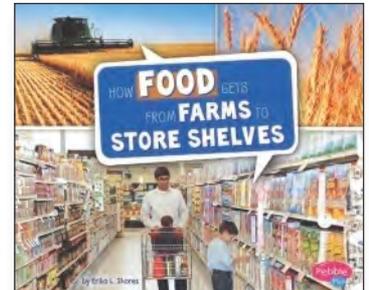
**?** **How do grocery stores get the food we buy?** Review this week's question: *How do grocery stores get the food we buy?* Display Vocabulary Card *store*. *This is a store. We can buy the foods we eat at a store.* Display Vocabulary Card *market*. *This is a market. It is like a store. We can buy some of the foods we eat at a market too.* How does food get to *stores* or *markets*? We're going to read about that today.



### How Food Gets from Farms to Store Shelves

Tell children that you are going to read *How Food Gets from Farms to Store Shelves*.

- 1 Introduce** Display the front cover of the trade book. Before reading, show pictures in the book and have children make predictions about what this book might be about. Ask questions such as: *What do you see in this picture? Can you guess what this book might be about? Why do you think that?*



- 2 Read Together** Read the book aloud. After reading, talk about which predictions were correct. Ask children to talk about anything in the book that surprised them.
- 3 Connect** Ask children if they have been to a grocery *store*. Have them tell about the grocery *stores*. Then ask about *products* children have seen there. *Have you seen cereal at a grocery store? Have you seen milk? What other things have you seen at the grocery store?*

### DIFFERENTIATED SUPPORT

#### 3-Year Olds

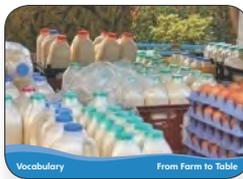
**Introduce** Help three-year olds practice making predictions. Display the cover of a book and talk to children about what they see. Then read the title and ask: *What do we think this book will be about?* Model your prediction. For example, say: *I see a farm. I see cows. I see a farmer. The name of the book is *The Farmer Can't Find His Cows*. I think this story might be about some cows who get lost. The farmer has to find them.* AUDITORY/VISUAL

# Literacy Circle

15 minutes

## Concept Vocabulary

**Develop** Remind children of the weekly question: *How do grocery stores get the food we buy?* Display Vocabulary Card *products*. These items are *products*. Say the word *products* with me: *products*. Where can we buy *products*? Display each Vocabulary Card (*ripe, grains, containers, flour*) and ask children questions about each one that ties the word to the theme or weekly question.



## Phonological Awareness

**Produce Words** Children will produce words that begin with the same sound as a given pair of words. Display Picture Cards *lion* and *leaf*. *Lion* begins with the sound /l/. *Leaf* begins with the sound /l/ too. Then display Picture Cards *lip* and *monkey*. Have children name each picture and determine which one starts with the sound /l/. Have children identify and produce the word that begins with the sound /l/, like *lion* and *leaf*, using these Picture Card pairs: *lock, nose; king, ladder; lip, hat*.



## Alphabet Knowledge

**Review LI /l/** Tell children that today they are going to review the letter *L*.

- Review Letter Name** Display Alphabet Card *LI*. This is a *lemon*. Point to the uppercase *L*. This is uppercase *L*. Point to the lowercase *l*. This is lowercase *l*. Say the letter name with me: /el/. Point to the lowercase letter. What is the name of this letter? Point to the uppercase letter. What is the name of this letter?
- Review Letter Sound** The sound that the letter *l* spells sounds like this: /lllll/, /lllll/. Say it with me: /lllll/. Point to the lowercase letter. What sound does this letter spell? Point to the uppercase letter. What sound does this letter spell?
- Review Letter Formation** Trace the uppercase *L* on the Alphabet Card and explain the order of movements. Repeat as needed and have children trace the letter in the air. Repeat with the lowercase letter *l*.



## Transition

### Chant and Fingerplay

Have children make a letter *L* with the index finger and thumb of their left hand. Then have them repeat each line of the fingerplay after you.

Uppercase <i>L</i> looks like this.	(make "L" with right hand)
Uppercase <i>L</i> spells this sound.	(make sound /lllll/)
Lowercase <i>l</i> looks like this.	(make "l" with index finger)
Lowercase <i>l</i> spells this sound.	(make sound /lllll/)

## Theme Vocabulary

store market

## Concept Vocabulary

products ripe  
grains containers  
flour

## Academic Vocabulary

guess sound  
alphabet letter  
uppercase lowercase



## CHECK FOR UNDERSTANDING

**IF** . . . children have difficulty connecting to their own experiences during Story Time,

**THEN** . . . tell them the names of nearby grocery stores. Ask: *Have you been to \_\_\_ before? Did you see carrots there? Did you see bags of chips?*

LET'S GET READY FOR

## Center and Small Group Time

60–90 minutes

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

### Small Group

- **Math: Counting** Place ten objects in a bag, or enough so that when shared among children, every child can have three to five objects. Invite children to take turns putting their hand in the bag and taking out a handful. Help them arrange the objects in a line. Model counting each set children pull out. Have each child practice pointing to and counting the objects aloud. When children count their last object, ask:  
*How many are there?*

#### ▶ ELL Access

##### Internalize Vocabulary

**Emerging** Point to an object and say the counting number. Have children point to the same object and echo you. Repeat until you count all the objects.

**Developing** Point to an object and have the child say the counting number together with you. Repeat until you count all the objects.

**Expanding** Point to and count all of the objects aloud. Then have children do the same after you.

**Bridging** After children count their line of objects, have them complete the sentence frame: *There are \_\_\_\_ objects.*

- **Literacy: Phonological Awareness** Display Picture Cards *cake* and *can*. The word *cake* begins with the sound /k/. The word *can* begins with the sound /k/ too. Display Picture Cards *book* and *camel*. This is a book. This is a camel. Which word begins with the sound /k/, like *cake* and *can*? Using Picture Card pairs, have children identify and produce the word that begins with the sound /k/ like *cake* and *can*: *lip, carrot; cat, rug; mug, cup*.

#### ▶ ELL Access

##### Respond to Questions

**Emerging** Display Picture Cards *cake* and *can*, and name each picture. Say: *Point to the \_\_\_\_*. After children identify the object, have them point to the other object. Then say the words, emphasizing the sound /k/, and have children repeat them.

**Developing** Display Picture Cards *cake* and *can*, and name each picture. Point to a picture and ask: *What is that?* Have children say the word several times, emphasizing the /k/ sound.

**Expanding** Display Picture Cards *lip, cake, and can*, and name each picture. Have children repeat the words, and then ask: *Which begin with /k/?* Have children point to and name the correct pictures.

**Bridging** Display Picture Cards *rug, cake, mug, and can*, and ask children to name the pictures. Then ask: *Which begin with /k/?* Have children point to and name the correct pictures.

# Math Circle

15 minutes

## Taking Away

Tell children that today they will practice taking away.

- 1 Engage** Invite five children to sit in a line in the middle of the circle. Have each of the five children extend their hands above their heads. Lead the class in chanting:

Five carrots in a row,  
The farmer picks one.  
How many carrots  
are left in the sun?

As the class chants, have the children sitting in the circle show five fingers on a hand. Model waving it back and forth to the rhythm of the chant. As you chant “the farmer picks one,” reach down and “pick” one child out of the row. Continue the chant with four carrots and repeat, until no carrots are left.

- 2 Develop** Place five cubes in a row. *Now let’s pick potatoes.* Model counting the cubes. Then have a farmer take away one potato. *Farmer [child’s name] took away one potato. How many are left? I will count to find out.* Model counting the remaining objects. Repeat, having children take turns taking away a cube.
- 3 Practice** Fill the box with three to five cubes. Pass the box around the circle. Have children take turns taking away a cube and counting how many are left. Allow children to chant, if desired.

## Learning Outcome

### The child

- uses concrete models or makes a verbal word problem for subtracting 0–5 objects from a set.

## What You Need

- 5 Snap Cubes
- box

## Academic Vocabulary

take away



## CHECK FOR UNDERSTANDING

**IF . . .** children do not show understanding of what it means to take away an object,

**THEN . . .** have them practice using their fingers. Have children put up five fingers. Tell them to “take away one” and have them fold down one finger. Ask children: *How many are left?* Repeat until just one finger is left.



## Snack Time

15 minutes

**What Are You Eating?** Before children begin eating, encourage them to describe the food they will be eating. For example, they may be eating round, orange carrots; long, skinny green beans; or soft, white bread.

## Science Circle

15 minutes

### Learning Outcomes

#### The child

- demonstrates knowledge of nonverbal conversational rules.
- observes the characteristics of organisms.
- describes the characteristics of organisms.
- discusses the characteristics of organisms.
- describes life cycles of organisms.
- demonstrates coordination in isolation (may not yet coordinate consistently with a partner).
- demonstrates balance in isolation (may not yet coordinate consistently with a partner).

### What You Need

- Trade Book: *How Food Gets from Farms to Store Shelves*
- photographs of fruits and vegetables growing on trees, stalks, vines, and underground
- chalk
- Big Book: *The Enormous Turnip*

### Outdoor Play

20 minutes

**Go Fishing** Fill a box or plastic tub with small objects such as blocks. Place chairs around it. Have children sit in chairs and use their feet to pick up objects and take them out of the box by squeezing them between their shoes.

### Poem: Planting

Read the following poem aloud. Then say each line and have children repeat it after you while they pantomime the actions described in the poem.

Dig! Dig! Dig! Rake just so.

Plant the seeds; watch them grow.

Chop! Chop! Chop! Pull out the weeds.

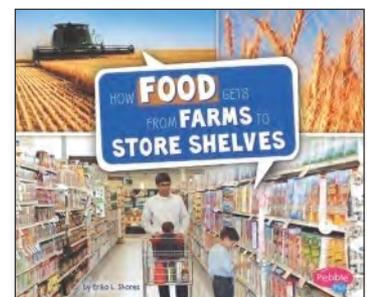
Warm sun and rain, my garden needs.

Up! Up! Up! Green stems climb.

Open wide; it's blossom time.

### Living Things

- 1 Engage** Do a picture walk through the trade book, *How Food Gets from Farms to Store Shelves*, to review some of the foods farmers grow on *farms*, including bananas, strawberries, and *grains* such as corn. Have children look closely at the picture of corn on pp. 6–7. **Corn grows on a tall stem called a stalk.** Point to the picture of strawberries on p. 20. **Strawberries grow on small, leafy plants.**
- 2 Develop** Display photographs of the different plant types. Guide a discussion of how other kinds of fruits and vegetables grow. **Who remembers how a turnip grows? It grows underground. Potatoes and carrots also grow underground.** Ask children if they can think of any fruits that grow on trees. Point out that apples, peaches, and bananas grow on trees. Explain that tomatoes and peppers grow on long stems called vines.
- 3 Practice** Tell children to pretend they are going to make a soup with vegetables that grew underground. **What will we put in our soup?** Elicit that they can include things like turnips, potatoes, and carrots. Repeat, having children pretend they will make a salad using foods that grew on vines and a dessert using foods that grew on trees.



# Learn and Play

90 minutes

## Let's Move!

**Take It Away, Team!** Draw a modified hopscotch board in which there is only one box per row, and each row is wide enough for several children to stand in side by side. Number the rows.

- Have children stand on 1. Call out “add one” and have them hop on one leg to 2. Ask: *What number are you standing on now?* Have children check the floor or ground for the number and call it out.
- Repeat, either calling out “add one” or “take away one” to have children hop forward or backward. Have them tell you the number they land on each time.

**Copycats** Tell children that one of them will be the “cat” and all the rest will be the “copycats.” Name a child to be the cat.

- The cat makes a movement, such as moving forward one step. The copycats copy every movement the cat makes. Provide guidance to individual children as needed. *Look, Brianna the cat is waving her arm. Can you wave your arm like Brianna the cat?*
- After a few minutes, give another child a turn to play the cat.

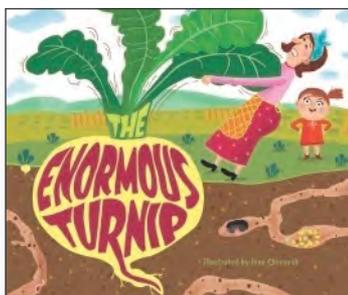
## Let's Talk

**Pay Attention** Circulate among the play areas and engage children playing together in conversations. As you talk, call attention to nonverbal conversational rules. Ask questions about what children are doing. When one child answers, ask others to pay attention while he or she talks. Remind them that this means to look and listen while the child speaks.

## SEL Let's Read

**Alternate Ending** Reread the Big Book *The Enormous Turnip*. Ask children to make up a different ending to the story, in which Little Maggie's family decides to sell the turnip in a grocery store.

**So Many Products** Have children look closely at the picture of the grocery store on p. 17 of the trade book, *How Food Gets from Farms to Store Shelves*. Encourage them to guess what products are in the different containers.



### Theme Vocabulary

farm

### Concept Vocabulary

products                      grains

containers

### Academic Vocabulary

stalk                              plant

vine

### Center Time

30 minutes

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



### CHECK FOR UNDERSTANDING

**IF . . .** children have difficulty identifying how different fruits and vegetables grow,

**THEN . . .** show them the pictures again. Ask children to point to the area of the picture that is underground. Have them trace with their finger the vegetable or fruit that grows underground. Repeat the activity for vegetables and fruits that grow above ground.

### Rest Time

30–45 minutes

**Sounds Like /l/lll/** Help children settle down for rest time using words that begin with the sound /l/. Stretch out the sound. *I'm going to turn off the l-l-l-l-light. I'm going to play a l-l-l-lullaby. Time for l-l-l-little children to rest.*

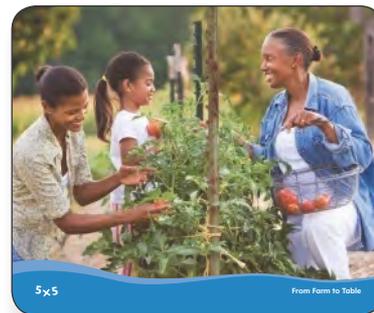


## Reflect

10 minutes

### 5x5

**Vocabulary** Help children practice using vocabulary words related to planting. Ask them to take turns pointing to parts of the photo and naming items: *This is a plant. These are tomatoes.*



### Learning Outcomes

#### The child

- shows understanding by following one- to two-step oral directions in English.
- uses a wide variety of words to label things.

### What You Need

- 5x5 Card: Visiting a Farm
- SEL Card: *listen; participate*
- Javi

### Academic Vocabulary

listen

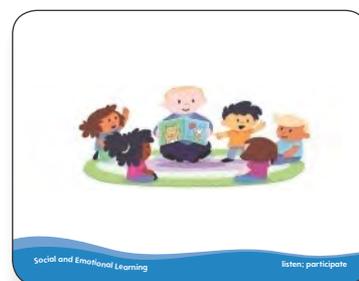
### CHECK FOR UNDERSTANDING

**IF** . . . children have difficulty listening while others talk,

**THEN** . . . provide a visual reminder by cupping your ears. Have children also cup their ears when they see you making this signal. Then guide them to look and listen to the child talking.

## Social and Emotional Learning

**Listen** Display the picture on the SEL Card *listen; participate*. *This child is talking about a story. The rest of the class is listening. What does it mean to listen?* Point out that the children are sitting still and looking at the person who is speaking. That way, they can hear everything the child says. *Who is listening to me right now? Raise your hand.* Discuss how you can tell children are listening because they are looking at you and sitting quietly. During the next activity, monitor whether children are listening to each other and are focused.



Point out to Spanish speakers that the word *participar* in Spanish has the same meaning as *participate* in English. Invite children to make statements in Spanish about what activities they like to participate in. Then help them share their ideas in English. Check for understanding by having them follow oral directions in English using the word *participate*. For example: *Juan, come participate in our talk. Ana, I want you to participate next.*

## Let's Talk About It

Now we are going to practice listening to each other. Cup your ears. Model “cupping” both ears. *You listen with your ears. Your ears can only hear if you are quiet.* Give Javi to a child. Then have children take turns telling about something they did today. Comment on positive listening behaviors. *I know Dora is listening. She is sitting still and looking at Oscar while he talks. Nice job, Dora!*



# Welcome to Today

15 minutes

## Meet and Greet

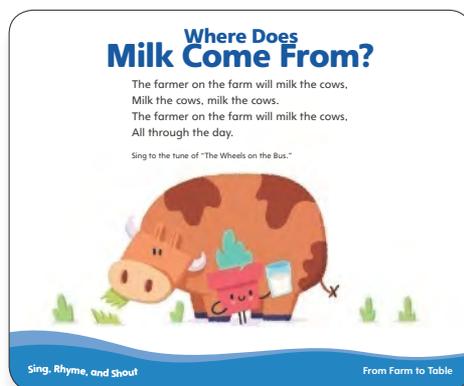
- As children enter, greet them with a high five.
- Invite children to place their pictures on the Mood Meter to show how they feel this morning.



## Sing, Rhyme, and Shout

**From Farm to Table** Use the lyrics and the picture on the card to remind children how food gets from a *farm* to a table.

- So many people help bring milk to our tables. There are farmers who milk cows, workers who fill bottles and cartons, and drivers who bring the milk to the *store*.
- Play the recording and invite children to sing the repeated phrases.
- Then play the instrumental-only version. Sing and act out new lyrics that describe how milk gets from the *farm* to the children's table at home: *The worker fills the bottles with the milk . . . Then loads them in the truck; The driver of the truck drives to the store . . . All through the night; The worker in the store will fill the shelves . . . With bottles of milk; The milk from the store tastes really good . . . Please take a sip!*



## Learning Outcome

### The child

- participates in classroom music activities including singing.

## What You Need

- Sing, Rhyme, and Shout: "Where Does Milk Come From?"
- attendance chart, helper chart

## Theme Vocabulary

farm

## Morning Meeting

- 1 Attendance** Have children place their name cards on the attendance chart.
- 2 Helper Chart** Ask this week's helpers to tell the class how they are helping.
- 3 Weather** *What is the weather like today?* Explain that some kinds of weather help plants grow, such as sun and rain.
- 4 Today's Events** Preview the day's activities. Point out that today children will learn more about how plants grow.

## DIFFERENTIATED SUPPORT

### ELL

**Sing, Rhyme, and Shout** To aid comprehension for English language learners, act out each step described in the new lyrics of the song: milking cows, filling bottles, driving to the *store*, and so on. VISUAL

## Story Time

15 minutes

### Learning Outcomes

#### The child

- begins to develop vocabulary of object names.
- begins to develop vocabulary of object names in English.
- combines sentences that give lots of detail.
- can identify some conventional features of print that communicate meaning, including case.

### What You Need

- Trade Book: *How Food Gets from Farms to Store Shelves*
- Talk More About It Card: *How Food Gets from Farms to Store Shelves*
- Vocabulary Cards: *farm, store, market, products, ripe, grains, containers, flour*
- name cards
- Alphabet Card: *LI*

### From Farm to Table

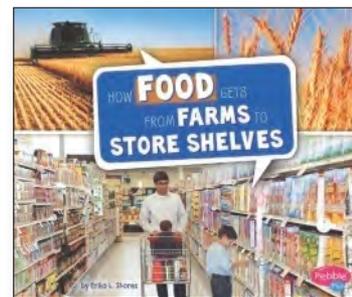
**?** **How do grocery stores get the food we buy?** Remind children of this week's question: *How do grocery stores get the food we buy?* Display Vocabulary Cards *farm, store, and market* and review each word with children. Ask them how the words work together.



### How Food Gets from Farms to Store Shelves

Tell children that you will read *How Food Gets from Farms to Store Shelves* again.

**1 Remember** Display the front cover of the trade book. Have children turn to a neighbor and talk about what they remember from the book.



**2 Reread** Read the book aloud. Then help children develop their vocabulary of object names in English by pointing out common objects in the book.

Identify the object, and have children repeat after you. Then have children tell what each one is or use it in a sentence. For example, use bowl and spoon on p. 5; shopping cart on p. 17; glass, plate, and spoon on p. 21.

**3 Retell** Display the Talk More About It Card. Point to each image and have children tell what they learned about it from the book. Encourage children to include details about each idea. Then help them combine details into a single sentence. For example, *Farmers raise cows, and they use machines to get the milk.*

### DIFFERENTIATED SUPPORT

#### ELL

**Reread** Help children practice vocabulary for object names by using Picture Cards as flashcards. Stack the Picture Cards for *can, cup, mug, pan, table, and spoon*. Display each card one at a time. Say the name and have children repeat it. Then shuffle the cards and display them again, having children recall the object names.



LET'S GET READY FOR

## Center and Small Group Time

60–90 minutes

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

### Small Group

- **Math: Taking Away** Wiggle all your fingers on one hand. Have children do the same. *My fingers are worms.* Have everyone count their “worms” together. Pretend your other hand is a bird. Model having it swoop down and eat one of the worms. *Yum!* Put that finger down. Model counting your remaining fingers. Say: *I had five worms. A bird ate one. Now I have four worms.* Have children do the same. Continue, starting with five fingers having the bird eat another worm each time.

#### ▶ **ELL Access**

##### **Basic and Academic Vocabulary**

**Emerging** Show Picture Card *worm*. Wiggle your fingers and say, *Let's pretend these are worms.* Have children do the same. Hold up one finger. *One worm.* Have the child repeat. Continue through five worms.

**Developing** Show Picture Card *worm*. Wiggle your fingers and say, *Let's pretend these are worms.* Have children do the same. Say: *Let's count our worms together. One worm, two worms,* and so on. Point out that when there is more than one worm, we add *s* to the end.

**Expanding** Show Picture Card *worm*. Wiggle your fingers and say, *Let's pretend these are worms.* Have children repeat. Then say: *Count your worms for me.* Listen as children count. *One worm, two worms,* and so on.

**Bridging** Show Picture Cards *worm* and *bird*. Engage children in narrating the story of the bird eating the worms as they act it out with their fingers and hand.

- **Literacy: Concept Vocabulary** Display Vocabulary Card *containers*. *This shows some containers. Different things are put into containers. What are some things that you might find in a container?* Use Vocabulary Cards *flour, grains, products,* and *ripe* to reinforce the words and their meanings for children.

#### ▶ **ELL Access**

##### **Expand Vocabulary**

**Emerging** In addition to displaying the Vocabulary Cards, bring in a *container* of flour. Say: *Do you know what is in this container? I use it to make cookies.* If children are able to guess, listen to their guesses, and then show them the *flour*. Then ask *yes* or *no* questions about the other cards. For example: *Can we put [grains] in a container?*

**Developing** In addition to displaying the Vocabulary Cards, bring in a *container* of flour. Say: *I have something white in this container. I use it to make cookies. What is it?* After children name *flour*, ask questions about the cards that encourage children to name the other objects. For example: *Which things can you put in containers?*

**Expanding** Engage children in a simple conversation about the Vocabulary Cards, asking questions they can respond to with present tense verbs. For example, ask: *What can you do with flour? Where can you buy grains?*

**Bridging** Show the Vocabulary Cards and have partners ask and answer one another's questions, such as *What is this? Do you like ripe bananas?*

# Math Circle

15 minutes

## Taking Away

Tell children that today they will do some more practice taking away.

- 1 Engage** Hold up four cubes. Sing the following words to the tune of “The Itsy Bitsy Spider.”

I have four pumpkins,	(hold up cubes)
I have four pumpkins.	(hold up cubes)
If you take one away,	(hand one cube to a child)
How many will be left?	(hold up remaining cubes)
How many pumpkins do I have left in my hand?	
Please tell me how many and make my day!	

Model counting how many are left. Then repeat the song, starting with “three pumpkins.”

- 2 Develop** Use other foods children have talked about in class this week as the basis for word problems involving subtraction. First, state a problem in which you begin with up to 5 foods and take away 2. For example: *If I have 5 peaches, and I eat 2, how many peaches will I have left?* Next, model the problem. Count out 5 counters or math manipulatives. *Here are my 5 peaches.* Take two, pretend to nibble them, and put them aside. *Yum, yum! I just ate 2 peaches. How many do I have left?* Model counting the remaining peaches. Repeat, showing children how to hold up fingers to model the problem instead of using objects.
- 3 Practice** Have children help you model other problems in which you take away 1 or 2 food items from a group of up to 5. For example, give one child 3 counters. *These are tomatoes. How many tomatoes does Javier have? 1, 2, 3 tomatoes. What if he gives 2 of his tomatoes to Aisha? Now let’s count to see how many tomatoes Javier has left.* After children solve each problem using objects, have them model the same problem by holding up fingers. Repeat with other numbers.

## Learning Outcomes

### The child

- uses concrete models or makes a verbal word problem for subtracting 0–5 objects from a set.

## What You Need

- Snap Cubes or other small objects
- 5 Counters or math manipulatives

## Academic Vocabulary

take away



### CHECK FOR UNDERSTANDING

**IF . . .** children have difficulty connecting manipulatives to what they represent,

**THEN . . .** practice word problems about actual objects you are using. Give children five toys. *What if [child’s name] takes away one toy?* Have one child take away a toy while the other counts how many toys remain.



## Snack Time

15 minutes

**Object Names** Point out object names such as *plate, cup, spoon, fork, napkin, bowl, pitcher, and serving spoon*. Have children repeat the names. Then ask questions to encourage them to use the words in context. For example: *Will you please pass me a napkin? Do you want a fork or a spoon? What is in your cup?*

# Science Circle

15 minutes

## Learning Outcomes

### The child

- demonstrates knowledge of nonverbal conversational rules.
- discusses the characteristics of organisms.
- describes life cycles of organisms.
- demonstrates balance in isolation (may not yet coordinate consistently with a partner).

## What You Need

- Big Book: *The Enormous Turnip*
- pot, soil, seed, and water
- chart paper and drawing materials
- music
- chalk
- Trade Book: *How Food Gets from Farms to Store Shelves*

## Academic Vocabulary

seed	sprout
plant	living

## Outdoor Play

20 minutes

**Stand Like an L** Invite children to make the shape of a lowercase *l* by standing with their arms stretched straight overhead. *We are standing like the lowercase letter l.* Then ask children what sound the letter *l* makes. Reinforce the sound */l/* by calling out words that begin with */l/*. For example: *Our arms are long. Long begins with the sound /l/. Our legs are straight. Legs begins with the sound /l/. Now, look at me. Look begins with the sound /l/.*

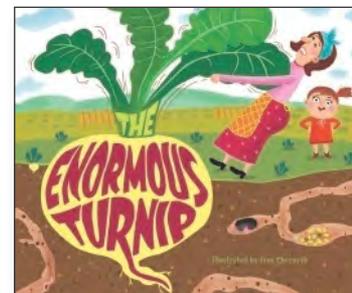
## Song: The Itsy Bitsy Seed

Invite children to stand up. Sing the following lyrics to the tune of “The Itsy Bitsy Spider.” Have children use hand gestures to act out the lyrics.

The itsy bitsy seed  
Was planted in the ground.  
Down came the rain  
And helped the seed to sprout.  
Out came the sun  
And helped the plant grow tall.  
Now the itsy bitsy seed  
is the biggest plant of all.

## Living Things

**1 Engage** Display pp. 6–7 of the Big Book, *The Enormous Turnip*. Read the text aloud. Have children place their hands slightly apart and then farther and farther apart to show the changing size of the turnip as you read the lines, “. . . grow. And grow. And grow. And GROW.”



**2 Develop** Remind children that they learned what plants need to grow: soil, water, and sunlight. Hold up an empty pot and a seed. *I want this seed to grow into a plant.* Place the seed in the empty pot. *If I put the seed here like this, will it have what it needs to grow?* Elicit that you need to put soil in the pot because plants need soil to grow. Put soil and the seed in the pot. Then ask: *What else does my plant need to grow?* Elicit that it needs water; pour water on it. Also elicit that it needs sunlight; place the pot near a window.

**3 Practice** Display a sheet of chart paper. Tell children you want to plant a seed outdoors. *Where should I put the seed? Why?* Elicit that you should put it in the ground so that it has soil. Draw a seed beneath a horizontal line to indicate that it is underground. Ask what else the plant needs to grow; model adding raindrops and sunlight to your drawing. Then draw a sprout coming out of the seed and breaking through the ground; keep adding to your drawing of the plant to make it “grow” by making it taller and adding leaves.

# Learn and Play

90 minutes

## Let's Move!

**Freeze 1, 2, 3, 4, 5** Play some music and encourage children to move their bodies in different ways, such as stretching their arms and legs while twisting or bending.

- Tell children that when the music stops, they should freeze, holding their body in the place it was when the music ended.
- After turning off the music, count to 5. To have children demonstrate balance in isolation, challenge them to hold the pose for five counts.
- Repeat the activity several times, changing the counting number.

**In My Shoes** Use sidewalk chalk to trace around a child's shoes. Have the child step to another spot, and trace the shoes again. Continue until there is a path of several footprints.

- Have other children take turns trying to walk in the first child's steps.
- For an extra challenge, have children start at the last steps and try to walk backward through the footprints.

## Let's Talk

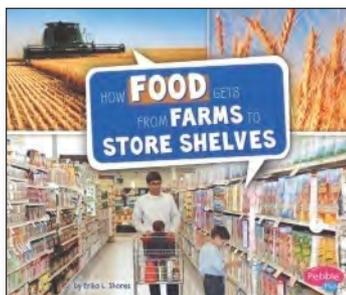
**Paying Attention** As children play, circulate and watch for children demonstrating knowledge of nonverbal conversational rules. When you see this, stop and point it out. For example: *I can see that you are paying attention to what your friend is saying. You're doing a great job sitting still and looking at your friend.* Encourage children to respond to what you say and to add more about what they are doing if they can.



## Let's Read

**Uppercase Letters** Have children search for an uppercase letter in the trade book *How Food Gets from Farms to Store Shelves* that matches the first letter in their own name. Have them share the word with other children.

**Listen for It** Before reading one of the books from this week, tell children a word to listen for. Have children "cup" their ears when they hear you read that word in the story.



## Center Time

30 minutes

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



## CHECK FOR UNDERSTANDING

**IF . . .** children have difficulty identifying what plants need to grow,

**THEN . . .** help children make their own drawings. Tell them to draw a seed underground. *Plants need soil to grow.* Then, have children draw raindrops. *Plants need water to grow.* Finally, have children draw a sun. *Plants need sunlight to grow.* Congratulate children on giving their seed everything it needs to grow, and encourage them to draw a plant growing tall.

## Rest Time

30–45 minutes

**A Seed Waiting to Grow** As children settle down for rest, ask them to pretend they are a seed planted underground. Tell them they must be very still and wait. If they fall asleep and dream of the sun shining and rain falling, they will be all ready to sprout when rest time is over.

## DIFFERENTIATED SUPPORT

### Extra Support

**Freeze 1, 2, 3, 4, 5** If freezing in place is too difficult for some children, allow them a few seconds to find a comfortable pose after the music stops. Then encourage them to hold the pose. **KINESTHETIC**

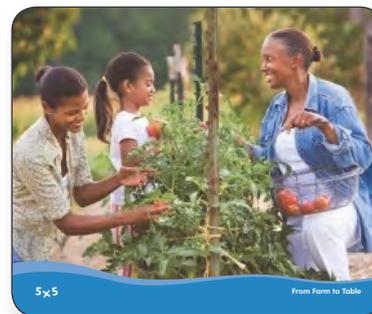


## Reflect

10 minutes

### 5x5

**Plant Life Cycle** Discuss how the plant in the photo might change as it grows. Then tell children to act like seeds. **Make yourself very tiny and still, and get down on the ground.** Model rising very slowly and unfurling your arms like leaves and branches sprouting from a plant, as children follow along. **The sun is shining on you. Now you are getting water. It is time to grow, grow, grow!**



### Learning Outcomes

#### The child

- demonstrates knowledge of nonverbal conversational rules.
- describes life cycles of organisms.

### What You Need

- 5x5: Visiting a Farm
- SEL Card: *listen; participate*
- Javi

### Academic Vocabulary

listen

### ✓ CHECK FOR UNDERSTANDING

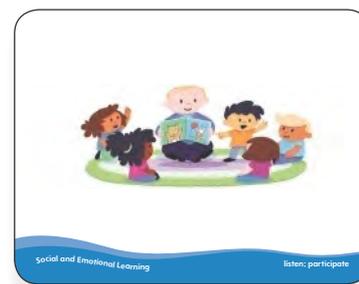
**IF** . . . children have difficulty listening to directions,

**THEN** . . . give them an auditory reminder before saying the directions, and wait for them to look at you. Say: **Listen.** Guide children to look toward you. Then give a simple direction, such as: **Wave all of your fingers.** Repeat with other directions, beginning each exercise by saying **Listen** and waiting until children look at you to begin.



## Social and Emotional Learning

**Listen** Remind children what it means to listen. **When you listen, you stay quiet and pay attention. That way, you can hear what someone is saying.** Display the SEL Card *listen; participate*. Point to the child who is talking. **This child is talking. Why is it important for the rest of the class to listen? Do you like it when people listen to you? Why?** Then talk about why it is important to listen to a teacher. **Sometimes I tell you something to do. Sometimes I read aloud to you. When you listen to me, it helps you know what you should do.** Demonstrate giving simple directions, such as **Put your hand on your head,** and praise children for listening and doing what you asked.



## Let's Talk About It

Pass Javi around and invite children to take turns telling about a time today when they listened. Encourage them to tell what they listened to and how they acted while they were listening. After the discussion, offer positive feedback to children who were good listeners. **I saw you paying attention while Milo talked! You were a good listener.**



## Meet and Greet

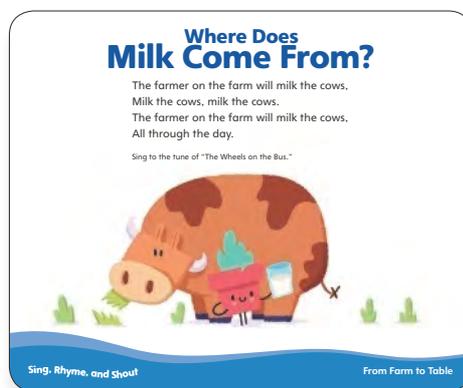
- As children enter the classroom, greet them by the first letter of their name. For example: Hello, A, because Aiden starts with the letter A.
- Ask children how they are feeling today and why. Encourage them to place their pictures on the Mood Meter.



## Sing, Rhyme, and Shout

**From Farm to Table** Use the lyrics and the picture on the card to remind children about the unit theme, where food comes from.

- We've been singing a song about how milk comes from cows that live on a farm. What else comes from a farm?
- Play the instrumental-only version of the song. Sing and act out new lyrics, replacing references to milk with new lyrics about a crop of children's choice. For example: *The farmer on the farm will pick the \_\_\_; The worker fills the boxes with the \_\_\_;* and so on.
- Invite children to sing the repeated phrases.



## Learning Outcome

### The child

- participates in classroom music activities including singing.

## What You Need

- Sing, Rhyme, and Shout: "Where Does Milk Come From?"
- attendance chart, helper chart

## Theme Vocabulary

farm

## Morning Meeting

- 1 Attendance** Invite children to place their name cards on the attendance chart.
- 2 Helper Chart** Review helper job responsibilities, and remind helpers how to carry out their roles.
- 3 Question of the Day** *Would you rather help get the eggs or help get the milk on a farm?* 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** Preview the day's topics. Then ask: *What do you think you might want to learn more about?*

## DIFFERENTIATED SUPPORT

### ELL

**Sing, Rhyme, and Shout** Teach English language learners words with the *-er* suffix in the song: *farmer*, *worker*, and *driver*. Tell children what each person does, and then have them act out each job with you. Encourage them to complete the following sentence frames orally:

Someone who farms is a \_\_\_\_.

Someone who works is a \_\_\_\_.

Someone who drives is a \_\_\_\_.

AUDITORY/KINESTHETIC

## Story Time

15 minutes

### Learning Outcomes

#### The child

- begins to develop vocabulary of object names.
- begins to develop vocabulary of object names in English.
- 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

- Read More About It Book: “The Traveling Bananas”
- Vocabulary Cards: *products, ripe, grains, containers, flour*
- Picture Cards: *can, fan, man, pan, bat, cat, hat, apple, carrot, grapes, orange*

### DIFFERENTIATED SUPPORT

#### Object Names

**ELL** Sit down with English language learners and look at the Read More About It selection together. Point to objects in the pictures, such as a banana, a box, a truck, and a ship, and ask: *What is that?* Allow children to answer in their first language if necessary, and then have them repeat the English word after you. VISUAL

### From Farm to Table

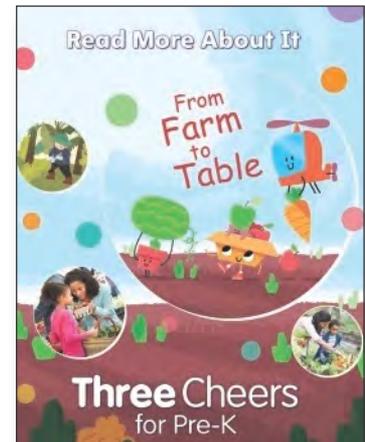
**?** **How do grocery stores get the food we buy?** Remind children of this week’s question: *How do grocery stores get the food we buy?* Explain that children will hear a new story about how food goes from a *farm* to a *grocery store*.



### “The Traveling Bananas”

Tell children that you are going to read “The Traveling Bananas.”

- 1 Introduce** Display p. 4 of Read More About It. Have children look at the pictures and guide them to make predictions, or guesses, about the text. Listen to the title again: “The Traveling Bananas.” *What do you think this story is going to be about?*
- 2 Read Together** Read the selection aloud. As you read the selection aloud, stop to ask questions that will allow children to practice making inferences about the text. For example, model making an inference: *The bananas need a bath. I wonder why they need a bath. When we get dirty, we take baths. Maybe the bananas are dirty too.* Ask children these questions in order to make inferences about the text: *Why is the trip taking a long time? What do you think?* Allow children to talk about this. *Why aren’t bananas sold when they are green? What do you think?* Allow children to talk about this.
- 3 Connect** *Do you like bananas? Talk to someone near you and tell them if you like bananas.* Allow children time to talk. *Where has your family gotten bananas?* Allow each child to tell where they’ve gotten bananas. Then have children form a line. Have them pass Javi down the line, pretending it is a banana taking its journey from *farm* to *store*. Have children act out the steps: The first child is the farmer and needs to pick the banana. The next child needs to clean the banana. The third child drives a truck to the *store*. The next child needs to put the banana on the *store* shelf. The rest of the class can pretend to shop at the *store*. Repeat so children get to act out different roles.



# Literacy Circle

15 minutes

## Concept Vocabulary

**Review** Remind children of the weekly question: *How do grocery stores get the food we buy?*

Display Vocabulary Cards *grains* and *containers*.

*This can grow in the ground. Farmers harvest it when it is ripe. What is my word? (grains)* Display

two cards and give children clues for one of the words (*products, ripe, grains, containers, flour*). Have children identify the word. Repeat until each word has been used at least once.



## Phonological Awareness

**Onset and Rime** Children will use picture support to blend onset and rime to form familiar words. *I am going to say some sounds, and I want you to see if you know what I am trying to say. Try this: /k/, /an/; /k/ /an/.* Display Picture Card *can* to help children blend the onset /k/ and the rime -an

to form the word *can*. Use Picture Cards *fan, man, and pan* to work with children to blend onsets with the rime -an. Use Picture Cards *bat, cat, and hat* to work with children to blend onsets with the rime -at.



## Vocabulary

**Object Names** Children will develop their vocabulary of object names. For English language learners, they will develop their vocabulary of object names in English. Display Picture Card *apple*. *What is this? It is an apple. Repeat after me: This is an apple.* Repeat using Picture Cards

for fruits and vegetables: *carrot, grapes, and orange*. Have children continue to develop their vocabulary of object names by asking them to name other fruits and vegetables.



## Alphabet Knowledge

**Letter LI** Use the Alphabet Card to review uppercase *L* and lowercase *l*. Have children identify each letter and the sound they spell.

## Transitions

### Chant and Rhyme

Tell children to hold a hand over their heads with their fingers dropped. Say the following chant and have children repeat. Continue counting down until all lemons have fallen off the tree.

Four little lemons  
hanging on a tree; *(let four fingers hang)*  
One fell off and  
landed on me. *(bop head with fist)*  
Mama called the doctor;  
The doctor said, with glee:  
Don't sit under  
the lemon tree! *(shake index finger)*

## Concept Vocabulary

products	ripe
grains	containers
flour	

## Academic Vocabulary

guess

## CHECK FOR UNDERSTANDING

**IF** . . . children have difficulty making inferences about the text,

**THEN** . . . help them make inferences by connecting ideas in the text with their own lives. For example: *Why do you need a bath? Maybe a banana needs to be clean too.*

LET'S GET READY FOR

## Center and Small Group Time

60–90 minutes

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

### Small Group

- **Math: Taking Away** Guide five children to make a line. *How many children are there?* Have the children in line count off one by one. *If one child leaves, how many are left?* Tap one child in line. Guide that child to walk away from the line. Have the remaining children count off. *There were five children. One child leaves. Now there are four children.* Repeat, having two children leave.

#### ▶ ELL Access

##### Learn Language Structures

**Emerging** Have children look at the children in line. Ask: *How many children are there?* Model how to count while pointing at each child in the line. Say each counting number and invite children to repeat them.

**Developing** Have children look at the children in line. Ask: *How many children are there?* Model how to count while pointing at each child in the line. Then invite children to count the entire line together.

**Expanding** Have children look at the line. Ask: *How many children are there?* Encourage children to count the line on their own. Then have two children step out of the line. Ask: *How many children are left?* Have children count again to find the new number.

**Bridging** Have children look at the line. Ask: *How many children are there?* Have children count aloud and then say, *There are \_\_\_ children.* Have some children step out of line and ask others to tell how many are left.

- **Literacy: Vocabulary** Give children additional practice developing vocabulary of object names. Gather several Picture Cards for objects that exist in the classroom, such as *ball, book, box, desk, game, paper, pencil, and table.* As you show each card, have children say the name of the object. Then have them identify the object in a complete sentence: *This is a \_\_\_\_.*

#### ▶ ELL Access

##### Expand Vocabulary

**Emerging** Show a Picture Card. Point to the picture. Say the object name clearly and have children repeat it.

**Developing** Show a Picture Card. Say the object name clearly and have children repeat it. Point to the same object in the classroom. Have children say the object name.

**Expanding** Show a Picture Card. Point to the picture. Have children say the object name. Then have them point to the same object in the classroom and say the name.

**Bridging** Show a Picture Card. Point to the picture. Have children say the object name. Then have them point to the same object in the classroom and say: *This is a [name of object].*

# Math Circle

15 minutes

## Taking Away

Tell children that today they will practice taking away more than one.

- 1 Engage** Use the song from yesterday to review taking away two objects from a set. This time, display counters on your palm and tell children they stand for berries. Sing the following words to the tune of “The Itsy Bitsy Spider.”

I have five berries,                    (hold up counters)  
 I have five berries.                    (hold up counters)  
 If you take two away,                (offer two counters to a child)  
 How many will be left?                (hold up remaining counters)  
 How many berries do I have left in my hand?  
 Please tell me how many and make my day!

Model counting how many are left. Then repeat the song, starting with “four berries.”

- 2 Develop** Tell children you just picked 5 berries from a bush at a *farm*. Display 5 objects, such as counters, and model counting them. *Here are my berries. I have 1, 2, 3, 4, 5 berries.* Next, call on a child to take away 2 berries. *Maya, you can take away 2 of my berries.* Model counting how many are left. *I had 5 berries. Then Maya took away 2 berries. I have 3 berries left.* Repeat the activity, making a word problem about tomatoes on a vine and having a different child take away 3.
- 3 Practice** Put four or five counters in a box. Ask a volunteer to tell what *farm* food the counters should stand for. Have one child count how many items there are. Then tell another child to take away two or three of the objects. Have a third child count the items again to tell how many are left. Repeat, giving other children a turn.

## Learning Outcome

### The child

- uses concrete models or makes a verbal word problem for subtracting 0–5 objects from a set.

## What You Need

- 5 Counters or other small objects
- box

## Academic Vocabulary

take away



## CHECK FOR UNDERSTANDING

**IF . . .** children have difficulty organizing counters when items are taken away,

**THEN . . .** have children make a model using a picture. Provide pencils and have the child draw four or five items, such as berries. Tell them to take two or three away. Help children count and erase two or three berries. Then have them count how many are left in the picture.



## Snack Time

15 minutes

**Take Away** As children eat, have them practice taking away two to three foods from a set of five. For example, you might put out a plate of five carrot or pretzel sticks. Have children count the items, take two or three to eat, and count how many are left.

## Music Circle

15 minutes

### Learning Outcomes

#### The child

- demonstrates knowledge of nonverbal conversational rules.
- participates in classroom music activities including singing.
- demonstrates coordination in isolation (may not yet coordinate consistently with a partner).
- demonstrates balance in isolation (may not yet coordinate consistently with a partner).

### What You Need

- chalk
- masking tape
- Read More About It Book: “The Traveling Bananas”
- Trade Book: *How Food Gets from Farms to Store Shelves*

### Outdoor Play

20 minutes

**Tissue Paper Volleyball** Challenge children to keep a piece of tissue paper from hitting the ground. Drop it from a high distance. Have children try to catch it and throw it up in the air again to keep it in motion for as long as possible. If the piece of tissue paper rips, provide a new one.

### Music Participation

- 1 **Engage** Sing the first verse of “Old MacDonald Had a Farm.” Model adding movement, such as mooing to the right on “here” and to the left on “there.”

Old MacDonald had a *farm*

E-I-E-I-O

And on his *farm* he had a cow

E-I-E-I-O

With a moo moo here

And a moo moo there

Here a moo, there a moo

Everywhere a moo moo

Old MacDonald had a *farm*

E-I-E-I-O

- 2 **Develop** Sing the verse a second time, pointing to the class at every “E-I-E-I-O” and having them chime in. Then sing it a third time, pointing to children at every “moo” and inviting them to moo. Encourage children to add movement to the song.

- 3 **Practice** Introduce additional verses and have children sing along:

And on his *farm* he had a chicken . . . With a cluck cluck here . . .

And on his *farm* he had a horse . . . With a neigh neigh here . . .

And on his *farm* he had a sheep . . . With a baa baa here . . .

And on his *farm* he had a duck . . . With a quack quack here . . .

Encourage children to have fun exaggerating the animal noises.

# Learn and Play

90 minutes

## Let's Move!

**Take It Away, Team!** Play the team hopscotch game children learned earlier in the week, but this time practice taking away two and three. Draw a hopscotch board in which there is only one box per row, and each row is wide enough for several children to stand in side by side. Number the rows.

- Tell children to hop on one leg from one all the way to the last row and then stop.
- Call out either “take away two” or “take away three” and have children hop backward that many spots. Children should then say the number they landed on. Repeat several times.

**Walk the Numbers** Use masking tape to form large numbers: 1, 2, 3, and 4.

- Have children walk along the line of each number in order. Tell them to try to put their feet only on the tape line.
- Encourage children to walk their way through all four numbers.

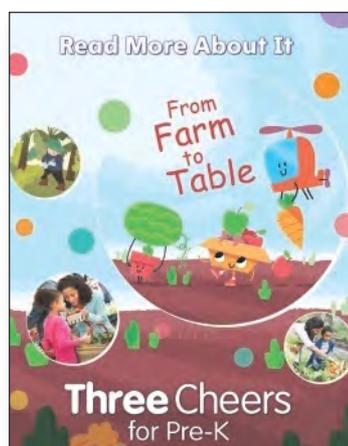
## Let's Talk

**Listen** Have children practice listening. Ask them to take turns telling what kind of animal or plant they would have on a *farm* if they were Old MacDonald. As each child talks, remind others to be good listeners by looking at the child, keeping quiet, and keeping their body still.

## Let's Read

**Traveling Milk** Read “The Traveling Bananas” aloud. Have children take turns making up events for a similar story called “The Traveling Milk” based on what they’ve learned.

**Old MacDonald's Farm** Have children suggest new topics for “Old MacDonald Had a Farm” based on pictures in the trade book, *How Food Gets from Farms to Store Shelves*. For example: . . . *and on his farm he grew some corn . . . milked some cows . . . harvested grain . . .*



### Theme Vocabulary

farm

### Academic Vocabulary

take away

listen

### Center Time

30 minutes

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

### Rest Time

30–45 minutes

**An Enormous Turnip** Have children pretend they are a turnip in the ground. Tell them to close their eyes so it seems like they are underground where it is dark. *You are a small turnip in the ground. Lie very still. You are growing very, very slowly. There is nothing but dark soil around you. Go to sleep. Be very still. When you wake up, you will have grown into a big turnip.*

### DIFFERENTIATED SUPPORT

#### Extra Support

**Music Participation** You may wish to add a tactile element to give children another way to participate in the song. For example, cup your hands around your mouth when you say an animal noise and guide them to do the same.  
TACTILE



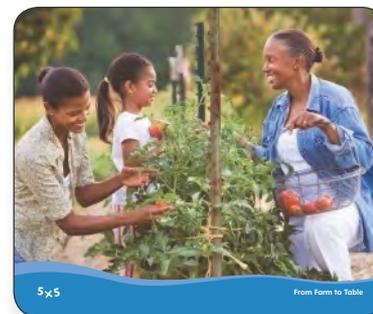


# Reflect

10 minutes

## 5x5

**Kinds of Plants** Tell children that different kinds of fruits and vegetables grow on plants and trees. Explain that trees are plants. Ask what kind of fruit or vegetable is shown in the photo. Then have children choose fruits or vegetables and use their bodies to act out how they grow. For example, they might hang their arms down like vines or stand tall like a stalk.



### Learning Outcome

#### The child

- describes the characteristics of organisms.

### What You Need

- 5x5 Card: Visiting a Farm
- SEL Card: *listen; participate*
- Javi

### Academic Vocabulary

participate

### CHECK FOR UNDERSTANDING

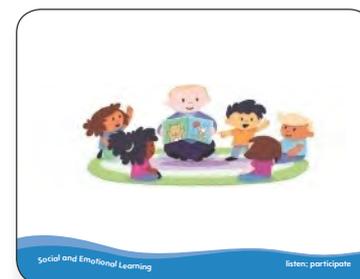
**IF** . . . children have difficulty participating in the song,

**THEN** . . . assign children who are not participating in specific roles, such as drummer, clapper, or hummer. Help them try out their role, and then check that they perform it during the song.



## Social and Emotional Learning

**Participate** Display SEL Card *listen; participate*. It is good when you participate in games and activities. When you participate, it means you join in. Discuss ways to participate. You participate when you say something during Circle Time. You also participate when you play a game with a group. Can you think of any other ways to participate? After sharing ideas, invite each child to participate in singing a familiar song. Monitor to be sure all children are staying focused and engaged. I want to see your lips moving and hear your voice, so I know you're participating.



## Let's Talk About It

Using Javi, have children take turns talking about a time they participated during the day's routine. For example, they may have participated in a game during Outdoor Play or in sharing food during Snack Time. Ask follow-up questions, such as: *Why did you participate? Did you have fun?*



### DIFFERENTIATED SUPPORT

#### 3-Year Olds

**Participate** Reinforce understanding of what it means to participate. When you say the word *participate* during the Social and Emotional Learning activity, make a gesture with your arms as if you are gathering the whole group together. VISUAL

# Welcome to Today

15 minutes

## Meet and Greet

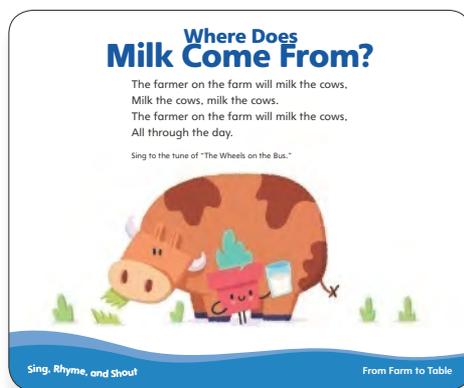
- As children enter the classroom, wish them a happy end of the week.
- Have children place their pictures on the Mood Meter to help you gauge the mood of the classroom.



## Sing, Rhyme, and Shout

**From Farm to Table** Use the lyrics and the picture on the card to explore the process food takes from *farm* to table.

- We learned about many foods this week. What are some foods that come from *farms*? How do they get to our table?
- Play the recording and invite children to sing the repeated phrases.
- Then play the instrumental-only version. Sing the lyrics, replacing “milk the cows” with another action related to a food children mentioned during the discussion. Have children echo the repeated phrases.



## Learning Outcome

### The child

- participates in classroom music activities including singing.

## What You Need

- Sing, Rhyme, and Shout: “Where Does Milk Come From?”
- attendance chart, helper chart

## Theme Vocabulary

farm

## Morning Meeting

- 1 Attendance** Invite children to place their name cards on the attendance chart. Congratulate them on finishing a week.
- 2 Helper Chart** Thank this week’s helpers for their help.
- 3 Weather** Remind children that plants need light and water to grow. **How could the sun help plants grow? How could rain help plants grow?** Discuss how today’s weather might be helpful to plants. Point out that each day farmers watch the weather to see if their plants will get what they need.
- 4 Today’s Events** **Today is the last day of the week. Let’s make it a special day.** Preview the day’s activities.

## DIFFERENTIATED SUPPORT

### Engage and Extend

**Sing, Rhyme, and Shout** Help children add new verses to the song based on the trade book, *How Food Gets from Farms to Store Shelves*. Turn to p. 12. Use the first sentence as the first verse: *Farmers harvest crops when they are ripe, they are ripe, they are ripe . . .* Adapt each sentence that follows to create additional verses about *grains*. AUDITORY

# Story Time

15 minutes

## Learning Outcomes

### The child

- demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she uses.
- combines sentences that clearly communicate intended meaning.
- produces a word that begins with the same sound as a given pair of words.
- can identify some conventional features of print that communicate meaning, including end punctuation.
- can identify some conventional features of print that communicate meaning, including case.

## What You Need

- Read More About It Book: “The Traveling Bananas”
- Trade Book: *How Food Gets from Farms to Store Shelves*
- Vocabulary Cards: *products, ripe, grains, containers, flour*

## DIFFERENTIATED SUPPORT

### Extra Support

**Compare** Some children may need extra practice connecting sentences with the word *and*. Display two objects with different characteristics. Have the child describe each one; for example: *This is green. That is blue.* Then combine the two descriptions into one sentence using the word *and*: **This is green, and that is blue.** Have children repeat the sentence. AUDITORY

## From Farm to Table

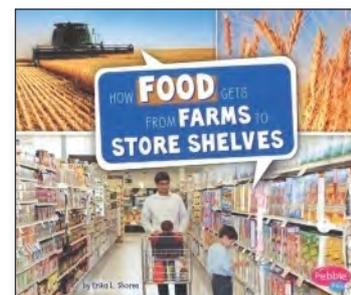
**?** **How do grocery stores get the food we buy?** Remind children of this week’s question: *How do grocery stores get the food we buy?* Explain that the books children have read this week show how foods get from *farms* to *grocery stores*.



## How Food Gets from Farms to Store Shelves and “The Traveling Bananas”

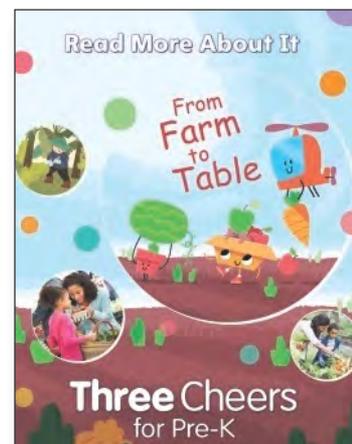
Tell children that they will read *How Food Gets from Farms to Store Shelves* and “The Traveling Bananas.”

**1 Remember** Display the front cover of the trade book *How Food Gets from Farms to Store Shelves* and the selection “The Traveling Bananas.” Ask volunteers to tell what they remember about each one.



**2 Reread** Read p. 18 aloud of *How Food Gets from Farms to Store Shelves*. Then read “The Traveling Bananas” aloud.

**3 Compare** Ask children to share details about how both selections are alike. Then guide them to combine sentences about their details using the word *and*. For example: *This book shows yellow bananas, and that book has green bananas.* Make sure that children keep the intended meaning in their combined sentences.



# Literacy Circle

15 minutes

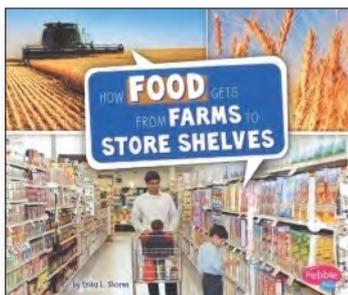
## Concept Vocabulary

**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 children to the following prompts: *What are some products you can buy at a grocery store? What does it mean when crops are ripe? What are grains used for? What are some things that are in containers? What is flour made of?*



## Print Concepts

**Features of Print** Children will identify features of print that communicate meaning in text. Reread p. 6 of the trade book aloud. After you read each sentence, trace it with your fingers and say: *This is a sentence. It tells an idea. The beginning of every sentence starts with an uppercase letter. Point to the end punctuation. Every sentence ends with a mark. This mark is a period. It shows me where the sentence ends.* Have children point to other examples of uppercase letters and periods in the book. Have them trace their fingers along the sentence and stop when they get to the end punctuation.



## Phonological Awareness

**Produce Words** Guide children to produce a word that begins with the same sound as a given pair of words. *I am going to say two words that begin with the same sound. Listen as I say each word: lemon, lunch. What other word can you name that starts with the sound /l/?* Provide options if needed, such as: *lap* or *tap*? *make* or *lake*?

## Alphabet Knowledge

**Letter Ll** Use the Alphabet Card to review uppercase *L* and lowercase *l*. Have children identify each letter and the sound they spell. Then have them hunt for the letters in the classroom.

## Transition

### Song

Invite children to sing a new verse of “Old MacDonald Had a Farm.” Tell them that this verse has words that start with the sound /l/.

Old MacDonald had a *farm*,  
Lee-lie-lee-lie-low.

And on his *farm* he had a lamb,  
Lee-lie-lee-lie-low.

With a lamb, lamb here and a lamb,  
lamb there,

Here a lamb, there a lamb, everywhere a  
lamb, lamb.

Old MacDonald had a *farm*.  
Lee-lie-lee-lie-low.

## Concept Vocabulary

products	ripe
grains	containers
flour	

## Academic Vocabulary

uppercase	letter
lowercase	period
sentence	



## CHECK FOR UNDERSTANDING

**IF** . . . children have difficulty producing words that start with the sound /l/,

**THEN** . . . display two Picture Cards, one of which begins with the sound /l/. Have children say each word and choose the one that starts with /l/.



## Wheel of Motion

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

LET'S GET READY FOR

## Center and Small Group Time

60–90 minutes

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

### Small Group

- **Math: Taking Away** Give each child five manipulatives. Have children follow along as you model a word problem. *I have five blocks. Set out five manipulatives and have children do the same. I take away two (or three) blocks. How many blocks are there now?* Guide children each to take away the manipulatives and count the remaining ones. Help children to use sentences to think aloud and tell how many they had, how many they took away, and how many are left.

#### ► ELL Access

##### Learn Language Structures

**Emerging** Point to each manipulative and count it. Have children repeat each counting number after you. Then say: *Take away two (or three).* After children take away the blocks, retell how many they had, took away, and have left. Have children repeat the numbers each time.

**Developing** Point to each manipulative and count it together with the child. Then say: *Take away two (or three).* After children take away the blocks, ask: *How many do you have left?* Encourage children to say the number left.

**Expanding** Point to each manipulative as children say the counting number. Then say: *Take away two (or three).* After children take away the blocks, ask: *How many did you have? Many did you take away? How many do you have left?*

**Bridging** Have the child point to and count the manipulatives. Then say: *Take away two (or three).* Have the child take away the blocks. Have children use sentence frames to explain: *I had \_\_\_ blocks. I took away \_\_\_ blocks. There are \_\_\_ blocks left.*

- **Literacy: Phonological Awareness** Show children two Picture Cards for words beginning with the sound /l/. Have children say each word and practice saying the sound /l/. *Can you think of any other words that begin with the sound /l/? I can. Lemon begins with /l/.* Have children suggest words that begin with /l/. If children have trouble thinking of examples, show various Picture Cards and have them point out ones that begin with the sound /l/.

#### ► ELL Access

##### Use Visual Support

**Emerging** Pronouncing the sound /l/ can be difficult for some English language learners. Display four or five Picture Cards one at a time, each object beginning with the sound /l/. Say the word, emphasize the sound /l/, and have children repeat.

**Developing** Display four or five Picture Cards one at a time, each object beginning with the sound /l/. Say each word together with children, emphasizing the sound /l/.

**Expanding** Display four or five Picture Cards one at a time, each object beginning with the sound /l/. Have children say each word, emphasizing the sound /l/.

**Bridging** Display four or five Picture Cards one at a time, each object beginning with the sound /l/. Have children say each word. Then have them complete the following sentence frame about the word: *\_\_\_ begins with the sound /l/.*

# Math Circle

15 minutes

## Taking Away

Tell children that today they will learn about the number zero.

**1 Engage** Place two blocks on a paper plate. Pretend they are sweet potatoes. *I just picked these sweet potatoes from a farm.* Model counting them. *I have two sweet potatoes.* Then invite a volunteer to come forward. *[Child's name] is going to take two of my sweet potatoes to bake a pie.* Have the child count out two blocks to take away. *Wow! A sweet potato pie sounds delicious. I'm going to make a pie too. I need two sweet potatoes for my pie. How many are left?* Look down and act surprised. *There are zero left! That means there are none left. I have no more sweet potatoes.* Display the numeral zero. Have children draw the numeral in the air and say *zero*. Then have them echo you as you say the following chant:

*Zero means nothing left.*

*Zero means no more.*

*Zero means all gone.*

*Zero means none.*

**2 Develop** Put three objects on a paper plate. Tell children they are another food, such as pears. Model counting the objects. Then tell a child to take away three objects. Show the class the empty plate and have them tell how many are left. Repeat, showing 1–3 objects to represent other foods and telling children a number to take away.

**3 Practice** Have a child choose a number of objects to put on a plate (from one to three) and tell what kind of food they are. Then have another child choose how many objects to take away, counting them aloud. Display the plate to the class and ask them to count how many are left. Repeat, giving every child a turn.

## Learning Outcomes

### The child

- recognizes one-digit numerals, 0–9.
- uses concrete models or makes a verbal word problem for subtracting 0–5 objects from a set.

## What You Need

- manipulatives, blocks, or other small objects
- paper plate or sheet of paper

## Academic Vocabulary

take away

zero



## CHECK FOR UNDERSTANDING

**IF** . . . children have difficulty identifying when there are zero items,

**THEN** . . . practice by putting out several paper plates, each with a different number of blocks, and one with zero objects. Ask: *Which has zero [name of object]?* Have children identify the empty one. Repeat several times, using different objects and rearranging the items.



## Snack Time

15 minutes

**Countdown to Zero** Tell children to watch their plate as they eat and to let you know when they have zero snacks left. Then connect a child's experience to a word problem, such as: *Sofia had four apple slices. She ate four apple slices. Now Sofia has zero apple slices left.*

# Science Circle

15 minutes

## Learning Outcomes

### The child

- self-selects books to engage in pre-reading behaviors.
- discusses the characteristics of organisms.
- participates in classroom music activities including singing.
- demonstrates coordination in isolation (may not yet coordinate consistently with a partner).

## What You Need

- Trade Book: *How Food Gets from Farms to Store Shelves*
- Picture Cards: *sunshine, rain*
- small object, such as a block
- Big Book: *The Enormous Turnip*

## Theme Vocabulary

farm

## Academic Vocabulary

plant	rain
soil	sun

## Outdoor Play

20 minutes

**You Choose** Allow children to choose their favorite game from the week to play. First, ask children to name games they remember and liked. Then, take a vote to see how many children choose each game. Model counting the number of hands raised to vote for each game, and then declare a winner.

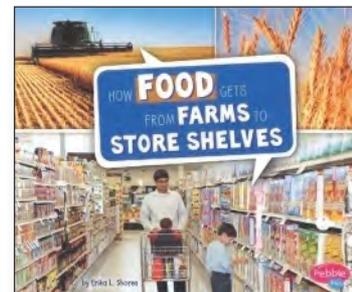
## The Seeds Begin to Grow

Have children stand. Sing the following lyrics to the tune of “The Farmer in the Dell.” As you sing, add a gesture to each verse and have children echo you.

The farmer plants the seeds, the farmer plants the seeds.  
 Hi-ho, the derry-o, the farmer plants the seeds.  
 The sun comes out to shine . . .  
 The rain begins to fall . . .  
 The seeds begin to grow . . .  
 The vegetables are here . . .  
 The farmer digs them up . . .  
 We all sit down to eat . . .

## Living Things

- Engage** Display the picture of corn growing on p. 7 of *How Food Gets from Farms to Store Shelves*. Review what plants need to grow. **Plants need soil. How are these plants getting soil? That’s right, they get it by being planted in the ground.** Then hold up Picture Cards for *sunshine* and *rain*. **What else do plants need to grow? Ask a volunteer to come up and “shine” sunlight on the corn by holding the *sunshine* Picture Card above it. Then have another volunteer use the *rain* Picture Card to show rain falling on the corn.**
- Develop** **Plants have needs. They need water. This can come from rain. They need soil. This can come from the ground. Plants need light. This light can come from the sun.** Discuss what farmers do to make sure plants have what they need. Act out planting seeds. **Farmers plant seeds in the ground. The soil gives them what they need to grow. Farmers space the plants apart so each plant gets enough soil, water, and sunlight.** Then make a motion like rain falling. **When it rains, the plants get the water they need.** Act out watering plants with a hose. **If it does not rain, farmers can spray water on the plants.**
- Practice** Tell the class to pretend they are all working together on a *farm*. Have everyone act out the motions you described above to plant seeds and help them grow. Talk through each step and ask children questions along the way, such as: **Will your plants get enough sun? What will you do if it does not rain? How big are your plants now?**



# Learn and Play

90 minutes

## Let's Move!

**Sing-Along** Together, sing the first verse of “Old MacDonald Had a Farm.”

- Next, repeat the verse, stopping before you get to the animal name. Tell children to think of an animal and how it would act. Also tell them to think about the sound the animal might make.
- Have a child come forward, act and sound out an animal, and have the rest of the class guess it.
- After they correctly guess, sing the verse with that animal’s name and sound. Repeat, giving other children a chance to act out animals.

**Palm Pass** Have children stand in a line with their arms outstretched and palms facing up. Tell them to close their eyes and be very still. Explain to children what you will be doing.

- Tiptoe quietly up and down the line. Randomly choose a child’s palm and place a small object in it.
- Take that child’s place in line. The child should tiptoe up and down the line and choose another child to give the object to. Repeat so all children have a chance.

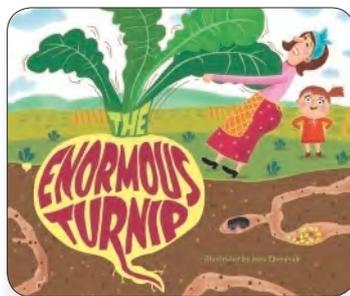
## Let's Talk

**Participate** As children engage in free play, look for groups playing together, or else encourage a group to form. Then ask other children: *Would you like to participate? It would be more fun if you participated.*



## Let's Read

**Children's Choice** Display several books that you and the children have enjoyed reading this week. Have children choose the book to read together today. Observe how children are choosing to engage in pre-reading activities, such as selecting their favorite books.



**Living Things** Do a picture walk and retelling of the Big Book, *The Enormous Turnip*. As you explore the pictures together, ask children to point out examples of living things they see on each page.

## Center Time

30 minutes

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



## CHECK FOR UNDERSTANDING

**IF . . .** children do not show understanding of how plants are grown on a *farm*,

**THEN . . .** meet with them one on one to act out the steps of planting seeds, watering them, letting the sun shine on them, and then picking fruits or vegetables when they appear.

## Rest Time

30–45 minutes

**Tomato Plants** Tell children to close their eyes and pretend they are tomato plants. Slowly describe each part of their body as part of the plant. For example: *Your head is a large, ripe, round, red tomato. Your left arm is a long, green vine. It has five leaves coming out of the end, right where your fingers are. Your left leg is a long stem coming out of the ground . . .*

## DIFFERENTIATED SUPPORT

### Extra Support

**Sing-Along** Some children may have difficulty acting out an animal in a way their classmates can guess. If this happens, ask the child to whisper the animal’s name in your ear. Then, if the class does not guess the animal, offer hints. **AUDITORY**



## Reflect

10 minutes

### Learning Outcome

#### The child

- remains focused on engaging group activities for up to 20 minutes at a time.

### What You Need

- 5x5 Card: Visiting a Farm
- SEL Card: *listen; participate*
- Javi

### Academic Vocabulary

participate

### CHECK FOR UNDERSTANDING

**IF** . . . children do not participate in the group activities,

**THEN** . . . gather them in to sit close to you. Say: *I'm looking for a buddy to participate in \_\_\_ with me. Will you participate?* Then guide the child to participate in the activity as your special buddy.

### DIFFERENTIATED SUPPORT

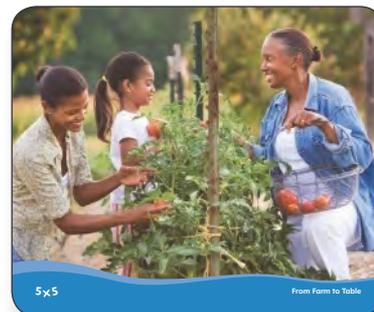
#### 3-Year Olds

**Let's Talk About It** To help young children determine their favorite activity, offer them two or three choices, and ask them which one they liked more. Point to concrete examples to help, such as pointing to a center activity or displaying a book children read. Once children identify the activity they liked more, help them say that in the form of a sentence: *I liked \_\_\_.*

VISUAL

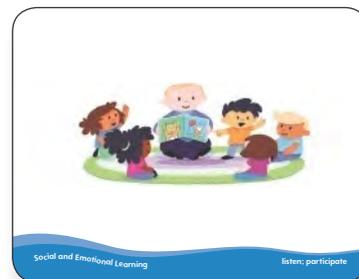
## 5x5

**Food Sources** Point out the tomatoes in the picture and remind children that fruits and vegetables grow on plants. Call out names of foods, some of which grow on plants. Have children stand if the food grows on a plant and sit if it does not. For example: *Peaches; carrots; cupcakes.*



## Social and Emotional Learning

**Participate** Draw attention to the SEL Card *listen; participate*. Point out that the children in the picture are participating in an activity. *Let's practice participating. First, let's all participate in telling our favorite color.* After children share, ask, *Did everyone participate?* Next, ask children to participate in a group high five. After giving high fives to neighbors, ask, *Did everyone participate?* Invite volunteers to suggest other simple activities. Choose a short one and have the class participate in it together. Monitor to be sure children are participating and remaining focused on the activity.



## Let's Talk About It

Remind children that it is the end of the week. *We had fun participating in activities together this week. We won't see each other for a few days. Let's remember the most fun things we did.* Pass Javi around, and invite children to share their favorite activities of the past week.



# 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 is aware of where own body is in space and respects personal boundaries. <b>Pages 85, 90, 92</b></li> <li>Child follows classroom rules and routines with occasional reminders from teacher. <b>Pages 53, 60</b></li> <li>Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed. <b>Pages 61, 68, 76</b></li> </ul>
<b>Language and Communication</b>	<ul style="list-style-type: none"> <li>Child demonstrates understanding of terms used in the instructional language of the classroom. <b>Pages 53, 61, 85</b></li> <li>Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement. <b>Pages 70, 74, 78, 82, 86</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 54, 62, 78; C•188–C•189</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•202–C•203</b></li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Child names common shapes. <b>Pages 57, 65, 73, 81, 89; C•198–C•199</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>Pages 57, 58, 65, 66, 73</b></li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>Child observes, investigates, describes, and discusses position and motion of objects. <b>Pages 58, 66; C•196–C•197, C•200–C•201</b></li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>Child explores geography tools and resources. <b>Pages C•192–C•193</b></li> </ul>
<b>Fine Arts</b>	<ul style="list-style-type: none"> <li>Child uses art as a form of creative self-expression and representation. <b>Pages C•194–C•195</b></li> <li>Child responds to different musical styles through movement and play. <b>Pages C•188–C•189</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, 74, 76, 82, 90, 92</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 90; 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 demonstrates understanding of terms used in the instructional language of the classroom. **Pages 53, 61, 85**
- Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement. **Pages 70, 74, 78, 82, 86**

### Kindergarten Literacy Goals

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

## Reading Readiness

### Pre-Kindergarten Outcomes

- Child engages in pre-reading and reading-related activities. **Pages 54, 62, 78; C•188–C•189**

### Kindergarten Literacy Goals

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

## Writing

### Pre-Kindergarten Outcomes

- Child independently writes to communicate his/her ideas for a variety of purposes. **Pages C•202–C•203**

### Kindergarten Literacy Goals

- Write informative and narrative texts that include details.

## Mathematics

### Pre-Kindergarten Outcomes

- Child names common shapes. **Pages 57, 65, 73, 81, 89; C•198–C•199**

### Kindergarten Mathematics Goals

- Correctly name shapes regardless of their orientation or size; identify shapes as two-dimensional or three-dimensional.



# From Farm to Table

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

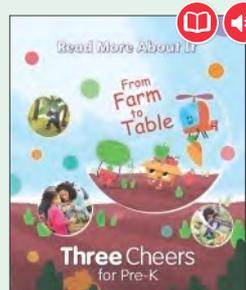
## Weekly Question

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

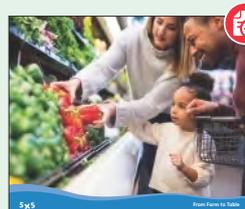
### From the Theme Kit Print and Digital



Trade Book



Read More About It: "Shopping for Food"



5x5



Theme and Concept Vocabulary



Theme Manipulative



Big Book and Little Books



Wordless Experience Book: *From Farm to Table*

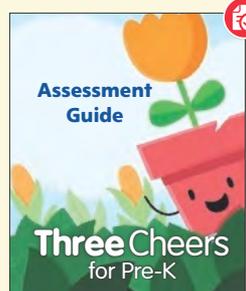


Sing, Rhyme, and Shout: "The Market"



Talk More About It: *Baby Goes to Market*

### 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!



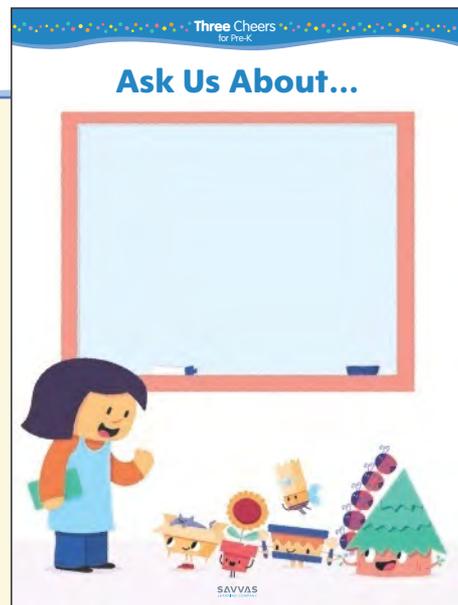
Digital Bookshelf

# 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 do people need to live?
- Why do you sometimes need to ask for help?
- When we read a book, sometimes we see an exclamation mark. What does it mean?

## Day 1 pp. 53–60

### Welcome to Today

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

### Story Time

- What can we find at a grocery store or market?
- Reread Big Book *The Enormous Turnip*

### Literacy Circle

- Concept Vocabulary Introduce
- Oral Language Intonation of Language
- Alphabet Knowledge Introduce Gg /g/

### Center Time and Small Groups

#### Small Group Options

- Math: Taking Away
- Literacy: Oral Language

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

### Math Circle

- Taking Away
- Snack Time Take Away Zero

### Social Studies Circle

- Food, Clothing, Shelter!
- What People Need
- Outdoor Play Toe Pop

### Learn and Play and Centers

#### Let’s Move!

- Left/Right Challenge
- Over the River

Let’s Talk Listening

#### Let’s Read

- Alphabet Knowledge
- The Enormous Turnip

Rest Time Countdown to Rest Time

### Reflect

- 5x5 Shopping for Food
- Social and Emotional Learning Asking for Help
- Let’s Talk About It

## Day 2 pp. 61–68

### Welcome to Today

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

### Story Time

- What can we find at a grocery store or market?
- 1st Read Trade Book *Baby Goes to Market*

### Literacy Circle

- Concept Vocabulary Develop
- Print Concepts Features of Print
- Alphabet Knowledge Review Gg /g/

### Center Time and Small Groups

#### Small Group Options

- Math: Taking Away
- Literacy: Concept Vocabulary

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

### Math Circle

- Taking Away
- Snack Time Take Away

### Social Studies Circle

- Consumers
- Outdoor Play Flatten the Field

### Learn and Play and Centers

#### Let’s Move!

- Tissue Challenge
- Get in the Ring

Let’s Talk Asking for Help

#### Let’s Read

- Take Away
- Baby Goes to Market

Rest Time Sleep and Growth

### Reflect

- 5x5 Beginning Sound /b/
- Social and Emotional Learning Asking for Help
- Let’s Talk About It

**Let's Celebrate!**  
A "Healthy Food for Us" celebration features children's families sharing some favorite foods.

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

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

**Story Time**

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

**2nd Read Trade Book** *Baby Goes to Market*

**Literacy Circle**

**Concept Vocabulary** Practice  
**Print Concepts** Features of Print  
**Phonological Awareness** Produce Words

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

- Math: Taking Away
- Literacy: Retell

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

**Math Circle**

**Taking Away**  
**Snack Time** Healthy Eating

**Social Studies Circle**

**Colorful Foods**  
**Consumers**  
**Outdoor Play** Green Light on Healthy Food

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

- Toy Relay
- The Pond

**Let's Talk** Paying Attention

**Let's Read**

- Greatest Hits
- Books About Food

**Rest Time** Baby Is Tired

**Reflect**

**5x5** Numerals  
**Social and Emotional Learning** Asking for Help  
**Let's Talk About It**

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

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

**Story Time**

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

**Read More About It** "Shopping for Food"

**Literacy Circle**

**Concept Vocabulary** Review  
**Vocabulary** Object Names  
**Phonological Awareness** Blend Phonemes  
**Alphabet Knowledge** Review Gg /g/

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

- Math: Taking Away
- Literacy: Phonological Awareness

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

**Math Circle**

**Taking Away**  
**Snack Time** Take Away

**Technology Circle**

**Digital Tools**  
**Outdoor Play** Cornfield Challenge

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

- Little Teapots
- Glued Together

**Let's Talk** Asking Questions

**Let's Read**

- Read More About It
- Comparing Pictures

**Rest Time** Count Sheep

**Reflect**

**5x5** Fruits and Vegetables  
**Social and Emotional Learning** Asking for Help  
**Let's Talk About It**

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

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

**Story Time**

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

**Compare** *Baby Goes to Market* and "Shopping for Food"

**Literacy Circle**

**Concept Vocabulary** Check for Understanding  
**Speech Production** Combine Sentences  
**Print Concepts** Features of Print  
**Alphabet Knowledge** Review Gg /g/

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

- Math: Taking Away
- Literacy: Concept Vocabulary

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

**Math Circle**

**Taking Away**  
**Snack Time** Equal Numbers

**Technology Circle**

**Digital Tools**  
**Outdoor Play** Food Sculpture

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

- Color Walk
- Class Farm

**Let's Talk** What I Can Do

**Let's Read**

- Exclamation Point Scavenger Hunt
- Children's Choice

**Rest Time** End of the Week

**Reflect**

**5x5** Shapes and Colors  
**Social and Emotional Learning** Pride in Skills  
**Let's Talk About It**

# Vocabulary

## Theme Vocabulary

Words to develop the theme, From Farm to Table

crops                      market  
farm                        store

## Concept Vocabulary

Conceptually related words to teach this week

crowded  
basket  
buying  
hungry  
seller

## Academic Vocabulary

Terms used in this week's instruction

### General

shape

### Literacy

alike  
because  
exclamation point  
guess  
letter  
listen  
lowercase  
period  
picture

predict

review

sentence

sound

text

uppercase

word

### Mathematics

model

take away

word problem

zero

### Social Studies

buy

buyer

clothing

consumer

food

healthy

money

pay

pay attention

sell

shelter

### Social and Emotional Learning

help

listen

rule

### Technology

app

device

type

website

## Story Words

Words from the literature to explain and use this week

### Trade Book

biscuits    notice  
curious    surprised  
heavy

### Big Book

celebration    seeds  
delicious      sprouted  
enormous      turnip  
grow

### Read More About It

computer      fresh              packages  
farmers        order  
market

# Materials

Materials to gather from home and classroom

## Morning Meeting

attendance chart  
helper chart

## Center Time

9 oz. clear plastic cups  
baskets or bags  
buckets and sand toys  
computer or other digital device, cued to music selections  
plastic containers of various sizes  
plastic foods

plastic gloves or small plastic sandwich bags  
potting soil  
seeds  
small manipulatives, such as counters, cubes, beads, or pom-poms  
table to serve as a farm stand

## Circle Times

assortment of classroom objects  
assortment of toys  
baskets or boxes

chairs  
digital device  
empty boxes  
grocery advertisement with foods pictured  
grocery app or website  
hula hoop or metersticks  
magazine cutouts of food, clothing, and shelter  
masking tape  
multicolored objects, such as blocks or crayons  
music

note-taking app or program  
play food items or photos of food items  
play money  
tissues

# 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

**Listener's Choice** Select a book to read on the digital device.

## ABC Fun

**Alphabet Soup** Use spoons and tongs to remove selected letters from a soup pot.

## Math Fun

**How Much?** Experiment to learn how many different objects can be placed in various types of containers.

## STEM

**Plant a Seed** Plant a seed and watch it grow.

## Pretend and Learn

**Farm Stand** Pretend to be a farmer selling produce at a farm stand or a customer making a purchase.

## Sand, Water, and More

**Down on the Farm** Use sand to build a farm.

## Creativity Station

**Musical Styles** Listen and respond to different styles of music, such as classical, folk, and jazz.

## Writer's Club

**My Favorite Foods** Write about the foods you love.

# Monitor Progress



Assessment Guide

## Observe

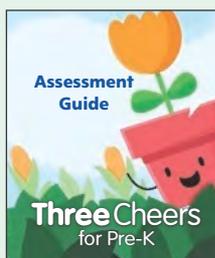
### Observational Checklists

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 2 should be administered at the end of Theme 6.

### Pre-K Outcomes Progress Report

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



## Portfolio

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

### Centers

- **ABC Fun** anecdotal notes related to letter identification and sounds
- **Sand, Water, and More** anecdotal notes related to realistic farm play
- **Cozy Corner** writings based on the Wordless Experience Book



# From Farm to Table



# Welcome to Today

15 minutes

## Meet and Greet

- As children enter the classroom, wish them a happy start to the week.
- Encourage children to place their pictures on the Mood Meter to show how they are feeling.



## Sing, Rhyme, and Shout

**From Farm to Table** Use the lyrics and the picture on the card to explore how people buy and sell food.

- Have you ever been to a farmers market? What did you see? What kind of food did your family buy there?
- Say each phrase of the lyrics slowly and have children repeat it. Discuss a food they would like to buy and eat at the *market*.
- Then play the recording and ask children to act out what they would do if they went to the farmers market on a Saturday.



## Learning Outcome

### The child

- participates in classroom music activities including singing.

## What You Need

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

## Theme Vocabulary

market

crops

## Morning Meeting

- Attendance** Raise your hand if you are here and ready to start a new week. Have children add their name cards to the attendance chart.
- Helper Chart** Assign new helper jobs for the week. Demonstrate each job, if needed.
- Weather** What is the weather? How do you think crops might grow in this weather? Point out that sun and rain can both be helpful to crops.
- Today's Events** Tell children about the new books they will read and the new activities they will participate in together this week.



## DIFFERENTIATED SUPPORT

### ELL

**Sing, Rhyme, and Shout** Find photographs of farmers markets (there are many online) that show key words in the song, such as *market*, *farmers*, *apples*, *peaches*, *plums*, *grapes*, and *bags*. As you show children the photos, point to and name relevant objects. Have children repeat each word after you. Then practice by pointing and having children name the key words.

VISUAL

## Story Time

15 minutes

### Learning Outcomes

#### The child

- investigates the intonation of language.
- names at least 20 upper- and at least 20 lower-case letters in the language of instruction.

### What You Need

- Big Book: *The Enormous Turnip*
- Vocabulary Cards: *crops, farm, store, market, basket, seller, buying, hungry, crowded*
- Picture Cards: *cat, hat*
- Alphabet Card: *Gg*

### From Farm to Table

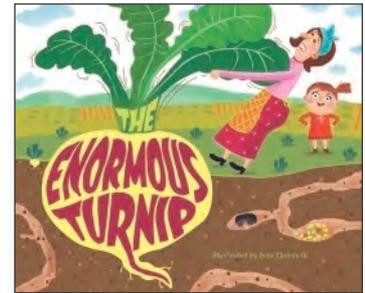
**?** What can we find at a grocery store or market? Display Vocabulary Card *crops*. There are *crops* growing in the field. They will be taken from the *farm* and sent to grocery stores and *markets*. What can we find at a grocery store or market?



### The Enormous Turnip

Tell children that you will reread *The Enormous Turnip*.

- 1 Remember** Ask children what they remember about the book. Discuss the picture on the cover to help them recall the story.
- 2 Reread** As you read the story aloud, use pantomime to act out some of the parts of the story, such as planting the turnip seeds, giving them water, growing, and pulling and pulling and pulling. Have students follow your lead.
- 3 Retell** After reading, help children retell the beginning, middle, and end of the story. Ask them to pick one picture to go with each step in the story sequence.



### DIFFERENTIATED SUPPORT

#### ELL

**Retell** To help English language learners learn what is meant by the beginning, middle, and end of the story, photocopy one illustration from each of the three sections. Invite children to arrange them in order, asking: *What happened first? What happened next? What happened last?* Assist children who need support. When the pictures are sequenced correctly, point to them in order and say *beginning, middle, end*, inviting children to repeat the words. TACTILE

# Literacy Circle

15 minutes

## Concept Vocabulary

**Introduce** We are going to talk about this question: *What can we find at a grocery store or market?* Display Vocabulary Card *basket*. This is a *basket*. We can put things in a *basket*. Some markets have *baskets* for shoppers to carry things they want to buy. Display each of the Vocabulary Cards for this week (*seller, buying, hungry, crowded*) and briefly explain how each relates to the question *What can we find at a grocery store or market?*



## Oral Language

**Intonation of Language** Children will investigate and demonstrate understanding of the intonation of the English language. Display Picture Card *cat* and point to it. *I am going to talk about the picture of this cat. Listen to how my voice goes up and down when I talk. Is this a cat? Yes, it is! Doesn't she look sweet? I wish I could reach out and pet her! Did you hear how my voice went up when I asked a question? Then it went down when I answered it.*



- Display Picture Card *dog*. *Now it is your turn! Repeat after me. Make your voice go up and down like mine.* Make up sentences and questions about the picture of a dog and encourage children to match your intonation.

## Alphabet Knowledge

**Introduce Gg /g/** Tell children that today they are going to learn about the letter G.

- Letter Name** Display Alphabet Card *Gg*. *This is a guitar.* Point to uppercase G. *This is uppercase G.* Point to lowercase g. *This is lowercase g.* Say the letter name with me: /jē/. Point to the lowercase letter. *What is the name of this letter?* Point to the uppercase letter. *What is the name of this letter?*
- Letter Sound** The sound that the letter *g* spells sounds like this: /g/, /g/, /g/. Say it with me: /g/. Point to the lowercase letter. *What sound does this letter spell?* Point to the uppercase letter. *What sound does this letter spell?*
- Letter Formation** Trace the uppercase G on the Alphabet Card and explain the order of movements. Repeat as needed and have children trace the letter in the air. Repeat with lowercase letter *g*.



## Transition

### Let's Hear It for /g/!

Have children act out motions using words that start with the sound /g/, such as the following: /g//g//g/, *giggle*; /g//g//g/, *give me a high five*; put on some /g//g//g/, *glasses*; pet the /g//g//g/, *goat*. As you say each action, emphasize the sound /g/ and have children repeat it after you.

## Theme Vocabulary

store	market
farm	crops

## Concept Vocabulary

basket	seller
buying	hungry
crowded	

## Academic Vocabulary

listen	sentence
because	uppercase



## CHECK FOR UNDERSTANDING

**IF** . . . children have difficulty retelling the story,

**THEN** . . . explain what the words *first*, *next*, and *last* mean. Display a page in *The Enormous Turnip* that indicates the beginning of the story and model retelling the story using the word *first*. Repeat for *next* and *last*.

LET'S GET READY FOR

## Center and Small Group Time

60–90 minutes

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

### Small Group

- **Math: Taking Away** Display the numeral 0. Ask children to say the name of the numeral. Pass out blocks. Ask children to hold zero blocks in their hand and tell you in their own words what *zero* means. Next, have children follow along as you model a word problem. *I have three blocks. I take away three blocks. How many blocks are there now?* Have a child take away three blocks. Have children tell you how many are left: *zero*.

#### ► **ELL Access**

##### **Academic Vocabulary**

**Emerging** Count out three blocks and have children repeat the word *three*. Remove one block at a time, say the new number, and have children repeat the number after you, until you get to zero. Invite Spanish speakers to share the word for *zero* in Spanish (*cero*) and tell what they know about the number.

**Developing** Count out three blocks and have children say the word *three* together with you. Remove one block at a time and say the new number together. Repeat until you get to zero. When you get to zero, emphasize the meaning. Say: *There are no blocks left. There are not any blocks.*

**Expanding** Count out three blocks and have children say the number. Remove one block at a time and have children say the new number. Repeat until you get to zero.

**Bridging** Count out three blocks and have children say, *There are three blocks*. Remove one block at a time and have children say the sentence with the new number. Repeat until you get to zero.

- **Literacy: Oral Language** Have children investigate the intonation of the English language. We all know the song “Twinkle, Twinkle, Little Star.” We’re going to sing it in a very different way using the sound /g/ at the beginning of each word. Listen to me first: Be sure to sing slowly and emphasize the sound /g/. *Ginkle, ginkle, gittle gar*. Now try it with me: *Ginkle, ginkle, gittle gar*. Here’s the next part: *gow guy gunder gut goo gar*. Now try it with me: *gow guy gunder gut goo gar*. Now let’s start back at the beginning: *Ginkle, ginkle, gittle gar, gow guy gunder gut goo gar*.

#### ► **ELL Access**

##### **Relate Letter Sounds**

**Emerging** Hold up Picture Card *game*. Point to the picture and say: *game, /g/, game*. Have children repeat after you. Do the same with the cards for *garbage* and *guitar*.

**Developing** Display Picture Card *game*. Point and ask: *What is this?* Have children say the word. Then have them practice repeating /g/, *game*. Do the same with the cards for *garbage* and *guitar*.

**Expanding** Display Picture Card *game*. Point and ask: *What is this? What sound does it begin with?* Repeat with the cards for *garbage* and *guitar*.

**Bridging** Hold up Picture Card *game*. Point to the picture and ask: *What is this? What sound does it begin with?* Then hold up a card that begins with /g/ and one that does not. Say: *What are these? Which begins with /g/?*

# Math Circle

15 minutes

## Taking Away

Tell children that today they will learn how to take away zero.

- 1 Engage** Remind children that last week, they learned how to take away from a number. Hold up three counters. Tell children they stand for cherries. Sing the song they learned last week set to the tune of “The Itsy Bitsy Spider.”

I have one cherry, (hold up counters)  
 I have one cherry. (hold up counters)  
 If you take one away, (offer one counter to a child)  
 How many will be left? (hold up remaining counters)  
 How many cherries do I have left in my hand?  
 Please tell me how many and make my day!

Have another child count how many are left. Review the number zero. Last week, you learned about a number that means none. It is called zero. Display the numeral, 0. Here is what the number zero looks like. Call on children to hold out their palms. Layla, I see you have zero cherries in your hand. Zeke, I see you also have zero cherries.

- 2 Develop** Next, hold up three counters and repeat the song above, but this time call on a child to take away zero instead of one. If the child hesitates, remind him or her that zero means none or nothing. Then help children count how many are left. When we take away zero, we are left with the same number we started with. If I have three cherries and someone takes away zero cherries, I still have three cherries.
- 3 Practice** Use counters to act out different scenarios in which you start with up to five food items and someone takes away zero. Invite different children to take away zero items and count the number left each time.

## Learning Outcomes

### The child

- recognizes one-digit numerals, 0–9.
- uses concrete models or makes a verbal word problem for subtracting 0–5 objects from a set.

## What You Need

- Counters

## Academic Vocabulary

take away                      zero

## CHECK FOR UNDERSTANDING

**IF . . .** children take away counters when they are told to “take away zero,”

**THEN . . .** give children additional practice doing things with zero counters. Give children a handful of counters and tell them to put zero in a box, give zero to a classmate, or put zero on top of their head.

## **Snack Time** 15 minutes

**Take Away Zero** Have children practice taking away zero items from their plates. Engage them in conversation: Raul, take zero cherries from your plate. Let me see the zero cherries in your hand. How do zero cherries taste? They have no taste because there are no cherries. Then connect experiences to word problems: Finn had five carrots. He ate zero carrots. He has five carrots left.

## Social Studies Circle

15 minutes

### Learning Outcomes

#### The child

- shows understanding of the language being spoken by peers.
- demonstrates knowledge of nonverbal conversational rules.
- demonstrates that all people need food.
- demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).

### What You Need

- magazine cutouts of food, clothing, and shelter
- tape
- grocery advertisement with foods pictured
- chart paper
- Big Book: *The Enormous Turnip*

### Academic Vocabulary

consumer	food
clothing	shelter
pay	sell
buy	

### Outdoor Play

20 minutes

**Toe Pop** Blow bubbles and encourage children to pop them with the toe of their shoe (not kick). Since the bubbles move slowly, this provides children practice in balance and coordination as they may have to hold their foot in the air for several moments at a time. Encourage children to use counting to keep track of how many bubbles they pop. KINESTHETIC

### Food, Clothing, Shelter!

Sing the following song to the tune of “For He’s a Jolly Good Fellow.” Then sing it again, inviting children to join in.

Food, clothing, and shelter;  
Food, clothing, and shelter;  
Food, clothing, and shelter are three things that we need.

Three things that we need;  
Three things that we need!  
Food, clothing, and shelter are three things that we need.

### What People Need

- 1 Engage** Display a sheet of chart paper. Draw a stick figure. **This is a person. What does this person need?** Call on volunteers one at a time to place the magazine cutouts on the picture, helping them tape them into place.
- 2 Develop** Point out that children gave the person three things that everyone needs: food, clothing, and shelter. Have children take turns pointing to an example of each item in the picture and saying: *This is (food/clothing/shelter).* Then ask children which of these needs can be met by shopping at a grocery store. Display a grocery advertisement with individual foods pictured. **This shows foods you can buy at a grocery store. The numbers show how much each food costs.**
- 3 Practice** Pass the advertisement around. Tell each child to choose one item that a person might need to live. Help children tear out the item, assisting them if necessary. Then help them give it to the person in the drawing by taping it onto the chart paper.

# Learn and Play

90 minutes

## Let's Move!

**Left/Right Challenge** Have children stand and face you. Help them stand slightly apart so they have room to move. Remind them which is their right side and left side. **Raise your left hand. Now raise your right hand.**

- Call out different combinations of left/right and hand. For example: **Left hand.** Have children raise their left hands. Repeat several times.
- Continue the game but call out combinations of left/right and foot. For example: **Right foot.** Children can sit for support if they need to.
- Allow children to take turns being the caller. Observe whether children's movements show understanding of the language being spoken by their peers.

**Over the River** Place two parallel lines of tape on the floor, about six inches apart. Have children line up. **This is a river. Each of you must jump over the river. Don't get your feet wet.**

- Have children take turns crossing the river. After every child has crossed, move the tape lines a little farther apart. Repeat, widening the river until the tape strips are about one foot apart.

## Let's Talk

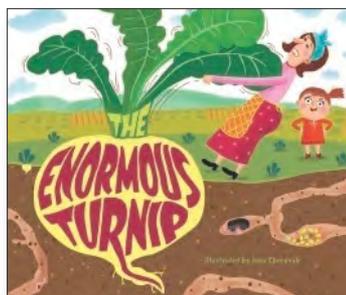
**Listening** Find a child who is doing an activity that could be taught or explained. Ask if any other children want to learn how to do the activity. Either have the first child explain how to do the activity, or explain it yourself. Remind the children who are learning about the activity to listen. **Remember what it means to listen. It means you stay quiet and try to hear what the person is saying.**



## Let's Read

**Alphabet Knowledge** Have children go on a treasure hunt for the letter Gg in a book in the classroom. Choose a book to read aloud that has at least one uppercase and lowercase g.

**The Enormous Turnip** Reread the *The Enormous Turnip* aloud. Then pretend you are trying to pull an enormous turnip out of the ground. Call one child's name at a time to help you pull. After you call the last child's name, pretend the turnip finally comes out of the ground.



## Center Time

30 minutes

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



## CHECK FOR UNDERSTANDING

**IF . . .** children tear off parts of the advertisement that don't show a food item,

**THEN . . .** remind them that all people need food to live. Tell them they should make sure the person in the drawing has food by choosing a food to give to the person. Help children select a healthy food to tear out and add to the picture.

## Rest Time

30–45 minutes

**Countdown to Rest Time** Tell children you are going to count down to zero. When you get to zero, you want them to see how still they can be. Count slowly backward, using "take away": **Ten take away one is nine, nine take away one is eight, . . .** Get quieter and quieter as you count down.

## DIFFERENTIATED SUPPORT

### 3-Year Olds

**Left/Right Challenge** For children who have difficulty telling right from left, tie a red yarn bracelet or construction paper loop around their right hand and right ankle to wear during the game. Remind them that red is for right. VISUAL



## Reflect

10 minutes

### 5x5

**Shopping for Food** Talk about the picture on the card. **It shows a family shopping for food.** Discuss why people go to grocery stores. Then pretend you work at a grocery store counter. Have children line up. Ask: **What do you want to buy today?** Have each child name a food and pretend to give you money for it.



### Learning Outcomes

#### The child

- shows reasonable opinion of his own abilities.
- shows reasonable opinion of his own limitations.
- demonstrates understanding of what it means to be a consumer.

### What You Need

- 5x5 Card: What's for Sale?
- SEL Card: help
- Javi

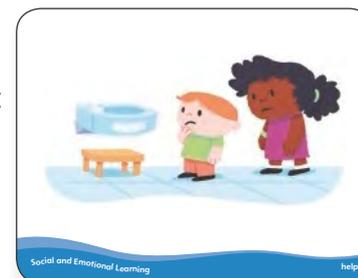
### Academic Vocabulary

help

## SEL Social and Emotional Learning

**Asking for Help** Display the SEL Card *help*. Look at the children in the picture. **One of them needs some help. Why?** Point out that the child wants to drink water but is not tall enough to reach the fountain. Draw attention to the stool in the picture. **The child could ask for a stool. This would help the child reach the water fountain.**

**The child could also ask to be lifted by an adult.** Gauge whether children have a reasonable opinion of their abilities and limitations by having them take turns sharing something they need help with. After each child shares, help the child frame a question to ask for help. For example: *Will you help me zip my backpack?*



## SEL Let's Talk About It

Have children reflect on a time today or yesterday when they needed help. Pass Javi around and give each child holding Javi a chance to talk. Ask guiding questions, such as: **What did you need help with? Why did you need help? Did you ask someone for help? What did you say?** If children did not ask for help, have them pretend to ask you for help in that situation.



### CHECK FOR UNDERSTANDING

**IF . . .** children have difficulty thinking of something they need help with,

**THEN . . .** ask prompting questions, such as: **Do you need help buckling your seatbelt? Do you need help putting on your shoes? Do you need help reading a book?** Then help children turn their response into a question: *Will you help me \_\_\_\_?*

### DIFFERENTIATED SUPPORT

#### Extra Support

**Asking for Help** For children who have difficulty formulating questions, arrange a hand signal or gesture they can use to communicate when they need help. For example, they might tap your arm, pat their chest, or raise their hand. **KINESTHETIC**

# Welcome to Today

15 minutes

## Meet and Greet

- Greet children with their choice of a high five or a hug as they enter the classroom.
- Have children place their pictures on the Mood Meter to help you gauge their mood.



## Sing, Rhyme, and Shout

**From Farm to Table** Use the lyrics and the picture on the card to continue to develop the theme, how food gets from *farm* to table.

- We're going to sing a song about the farmers market. What would you like to buy there today?
- Have children listen to the song a few times and chime in when they are able.



## Learning Outcome

### The child

- participates in classroom music activities including singing.

## What You Need

- Sing, Rhyme, and Shout: "The Market"
- attendance chart, helper chart

## Theme Vocabulary

farm market

## Academic Vocabulary

help

## 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** *I know I can't do everything in the classroom myself. I need to ask for help with some things. My helpers do jobs I can't do alone.* Invite this week's helpers to share what they have been doing to help. *Thank you, helpers!*
- 3 Question of the Day** *Would you choose to buy carrots or cheese at a store?* 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 will read a new book. I think you are going to like it. We have a fun day planned.* Preview some of the day's activities.

## DIFFERENTIATED SUPPORT

### 3-Year Olds

**Sing, Rhyme, and Shout** Help young children practice the song lyrics by singing a line slowly, with separations between the words. Do the same with a second line. Have children repeat each line after you. Then sing the two lines together and have children sing both.  
AUDITORY

## Story Time

15 minutes

### Learning Outcomes

#### The child

- makes predictions about text.
- can identify some conventional features of print that communicate meaning, including case.

### What You Need

- Trade Book: *Baby Goes to Market*
- Vocabulary Cards: *basket, seller, buying, hungry, crowded*
- Alphabet Card: *Gg*

### From Farm to Table

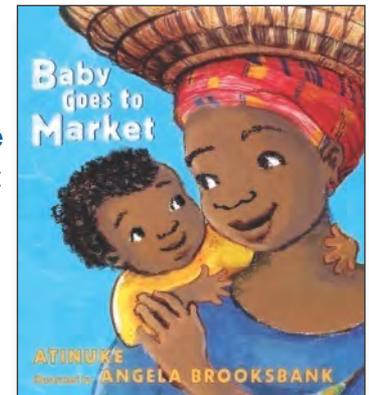
**?** **What can we find at a grocery store or market?** Remind children of this week's question, *What can we find at a grocery store or market?* Explain that the story you are about to read will show them what some people can find at a *market*.



### *Baby Goes to Market*

Tell children you will read *Baby Goes to Market*.

**1 Introduce** Display the front cover of the trade book. I am going to read the title, or name, of the book: *Baby Goes to Market*. Now that you know the name of the book, *Baby Goes to Market*, what do you think the book might be about? Can you make a guess? Have children make and share their predictions about the text.



**2 Read Together** As you read the book aloud, stop a few times and have children make predictions about what will happen next in the text. For example: *What do you think Baby will do with the oranges? Where do you think Baby will put the biscuits?*

**3 Connect** Ask children questions about a time they went food shopping. *Have you ever gone to a grocery store or market with your family? What food did you see there? Have you helped put food in a basket or cart?* Have children take turns sharing their experiences.

### DIFFERENTIATED SUPPORT

#### ELL

**Story Time** Prepare for reading *Baby Goes to Market* by previewing the illustrations with English language learners. Point to important items in the illustrations, say the English word, and have children repeat it after you. Then practice by pointing to pictures and having children say the English word.

VISUAL

# Literacy Circle

15 minutes

## Concept Vocabulary

**Develop** Remind children of the weekly question:

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

Display Vocabulary Card *basket*. This is a *basket*.

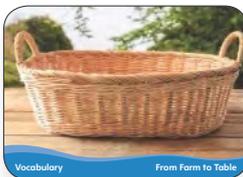
Say the word *basket* with me: *basket*. What can

you put in a *basket* when you are at a grocery

*store or market?* Display each Vocabulary Card (*seller, buying, hungry,*

*crowded*) and ask children questions about each one that ties the

word to the theme or weekly question.



## Print Concepts

**Features of Print** Remind children that important words in the title of a book are uppercase. Help children identify features of print that communicate meaning by looking for uppercase letters. Point to the title of the trade book *Baby Goes to Market*. Do you see any uppercase letters in the title, or name, of the book? Have volunteers point to uppercase letters *B, G,* and *M*. What do the uppercase letters in the title, or name, of a book mean? It means the words are important.

Read the first sentence: “Baby grins.” This is a sentence. It begins with an uppercase letter. Why does the first word in a sentence start with an uppercase letter? It means the word is important because it is the beginning of a sentence.

## Alphabet Knowledge

**Review Gg /g/** Tell children that today they are going to review what they know about the letter *G*.

**1 Review Letter Name** Display the Alphabet Card *Gg*. This is a *guitar*. Point to the uppercase *G*. This is the uppercase *G*. Point to the lowercase *g*. This is the lowercase *g*. Say the letter name with me: /jē/. 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 Review Letter Sound** The sound that the letter *g* spells sounds like this: /g/, /g/, /g/. Say it with me: /g/. Point to the lowercase letter. What sound does this letter spell? Point to the uppercase letter. What sound does this letter spell?

**3 Review Letter Formation** Trace the uppercase *G* on the Alphabet Card and explain the order of movements. Repeat as needed and have children trace the letter in the air. Repeat with lowercase letter *g*.

## Transition

### Chant and Rhyme

Say the following chant and have children repeat the lines and follow your gestures.

I am a seed! (curl into a ball)

Water and sun are what I need!

I’m about to sprout! (stick out arms)

My leaves are popping out!

I’m growing high! (stand taller)

My oh my!

Fruit is hanging off (make fists)

of me! Come and get it—it’s tasty!

## Theme Vocabulary

farm market

crops store

## Concept Vocabulary

basket hungry

buying seller

crowded

## Academic Vocabulary

predict letter

sound picture

uppercase lowercase



## CHECK FOR UNDERSTANDING

**IF** . . . children have difficulty understanding that the first word in a sentence begins with an uppercase letter,

**THEN** . . . display a page in *Baby Goes to Market*. Read a sentence while you track the print. Point out the first word in the sentence and identify the letter as uppercase \_\_\_\_\_. Continue with other sentences as needed.

LET'S GET READY FOR

## Center and Small Group Time

60–90 minutes

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

### Small Group

- **Math: Taking Away** Give each child five manipulatives. Have children count them together.
  - There are five blocks. Then display a numeral from 0 to 3. Have children say it aloud. Then have them take away that many from the set and count the manipulatives that are left. Repeat with other numerals 0–3.

#### ▶ ELL Access

##### Learn Language Structures

**Emerging** Give each child five manipulatives. Say the number and have children repeat it after you. Then say: *I will take away three [blocks].* Model moving away and counting three manipulatives, one at a time. Say: *Now you take away three.* Count as children move each of their manipulatives and invite them to repeat.

**Developing** Give each child five manipulatives. Say the number together with children. Say: *Let's all take away three [blocks] and count together.* Together with children, take away one manipulative at a time while counting. Ask: *How many [blocks] are left?* Count aloud with children as they determine the number left.

**Expanding** Give each child five manipulatives and ask: *How many are there?* Have children say the numeral. Then say: *Take away \_\_\_\_* and have children remove that number of manipulatives. Ask: *How many are left?*

**Bridging** Give each child five manipulatives and ask: *How many are there?* Show children a number of manipulatives to take away. Have them count and narrate what they are doing to find the number that are left.

- **Literacy: Concept Vocabulary** Display Vocabulary Card *crowded*. This shows a place that is crowded. Many people are there, and it is crowded. What places might be crowded? Use Vocabulary Cards *basket*, *buying*, *hungry*, and *seller* to reinforce the words and their meanings for children.

#### ▶ ELL Access

##### Use Key Words

**Emerging** Display Vocabulary cards *crowded*, *basket*, *buying*, *hungry*, and *seller*. Say each word and have children repeat it. Then use each word in a simple phrase that describes the picture. For example: *a crowded place, an empty basket.*

**Developing** Display Vocabulary cards *crowded*, *basket*, *buying*, *hungry*, and *seller*. After reviewing the words, use each word to ask children a question that invites a yes/no response, such as *Is our lunchroom crowded? Are you hungry now?*

**Expanding** Display Vocabulary cards *crowded*, *basket*, *buying*, *hungry*, and *seller*. After reviewing the words, use each word to ask children a question that invites a simple response, such as *Which room is crowded at school? Who is hungry now?*

**Bridging** Display Vocabulary cards *crowded*, *basket*, *buying*, *hungry*, and *seller*. After reviewing the words, have children each choose a word to use in a simple sentence about themselves, such as *I am very hungry now.*

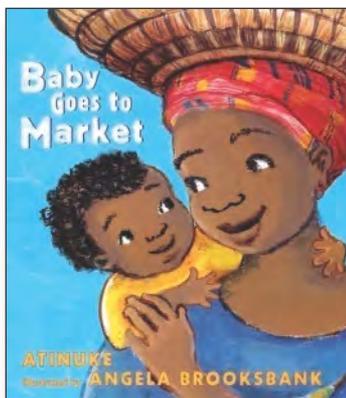
# Math Circle

15 minutes

## Taking Away

Tell children that today they will practice taking away four and five.

- Engage** Ask children to recall some of the foods Baby ate in the book *Baby Goes to Market*. Have children discuss which foods sound most delicious. Choose a food, such as bananas. Place five blocks in a row. Model counting them. Tell children each block stands for a banana. *I am a seller at a market. I have five ripe bananas. I wonder if anyone will buy some of my delicious bananas.*
- Develop** Call on a child to come forward and hand them a paper bag. *[Child's name] is at the market to buy four of my bananas.* Guide the child to count out four blocks. *Put them in your bag and take them away. Now how many bananas are left?* Model counting the block that is left. *There is one banana left. When I start with five bananas and someone takes away four, I have one left.* Repeat, starting with five bananas and having a child take away five.
- Practice** Have children suggest different foods. Invite a child to come up and pretend to be the *seller*. Guide them to count out five blocks to represent the foods. Then have another child take away either four or five of the foods. Ask children how many are left. Repeat with several scenarios, giving other children a turn to buy and sell different foods.



## Learning Outcome

### The child

- uses concrete models or makes a verbal word problem for subtracting 0–5 objects from a set.

## What You Need

- blocks
- Trade Book: *Baby Goes to Market*
- paper bag

## Academic Vocabulary

take away



### CHECK FOR UNDERSTANDING

**IF** . . . children take away the wrong number of blocks,

**THEN** . . . remind them to slow down and take away one block at a time, counting it as they put it aside.



## Snack Time

15 minutes

**Take Away** Give each child five countable snack pieces. Have children count the number of snacks left each time they eat, or take away, a piece.

# Social Studies Circle

15 minutes

## Learning Outcomes

### The child

- shows reasonable opinion of his own abilities.
- demonstrates understanding of what it means to be a consumer.
- demonstrates balance in isolation (may not yet coordinate consistently with a partner).

## What You Need

- Trade Book: *Baby Goes to Market*
- play money
- assortment of classroom objects
- chairs
- music
- tissues
- large plastic hoop or metersticks, blocks

## Academic Vocabulary

buy	buyer
sell	money

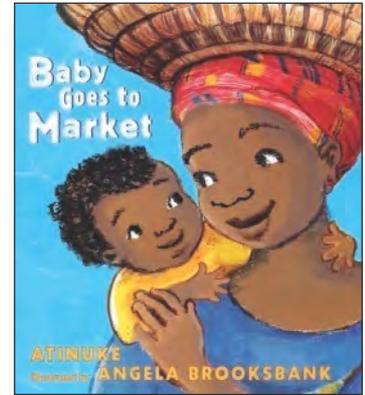
## Outdoor Play

20 minutes

**Flatten the Field** Place sheets of bubble wrap on the ground. Tell children to pretend they are farmers getting a field ready to plant *crops* in. *This soil is lumpy. Look at all these lumps and bumps. Let's flatten this field and get it ready for planting.* Encourage children to stomp on all the bubbles to make their field nice and flat.

## Consumers

**1 Engage** Display pp. 4–5 of *Baby Goes to Market*. Read the text aloud. Talk about details you see in the illustration. *Baby goes to market with Mama. I see that this market is outdoors. Ask children if anyone has been to an outdoor market. This woman is putting fruit on a table. I bet she is going to sell it. Ask children to share details about what they see in the picture.*



- 2 Develop** Explain that there are many places to buy food. *People can buy food in grocery stores. Some stores are really big. You might need a shopping cart to hold the food you buy there. Other stores are very small. Discuss other places people buy and sell food. We sang a song about farmers' markets. Sometimes farmers sell their food outdoors.* Have children take turns telling about a place where their family has bought food. Ask follow-up questions, such as: *Was it a big or a small place? Was it indoors or outdoors? What did they sell there?*
- 3 Practice** Divide the class into “buyers” and “sellers.” Place several chairs in a row. Assign each *seller* a chair and allow them to place several classroom objects in front of it. Hand each buyer play money (or counters if you don't have it). *This is your money. You can buy one item with this money.* Encourage them to visit all the *sellers* and ask questions about what they are selling before choosing an item. When they are ready to buy, remind them to give their money to the *seller* in exchange for the item. After the activity, invite buyers to share their purchases.

# Learn and Play

90 minutes

## Let's Move!

**Tissue Challenge** Place a tissue on each child's head. Tell children that however they move, the tissue should stay on their head at all times. Turn on background music.

- Have the class walk around the classroom. Encourage them to experiment by moving in different ways, but be mindful about keeping the tissue on their heads.
- Tell children if their tissue touches the floor, they are "out" and should sit down. Play the game until one child is left standing.

**Get in the Ring** Set up a ring children can step into. The ring should be several inches to a foot off the ground. You can set a large plastic hoop or stack long objects such as metersticks on top of boxes or blocks. If you do not have these supplies, tie a piece of string to several chair legs to fence in an area.

- Next, divide the class into teams. Have each team send its members one at a time to step into the ring. If anyone disturbs the ring by touching it, they should go back and try again. The goal is to step into the ring without touching it.
- After a team successfully makes it into a ring, have children step out of it one at a time without touching the ring.

## Let's Talk

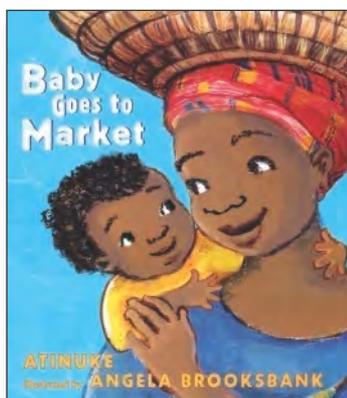
**Asking for Help** Before playtime, place several toys on a high shelf. Tell children that if they want a toy from up there they will need to ask you for help getting it down. Remind children how to get help by saying: *Will you help me?* or *I need help, please.*



## Let's Read

**Take Away** Lay out several books. Tell a child to "take away" a specified number of books. Repeat until there is only one book left. Read the remaining book aloud together.

**Baby Goes to Market** Reread a few of the sections in *Baby Goes to Market* where Baby takes a food and puts the rest in the basket. Help children use items from the classroom to model each scenario.



## Center Time

30 minutes

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



## CHECK FOR UNDERSTANDING

**IF** . . . children do not buy and sell correctly according to the rules,

**THEN** . . . guide the buyer and seller on what to say. Prompt the buyer to say: *I would like to buy this.* Prompt the seller to say: *That will be [one counter], please.* Guide the buyer to give the seller money in exchange for the item.

## Rest Time

30–45 minutes

**Sleep and Growth** Tell children that sleeping is a very important time for their bodies to grow. Explain that this growth happens a tiny bit at a time, so they can't see it happening. Have children close their eyes and imagine their body getting a tiny bit bigger. Keep repeating "You are getting a tiny bit bigger" in a slower and quieter voice until finally trailing off.

## DIFFERENTIATED SUPPORT

### Extra Support

**Get in the Ring** Some children may have difficulty stepping into the ring. You can modify the activity by making a ring on the floor using tape. Then tell children they cannot step on the tape when they enter and exit the ring.  
KINESTHETIC



## Reflect

10 minutes

### 5x5

**Beginning Sound /p/** Have children describe objects they see in the photo. Then help them blend words related to the topic that begin with *P*, such as *peppers*, *people*, and *pick*. For example: *I can pick peppers. What sound does pick start with? Say it with me: /p/ /ik/, pick. Pick starts with the /p/ sound. Do the same with the words pepper and people.*



### Learning Outcomes

#### The child

- shows reasonable opinion of his own abilities.
- seeks adult help when necessary.
- shows understanding by following one to two-step oral directions in English.
- blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word without pictorial support.

### What You Need

- 5x5 Card: What's for Sale?
- SEL Card: *help*
- Javi

### Academic Vocabulary

help

### CHECK FOR UNDERSTANDING

**IF** . . . children have difficulty coming up with questions asking for help,

**THEN** . . . have them use the question frame *Will you help me \_\_\_\_\_?*

### DIFFERENTIATED SUPPORT

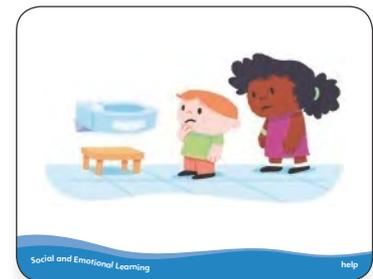
#### ELL

**Asking for Help** Give English language learners additional practice making requests with *May I . . . ?* and *Please help me . . .*. Gather toys and take turns asking for them: *May I have the \_\_\_\_\_?* Then model asking children to help clean up by saying: *Please help me \_\_\_\_\_.* Check that children show understanding by following the directions correctly. Have children repeat the directions to a classmate. **KINESTHETIC**



### Social and Emotional Learning

**Asking for Help** Draw children's attention to the SEL Card *help*. Point to the smaller child in the picture. *What would happen if this child did not get help reaching the water fountain? Then the child might not get any water. That would not be healthy. All people need food and water to live. Everyone should ask for help getting what they need. Talk about examples of children asking for what they need. What can you say if you feel cold? (May I have a sweater/coat/blanket?) What can you say if you feel hungry? (May I have a snack?) What can you say if you feel thirsty? (Will you help me get a drink of water?) What can you say if you hurt yourself? (Will you help take care of it?)*



### Let's Talk About It

Pass Javi around the classroom. Have each child reflect on ways other people help them get what they need. As children say what they need help with, notice if their answers display a reasonable opinion of their own abilities. If children need help coming up with ideas, ask questions such as: *Who helps you get ready for school in the morning? Who helps you eat? Who helps you get dressed? Who takes you to school? Who helps you reach things that are high up? Who takes care of you when you are sick?* After children share, talk about ways people help you in the classroom, such as the helpers you assign during Morning Meeting.



# Welcome to Today

15 minutes

## Meet and Greet

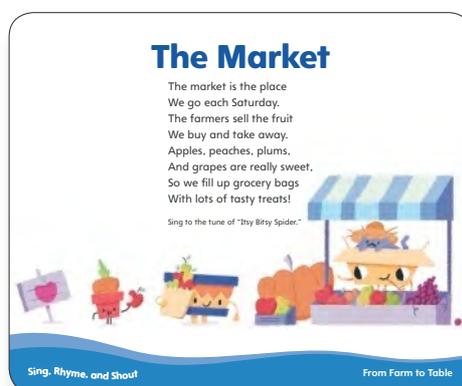
- As children enter the classroom, ask them what foods they have eaten since you last saw them. *Do you think any of those came from a farm? Which ones?*
- Encourage children to place their pictures on the Mood Meter.



## Sing, Rhyme, and Shout

**From Farm to Table** Use the lyrics and the picture on the card to sing about food at a farmers market.

- I remember this song is about apples, peaches, plums, and grapes. What other tasty treats do you think you could buy at a farmers market?
- Sing the song. Invite children to sing along.
- Then swap in some other food names that children suggest in place of apples, peaches, plums, and grapes.



## Learning Outcome

### The child

- participates in classroom music activities including singing.

## What You Need

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

## Morning Meeting

- 1 Attendance** Invite children to place their name cards on the attendance chart. Congratulate children who have been here every day this week.
- 2 Helper Chart** *Who has been helping me this week? Can you tell me about your job?* Have the rest of the class give a round of applause to the helpers.
- 3 Weather** *What is the weather like today? Do you think it is good farming weather?* Have children share details they noticed on their way to school.
- 4 Today's Events** Preview the day's activities, and ask children which sounds most fun to them.

## DIFFERENTIATED SUPPORT

### Engage and Extend

**Sing, Rhyme, and Shout** Help children modify the lyrics to sing about a different place where people can buy things, such as a grocery store. Before singing each section, ask a question to elicit what to sing about. For example: *Who works there? What do they sell? What do we put the items in?* AUDITORY

## Story Time

15 minutes

### Learning Outcomes

#### The child

- produces a word that begins with the same sound as a given pair of words.
- can identify some conventional features of print that communicate meaning, including end punctuation.
- can identify some conventional features of print that communicate meaning, including case.

### What You Need

- Trade Book: *Baby Goes to Market*
- Talk More About It Card: *Baby Goes to Market*
- Vocabulary Cards: *crops, farm, market, store, basket, seller, buying, hungry, crowded*
- Picture Cards: *goat, goose, game, gate, goldfish, guitar, mop, table, cupcake, paper, zebra*

### From Farm to Table

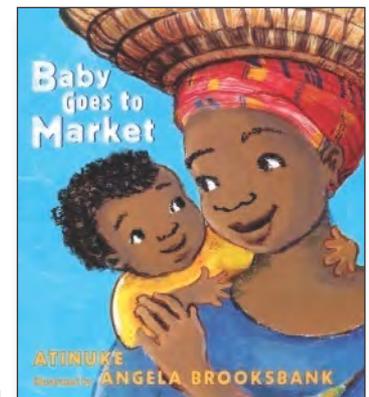
**?** **What can we find at a grocery store or market?** Display Vocabulary Cards *crops, farm, market, and store* and talk with children about how each word can help them understand the weekly question: *What can we find at a grocery store or market?*



### Baby Goes to Market

Tell children that you will reread *Baby Goes to Market*.

- 1 Remember** Have children tell what they remember about the story. Use guiding questions as needed, such as: *Who is in this story? Where does it happen?*
- 2 Reread** Reread the book aloud. As you read, stop and ask questions to ensure children understand the story. For example, on p. 24 ask: *Why was the basket heavy?* On p. 32 ask: *Do you think Baby is hungry? Why or why not?*
- 3 Retell** Display the Talk More About It Card for *Baby Goes to Market*. Point to each illustration and have children tell what is happening. Then ask children to identify the illustration that happens first in the story. Continue with the other two illustrations. Ask guiding questions as needed.



### DIFFERENTIATED SUPPORT

#### Extra Support

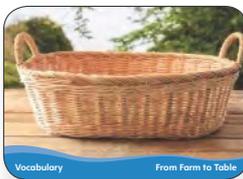
**Retell** Give children additional practice identifying events that happened first. Show pairs of pictures from *How Food Gets from Farms to Store Shelves*, such as a picture of a farmer milking cows and a picture of bottles of milk, or a picture of a *farm* machine harvesting grain and a picture of flour. Have children identify which happened first. Then have children do the same with the pictures on the Talk More About It Card for *Baby Goes to Market*. VISUAL

# Literacy Circle

15 minutes

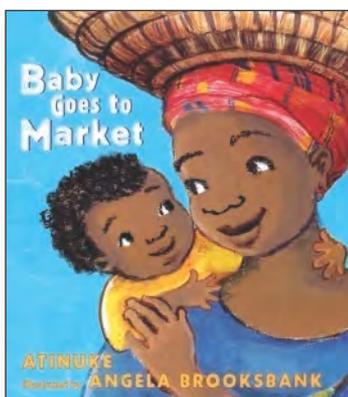
## Concept Vocabulary

**Practice** Display Vocabulary Cards *basket* and *seller*. Have children identify each one. *One of these words is a word for a person. Is a basket a person? No, a basket is something you put things in. Is hungry a word for a person? No, hungry is what you feel when you want something to eat. Continue with buying, crowded, and seller.*



## Print Concepts

**Features of Print** Children will identify features of print that communicate meaning, including case and end punctuation. Display p. 25 in the trade book *Baby Goes to Market* and read it aloud. *I see a word that is all uppercase letters. Can you point to the word? Have a volunteer point to the word TAXI. It says here that Mama shouts this word: TAXI! The uppercase letters show me that this word is very important. All of the uppercase letters tells me that I should read this word like Mama said it: LOUD! Then point to the exclamation point. This is a special mark. It is called an exclamation point. It has a special meaning. It shows strong feeling. When Mama says TAXI! she is using a very strong voice to call a taxi. Have children find another exclamation point on the next page. Ask children what these marks show about how Mama's voice sounds.*



## Phonological Awareness

**Produce Words** Children will produce a word that begins with the same sound as a given pair of words. Display Picture Cards *goat* and *goose*. *This is a /g/, goat. This is a /g/, goose. Both words begin with the sound /g/. Display Picture Cards mop and game. Have children name each picture. Which word, mop or game, starts with the same sound as goat and goose – the sound /g/? Children will produce the word game. Repeat with these Picture Card pairs: table, garbage; gate, cupcake; paper, goldfish; guitar, zebra. Then ask children if they know another word that starts with the sound /g/.*



## Transitions

### Chant and Rhyme

Have children stand up and stretch. Then have them touch each finger one at a time as they repeat the following chant:

This little baby went to *market*.

This little baby stayed home.

This little baby had oranges.

This little baby had none.

This little baby went wee wee wee wee

All the way home!

## Theme Vocabulary

crops	market
farm	store

## Concept Vocabulary

basket	hungry
buying	seller
crowded	

## Academic Vocabulary

guess	period
uppercase	exclamation point
lowercase	sound
letter	word
sentence	



## CHECK FOR UNDERSTANDING

**IF . . .** children have difficulty identifying exclamation points,

**THEN . . .** write an exclamation point on a small piece of paper. Have the child place it against a page in the trade book and look for the matching mark. To reinforce the meaning of an exclamation point, place the paper at the end of the child's name card. Say the child's name with excitement. Remove the paper and say the child's name calmly. Alternate several times.

LET'S GET READY FOR

## Center and Small Group Time

60–90 minutes

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

### Small Group

- **Math: Taking Away** Give each child five counters.
  - You each get five grapes! Count them to make sure there are really five. Then tell children you're a *hungry* hippo and you're going to come eat some of their grapes. Stop by each child and ask for either four or five of their grapes. Have children give you the grapes and tell how many they have left: one or zero.

#### ▶ ELL Access

##### Forming Sentences

**Emerging** How many grapes do you have? Help children count the counters. Have them answer by saying the number. I will take away \_\_\_\_ grapes. Ask again: How many grapes do you have? Have children answer by saying the number left.

**Developing** Ask: How many grapes do you have? Help children count the grapes. Then have them answer: \_\_\_\_ grapes. Say: I will take away \_\_\_\_ grapes. Then ask again: How many grapes do you have? Have children answer: \_\_\_\_ grapes.

**Expanding** Ask: How many grapes do you have? Have children count the grapes. Then have them answer: I have \_\_\_\_ grapes. Say: I will take away \_\_\_\_ grapes. Then ask again: How many grapes do you have? Have children answer: I have \_\_\_\_ grapes.

**Bridging** Have children count the grapes they start with. Say: I will take away \_\_\_\_ grapes. Have children restate the problem: I had \_\_\_\_ grapes. You took away \_\_\_\_ grapes. I have \_\_\_\_ grapes left.

- **Literacy: Retell** Guide children to use the pictures in the trade book to “read,” or retell, the story. Encourage them to act out different parts. Ask guiding questions, such as: Where are Baby and Mama going? What did they buy first? What did Baby do with the fruit?

#### ▶ ELL Access

##### Comprehend Questions

**Emerging** Use the trade book to help children practice comprehension of question words. Point to illustrations and ask questions such as, *Who is that? Where are they? What is that?* Model the correct answer and have children repeat it after you.

**Developing** Point to illustrations and ask questions such as, *Who is that? Where are they? What does Baby get?* Have children give one-word answers.

**Expanding** Point to illustrations and ask questions such as, *Who is that? Where are they? What does Baby get?* Have children respond using phrases such as *in the market* or *three biscuits*.

**Bridging** Point to illustrations and ask questions such as, *How does Baby feel? Where are they? What does Baby get?* Have children answer in complete sentences.

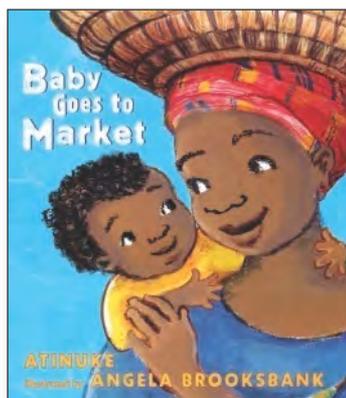
# Math Circle

15 minutes

## Taking Away

Tell children that today they will do more practice taking away.

- Engage** Display p. 10 of the trade book, *Baby Goes to Market*. Read pp. 10–12 aloud. Then put out counters. Tell children you will use the counters to make a model of what Baby did.
- Develop** Ask children if they remember how many oranges Mr. Femi, the orange seller, gave to Baby. Read the passage on p. 10 to confirm that he gave Baby five oranges. Have a child count out five counters to represent the oranges. **How many oranges did Baby eat?** Reread the text on p. 11 to confirm that Baby ate one orange. Have a child remove one counter from the set. **How many oranges did Baby have left to put in Mama's basket?** Have children count the remaining counters to answer the question: four oranges.
- Practice** Tell children to pretend Baby gets *hungry* and eats more oranges out of the *basket*. Guide them in modeling a word problem. **How many oranges does Baby have now? How many oranges does Baby eat? How can you show this word problem with counters?** Have children take away the corresponding number of counters. Then ask: **How can we find out how many oranges are left?** Have children count the remaining counters. If children can, have them tell the story themselves.



## Learning Outcomes

### The child

- uses concrete models or makes a verbal word problem for subtracting 0–5 objects from a set.

## What You Need

- Counters
- Trade Book: *Baby Goes to Market*

## Academic Vocabulary

take away

word problem



## CHECK FOR UNDERSTANDING

**IF** . . . children have difficulty modeling a problem based on the story event,

**THEN** . . . help children place each counter directly on each orange in the picture. Then help them take away the counter on top of the orange that Baby is eating and count the remaining counters.



## Snack Time

15 minutes

**Healthy Eating** Discuss whether different snack foods are “everyday foods” or “sometimes foods.” Point to different snacks and comment on how healthy they are: **Those blueberries are very good for your body. That cheese helps you grow strong hair and bones.**

# Social Studies Circle

15 minutes

## Learning Outcomes

### The child

- demonstrates knowledge of nonverbal conversational rules.
- demonstrates understanding of what it means to be a consumer.
- demonstrates balance in isolation (may not yet coordinate consistently with a partner).
- identifies good habits of nutrition.

## What You Need

- play food items or photos of food items
- assortment of toys
- tape
- Trade Book: *Baby Goes to Market*

## Academic Vocabulary

buy	healthy
listen	pay attention

## Outdoor Play

20 minutes

**Green Light on Healthy Food** Play a modified version of red light, green light. Instead of calling out “red” or “green,” say the names of healthy or unhealthy food choices. Tell children they can go when you say a healthy food and that they must stop when you say an unhealthy food.

## Colorful Foods

Invite children to stand up. Say the following chant and have children echo each line.

Fill up my cart with red today.

Red apples, red strawberries, red cherries, I say!

Fill up my cart with yellow today.

Yellow corn, yellow bananas, yellow peppers, I say!

Fill up my cart with green today.

Green apples, green celery, green lettuce, I say!

## Consumers

- 1 Engage** Gather a variety of plastic/pretend food items. Hold items up one at a time. Ask children to identify each item and share if they have eaten that kind of food.
- 2 Develop** Remind children that people need food to stay healthy. Ask children to recall where people buy food. **Our bodies need healthy food, such as fruits, vegetables, dairy, and grains, to grow. Healthy food makes our bones strong. It helps us grow tall. It also makes us feel good so we can run and play.** Have children take turns naming a healthy food. If children have trouble naming a food, remind them that fruits and vegetables are healthy. **Some foods are not as healthy. These are “sometimes” foods. It is OK to eat them sometimes. But if you eat too many, you may not feel well.** Give examples of “sometimes” foods, such as cookies and cupcakes, and ask children to name other examples.
- 3 Practice** Place all of the food items in the center of the circle. Tell pairs of children to pretend they are visiting the grocery store together. Have them work with each other to choose items to buy. (Give a limit to the number of items each pair can take if necessary.) Ask each pair about their choices. For example: **Mia and Eduardo, what did you buy? Oh, strawberries and carrots are such good choices. Those are foods that can help keep you healthy.**

# Learn and Play

90 minutes

## Let's Move!

**Toy Relay** Demonstrate holding your arm out and your palm open and then balancing a toy, such as the class mascot, Javi, on your open palm. Point out that you're not holding the toy with your fingers; it is just balancing on your hand.

- Have children stand apart at different stations. The first child should balance a toy on his or her hand and walk over to the next station to transfer the toy into the next child's hand. Have them continue as a relay.
- If children are comfortable, set up two relays side by side.

**The Pond** Place tape on the floor to make a line. Have children gather on one side of the line. Tell them the other side of the line is a pretend pond.

- Place toys in various locations in the "pond." Have children take turns trying to get a toy out of the pretend pond without touching the floor on the other side of the line. They should reach forward as far as they can to get toys, keeping their feet on the dry side of the pond. If any part of the child's body touches the "pond," that child must return to dry land, behind the tape line, and try again.

## Let's Talk

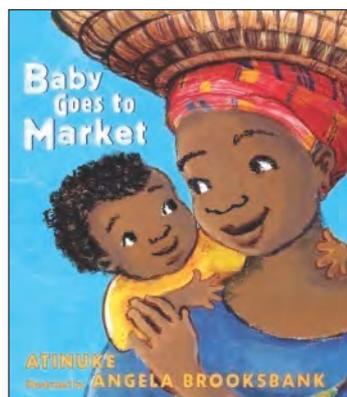
**Paying Attention** As children play, circulate and watch for those who seem focused on their activities. Stop and point out this behavior, giving positive feedback. For example: *I can see that you are really listening to what your friend is saying. You're doing a great job of paying attention.* Encourage children to respond and say more about what they are paying attention to.



## Let's Read

**Greatest Hits** Ask children to think of their favorite books from the school year. Take suggestions. Then hold a vote to see which of these books the class will reread together.

**Books About Food** Lay out books about food that children have read so far during this theme, such as *Baby Goes to Market*. Have a scavenger hunt for different food types. For example, say *Find a picture of corn.* as you page through a book.



## Center Time

30 minutes

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



## CHECK FOR UNDERSTANDING

**IF . . .** children choose all unhealthy or "sometimes" foods from the grocery store during the activity,

**THEN . . .** remind them that fruits, vegetables, grains, and dairy are healthy foods. These foods help their bodies grow and stay strong. Point out that unhealthy foods such as cupcakes and soda do not help a body grow or stay strong. Help them select one or two healthy foods in place of the unhealthy items.

## Rest Time

30–45 minutes

**Baby Is Tired** Have children imagine they are Baby from the trade book *Baby Goes to Market*. You had a long day at the hot, crowded market. You ate bananas, oranges, biscuits, corn, and coconut. You were naughty, funny, and playful. You helped Mama so much with the shopping. Now you are sooo tired. It is time to settle down and rest for a while.



## Reflect

10 minutes

### 5x5

**Numerals** Discuss the foods shown in the photo and have children choose one. Then pretend you are selling it at a *market*. Ask: **How many would you like?** After children say a number, repeat it in a sentence, such as: **Mia would like three strawberries.** Then have children draw the numeral in the air. Model counting out the requested number of items.



### Learning Outcomes

#### The child

- shows reasonable opinion of his own limitations.
- seeks adult help when necessary.
- recognizes one-digit numerals, 0–9.

### What You Need

- 5x5 Card: What's for Sale?
- SEL Card: *help*

### Academic Vocabulary

help

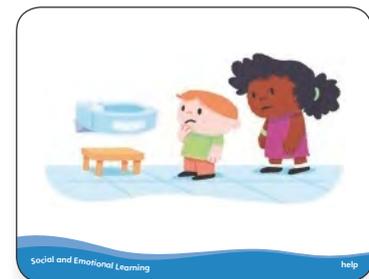
### ✓ CHECK FOR UNDERSTANDING

**IF** . . . children have difficulty naming things that are easy or hard for them during Let's Talk About It,

**THEN** . . . ask the child "Can you \_\_\_\_?" questions, such as: **Can you swing? Can you do a puzzle? Can you ride a bike?** When children say *no* to something, have them tell about it using this sentence frame: *I need help \_\_\_\_.*

## SEL Social and Emotional Learning

**Asking for Help** Display the SEL Card *help* so that it is facing some children but not others. **Can everyone see the picture?** Wait to check if the children who cannot see the picture respond. If they let you know they cannot see it, offer positive feedback. **I'm so glad you told me that you couldn't see it. Now I know to hold it so that everyone can see it.** If those children do not respond, offer ways for them to speak up for themselves. **You could say, "I can't see the picture. Could you point it toward me?"** Repeat the activity, standing far from children and holding up the picture. **Can everyone see the picture clearly? What should you say if you cannot see it?** Talk about examples of how children could ask for what they need.



## SEL Let's Talk About It

Begin a discussion by sharing an example of something that is easy for you and something that is hard. For example: **I'm really good at singing. That is easy for me. But it is hard for me to clean up all the toys. I cannot do it all myself. That is why I ask helpers to help me.** Have children take turns telling something that is easy for them and something that is hard for them. For the things that are hard, suggest a question they could ask to get help. Guide each child to practice saying the question. As children say something they need help with, notice that they are showing a reasonable opinion of their own limitations.



### DIFFERENTIATED SUPPORT

#### 3-Year Olds

**Let's Talk About It** Show young children pictures of various activities, some of which they can do (such as a photo of someone playing with blocks) and some of which they cannot do (such as a photo of someone driving a car). Point to each picture and ask: **Can you do this?** Teach them the response *Not yet* for things they will soon learn to do. VISUAL

# Welcome to Today

15 minutes

## Meet and Greet

- As children enter the classroom, give them a handshake and a formal greeting.
- Have children place their pictures on the Mood Meter.



## Sing, Rhyme, and Shout

**From Farm to Table** Review the unit theme by singing about the farmers *market*.

- What are you *hungry* for today from the farmers *market*?  
What do you think farmers are selling today?
- Sing the song. Invite children to sing along.
- Replace some of the foods in the lyrics. Choose foods children previously expressed interest in during class discussion.



## Learning Outcome

### The child

- participates in classroom music activities including singing.

## What You Need

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

## Theme Vocabulary

market store

## Concept Vocabulary

hungry

## Morning Meeting

- 1 Attendance** Have children place their name cards on the attendance chart. Remind them of the importance of good attendance.
- 2 Helper Chart** Congratulate your helpers of the week. Ask them to share their experiences and if they have any trouble doing their job.
- 3 Question of the Day** *Would you like to work in a grocery store?* 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** *What do you want to do today at school?* Preview the different kinds of activities you have planned.

## DIFFERENTIATED SUPPORT

### Extra Support

**Helper Chart** If any helpers are having trouble doing their job, create a picture guide to help. Draw several boxes on a page. In each box, draw a different step of the task. Talk about each picture with children. Then have them refer to the guide as they perform their job. You may wish to bring in a pictorial guide for putting together furniture to show children that adults use similar guides. VISUAL

## Story Time

15 minutes

### Learning Outcomes

#### The child

- begins to develop vocabulary of object names.
- begins to develop vocabulary of object names in English.
- combines sentences that clearly communicate intended meaning.
- blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with pictorial support.

### What You Need

- Read More About It Book: “Shopping for Food”
- Vocabulary Cards: *basket, seller, buying, hungry, crowded*
- Picture Cards: *can, cup, mug, pan, table, spoon, gate, goat, goose*

### From Farm to Table

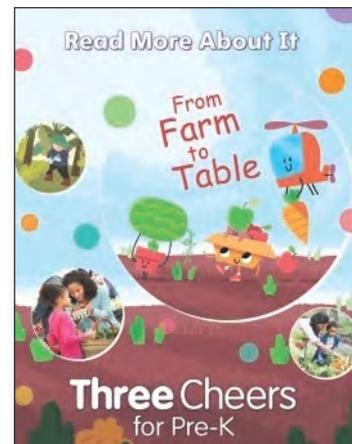
**?** **What can we find at a grocery store or market?** Review the weekly question, *What can we find at a grocery store or market?* Explain that children will read a new story to learn more about different places where people can buy food.



### “Shopping for Food”

Invite children to be seated. Tell them that today you are going to read “Shopping for Food.”

- 1 Introduce** Display pp. 6–7 of Read More About It. Have children preview the selection with you and make predictions about the text. *What do these pictures show? What do you think this story will be about?*
- 2 Read Together** As you read the selection aloud, ask children to talk about the items they see in the pictures. Then help children combine sentences to communicate their intended meaning using the word *and*. For example: *I see lettuce. I see carrots. I see lettuce and carrots.*
- 3 Connect** Have children take turns telling how their family gets food. If they go to a *store*, ask: *Do you know what the store is called? What do you see when you go in the store?* If they order it, ask: *What happens when the food arrives? Who brings the food? What is the food packed in?* Then have children name foods they have seen at home.



### DIFFERENTIATED SUPPORT

#### Extra Support

**Connect** For children who have trouble telling about their experiences buying food, talk with them about different *stores* they may have visited. For example, name a place where they could buy toys and ask them what their favorite toy is. Ask children if they have been to any of those places. Then have them answer the questions in Connect, using the picture as support. AUDITORY

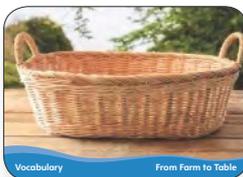
# Literacy Circle

15 minutes

## Concept Vocabulary

**Review** Remind children of the weekly question: *What can we find at a grocery store or market?* Display Vocabulary Cards *hungry* and *crowded*.

This is a feeling. I might feel it if I haven't eaten for a long time. What is my word? (*hungry*) Hold up two cards and give children clues for one of the words (*basket*, *seller*, *buying*, *hungry*, *crowded*). Have children identify the word. Repeat until each word has been used at least once.



## Vocabulary

**Object Names** Use Picture Cards to help children develop their vocabulary of object names in English. Display these cards that picture common objects: *can*, *cup*, *mug*, *pan*, *table*, and *spoon*. This is a can. Who can tell me what a can is used for? Guide children in using the word as part of their response.



## Phonological Awareness

**Blend Phonemes** Children will use picture support to blend onset and rime to form familiar words. Display Picture Card *gate*. This picture shows a gate. *Gate* begins with the sound /g/: /g/ /āt/, *gate*. Display Picture Cards *goat* and *goose*. I will say the sounds in a word. I want you to use the pictures to help you figure out the word. Then you will say the word. Here are the sounds: /g/ /ōt/. What is my word? Repeat, segmenting onset and rime in the other words and having children blend the sounds and use the pictures to blend the sounds to form the word.



## Alphabet Knowledge

**Review Gg /g/** Show Alphabet Card *Gg* and guide children to name each letter. Then work with children as they make the sound /g/ that the letters *G*, *g* spell.

## Transitions

### Poem: Describing Things

Have children repeat each line of the poem after you.

Look at an apple. Describe it to me.  
Is it red? Is it round? Is it hard?  
Red, round, and hard—  
An apple is all three.  
Look at a lemon. Describe it to me.  
Is it yellow? Is it rough? Is it sour?  
Yellow, rough, sour—  
A lemon is all three.

### Theme Vocabulary

market store

### Concept Vocabulary

basket hungry

buying seller

crowded

### Academic Vocabulary

uppercase sentence

lowercase sound

letter word



### CHECK FOR UNDERSTANDING

**IF . . .** children have difficulty combining sentences with *and*,

**THEN . . .** have them practice using *and* to name pairs of classroom objects. For example, point to a crayon and an eraser and ask: *What is that?* (a crayon and an eraser) Continue with several pairs. Then point to two items in the Read More About It illustration and ask: *What is that?* Have children name the items with *and*. Then have them add *I see* to make a complete sentence.

LET'S GET READY FOR

## Center and Small Group Time

60–90 minutes

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

### Small Group

- **Math: Taking Away** Display five manipulatives.
  - Tell children they will make up stories about eating food. Model an example. *I have five blueberries. I eat two blueberries.* (Pretend to eat them; put them aside.) *Now I have one, two, three blueberries left.*
  - Guide each child to start with five manipulatives, name a food, decide how many to eat, and count what is left.

#### ▶ ELL Access

##### Respond to Questions

**Emerging** Help children name a food. *How many do you have?* Guide children to tap or move the manipulatives to count them. Say the number and have them repeat it. Use children's food selection to make up a word problem. Narrate the problem, pausing for children to provide the numbers if they are able to.

**Developing** Help children name a food. *How many do you have?* Guide children to point to the items as they count them. Use children's food selection to make up a word problem. Narrate the problem, pausing for children to state the quantities, such as *three plums*.

**Expanding** *What food do you have?* Have children answer with a food name. *How many do you have?* Have children say the number. Continue questioning to help them make up a word problem.

**Bridging** *What food do you have?* Have children answer in a sentence. Then ask: *How many do you have?* Have children answer again in a sentence. Have them make up a word problem that ends with *How many are left?* Let partners solve each other's problems.

- **Literacy: Phonological Awareness** Show children Picture Cards *game*, *goose*, *leaf*, and *lock*.
  - Say: *I will say the sounds in a word. Look at the pictures to help you figure out the word. Then say the word: /g/ /ām/.* Repeat, saying the onset and rime of the other words and having children blend the onsets and rimes to form familiar words.

#### ▶ ELL Access

##### Expand Vocabulary

**Emerging** Point to the Picture Card for *game*. Say: */g/ /ām/.* Have children repeat it. Then say: *game.* Have children repeat the word. Continue with the other cards.

**Developing** Point to the Picture Card for *game*. Say: */g/ /ām/.* Have children repeat it. Then have them say the word. Continue with the other cards.

**Expanding** Display the Picture Cards for *game* and *goose*. Say: */g/ /ām/.* Have children blend the word: *game*, and then point to the correct picture. Repeat with the other pairings.

**Bridging** Display the Picture Cards for *game* and *goose*. Say: */g/ /ām/.* Have children blend the word, point to the correct picture, and say: *This is a game.* Repeat with the other pairings.

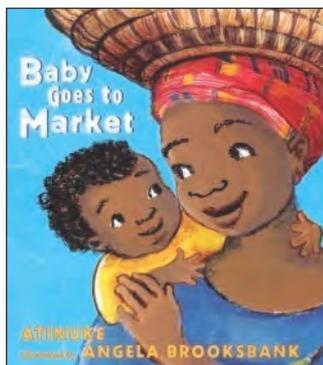
# Math Circle

15 minutes

## Taking Away

Tell children that today they will practice taking away in word problems.

- Engage** Display pp. 14–15 of the trade book, *Baby Goes to Market*. Read the text aloud. Then put out counters and say, *Will you help me model this word problem?*
- Develop** Reread the passage in which Mr. Momo, the biscuit seller, gives Baby four chin-chin biscuits. Ask a child, *Can you put out counters to show Baby's four chin-chins?* Have the child count out four counters. Then reread the next page: "Baby claps. Baby eats one chin-chin . . ." Ask: *How many counters should we take away?* Lead the class to clap and then have another child remove one counter. Then have children count the remaining counters. Ask: *How many chin-chins are left?* (three)
- Practice** Put out five counters. Have children flip through the book and find another food they like. Then guide pairs of children to practice modeling and telling word problems in which Baby eats some of the food. Include scenarios that take away three, four, or five of the food items.



## Learning Outcome

### The child

- uses concrete models or makes a verbal word problem for subtracting 0–5 objects from a set.

## What You Need

- Counters
- Trade Book: *Baby Goes to Market*

## Academic Vocabulary

model

word problem

take away

## ✓ CHECK FOR UNDERSTANDING

**IF** . . . children have difficulty setting up their own word problems,

**THEN** . . . start the word problem for them. For example: *Baby has five roasted sweet corn. How many does he eat? Baby eats three roasted sweet corn. Let me see you take away 3 . . .*

## SEL Snack Time

15 minutes

**Take Away** Have children take snacks away from a tray. Place five snack pieces on a tray and have a child take one away. Ask: *How many snacks are left?* Take the tray to the next child and repeat. When the tray is empty, put five more snacks on the tray and continue.

## 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.

## Technology Circle

15 minutes

### Learning Outcomes

#### The child

- demonstrates knowledge of nonverbal conversational rules.
- demonstrates balance in isolation (may not yet coordinate consistently with a partner).
- operates a variety of digital tools.
- uses technology to access appropriate information.

### What You Need

- digital devices
- note-taking app or program
- Read More About It Book: “Shopping for Food”
- Trade Books: *How Food Gets from Farms to Store Shelves*; *Baby Goes to Market*

### Academic Vocabulary

device                      buy  
app

### Outdoor Play

20 minutes

**Cornfield Challenge** Designate one child as the farmer. Divide the other children into two lines. Have each line hold hands and face each other. Tell groups they are each a row of cornstalks. Start with the lines three feet apart. Have the farmer try to walk between the lines without touching anyone. If the farmer accidentally touches someone, he or she is out. Have the children lined up come closer together a few inches and repeat until the child can no longer make it between them without touching anyone.

### Digital Tools

- 1 Engage** Tell children to pretend you are going to have a big class dinner party together. *We will need to make a list of food to buy at the grocery store.* Have children share ideas about foods to get for the dinner party. Offer positive feedback when children suggest healthy foods.
- 2 Develop** Model operating a digital device to assist you in making a list for the grocery store. Display a notes app or similar. *I can make a list of foods for us to buy at the grocery store. That way we don't forget any. We can bring this list with us when we go to the grocery store.* Model thinking aloud about what you need and typing each item on the list. *Let's add the food we want to buy for our dinner party to the list.* Have children suggest other items to add to the list.
- 3 Practice** Allow children time to interact with a notes app. Show them how they can type letters and then hit “return” to start a new line. Meet one-on-one with children to help them type up a real list, such as a list of their favorite foods.

# Learn and Play

90 minutes

## Let's Move!

**Little Teapots** Have children line up in a row. Teach them the song and gestures for “I’m a Little Teapot”:

I’m a little teapot, short and stout.

Here is my handle, (bend arm and point elbow backward)

Here is my spout. (outstretch other arm toward front)

When I get all steamed up, hear me shout:

Tip me over and pour (bend forward and lower front arm)  
me out!

- When children are comfortable, cup your hands in front of them to pretend you have a cup for them to fill. Position the cup so that children have to bend and stretch while keeping their balance.

**Glued Together** Help children practice balance by telling the class to pretend their feet are glued together with superglue. Model standing with your shoes together and trying to keep them together as you hop around. Then encourage children to move around as much as they can with their feet “glued” together. Discuss the different movements you see: *Josh is making small hops. Logan is making big jumps. Kaylee found a way to scoot forward sitting down. Don’t forget to keep your feet glued.*

## Let's Talk

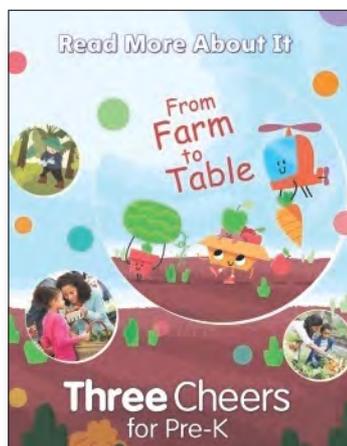
**Asking Questions** Encourage children who are playing alone to ask someone else to play with them. Model how to ask: *Will you play with me?* As one child asks another this question, remind both about nonverbal conversational rules. *Jack is asking you a question. Clem, that’s good you are looking at Jack while he is talking. Now he knows you are listening.*



## Let's Read

**Read More About It** Reread the Read More About It text “Shopping for Food.” Then have the class join you in acting out each way of shopping for food.

**Comparing Pictures** Focus on the pictures in *How Food Gets from Farms to Store Shelves* and *Baby Goes to Market*. Discuss ways the pictures are alike and different.



## Center Time

30 minutes

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



## CHECK FOR UNDERSTANDING

**IF . . .** children have difficulty selecting items on the digital device,

**THEN . . .** have them practice selecting an item you identify. *Touch/click on the grapes.* Guide children to touch the middle of the picture, holding their wrist to steady it if necessary. Have them repeat until they successfully select the item. Then congratulate them on adding an item to the cart. Practice by asking children to select other items.

## Rest Time

30–45 minutes

**Count Sheep** Tell children that many people count sheep to help them rest. Have children close their eyes. *It’s time to rest! Imagine a fluffy, white sheep. It is so soft. Let’s count this sheep. One sheep. Now there’s another soft, fluffy sheep. Let’s count this sheep. Two sheep.*

## DIFFERENTIATED SUPPORT

### Extra Support

**Little Teapots** Show children pictures of teapots. Tell them they will make one arm look like the spout in the picture. Help them make a loop on their back with the other arm, pointing out that this matches the handle in the picture.  
VISUAL



## Reflect

10 minutes

### 5x5

**Fruits and Vegetables** Have children name the vegetables in the photo. Remind them that fruits and vegetables grow in different ways, such as on trees, on stalks, and in the ground. To describe different fruits and vegetables, have children use the sentence frame: A \_\_\_\_\_ grows on a \_\_\_\_\_.



### Learning Outcome

#### The child

- discusses the characteristics of organisms.

### What You Need

- 5x5 Card: What's for Sale?
- baskets or boxes
- blocks

### Academic Vocabulary

help



### Social and Emotional Learning

**Asking for Help** Bring two empty boxes or *baskets* and many blocks to the play area. Divide the blocks so that half are near each *basket*. Sit by one of the *baskets*. *We need to put all of the blocks in the baskets. I will put blocks in this basket.* Call on a child. *Tori, put blocks in that basket. We need to finish putting the blocks away before we can do our next activity.* Start putting in blocks one by one. Then pause. *Tori, why don't you ask one of your classmates for help? Then you can go faster.* Guide the child to ask another classmate for help. Continue working for a moment. Then say: *Why not ask more children to help you? Then you will finish quickly.* Guide other children to help. When they finish filling their *basket*, congratulate them on being helpful. Discuss how asking for help can make jobs easier.



### Let's Talk About It

Have children reflect on what they have learned about how food gets from *farm* to table. Discuss ways different people help. Encourage each child to share an idea. For example: *A farmer milks cows and plants seeds. Workers put food in boxes. They put the boxes onto trucks. Truck drivers take food from farms to markets. Sellers sell food to people. Adults cook food for us to eat. We share food with each other during Snack Time.* Point out that when people work together and help each other, they can get big jobs done that would be hard to do alone.



### CHECK FOR UNDERSTANDING

**IF** . . . children have difficulty asking a classmate for help cleaning up the blocks,

**THEN** . . . remind them how to ask for help. Say: *When I need help, I ask: Will you help me? Now you can ask someone for help. Say: Will you help me?*

### DIFFERENTIATED SUPPORT

#### 3-Year Olds

**Asking for Help** Give three-year olds simple tasks to complete in the classroom, such as putting books on a shelf, straightening toys, or sorting construction paper. After starting the child on the task, guide the child to ask a classmate for help, saying: *Will you help me?* As children work together, ask the first child if it is better having help and why. KINESTHETIC

# Welcome to Today

15 minutes

## Meet and Greet

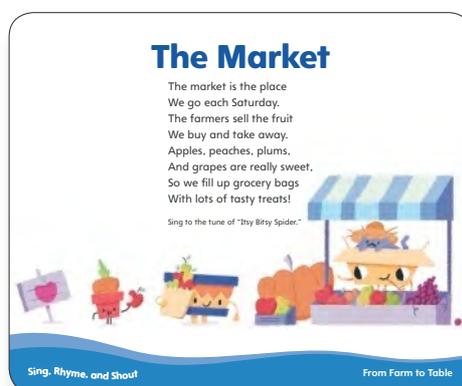
- As children enter the classroom, greet them and encourage them to say hello to the people around them.
- After children put away their belongings, remind them to place their pictures on the Mood Meter.



## Sing, Rhyme, and Shout

**From Farm to Table** Use the lyrics to revisit the theme and the essential question, *How does our food get from the farm to our homes?*

- Let's sing about the foods we can get at the farmers market. As we sing, imagine what the market looks like.
- Sing the song, and invite children to sing along.
- Ask children to name other sweet fruits. Then substitute them for *apples, peaches, plums, and grapes* in the song lyrics.



## Learning Outcome

### The child

- participates in classroom music activities including singing.

## What You Need

- Sing, Rhyme, and Shout: "The Market"
- attendance chart, helper chart

## Theme Vocabulary

market

## Morning Meeting

- 1 Attendance** Ask children to raise their hands to show that they are here and ready to learn. Then have them place their name cards on the attendance chart.
- 2 Helper Chart** Our helpers have done their jobs for a whole week now. Let's thank our helpers! Guide the class in saying a big thank you.
- 3 Weather** What is the weather like today? Has it changed this week? Have children talk about the weather of the past week.
- 4 Today's Events** Tell children some of the activities you have planned for today. Ask them to reflect on their favorite activities of the past week.

## DIFFERENTIATED SUPPORT

### Extra Support

**Meet and Greet** Help children practice greeting others. Give children steps to follow and rehearse them: wave, say hello, and then say the child's name. Prompt the child to follow each step while greeting another child. Then have the child perform the steps without prompting. AUDITORY

## Story Time

15 minutes

### Learning Outcomes

#### The child

- demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she uses.
- combines sentences that clearly communicate intended meaning.
- recognizes that text has meaning.
- uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
- can identify some conventional features of print that communicate meaning, including end punctuation.

### What You Need

- Trade Book: *Baby Goes to Market*
- Read More About It Book: “Shopping for Food”
- Vocabulary Cards: *basket, seller, buying, hungry, crowded*

### DIFFERENTIATED SUPPORT

#### ELL

**Compare** Give English language learners practice using the sentence frame *This book is about \_\_\_\_\_*. Guide them to identify three things each book is about. Then have them express each idea using the sentence frame. AUDITORY

### From Farm to Table

**?** **What can we find at a grocery store or market?** Display Vocabulary Cards *crops, farm, market, and store* and talk with children about how each word can help them understand the weekly question: *What can we find at a grocery store or market?*

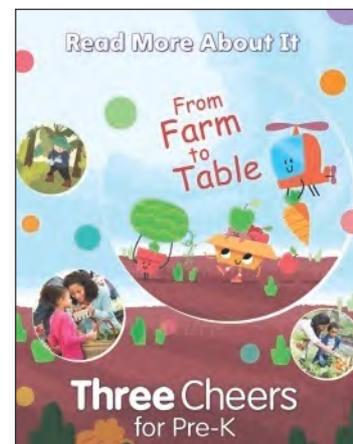
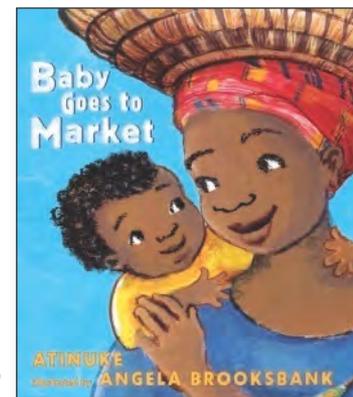
### *Baby Goes to Market and “Shopping for Food”*

Tell children they will review *Baby Goes to Market* and “Shopping for Food.”

**1 Remember** Display the front cover of the trade book *Baby Goes to Market* and the second selection in Read More About It, “Shopping for Food.” Ask volunteers to tell what they remember about each text.

**2 Reread** Read pp. 5–9 of *Baby Goes to Market* aloud. Then read “Shopping for Food” aloud.

**3 Compare** Children will use information learned from books and texts by comparing and contrasting. They will also recognize that text has meaning. Ask children questions about how the texts are alike, such as: **What is one thing that is alike, or the same, in each of these texts? Can you think of something else that is the same?** (Possible responses: Both texts are about shopping. Both of the texts are about food.) Ask children questions about how the texts are different, such as: **What is something that is different about these two texts?** (Possible responses: *Baby Goes to Market* is only about a *market*. “Shopping for Food” is about different places.)

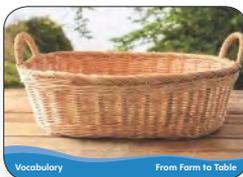


# Literacy Circle

15 minutes

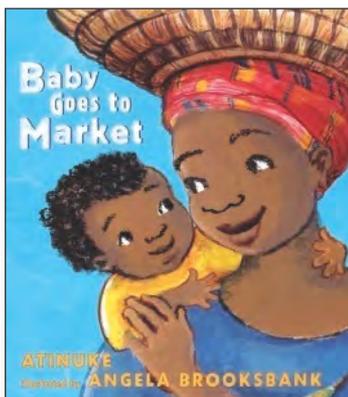
## Concept Vocabulary

**Check for Understanding** To ensure children can demonstrate understanding of the meaning of 3,000 to 4,000 words by the end of prekindergarten, monitor the responses of individuals to the following prompts: *What can you do with a basket at a grocery store? What can you buy from a seller at a farmers market? Which do you think is easier, buying food or growing it? What do you want when you feel hungry? What does it mean if a store is crowded?*



## Speech Production

**Combine Sentences** Children will combine sentences that clearly communicate intended meaning using the word *because*. Model naming something you like and telling why using the word *because*: *My favorite food is pizza. I like the cheese on pizza. I can tell you something that I like and tell you why I like it. If I use the word because, I can say it in one sentence: My favorite food is pizza because I like cheese.* Work with various children and ask what their favorite game or food is. Then ask the children why. Guide children to use the word *because* to combine both ideas into one sentence.



## Print Concepts

**Features of Print** Help children identify conventional features of print that communicate meaning. Point out examples of exclamation points in the Read More About It selection. Remind children that these marks are used to show strong feeling. Model reading the first section, making your voice show strong feeling when you say “Red strawberries! Yellow peaches!” Ask children how the exclamation marks make that part of the story sound fun.

## Alphabet Knowledge

**Review Gg /g/** Hold up the two selections you read in Story Time, *Baby Goes to Market* and “Shopping for Food.” Have children find the uppercase G and lowercase g on the covers. Then have them practice making the sound the letter G spells, /g/.

## Transitions

### Song

Have children join you for a version of “The Green Grass Grows All Around.”

There was a tree inside my yard.  
The prettiest tree that you ever did see.  
Now the tree in a hole, in a hole in the ground,  
And the green grass grows all around  
and around, oh the green grass grows  
all around.

Other verses:

And on the tree there was a branch . . .  
And on the branch there was a twig . . .  
And on the twig there was a leaf . . .

## Theme Vocabulary

crops	market
farm	store

## Concept Vocabulary

basket	hungry
buying	seller
crowded	

## Academic Vocabulary

review	exclamation point
alike	lowercase
text	uppercase
sentence	letter

## CHECK FOR UNDERSTANDING

**IF . . .** children have difficulty combining sentences with *because*,

**THEN . . .** have them practice several times in a familiar context. For example, ask children to point to a toy or game they like. Ask why they like it. Then have them use the sentence frame *I like \_\_\_\_\_ because \_\_\_\_\_* to connect the two ideas.

LET'S GET READY FOR

## Center and Small Group Time

60–90 minutes

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

### Small Group

- **Math: Taking Away** Give each child a sheet of paper. Tell them it is their table at a farmers *market*.
  - Have each child count out four manipulatives. Ask children what food they are selling. Then visit each child's table. Ask to buy a number from 1 to 5. Have children count out that many items for you to take away. Then have them tell how many are left.

#### ► ELL Access

##### Learn Language Structures

**Emerging** Point to a child's manipulatives. Ask: *What are those?* Help them answer with a food name. Then ask: *May I buy [3]?* Guide them to count 3; take them away. Point to what is left. *How many are left?* Guide them to count what is left.

**Developing** Point and ask: *What are those?* Have children say the food name. Ask: *May I buy [3]?* Have them count out 3; take them away. Point to what is left. Ask: *How many are left?* Have children answer with the number.

**Expanding** Point and ask: *What are those?* Have children say the food name. Ask: *May I buy [3]?* Have them count out 3; take them away. Point to what is left. Ask: *How many are left?* Have children answer with a complete sentence.

**Bridging** Ask: *What are those? May I buy [3]?* Have them count out 3; take them away. Then have children restate the problem in sentences: *I had \_\_\_\_\_ [food items]. You bought \_\_\_\_\_. Now I have \_\_\_\_\_.*

- **Literacy: Concept Vocabulary** Display Vocabulary Card *basket*. *This is a basket. People can put things in a basket.* Ask: *A basket is like a container because you can put things in it. How could you use a basket in a grocery store?* Use Vocabulary Cards *crowded, buying, hungry, and seller* to reinforce the words and their meanings for children.

#### ► ELL Access

##### Share Information

**Emerging** Have children find a picture in the book they like and point to parts of the page. As they point to each part, name the person or object they are pointing to and have children repeat it.

**Developing** Have children find a picture in the book they like and point to parts of the page. As they point to each part, say a sentence about it and have children repeat it. For example: *That is Baby. He eats an orange.*

**Expanding** Have children find a picture in the book they like. Have them say what they can about the picture, such as naming items. Rephrase each comment in order to model correct usage. For example, if a child says *The mom has basket on head*, respond: *Yes, the mom has a basket on her head.*

**Bridging** Have children find a picture in the book they like. Have them say what they can about the picture in sentence form. Engage in a conversation about the story, and try to include the vocabulary words *basket, crowded, buying, hungry, and seller* in your questions so that children use them in their responses.

# Math Circle

15 minutes

## Taking Away

Tell children that today they will do more word problems with food.

- 1 **Engage** Put out several empty boxes that are open on top. Invite children to push these around the circle area like shopping carts. Provide counters, blocks, or other manipulatives. Have children pretend these are foods and choose items to put in their shopping cart.
- 2 **Develop** Place two “carts” side by side. Put two counters in one cart. *There are two melons in this cart.* Put one counter in the other cart. *There is one melon in this cart.* Then ask children: *How can we have the same number in each cart? That’s right, we need to take away one melon. Now how many melons are in each cart?* (one) Show how to organize the counters into a ten-frame to model the problem. Count as you take the counters out of the carts and place them into the ten-frame. Place two counters in the top row and one in the bottom row. Then remove one counter to show the equal groups. Model another problem in which one cart has three turnips and the other cart has two turnips.
- 3 **Practice** Give pairs of children five counters. Have them divide them up into two groups. Go around and ask each child what kind of food is in their carts. Then ask them if they have the same number in each cart. Have children take away an item so that the number in each cart is the same. Have them use a ten-frame to organize their work and show the equal groups. *Can you tell me a word problem about the food in your carts?* Then have each pair tell you what the food is, how many they took away, and how many are in each cart. Ask guiding questions to scaffold their word problems, as needed.

## Learning Outcomes

### The child

- uses concrete models or makes a verbal word problem for subtracting 0–5 objects from a set.
- uses informal strategies to separate up to 10 items into equal groups.

## What You Need

- Counters, blocks, or manipulatives
- empty boxes
- Patterns: Ten-Frame

## Academic Vocabulary

take away

word problem



## CHECK FOR UNDERSTANDING

**IF . . .** children have difficulty identifying how to take away counters to make equal groups,

**THEN . . .** show children how to line up the counters and see which row is longer. Have them take away the counter that makes one of the rows longer. Then have them count how many counters are in each group to make sure the two groups are now the same.



## Snack Time

15 minutes

**Equal Numbers** Give two children a different number of snacks, such as two and three. Then ask them what you need to do so that both children have the same number (take away one from the second child).

## Technology Circle

15 minutes

### Learning Outcomes

#### The child

- can express pride in age appropriate skills.
- demonstrates understanding of what it means to be a consumer.
- demonstrates coordination in isolation (may not yet coordinate consistently with a partner).
- demonstrates balance in isolation (may not yet coordinate consistently with a partner).
- identifies good habits of nutrition.
- uses a variety of digital tools.
- uses technology to access appropriate information.

### What You Need

- digital devices
- grocery app or website
- construction paper
- masking tape
- multicolored objects such as blocks or crayons
- Trade Book: *Baby Goes to Market*

### Outdoor Play

20 minutes

**Food Sculpture** Have children stand and face you, with space around them to move. Call out the names of different foods, such as **Tomato! Banana! Pretzel!** Tell children to make the shape of that food with their body.

### Digital Tools

- 1 Engage** Tell children that people can buy things online as well as in *stores*. Display an online grocery shopping app or website. **I can buy groceries in a store. I can also order them online. A driver brings them to my home, or I can pick them up at the store.** Model how to access appropriate information. Look through the pictures of available foods, and add foods to your cart that look healthy. **Mmm, here is a picture of some peaches. I like peaches; they are a healthy food. I will click on those to add them to my cart.**
- 2 Develop** Invite children to point out other foods they think you should add to your cart. Offer positive feedback when children select healthy foods. **Dylan said I should get some eggs. That is a great choice. Eggs help me keep my eyes and heart healthy. I will add eggs to the cart.** Also model adding variety. **I already have a lot of fruit in my cart. Now I am going to look for vegetables.**
- 3 Practice** Call on children to take turns coming up to the device to touch or click on a picture. Guide them in making appropriate movements. For example, help them touch the center of a picture or swipe their fingers up to scroll. At the end of the activity, read out all of the items in your cart and thank children for helping you shop.

# Learn and Play

90 minutes

## Let's Move!

**Color Walk** Tape sheets of colored construction paper in random positions on the floor. Make sure all four edges of each sheet are taped down.

- Tell children to move around the classroom, trying to only step on the colored spots.
- Play music as children walk. Offer your hand to children who need help getting from color to color.

**Class Farm** Have the class work together to “plant” a *farm*. Tell children that they can grow a different *crop* in each area of the classroom. Provide children with a range of multicolored blocks, manipulatives, or crayons. Have children help you sort the objects by color and decide what *crop* each should be; for example, purple objects might be grapes, while red objects are tomatoes. Divide children into groups. Encourage each group to “plant” their *crops* in neat rows. When the *farm* is planted, lead children to each “field” to act out watering the *crops*. Then, clean up by having children “pick” the *crops*.

## Let's Talk

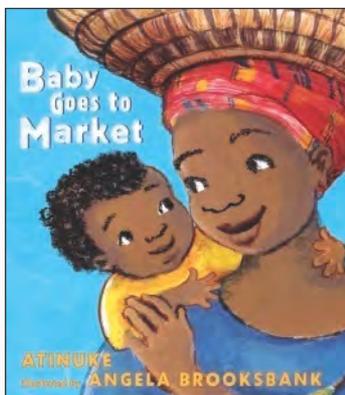
**What I Can Do** As children play, give them the opportunity to express pride in age-appropriate abilities and skills. Engage them in conversations about what they can do and what they are good at, based on their current activities. For example: *Juan, I see that you are building a tower. How did you make it so tall? You must be a good builder!*



## Let's Read

**Exclamation Point Scavenger Hunt** Have children find exclamation points in the trade book *Baby Goes to Market*. Read those sentences with enthusiasm to reinforce the meaning of the exclamation point.

**Children's Choice** Display several books that you and the children have enjoyed reading this week. Have children choose the book to read together today.



### Academic Vocabulary

device	app
website	buy
type	letter

### Center Time

30 minutes

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



### CHECK FOR UNDERSTANDING

**IF . . .** children have difficulty typing in the notes app,

**THEN . . .** show them basic functions, such as clicking or tapping to insert a cursor, pressing enter to start a new line, and pressing delete or backspace. Then ask them to demonstrate each function.

### Rest Time

30–45 minutes

**End of the Week** Remind children that it is the end of a long week. *You did so many things this week.* Slowly name activities children did during the week. Make your voice softer and softer as you say each activity. *Now you are so tired. It is time to rest after your long, long week of fun.*

### DIFFERENTIATED SUPPORT

#### Extra Support

**Digital Tools** Use the accessibility features on the device to make the text size larger for children who need it. You may also wish to turn on the text-to-speech function so children can hear what they type. VISUAL/AUDITORY

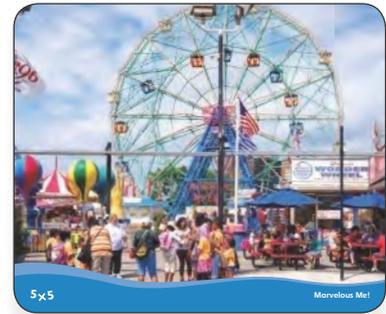


## Reflect

10 minutes

### 5x5

**Senses** Point out an example of each of the *senses* in the photo: something to *see*, something to *hear*, something to *taste*, something to *touch*, something to *smell*. Use this sentence frame: *I see/hear/smell/taste/touch\_\_\_\_\_*. Then encourage children to use the sentence frame *I see/smell/taste/touch/hear \_\_\_\_\_* to talk about something they see in the image.



### Learning Outcomes

#### The child

- is aware of where own body is in space.
- respects personal boundaries.

### What You Need

- 5x5 Card: Sights and Sounds
- SEL Card: *respect*

### Theme Vocabulary

senses                      special

### Academic Vocabulary

patterns

### ✓ CHECK FOR UNDERSTANDING

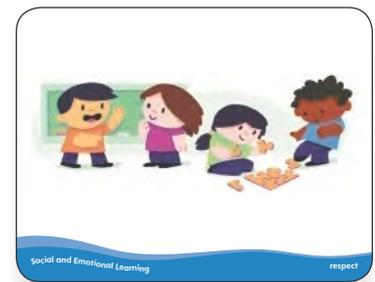
**IF** . . . a child is unable to describe something they learned,

**THEN** . . . look together through the selections *Cold, Crunchy, Colorful* and “Picking a Pumpkin.” As you reread or flip through the pages, prompt children to recall ideas that were discussed such as details about the five senses, identifying patterns, new words they learned, and so on. Then provide a sentence frame, such as: *This week, I learned \_\_\_\_\_*.



## Social and Emotional Learning

**Respect** Hold up SEL Card *respect*. Have volunteers share examples of ways the children in the picture are showing respect for others and their own bodies. Remind them that it’s important to keep our hands to ourselves. *If someone gets too close to you, what can you do? You can tell them that you don’t like it when they stand that close. If you get too close to someone or bump them, you can say excuse me.*



Demonstrate these ideas in a tangible way for children by having them practice lining up single-file with awareness and respect. Ask them to return to their seats, also demonstrating how we should move and treat others.



## Let’s Talk About It

Explain to children that it is time to reflect, or think about what they are learning. Review the weekly question *What do my senses tell me about the world?* Prompt children to describe something they are learning by asking, for example: *What is special about your senses? How can we use our senses to find patterns?*

Transition to a time when children take turns considering why we need to show respect for others’ space. *How do you feel when someone gets too close to you? Or doesn’t let you have enough room to sit? Why does everyone need their own space sometimes?*



### DIFFERENTIATED SUPPORT

#### Engage and Extend

**Respect** Use Javi to model a scenario in which your personal space is invaded. Have Javi bump into you, and tell him *I don’t like being bumped. Please watch where you’re going.* Have Javi say he’s sorry. **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 is aware of where own body is in space and respects personal boundaries. <b>Pages 131, 136, 138</b></li> <li>Child shows self-awareness and can express pride in age appropriate abilities and skills. <b>Pages 123, 130</b></li> </ul>
<b>Language and Communication</b>	<ul style="list-style-type: none"> <li>Child engages in conversations in appropriate ways. <b>Pages 99, 107, 115, 123, 131</b></li> <li>Child demonstrates understanding of terms used in the instructional language of the classroom. <b>Pages 107, 115</b></li> <li>Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order. <b>Pages 116, 132</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 100, 108; C•188–C•189</b></li> <li>Child deletes a word from a compound word. <b>Pages 100, 104, 108, 112, 116, 120</b></li> <li>Child recognizes at least 20 distinct letter sounds in the language of instruction. <b>Page 100</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•202–C•203</b></li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Child names common shapes. <b>Pages 103, 111, 119, 127; C•198–C•199</b></li> <li>Child creates shapes. <b>Pages 119, 127</b></li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>Child observes, investigates, describes, and discusses properties and characteristics of common objects. <b>Pages C•194–C•195, C•200–C•201</b></li> <li>Child observes, investigates, describes, and discusses position and motion of objects. <b>Pages 104, 112, 120, 128; C•196–C•197, C•200–C•201</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•192–C•193</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>Page 107</b></li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>Child coordinates sequence of movements to perform tasks. <b>Pages 104, 112, 122, 136</b></li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>Child practices safe behavior while using digital tools and resources. <b>Pages C•188–C•189</b></li> </ul>

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

## Ready for Kindergarten!

### Speaking

#### Pre-Kindergarten Outcomes

- Child engages in conversations in appropriate ways. **Pages 99, 107, 115, 123, 131**

#### Kindergarten Literacy Goals

- Follow agreed-upon rules for discussions; speak audibly and express thoughts, feelings, and ideas clearly.

### Language

#### Pre-Kindergarten Outcomes

- Child demonstrates understanding of terms used in the instructional language of the classroom. **Pages 107, 115**
- Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order. **Pages 116, 132**

#### Kindergarten Literacy Goals

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

### Reading Readiness

#### Pre-Kindergarten Outcomes

- Child engages in pre-reading and reading-related activities. **Pages 100, 108; C•188–C•189**

#### Kindergarten Literacy Goals

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

### Alphabet Knowledge

#### Pre-Kindergarten Outcomes

- Child recognizes at least 20 distinct letter sounds in the language of instruction. **Page 100**

#### Kindergarten Literacy Goals

- Demonstrate basic knowledge of letter-sound correspondences by producing the most frequent sound for each consonant.

### Mathematics

#### Pre-Kindergarten Outcomes

- Child names common shapes. **Pages 103, 111, 119, 127; C•198–C•199**
- Child creates shapes. **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.
- Create models of shapes using different materials. Compose simple shapes to form larger shapes.



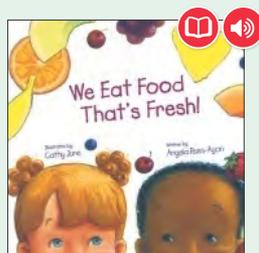
# From Farm to Table

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

### Weekly Question

# Why should we eat different kinds of foods?

### From the Theme Kit Print and Digital



Trade Book



Read More About It: "One Tiny Bite"



5x5



Theme and Concept Vocabulary



Theme Manipulative



Big Book and Little Books



Wordless Experience Book: *From Farm to Table*

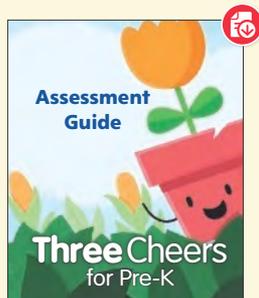


Sing, Rhyme, and Shout: "What We Do With Food"



Talk More About It: *We Eat Food That's Fresh*

### From the Teacher Toolkit Print and Digital



Assessment Guide



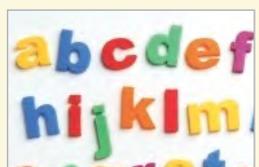
Social and Emotional Learning Cards



Alphabet Cards



Picture Cards



Manipulatives



### Family Engagement Digital



Three Cheers for Pre-K Parents!



Three Cheers for Games!



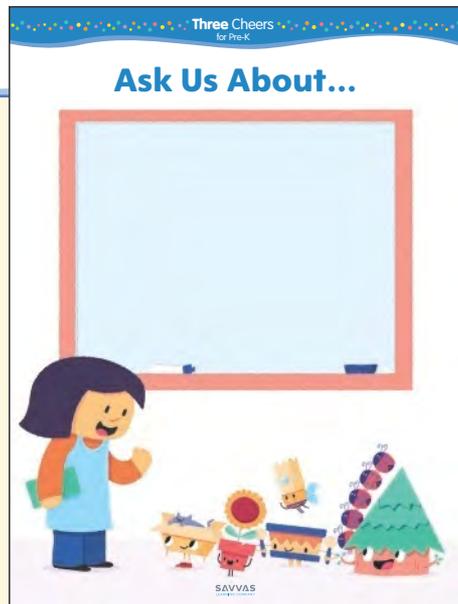
Digital Bookshelf

# 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 parts of a plant?
- What is a container? What can containers hold?
- What are some healthy foods we can eat?

## Day 1 pp. 99–106

### Welcome to Today

- Meet and Greet**
- Sing, Rhyme, and Shout** “What We Do With Food”
- Morning Meeting**

### Story Time

- How does our food get from the farm to our homes?**
- Reread Big Book** *The Enormous Turnip*

### Literacy Circle

- Concept Vocabulary** Introduce
- Phonological Awareness** Onset and Rime
- Alphabet Knowledge** Introduce Rr /r/

### Center Time and Small Groups

#### Small Group Options

- Math: Measurement
- Literacy: Alphabet Knowledge

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

### Math Circle

- Measurement**
- Snack Time** Healthy Snacks

### Science Circle

- Transition**
- Parts of a Plant**
- Outdoor Play** Robot Repeats

### Learn and Play and Centers

#### Let’s Move!

- Tightrope Walk
- Run, Ralph, Run

**Let’s Talk** Taking Care of Our Things

#### Let’s Read

- Alphabet Knowledge
- Print Concepts

**Rest Time** Seedling Sleep

### Reflect

**5x5** Preferences

**Social and Emotional Learning** Taking Care of Our Things

**Let’s Talk About It**

## Day 2 pp. 107–114

### Welcome to Today

- Meet and Greet**
- Sing, Rhyme, and Shout** “What We Do With Food”
- Morning Meeting**

### Story Time

- Why should we eat different kinds of foods?**
- 1st Read Trade Book** *We Eat Food That’s Fresh*

### Literacy Circle

- Concept Vocabulary** Develop
- Alphabet Knowledge** Letters Rr /r/
- Vocabulary** Object Names

### Center Time and Small Groups

#### Small Group Options

- Math: Measurement
- Literacy: Vocabulary

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

### Math Circle

- Measurement**
- Snack Time** Good Nutrition

### Science Circle

- Transition Chant**
- Life Sciences**
- Outdoor Play** Over Under

### Learn and Play and Centers

#### Let’s Move!

- 1 Bounce, 2 Bounce
- Save the Corn

**Let’s Talk** Taking Care of Our Things

#### Let’s Read

- Children’s Choice
- Healthy Habits

**Rest Time** Comfort Food

### Reflect

**5x5** Number and Color

**Social and Emotional Learning** We Take Care of Our Things

**Let’s Talk About It**

**Let's Celebrate!**  
A "Healthy Food for Us" celebration features children's families sharing some favorite foods.

**Day 3** pp. 115–122**Welcome to Today****Meet and Greet****Sing, Rhyme, and Shout** "What We Do With Food"**Morning Meeting****Story Time****Why should we eat different kinds of foods?****2nd Read Trade Book** *We Eat Food That's Fresh***Literacy Circle****Concept Vocabulary** Practice**Speech Production** Sounds of Language**Alphabet Knowledge** Review *Rr /r/***Center Time and Small Groups****Small Group Options**

- Math: Counting
- Literacy: Review Letter Formation

**Centers** **Centergize**, pp. C•185–C•203**Math Circle****Measurement****Snack Time** Healthy Habits**Health Circle****Transition****Good Foods for Us****Outdoor Play** Duck, Duck, Goose**Learn and Play and Centers****Let's Move!**

- Ring Around the Rosy
- Musical Chairs

**Let's Talk** Engaging in Activities**Let's Read**

- Find Fruits and Veggies
- Rhyme Time

**Rest Time** Count and Rest**Reflect****5x5** Thumbs Up, Thumbs Down**Social and Emotional Learning** We Take Care of Our Things**Let's Talk About It****Day 4** pp. 123–130**Welcome to Today****Meet and Greet****Sing, Rhyme, and Shout** "What We Do With Food"**Morning Meeting****Story Time****Why should we eat different kinds of foods?****Read More About It** "One Tiny Bite"**Literacy Circle****Concept Vocabulary** Review**Phonological Awareness** Blend Phonemes**Speech Production** Sounds of Language**Center Time and Small Groups****Small Group Options**

- Math: Measurement
- Literacy: Phonological Awareness

**Centers** **Centergize**, pp. C•185–C•203**Math Circle****Measurement****Snack Time** Compare Containers**Health Circle****Good Nutrition Habits****Outdoor Play** Teacher, May I?**Learn and Play and Centers****Let's Move!**

- On the Move
- Bigger or Smaller

**Let's Talk** Measurement**Let's Read**

- Rhyme Time
- Read More About It

**Rest Time** Musical Pictures**Reflect****5x5** More and Fewer**Social and Emotional Learning** We Take Care of Our Things**Let's Talk About It****Day 5** pp. 131–138**Welcome to Today****Meet and Greet****Sing, Rhyme, and Shout** "What We Do With Food"**Morning Meeting****Story Time****Why should we eat different kinds of foods?****Compare** *We Eat Food That's Fresh* and "One Tiny Bite"**Literacy Circle****Concept Vocabulary** Check for Understanding**Speech Development** Sounds of Language**Communication** Combine Sentences**Alphabet Knowledge** Review *Rr /r/***Center Time and Small Groups****Small Group Options**

- Math: Measurement
- Literacy: Concept Vocabulary

**Centers** **Centergize**, pp. C•185–C•203**Math Circle****Measurement****Snack Time** Healthy Snacks**Health Circle****Transition****Good Nutrition Habits****Outdoor Play** Fill It Up**Learn and Play and Centers****Let's Move!**

- Egg and Spoon Race
- Jump, Jack Rabbit

**Let's Talk** What Did You Learn?**Let's Read**

- Sounds of Language
- Children's Choice

**Rest Time** Mango Count**Reflect****5x5** Healthy Snacks**Social and Emotional Learning** Taking Care of Our Things**Let's Talk About It**

# Vocabulary

## Theme Vocabulary

Words to develop the theme, From Farm to Table

crops                      market  
farm                        store

## Concept Vocabulary

Conceptually related words to teach this week

appetite  
chopped  
dipped  
sliced  
steamed

## Academic Vocabulary

Terms used in this week's instruction

### General

attendance  
classroom materials  
compare  
fewer  
name  
rhymes  
vegetable steamer

### Literacy

because  
blend  
ending sounds  
expression

letter  
listen  
lowercase  
predict  
rhyme  
sound  
uppercase  
word parts

### Mathematics

amount  
bins  
bookcases  
container

count  
counters  
different  
few  
hold  
how many  
how much  
larger  
least  
less  
more  
most  
same  
size

smaller  
space

### Science

classroom materials  
habit  
healthy  
leaves  
materials  
nutrition  
root  
stem  
water

## Story Words

Words from the literature to explain and use this week

### Trade Book

baked                      cooked                      frozen                      squeezed  
boiled                     creamed                    grilled                     stir-fried  
canned                    dried                        peeled  
chilled                    fresh                        recipe book

### Big Book

celebration              seeds  
delicious                sprouted  
enormous                turnip  
grow

### Read More About It

berries                    squeaked  
corn                        tasty  
nibble                     unpacked  
picnic basket

# Materials

Materials to gather from home and classroom

### Morning Meeting

attendance chart  
helper chart  
vegetable steamer (if available)

### Center Time

9 oz. clear plastic cups  
baskets or bags  
buckets and sand toys  
computer or other digital device, cued to music selections  
plastic containers of various sizes  
plastic foods  
plastic gloves or small plastic sandwich bags  
potting soil  
seeds  
table to serve as a farm stand

### Small Groups

2 cucumbers or other objects of different lengths  
2 turnips or other objects  
containers of different sizes (box, basket, cup, pail, pan)  
food coloring  
plastic bags  
shaving cream

### Circle Times

1  $\frac{3}{4}$  cups of dried beans  
1-cup container  
1-pint container  
1-quart container  
2 clear bowls that hold 1 quart of liquid  
2 containers, one with all one type of object and another with a mix of objects

2 different-sized boxes, such as one that holds 4 blocks and one that holds 2 blocks  
2 table tennis balls  
2 teaspoons  
3 clementines (or other fruit)  
3 different-sized containers  
3 paper cups that will hold one clementine (or other fruit) each  
a set of measuring cups: 1 cup,  $\frac{1}{2}$  cup,  $\frac{1}{4}$  cup  
box of crayons: 8 crayons per box; 1 extra crayon  
bunch of carrots with leaves  
bunch of celery  
can of soup  
carrot  
carrot seeds in a resealable plastic bag

chalk or tape  
classroom containers  
edible plants such as broccoli, leaf of lettuce or cabbage, beet, green bean or pea pod cut open to show seeds, an apple sliced in half  
hand lenses  
kiwi slices or pitted dates to share (be mindful of any student food allergies)  
mug  
pictures of fruits, vegetables, cookies, candy bars  
squares of paper to hold

# Centergize!

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

## Reading and Listening

**Listener's Choice** Self-select the Big Book or trade book and listen to it using SavvasRealize.com.

## ABC Fun

**Alphabet Soup** Use spoons and tongs to remove selected letters from a soup pot.

## Math Fun

**How Much?** Experiment to learn how many different objects can be placed in various types of containers.

## STEM

**Plant a Seed** Plant a seed and watch it grow.

## Pretend and Learn

**Farm Stand** Pretend to be a farmer selling produce at a farm stand or a customer making a purchase.

## Sand, Water, and More

**Down on the Farm** Use sand to build a farm.

## Creativity Station

**Musical Styles** Listen and respond to different styles of music, such as classical, folk, and jazz.

## Writer's Club

**My Favorite Foods** Write about the foods you love.

# Monitor Progress



Assessment Guide

## Observe

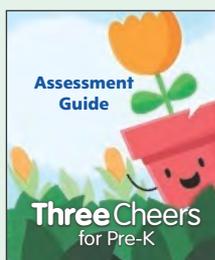
### Observational Checklists

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



## SCOUT

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



Assessment Guide

## Track Progress Across Time

### Progress Monitoring Assessments

Use the Progress Monitoring Assessments in the Assessment Guide to measure children's progress on end-of-year benchmarks for literacy and math. Administer Progress Monitoring Assessment 2 before the end of Theme 6.

### Pre-K Outcomes Progress Report

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



## Portfolio

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

### Centers

- **Pretend and Learn** anecdotal notes based on realistic interactions between children
- **Math Fun** anecdotal notes related to math reasoning
- **Technology Hub** anecdotal notes related to letter recognition



# From Farm to Table



# Welcome to Today

15 minutes

## Meet and Greet

- Greet children with a smile and a friendly greeting.
- Show children SEL Cards *happy, sad*. Have them show how they feel today placing their names in the Mood Meter.



## Sing, Rhyme, and Shout

**From Farm to Table** Introduce the new card for the week. Tell children they will continue to learn about how we get our food. *Some farmers grow plants, or crops, on farms.*

- What healthy plants do you like to cook and eat? This song is about ways to cook foods.
- Talk about ways families prepare foods: chopping and steaming vegetables, squeezing oranges for juice, grilling meat. Then say each phrase and have children repeat after you.
- Have children listen to the song. Then sing it as a whole group.



## Learning Outcomes

### The child

- participates in classroom music activities including singing.

## What You Need

- SEL Cards: *happy, sad*
- Sing, Rhyme, and Shout: "What We Do With Food"
- attendance chart, helper chart

## Theme Vocabulary

crops farm

## Academic Vocabulary

listen letter

## Morning Meeting

- 1 Attendance** Call out letters. When children hear the first letter of their names, have them add their card to the attendance chart.
- 2 Helper Chart** Assign new helper tasks for the week. Ask if helpers have questions about their tasks.
- 3 Weather** *What was the weather like this weekend?* Have volunteers talk about the weather from the weekend.
- 4 Today's Events** *Is this a special day for anyone?* Allow time for children to talk about one special happening.



## DIFFERENTIATED SUPPORT

### ELL

**Sing, Rhyme, and Shout** Hold up Vocabulary Card *farmer*. Say: *This is a farmer. Repeat the word with me. Farmer.* Then hold up Vocabulary Card *crops*. Point to the field of growing plants and say: *Plants grow here. These are crops. Say the word crops with me. Crops.* VISUAL

## Story Time

15 minutes

### Learning Outcomes

#### The child

- shows understanding of the new language being spoken by English-speaking peers.
- demonstrates knowledge of nonverbal conversational rules.
- blends onset (initial consonant or consonants) and rime (vowel to end) to form a familiar one-syllable word with pictorial support.

### What You Need

- Big Book: *The Enormous Turnip*
- Vocabulary Cards: *crops, farm, market, store, appetite, chopped, dipped, sliced, steamed*
- Picture Cards: *box, fox, rocks, socks*
- Alphabet Card: *Rr*

### From Farm to Table

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

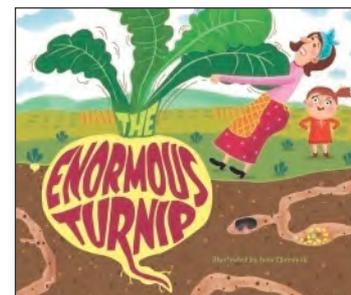
Remind children of the theme question: *How does our food get from the farm to our homes?* Display Vocabulary Cards *crops, farm, market, store* and have children name each one. Tell children that farmers grow *crops* on *farms* and send them to *stores* or *markets* where people buy their food.



### The Enormous Turnip

Display the Big Book *The Enormous Turnip*.

- 1 Remember** Have children share what they remember about this story.
- 2 Focus** Children will demonstrate knowledge of nonverbal conversational skills by listening closely to how you read the story. *When I read the story today, listen carefully to my voice and watch my face. When you hear something different in my voice, show me a thumbs up. When you see a different look, or expression, on my face, put a hand on top of your head.* As you read the story aloud on pp. 6–7, “grow” your voice and raise your eyebrows. As you read pp. 8–9, there should be exasperation in your voice. As you read pp. 10–11, 12–13, and 14–15, move your body to be a tall father, a teenage boy, and a granny. Continue with the exasperation in your voice. When you read pp. 16–17, Little Maggie’s words should be quiet and small.
- 3 Respond** *What did I do differently when I read the story today? What actions did I make to help tell the story?* Allow children to talk about how the reading today made them feel and how it was different from other readings. Have English learners give a thumbs up if they understand what a classmate is saying.



### DIFFERENTIATED SUPPORT

#### ELL

**Focus** Have English language learners sit close to you as you read the story. Look at them periodically for signs that they are confused or do not understand what is being read. Have them communicate nonverbally by giving you a thumbs down if they do not understand what has been read. Have them work with more fluent children to act out the family’s problem, trying to pull out the enormous turnip.  
KINESTHETIC, AUDITORY

# Literacy Circle

15 minutes

## Concept Vocabulary

**Introduce** Let's talk about this question: *Why should we eat different kinds of foods?* Display Vocabulary Card *appetite*. If you have an *appetite*, you are hungry for food. Sometimes I have a big *appetite* right before lunch time and want both a salad and a burger. Display Vocabulary Cards (*chopped*, *dipped*, *sliced*, *steamed*). Explain how each word relates to the weekly question.



## Phonological Awareness

**Onset and Rime** Have children use picture support to blend onset and rime to form familiar one-syllable words. Display Picture Card *box*. This word has two parts, /b/ and /oks/. Say the parts together. Children should blend the onset and rime and say the word *box*. Let's make another word that ends with the ending /oks/. Display Picture Card *rocks*. Say the two parts: /r/ /oks/. Put the two parts of the word together. What is the word? /r/ /oks/ is the word *rocks*. Use Picture Cards *fox* and *socks* to blend onset and rime to form familiar one-syllable words.

## Alphabet Knowledge

**Introduce Rr /r/** Tell children that today they will learn about letter *R*.



- Letter Name** Display Alphabet Card *Rr*. This is a robot. Point to uppercase *R*. This is uppercase *R*. Point to lowercase *r*. This is lowercase *r*. Say the letter name with me: *R*. Point to the lowercase letter. What is the name of this letter? Point to the uppercase letter. What is the name of this letter?
- Letter Sound** The sound that letter *R* spells sounds like this: /rrrrrrr/. Say it with me: /rrrrrrr/. Point to the lowercase letter. What sound does this letter spell? Point to the uppercase letter. What sound does this letter spell?
- Letter Formation** Trace uppercase *R* on the Alphabet Card and explain the order of movements. Repeat as needed and have children trace the letter *R* in the air. Repeat for lowercase letter *r*.

## Transition

### Run in the Daytime

Say this rhyme once and have children repeat. Then say it two or three more times with them, going faster each time.

Run in the daytime.

Run in the night.

Run all around the farm

Before you say good night.

## Theme Vocabulary

store	market
farm	crops

## Concept Vocabulary

appetite	chopped
dipped	sliced
steamed	

## Academic Vocabulary

expression	word parts
uppercase	letter
sound	lowercase

## ✓ CHECK FOR UNDERSTANDING

**IF** . . . a child has difficulty blending onset and rime,

**THEN** . . . give the child more practice using a different rime, such as *at*. Show Picture Cards: *cat* and *hat*. Say the two parts: /c/, *-at*. Have children choose the correct card, *cat*. Show Picture Card: *bat*. What is this? Say its two parts. Child should say /b/, *-at bat*.



## Wheel of Motion

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

LET'S GET READY FOR

## Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or **English Language Development** lessons (p. ELD•211).

### Small Group

- **Math: Measurement** Make two parallel “trains” of snap cubes, one three cubes long, the other five cubes long. Ask children to compare the size of the trains. *Which has more cubes? Which has fewer cubes? Which cube train is longer? Which is shorter? How do you know?* Give children ten snap cubes. Have them make two trains, one longer and one shorter. Then guide them to tell which is longer and which is shorter.

#### ► **ELL Access**

##### **Academic Vocabulary**

**Emerging** Hold up two connecting cube trains of different lengths next to each other. Point to the longer train. *This cube train is longer. Say it with me: longer.* Point to the shorter cube train. *This is shorter. Say it with me: shorter.* Place the cube trains on a table. Ask children to hand you the longer cube train and then the shorter one.

**Developing** Hand children two connecting cube trains, one longer and one shorter. Provide a sentence frame to help children use measurement words, as well as the words *more* and *fewer*. *This cube train is \_\_\_\_\_ because it has \_\_\_\_\_ cubes.*

**Expanding** Ask children to make two connecting cube trains that show one *longer* and one *shorter*. *Why is this train longer than this one? Why is this train shorter than this one?*

**Bridging** Hand children 10 connecting cubes. Tell them to make two cube trains, one *longer* and one *shorter*. Have children explain why one is *longer* than the other.

- **Literacy: Alphabet Knowledge** Display Alphabet Card *Rr*. Ask children to name the picture and name the letter. *Robot begins with letter R. What sound does letter R spell? Yes, /rrrrrr/. Let's see if we can find other words that begin with the sound /rrrrr/.* For each Picture Card listed, have children name the picture and say whether it starts with the sound /rrrr/: *rabbit, rain, nest, rake, seal, ring, mop, lion, root, rope, hammer, ring.*

#### ► **ELL Access**

##### **Relate Letter Sounds**

**Emerging** Display Alphabet Card *Rr*. Children repeat the name of the letter after you. *The sound that letter R spells is /rrrrrr/.* Display Picture Cards *rug, rake*. Say the words and have children repeat. *Does rug begin with /r/? Yes.* Give the cards to two children. Have children stand up if you say the picture name and it begins with the sound /r/. Say, *rake, nose, rug.*

**Developing** Point to Alphabet Card *Rr*. *What is this letter name? Letter R spells the sound /rrrrrr/.* Show Picture Cards *rabbit, ring, seal, rug*. *Say the names of the pictures. Which pictures begin with the sound that letter R spells?*

**Expanding** Show Alphabet Card *Rr*. Have children name the picture and the letter, *R*. Show Picture Cards *rabbit, rug, seal, ring, and mop*. Have children name the words that begin with the sound that letter *R* spells. /r/.

**Bridging** Show Alphabet Card *Rr* and Picture Cards *rug, rabbit, seal, mop, lion, and nose*. Have children name Picture Cards that begin with the sound that letter *R* spells /r/. (*rug, rabbit*)

# Math Circle

15 minutes

## Measurement

Tell children that they are going to learn about how much can be placed within a container.

- 1 Engage** Show children 3 paper cups and 3 clementines. Each cup will hold only one clementine.

Look at the paper cups. Paper cups are containers. Look at the clementines. How many will fit in one cup? Who can show us?

Have a volunteer place one clementine in one cup.

- 2 Develop** Can we fit another clementine in this one cup? No! There is no space. What will we do with these other clementines? Guide a volunteer to place one clementine in each of the other cups.

Let's count the containers. 1, 2, 3 containers. Let's count the clementines: 1, 2, 3 clementines. We have 3 containers and 3 clementines. How much fits in one container? Yes, one cup holds only one clementine.

- 3 Practice** Give each child a small square of paper that you have cut to fit one snap cube. Place a box of snap cubes on the table. How many snap cubes can fit on your papers? How many papers do you have? 1. How many snap cubes can fit on your paper? 1. Why can't you fit more than one snap cube on the paper? Yes, there is no more space.

## Learning Outcomes

### The child

- recognizes how much can be placed within an object.

## What You Need

- 3 clementines (or other fruit)
- 3 paper cups that will hold 1 clementine (or other fruit) each
- squares of paper to hold 1 Snap Cube
- box of Snap Cubes

## Academic Vocabulary

container

space



## CHECK FOR UNDERSTANDING

**IF** . . . a child has difficulty explaining why they cannot fit another snap cube on their paper,

**THEN** . . . ask questions and show examples to help structure their response, such as placing snap cubes on the paper as you ask *Can one cube fit on the paper? Yes, there is space. Can this other cube fit on the paper? No, there is not space. How many cubes is there space for on your paper?*



## Snack Time

15 minutes

**Healthy Snacks** Tell children you want to hear what they think about food that is good for them. *Are vegetables and fruits good for us? Yes. How about sweets? We might like them, but we shouldn't have too many sweets.*

## Science Circle

15 minutes

### Learning Outcomes

#### The child

- takes care of and manages classroom materials.
- observes characteristics of organisms.
- investigates the characteristics of organisms.
- demonstrates balance in isolation (may not yet coordinate consistently with a partner).

### What You Need

- Picture Card: *carrot*
- carrot seeds in a resealable plastic bag
- bunch of carrots with leaves
- bunch of celery
- chalk or tape
- SEL Card: *take care of our things*
- Big Book: *The Enormous Turnip*

### Outdoor Play

20 minutes

**Robot Repeats** Adapt the game Simon Says for robots. The Robot only calls out actions that begin with the sound /r/. For example: Robot says ride a horse.

### Transition

Have children stand and repeat this chant after you. You could slap your thighs in rhythm with the words. Can be sung to the tune of “Oats, Peas, Beans, and Barley Grow.”

Lettuce, Beans, and Carrots

Lettuce, beans, and carrots grow,

Lettuce, beans, and carrots grow,

Do you or I or anyone know

How lettuce, beans, and carrots grow?

### Parts of a Plant

**1 Engage** Show the Picture Card *carrot*. Pass around a bunch of carrots that still have their leaves and some small root hairs coming off the orange root. Ask children to observe and investigate the characteristics of the carrots. *What colors do you see? What does the carrot feel like? How does the carrot smell?*



**2 Model** Point out each part of the carrot: stems, leaves, and root. *The carrot started as a seed. Pass around the resealable plastic bag with carrot seeds. A farmer planted a seed in the soil. A stem and a small root began to grow out of the seed. Slowly the stem became tall with leaves above the ground and the root grew deeper down underground.*

**3 Practice** Have children investigate and observe the characteristics of a fresh bunch of celery. Ask children to describe the colors, textures, and smell of the celery. Then have children compare the carrots and celery.

# Learn and Play

90 minutes

## Let's Move!

**Tightrope Walk** Draw a line in chalk or put down tape. Tell children to think about going to a circus and seeing a person called a tightrope walker. Explain what a tightrope walker does.

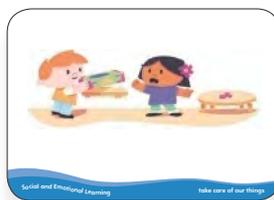
- Have children take turns walking on the line you made to show their balance in isolation.
- If children lose balance and step off the line, they sit out until everyone has made one walk

**Run, Ralph, Run** To keep the sound /r/ active in children's minds, play a game of tag, but use the name Ralph for the player who is "it."

- Children line up facing "Ralph." At a signal, Ralph runs toward the children trying to tag as many as possible. As the chase goes on, children chant "Run, Run, Run!"

## Let's Talk

**Taking Care of Our Things** Display the SEL card. Talk about what children would do if they saw a puzzle piece on a table in the classroom as in the picture.



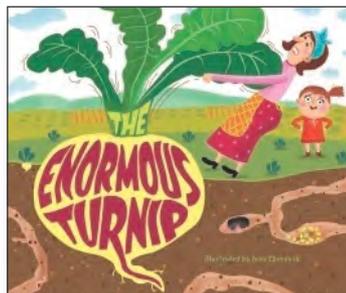
- Have children consider other scenarios: **There are five used napkins left on tables after snack. What should you do? A box of crayons spilled on the floor. What should you do?**

## SEL Let's Read

**Alphabet Knowledge** Send children on a scavenger hunt for letter *Rr*. They can look at classroom environmental print or look at words in the Big Book.

**Print Concepts** Turn to pp. 9, 11, 13, and 15 in *The Enormous Turnip* where the words *and pulled* are printed larger and larger as they move across the page.

Explain that the size of the words helps readers see that each time the family members pulled, they made a stronger and stronger pull. Have children say the words with you as you run your hand under each grouping of words.



## Academic Vocabulary

stem	leaves
root	water
materials	

## 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

**Seedling Sleep** Tell children to think about the hard work Little Maggie and her family had in pulling out that enormous turnip. Tell them that after all that work the family needed a good rest. Have children pretend they have pulled an enormous turnip and need a rest. Have them think of being a snug little seed under the ground fast asleep. Explain that it is quiet underground and the soil is soft and warm—a good place for a seed to rest.

## DIFFERENTIATED SUPPORT

### Engage and Extend

**Model** Help children understand the academic vocabulary for this lesson by giving them an opportunity to see different types of plants and their parts. Show pictures of plants growing in which you can have children point to the stems, roots, and leaves. Have children draw pictures of plants incorporating the three parts. VISUAL



## Reflect

10 minutes

### 5x5

**Preferences** Discuss the foods shown in the photo. Point out there is enough to share. Group children in pairs. **Pretend it is snack time. You and your partner can each pick a food in the photo. What will you choose?** Have partners discuss what they would choose and tell the class. If they want different foods, they should use the sentence frame: *I want \_\_\_\_, but (he/she) wants \_\_\_\_.* If they want the same food, they should say: *We both want \_\_\_\_.* *We will share.*



### Learning Outcomes

#### The child

- takes care of and manages classroom materials.
- shows understanding of the new language spoken by English-speaking peers.

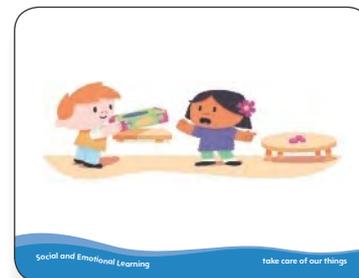
### What You Need

- 5x5 Card: Let's Eat!
- SEL Card: *take care of our things*
- Javi



### Social and Emotional Learning

**Taking Care of Our Things** Gather children near the class library. Display the SEL Card. **What are the children doing in the photo?** Yes, they are putting away the puzzles. Uh oh, there is a puzzle piece left on the table. **What should the children do?** Have children explain that the piece should go back in the puzzle box.



Explain that the book corner is a place that can get very messy. Model how to take care of classroom materials by putting a book back into the case. Point to the spine of the book. **This is the spine of the book. I make sure it is facing out. I make sure no pages are bent back. Then I put the book on to the shelf. I would like each of you to be a bookcase checker. If a book has not been put away, please pick it up and put it back in the case.** To reinforce the lesson for English language learners, have an English speaking child model and explain how to care for books. Then ask the English language learner to show you thumbs up if they understood the information stated by the English speaking child or thumbs down if they didn't.



### Let's Talk About It

Have children reflect on what they learned about taking care of classroom materials. Have children hold Javi as each tells one thing they do to manage and take care of things in the classroom.



### CHECK FOR UNDERSTANDING

**IF . . .** a child has difficulty understanding how to put away the books,

**THEN . . .** point out a book that is incorrectly shelved. Say: **Does this book look like the others? No, it doesn't look like the others. What is different about it? Can you make it look like the other books?**

# Welcome to Today

15 minutes

## Meet and Greet

- Greet children this morning with a handshake.
- Have children place their names on the Mood Meter.



## Sing, Rhyme, and Shout

**From Farm to Table** Display the card and read aloud the text. Have children repeat the words after you.

- **What is this song about? Can we add some movements that show what some of the words mean?**
- Guide children to suggest movements for words *boiled*, *fried*, *chopped*, and *squeezed*.
- Once everyone has practiced the movements, sing the song again with the movement.



## Learning Outcomes

### The child

- takes care of classroom materials.
- shows understanding of the language being spoken by teachers.
- participates in classroom music activities including singing.

## What You Need

- Sing, Rhyme, and Shout: “What We Do With Food”
- attendance chart, helper chart

## Academic Vocabulary

name

attendance

## Concept Vocabulary

chopped

## Morning Meeting

- 1 Attendance** Call out letters of the alphabet. When children hear the first letter of their names, have them put their name cards on the attendance chart.
- 2 Helper Chart** Check in with helpers to be sure they know what they have to do this week.
- 3 Question of the Day** *Would you rather grow apples or oranges?* 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** *What is happening today?* Tell children you will read a new book called *We Eat Food That's Fresh!*

## DIFFERENTIATED SUPPORT

### 3-Year Olds

**Attendance** To help three-year olds follow the attendance routine, assist them in locating the first letter of their names on their name cards. Say their name emphasizing the initial letter of their name, so they know when to place their card on the chart. AUDITORY

## Story Time

15 minutes

### Learning Outcomes

#### The child

- begins to develop vocabulary of object names.
- begins to develop vocabulary of object names in English.
- names at least 20 upper- and at least 20 lowercase letters in the language of instruction.

### What You Need

- Trade Book: *We Eat Food That's Fresh!*
- Vocabulary Cards: *crops, farm, market, store, appetite, shopped, dipped, sliced, steamed*
- Alphabet Card: *Rr*
- Picture Cards: *rake, rabbit, rope*

### DIFFERENTIATED SUPPORT

#### ELL

**Read Together** Help children hear some rhymes from the book. Turn to pp. 8 and 9. Read the two pages.

- Tell children that rhyming words have the same sound at the end.

Listen to these words: *new, stew*. The sounds at the end are the same: *-ew*. Listen as I say these words: *new, not*. Do those words have the same ending sounds? No. *New* and *not* don't rhyme.

Nod your head *yes* if these words rhyme. Listen: *cold, sold*. Yes, *cold* and *sold* both have the same ending sounds: *-old*. AUDITORY

### From Farm to Table

**?** **Why should we eat different kinds of foods?** Display Vocabulary Cards *crops, farm, market, store* and have children name each one. Then tell children that they will explore different kinds of food this week.



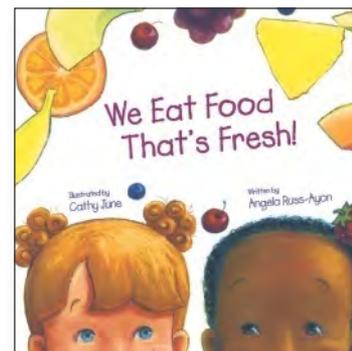
### *We Eat Food That's Fresh!*

Display *We Eat Food That's Fresh!* Read the title of the book to children.

**1 Introduce** Tell children that the author of this book, the person who wrote it, used words that rhyme. Sometimes authors use words that rhyme to make a book fun. Remind them that words that rhyme end in the same sounds.

**2 Read Together** Tell children that as you read the book aloud, they should listen for words that rhyme. Then read it aloud. Emphasize words that rhyme.

**3 Connect** Have children respond to the book by talking about the vegetables and fruits they recognized in the story. **Which of the foods in this book do you like? What new food would you try? Why is it good to try a little bite of foods you haven't tasted before?** Tell children that the foods in the book are healthy foods, and healthy foods are better for our bodies.



# Literacy Circle

15 minutes

## Concept Vocabulary

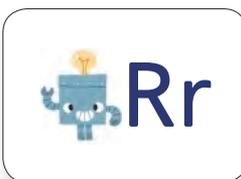
**Develop** Remind children of the weekly question: *Why should we eat different kinds of foods?* Display the Vocabulary Card *appetite*. Say the word *appetite* with me: *appetite*. Do you have an *appetite* when you smell good food cooking? Display each Vocabulary Card (*chopped*, *dipped*, *sliced*, *steamed*) and ask a question about each word related to the theme or weekly question.



## Alphabet Knowledge

**Letters Rr /r/** Display Alphabet Card *Rr*.

- Review Letter Name** Point to uppercase *R*. This is uppercase letter *R*. Point to lowercase *r*. This is lowercase letter *r*.
- Review Letter Sound** The letter *r* spells this sound: /rrrrr/. Say it with me: /rrrrr/. Point to the robot on the Alphabet Card. This is a /rrrrr/, *robot*. Display Picture Cards *rake*, *rabbit*, and *rope*. Have children identify each one and note that each of them begins with the sound /r/, which spells *r*.
- Review Letter Formation** Using the Alphabet Card, trace uppercase *R* and explain the movements to children. Have them trace the letter in the air. Repeat for lowercase *r*.



## Vocabulary

**Object Names** Children will continue to develop their vocabulary of object names in English. Open the trade book. Take a picture walk, stopping on various pages for children to name the objects they see in the pictures. Start on pp. 2 and 3. Point to the ladder. *What is the boy standing on? Yes, it is a ladder.* Say the word with me: *ladder*. Continue in this way to introduce other object words such as *basket*, *timer*, *pot*, *plate*, *spoon*, *fork*, *knife*.

## Transition

### Finger Play: Stir It Up

Tell children to stand and pretend they are stirring a large pot of soup. Then have them repeat this finger play after you.

Stir, stir, stir it up. (stirring motion)

Taste it from a spoon. (holding spoon to mouth)

Stir, stir, stir it up. (stirring motion)

The soup is done so soon.

## Theme Vocabulary

crops	market
farm	store

## Concept Vocabulary

appetite	chopped
dipped	sliced
steamed	

## Academic Vocabulary

rhyme	listen
sound	letter



## CHECK FOR UNDERSTANDING

**IF...** a child has difficulty identifying the sound that the letters *Rr* spell,

**THEN...** show various Picture Cards whose words begin with the sound /r/. Show the card and say the word, extending the sound /r/. Hand the card to the child and have them repeat the word. Repeat several times 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 **English Language Development** lessons (p. ELD•212).

### Small Group

- **Math: Measurement** Show Picture Cards *box*, *basket*, *cup*, *pail*, and *pan*. Have some of these containers available in the classroom. Talk about what containers children have used before. Discuss what each container can hold, such as a box for crayons. Ask questions to help children consider the properties of the containers. For example: **Which containers can hold water? Why can't a basket hold water? Which containers are good for collecting things on a walk?** Have children find containers you name in the classroom.

#### ▶ **ELL Access**

##### Expand Vocabulary

**Emerging** Guide children to say the words for various classroom containers. Hold up Picture Card *box*. Point to the picture. **This is a box. Say the word with me: box. What is this? Yes, a box.** Repeat for other container names: *cup*, *pail*.

**Developing** Display Picture Cards *box*, *cup*, *pail*. **This is a box. Have students repeat the sentence. Then ask yes/no questions. For example: What can a box hold? Can a box hold crayons? Can a box hold a mop?** Repeat for other containers.

**Expanding** Display Picture Cards *box*, *basket*, *cup*, *pail*, and *pan*. **Have students name the containers with your help. Then ask questions that students can answer with phrases or complete sentences. For example: What can you do with a box?**

**Bridging** Show container Picture Cards. Elicit that these objects are all *containers*. Have children make up sentences using the *container* words.

- **Literacy: Vocabulary** Help children develop vocabulary for object names by looking closely at the pictures on pp. 10 and 11 of *We Eat Food That's Fresh!* Have children name objects such as *spoon*, *bowl*, *soup*, *pumpkin*, *box*, *onion*, *scarecrow*. Ask questions to encourage children to briefly share something they know or have experienced related to each object. For example: **What do you eat in a bowl? Where have you seen a scarecrow?**

#### ▶ **ELL Access**

##### Use New Vocabulary

**Emerging** Use real objects to help children learn new vocabulary: *spoon*, *bowl*, *onion*, *cucumber*. Hand the object to each child. **This is a spoon. Say the word with me. Spoon. What is this? Yes, a spoon.** Repeat for other object names.

**Developing** Tell children to look at the objects on pp. 10 and 11 of the trade book. **I will name an object. Point to each object as I say its name. Point to the spoon.** Repeat for other object names.

**Expanding** Display the trade book pp. 10 and 11. Ask questions for children to answer in complete sentences, employing the names of objects. **What do the children hold in their hands? The children hold \_\_\_\_\_. What grows in the field?**

**Bridging** Have children describe the objects on pp. 10 and 11 of the trade book, using complete sentences and naming the objects and their uses.

# Math Circle

15 minutes

## Measurement

Tell children today they are going to learn about containers and what they hold. Tell them containers hold things people use.

- 1 Engage** Display a can of soup, a mug, and a box of chalk. Hold up each object.

What is this? Yes, a can. This can is a container. It can hold something inside. Can you tell from the label or the picture what is inside? This is a can of soup.



Repeat in this way to introduce each container, emphasizing the name of the container and what it holds.

- 2 Develop** Show Picture Cards *can, mug, box*. Hold each card up and ask children to identify each container and tell what it holds. Can you put soup in a can? What else can fit in a can? What do you put into a mug? Could I pour milk in a mug? Yes. What fits in a box? Some boxes are small and some are big. So it depends on the size of the box.



- 3 Practice** Have children identify and describe the use of classroom containers. Check to see that children show understanding by responding appropriately to your questions. What does this bin hold? Can we put counters in this bin? Is it big enough to fit the counters? What fits in this box? What does the bookcase hold? Yes, books.

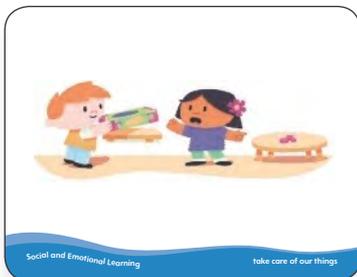


## Social and Emotional Learning

**Take Care of Our Things** Talk with children about how to manage classroom materials and why it's important to do. Point out that there are many math tools we use and many we place in containers.

Why do we put the math counters in this box? If I put all the counters loose on the table, what would happen when you want to color a picture or work on a puzzle?

Display the card. Talk about what children see and why the children in the picture are taking care of their things. Who can tell me how we take care of our math tools?



## Learning Outcomes

### The child

- manages classroom materials.
- shows understanding by responding appropriately.
- begins to develop vocabulary of object names.
- recognizes how much can be placed within an object.

## What You Need

- can of soup, a mug, box of chalk
- Picture Cards: can, mug, box
- classroom containers
- SEL Card: *take care of our things*

## Academic Vocabulary

container	counters
bins	bookcases

## SEL Snack Time

15 minutes

**Good Nutrition** Point to different healthy foods in *We Eat Food That's Fresh!* Have children identify each food and answer this question: *Why is this food good for us?*

## DIFFERENTIATED SUPPORT

### 3-Year Olds

**Develop** Show cooking containers such as a frying pan or pot. Have children role-play what to do with the containers. KINESTHETIC

## Science Circle

15 minutes

### Learning Outcomes

#### The child

- shows understanding of the language being spoken by teachers.
- shows understanding of the new language being spoken by English-speaking teachers.
- observes characteristics of organisms.
- investigates the characteristics of organisms.
- demonstrates coordination in isolation.
- demonstrates balance in isolation.
- identifies good habits of nutrition.

### What You Need

- Picture Card: *carrot*
- carrot
- edible plants such as broccoli, leaf of lettuce or cabbage, beet, green bean or pea pod cut open to show seeds, an apple sliced in half
- hand lenses

### Outdoor Play

20 minutes

**Over Under** Bring a ball outside. Have children stand in line. Ask a volunteer to model how to pass a playground ball overhead to a child standing behind. Then have the next child pass the ball under outstretched legs to the next child. Have children continue passing the ball in this way down the line of children until the last person brings the ball to the front of the line and the routine starts again.

### Transition Chant

Ask children to stand and listen as you recite the chant. Have them repeat each line. Then recite it together.

#### Plant Parts

Here's a leaf, (show hand)

And here's a stem, (raise pointer finger)

And here's a flower, too. (open cupped hands)

Underground there are some roots, (wiggle fingers)

Hidden from your view.

### Life Sciences

**1 Engage** Display the picture and the carrot. Carrots are plants. A carrot is one type of plant we eat. What part of the carrot do we eat? What are the names of other plants that we eat? Remind children that not all plants are edible.



**2 Develop** Show the apple, broccoli, green bean, cabbage, and beet. Explain that we eat certain plants or parts of plants. Model how to observe a plant's parts. This apple is a fruit and grows on a tree. The seeds grow inside the fruit of the apple. Give each child a hand lens to examine the plants up close. Pass around an apple sliced in half. Have children observe the apple using the hand lens. I see this broccoli has a thick stem. It has tiny flowers. This beet reminds me of the carrot. It has a stem and leaves that form above the ground and a root that grows below the ground.

**3 Practice** Have children observe and investigate the characteristics of each plant: stem, flowers, seeds, roots. Place edible plants on a table. Tell children to use the hand lens to observe the plants up close. Have children look carefully and talk about the parts of each plant. What do you see? What part is this, a leaf or a root? Which part grows above the ground? Where are the seeds?

# Learn and Play

90 minutes

## Let's Move!

**1 Bounce, 2 Bounce** This game can be played in a gym or outside.

- Pair children and give them a ball. Tell them they need to control ball bounces, first to one bounce and then to two bounces. To make sure children understand the numbers one and two, have them take turns bouncing the ball one time and then two times before the game begins. Check in with English language learners and allow them to count in their home languages as needed.
- Have children stand about three feet apart. One child passes the ball to the partner with one bounce. The partner returns the ball with two bounces. If the ball bounces more than once or twice they start again with the one-bounce, two-bounce routine.

**Save the Corn** Tell children you will teach a new game today called Save the Corn.

- Divide children into two groups, birds and farmers. There can be more birds than farmers.
- Outline the playing area where birds have to stay. The farmers try to shoo birds out from the outlined area by waving their arms and trying to tag birds as they run in their space. Monitor how children balance themselves during the game.
- If a farmer tags a bird, the bird has to sit out until all birds are caught and a new round begins.

## Let's Talk

**Taking Care of Our Things** As children clean up, walk around to see who is placing classroom items in correct containers.

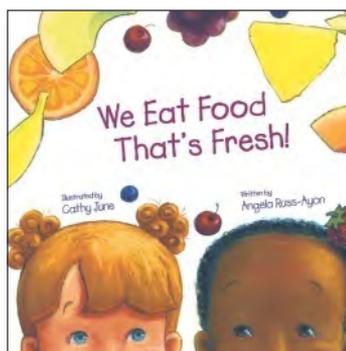
- Ask questions to focus their work. *In which container did you place the crayons? Is that where the crayons should go?*



## Let's Read

**Children's Choice** Have children choose to hear the Big Book or the trade book read aloud.

**Healthy Habits** Display pp. 20 and 21 of *We Eat Food That's Fresh!* Tell children that the boy is throwing away spoiled food. Remind them never to eat food that doesn't smell fresh or look fresh.



### Academic Vocabulary

flowers	seeds
leaves	roots
stems	

### 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

**Comfort Food** Have children remember the foods that the chef made in the story *We Eat Food That's Fresh!* Tell them to take a deep breath and choose a food they like from the story. Have them breathe in and out deeply, imagining the good smell the food makes as it cooks. Then tell them to imagine slowly tasting the delicious food and give a big sigh of comfort.

### DIFFERENTIATED SUPPORT

#### Engage and Extend

**1 Bounce, 2 Bounce** To provide children with a fun challenge, suggest that they do a movement while the ball travels to their partner. For example, they might spin around, clap twice, or flap their arms. **KINESTHETIC**



## Reflect

10 minutes

### 5x5

**Number and Color** Show children the card and explain that you can describe foods by their number and color. I can say, “three red cherries at the *market* or two green apples at the *market*.” Have children point to foods in the photo and describe the food using number and color words.



### Learning Outcomes

#### The child

- takes care of classroom materials.

### What You Need

- 5x5 Card: Let's Eat!
- SEL Card: *take care of our things*
- Javi

### Transition

#### Put It Away Chant

Tell children to stand up tall as a tree. Have them shake their branches (arms) and twist their trunk (middle) and then place their roots (feet) on the ground (floor). Then recite this chant line-for-line having children repeat after you. Then say it together.

**Put it away.** (hand reaches to pick up)

**Find its place.** (hand to forehead, looking)

**Playtime is over.**

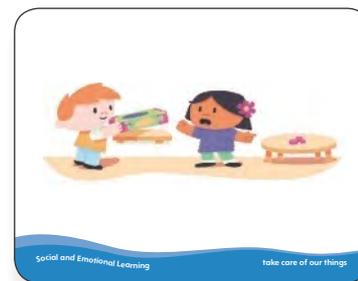
**We need some space!** (move arms in broad circle in front of body)



### Social and Emotional Learning

**Take Care of Our Things** Remind children that they talked about how important it is to have containers for the math counters and other math materials. **What did we say about putting the math counters away in their special box? Who can check that the math counters are in their box? Thank you, Shana, for checking.**

Have children consider other school materials that need to be placed in containers or special places such as paints on shelves or crayons in boxes or doll house toys in baskets. Ask for volunteers to check that materials are in the correct places in the classroom.



### Let's Talk About It

Have children think about what they learned today about taking care of their things at school. Pass Javi to the first child. Remind children to take turns speaking. **Only one person speaks at a time.** Have each child talk about one classroom material that he or she has taken care of today. Provide some questions to get the first child started. **What did you put in the recycle box? Where do the sewing cards go?**



### CHECK FOR UNDERSTANDING

**IF...** a child has trouble putting things away,

**THEN...** have him work with a partner who can show him where classroom items belong. KINESTHETIC

# Welcome to Today

15 minutes

## Meet and Greet

- Greet children warmly and say their name as they arrive in the classroom.
- Have children show their mood on the Mood Meter.



## Sing, Rhyme, and Shout

**From Farm to Table** Remind children that they are learning all about food in this theme. Display the card.

- **What movements did we make up yesterday for the words *boiled, fried, chopped, squeezed?***
- First, have children show the movements they recall. Then, have children sing along with you while including the movements. Check that all children understand the language being spoken. Have them give a nod yes if they understand a word and its movement, and shake heads left to right to show they do not understand a word.



## Learning Outcomes

### The child

- takes care of classroom materials.
- participates in classroom music activities including singing.

## What You Need

- Sing, Rhyme, and Shout: “What We Do With Food”
- attendance chart, helper chart
- Alphabet Cards

## Academic Vocabulary

classroom materials

## Morning Meeting

- 1 Attendance** Use Alphabet Cards to have children find their name beginning with the card you show. Have them place cards in the attendance chart.
- 2 Helper Chart** Ask helpers to tell you how they take care of classroom materials.
- 3 Weather** *Who can tell me the weather for today?* Have a volunteer describe the weather.
- 4 Today's Events** *Who can tell us something special happening to them today?* Explain they will learn about good foods and “sometimes” foods today.

## DIFFERENTIATED SUPPORT

### Extra Support

**Sing, Rhyme, and Shout** For children who have challenges making the movements to the song, have them point to parts of the illustration on the Sing, Rhyme, and Shout Card when the words *boiled, fried, chopped, squeezed* are sung. VISUAL

## Story Time

15 minutes

### Learning Outcomes

#### The child

- investigates the sounds of language.
- retells or reenacts a story after it is read aloud.

### What You Need

- Trade Book: *We Eat Food That's Fresh!*
- Talk More About It Card: *We Eat Food That's Fresh!*
- Vocabulary Cards: *appetite, chopped, dipped, sliced, steamed*
- chart paper, marker
- Alphabet Card: *Rr*

### From Farm to Table

**?** **Why should we eat different kinds of food?** State the weekly question and have children talk about the importance of eating foods that make them healthy. Remind children that when they go to a *market* or a *store* they can choose different kinds of vegetables and fruits that they may not have tried before.



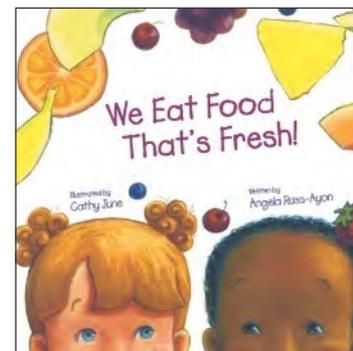
### *We Eat Food That's Fresh!*

Display the cover of *We Eat Food That's Fresh!* Have children point out the foods in the illustration: banana, melon, grapes, slice of orange, cherry, pineapple wedge, blueberry.

**1 Remember** Ask children what they remember about this book. Remind them that the foods in the book are healthy foods.

**2 Reread** Reread the book, pointing out the fresh foods. Ask children whether they have tried any of the “new” foods mentioned in the book.

**3 Retell** Work with children using the Talk More About It Card so they can point out the important ideas in the book. Then turn to pp. 22 and 23 in the trade book. Have children name the fruits they see in baskets and on the counter: apple, blueberry, strawberry. Write these fruit names on the top of chart paper and draw a simple picture of each. Have children vote for the fruit that is their favorite. Use tally marks to record each vote. Have children help you count the votes. Share with children which fruit received the most votes. **Which fruit do most of you like the best? Which fruit is not your favorite as a class?**



### DIFFERENTIATED SUPPORT

#### ELL

**Retell** Help children understand the word *favorite* so they can participate in the vote for their favorite fruit.

- **I have three crayons: red, yellow, and blue. The color blue is my favorite. I like it the best!** Hold the blue crayon close to you.
- Help children say *My favorite color is \_\_\_\_*. Then guide them to practice naming their favorite fruit. VISUAL, AUDITORY

# Literacy Circle

15 minutes

## Concept Vocabulary

**Practice** Display the Vocabulary Cards *appetite*, *chopped*, *dipped*, *sliced*, *steamed*. Have children identify each word. Some of these words describe how we prepare food to eat. Is *appetite* a carrot? No. But has your mom *sliced* a carrot for you? What other words name something that could be done with food? (*dipped*, *chopped*, *steamed*)



## Speech Production

**Sounds of Language** Help children investigate the sounds of language by finding rhyming words in nursery rhymes.

- I will read you a poem. This poem has words that rhyme. See if you can pick them out.
- Hickory, Dickory, Dock, The mouse ran up the clock. The clock struck one, the mouse ran down, Hickory, Dickory, Dock.
- Did you hear two words that end with the same sound? The words *dock* and *clock* rhyme. They both end in the sound /o//k/.
- Share another poem with children, such as “Hey Diddle Diddle,” and guide children to figure out the words that rhyme.

## Alphabet Knowledge

**Review Rr /r/** Children will review the letter names *Rr*, review the sound spelled by the letters *Rr*, and practice forming the letters *Rr*.



- 1 Review Letter Name** Display Alphabet Card *Rr*. Point to each letter and have children name uppercase and lowercase *Rr*.
- 2 Review Letter Sound** What sound does the letter *r* spell? It spells the sound /rrrr/. Say it with me: /rrrr/.
- 3 Review Letter Formation** Trace uppercase *R* on the Alphabet Card, explaining each move you make. Repeat with lowercase *r*. Have children practice tracing the letters in the air.

## Transition

### Sounds All Around

Say this chant. Have children repeat each line after you. Then repeat together.

A telephone ring

Goes tinga-linga-ling! (hand to ear)

The sound of a flute

Goes toota-toota-toot! (two hands to side of mouth, pretend to blow)

The sound a birdie makes

Goes tweeta-tweeta-tweet! (flap arms like wings)

### Theme Vocabulary

market store

crops farm

### Concept Vocabulary

appetite chopped

dipped sliced

steamed

### Academic Vocabulary

listen ending sounds

rhyme uppercase

lowercase



### CHECK FOR UNDERSTANDING

**IF...** child can't identify rhyming words,

**THEN...** use various Picture Cards (*bat*, *cat*; *bug*, *rug*) that rhyme. This is a *bat*: /b/, /at/; /b/, /at/. What sounds do you hear at the end of the word *bat*? You hear the sounds /at/. This is a *cat*: /k/, /at/; /k/, /at/. What sounds do you hear at the end of the word *cat*? You hear sounds /at/. The words *bat* and *cat* rhyme because they both end in sounds /at/.

LET'S GET READY FOR

## Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or **English Language Development** lessons (p. ELD•212).

### Small Group

- **Math: Counting** Review rote counting to 10. Let's clap as we count to 10 together. Then display 2 turnips (or other easily-obtained items), one small and another big. Pointing to the big turnip, say: *This turnip is big.* Point to the small turnip. *This turnip is small. Which turnip is bigger? Which turnip is smaller? When we compare sizes we can use the words bigger and smaller.*

#### ▶ **ELL Access**

##### Learn Language Structures

**Emerging** Guide children to understand academic vocabulary *bigger/smaller*. Point to the two turnips and say: *One turnip is bigger. Say the word bigger with me. One turnip is smaller. Say the word smaller with me. Now point to the bigger turnip and say bigger. Point to the smaller turnip and say smaller.*

**Developing** Tell students that when you compare the size of two things, the objects don't have to be very different sizes. Say: *You can compare two things that are small or two things that are big. If they are not exactly the same size, one will be bigger and one will be smaller.* Point to each turnip and ask: *Is this the bigger turnip? Is this the smaller turnip?* Encourage phrases as responses.

**Expanding** Ask children to tell you which is the smaller turnip and which is the bigger turnip, using a sentence frame such as *This turnip is \_\_\_\_ than the other turnip.*

**Bridging** Have children use complete sentences to compare the sizes of other pairs of objects using the words *bigger* and *smaller*.

- **Literacy: Review Letter Formation** Distribute a sealed bag of colored shaving cream to each child. Work with individual children as they practice forming uppercase *R* and lowercase *r*.

#### ▶ **ELL Access**

##### Comprehend Directions

**Emerging** Show children Alphabet Card *Rr*. *What is this letter? Yes, the letter is R. Listen as I tell you how to write uppercase R.* As you direct children to write in their shaving cream using words such as *pull straight down, curve to the right, make a short leg*, ask children to confirm that they understand by showing thumbs up or thumbs down.

**Developing** As you give each direction to form uppercase *R*, stop after each movement, and ask children to copy that movement. Repeat the routine for lowercase *r*. When children have tried both letters, ask: *Can you write an R?* Encourage partial or complete sentences as responses.

**Expanding** Show children Alphabet Card *Rr*. Start to give the directions for forming the letters. Ask children to say the next direction to form uppercase *R*. Repeat for lowercase *r*.

**Bridging** Ask children to describe the movements as they write uppercase *R* and lowercase *r* in shaving cream. Provide words as needed.

# Math Circle

15 minutes

## Measurement

Explain to children that today they are going to explore *how much* or *how many* a container will hold.

- 1 Engage** Hold up a box of 8 crayons.

This box is a container for the crayons. Let's count to find out how many crayons the box holds.

Take crayons out of the box, one at a time, counting after each one. Have children count with you. Determine there are 8 crayons in the box.

- 2 Develop** Place a ninth crayon on the table.

I found this crayon. Let's put it in the crayon box with the others. Help me count as we put the crayons back in the container. This crayon won't fit. Why? Have children suggest reasons, but guide them to determine that the container only has room for 8 crayons, not 9. Containers can hold a certain number or amount of objects. How many crayons fit in this box? Yes, 8.

- 3 Practice** Provide two different-sized boxes, such as one that holds two blocks and one that holds four blocks to help children recognize how much can be placed within an object. Have children take turns explaining why one of the boxes is too small to hold four blocks. I want you to fill one container with these four blocks. How much will this container hold? Which container will hold four blocks? How much will the other container hold? Point to the smaller container. Are there too many blocks or too few blocks for this container?

## Learning Outcomes

### The child

- recognizes how much can be placed within an object.

## What You Need

- box of crayons: 8 crayons per box; 1 extra crayon
- 2 different-sized boxes, such as one that holds 4 blocks and one that holds 2 blocks

## Academic Vocabulary

container	count
how many	amount
how much	few



## CHECK FOR UNDERSTANDING

**IF...** a child has difficulty determining container amounts,

**THEN...** take the opportunity to revisit this at the sand or water table. Ask children questions as they fill containers such as: Does this container hold more or less than that container?



## Snack Time

15 minutes

**Healthy Habits** Talk to children about which foods keep us healthy, such as milk for strong bones and vegetables and fruits to give us healthy skin, hair, and blood. What can we do each day to stay healthy? Yes, we can drink our milk and eat fresh fruits and vegetables.

## Health Circle

15 minutes

### Learning Outcomes

#### The child

- attempts to use new vocabulary in speech.
- demonstrates coordination in isolation.
- demonstrates balance in isolation.
- identifies good habits of nutrition.

### What You Need

- Trade Book: *We Eat Food That's Fresh!*

### Outdoor Play

20 minutes

**Duck, Duck, Goose** Tell children they will play the game Duck, Duck, Goose today. Have a volunteer explain the rules for those who may have forgotten. Emphasize the safety rule of only running outside the circle, not inside the circle of seated children.

### Transition

Have children stand and listen to the words of the fingerplay. Demonstrate the motions as you say the words. Have children perform the fingerplay with you.

#### It's a Habit

Wash your face every day: (hands to cheeks up and down)

Brush your teeth just this way: (hand moves up and down near mouth)

Eat your veggies like the rabbits: (hand to mouth)

You have learned some good health habits: (hands on hips)

### Good Foods for Us

- 1 Engage** Open *We Eat Food That's Fresh!* to pp. 24 and 25. Have children name fruits and vegetables they see in pictures. Tell them that when they eat fruits and vegetables each day they practice a good health habit. **Foods like fruits, vegetables, and milk are “everyday foods” that help our bodies grow and stay well.**
- 2 Develop** Healthy foods, such as fruits, vegetables, grains, dairy, and meat have what we need to help us grow and stay strong. **What are the good foods we see in the pictures? Do you eat some of these foods each day? That's a good health habit!** Tell children that eating cookies or candy every day is not good for their health, because those foods do not have what our bodies need to grow and stay strong. Explain that cookies and other sweet foods are “sometimes” foods. Children can eat sweets now and then, but not like “everyday foods” such as fruits and vegetables.
- 3 Practice** Have children look again at the trade book and draw a picture of two foods they would like to eat, identifying foods that provide good nutrition. Have them use new vocabulary as they respond to you. **Is this an everyday food or a “sometimes food”? Why do you say that? Tell me which foods you would choose for a healthy snack.**

# Learn and Play

90 minutes

## Let's Move!

**Foods Are Growing** Have children play “Foods Are Growing.” Have them hold hands around a circle, and chant: “Foods Are Growing! Foods Are Growing! One food, two foods, all foods grow!!” They should jump up on the word “grow.”

**Musical Chairs** This game is good for an indoor exercise time. Place enough chairs for all the children in a circle.

- Play music, having children walk slowly around the outside of chairs. As children walk, take away one chair.
- Stop the music. Everyone sits in the chair closest to them. There will be one child without a chair. That child sits out. Children should watch their balance as they move to get into a chair.
- Then repeat the process: play the music, remove one chair, stop the music several times until there is a last child standing. Remind children of safety rules: not to run or push others to get a chair.

## Let's Talk

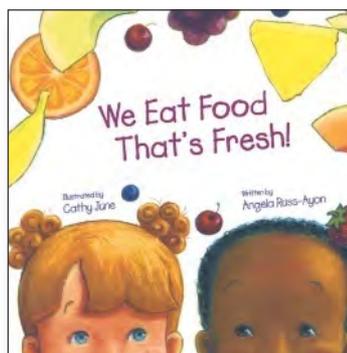
**Engaging in Activities** As children participate in the daily activities, encourage them to stop now and then to reflect on how they are engaged. Ask questions to elicit responses. *What are you doing with Jack? Are you having fun? Did you enjoy working together?*



## Let's Read

**Find Fruits and Veggies** Have children count foods in the trade book.

**Rhyme Time** Read selected pages of *We Eat Food That's Fresh!* Emphasize each rhyming pair. Then read aloud, leaving out one rhyming word. Have children supply the missing word.



### Academic Vocabulary

habit	nutrition
healthy	classroom materials

### 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

**Count and Rest** Tell children that sometimes people count slowly to get drowsy before they rest. Suggest that the class all whisper count from one to ten and take one deep breath in and out between each number counted. 1, breath; 2, breath; 3, breath; 4, breath; 5, breath.

### DIFFERENTIATED SUPPORT

#### ELL

**Develop** Help children respond to questions about good habits and good health using new vocabulary they learned in Theme 6: *habits* and *healthy*. Display Vocabulary Cards *habits* and *healthy*. *This boy is practicing a habit, something he does every day. What is his habit? These are some healthy things to eat. Name the healthy foods you see.* VISUAL, AUDITORY



## Reflect

10 minutes

### 5x5

#### Learning Outcomes

##### The child

- takes care of classroom materials.
- shows understanding of the language being spoken by teachers.

#### What You Need

- 5x5 Card: Let's Eat!
- SEL Card: *take care of our things*
- Javi

#### Transition

##### "What We Do With Food" Song

Have children sing the Sing, Rhyme, and Shout song "What We Do With Food." Have them use the new movements they made up on Day 2. You might choose volunteers to be the leaders to show the new movements for the words *boiled*, *fried*, *chopped*, and *squeezed*.

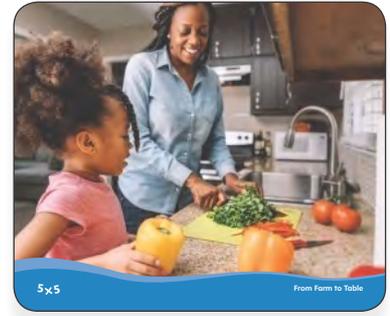
#### CHECK FOR UNDERSTANDING

**IF...** children have difficulty remembering where classroom materials go,

**THEN...** remind them that they can look at labels on the storage containers. Hold up a marker and point to the picture of markers on the storage container. Say: *I know the marker goes in this bin because it matches the picture.*

**Thumbs Up, Thumbs Down** Have children look at the photo and review the kinds of foods they see. Then ask them true or false questions about the food. Have children give a thumbs up if what you say is true and a thumbs down if what you say is false to show that they understand the language being spoken.

For example, *This food grew on a tree. This food is orange. This food needed light and water to grow. This food is healthy.*



## Social and Emotional Learning

**We Take Care of Our Things** Have children look at the SEL Card *take care of our things*. Tell them that our classroom always looks nice because they remember to take care of the materials and put them away in their correct containers as these children are doing. *Show me what you would do if you found a math counter on the floor. Show me what you would do if there was a top missing from the marker container. Show me how you would return a book to the bookcase if you saw it on the floor.* All these things help take care of our classroom materials.



## Let's Talk About It

Remind children that Reflect time is the routine we use each day to think back about what we learned. Tell them you want each person to tell what they learned about taking care of classroom materials. Hand Javi to the first person to speak. *Remember you are only talking about how you took care of things in the classroom today. When you finish, pass Javi to the next person.*





## Story Time

15 minutes

### Learning Outcomes

#### The child

- investigates the sounds of language.
- blends spoken phonemes into one-syllable words with pictorial support.
- makes inferences and predictions about text.

### What You Need

- Read More About It Book: "One Tiny Bite"
- Vocabulary Cards: *appetite, chopped, dipped, sliced, steamed*
- Picture Cards: *cat, bat, bike, bone, bug, cub, feet*
- chart paper
- marker

### DIFFERENTIATED SUPPORT

#### ELL

**Connect** Help children learn words for fruits and vegetables shown in the illustrations in the book "One Tiny Bite." Then read the story aloud asking children to listen for the words *corn* and *berries*.

- Show the pictures on pp. 8 and 9.
- Point to the foods spread out for the picnic. **What is this? This is corn on the cob. Say it with me: corn on the cob.**
- Repeat for words *berries, carrots*.

VISUAL

### From Farm to Table

**?** **Why should we eat different kinds of foods?** Remind children of the guiding question: *Why should we eat different kinds of foods?* Tell them our bodies get what they need from the different foods we eat. **We need fruits, vegetables, milk, meat, fish, and grains to stay healthy.**



### "One Tiny Bite"

Tell children that you will read "One Tiny Bite" today.

- 1 Introduce** Display the picture on p. 8 of "One Tiny Bite." Have children predict what the story will be about from the illustration. **Is this story going to be about a monkey? NO! There isn't a monkey in the picture. What animals will the story be about? The story will be about a hen, a mouse, a rabbit.**
- 2 Read Together** Read the story "One Tiny Bite" using different voices for each of the animal characters. Stop after one page and ask children to make predictions about what will happen next. After reading the story, have children make inferences about why Mouse says at the end of the story, "It's a good thing we like carrots." **At first, did Rabbit want to try berries and corn? Guide children to see that after Rabbit took one tiny bite of the other picnic foods, he found he liked them and began to eat those foods and not his favorite, carrots. Mouse and Hen had to eat the carrots.**
- 3 Connect** Have children discuss questions that relate the text to their lives. **Have you ever tried a tiny bite of something? What did you take a tiny bite of? Did you like the food you tried? What foods have you taken big bites of?** Allow children to respond to various questions.

# Literacy Circle

15 minutes

## Concept Vocabulary

**Review** Remind children of the weekly question: *Why should we eat different kinds of foods?*

Display Vocabulary Cards *appetite* and *dipped*.

If I am hungry, what do I have? Choose the card that shows my word. Hold up two cards and give children clues for one of the words (*appetite*, *dipped*, *chopped*, *sliced*, *steamed*). Have children identify the word. Repeat until each word has been used at least once.



## Phonological Awareness

**Blend Phonemes** Children will blend spoken phonemes into one-syllable words using picture support.

- Display Picture Card *cat*. Listen to these sounds: /k/, /a/, /t/; /k/, /a/, /t/. Look at the picture, put the sounds together, and say the word with me: *cat*.
- Use Picture Cards *bat*, *bike*, *cub*, *feet*, *bone*, and *bug*. Say the individual sounds in each word, and have children use the picture to blend the sounds and say the word.



## Speech Production

**Sounds of Language** Children will investigate and demonstrate growing understanding of the sounds of language.

- We can use words that rhyme with *cat*. What are some words that rhyme with *cat*? Guide children to name words with the phonogram *-at*, such as *hat*, *mat*, *sat*, *rat*, *pat*, *bat*.
- Guide children to create a simple story using words that rhyme with *cat*. Give them some hints as needed, such as: *Could you start the story with a cat and a rat? What could they be doing? Do they have a problem? How can it be figured out?*

## Transition

### I'm a Little Tea Pot

Teach children this traditional nursery rhyme.

I'm a little tea pot (point to self)  
short and stout.

Here is my handle. (one hand on hip)

Here is my spout. (one hand makes  
a spout shape)

When I get all (tip body to side)  
steamed up, then I  
shout, "Tip me over  
and pour me out."

## Concept Vocabulary

appetite                      dipped

chopped                      sliced

steamed

## Academic Vocabulary

predict                      blend

sound                      listen



## CHECK FOR UNDERSTANDING

**IF** . . . children have difficulty blending phonemes,

**THEN** . . . have them say the word *mug* and then guide them to say the individual phonemes: /m/, /u/, /g/. Say the sounds for children a bit faster, until children are saying the word *mug*. Repeat with other three-phoneme words.

LET'S GET READY FOR

## Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or **English Language Development** lessons (p. ELD•213).

### Small Group

- **Math: Measurement** Show children two different sized cucumbers, one noticeably longer than the other. Pass them around asking children to talk about their sizes. *Let's compare these cucumbers. How are they alike? Yes, the color is the same, dark green. How are they different? Elicit the words longer and shorter. How do we know one is longer and one is shorter? Yes, line up the ends and look closely at the length of each cucumber. The cucumber that goes farther is longer. The cucumber that does not go as far is shorter.*

#### ▶ **ELL Access**

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

**Emerging** I want to see how long these cucumbers are. I will compare the *lengths* of the cucumbers. Model aligning the ends of the cucumbers. Point and gesture while saying: *This cucumber is longer than the other one. This cucumber is shorter than the other one.* Ask children to point to the *longer/shorter* cucumber.

**Developing** *Let's compare the lengths of the cucumbers. What do you do first?* After children tell how to line up the cucumbers at one end, ask: *Which cucumber is longer? Which is shorter?* Have children speak their responses.

**Expanding** Have children use complete sentences using the words *longer* and *shorter* to describe the cucumbers.

**Bridging** Ask children to describe how to compare the lengths of two cucumbers.

- **Literacy: Phonological Awareness** Show Picture Card *mop*. Say the word, separating it into its three sounds: Listen: /m/ /o/ /p/ mop. Say each sound after me: /m/ /o/ /p/ mop. Show Picture Card *fox*. What are the sounds of *fox*? Listen: /f/ /o/ /ks/ fox. You put together all of the sounds to make words.

#### ▶ **ELL Access**

##### **Relate Letter Sounds**

**Emerging** To help students isolate the sounds in one-syllable words, start by having them listen to the letter sounds in a one-syllable word in their home language. In Spanish, try *pan, luz, sol*. Then use the example from Picture Card *mop* above.

**Developing** Show Picture Card *mop* and have children listen as you say each sound and then repeat the sounds after you. Then blend the sounds to say *mop* as children say the word with you.

**Expanding** Have children listen as you say each sound of each letter for Picture Card *mop*. Then ask them to repeat after you. Finally, ask them to separate the sounds themselves.

**Bridging** Tell children to listen and repeat each letter's sound as you say it: /m/ /o/ /p/. Have them try making the sounds of another word *fox*: /f/ /o/ /ks/ on their own. Give help if necessary.

# Math Circle

15 minutes

## Measurement

Tell children that today they are going to continue to explore how different-sized containers hold different amounts. They will develop vocabulary for object names.

**1 Engage** Display p.13 of *We Eat Food That's Fresh!*

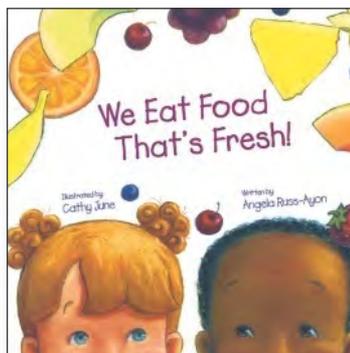
Look at what is happening to the orange in this picture. It is being squeezed and the orange juice is going into this container. The container holds the orange juice.

Pass around a 1-cup plastic measuring cup.

What is this? Yes, a cup. What could this cup hold?

Accept reasonable suggestions of either liquid or dry materials, such as orange juice, apple juice, oatmeal, or rice.

**2 Develop** Display a 1-quart container of water and a 1-pint container of water. What name do we use for these objects? Yes, containers. What do you notice about these containers? How are they the same? How are they different? Is one taller than the other? Which do you think holds more water? Which do you think holds less water?



**3 Practice** Have one volunteer pour the quart container of water into one bowl. Have another volunteer pour the pint container of water into the other identical bowl. Have children compare the amount of water in each bowl. Which container holds more water? Did you think this one would hold more? Point to the quart container. How do you know this container holds more?

## Learning Outcomes

### The child

- begins to develop vocabulary of object names.
- compares heights or lengths of people or objects.
- recognizes how much can be placed within an object.

## What You Need

- Trade Book: *We Eat Food That's Fresh!*
- 1-quart container, 1-pint container, 1-cup container
- 2 identical, clear bowls that hold 1 quart of liquid

## Academic Vocabulary

container	hold
same	different
more	less

## SEL Snack Time

15 minutes

**Compare Containers** Some children may have brought containers of food in their lunch boxes. Compare some of these containers with one of your own. Which container holds more, mine or Susan's? Why do you say that?

## DIFFERENTIATED SUPPORT

### Extra Support

**Measurement** If a child needs help comparing the amounts of water, use a marker or sticker to mark the water level in each bowl. Explain that as the bowls are the same, we know the higher mark shows more water. VISUAL

# Health Circle

15 minutes

## Learning Outcomes

### The child

- shows understanding by following two-step oral directions.
- demonstrates knowledge of nonverbal conversational rules.
- investigates sounds of language.
- demonstrates coordination in isolation.
- demonstrates balance in isolation.
- identifies good habits of nutrition.

## What You Need

- Trade Book: *We Eat Food That's Fresh!*
- kiwi slices or pitted dates to share (be mindful of any student food allergies)
- 2 containers, one with all one type of object and another with a mix of objects
- balls, pails
- Big Book: *The Enormous Turnip*
- Read More About It Book: "One Tiny Bite"

## Outdoor Play

20 minutes

**Teacher, May I?** Teach children a variation of the "Mother, May I," game, changing the rules so the leader is Teacher. Give two-step oral directions. For example, Teacher: Robert, take 1 baby step and 1 giant step forward. Robert must answer: Teacher, may I? Then the Teacher gives permission. Children show understanding by following two-step oral directions.

Have children stand and repeat each line of this chant after you. Then say it together.

### Healthy Snacks

Healthy snack? Say OK!

Eat a healthy snack each day.

Make your choice a kiwi, berries,

Broccoli, beans, or sliced zucchinis.

Say NO to sweet drinks, candy, cake.

Have a fig, a prune, or date!

## Good Nutrition Habits

- 1 Engage** Display the sliced kiwi or pitted dates. Reread pp. 14 and 15 of *We Eat Food That's Fresh!* **Have you tried fruit and vegetable snacks like the kiwi, figs, and dates in the picture?** If possible, give each child a pitted date or a slice of kiwi. **Although they taste sweet, they are better for your body than cookies or other sweets. Kiwi and dates have what you need to grow and stay strong.**
- 2 Develop** Find a sample plate of food online that shows how much of each food group should be eaten each day. Display it, and point out that about half the plate is fruit and vegetables. **Each day we should eat fruits and vegetables, cheese or yogurt, some meat or fish, and some whole grains, such as cereal or wheat bread. We should also drink some milk. These are everyday foods because we should eat them every day.**
- 3 Practice** Have children identify good habits of choosing healthy snacks. Hold up several of two snack choices using pictures or play foods. Suggestions: 1 apple and 1 piece of cake; 1 stick of celery and 1 candy bar; crackers and cheese and a box of candy.

# Learn and Play

90 minutes

## Let's Move!

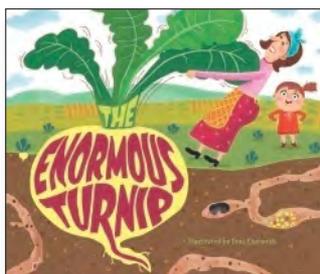
**On the Move** Line children up one behind the other in two groups. At a distance of 15 feet from the children place two same-size pails. Provide a bag of tennis balls to each group. The number of balls should fill each pail.

- Each child takes a turn carrying the bag of balls to the pail, filling the pail with balls, and exchanging the empty bag with the pail. They should bring the pail back to the next person in line.
- That person brings the pail back to the empty bag, puts the balls in the bag, and then returns to the line. The routine repeats.

**Bigger or Smaller** Have children stand in a circle. Show them two Picture Cards *ladybug*, *horse*. Ask them to say which animal is bigger or smaller. Then hand the cards to two volunteers. Children pass the cards from one to the other until you say "Stop." Then say either *smaller* or *bigger*. The child who is holding the correct card holds it up. The game continues until everyone has a turn identifying an animal that is bigger or smaller.

## Let's Talk

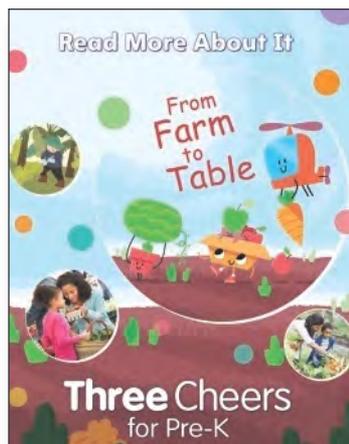
**Measurement** Turn to pp. 6 and 7 in *The Enormous Turnip*. Have children compare the three turnips growing. Have them point out the *smaller* and the *bigger* turnips.



## Let's Read

**Rhyme Time** Have children say rhymes for the word *eat*, such as *beet*, *meat*, *treat*, *wheat* to investigate the sounds of language. Guide them to make rhyming pairs such as *bear/hair*, *mug/bug*. Write the pairs on chart paper and say them together.

**Read More About It** Have children watch your facial expressions as you read aloud "One Tiny Bite." Point out that when you read what each animal says your facial expression changes. Ask children how that helps them understand what each animal feels.



## 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

**Musical Pictures** Play soft, lyrical instrumental music. Have children close their eyes and listen to the music without talking. Ask them to imagine pictures in their minds as they listen to the music. Tell them everyone needs rest for good health. Rest helps our brains and bodies get ready for action when we are awake.

## DIFFERENTIATED SUPPORT

### 3-Year Olds

**Bigger or Smaller** If the game is too complicated for three-year olds, have them participate by standing at a table where you have placed the butterfly and the horse cards. Ask children to pick up the card that shows the bigger animal, then the smaller animal. TACTILE



## Reflect

10 minutes

### 5x5

**More and Fewer** Have children compare quantities of different foods they see in the picture by using the words *more* and *fewer*. Say: *Are there more \_\_\_\_ or \_\_\_\_? Are there fewer \_\_\_\_ or \_\_\_\_?* Help children count the items to check their estimation.



### Learning Outcomes

#### The child

- takes care of classroom materials.
- shows understanding of the new language being spoken by English-speaking peers.

### What You Need

- 5x5 Card: Let's Eat!
- SEL Card: *take care of our things*
- Javi

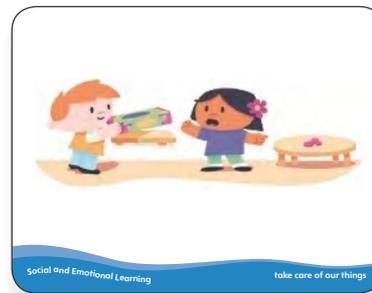
### Academic Vocabulary

more fewer  
classroom materials



## Social and Emotional Learning

**We Take Care of Our Things** Display the SEL Card *take care of our things*. Have a volunteer describe the scene with the children. *Are the children taking care of their things?* Guide children to explain that one child points out to the other child carrying the box that a puzzle piece is still on the table. *Who is being helpful? Why is it important to take care of our classroom materials? Tell me how you take care of our things.*



### CHECK FOR UNDERSTANDING

**IF** . . . children need help telling how to take care of things,

**THEN** . . . remind them that they brought a backpack to school today. *We take care of our things, such as our backpack. Where do you put your backpack to take care of it?*

### DIFFERENTIATED SUPPORT

#### Engage and Extend

**More and Fewer** Have children create a table display that shows *more* and *fewer* objects. Tell children to set up their display, using classroom materials. Remind them that they will need to put the objects back in correct containers when they finish. Have children invite others to see their display and hear them talk about which groups have *more* and *fewer* objects. VISUAL

## Let's Talk About It

Gather children to reflect on the things they have done today. Remind them they have been thinking about how they can keep the classroom orderly by putting things back in the correct containers and in the proper places on shelves. They also can make healthy choices about the foods they eat. Pass Javi to one child, and ask her to talk about what she had as a healthy snack choice this morning or recently. Continue around the class allowing each child a time to reflect on that topic. Check in with English language learners to be sure they understand the conversation of their peers during this sharing time by giving thumbs up if they understand what another child has said and thumbs down if they have not understood what a peer said.



# Welcome to Today

15 minutes

## Meet and Greet

- Greet children using their name and asking, “How do you do, \_\_\_?” Tell them this is a fancy way of saying “Hello.”
- Display SEL Card *happy*; *sad* and have children show their moods on the Mood Meter.

## SEL Sing, Rhyme, and Shout

**From Farm to Table** Hold up a vegetable steamer, if available. Ask children what people do with it. Display the card. Remind children they learned a lot from this song about what people do when they cook different foods.

- Let’s sing the song together. Listen for the word *steamed*. Then tell me what word rhymes with *steamed* in this song. (*creamed*)
- Sing the song together, adding the gestures children made up a few days ago.



## Learning Outcomes

### The child

- takes care of classroom materials.
- shows understanding of the language being spoken by teachers.
- participates in classroom music activities including singing.

## What You Need

- SEL Card: *happy*; *sad*
- Sing, Rhyme, and Shout: “What We Do With Food”
- vegetable steamer (if available)
- attendance chart, helper chart

## Academic Vocabulary

vegetable steamer    rhymes  
compare

## Concept Vocabulary

steamed

## Morning Meeting

- Attendance** Have a volunteer say each letter of the alphabet in order. When a child hears the first letter of his or her name, the child adds his or her name to the chart.
- Helper Chart** Ask helpers to describe how they are caring for plants or the class pet when needed.
- Weather** *Who can give a weather report?* Have a volunteer describe the weather today.
- Today’s Events** *Is something special happening today?* Tell children that they will compare stories they have read this week.

## DIFFERENTIATED SUPPORT

### Extra Support

**Sing, Rhyme, and Shout** To help children who have difficulty hearing a rhyming pair, give them an easy rhyming word such as *red* and give a hint to help them find a rhyming word. Show them a red crayon. **This crayon is red. Let’s find a word that has the same ending as red: -ed. You lie in this when you go to sleep. Yes, a *bed* rhymes with *red*. Try rhymes for *cat*.** Hint: A word that means not wrinkled or bumpy but \_\_\_\_\_. (flat) AUDITORY

## Story Time

15 minutes

### Learning Outcomes

#### The child

- investigates the sounds of language.
- combines sentences that stick to the topic.
- combines sentences that clearly communicate intended meaning.
- uses information learned from books by describing, relating, categorizing, or comparing and contrasting.

### What You Need

- Trade Book: *We Eat Food That's Fresh!*
- Read More About It Book: "One Tiny Bite"
- chart paper, marker
- Vocabulary Cards: *appetite, chopped, dipped, sliced, steamed*

### From Farm to Table

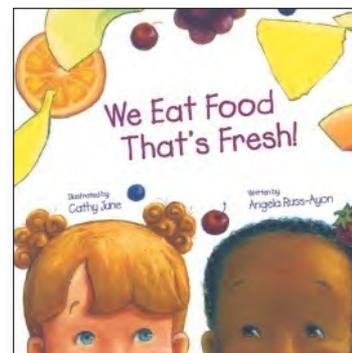
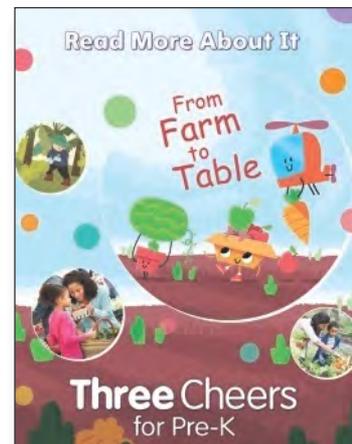
**?** **Why should we eat different kinds of foods?** Review the weekly question with children. Have them talk about the foods they have eaten today. Ask which foods are good for their health, such as milk, fruits, and vegetables.



### *We Eat Food That's Fresh!* and "One Tiny Bite"

Display *We Eat Food That's Fresh!* and "One Tiny Bite." Tell children they will review these texts.

- 1 Remember** Have children share what they remember about *We Eat Food That's Fresh!* and "One Tiny Bite."
- 2 Reread** Read "One Tiny Bite" aloud, and then page through *We Eat Food That's Fresh!* Then ask children to name some of the foods in the texts. Record their responses on chart paper, and add a simple drawing next to each one. Then have children categorize the foods as "fruit," "vegetable," or "?"
- 3 Compare** What is the same about the kinds of foods in these stories? What is different? Who tries to get Rabbit to try a tiny bite? Who asks the children to try something new? What kinds of foods are described or shown in both stories? Tell children they can use the word *because* to combine ideas about how these texts are the same and how they are different. Use these sentence frames with children one at a time and encourage them to say full sentences: *The stories are the same because \_\_\_\_\_. The stories are different because \_\_\_\_\_.*



### DIFFERENTIATED SUPPORT

#### 3-Year Olds

**Compare** Have children look at the picture clues from the story "One Tiny Bite" on p. 8. *Who looks unhappy? How do you know? Rabbit has his arms crossed and he isn't smiling, is he?* Point to the pictures on p. 9. *How does Rabbit feel now? How do you know?* Then page through *We Eat Food That's Fresh!* Have children point to pictures of foods that are the same and different in the two texts. VISUAL

# Literacy Circle

15 minutes

## Concept Vocabulary

**Check for Understanding** To ensure that children can demonstrate understanding of 3,000 to 4,000 words by the end of prekindergarten, monitor the responses of individuals to the following prompts: *If you have an appetite, are you hungry or full? Why do bakers put sliced apples in apple pies and not whole apples? Which chopped vegetables are good to snack on? What happens to vegetables when they are steamed? Which vegetables can be dipped in dressing?*



## Speech Development

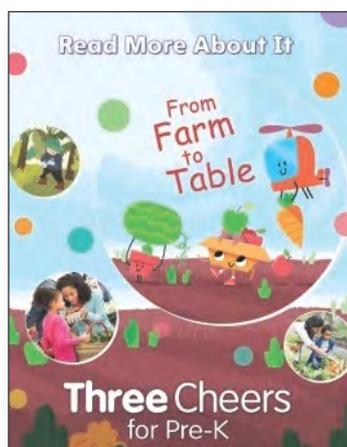
**Sounds of Language** Children will investigate the sounds of language. Have children sing “Twinkle, Twinkle, Little Star” with you.

- Let’s have some fun with this song. We’ll sing it again, but not use any words. Instead we will use the sound /rah/. Try it with me: Rah-rah, rah-rah, rah-rah rah, rah rah rah-rah rah rah rah. Rah rah-rah rah rah rah rah, rah rah rah-rah rah rah rah. Rah-rah, rah-rah, rah-rah rah, rah rah rah-rah rah rah rah. Repeat if needed.

## Language and Communication

**Combine Sentences** Children will combine sentences that stick to a topic.

- **Which book did you like best?** Tell children that when they talk about what they like about a book, they can use the word *because* to put together what they like about the book and why they like it. Give children this sentence frame to fill in orally: *I like \_\_\_ because \_\_\_.*
- Have children take turns sharing what they liked and why they liked each book using the word *because* to combine their ideas.



## Alphabet Knowledge

**Review Rr /r/** Review letters *Rr* with children. Display the letters and ask children to tell you what sound they spell.

## Transition

### Fruits and Veggies

Have children listen and repeat after you as you teach them this chant.

I like fruits  
And carrots too.  
I like cheese,  
Broccoli and peas.  
I like potatoes  
And red, ripe tomatoes.  
Fruits and veggies are the best! YES!

## Concept Vocabulary

chopped	appetite
sliced	steamed
dipped	

## Academic Vocabulary

because	different
same	rhyme

## CHECK FOR UNDERSTANDING

**IF** . . . a child has difficulty singing “rah” to the tune of “Twinkle, Twinkle, Little Star,”

**THEN** . . . sing it with the child slowly, concentrating on one line at a 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 **English Language Development** lessons (p. ELD•213).

### Small Group

- **Math: Measurement** Tell children to find containers of different sizes in the classroom. Guide them to look for different-sized cups, pails, pots, boxes, bowls, bags. Have students look at their collection and ask: *What is alike about all containers? (They all can hold something.)* Then have children compare two of the containers and tell which they think holds more and which holds less.

#### ► **ELL Access**

##### Use New Vocabulary

**Emerging** Help children understand the word *container*. Show three different-sized containers: a pail, a box, a cup. Point to each container and say: *This is a pail. It is a container. This is a box. It is a container. This is a cup. It is a container.* Point to all the containers. *What are these? Yes, they are containers.*

**Developing** Have children hand you a container you name. *These are containers. Give me the box. Is it a container? Give me the pail. Is it a container? Point to all the containers.*

**Expanding** Ask children to tell you what a container is and what specific containers are used for.

**Bridging** Have children explain how containers can be different objects and hold different amounts.

- **Literacy: Concept Vocabulary** Display Vocabulary Card *chopped*. *This shows that food can be chopped. What other words name things that we do with food?* Use Vocabulary Cards *dipped*, *sliced*, *steamed*, and *appetite* to reinforce the words and their meanings for children. Have children use the words in sentences.

#### ► **ELL Access**

##### Relate Letter Sounds

**Emerging** Show Picture Cards *fig* and *wig*. Say the words emphasizing the ending sounds. Have children repeat after you. *Fig and wig rhyme. Can you say rhyme? Words that rhyme have the same sound at the end. Listen: wig, fig.* Say some rhyming and unrhymed pairs, having children use thumbs up to show the words rhyme and thumbs down if the pairs don't rhyme. Words: *bed/head; bug/fly; rug/bug; fun/sun; sun/seed.*

**Developing** Hold up Picture Cards *wig* and *fig*. Listen. *wig/fig.* If *wig* and *fig* rhyme, say, "They rhyme!" If the words don't rhyme, say, "They don't rhyme!"

**Expanding** Ask children to say two words that rhyme with *fig*. Invite them to share their own rhyming pairs.

**Bridging** Have pairs take turns saying a one-syllable word for the other partner to respond to with a rhyming word.

# Math Circle

15 minutes

## Measurement

Tell children they will measure containers from *largest* to *smallest*.

- 1 Engage** Place three different-sized containers on the table. Hold Javi close to your ear as if he is whispering to you.

Javi says he needs some help. Can we help him? Let me find out what he needs.

Hold Javi close to your ear again.

Javi wants some containers to hold some dried beans. Javi says he needs to know which of these containers can hold the most and which can hold the least.

- 2 Develop** Tell children that we can help Javi by putting these containers in order from *holds the most* to *holds the least*. Remind children that *size* is how big or small an object is. *The size of a container can help us think about how much it holds.*

Which container is larger than all the others? Will this container hold more than the other containers? Yes. Let's place that container here at the end of the table. Which container is smaller than all the others? Will this container hold less than the others? Yes, so let's place that one at the other end of the table. Now, which container is not as large as the large container but not as small as the small container? Yes. Explain that this looks like it holds more than the smallest container, but less than the largest container. *This one goes in between the other two.* Ask children to point to the container that holds the most and the container that holds the least. *We have put these containers in order.*

- 3 Practice** Provide children with a set of measuring cups: 1 cup,  $\frac{1}{2}$  cup, and  $\frac{1}{4}$  cup not nested or in order on the table. Have children put the cups in order from *holds the most* to *holds the least*. *Which of these containers will hold more dried beans than the others? Which will hold fewer beans than the others?* Supply dried beans and have children demonstrate how much each measuring cup holds, by filling each container and pouring each on a separate paper plate. Children compare the plates of beans to tell which has more or less.

## Learning Outcomes

### The child

- takes care of classroom materials.
- recognizes how much can be placed within an object.

## What You Need

- 3 different-sized containers
- Javi
- a set of measuring cups: 1 cup,  $\frac{1}{2}$  cup,  $\frac{1}{4}$  cup
- 1  $\frac{3}{4}$  cups of dried beans

## Academic Vocabulary

larger	smaller
size	less
more	most
least	



## Snack Time

15 minutes

**Healthy Snacks** Have children discuss and identify healthy foods the chef in the trade book made for children. *What foods do you have for a snack today? Is it a fruit? Is it a vegetable? Remember these foods are good for us. We can eat them every day.*

## Health Circle

15 minutes

### Learning Outcomes

#### The child

- demonstrates knowledge of nonverbal conversation rules.
- demonstrates coordination in isolation.
- demonstrates balance in isolation.
- identifies good habits of nutrition.

### What You Need

- Read More About It: *From Farm to Table*
- pictures of fruits, vegetables, cookies, candy bar
- chart paper, marker
- 2 table tennis balls, 2 teaspoons
- Alphabet Card: *Rr*
- Picture Cards: *rake, ring*

### Outdoor Play

20 minutes

**Fill It Up** Draw a 20-foot chalk line or use tape to mark the distance on playground surface. Place a pail of water at one end of the line and an empty container at the other end. Give children an 8 oz. cup. They dip the cup into the water pail and carry the cup of water to the empty container, pouring cups of water until all the water from the pail has been transferred to the empty container. They might keep track of how many cups of water they empty into the pail.

### Transition

Tell children to pretend they are reaching to pick an apple from an apple tree. Have them stretch their arms high over their heads. Tell them to pick up an apple that fell to the ground. Then teach them this finger play, having them repeat after you.

#### The Perfect Snack

You may not think (touch top of head)

An apple would be

A perfect snack, (thumb and index finger together)

But it is, you see.

You eat the apple, (hand to mouth)

And open the core. (cup hands together)

Plant the seeds (lean down as if planting)

You have some more—

APPLES!

### Good Nutrition Habits

- 1 Engage** Display the pictures on pages 8–9 of Read More About It: “One Tiny Bite.” **What are Hen and Mouse eating? Are these healthy foods? Yes, berries and corn are healthy foods. Why are berries and corn healthy food?**
- 2 Develop** Place on a table pictures of different fruits, vegetables, cookies, and a candy bar. Tell children these pictures show healthy snacks, which are *everyday foods*, and unhealthy snacks, which are *sometime foods*. Direct children to choose a healthy snack. **What will you choose? Are sweet things the best choice? Why not?** For children who may choose the sweets, explain that sweets are *sometimes foods*. **Sweets are filled with sugar and fats. Too much sugar or fats aren’t good for our bodies.**
- 3 Practice** Have children name healthy fruits and vegetables they like. Write their ideas on chart paper. Have children draw a picture of a fruit or vegetable next to each word on the chart.

# Learn and Play

90 minutes

## Let's Move

**Egg and Spoon Race** Help children show their balance in isolation as they carry a table tennis ball on a spoon from home base to a spot about 10 feet away.

- Tell children to stand in two lines. Give the first person in both lines a spoon and a table tennis ball.
- Explain that this is a race. Children try to get across the distance without dropping the ball from the spoon. If the ball drops, they must start again.
- The first team to have every person in line carry the ball over and back is the winning team.

**Jump, Jack Rabbit** Children test their balance as they jump with two feet across a designated space.

- Tell children that they are going to pretend to be jack rabbits and jump with two feet from one line on a field to another.
- If the jack rabbits start to run they have to go back to the starting line. Give a signal to start.

## Let's Talk

**What Did You Learn?** Have children tell one thing they learned about different-sized containers and how much the containers held. Have children tell how they sorted containers from larger to smaller.



## Let's Read

**Sounds of Language** Review letter *R*: its name, its sound, and its formation, using Alphabet Card *Rr* and Picture Cards *rake* and *ring*.

**Children's Choice** Display the books you read this week. Have children vote on which they want to read again. Read the book with expression. Stop now and then to have children predict what happens next.

## 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

**Mango Count** Show children p. 19 of the Trade Book *We Eat Food That's Fresh!* The chef is so tired from all his cooking he is lying down at the beach. Think about lying down on a soft towel. The warm sun makes you sleepy. A soft, warm breeze rustles the palm trees. Let's whisper count slowly: 1 mango, 2 mango, 3 mango, 4 mango, 5 mango, 6 mango, 7 mango more, and fall fast asleep.

## DIFFERENTIATED SUPPORT

### Extra Support

**What Did You Learn?** Give children help telling what they learned about how much containers hold by displaying the three different-sized containers. Encourage children to use the containers as props to organize their thinking about how much each container held—which container held more, which held less. VISUAL



## Reflect

10 minutes

### 5x5

#### Learning Outcomes

##### The child

- takes care of classroom materials.
- demonstrates knowledge of nonverbal conversation rules.
- identifies good habits of nutrition.

#### What You Need

- 5x5 Card: Let's Eat!
- SEL Card: *take care of our things*
- Javi



#### CHECK FOR UNDERSTANDING

**IF** . . . a child has difficulty returning items to their correct spots,

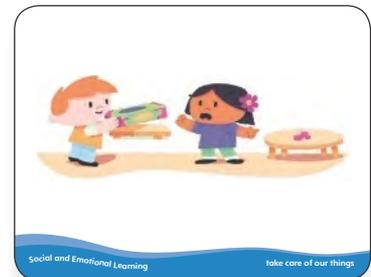
**THEN** . . . deliberately misplace two of the same item, such as markers. After the first item has been returned to its place, have the child return the second.

**Healthy Snacks** Point to the picture. Ask whether all the foods in the *market* are healthy. Remind children that fruits and vegetables are a healthy choice to eat each day. Ask children to name unhealthy foods, foods that we only eat sometimes. Point out that sweet foods are not healthy for us if we eat them every day. Have children pretend they are going to choose one of the foods in the photos as a healthy snack. Name some foods and have children vote for their favorite. **Which food got the most votes? That is the most popular food in our class.**



#### Social and Emotional Learning

**Taking Care of Our Things** Take children on a walk around the classroom looking for any toys or materials that are not in their proper container. When you find something out of place, have a volunteer put it back where it belongs. **How did brown bear get over in the block corner? He belongs in the stuffed animal bin. Who will help him get back to where he belongs? Is that a marker under the table? Let's put it back with the other markers. Then you will have all the colors you want when you are drawing.**



#### Let's Talk About It

Have children think about their day at school and take turns talking about what they learned. **We talked about choosing healthy foods for our snacks each day. We read a book about eating healthy foods. Who would like to tell one healthy food we can eat?** Hand Javi to a child to indicate it is her time to talk. Notice which children use appropriate nonverbal rules during the share time. Check that children demonstrate knowledge of nonverbal conversation rules by looking at each speaker and reacting appropriately to something the speaker said.



#### DIFFERENTIATED SUPPORT

##### ELL

**Let's Talk About It** Before children sit down for the activity, give them an opportunity to practice saying some simple sentences about healthy foods. Say a sentence and have the child repeat it. For example, **I learned about healthy foods. We should eat fruits every day. We should eat vegetables every day.** 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 remains focused on engaging group activities for up to 20 minutes at a time. <b>Page 182</b></li> </ul>
<b>Language and Communication</b>	<ul style="list-style-type: none"> <li>Child's speech is understood by both the teacher and other adults in the school. <b>Pages 145, 160, 161, 168, 176, 177, 182</b></li> <li>Child uses a wide variety of words to label and describe people, places, things, and actions. <b>Pages 154, 168</b></li> <li>Child demonstrates understanding of terms used in the instructional language of the classroom. <b>Pages 145, 153, 161, 169, 177</b></li> <li>Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order. <b>Pages 162, 178</b></li> <li>Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement. <b>Pages 154, 158, 162, 170, 174, 178</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 146, 154, 162; C•188–C•189</b></li> <li>Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction. <b>Pages 154, 178; C•190–C•191</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 149, 166, 174</b></li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Child creates shapes. <b>Pages 149, 184</b></li> <li>Child slides, flips, and turns shapes to demonstrate that the shapes remain the same. <b>Pages 149, 157, 165, 173, 181</b></li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>Child observes, investigates, describes, and discusses properties and characteristics of common objects. <b>Pages 160; C•194–C•195, C•200–C•201</b></li> <li>Child observes, investigates, describes, and discusses position and motion of objects. <b>Pages 158, 176; C•196–C•197, C•200–C•201</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•192–C•193</b></li> <li>Child identifies and creates common features in the natural environment. <b>Pages 166, 174</b></li> </ul>
<b>Fine Arts</b>	<ul style="list-style-type: none"> <li>Child uses art as a form of creative self-expression and representation. <b>Pages C•194–C•195</b></li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>Child coordinates sequence of movements to perform tasks. <b>Pages 166, 174</b></li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>Child practices safe behavior while using digital tools and resources. <b>Pages C•188–C•189</b></li> </ul>

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

## Ready for Kindergarten!

### Speaking

#### Pre-Kindergarten Outcomes

- Child's speech is understood by both the teacher and other adults in the school. **Pages 145, 160, 161, 168, 176, 177, 182**

#### Kindergarten Literacy Goals

- Speak audibly and express thoughts, feelings, and ideas clearly in various contexts.

### Reading Readiness

#### Pre-Kindergarten Outcomes

- Child engages in pre-reading and reading-related activities. **Pages 146, 154, 162; C•188–C•189**

#### Kindergarten Literacy Goals

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

### Language

#### Pre-Kindergarten Outcomes

- Child uses a wide variety of words to label and describe people, places, things, and actions. **Pages 154, 168**
- Child demonstrates understanding of terms used in the instructional language of the classroom. **Pages 145, 153, 161, 169, 177**
- Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order. **Pages 162, 178**

#### Kindergarten Literacy Goals

- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
- Produce and expand complete sentences in shared language activities demonstrating command of the conventions of standard English grammar and usage when writing or speaking.

### Writing

#### Pre-Kindergarten Outcomes

- Child independently uses letters to make words or parts of words. **Pages 149, 166, 174**

#### Kindergarten Literacy Goals

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

### Mathematics

#### Pre-Kindergarten Outcomes

- Child creates shapes. **Pages 149, 184**

#### Kindergarten Mathematics Goals

- Create models of shapes using different materials. Compose simple shapes to form larger shapes.



# From Farm to Table

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

## Weekly Question

# What special foods does my family enjoy?

### From the Theme Kit Print and Digital



Trade Book



Read More About It: "Favorite Foods"



5x5



Theme and Concept Vocabulary



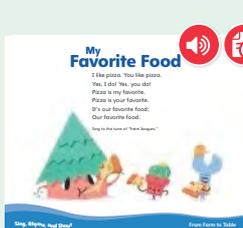
Theme Manipulative



Big Book and Little Books



Wordless Experience Book: *From Farm to Table*

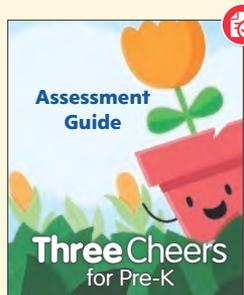


Sing, Rhyme, and Shout: "My Favorite Food"



Talk More About It: *The Empanadas That Abuela Made*

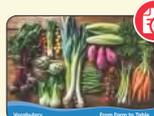
### From the Teacher Toolkit Print and Digital



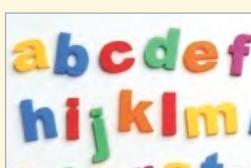
Assessment Guide



Alphabet Cards



Picture Cards



Manipulatives



### Family Engagement Digital



Three Cheers for Pre-K Parents!



Three Cheers for Games!



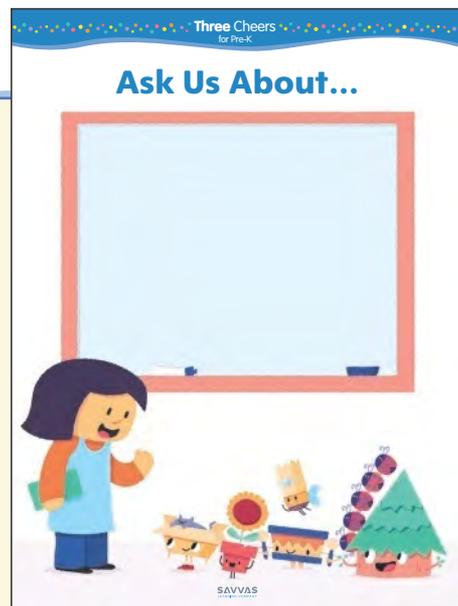
Digital Bookshelf

# 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.

- Why would you say *please* or *thank you* at the dinner table?
- What are two words that rhyme?
- What is your favorite food?

## Day 1 pp. 145–152

### Welcome to Today

- Meet and Greet
- Sing, Rhyme, and Shout “My Favorite Food”
- Morning Meeting

### Story Time

- How does our food get from the farm to our homes?
- Reread Big Book *The Enormous Turnip*

### Literacy Circle

- Concept Vocabulary Introduce
- Phonological Awareness Onset and Rime
- Vocabulary Object Names
- Alphabet Knowledge Review Letters

### Center Time and Small Groups

#### Small Group Options

- Math: Sorting
- Literacy: Phonological Awareness

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

### Math Circle

- Data
- Snack Time Veggie Snacks

### Science Circle

- Take a Look
- Living Things
- Outdoor Play Red Light, Green Light

### Learn and Play and Centers

- Let’s Move!
  - Sing Along
  - Bean Bag Toss
- Let’s Talk Object Names
- Let’s Read
  - Find the Veggies
  - Alphabet Knowledge
- Rest Time Rest, Rest, Rest

### Prepare and Reflect

- 5x5 Share a Meal
- Theme Celebration Day Healthy Foods for Us
- Getting Ready

## Day 2 pp. 153–160

### Welcome to Today

- Meet and Greet
- Sing, Rhyme, and Shout “My Favorite Food”
- Morning Meeting

### Story Time

- What special foods does my family enjoy?
- 1st Read Trade Book *The Empanadas That Abuela Made*

### Literacy Circle

- Concept Vocabulary Develop
- Vocabulary Common Phrases
- Alphabet Knowledge Review *Ll, Gg, Rr, Pp, Dd, Bb*

### Center Time and Small Groups

#### Small Group Options

- Math: Measurement
- Literacy: Vocabulary

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

### Math Circle

- Data
- Snack Time Fruit Snacks

### Science Circle

- Look Closely
- Living Things
- Outdoor Play Fruit Walk

### Learn and Play and Centers

- Let’s Move!
  - Sing Along
  - London Bridge
- Let’s Talk Living Things
- Let’s Read
  - Find the Fruits
  - Children’s Choice
- Rest Time Relax, Farmer

### Prepare and Reflect

- 5x5 Rhyme
- Theme Celebration Day Healthy Foods for Us
- Getting Ready

**Let's Celebrate!**  
A "Healthy Food for Us" celebration features children's families sharing some favorite foods.

**Day 3** pp. 161–168**Welcome to Today****Meet and Greet****Sing, Rhyme, and Shout** "My Favorite Food"**Morning Meeting****Story Time****What special foods does my family enjoy?****2nd Read Trade Book** *The Empanadas That Abuela Made***Literacy Circle****Concept Vocabulary** Practice**Speech Production** Combine Sentences**Alphabet Knowledge** Review *Ll, Gg, Rr, Kk, Ff, Ss, Tt, Aa***Center Time and Small Groups****Small Group Options**

- Math: Measurement
- Literacy: Speech Production

**Centers** **Centergize**, pp. C•185–C•203**Math Circle****Data****Snack Time** Farm Foods**Science Circle****Farmers' Work Is Never Done****Living Things****Outdoor Play** Living Things Scavenger Hunt**Learn and Play and Centers****Let's Move!**

- Obstacle Course
- Plant or Animal?

**Let's Talk** Engaging Activities**Let's Read**

- Read More About It
- Wordless Experience Book

**Rest Time** Pleasant Dreams**Prepare and Reflect****5x5** Create an Invitation**Theme Celebration Day** Healthy Foods for Us**Getting Ready****Day 4** pp. 169–176**Welcome to Today****Meet and Greet****Sing, Rhyme, and Shout** "My Favorite Food"**Morning Meeting****Story Time****What special foods does my family enjoy?****Read More About It** "Favorite Foods"**Literacy Circle****Concept Vocabulary** Review**Phonological Awareness** Blend Phonemes**Alphabet Knowledge** Review *Ll, Gg, Rr, Cc, Nn***Center Time and Small Groups****Small Group Options**

- Math: Counting
- Literacy: Alphabet Knowledge

**Centers** **Centergize**, pp. C•185–C•203**Math Circle****Data****Snack Time** Table Talk**Technology Circle****Digital Tools****Outdoor Play** Old Favorites**Learn and Play and Centers****Let's Move!**

- Rolling Along
- Vegetable-Fruit Call Out

**Let's Talk** Digital Habits**Let's Read**

- Saying Phonemes
- Alphabet Scavenger Hunt

**Rest Time** Quiet Music**Prepare and Reflect****5x5** Count and Compare Groups**Theme Celebration Day** Healthy Foods for Us**Getting Ready****Day 5** pp. 177–184**Welcome to Today****Meet and Greet****Sing, Rhyme, and Shout** "My Favorite Food"**Morning Meeting****Story Time****What special foods does my family enjoy?****Compare** *The Empanadas That Abuela Made* and "Favorite Foods"**Literacy Circle****Concept Vocabulary** Check for Understanding**Speech Production** Combine Sentences**Phonological Awareness** Blend Phonemes**Center Time and Small Groups****Small Group Options**

- Math: Data
- Literacy: Combine Sentences

**Centers** **Centergize**, pp. C•185–C•203**Math Circle****Data****Snack Time** Fruits from Trees**Let's Celebrate****Healthy Foods for Us****Outdoor Play** Our Favorites**5x5** Equal Shares**Learn and Play and Centers****Let's Move!**

- Statues
- Beanbag Pitch

**Let's Talk** Favorite Foods**Let's Read**

- Children's Choice
- Retell It

**Rest Time** Sweet Dreams

# Vocabulary

## Theme Vocabulary

Words to develop the theme, From Farm to Table

crops                      market  
farm                        store

## Concept Vocabulary

Conceptually related words to teach this week

bread                      fruit  
dessert                    milk  
vegetables

## Academic Vocabulary

Terms used in this week's instruction

### General

bow  
delicious  
dine  
food  
grown  
plants  
practice  
prepared  
remember  
straight  
words

### Literacy

because  
blend  
guess  
ideas

### letter

lowercase  
may I  
part  
phrases  
pictures  
please  
problem  
sentence  
solve  
sound  
thank you  
uppercase  
word

### Mathematics

bigger  
collect

### container

count  
data  
different  
equal  
fewer  
height  
how many  
information  
less  
more  
picture graph  
same  
shorter  
shortest  
size  
smaller  
space

### taller

tallest

### Science

app  
bumpy  
computer  
hand lens  
habit  
hard  
harder  
inside  
living things  
nonliving  
things  
orchard  
outside  
rain

### roots

seed  
senses  
smooth  
soft  
softer  
soil  
tool  
water

### Social and Emotional Learning

celebration  
date  
favorite  
food  
fruits

### greet

guest  
information  
invitation  
invite  
note  
nutrition  
rhyme  
time  
vegetables  
welcome

## Story Words

Words from the literature to explain and use this week

### Trade Book

dough                      pumpkin  
empanadas                rolling pin

### Big Book

celebration                sprouted  
delicious                  turnip  
enormous  
grow  
seeds

### Read More About It

crunchy                    potatoes                    spicy  
dough                      rice                          stuffed  
favorite                    samosas                    vegetables  
noodles                    sauces                      wheat  
onions  
peas                        slippery  
smoothie

# Materials

Materials to gather from home and classroom

### Morning Meeting

attendance chart  
helper chart

### Center Time

9 oz. clear plastic cups  
baskets or bags  
buckets and sand toys  
computer or other digital device, cued to music selections  
plastic containers of various sizes  
plastic foods  
plastic gloves or small plastic sandwich bags  
potting soil  
seeds

small manipulatives, such as counters, cubes, beads, or pom-poms  
table to serve as a farm stand

### Small Groups

4 rectangular blocks, different lengths  
sticky notes

### Circle Times

1 acorn or butternut squash  
1 whole orange  
2 beanbags  
2 hoops  
2 butternut squashes, 1 tall, 1 short  
3 bean bags

3 empty 1-gallon containers  
4 empty 1-quart containers  
4 oranges sliced in half, 8 halves  
5 strips of green paper, each a different length  
chart paper  
classroom computers or digital devices  
copies of apple slice and celery stick pictures  
drawing of 3 corn plants of different heights, not placed from tall to short  
foods families bring to share  
hand lens for each child  
healthy nutrition apps

heavy tape  
knife  
paste  
pictures of celery and strawberries  
playground ball  
snacks children made

# Centergize!

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

## Reading and Listening

**Choice** Self-select the Big Book or trade book and listen to it using SavvasRealize.com.

## ABC Fun

**Alphabet Soup** Use spoons and tongs to remove selected letters from a soup pot.

## Math Fun

**How Much?** Experiment to learn how many different objects can be placed in various types of containers.

## STEM

**Plant a Seed** Plant a seed and watch it grow.

## Pretend and Learn

**Farm Stand** Pretend to be a farmer selling produce at a farm stand or a customer making a purchase.

## Sand, Water, and More

**Down on the Farm** Use sand to build a farm.

## Creativity Station

**Musical Styles** Listen and respond to different styles of music, such as classical, folk, and jazz.

## Writer's Club

**My Favorite Foods** Write about the foods you love.

# Monitor Progress



Assessment Guide

## Observe

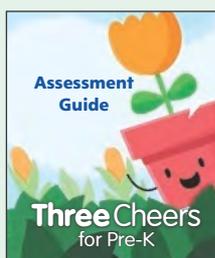
### Observational Checklists

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



## SCOUT

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



Assessment Guide

## Track Progress Across Time

### Progress Monitoring Assessments

Use the Progress Monitoring Assessments in the Assessment Guide to measure children's progress on end-of-year benchmarks for literacy and math. Administer Progress Monitoring Assessment 2 before the end of Theme 6.

### Pre-K Outcomes Progress Report

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



## Portfolio

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

### Centers

- **Creativity Station** anecdotal notes related to responses about music
- **Writer's Club** writings about favorite foods
- **Build and Play** anecdotal notes related to realistic farm to table play



# From Farm to Table



# Welcome to Today

15 minutes

## Meet and Greet

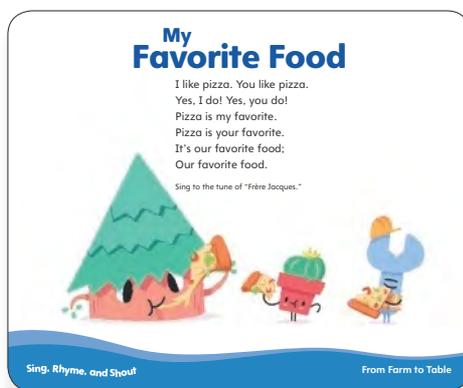
- Tell children to greet you today with a clap and a two-hand high five against your outstretched palms.
- Direct children to the Mood Meter to record how they feel today.



## Sing, Rhyme, and Shout

**From Farm to Table** Display the card. Tell children this is the last week of learning about the theme question: *How does our food get from the farm to our homes?*

- The picture shows characters eating favorite foods. Where does food come from? Plants are grown on *farms*. Then the plants are prepared into food people eat. The food travels to a *store or market* where families buy it. Have children give a thumbs up or thumbs down to show whether or not they understand your explanation.
- Tell children this song is about someone's favorite food. I will sing each line. Repeat after me. Then sing the song together.



## Learning Outcomes

### The child

- participates in classroom music activities including singing.

## What You Need

- Sing, Rhyme, and Shout: "My Favorite Food"
- attendance chart, helper chart

## Theme Vocabulary

store market  
farm

## Academic Vocabulary

plants grown  
prepared dine

## Morning Meeting

- 1 Attendance** First call children whose names begin with the letters studied in this theme: *L, G, and R*. Then continue taking attendance by calling out other letters.
- 2 Helper Chart** Ask new helpers whether they have any questions about their tasks.
- 3 Weather** Is the weather warm or cool today? Have a volunteer give a weather report.
- 4 Today's Events** Today I will read a new story, and we will start to plan our Theme Celebration Day.



## DIFFERENTIATED SUPPORT

### ELL

**Sing, Rhyme, and Shout** Display Vocabulary Cards: *store* and *farm*. Check that children understand these vocabulary words by asking children to listen as you use the words in sentences. Have them raise their hands if they understand the sentence. *Are stores places to buy food? Can you see plants on a farm?* AUDITORY

## Story Time

15 minutes

### Learning Outcomes

#### The child

- begins to develop vocabulary of object names.
- begins to develop vocabulary of object names in English.
- combines sentences that clearly communicate intended meaning.
- blends onset and rime to form a familiar one-syllable word without pictorial support.

### What You Need

- Big Book: *The Enormous Turnip*
- Vocabulary Cards: *vegetables, fruit, dessert, bread, milk*
- Patterns: Letter Cards *L, l, G, g, R, r, P, p, B, b, T, t, D, d*

### From Farm to Table

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

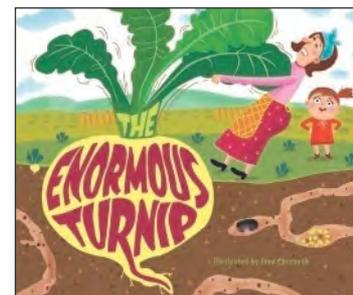
Read children the guiding question: *How does our food get from the farm to our homes?* Ask them which of their favorite foods come from a *farm*. Help children understand that some foods that are grown on a *farm* may not look like a plant when they get to a dinner table. Foods like bread start as wheat, a plant that grows on a *farm*.



### The Enormous Turnip

Tell children you are going to read the Big Book, *The Enormous Turnip*.

- 1 **Remember** Choose volunteers to tell what they remember about this story.
- 2 **Focus** Have children listen as you reread the story to make inferences about what Little Maggie's family learned. **What did Maggie's family learn from growing the enormous turnip?** Remind children to listen to the words and look closely at the pictures for clues to what the family learned.
- 3 **Respond** Have volunteers share what they think Maggie's family learned during the story.



**What problem did the family have? Who solved the problem?**

Encourage children to respond by using the word *because* in their sentences to explain what the family learned. For example, *The family learned Little Maggie was an enormous help because when she helped pull, the turnip came out of the ground.*

### DIFFERENTIATED SUPPORT

#### Extra Support

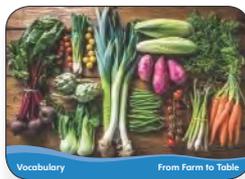
**Remember** If children have difficulty telling part of the story, model retelling, naming characters and events. **When I retell a story, I look at the pictures to help me remember who the story is about and what happened.** Point to the first illustration. **Who is this? What is happening?** VISUAL

# Literacy Circle

15 minutes

## Concept Vocabulary

**Introduce** Let's talk about this question: *What special foods does my family enjoy?* Display Vocabulary Card *vegetables*. If you like *vegetables*, you like foods such as *carrots*, *lettuce*, and *cucumbers*. Display Vocabulary Cards (*milk*, *fruit*, *dessert*, *bread*). Explain how each word relates to the question.



## Phonological Awareness

**Onset and Rime** Children will blend onset and rime to form familiar words without picture support. *I am going to try to say a word. Listen closely because I want you to put what you hear together and say the word that I am trying to say: /m/, /op/; listen again: /m/, /op/. What word am I trying to say? (mop)*

- Repeat with these words: /b/, /ox/, *box*; /m/, /ug/, *mug*; /b/, /ug/, *bug*; /t/, /ap/, *tap*; /l/, /ap/, *lap*.

## Vocabulary

**Object Names** Children will continue to develop vocabulary for object names. Take a picture walk through *The Enormous Turnip*, asking children to name the objects you point to such as *seed*, *watering can*, *tractor*, *pumpkin*, *squash*, *house*, *cart*, *pot*, *spoon*.

## Alphabet Knowledge

**Review Letters** Children will review letters and sounds.

- 1 Distribute** Letter Cards for the letters (*L, l, G, g, R, r, P, p, B, b, T, t, D, d*) so each child has one. Have children name the letters on their cards.
- 2** Have children switch cards. Have children name their letters using this sentence frame: *The letter \_\_\_\_ spells the sound \_\_\_\_.*

## Transition

### So Many Names

Show children how to lift their shoulders up and down 10 times. Have them remain standing as they repeat the chant line by line after you.

*So many names for things we make.  
Letters and pictures and chocolate cake.  
So many names for the things we wear.  
Jackets and shoes and goo for our hair.*

## Concept Vocabulary

milk	dessert
vegetables	bread
fruit	

## Academic Vocabulary

problem	part
word	letter
solve	



## CHECK FOR UNDERSTANDING

**IF...** a child has difficulty blending onset and rime to form words without the support of pictures,

**THEN...** use Picture Cards *box*, *fox*, *rocks*, *socks* until the child has a grasp of blending the onset and rime using pictorial support.

LET'S GET READY FOR

## Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or **English Language Development** lessons (p. ELD•214).

### Small Group

- **Math: Sorting** Remind children that to sort objects is to make groups of objects that are alike. Show children 5 crayons: 2 blue and 1 yellow, 1 orange, 1 green. *Which crayons are alike? Yes, the blue crayons are the same color. Which crayons are not blue? Sort the crayons into 2 groups.* Children place blue crayons together and place the different crayons in a separate group. Have children describe the groups as “blue” and “not blue.”

#### ▶ **ELL Access**

##### **Internalize Vocabulary**

**Emerging** Help children understand the words *alike*, *different*, and *sort* by giving each child the five crayons. Ask children to name the colors. Hold up two blue crayons. *Are these crayons alike? Why are they alike? Yes, they are both blue. We can place these crayons together. Repeat after me: We sort the crayons. We make two groups.* Point to the blue crayons. *These are alike.* Point to the other crayons. *These crayons are different from the blue crayons.*

**Developing** Narrate for students how to sort the crayons, and pause to let them complete your sentences with key words. For example: *These two crayons are blue. They are \_\_\_\_\_. (alike)*

**Expanding** Have children hold up crayons that are alike, and then those that are different. *Why are these alike? Why are these different? What do we do when we put the crayons into two groups? We sort the crayons.*

**Bridging** *Here are some crayons. Tell us how to sort them into two groups.*

- **Literacy: Phonological Awareness** Give children additional practice blending onset and rime using these Picture Cards: *bed, cup, fan, leaf, lip, mop, net, pan, rope, van, wig.*

#### ▶ **ELL Access**

##### **Relate Letter Sounds**

**Emerging** Model how to say the onset and rime and blend them together. Hold your fists in front of you to represent the onset and rime; then gesture moving your fists together to blend the sounds. Have students mirror you, repeating the sounds and the blended word. Have them point to the correct Picture Card. Repeat for other cards.

**Developing** Have students name the Picture Card words with you. *What sound do you hear at the beginning of leaf? What sound do you hear at the end of leaf?* Use a fist to represent the two sounds students suggest, and gesture moving your fists together as they blend the sounds. Continue to use questions to guide students in blending onset and rime with other cards.

**Expanding** Say an onset and a rime for one of the Picture Card words; then ask: *Who can blend the sounds and point to the word?* Continue with other cards as students listen to your onset and rime, blend them on their own, and identify the picture of the word.

**Bridging** Have partners play a blending game. One partner secretly chooses a Picture Card word and says its onset and rime. The other partner blends the sounds and points to the picture. Then partners switch roles.

# Math Circle

15 minutes

## Data

Have children recall that they have been looking at different containers. Tell them today they are going to compare and describe containers.

- 1 Engage** Place an empty gallon container on the table. Then pass it around. Have children look at it closely.

Have you seen a container like this before? What did it hold?  
Sometimes we buy milk or juice in containers like this one.

Then pass around one of the empty quart containers.

Is this container the same as the other one? Is it different?  
How are they the same and different?

- 2 Develop** Let's look at the size of the two containers. Is the size the same or different? Which is bigger? Which is smaller? Which do you think holds more? Which holds less?

Then place three empty 1-gallon containers and four empty 1-quart containers in a random arrangement on the table. Have children describe how they are alike and how they are different and how much could be placed in each container. Establish that there are two different sizes of containers. Hold up two 1-gallon containers. *When two containers hold the same amount, we can say they hold an equal amount. I'd like to show which size container we have more of. We can organize them to show this.* Demonstrate how to organize the objects into a graphic representation. Place a drawing of a large container and a drawing of a small container on the table or on the floor in the middle of the circle. Point to the drawing of the large container. *We can put the bigger containers here.* Point to the drawing of the small container. *We can put the smaller containers here.* Demonstrate by placing one of each size container in columns above the relevant pictures.

- 3 Practice** Ask children to choose a container and place it above the correct picture. *How many of the bigger containers do we have? How many smaller containers? Which do we have more of? Was it easier to count and compare them like this? Why?*

## Learning Outcomes

### The child

- recognizes how much can be placed within an object.
- uses language to describe how the groups are similar.
- uses language to describe how the groups are different.
- organizes data in a graphic representation.

## What You Need

- 3 empty 1-gallon containers
- 4 empty 1-quart containers

## Academic Vocabulary

same	size
container	more
less	bigger
smaller	equal
different	



## Snack Time

15 minutes

**Veggie Snacks** Have children name vegetables they have for snacks, such as celery and carrot sticks, cherry tomatoes, raw green beans, and small broccoli pieces. *Which veggie snacks do you like best?*

## Science Circle

15 minutes

### Learning Outcomes

#### The child

- observes characteristics of organisms.
- investigates characteristics of organisms.
- describes characteristics of organisms.
- discusses characteristics of organisms.
- demonstrates coordination in isolation (may not yet coordinate consistently with a partner).
- shows control of tasks that require small-muscle control.

### What You Need

- hand lens for each child
- 1 acorn or butternut squash
- knife
- 3 beanbags
- Read More About It: *From Farm to Table*
- Big Book: *The Enormous Turnip*

### Outdoor Play

20 minutes

**Red Light, Green Light** Tell children they are going to play Red Light, Green Light outside today. Emphasize the sounds /r/, /l/, and /g/ as you say the name words *Red Light* or *Green Light*.

### Take a Look

Have children pump their fists above their heads to the count of 30, alternating right and left hands. Have them remain standing as you say this fingerplay. Recite each line, having children mimic your words and actions as they perform the fingerplay.

- Hold a hand lens to your eyes (hand in a fist close to eyes)  
Take a look (fingers make circles around eyes)  
You'll be surprised. (raise hands, face looks surprised)  
Look at seeds, look at flowers,  
You'll have fun for many hours. (point to wrist)

### Living Things

- 1 Engage** Pass around a squash so children can feel its skin and talk about its shape. *This is a squash. What color is it? What do you feel as you rub your fingers over the outside of the squash? Does the outside feel smooth or rough? Does the outside feel hard or soft?*
- 2 Develop** Tell children you are going to cut the squash open. Tell them only adults use sharp knives to cut. To be safe they should not use sharp knives until they get a little older. Cut the squash open and pass it around, asking children to touch the parts they see. Then model how to use the hand lens. *This is a hand lens. It makes small things look bigger. I can take a seed in my hand. When I look through the lens the seed looks bigger.*
- 3 Practice** Have children investigate the inside of the squash using their hand lenses. Then ask them to describe the characteristics of the squash as you hold a discussion. *Is the inside the same or different from the outside? Is it softer or harder? What else do you see inside the squash that is different from the outside?* Finally, have children scrape out the seeds and count them.

# Learn and Play

90 minutes

## Let's Move

**Sing Along** Tell children you have a new version of the “Old MacDonald Had a Farm” song you want to teach them.

Old MacDonald had a farm, E-I-E-I-O.

And on that *farm* he grew some carrots, E-I-E-I-O.

With a crunch, crunch here, and a crunch, crunch there,  
Here a crunch, there a crunch, everywhere a crunch, crunch.

Old MacDonald had a farm, E-I-E-I-O.

Continue with: *beans: snap-snap; potatoes: mash, mash*

**Bean Bag Toss** Draw a chalk circle or place a hoop. Draw a straight line about four feet away from the circle. Model where to stand and how to toss three bean bags, one at a time, inside the circle. Have each child count the bags that land inside.

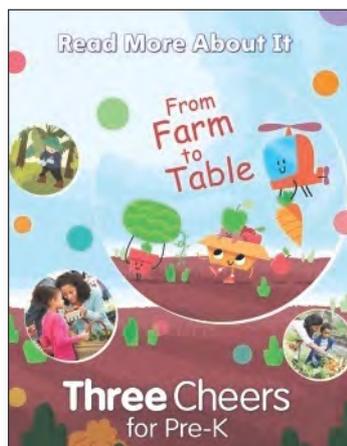
## Let's Talk

**Object Names** Tell children that every person, place, and thing has a word that names it. Hold up a piece of paper. **What is this? Yes, paper.** Have children brainstorm object names for things they have seen in the books they shared this week. For example: *hoe, turnip, wheelbarrow, berry, corn*. Check that English language learners understand the English words by asking them to point to each object in pictures from the books.

## SEL Let's Read

**Find the Veggies** Have children find and name vegetables in pictures from the *Read More About It* texts they've read so far.

**Alphabet Knowledge** Make three teams. Give each team one of the letters: *Ll, Gg, or Rr*. Have teams go through the Big Book to find how many of each letter they can find. Which letter is found most often?



### Academic Vocabulary

outside	inside
hand lens	seed
bigger	softer
harder	same
different	

### Center Time

30 minutes

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

### Rest Time

30-40 minutes

**Rest, Rest, Rest** Review letter *R* by quietly reciting this rhyme, emphasizing the initial sound.

Rest, rest, rest,

The chicks are in their nest,

Rest, rest, rest

The sun sets in the west.

### DIFFERENTIATED SUPPORT

#### Engage and Extend

**Object Names** Play a game like charades in which you hand a Picture Card for sound /g/, /l/, or /r/ to a child. The child acts out the object shown on the card for other children to guess. Suggested Picture Cards: *gate, goose, guitar; rabbit, rain, rake; ladder, lip, lock*. KINESTHETIC



# Prepare and Reflect

10 minutes

## 5x5

**Share a Meal** Point to the foods on the table in the picture. *Have you seen or eaten any of these foods before? Which ones?* Explain that every family has foods they like to eat.



- Have children sit in a rectangle as if they were sitting at a dinner table. Have them take turns asking each other to pass pretend foods and answering with, “Thank you.”



## Theme Celebration Day

Tell children that at the end of this week, the class will have a Healthy Foods for Us Celebration. *We will invite you to bring your family’s favorite food for others to try. We will invite your families to come so you can share what you have learned about healthy foods.*



## Getting Ready

You will guide children to dictate and sign their names for an invitation to the Healthy Foods Celebration Day.

- Have children contribute ideas for the invitation. *What will families need to know? The time, yes. The date. That is the day of the celebration. Do you think we should tell them what kind of celebration it is? I will write your ideas.*
- After you have written children’s ideas, read the text back to them. Have all children contribute an idea, noting which English-learners understand your oral instruction in English.
- Have children write their names at the bottom of the invitation. Send it home to families. Make sure you notify families to send a list of ingredients for each dish they bring to the celebration to accommodate any food allergies.
- Have children choose and share class-made written products they have completed during Literacy Circle or Centers. They can practice reading aloud stories and telling about artwork they’ve made to prepare for the big day.



### Learning Outcomes

#### The child

- shows understanding of the language being spoken by teachers.
- shares class-made written products.

### What You Need

- 5x5 Card: Sharing a Meal
- chart paper
- marker

### Academic Vocabulary

invite	favorite
food	time
date	

### Teacher Note

Plan carefully to choose safe and appropriate places within the school or classroom for the Alphabet Scavenger Hunt taking place during the Healthy Foods for Us Celebration. Children will need guidance to show safe behavior for that activity.

# Welcome to Today

15 minutes

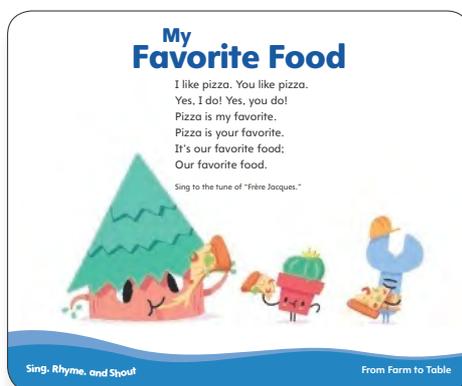
## Meet and Greet

- Continue the greeting you started yesterday: give a clap and a two-hand high five.
- Display SEL Card *happy; sad*. Ask children how they feel and to show their mood on the Mood Meter.

## Sing, Rhyme, and Shout

**From Farm to Table** Display the card. Ask children if they remember what the song is about. Read the title: “My Favorite Food.”

- What is the favorite food in this song? Yes, pizza. What is a different food you love?
- Write the names of favorite foods on the board. Tell children they can sing the song with new words at the Healthy Foods for Us Celebration.
- Sing the song together, replacing *pizza* with words children have suggested, such as *tacos, pasta, veggies, burgers, hummus*.



## Learning Outcomes

### The child

- shows understanding of the language being spoken by teachers.
- participates in classroom music activities including singing.

## What You Need

- SEL Card: *happy; sad*
- Sing, Rhyme, and Shout: “My Favorite Food”
- attendance chart, helper chart
- Alphabet Cards: *Rr, Gg, Ll*

## Academic Vocabulary

remember food

## Morning Meeting

- 1 Attendance** Show Alphabet Cards *Rr, Gg, and Ll*. Have children whose names begin with those letters put their names in the chart. Then call out other letters that children’s names begin with.
- 2 Helper Chart** Ask helpers to explain how they care for the class pet or a particular classroom material.
- 3 Question of the Day** *Do you like to eat rice?* Display a T-chart with columns yes/no. Have children place sticky notes or name tags on the chart to answer. Have volunteers tell their choice.
- 4 Today’s Events** *Who will share something about what is special about today?* Tell children you will read a new story.

## DIFFERENTIATED SUPPORT

### Engage and Extend

**Sing, Rhyme, and Shout** Show children Vocabulary Cards *vegetables* and *fruit*. Have them draw a picture of their favorite vegetable or fruit. Ask children to hold up their drawings when they sing their favorite food in the Sing, Rhyme, and Shout: “My Favorite Food.”  
TACTILE

## Story Time

15 minutes

### Learning Outcomes

#### The child

- shows understanding of new language being spoken by English-speaking teachers.
- begins to develop vocabulary of common phrases.
- begins to develop vocabulary of common phrases in English.
- makes predictions about text.

### What You Need

- Trade Book: *The Empanadas That Abuela Made*
- Vocabulary Cards: *crops, farm, market, store, vegetables, fruit, dessert, bread, milk*
- Alphabet Cards: *Ll, Gg, Rr, Pp, Dd, Bb*
- Picture Cards: *ladder, game, rake, pencil, desk, boat*

### DIFFERENTIATED SUPPORT

#### Extra Support

**Read Together** To help children follow the story, ask them to point to things in the illustrations that match text.

- **The first picture shows a plate of empanadas.** Read the text: "These are the empanadas that Abuela Made." These words tell about the picture.
- **When I turn the page, I see another picture of children carrying a pumpkin and a bowl of dough.** Read the text and point out that the sentence includes this new piece of information and the other text "The empanadas that Abuela made."

VISUAL

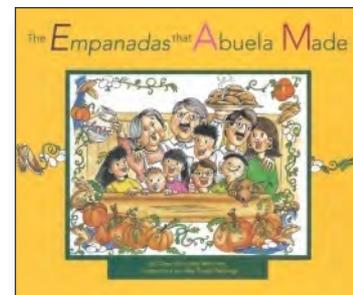
### From Farm to Table

**?** **What special foods does my family enjoy?** Remind children of the weekly question. Then display Vocabulary Cards *crops, farm, market, store*, and have children use the words to talk about the foods their families enjoy on special days.



### The Empanadas That Abuela Made

Tell children you are going to read a story which tells of one family's happy time making and eating a favorite food.



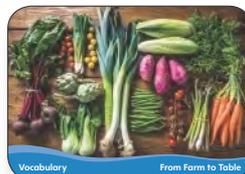
- 1 Introduce** Direct children to look at the cover illustrations of *The Empanadas That Abuela Made*. Have them make predictions about what the book will be about. **What do we see on the cover? We see a baby, young children, and adults. What do you think they will do in this story?**
- 2 Read Together** Read the title. There are some Spanish words in the title of this book. The word *Abuela* is a Spanish word for *grandmother*. The word *empanadas* is a type of food. *Empanadas* are like a small, tasty pie. As you read the book, stop at different parts and ask children to describe what they see in the pictures and whether they can predict, or guess, what might come next.
- 3 Connect** Ask children whether they have ever tasted empanadas. **Did you like them? Did they have pumpkin inside or some other filling? What special foods does your family make? Think about which foods you will ask your family to share at the Healthy Foods for Us Celebration Day.** Make sure that your English learners show understanding of new language spoken as you ask the questions.

# Literacy Circle

15 minutes

## Concept Vocabulary

**Develop** Remind children of the weekly question: *What special foods does my family enjoy?* Display Vocabulary Card *vegetables*. This is the word *vegetables*. Say the word *vegetables* with me: *vegetables*. Which *vegetables* does your family eat? Display each Vocabulary Card (*milk, fruit, dessert, bread*) and ask children questions about each one that ties the word to the weekly question.



## Vocabulary

**Common Phrases** Children will develop vocabulary of common phrases. English learners will develop vocabulary of common phrases in English.

- Tell children that when they are at the dinner table, they may use phrases, or groups of words, when they need something. *May I have the potatoes, please? We use the words *may I have* and *please* when we eat with our families. What do we say when the potatoes are given to us? We say *Thank you!**
- Divide children into groups of two or three. Have them pretend they are eating a meal together. Make sure they use the common phrases *May I have, Please, and Thank you.*

## Alphabet Knowledge

**Review *Ll, Gg, Rr, Pp, Dd, Bb*** Children will review letters *Ll, Gg, Rr, Pp, Dd, Bb*.

- 1 Display Alphabet Card *Ll* and have children name each letter. Then display Picture Card *ladder* and have children identify it. Ask them to tell the sound that the letter *l* spells and whether the word *ladder* begins with that sound.
- 2 Use the same routine with Alphabet Cards *Gg, Rr, Pp, Dd, Bb* using Picture Cards: *game, rake, pencil, desk, boat*.



## Transition

### Everyday Phrases

Have children stand on their tiptoes and stretch. Then have them listen to the chant. Repeat it once or twice so they can join in.

“Please” and “Thank you,” we say today.  
 “Pass the peas, please, all the way.”  
 “May I have some?” “Yes, you may.”  
 Those are words we say each day.

### Theme Vocabulary

crops	market
farm	store

### Concept Vocabulary

vegetables	dessert
milk	bread
fruit	

### Academic Vocabulary

phrases	letter
may I	uppercase
guess	lowercase
thank you	sound
please	

### DIFFERENTIATED SUPPORT

#### ELL

**Common Phrases** Use facial expressions and gestures to show the meaning of the dinner-table phrases: *May I have; Please; Thank you*. Perform the actions again with the words and have children mimic you and say the phrases. KINESTHETIC

LET'S GET READY FOR

## Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or **English Language Development** lessons (p. ELD•215).

### Small Group

- **Math: Measurement** Display p.15 in *The Empanadas That Abuela Made*. The picture shows Abuelo, the grandfather, standing next to his grandchildren. **Who is taller? Who is shorter? How do you know?** Then turn to the picture of the whole family standing around the table on p. 25. **Abuela is pouring milk. Look at the adults and children.** Have children compare the heights of children to adults, using the words *shorter* and *taller*.

#### ▶ **ELL Access**

##### **Extend Vocabulary**

**Emerging** Point to the grandfather in the picture on p.15 of *The Empanadas that Abuela Made*. **Repeat after me: Abuelo is taller than the children.** Point to the children in the picture on p.15. **Repeat after me: The children are shorter than Abuelo.**

**Developing** Use a sentence frame to help children see the size differences. *Abuelo is \_\_\_\_\_ than the children. The children are \_\_\_\_\_ than Abuelo.*

**Expanding** **Let's compare the people in the pictures.** Show children the pictures on pp.15 and 25, and then ask: **Who is taller? Who is shorter?** Encourage children to respond with short sentences such as *Abuelo is taller.*

**Bridging** Show children the pictures on pp.15 and 25, and then ask: **What can you say about the sizes of the people in the pictures on pp.15 and 25?** Encourage children to respond in a sentence that includes *than*, such as *Abuelo is taller than the children.*

- **Literacy: Vocabulary** Give children additional practice using the phrases *May I have; Please; Thank you*. Have them pretend, with you, that you are having dinner together. **May I have the green beans, please?** Reach your hand out to one of the children and prompt the child to pretend to hand you the dish. Then say: **Thank you!** Continue giving other children turns and having them use the phrases.

#### ▶ **ELL Access**

##### **Use Key Words**

**Emerging** Use two puppets to model the “good manners” language for children. Before each scenario, ask children: **What does [Barney] want?** Let them suggest food, school supplies, or toys.

**Developing** Use two puppets to model the “good manners” language for children. Begin a scenario with one puppet, but before the second puppet responds, ask: **What can she say?** Rephrase suggestions to model correct usage. Give children the role of one puppet as they gain confidence.

**Expanding** Have pairs use puppets to model “good manners” scenarios for their classmates. Before the scenario begins, ask the group what one puppet should ask for. When children are unsure of what to say or how to respond, solicit the group for suggestions.

**Bridging** Have pairs use puppets to perform a “good manners” scenario for the group. Give them time to plan and practice their scenario before they perform. Encourage students to create funny scenes in which one puppet asks for something unexpected or responds in a surprising way.

# Math Circle

15 minutes

## Data

Tell children that today they will be comparing and ordering heights.

**1 Engage** Stand two butternut squashes on bases.

Look at these squashes. What is the same and what is different about them? Yes, they are the same color. Are they the same height?

Choose volunteers to point to the squash that is taller and then the squash that is shorter.

**2 Develop** Tell children that some of them are different heights, too. Choose three children of quite different heights. Ask them to line up from tallest to shortest.

Who is tallest? Who is shortest?

Demonstrate how children can make a representation of what they found out about these three classmates. Tape chart paper on a wall. Help the tallest child draw a line on the paper that starts at the bottom and goes close to the top. Write the child's name, or place their name tag, under the line. **This will be the tallest line because this is for the tallest person.** Help the other two children to draw their lines in order from the tallest to shortest, determining how long each line should be in relationship to the height of each child when lined up. Write, or place the name tag, of each child's name under his or her line. Discuss the graphic representation. **This picture helps us see quickly who is taller and who is shorter. Who is tallest? Who is shortest?** Children should respond appropriately, showing they know what has been said.

**3 Practice** Ask a fourth child to join the line. Take suggestions from children as to where the fourth child should stand to keep the order. Have them respond to show they know what you have said. Then help the fourth child add the name and line to the graphic representation. Have children use vocabulary *tallest* and *shortest* to describe and compare the heights of the lines.

## Learning Outcomes

### The child

- shows understanding by responding appropriately.
- recognizes heights or lengths of people and objects.
- compares heights or lengths of people or objects.
- organizes data in a graphic representation.

## What You Need

- 2 butternut squashes, 1 tall, 1 short
- chart paper and marker

## Academic Vocabulary

taller	tallest
shorter	shortest
height	



## CHECK FOR UNDERSTANDING

**IF...** a child struggles to order by height correctly,

**THEN...** demonstrate taller and shorter with two objects. Then show how you can place one that is neither taller or shorter between the tall and short objects. Have the child repeat.



## Snack Time

15 minutes

**Fruit Snacks** We know fruits are healthy foods. Are raisins a healthy snack?

Explain to children that raisins are dried grapes. **When a grape is dried in the sun, it becomes a raisin.**

## Science Circle

15 minutes

### Learning Outcomes

#### The child

- observes the characteristics of organisms.
- investigates the characteristics of organisms.
- describes the characteristics of organisms.
- demonstrates balance in isolation.

### What You Need

- Alphabet Card: *LI*
- 1 whole orange
- 4 oranges sliced in half, 8 halves
- Wordless Experience Book: *From Farm to Table*

### Outdoor Play

20 minutes

**Fruit Walk** Play a version of “Mother May I” called “Fruit Steps.” Children stand in a line facing the leader. The leader says, “Fruit, Fruit, Step right up,” then tells the child he or she may take up to three fruit steps in one of these categories: orange slices: swing arms back and forth as they step; banana split: a long leg-stretch step; apple twirl: a turn as they step. The chosen child must say, “May I?” before taking the fruit step. The leader says, “Yes” or “No.”

### Look Closely

Tell children to jump first on one foot and then the other. Have children remain standing as they mimic you reciting the fingerplay. Note children who can regulate their behavior from high activity to more focused activity.

Use your eyes. See it all,  
Is it short, or is it tall? (hands low and then high)

Use your eyes, it can be tough,  
Is it smooth, or is it rough? (rub palms together, then scratch one palm with fingers from other hand)

Use your eyes, don't be grumpy,  
Is it slick or is it lumpy? (rub palms together, then move one hand in wave-like motion)

### Living Things

- 1 Engage** Hold up Alphabet Card: *LI*. What is this fruit? Yes, a lemon. A lemon is a fruit that comes from a tree. You can use your senses to learn more about a lemon. You can use your nose, fingers, and eyes to learn more. Some fruits have a smell that helps you know what it is. You can use your nose to smell your food before you eat it. You can use your fingers to feel the outside of a fruit and you can use your eyes to see what it looks like.
- 2 Develop** Show the orange. Explain that the orange is another fruit that comes from a tree. Have children observe and investigate the characteristics of an orange. Pass around a whole orange. Have children describe how it smells and how its skin feels. Smell the orange. What do you smell? How does the outside of this orange feel, smooth or bumpy? Does it feel hard or soft?
- 3 Practice** Pass around sliced oranges. Tell children not to put the slices to their mouths. Have them use eyes, nose, and fingers to investigate and describe the characteristics of the orange. What do you see? Does the inside look different from the outside? Does it feel different? Children should see that the fruit has seeds, the color inside and outside is orange, the inside smells like the outside.



# Learn and Play

90 minutes

## Let's Move

**Sing Along** Sing “Old MacDonald Had a Farm” using names of fruits.

- Review the song “Old MacDonald Had a Farm.” Tell children you will use names of fruits instead of animals or vegetables. “Old MacDonald had a farm, E-I-E-I-O. And on that farm he grew some pears. E-I-E-I-O. With a yum, yum here and a yum, yum there (children rub their tummies). Here a yum, there a yum, everywhere a yum, yum.”
- Sing the following fruit names: pear, plum, apple, banana.

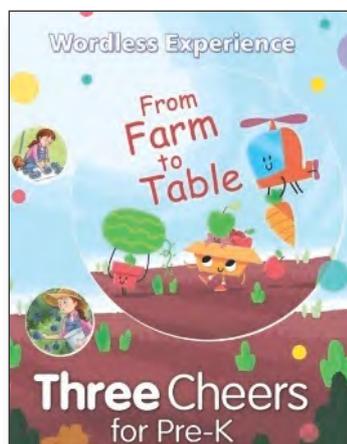
**London Bridge** Teach children how to sing and move to the song “London Bridge Is Falling Down.”

- Choose two children to be the bridge and face each other with hands held together, arms lifted. Other children move under the bridge in a line as the song is sung.
- As the words “My fair lady” are sung, the bridge lowers arms and gently sways back and forth singing “Take the key and lock her up, lock her up, Take the key and lock her up, my fair lady.” Show children how to keep their balance by shifting their weight from one foot to the other if they are caught by the bridge.

## Let's Talk

**Living Things** Model for children differences between living and nonliving things. Display a classroom living plant and a block.

- The plant helper waters this plant. Why? Yes, it needs water. It is a living thing.
- Does this block need water? Why not? A block is not a living thing. It does not need food or water to live. Show me another nonliving thing. Point to a living thing.



## Let's Read

**Find the Fruits** Display p. 4 in the Wordless Experience Book *From Farm to Table*. Have children identify fruits they see.

**Children's Choice** Have children choose a favorite book for you to read aloud to them.

## Academic Vocabulary

senses	smell
inside	outside
soft	hard
smooth	bumpy

## Center Time

30 minutes

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

## Rest Time

35–40 minutes

**Relax, Farmer** Display p. 7 in the Wordless Experience Book *From Farm to Table*. Point to the sleeping cat and the farmer resting in her chair. **Why is the farmer resting?** They should be able to tell that the farmer has worked hard at the farmers' market and is tired. She needs a rest. Then chant quietly,

**Relax, Farmer, Relax, Farmer,**

**It's time for you to rest.**

## DIFFERENTIATED SUPPORT

### Extra Support

**Find the Fruits** If a child has difficulty focusing on details within a larger picture, give the child a sheet of paper in which you have made a square opening about two inches wide. The child can slide the opening across a picture to find details. For example, on p. 4, direct children to look for only fruits in the picture at the farmers' market. VISUAL



# Prepare and Reflect

10 minutes

## 5x5

### Learning Outcomes

#### The child

- demonstrates knowledge of nonverbal conversation rules.
- can recognize rhyming words.
- shares class-made written products.

### What You Need

- 5x5 Card: Sharing a Meal
- chart paper
- marker

### Academic Vocabulary

rhyme	welcome
guest	greet

### Teacher Note

Have children prepare and practice for Healthy Foods for Us Celebration Day. You can choose from activities listed on this page or include some of children's other favorite activities.

### DIFFERENTIATED SUPPORT

#### ELL

**5x5 Rhyme** Make sure children understand the task in 5x5 activity: to listen (gesture hand to ear) for the ending sound of two words (put up two fingers) in the sentences you say. Have children repeat the sentences you say before identifying the words that rhyme. AUDITORY

**Rhyme** Talk about the picture details of family members sharing a meal. Then make up sentences related to the meal that rhyme such as, *This pot is hot. What two words rhyme? (pot, hot) Please pass me a glass. What two words rhyme? (pass, glass) Can I have the peas, please? What two words rhyme? (peas, please)*



## Theme Celebration Day

**Welcoming Guests** Remind children that at the theme celebration they will share what they have learned about healthy foods. Brainstorm with children some of the theme songs, books, and activities they would like to share with their families. Draft a list of their ideas on chart paper and take a vote to choose the songs, books, and activities they will begin to practice for the special day. Revise the class draft after the vote. Have children respond to questions to tell the order of songs, books, or activities they want to share with their guests at the theme celebration. Redraft the list, using children's revisions.



## Getting Ready

Remind children they will want to welcome their guests politely. *Who can show me how you would greet your family? Pretend I am the guest. You will want to say, "Welcome." You can tell the guest what you have done to get ready for today.* Have volunteers practice a welcome and telling one thing he or she did to get ready for the celebration, such as learning a song about healthy foods. Monitor how children demonstrate knowledge of nonverbal conversation rules.

- I am glad that Fernando remembered to speak slowly and clearly. He looked at my eyes when he spoke. That was a good welcome.
- Have children choose and share class-made written products they have completed during Literacy Circle or at Centers. Have them practice reading their stories or telling about art work they have made to be ready for the big day.



# Welcome to Today

15 minutes

## Meet and Greet

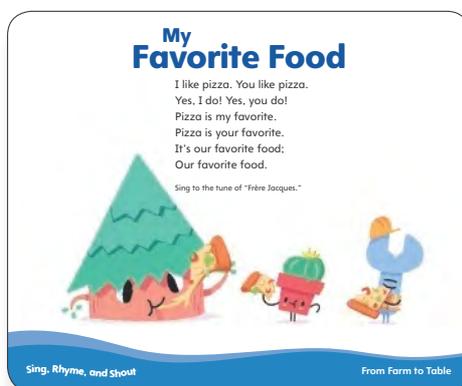
- Display Vocabulary Card *sun* as children enter and tell them they make you feel warm inside like the sun.
- Ask children whether they feel happy or sunny today. Have them adjust the Mood Meter to show their mood.



## Sing, Rhyme, and Shout

**From Farm to Table** Display the card. Remind children they are learning about *crops* farmers grow, such as wheat for pasta.

- Have children recall the words for their favorite foods like *pasta* or *tacos* that they used in the song yesterday.
- Today we are going to practice our song for the Healthy Foods for Us Celebration. Remember to stand up straight, hands at sides, sing loud, but don't shout. Don't forget to smile! Sing the song together, adding the new words of children's favorite foods.



## Learning Outcomes

### The child

- participates in classroom music activities including singing.

## What You Need

- Vocabulary Cards: *sun*, *windy*
- Sing, Rhyme, and Shout: "My Favorite Food"
- Alphabet Cards
- attendance chart, helper chart

## Theme Vocabulary

crops

## Academic Vocabulary

practice

remember

## Morning Meeting

- 1 Attendance** Have a helper hold up each Alphabet Card. As children see the first letter of their names, they place name cards in the chart.
- 2 Helper Chart** Tell helpers they will need to help get the classroom ready and neat for the celebration at the end of the week.
- 3 Weather** Display the Vocabulary Card *windy*. *Is this the weather today? What is the weather?*
- 4 Today's Events** *Who has something to share with us today?* Allow children a few minutes to share.

## DIFFERENTIATED SUPPORT

### ELL

**Sing, Rhyme, and Shout** As you practice the song, "My Favorite Food," encourage children to name their favorite food and include it in the song's lyrics. Point out to Spanish speakers that the Spanish word *favorito* is almost the same as the English word *favorite*. Ask questions of children before and after singing the song to be sure they understand the new words to the song. *Do you like [food]?* The child can use thumbs up or thumbs down to respond. AUDITORY

# Story Time

15 minutes

## Learning Outcomes

### The child

- shows understanding of new language spoken by English-speaking teachers.
- combines sentences that give lots of detail.
- names at least 20 upper- and at least 20 lowercase letters in the language of instruction.

## What You Need

- Trade Book: *The Empanadas That Abuela Made*
- Talk More About It Card: *The Empanadas That Abuela Made*
- Vocabulary Cards: *vegetables, fruit, dessert, bread, milk*
- Alphabet Cards: *Ll, Gg, Rr, Kk, Ff, Ss, Tt, Aa*
- name cards

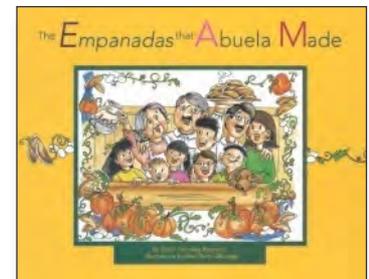
## From Farm to Table

**?** **What special foods does my family enjoy?** Read the weekly question: *What special foods does my family enjoy?* Help children think about how families share food every day. **What special foods does your family share?**



## The Empanadas That Abuela Made

Have children sit down and tell them you are going to reread *The Empanadas That Abuela Made*.



- 1 Remember** Have children share what they remember about *The Empanadas That Abuela Made*. Remind them of the Spanish words *abuela*, *abuelo*, and *empanadas* and what they mean.
- 2 Reread** Reread the story aloud with expression, having children chime in on the repetitive text, especially the last line: “for the empanadas that Abuela made.”
- 3 Retell** Have children use the Talk More About It Card to retell the sequence of the main events in the story. Point to the first image on the card. **What happens in this part of the story?** Have children describe what is happening in each picture. **Which of these pictures shows what happens first in the story? Which picture shows what happens next? Which one happens last?** Encourage children to answer in complete sentences. Make sure that your English learners show understanding of new language spoken as you ask the questions, especially the words *first*, *next*, and *last*.

## DIFFERENTIATED SUPPORT

### ELL

**Retell** Have Spanish-speaking children use their home language and English when discussing the story.

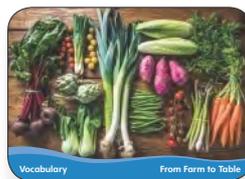
- Ask *who*, *what*, *where*, and *why* questions that children can respond to orally or by pointing to details within the pictures. **Who is Abuela? Who is Abuelo? What did Abuela make? What did the children do? Where did the family eat? Why did Abuela fall asleep?** AUDITORY

# Literacy Circle

15 minutes

## Concept Vocabulary

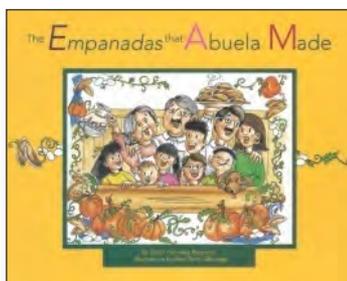
**Practice** Display Vocabulary Cards *vegetables, milk, fruit, dessert, bread*. Have children identify each word. All these words name a group of food. What are some different vegetables? Which is your favorite? Repeat with each word (*fruit, dessert, bread, milk*).



## Speech Production

**Combine Sentences** Children will combine sentences using the word *because* and include details.

- I liked the pictures in *The Empanadas That Abuela Made*. The pictures are funny. It is funny when Abuelo and the grandchildren walk on a rolling pin! I can say all of that in one sentence using the word *because*: I like the pictures because they are funny and people were walking on a rolling pin.
- Have children talk about what they liked about the book and why, prompting them to use *because* between their ideas. Encourage them to add more details.



## Alphabet Knowledge

**Review Ll, Gg, Rr, Kk, Ff, Ss, Tt, Aa** Children will identify uppercase and lowercase letters.

- Display Alphabet Card *Ll* and have children name each letter. Repeat with Alphabet Cards *Gg, Rr, Kk, Ff, Ss, Tt, Aa*. Keep them displayed for children as an aid for the next step.
- Let's see if we can find these letters in your names! Display a name card and ask children to look at the letters. Call on children to name as many letters as they can. Repeat with each child's name card.



## Transition

### Make a Cake

Have children pretend to use a rolling pin to roll out dough. Then have children listen and mimic you as you recite this fingerplay.

- Mixing, mixing, making dough. (fist turns in circles)
- Rolling, rolling fast and slow. (two hands push back and forth fast then slow)
- Baking, baking a golden glow. (show two palms up as if presenting a cake)

## Concept Vocabulary

vegetables                      bread  
fruit                                milk  
dessert

## Academic Vocabulary

pictures                         because  
ideas



### CHECK FOR UNDERSTANDING

**IF...** a child has difficulty using *because* to combine sentences,

**THEN...** provide a sentence frame such as this: *I liked \_\_\_\_\_ because \_\_\_\_\_.*

LET'S GET READY FOR

## Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or **English Language Development** lessons (p. ELD•215).

### Small Group

- **Math: Measurement** Display four rectangular blocks of different lengths standing on the short ends. Have children describe the differences they see. *Which block is shorter? That means it is not as tall as this one. Which block is taller? That means it is not as short as this one.* Engage children in conversation to agree on how to order the blocks from tallest to shortest.

#### ▶ **ELL Access**

##### **Academic Vocabulary**

**Emerging** Show children two blocks and point to the shorter block. *This is shorter. Listen as I say the word, shorter. Let's say it together, shorter. Let me hear you say shorter. Point to the shorter block.* Repeat the routine for the word *taller*. Demonstrate both concepts using different combinations of the four blocks.

**Developing** Ask children to compare two of the blocks. *These blocks are different. Point to the shorter block. Point to the taller block.* Have children demonstrate their understanding with different combinations of the four blocks.

**Expanding** Give partners two blocks to compare. Have one partner form a sentence using the word *taller*, such as *The red block is taller than the blue block.* Have the other partner form a sentence about the blocks using the word *shorter*.

**Bridging** Have children explain how to order the blocks from the shortest to the tallest.

- **Literacy: Speech Production** Work with children one at a time to combine sentences using the word *because* and adding at least one detail about something they like. Give them this example: *I like cats. Cats are furry. I like cats because they are furry.* Have children use this sentence frame: *I like \_\_\_\_ because \_\_\_\_.*

#### ▶ **ELL Access**

##### **Form Sentences**

**Emerging** Display Picture Cards of things children usually like, such as *kitten, cake, sandwich, sunshine*. Point to a card and say: *I like [cake].* Then describe the object, saying: *[Cake] is [sweet].* Lastly, combine the sentences with *because*, saying: *I like [cake] because it is [sweet].* Have children repeat each of the sentences. Have a child choose the next card.

**Developing** Display Picture Cards *kitten, cake, sandwich, sunshine*. Pose questions about a picture to elicit responses from two children, such as: *Do you like [cake]? Yes, I like [cake]. What do you like about [cake]? [Cake] is [sweet].* Ask a third child: *Why do you like [cake]?* to elicit a response that uses “because”: *I like [cake] because it is [sweet].*

**Expanding** Display Picture Cards *kitten, cake, sandwich, sunshine*. Choose two children to make statements, using these structures: *I like [cake]* and *[Cake] is [sweet].* Choose a third child to combine sentences with *because*: *I like [cake] because it is [sweet].*

**Bridging** Display Picture Cards *kitten, cake, sandwich, sunshine*. Invite volunteers to choose a picture object they like and use the word *because*, to tell why they like it. Help with descriptive words as needed.

# Math Circle

15 minutes

## Data

Tell children today they are going to learn how to put plants of different heights into order from shortest to tallest.

- 1 Engage** Display a picture you have drawn of three corn stalks of varying heights, but not drawn in order of height.

These plants are corn. Farmers grow corn *crops* on big *farms*. Let's count how many corn stalks are in this drawing.

One, two, three. There are 3 corn stalks.

- 2 Develop** Tell children that plants grow in different sizes. Some are tall and some are short. Have children look at the drawing of the corn stalks again and compare the heights. Have a volunteer point to the stalk that is the shortest. **Yes, this corn stalk is shorter than the other two, isn't it? It is the shortest corn stalk.** Cut out the shortest plant and tape it to the board. **If we put these plants in order of height from shortest to tallest, which plant would we place next?** Have children point to the next tallest plant. Cut it out and tape it to the right of the shortest plant. Ask children to name the shorter plant between these two plants. Finally, cut out the remaining plant and tape it to the board to show order from shortest to tallest. Have children repeat after you as you touch each plant from shortest to tallest saying, **shortest, taller, tallest or tallest, shorter, shortest.**

- 3 Practice** Give five children each a strip of green paper of varying lengths. Tell them they will pretend the strips of paper are stems of plants. You want them to put the strips or "plants" in order from shortest to tallest. Discuss ideas for how to do this, listening for how children use mathematics language to describe the task: *shorter, taller, shortest, tallest*. Ask: **Is this one taller than this one? Is that the shortest one? Where will you place it? Is this stem shorter or taller than this one?** Verify that English Learners understand the language of instruction. Ask them to nod to show they understand your questions in English. As you discuss, have the children with the paper stems move them to show the correct order. Then draw lines and place name tags to represent the heights as a graphic representation as you did in yesterday's Math Circle.

## Learning Outcomes

### The child

- shows understanding of new language spoken by English-speaking teachers.
- compares heights or lengths of people or objects.
- organizes data in a graphic representation.

## What You Need

- Drawing of 3 corn plants of different heights, *not* placed from tall to short
- scissors and tape
- 5 strips of green paper, each a different length

## Academic Vocabulary

shorter	taller
shortest	tallest
height	

## Snack Time

15 minutes

**Farm Foods** Display Vocabulary Card *bread*. **Bread and crackers start out as plants like oat and wheat. Farmers collect the plants and grind parts of them into flour. The flour is mixed with other foods to make bread and crackers.**

## DIFFERENTIATED SUPPORT

### Engage and Extend

**Practice** Encourage children to sort and order 10 blocks in varying lengths from shortest to tallest. Have them make a display that shows what they found out. KINESTHETIC

## Science Circle

15 minutes

### Learning Outcomes

#### The child

- observes the characteristics of organisms.
- describes the characteristics of organisms.
- demonstrates balance in isolation (may not yet coordinate consistently with a partner).
- practices good habits of personal safety.

### What You Need

- Vocabulary Card: *fruit*
- 2 pails; 5 boxes; plant
- Read More About It: *From Farm to Table*
- Wordless Experience Book: *From Farm to Table*
- pictures of crops (peach orchard)
- Picture Cards (animals, plants)

### Academic Vocabulary

living things	nonliving things
orchard	water
roots	rain
soil	

### Outdoor Play

20 minutes

**Living Things Scavenger Hunt** Take children on a walk outside to identify different living things. First, have them gather around you and hold up a picture, such as leaf. Observe who can spot a leaf first. Then hold up other pictures one at a time, such as a bloom on a flower or a butterfly, and have children hunt for each one.

### Farmers' Work Is Never Done

Have children pretend they are farmers throwing bundles, bales of hay, in a truck. Show them how to bend down, reach out, and then throw their arms over their heads. Do this 10 times. Have children echo you as you teach this finger play.

Farmers' work is never done (wipe forehead)  
She rises at 5 before the sun, (stretch like waking up)  
He feeds the cows or the spotted hen, (hand looks as it is spreading feed)  
They're away on tractors before it's 10. (hands in driving position)

### Living Things

- 1 Engage** Display Vocabulary Card *fruit*. Have children describe what they see. **Plants are living things. Fruits, vegetables, and grains come from plants. Many vegetables and grains grow on farms, but fruit trees grow in orchards. Plants need soil, water, and sunlight to live. Point to a table. This is a nonliving thing. Does it need soil, water, or sunlight? No, a table is not a living thing.**
- 2 Develop** Show children pictures of various crops grown in different locations, such as corn, rice, orchards of peach or orange trees. Describe each item and why it is a living thing. **This is a peach orchard. These trees grow peaches. A tree is a living thing. The tree gets food from its roots in the soil. It gets water from rain or from a farmer who sprays it with water when there is hot, dry weather. Yes, it is a living thing.** Continue in the same way to identify the other pictures.
- 3 Practice** Show children a plush toy. Have them observe and describe its characteristics. **What is this? Is it a living or a nonliving thing? Does it need water or food? No.** Show children a real plant. **Look closely. Is this plant a living thing or a nonliving thing? How do you know?**

# Learn and Play

90 minutes

## Let's Move

**Obstacle Course** Number cardboard boxes with a numeral from 1 to 5 on each box. Place boxes in a zigzag pattern in an open space. Have children run from box to box starting with Box 1, ending at Box 5.

- Model how to run the obstacle course, touching each box as you pass.
- Before children begin the obstacle course, remind them of personal safety habits. *Take time to check that your shoes are tight on your feet so you don't trip when you run.*

**Plant or Animal?** Have children line up. Place two pails about 15 feet away from them. Place a picture of a plant on one pail and on the other pail, a picture of an animal.

- Give a child either a Picture Card of an animal (such as *elephant, bird, duck, wolf*) or a plant (such as *fig, branch, apple*). The child runs to the pails and decides whether the card shows plant or animal, dropping it in the pail.

## Let's Talk

**Engaging Activities** As children play, hold conversations with them that make them stop to reflect on how they are cooperating with others and conversing with others. Have children demonstrate knowledge of nonverbal conversational rules.

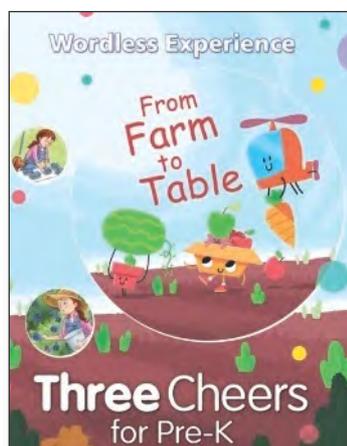
Do you like to play with puzzles? EJ is doing a puzzle too. You could talk to each other about the puzzles. What would you say? I like to see you sharing the doll, Mia. How did you ask to play?



## Let's Read

**Read More About It** Turn to p. 10 in the *Read More About It* Book and point to the letter *Fs* in the title. Have children find *Ff* in the text. Read the words. (Words with *Ff*: *favorite, food, of, filled, fruit, for, foods*)

**Wordless Experience Book** Have children find and name fruits that are illustrated in the pictures. Ask them whether they have ever tried these fruits.



## Center Time

30 minutes

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

## Rest Time

35–40 minutes

**Pleasant Dreams** Display the picture of Abuela fast asleep in the book *The Empanadas That Abuela Made*. Tell children Abuela is dreaming of all the fun the family had when they came to her house to eat her empanadas. Have them close their eyes and think of foods they like to eat. Hum a tune and have children close their eyes for the rest time.

## Transition

Recite this chant, having children echo you line for line.

Celebration coming up,  
Healthy favorite foods for us  
Celebration getting near,  
Healthy foods for us all year.

## DIFFERENTIATED SUPPORT

### Extra Support

**Engaging Activities** If children are reluctant to reflect about their play, it may be that they are too engrossed in it and don't want to stop. Find a time soon after they begin to clean up. Have them sit and talk about what they were engaged in. *You were very busy. What was so interesting? What were you and Bradley playing? What were you talking about together?* AUDITORY



# Prepare and Reflect

10 minutes

## 5x5

### Learning Outcomes

#### The child

- demonstrates knowledge of nonverbal conversational rules.
- contributes ideas for drafts composed in whole/small group writing activities.
- shares class-made written products.

### What You Need

- 5x5 Card: Sharing a Meal
- chart paper, construction paper
- crayons
- paste

### Academic Vocabulary

invitation	note
celebration	information
fruits	vegetables
nutrition	

### Teacher Note

Have children practice and prepare for Theme Celebration Day. You can pick and choose from the activities listed on this page or include some of the children's other favorite activities.

### DIFFERENTIATED SUPPORT

#### 3-Year Olds

**Getting Ready** Assign children helper jobs that are easy for them to do. Guide them with simple two-step directions. **First, move the plants to the sink. Then pour the water on them.** KINESTHETIC

**Create an Invitation** Tell children to pretend they are going to plan for a special dinner. **Our families will be invited. What information will we include on the invitation?** Remind children that they drafted an invitation for the Healthy Foods for Us Celebration. The note is asking someone to come to a party or other special event. Have children suggest what to include, such as what the dinner is for, where it will be held, and at what time the dinner will take place.



### Theme Celebration Day

**“Healthy Foods for Us” Theme Celebration Day** Remind children that they will want to tell their families about what they have learned about healthy foods and where food comes from. **We know that fruits and vegetables are good for our nutrition. Later this week we will make a graph to show which healthy snacks are the class favorites. We will show that graph at the celebration.**



### Getting Ready

Ask weekly helpers to talk about the work they did this month keeping the classroom neat and tidy, caring for the classroom pet or plants, keeping the library books in order, organizing the toys in the proper containers, and cleaning tables after snack. Encourage everyone to participate in the conversation and observe nonverbal conversational rules, such as looking at the person who is speaking.

- Choose three or four children who will demonstrate how they do their jobs.
- Have children share class-made written products they have worked on this week. Have them practice for the big day by reading their stories aloud and telling about artwork they made for the celebration.



# Welcome to Today

15 minutes

## Meet and Greet

- Greet children with a hearty “Hello!” and their names.
- Have children look at SEL Card *happy*; *sad* and place their names in the Mood Meter to show how they feel today.



## Sing, Rhyme, and Shout

**From Farm to Table** Display the card. Ask children whether they are feeling comfortable with the new words we made up for this song.

- Let’s practice the song for the Healthy Foods for Us Celebration. Who can tell me how we stand? What do we do with our hands? Yes. Keep them at our sides. Show me how you stand. Very nice. Remember to smile.
- Sing the song through with children, substituting names of children’s favorite foods, such as *pasta*, *tacos*, *hummus* for the word *pizza* in the song.



## Learning Outcomes

### The child

- participates in classroom music activities including singing.

### What You Need

- SEL Card: *happy*; *sad*
- Sing, Rhyme, and Shout: “My Favorite Food”
- attendance chart, helper chart

### Academic Vocabulary

practice

## Morning Meeting

- Attendance** Hold up each child’s name card, checking their recognition. Have them place their names on the attendance chart.
- Helper Chart** Ask helpers who will be demonstrating for the celebration to talk about what they will show.
- Question of the Day** *What is your favorite meal: breakfast, lunch, or dinner?* Display a T-chart with columns for each choice. Have children place sticky notes or name tags on the chart to answer. Have volunteers tell their choice.
- Today’s Events** *Who will share something that happened to them this morning on the way to school?* Tell children you will read a new story today about some children’s favorite foods.

### DIFFERENTIATED SUPPORT

#### ELL

**From Farm to Table** To help children learn the new words to the song, “My Favorite Food,” give them extra practice. Show children pictures of the new foods added to the song, such as pasta, tacos, hummus. Point to the picture and say the new words in the home language and then in English. Have children repeat the English. If appropriate, describe each new food in a simple way so children learn more about unfamiliar foods. VISUAL, AUDITORY

## Story Time

15 minutes

### Learning Outcomes

#### The child

- combines sentences to stick to the topic.
- blends spoken phonemes into one-syllable words with pictorial support.

### What You Need

- Read More About It Book: “Favorite Foods”
- Vocabulary Cards: *vegetables, fruit, dessert, bread, milk*
- Picture Cards: *cub, nose*
- Magnetic Letters

### 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

#### ELL

**Connect** Help children connect their food experiences to those described in the book.

- Have children use their home language to tell of foods that are similar in their cultures. Then point to the pictures of the foods in “Favorite Foods.” Point to these pictures and say the words: **noodles; vegetables; crunchy; sweet; cold.** Have children repeat the words after you. AUDITORY

### From Farm to Table

**? What special foods does my family enjoy?** Review the weekly question, pointing out that people all over the world have favorite foods. We will learn about some of those foods today.



### “Favorite Foods”

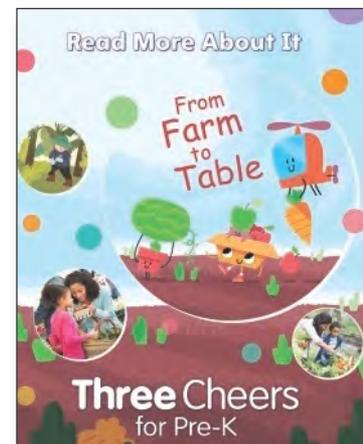
Display Read More About It: “Favorite Foods.”

**1 Introduce** Ask children to talk about the foods they see. Ask children what they know about these foods.

Have you eaten any of these foods?  
Do you know the names of them?  
Let's read about these favorite foods.

**2 Read Together** Tell children to listen for some new and interesting words in this text. Then read it aloud.

**3 Connect** Children will combine sentences that stick to the topic as they form some self-to-text connections. Go back and point out some of the colorful, descriptive language used in this story: noodles that are *slippery* and *long* eaten with *crunchy* vegetables; samosas described as *pillows of dough* eaten with *spicy sauces*; and the words *sweet* and *cold* that describe a smoothie. **Do these words help you know why these are someone's favorite foods? Do the words make you want to try these foods?** Prompt children to answer using combined sentences that stick to the topic of the questions.

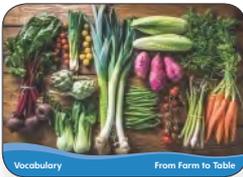


# Literacy Circle

15 minutes

## Concept Vocabulary

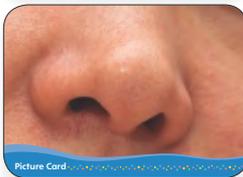
**Review** Remind children of the weekly question: *What special foods does my family enjoy?* Display Vocabulary Cards *vegetables* and *dessert*. **We should eat more of this type of food to be healthy. What is my word?** Hold up two cards and give children clues for one of the words. (*fruit, milk, bread*). Have children identify the word. Repeat until each word has been used at least once.



## Phonological Awareness

**Blend Phonemes** Remind children that all words are made of sounds. Help them blend spoken phonemes into one-syllable words using Picture Cards for support.

- Hold up Picture Card *cup*. **What is this?**
- Listen as I say the sounds in *cup*: /k/ /u/ /b/, *cup*. Now you blend, or put together, the sounds /k/ /u/ /b/, *cup*. Repeat with Picture Card *nose*.



## Alphabet Knowledge

**Review Ll, Gg, Rr, Cc, Nn** Children will review letters *Ll, Gg, Rr, Cc, Nn*.

- Display magnetic uppercase and lowercase letters *L, l, G, g, R, r, C, c, N, n*. Point to one at a time. Have children name each letter, identifying it as either uppercase or lowercase.

## Transition

### Bread

Have children flap their arms like a bird. Recite this chant, and have children repeat each line after you.

White bread, wheat bread,  
Cornbread too.  
Rye bread, cin-na-mon,  
Just for you!

## Concept Vocabulary

vegetables	milk
dessert	bread
fruit	

## Academic Vocabulary

word	letter
sound	blend



## CHECK FOR UNDERSTANDING

**IF...** a child has difficulty naming a letter,  
**THEN...** give the child the Alphabet Card for that letter. Have the child name the picture. Say the letter name and have child repeat it two or three times.

LET'S GET READY FOR

## Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or **English Language Development** lessons (p. ELD•216).

### Small Group

- **Math: Counting** Show children p. 6 of *The Empanadas That Abuela Made* where there is an illustration of 4 empanadas and 3 pumpkins. Have children count the pumpkins first. **How many do you see? Now count the empanadas. How many do you count? Tell me which group of these foods shows more, the empanadas or the pumpkins? How many more empanadas are there than pumpkins? Yes, 1 more.**

#### ▶ **ELL Access**

##### Internalize Vocabulary

**Emerging** Point to the pumpkins on p. 6. **These are pumpkins. Say it with me. Pumpkins.** Point to the empanadas. **These are empanadas. Say it with me. Empanadas. How many pumpkins? Count with me. 1, 2, 3. Three pumpkins.** Have children show 3 fingers. Repeat for the empanadas.

**Developing** Tell children to point to the pumpkins. **How many pumpkins?** Tell children to point to the empanadas. **How many empanadas?** Use this sentence frame to help compare the quantities. *There are more \_\_\_\_ than \_\_\_\_.* Then ask children to tell how many more.

**Expanding** Have children name the foods on p. 36: empanadas and pumpkins. **Tell me which group has more. How do you know?**

**Bridging** Have children explain which group of foods has more items.

- **Literacy: Alphabet Knowledge** Review letters *Ll, Gg, Rr, Cc, Nn* using Alphabet Cards and Picture Cards. Give each child one of the Alphabet Cards. Have a child name the uppercase and lowercase letter and say the sound the letter spells. Spread Picture Cards on a table. Have children match the initial sound of each letter to a Picture Card. Suggested Picture Cards: *lock, ladder; goose, guitar; rocks, rake; cub, cup; nest, nose.*

#### ▶ **ELL Access**

##### Relate Letter Sounds

**Emerging** Be sure children can name the Picture Cards. Show each card, saying the name and having children repeat it. Then point to a letter that matches a Picture Card, and say the sound of the letter and the name of the card it matches again. Have students repeat the sound and the picture name. Repeat for the other letters.

**Developing** Have children listen as you name each letter and each Picture Card. Then hold up a letter. Have children say its name. **Can you find a Picture Card that begins the same way? C, /k/ cub. Yes. Does cub begin the same way? Yes.**

**Expanding** Have children identify each letter and listen as you say each letter sound. Then have them find Picture Cards to match each letter.

**Bridging** Lay the Alphabet and Picture Cards on the table so children can see all of them. Have children give directions to you to tell you how to physically match the Picture Cards to the letter that spells the initial sound of the word.

# Math Circle

15 minutes

## Data

Tell children that today they are going to find out which fruit and which snack everyone likes best.

- 1 Engage** Display Picture Cards *apple, grapes, fig, orange*.

Are these foods vegetables? No. Are they grains? No. They are fruits.

Do you like these fruits? Are there others you like better? We are going to find out which fruit is your favorite.

- 2 Develop** Tell children that to find out which fruits are their favorites, they need to collect, or gather, data. *What is data? Data is information about you or others. We can collect data.* Ask each child to name his or her favorite fruit. Draw a picture on the board of the fruit each child names. *Now that you have heard the names of all these fruits, maybe you changed your mind about your favorite. You need to choose only one fruit that is your favorite. When I say the name of a fruit, raise your hand only if it is your favorite. You can only raise your hand once.* Then take a hand vote as you name each fruit. Have a volunteer count the number of hands. *How many said their favorite fruit is strawberries? 4. I will write 4 next to the picture of strawberries.* Remind children that the last number said is the number of fruits. Read the results of all the votes.

- 3 Practice** Have children collect data about which snack they like better: sliced apples or celery sticks. Each child chooses one picture of apple slices or celery sticks. Ask children to sort the pictures into two groups, putting those pictures that are the same together. *Count the number in each group together. Each of you chose one picture. We will count one number for each picture.* Emphasize that the last number said tells the total number. *How many of you like apples better? How many of you like celery better?*



## Learning Outcomes

### The child

- uses language for different purposes.
- counts up to 10 items and demonstrates that the last count indicates how many items.
- collects data.

## What You Need

- Picture Cards: *apple, grapes, fig, orange*
- Patterns: Apple Slices and Celery Sticks
- tape
- SEL Card: *choice*

## Academic Vocabulary

collect	data
information	count

## CHECK FOR UNDERSTANDING

**IF...** a child has difficulty making a choice of fruit,

**THEN...** offer fewer options. Ask the child to name two fruits the child likes. Then ask which fruit of these two he or she likes best.

## **Snack Time** 15 minutes

**Table Talk** Show SEL Card *choice*. When you eat a meal, you have a choice of foods. What do you say when you want someone to pass a food? May I please have the peas? Now I will say *May I have the \_\_\_*, and you repeat what I say. But say a different vegetable in place of the word *peas*. Let's say that phrase. I will say the phrase and you repeat it, adding a vegetable you like instead of peas.



# Technology Circle

15 minutes

## Learning Outcomes

### The child

- demonstrates balance in isolation.
- identifies good habits of nutrition.
- uses a variety of digital tools.
- operates a variety of digital tools.
- names a variety of digital tools.

## What You Need

- classroom computers or digital devices
- healthy nutrition apps
- playground ball
- Read More About It: *From Farm to Table*
- Alphabet Cards: *Ll, Gg, Rr, Bb, Cc, Dd, Ff, Kk, Nn, Pp*

## Academic Vocabulary

habit	computer
tool	app

## Outdoor Play

20 minutes

**Old Favorites** Have children vote for one of two of their favorite outdoor games, such as Duck, Duck, Goose or London Bridge. Have one child review the rules before going outside.

## Digital Tools

Tell children to reach to the sky and march in place for the count of 30. Then have children remain standing as they recite this chant line by line after you.

Digital tools,  
Digital tools,  
Computers, cell phones, and apps.  
We like to use digital tools.  
They're fun for learning and maps.

## Digital Tools

- 1 Engage** Before you begin, load the healthy nutrition apps on the laptops or digital devices. Tell children they are going to use the different digital tools today. Demonstrate how to turn on the power switch. Tell children they are going to use different apps, applications, about eating and choosing healthy foods.
- 2 Develop** Model how to open and use one of the healthy nutrition applications. *Watch what I do to open this app. First, I find the picture for this app here on this part of the screen. Then, I click on the app, using my mouse. Who can point to the mouse? Now I am ready to follow the arrows to play this game. When you are finished working, be sure to double click to close the application.*
- 3 Practice** Have children demonstrate how to operate the device, turning on the power and opening the app. As they work, walk around and ask questions about what they are learning. *Tell me how you open this application. Which food did you zoom in on to start a healthy eating habit? Show me how you swipe the screen to get to the next picture. Is this a healthy food? Why not?*

## Social and Emotional Learning

**Take Care of Our Things** Show the SEL Card: *take care of our things. We need to remember that the computers could break if we do not take care of them.* Ask for ideas about how to take care of the devices, such as using gentle fingers to touch the keys, turning the computers off when not using them.



# Learn and Play

90 minutes

## Let's Move

**Rolling Along** Show children how to play this ball game. Remind them for personal safety they will only roll the ball on the ground, not throw the ball.

Children stand in two lines facing each other. Show them how to roll the ball to the person standing opposite. When the other child retrieves the ball, he or she rolls it back to the next person in the opposite line.

**Vegetable-Fruit Call Out** Assign a vegetable or fruit name to each child. Tell children they need to remember the vegetable or fruit name.

- Have children stand in a line shoulder-to-shoulder facing you.
- Call a vegetable or fruit name. The child who has that name tries to run past you to where you were standing, home base. If the child gets by you, he or she helps you try to catch other children in the next round of the game. If a child is tagged, the child goes back and tries again to get by the leader and helpers.

## Let's Talk

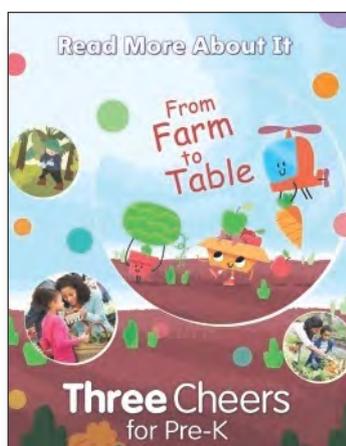
**Digital Habits** Have children think of the electronic devices they use. As they name the digital tools, list them on the board.

- Have a discussion about the right amount of time to spend playing with apps. [Computer apps are like “sometimes foods” for our daily eating habits. Too much time using apps can be bad for our health.](#)
- [We need time to play outside and to play with friends.](#) Agree as a class about starting a healthy habit for screen time each day.

## SEL Let's Read

**Say Phonemes** Say one-syllable words from the Read More About It text “Favorite Foods,” such as *made*, *rice*, *dough*. Have children echo the phonemes for each word. *made*: /m/ /ā/ /d/; *rice*: /r/ /ī/ /s/; *dough*: /d/ /ō/.

**Alphabet Scavenger Hunt** Distribute Alphabet Cards for the letters children have learned: *Ll*, *Gg*, *Rr*, *Bb*, *Cc*, *Dd*, *Ff*, *Kk*, *Nn*, *Pp*. Open to a page in the Read More About It text “Favorite Foods,” and, one at a time, have each child try to find each letter on the page. They can ask others to help.



## Center Time

30 minutes

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

## Rest Time

35-40 minutes

**Quiet Music** Tell children that they have been working and playing hard all morning. [Like Abuela who worked hard making her empanadas, you are going to rest now.](#) Play soothing music. Have children listen and breathe deeply as they rest.

## Transition

Recite this chant, having children echo each line.

[Making choices all day long](#)  
[A purple shirt, a happy song,](#)  
[A healthy snack,](#)  
[A playtime friend,](#)  
[Making choices all day long.](#)

## DIFFERENTIATED SUPPORT

### Engage and Extend

**Say Phonemes** Tell children you would like them to show the guests at the Theme Celebration what they have learned about blending letter sounds. You want them to demonstrate how they can say the sounds in one-syllable words. Give children Picture Cards and ask them to say each sound of the words represented by the pictures. Use Picture Cards *lip*, *rug*, *goat*, *fox*, *nose*, *duck*. VISUAL



# Prepare and Reflect

10 minutes

## 5x5

### Learning Outcome

#### The child

- demonstrates knowledge of nonverbal conversational rules.
- shares class-made written products.
- verbally identifies, without counting, the number of objects from 1 to 5.

**Count and Compare Groups** Show children how you can count the number of people in the photo. Point to each person in the photo and have children say the number. Next, break the class into uneven groups with a maximum of 5 children in each group. Ask the class to compare the number of people in each group by just looking, not counting each person.



Let's compare the groups. Which group looks like it has more people? Which group looks like it has fewer people? Then model counting the number of people in each group.

### What You Need

- 5x5 Card: Sharing a Meal
- Trade Book: *The Empanadas That Abuela Made*
- Trade Book: *We Eat Food That's Fresh!*
- chart paper
- marker



### Theme Celebration Day

**Centergize Booth** Have children brainstorm what they would like to show guests they have learned at the centers throughout this theme. After making a list of centers, vote for one to demonstrate on Theme Celebration Day. Possible ideas: acting out one of the stories, acting out how we care for classroom things, blending phonemes using Picture Cards, comparing the length of objects; sharing a healthy habits app on the laptops.



### Getting Ready

**Healthy Snack Recipe** Suggest children make some of the healthy fruit and vegetable snacks they learned about in the Trade Book: *We Eat Food That's Fresh!*

- Have children look at pictures of the butterfly and the flower snacks made from sliced fruit and vegetables on p. 25.
- Then have them dictate a recipe. Write it on chart paper.
- Have children share class-made written products they have made this week at Literacy Circle or Centers. Have them practice reading their stories or telling about their artwork to prepare for the celebration.



### Teacher Note

Have children practice and prepare for Healthy Foods for Us 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

#### 3-Year Olds

**Centergize Booth** As you prepare children for showing what they know, have three-year olds show how they are gaining control of gross motor skills. They could roll a ball from person to person. They could show how they can jump and march to one of the chants they have learned. KINESTHETIC

# Welcome to Today

15 minutes

## Meet and Greet

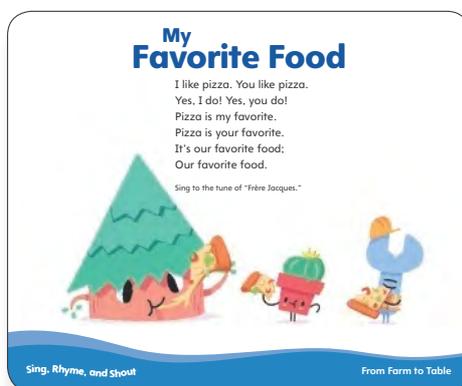
- Greet children by giving a high five and telling them this is Theme Celebration Day.
- Ask children to show how they feel about today's events by updating their mood on the Mood Meter.



## Sing, Rhyme, and Shout

**From Farm to Table** Tell children you want them to practice singing the “My Favorite Food” song with the new words once more before they perform it for their families later today.

- Everyone is standing straight. I need to see a smile from everyone and hands at sides. Ready? Sing.
- Sing through the song together. Give children praise for their fine performance. Show them how to bow for applause.



## Learning Outcomes

### The child

- shows understanding of the language being spoken by teachers.
- participates in classroom music activities.

## What You Need

- Sing, Rhyme, and Shout: “My Favorite Food”
- attendance chart, helper chart

## Academic Vocabulary

straight	bow
practice	delicious
words	

## Morning Meeting

- Attendance** Hold up a Picture Card that begins with the same consonant sound as children's names. Children say the card name and the beginning sound before placing their name cards in the attendance chart.
- Helper Chart** Have the helpers who will demonstrate today practice what they will say.
- Weather** It seems like a sunny day inside because we are so excited about Theme Celebration Day. Is it sunny outside today?
- Today's Events** Who wants to tell how they feel about Healthy Foods for Us Celebration Day? Remind children to obey rules and routines to show guests what they have learned about caring for others and the classroom materials.

## DIFFERENTIATED SUPPORT

### ELL

**Attendance** Give each child a Picture Card in which the object shown begins with the beginning sound of the child's first name. **What is this?** If the child does not know the picture name, say it for them. Have them repeat. **What is this letter?** Show each child his or her name card. Point to the first letter on the name card. Say the sound that the letter spells and have the child repeat it. Point to the Picture Card. Gesture to help children understand that their name and the Picture Card object begin with the same sound. AUDITORY

## Story Time

15 minutes

### Learning Outcomes

#### The child

- combines sentences that stick to the topic.
- combines sentences that clearly communicate intended meaning.
- blends spoken phonemes into one-syllable words with pictorial support.
- uses information learned from books by describing, relating, categorizing, or comparing and contrasting.

### What You Need

- Trade Book: *The Empanadas That Abuela Made*
- Read More About It Book: “Favorite Foods”
- Vocabulary Cards: *vegetables, fruit, dessert, bread, milk*
- Picture Cards: *boat, fan, rope, pan, wig*

### DIFFERENTIATED SUPPORT

#### Extra Support

**Compare** Some children may benefit from talking about each book before they compare the texts.

- Display *The Empanadas That Abuela Made*. *Who made the empanadas? Who helped Abuela? How do you think the family felt about having empanadas at Abuela’s house?*
- Display “Favorite Foods.” *What were the three favorite foods? Did the children in this book do anything like what the children in the empanada book did?*
- Have children either name one thing that was the same or one thing that was different. VISUAL

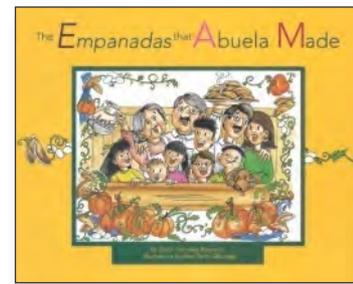
### From Farm to Table

**?** **What special foods does my family enjoy?** Read the weekly question *What special foods does my family enjoy?* Allow children time to talk about times when their families eat special foods.



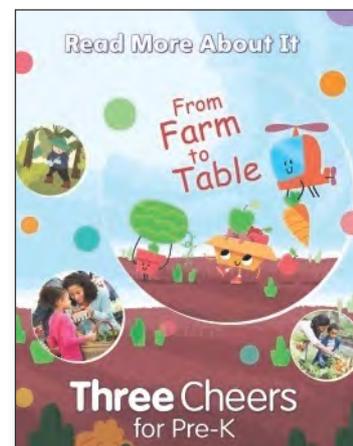
### The Empanadas That Abuela Made and “Favorite Foods”

Tell children today they are going to review and compare special foods from the texts *The Empanadas That Abuela Made* and “Favorite Foods.”



**1 Remember** Have children tell what they remember about the two stories as you slowly turn the pages of both books. *What was important about the pumpkin, rolling pin, and dough? Yes, Abuela used them to make the empanadas. What do you remember about the noodles, samosas, and smoothies in “Favorite Foods?”*

**2 Reread** Reread pp. 24 and 25 of *The Empanadas That Abuela Made* so children can hear the repeated text. *Every time something new happened everything that happened before was repeated.* Reread all of “Favorite Foods.” *Which words in this story made the food sound like it would taste delicious?*



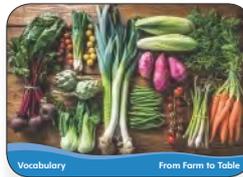
**3 Compare** Model how to compare books using the words *and, both,* and *but.* *When I compare two books, I tell what is the same and different. The Empanadas That Abuela Made and “Favorite Foods” are both about people’s favorite foods. I can tell what is different using the word but. The Empanadas That Abuela Made has repeated words in it, but “Favorite Foods” does not.* Then have children combine sentences that clearly communicate their intended meaning as they compare texts. Have them describe how the foods were the same or different.

# Literacy Circle

15 minutes

## Concept Vocabulary

**Check for Understanding** To ensure children can demonstrate understanding of the meaning of 3,000 to 4,000 words by the end of prekindergarten, monitor the responses of individuals to the following prompts: *Which vegetables are good choices for a snack? Do you have dessert before or after a meal? Is bread a food you can cut? Do you use fruit in a smoothie? Is milk always white?*



## Speech Production

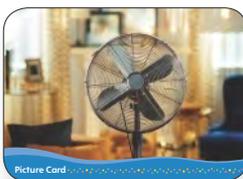
**Combine Sentences** Model for children how to combine sentences and keep to the topic of a discussion.

- When I answer a question, I use words that are about the question, not about something else. Here's a question: *What did we learn about special foods in the books we read? Should my answer be about Abuela's slippers? No! My answer should be about the special food she made: the empanadas.*
- Here's my answer: I learned that Abuela's family loved the empanadas she made, **and** I learned about samosas, a food I have not eaten, from "Favorite Foods."
- Have children answer the same question trying to combine sentences with the word *and* while staying on topic.

## Phonological Awareness

**Blend Phonemes** Children will blend phonemes using picture support.

- Display Picture Card *boat*. Listen as I say the word and blend, or put together, its sounds: *boat*, /b//ō//t/, *boat*. Display Picture Card *pan*. Have children say the word, segment its sounds, and then blend them to form the word.
- Repeat using Picture Cards *rope*, *fan*, *wig*.



## Transition

### To Market, To Market

Have children pretend to run in slow-motion for about 20 seconds. Then recite this nursery rhyme line by line, having children echo you.

To market, to market,  
To buy a fat pig,  
Home again, home again,  
Jiggety-jig.  
To market, to market  
To buy a fat hog,  
Home again, home again,  
Jiggety-jog.

## Concept Vocabulary

vegetables	bread
fruit	milk
dessert	

## Academic Vocabulary

sentence	blend
----------	-------



## CHECK FOR UNDERSTANDING

**IF...** a child struggles to understand the Concept Vocabulary,

**THEN...** give the child extra practice talking about each of the words: *bread*, *milk*, *fruit*, *vegetables*, *dessert*. Use picture clues and connect the words to the child's own experiences, such as: *Do you need bread or fruit to make a sandwich? What vegetables do you like best?*

LET'S GET READY FOR

## Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or **English Language Development** lessons (p. ELD•216).

### Small Group

- **Math: Data** Tell children you want to know how many children prefer strawberries and how many children prefer blueberries. Give each child a sticky note or other uniform square piece of paper. Say: *Draw a picture of a strawberry or a blueberry to show me which fruit you prefer, or like more.* Have a volunteer sort the drawings into two piles. Tell children to count together as you hold up each drawing. *There are 3 strawberry drawings. How many children like strawberries? Yes, 3. There are 4 blueberry drawings. How many children like blueberries? Yes, 4.*

#### ▶ **ELL Access**

##### **Express Opinions**

**Emerging** Show children pictures of strawberries and blueberries. Help them to understand the word *prefer* by giving examples of things you prefer. Point to the picture of strawberries and say: *Do you like strawberries?* Have children nod yes or no to show they understand the question. *Do you like blueberries?* Have children nod yes or no to show they understand the question. Then gesture pointing to the two pictures. *Do you prefer strawberries or blueberries? Which do you like better?*

**Developing** Show children pictures of strawberries and blueberries, and say: *Point to the strawberry or blueberry to show which fruit you like more. Prompt students to tell which fruit they prefer by saying, I prefer \_\_\_\_.*

**Expanding** Use complete sentences to tell which fruit you prefer: strawberries or blueberries.

**Bridging** Have children tell whether they prefer strawberries or blueberries and explain why.

- **Literacy: Combine Sentences** Have one child tell one thing she liked about *The Empanadas Abuela Made*. Have another child say a different thing he liked about the same book. Model how you can combine the two sentences using the word *and*. *I liked how the kids walked on the rolling pin and I liked to see the family crash into each other when they saw Abuela.*

#### ▶ **ELL Access**

##### **Express Opinions**

**Emerging** To help children tell what they liked about the story *The Empanadas That Abuela Made*, have them point to a picture in the book and say: "I liked this." Then express what the picture shows and have children repeat your sentence. For example, the child points to the children walking on the rolling pin. Say: *I like the children. They walk on the rolling pin. Now you say it. I like the children. They walk on the rolling pin.*

**Developing** Ask children to think about what part of the story they liked. Then have them tell what they liked using the sentence frame *I liked \_\_\_\_.*

**Expanding** Ask children to think about two parts of the story they liked. Then have them combine two ideas about what they liked using the sentence frame *I liked \_\_\_\_\_ and \_\_\_\_\_.*

**Bridging** Have partners engage in a short conversation about the book. One partner asks *What did you like about the book?* and the other partner responds with a complete sentence that includes two things the child liked.

# Math Circle

15 minutes

## Data

Tell children today they are going to create a picture graph.

- 1 Engage** Show children the pictures of apple slices and celery sticks from yesterday's Math Circle.

These pictures are data. Each picture stands for one child's choice.

We can see this data if we make a picture graph. A picture graph shows a picture for every child's choice.

- 2 Develop** Explain that you are going to make a picture graph. Run heavy tape along the floor or rug to make two columns horizontally or vertically.

This line makes a space for these pictures of apple slices and celery sticks. Place labels for each column, such as a colored-in celery stick picture and a colored-in apple slice.

- 3 Practice** Have children organize the data in a graphic representation by sorting the drawings into the column spaces. Have them lay each drawing down so it doesn't touch another drawing. What can you say about how many children liked apple slices and celery sticks? Which one did more children prefer? Which one did fewer children prefer? How do you know? Is it easier to compare when the pictures are lined up?

## Learning Outcomes

### The child

- collects data.
- organizes data in a graphic representation.

## What You Need

- heavy tape
- Patterns: Apple Slices and Celery Sticks

## Academic Vocabulary

data	picture graph
space	more
fewer	how many



## CHECK FOR UNDERSTANDING

**IF...** children have difficulty understanding information laid out this way,

**THEN...** remind children that each picture stands for one person's choice. Connect that they are the same pictures, just organized differently. The pictures you chose haven't changed. We just put them in groups that are the same.



## Snack Time

15 minutes

**Fruits from Trees** Tell children that some fruits grow on trees. Apples, pears, peaches, oranges, and plums all grow on trees. What do most trees look like? Try to elicit characteristics of trees, such as branches, leaves, trunks, and roots. Trees are living things. They need water and food that comes from the ground, or soil, where their roots grow. If a child has a fruit that grows on a tree, point it out to the class.

# Let's Celebrate

25 minutes

## Learning Outcomes

### The child

- remains focused on engaging group activities for up to 20 minutes at a time.
- assumes various roles as part of a classroom community.
- recognizes at least 20 distinct letter sounds in the language of instruction.
- participates in classroom music activities including singing.
- identifies good habits of nutrition.

## What You Need

- Sing, Rhyme, and Shout Card: "My Favorite Food"
- Big Book: *The Enormous Turnip*
- Trade Book: *The Empanadas That Abuela Made*
- Picture Cards
- Alphabet Cards
- Foods families bring to share
- Snacks children made
- Javi
- 5x5 Card: Let's Eat

## Outdoor Play

20 minutes

**Our Favorites** Have children choose a game they like to play to share with their families or guests.

Have one child explain the rules of the game.

## Healthy Foods for Us

Invite children to prepare to conclude this month's theme: From Farm to Table with a "Healthy Foods for Us" Celebration. Remind children that their families will be coming to school today and sharing some family favorite foods. Tell children they will share what they have learned about eating healthy foods through the songs, rhymes, and fingerplays they will perform. They will invite their families to take part in an Alphabet Scavenger Hunt and then feast on the family shared foods at a buffet.

## Meet and Greet

As the families enter the classroom, have each child greet the visitors and bring them to the seats that have been set up for them.

Once everyone is seated, have the children open the Celebration singing "My Favorite Food." Choose a child to lead the song. Remind children that it is polite to bow for applause.

## Caring for Our Classroom

Have the assigned helpers demonstrate what they do each day to care for plants and pets. Have the Helpers speak briefly about their tasks, such as keeping books orderly in the bookcases and making sure classroom materials are in their proper containers.

## Alphabet Scavenger Hunt

Pass out the Alphabet Cards for all the letters the children have learned so far. Pair each child with a family member to join in the hunt for the Picture Cards that are hidden around the room. Each Picture Card can be matched to an Alphabet Card. For example, Alphabet Card *Rr* will have a Picture Card: *rug* or *rope* hidden in the room. Once all the Picture Cards are found, ask each child and family member to say the letter name, sound, and Picture Card name and first letter sound.

# Let's Celebrate

## Story and Rhyme Time

Have a few children reenact the story *The Enormous Turnip* as you read it aloud. Tell children they will use actions but no words. Choose children to be the characters: Little Maggie, Maggie's mother, father, brother, and Granny. Gather a few props such as seeds, play shovel, or hoe and perhaps a picture of a large turnip.

Next, have the class recite a fingerplay. Encourage the families to join in.

Plant Parts

Here's a leaf (show hand)

And here's a stem (raise pointer finger)

And here's a flower, too. (open cupped hands)

Underground some roots wiggle (wiggle fingers)

Hidden from your view.

Read aloud *The Empanadas Abuela Made*, having children chime in on the repetitive text.

## Center Time

Announce that a Center is open for demonstrations. Have selected children show what they have learned at centers this week. Some children may want to share with guests the Healthy Nutrition apps they have used on the class laptops.

## Sharing Favorite Foods

Gather families and children to taste the foods that the children have brought from their homes and the healthy snacks they made from the recipe they wrote from the pictures in *We Eat Food That's Fresh!* Display the decorated recipe near the healthy snacks children made.



## 5x5

**Equal Shares** Review how you can count the number of people in the photo.

Then ask children questions about how to share various foods so that everyone gets some. For example, ask: **How many glasses of milk do we need for everybody to have a glass? How many pieces of pie do we need?**



## Let's Reflect

Have the families join the children in one big circle. Hand Javi to a child and take turns passing him around as children and adults, too, reflect about what they liked most about this Healthy Foods for Us Celebration Day. Some children may appreciate having a sentence frame to get them started: *I enjoyed \_\_\_ because \_\_\_.* The children should show their families the end-of-school routines as the celebration concludes.

## Snack Time

**Healthy Snack** Have one child tell the visitors about healthy habits of good nutrition.



## Learn and Play

90 minutes

### Learning Outcomes

#### The child

- demonstrates balance in isolation.

### What You Need

- 2 beanbags
- 2 hoops
- Trade Book: *The Empanadas That Abuela Made*

### Center Time

30 minutes

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

### Rest Time

30 minutes

**Sweet Dreams** Remind children of the wonderful foods they have read about and even tasted in this theme. Have them close their eyes and imagine a plate of their favorite fruits and vegetables as they rest.

### DIFFERENTIATED SUPPORT

#### Engage and Extend

**Retell It** After children have retold the text, assign roles and have children act out the story. Allow them to prepare props as time allows. VISUAL, KINESTHETIC

### Let's Move

**Statues** Tell children that today they are going to play a game called "Statues." Choose a child to be "It" and position this leader facing the other players about 30 feet away.

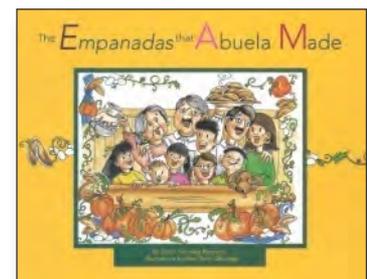
- At a signal to start, "It" tries to tag as many children as possible as they run around. As soon as a child is tagged, he or she must become a "statue," holding whatever position the child was in when tagged.
- Statues can't move until "It" tags them again. The game ends whenever everyone is tired.

**Beanbag Pitch** Place two hoops about 5 feet apart and about 10 feet from a throwing line where children will stand. Form two lines of children. Give the first person in each line a beanbag. The children try to toss the beanbag inside the hoop. If it falls on the hoop the child gets another chance.



### Let's Talk

**Favorite Foods** Remind children that they shared some foods during the Celebration today. *Did you try any new foods today? It is important to try new foods! Were there any foods you really liked? How did it feel to share your family's favorite food with friends in the class?*



### Let's Read

- **Children's Choice** Gather some of the trade books the children have enjoyed during this theme. Have children choose one for the story time today.
- **Retell It** Have children retell the story *The Empanadas That Abuela Made*, keeping in order all the things that happened to the family in the story.



# Centergize

creative options for

**theme-specific centers,**

for **routine-oriented**

**centers,** and for ideas to

**refresh** centers throughout

the theme

CENTERGIZE

# Centergize!

Engage children in purposeful play with **Centergize!**

**Centergize** offers creative options for theme-specific centers, for routine-oriented centers, and for ideas to refresh your centers throughout the theme.



## Centergize Your Theme Centers

Find ideas for eight Theme Centers that provide hands-on learning tied to skills and strategies in the theme. Multiple suggestions for changes to Centergize your centers keeps them fresh throughout the theme.

## Centergize Your Choice Centers

Find ideas to customize, or Centergize, routine-oriented Choice Centers that you have in your classroom so children can engage in more independent, purposeful play.

### Centergize Theme Centers

Children explore the theme through purposeful play. **Theme Centers** connect to the theme **From Farm to Table** 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>STEM</b>	<b>Plant a Seed</b> Plant seeds and observe how they grow.	<ul style="list-style-type: none"> <li>• seeds</li> <li>• 9 oz clear plastic cups</li> <li>• potting soil</li> <li>• plastic gloves or small plastic sandwich bags</li> </ul>
<b>Reading and Listening</b>	<b>Listener’s Choice</b> Select a book to read on the digital device.	<ul style="list-style-type: none"> <li>• computers or other digital devices</li> <li>• headphones</li> </ul>
<b>ABC Fun</b>	<b>Alphabet Soup</b> Use spoons to remove and then name letters from a soup bowl.	<ul style="list-style-type: none"> <li>• large, plastic bowl or container</li> <li>• large, plastic serving spoons</li> <li>• Magnetic Letters</li> </ul>
<b>Sand, Water, and More</b>	<b>Down on the Farm</b> Use sand to make a model farm. Discuss how soil is important to grow crops.	<ul style="list-style-type: none"> <li>• Vocabulary Card: <i>farm</i></li> <li>• buckets and sand toys</li> <li>• plastic foods or picture cards of foods</li> </ul>
<b>Pretend and Learn</b>	<b>Farm Stand</b> Pretend to be a farmer selling produce at a farm stand or a customer making a purchase.	<ul style="list-style-type: none"> <li>• table to serve as a farm stand</li> <li>• props (e.g., plastic foods, laminated pictures)</li> <li>• baskets or bags</li> </ul>
<b>Math Fun</b>	<b>How Much?</b> Experiment to learn how many different objects can be placed in various types of containers.	<ul style="list-style-type: none"> <li>• plastic containers of various sizes</li> <li>• small manipulatives, such as counters, cubes, beads, or pom-poms</li> </ul>
<b>Creativity Station</b>	<b>Musical Styles</b> Listen and respond to different styles of music such as classical, folk, and jazz.	<ul style="list-style-type: none"> <li>• computer or other digital device, cued to music selections</li> <li>• musical instruments</li> </ul>
<b>Writer’s Club</b>	<b>My Favorite Foods</b> Write about your favorite food.	<ul style="list-style-type: none"> <li>• Trade Book: <i>We Eat Food That’s Fresh!</i></li> <li>• Vocabulary Cards and Picture Cards of foods and/or grocery sales ads</li> <li>• paper, pencils, crayons</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 **From Farm to Table**.

Choice Centers	Focus	Refresh
<b>Dramatic Play</b>	Mimic preparing and serving food to a character in a favorite book.	Mimic making an empanada or other favorite food.
<b>Spotlight Theater</b>	Dress up to recreate the actions of characters in <i>The Enormous Turnip</i> .	Recreate the trip from farm to table, as your favorite food. (See Read More About It Book: "The Traveling Bananas.")
<b>Cozy Corner</b>	Put words to the pictures in the Wordless Experience (Write Your Own). Share your story with a friend.	See how many different foods you can find in <i>We Eat Food That's Fresh!</i> or another book.
<b>Puzzle Place</b>	Complete a puzzle with a farm related theme.	Build burgers using the Burger Sequence Stacker.
<b>Build and Play</b>	Use blocks to build a store.	Use blocks to build roads between the farm, the store, and your house. Drive trucks and cars to get food from the farm to your house.
<b>Technology Hub</b>	Learn healthy food choices playing an online game.	Play a game to learn the letters in this theme and to review letters from previous themes.
<b>Make It, Take It</b>	Color the fruits on the Fruits and Vegetables Pattern.	Use a crayon or marker to trace the letters for this theme on Dotted Letter Cards Patterns ( <i>Ll</i> , <i>Gg</i> , <i>Rr</i> ). Then draw a picture of something that begins with one of the letters.
<b>How-To Station</b>	Set the table for a pretend tea party. Invite friends or stuffed animals.	Choose healthy and delicious snacks for your tea party. Use play dough to make your pretend snacks.

# Theme Center: STEM

## Learning Outcomes

### The child

- observes the characteristics of organisms.
- investigates the characteristics of organisms.
- observes the relationship of organisms to their environments.
- investigates the relationship of organisms to their environments.
- discusses [earth materials'] properties.
- discusses [earth materials'] uses.

## What You Need

- seeds such as basil, radishes, spinach, peas, bush beans, green onions, or cucumbers
- 9 oz clear plastic cups
- potting soil
- small watering can (or equivalent)
- plastic gloves or small plastic sandwich bags
- craft box, construction paper, glue, plants, Patterns: Fruits and Vegetables
- labels of plant parts *root, stem, leaf, flower*

## Academic Vocabulary

Prompt children to use these words as they interact in centers.

seed	grow
plant	observe

## Teacher Note

Remind children they should not put anything in their mouth. Have them wear plastic gloves or sandwich bags on their hands, and then wash their hands immediately after the activity.

# Plant a Seed

## Prepare the Center

Label the seed with the plant name and a picture of the plant or vegetable. Use transparent plastic cups to allow children to see the roots as they form. Depending on the types of plants, children can observe or measure their plants every two or three days.

## Introduce

- 1 Look and See** Show children pictures of several kinds of plants. These plants all have something in common. They grow from seeds. An acorn is the seed of an oak tree. An apple tree's seeds are inside the apple.
- 2 Connect** Today, we are going to plant seeds. Ask children what plants need to grow (sunlight, soil, water, and air). Plants need soil, so we will plant the seeds in dirt. Plants need sunlight and we will put the plants in a sunny spot and water them.
- 3 Model** Show children how to fill a plastic cup with soil, dig a small hole in the soil, and drop a seed in the hole. Plant the seed near the side of the cup. This will help children observe when the seed begins to sprout and grow roots in the soil. Make the holes for the seeds near the side of the cup. Place two to three seeds in each hole. Encourage children to ask questions or ask for help.

## Engage

- 1 Join the Group** As children are planting their seeds, encourage them to reflect on what they are doing. Have them use the words *seed, plant, grow, and observe*. Where did you plant the seed so you can observe it growing?
- 2 Redirect** If children are distracted, have them talk about where they are in the process. What did you do first? Next?

## Observe

**Characteristics of Organisms** Can children describe seeds and the plants that grow from the seeds?

**Relationship of Organisms to Their Environments** Can children name the things that plants need to grow?

**Earth Materials** Do children identify the importance of soil, sunlight, air, temperature, and water to plant growth?

# Centergize!

Ideas to refresh this center throughout the theme



## See the Seed?

**Add** craft box with different seeds glued to the side, at least two seeds of each type in the compartments

Have children take out the seeds one by one and examine them more closely with a magnifying glass. Ask children to describe the seeds to a partner and draw the seeds to show how they are different.



## Compare Plants

**Add** two different plants

Have children observe two different plants and draw pictures of each. Ask children to talk to a partner about how two plants are the same and how they are different.



## Seed Sorting

**Add** construction paper divided into four sections, 4 types of seeds, glue

Have children sort the seeds. Then, ask them to glue one (or more) of each seed on the construction paper.



## Plant Parts

**Add** labels of plant parts *root, stem, leaf, flower*

Invite children to draw their plant after it grows. Provide labels of the different plant parts (root, stem, leaf, flower) for children to copy or cut out and add to the drawing.



## How Does Your Garden Grow?

**Add** Patterns: Fruits and Vegetables

Create a wall mural showing trees, garden bushes, and underground. Then, have children choose one or more fruits or vegetables from the Patterns sheet to color, cut out, and add to the mural.



# Theme Center: Reading and Listening

## Learning Outcomes

### The child

- engages in reading-related activities.
- self-selects books to engage in pre-reading behaviors.
- opens digital programs.

## What You Need

- computers or other digital devices
- headphones
- SavvasRealize.com: Theme Big Book, Trade Books, Read More About It Book

## Academic Vocabulary

choose                      story

# Listener's Choice

## Prepare the Center

Children will self-select either the Big Book or trade book and listen to it using SavvasRealize.com. Set up digital devices at the center. Provide headphones for listening quietly. Throughout the theme, add additional choices as more trade books and Read More About It texts are introduced.

## Introduce

- 1 Look and See** Hold up a digital device, such as a tablet. *Think of all of the things we can do with this tablet! One thing we can do is read books. There are lots of books we can read on a tablet, and it can be hard to choose.*
- 2 Connect** Today we will choose between *The Enormous Turnip* and *How Food Gets from Farms to Store Shelves* and listen to the book on the tablet.
- 3 Model** Model how to select a book and open the digital program to begin listening. *I liked reading about Little Maggie in *The Enormous Turnip*. I'm going to choose that book to read. On the tablet, I will open the book.* Model how to open the program and begin listening.

## Engage

- 1 Join the Group** After children self-select a book, ask them about their choice. *Why did you choose that one? How will you begin listening to the story?*
- 2 Redirect** If children get distracted or are unable to find the digital book on the device, walk them through the process of opening the book and beginning to listen. Offer headphones to eliminate distractions.

## Observe

Look and listen as children select books to read on the digital device.

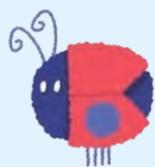
**Reading-Related Activities** Do children listen actively to the story?

**Self-Select Books** Can children choose a book from the choices provided? Can they tell why they chose it?

**Digital Programs** Can children open the program to the desired book?

# Centergize!

Ideas to refresh this center throughout the theme



## Baby Goes to Market

**Add** SavvasRealize.com: *Baby Goes to Market*

Once *Baby Goes to Market* has been read aloud, add it to the center as an option for children to choose from.



## We Eat Food That's Fresh!

**Add** SavvasRealize.com: *We Eat Food That's Fresh!*

Once *We Eat Food That's Fresh!* has been read aloud, add it to the center as an option for children to choose from.



## The Empanadas That Abuela Made

**Add** SavvasRealize.com: *The Empanadas That Abuela Made*

Once *The Empanadas That Abuela Made* has been read aloud, add it to the center as an option for children to choose from.



## Read More About It Book

**Add** SavvasRealize.com: Read More About It Book: *From Farm to Table*

As texts from the Read More About It Book are read aloud, add them to the center as options for children to choose from.



## Reader's Choice!

**Add** SavvasRealize.com: *books from earlier themes*

Have children choose a favorite book from this theme or earlier themes and listen along on a digital device.

# 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.
- shows increasing control of tasks that require eye-hand coordination.

## What You Need

- large plastic bowl or container
- plastic serving spoons
- colored rice
- Magnetic Letters: *A, a, B, b, C, c, D, d, E, e, I, i, J, j, K, k, M, m, N, n, O, o, P, p, S, s, T, t; L, l, G, g, R, r*
- Alphabet Cards: *Aa, Bb, Cc, Dd, Ee, Ii, Jj, Kk, Mm, Nn, Oo, Pp, Ss, Tt; Ll, Gg, Rr*
- baking sheets, sticky notes

## Academic Vocabulary

letter	uppercase
alphabet	lowercase

## Teacher Note

Include more or fewer letters to accommodate children at various stages of the learning process. Focus particular attention on letters *Ll, Gg, and Rr*, which are the letters that are introduced in this theme.

# Alphabet Soup

## Prepare the Center

Children pretend to stir soup to find, and then name, letters. Put colored rice in a large plastic bowl or container, and hide several of the Magnetic Letters in the rice.

## Introduce

- 1 Look and See** Show children the “soup” bowl. Display each Magnetic Letter that you haven’t hidden in the bowl yet, name the letter, and have children repeat it.
- 2 Connect** You will use a spoon to stir the soup and find a letter. Be careful, because the soup is hot!
- 3 Model** First, I will stir the soup. Stir the soup. I can use the spoon to take a letter out of the soup. Once I have a letter, I will say the name of the letter. If I am right, I can hold onto the letter. If I am wrong, the letter goes back into the soup. Model getting a letter on the spoon and naming it incorrectly. Have children correct you, and place the letter back in the bowl. Repeat, but name the letter correctly.

## Engage

- 1 Join the Group** As children engage in taking out the letters, encourage them to name the letter and talk about the sound spelled by the letter. *I see you have uppercase letter B. Do you know what sound the letter B spells? That’s right! The letter B spells the sound /b/, as in the beginning sound of the word bug.*
- 2 Redirect** If children get off track, display one of the Alphabet Cards and ask children to find those two letters. You can also challenge them to see how fast they can find the letters.

## Observe

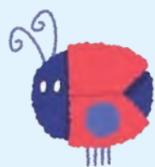
Look and listen for how well children can identify and name the letters.

**Naming Letters** Can children accurately identify and name uppercase and lowercase letters?

**Eye-Hand Coordination** Can children use spoons to remove the letters from the bowl?

# Centergize!

Ideas to refresh this center throughout the theme



## Letter Search

After a child correctly names a letter he or she scooped from the bowl, have the child take the letter and find it somewhere in the classroom.



## Find a Match

**Add** sticky notes

Have partners choose an Alphabet Card, and then work together to find the uppercase and lowercase letters on the card. Then children work together to find each letter somewhere in the classroom, adding a sticky note to identify those places.



## Bake Me a Match

**Add** baking sheets

Have partners choose an Alphabet Card, and then work together to find the uppercase and lowercase letters on the card. Then children place the letters side by side on baking sheets. Once all matches are found, the matching can start again.



## What's My Name?

Have children locate the letters that create their names and line them up in order on a baking sheet. If children need them, provide them with name cards.



## Letters and Sounds

Children should stir the soup and scoop out letters. For each letter, children should name the letter and then produce the sound it spells.

# Theme Center: Sand, Water, and More

## Learning Outcomes

### The child

- discusses [earth materials'] uses.
- identifies common features in the natural environment.
- creates common features in the natural environment.
- creates or recreates stories, moods, or experiences through dramatic representations.

## What You Need

- Vocabulary Card: *farm*
- buckets, sand toys, toy trucks, pebbles, wheat kernels, rice
- plastic fruits, vegetables, other foods; pumpkin
- Theme Trade Books
- plastic bowls, muffin tins, rolling pin, cookie cutters

## Theme Vocabulary

farm	market
store	crops

## Concept Vocabulary

fruit	vegetables
-------	------------

## Academic Vocabulary

pretend	plant
transport	soil
grow	

## Teacher Note

Several activities in this Center involve pretending that sand or objects are food. Remind children not to eat or put anything in their mouth.

# Down on the Farm

## Prepare the Center

Provide a variety of buckets and sand toys for children to use to build. Post pictures of large and small farms for children who are unfamiliar with what a farm is like.

## Introduce

- 1 Look and See** Point out the farm on the vocabulary card or show pictures of farms in other books in the classroom.
- 2 Connect** Ask children what they know about farms. *What kind of things would you expect to see on a farm? Where are the plants? What kinds of plants can grow on a farm? Where do the fruits and vegetables grow?* We will use the sand to build our own farm.
- 3 Model** Point out some of the sand toys that children can use to build their farm. *As part of our farm, we will plant some fruits and vegetables. I know that carrots grow in soil underground, so I'm going to plant them under the sand.* Explain that children will need to work together to plan what the farm will look like.

## Engage

- 1 Join the Group** Encourage children to interact and communicate on a common plan. Ask them to describe how what they are making is like a real farm: *What do farmers need to make sure their crops will grow? Where are you going to plant the crops in your farm?*
- 2 Redirect** If children become distracted, focus attention on some of the tasks that still need to be accomplished. *Are you going to build a farmhouse? What will it look like? What can you use to build it?*

## Observe

Look and listen for interactions that demonstrate an understanding of the concepts and an ability to work together.

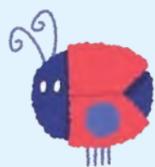
**Recreates Experiences** Do children include realistic farm items?

**Uses of Earth Materials** Do children recognize that crops need soil, sunlight, air, and water to grow?

**Common Features** Do children use the sand table and water to create models of landforms and/or the built environment?

# Centergize!

Ideas to refresh this center throughout the theme



## Making Cereal

**Add** Trade Book *How Food Gets from Farms to Store Shelves*; toy trucks; and small pebbles, dried kernels of wheat, grains of rice, or corn.

Invite children to recreate the events in *How Food Gets from Farms to Store Shelves*. Encourage them to build a mill in the sand and then to use trucks to take “corn, oats, wheat, and other cereal grains” to the mill, where they can be turned into flour (represented by sand or small pebbles).



## Making an Empanada

**Add** Trade Book *The Empanadas That Abuela Made*, rolling pin, pumpkin (or small orange ball to serve as a pumpkin)

Invite children to recreate the actions in *The Empanadas That Abuela Made*. They will first need to experiment mixing sand and water to get the right consistency for “dough.” Children can then use a rolling pin and pretend pumpkin to make the empanadas.



## From Flour to Baked Goods

**Add** plastic mixing bowls, muffin tins, rolling pins, cookie cutters

Invite children to mix sand and water to make pretend muffins, cakes, cookies, and other baked goods.



## At the Market

**Add** plastic food

Hide plastic food and/or picture cards of food in the sand for children to unearth. Ask children to sort the foods into healthy options and “sometimes” foods. Have them explain their choices.



## Your Turn

Ask children to use the sand to show a place they have visited and tell their own story about a farm, picking apples or berries, or going to the market to buy food.

# Theme Center: Pretend and Learn

## Learning Outcomes

### The child

- increasingly interacts with peers to initiate pretend play scenarios that share a common plan.
- increasingly communicates with peers to initiate pretend play scenarios that share a common plan.
- sorts objects that are the same into groups.
- sorts objects that are different into groups.
- demonstrates understanding of what it means to be a consumer.

## What You Need

- table (to serve as farm stand)
- props (e.g., plastic foods, laminated pictures)
- baskets or bags
- poster board; crayons or markers; small paper for price tags; dollar bills (play money); paper; old magazines; safety scissors;
- Burger Sequence Stacker

## Theme Vocabulary

farm	market
store	crops

## Academic Vocabulary

pretend	fruits
buy	vegetables
sell	shop

## Teacher Note

Encourage children to work together to set up the farm stand in a way that makes sense to them. Let children take the lead but facilitate the involvement of all children in making decisions.

# Farm Stand

## Prepare the Center

Set up a table that can be used as the farm stand. Children can take turns playing the roles of the farmer (or seller) and customers.

## Introduce

- 1 Look and See** Ask children if they have ever been to a farmers' market or a farm stand. Explain that farmers sell the fresh foods they grow on the farm at a farm stand.
- 2 Connect** *Today, we're going to set up our own farm stand.* Show children the props that they can use on their farm stand.
- 3 Model** *Decide which foods you want to sell. If I were setting up a farm stand, I would sell both fruits and vegetables. I might put berries in small baskets, and these apples in a larger basket. You can work together to organize the farm stand however you like!*

## Engage

- 1 Join the Group** As children work to select the foods to sell and organize them, talk about how and why they are making decisions. Use guiding questions: *How are the foods in this basket alike?* Encourage them to use the Theme and Academic Vocabulary as they talk about the farm stand. Use the farm as a context for acting out and adding and subtracting up to 5 objects. Act out buying and selling items. Ask questions such as *How many have you bought in all? How many are left? How many items do you have now?*
- 2 Redirect** Encourage children to engage in problem solving as a team, but offer concrete suggestions as needed. *Ben, what ideas do you have for the farm stand? Maya, you seem to be finished with your task. What else needs to be done?*

## Observe

Look and listen for children who interact with one another to interact and communicate to plan and organize the farm stand.

**Interaction and Communication** Do children work together toward a common plan?

**Sort Objects** Can children sort the items for sale into groups?

**What It Means to Be a Consumer** Do children role-play buying and selling goods at the farm stand?

# Centergize!

Ideas to refresh this center throughout the theme



## Add Signs

**Add** poster board; crayons or markers

Have children work together to choose a name for the market. Write the name on poster board in large outline letters, and ask children to work together to color in the sign. You may also want to provide other signs for the farm stand, such as “open” and “closed” for children to copy or color.



## A Balanced Meal

Have children shop for a healthy balanced meal. After shopping, they can “make” the meal to serve to their friends.



## Market Prices

**Add** small paper for price tags; dollar bills

Have children add price tags showing the price of the items at the farm stand. (Each item can be \$1.00, at least at first.) Provide children with 5 \$1 bills to shop. Ask children to think about how many items they can buy and how they will decide what to buy.



## Coming Soon!

**Add** paper, crayons, old magazines, safety scissors (optional)

Invite children to draw and color their favorite food to add to the farm stand. Alternatively, provide children with magazines and safety scissors to cut out a food. Discuss whether the food they have chosen is a healthy choice or a “sometimes” food.



## Burger Stacker

**Add** Burger Sequence Stacker

Have children add a burger shop to the Farm Stand. The cards on the Burger Sequence Stacker represent customer orders for children to fulfill.



# Theme Center: Math Fun

## Learning Outcomes

### The child

- uses a wide variety of words to describe things.
- recognizes how much can be placed within an object.
- uses simple measuring devices to learn about objects.

## What You Need

- plastic containers of various sizes
- water, sand
- small manipulatives, such as counters, cubes, beads, or pom-poms
- cup, pitcher
- tape
- Patterns: Numeral Cards 0–9
- name tags

## Academic Vocabulary

larger	more
smaller	less
container	

# How Much?

## Prepare the Center

Provide an array of plastic containers and small manipulatives, such as counters, cubes, beads, or pom-poms.

## Introduce

- 1 Look and See** Show children two different containers of different sizes, such as a gallon pitcher and a cup. *Which is taller? That's right! This one is taller.* Ask children what other words they can use to describe the containers.
- 2 Connect** Ask children to think about the different cups they have at home, for example. *Think about a cup you have in your bathroom at home. Is that bigger or smaller than a cup in your kitchen? Today we will explore how much can be placed in different types of containers.*
- 3 Model** Hold up the two containers. *I think that this pitcher holds more than this cup. I can find out by filling the cup with water.* Fill the cup with water and pour it into the pitcher. Have children count chorally with you as you pour each cup. *Wow! The pitcher holds [eight] cups of water. Now it's your turn! With a partner, guess how many of the cups will fill another container. Then, fill the cup with [counters, beads, cubes, pom-poms] to see if you are right.*

## Engage

- 1 Join the Group** As children are experimenting, circulate to ask guiding questions: *Which container holds more? How did you find out? I see that it holds more counters. Will it hold more beads too?*
- 2 Redirect** If children become distracted, swap out the containers and/or manipulatives.

## Observe

Listen and look for children who can explain why they think a container holds more and how to check.

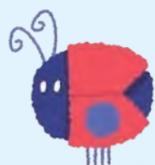
**Vocabulary** Do children use comparison terms, such as *more*, *less*, *larger*, and *smaller*?

**Capacity** Do children recognize how much can be placed within an object? Are children able to accurately track the number of pours/transfers?

**Measuring Devices** Are children able to use cups to measure which can hold more? Do children transfer contents with precision?

# Centergize!

Ideas to refresh this center throughout the theme



## Container Capacity

**Remove** previous containers

**Add** containers of two different sizes

Have children predict which of the new containers will hold more manipulatives. Then have them check their prediction by filling each container with blocks or other manipulatives and taking them out to see which line is longer.



## How Many Cups?

**Remove** previous containers

**Add** a new cup and pitcher, Patterns: Numeral Cards 0–9, name tags, tape

Prior to Centergize, post name tags on the wall. Ask children to predict how many cups will fit in the pitcher and tape the numeral to record their prediction next to their name. When all children have made a prediction, ask how they can find the answer. Pour sand or water from the cup into the pitcher to see who is right. Repeat with different size cups and pitchers.



## Same Amount

**Remove** previous containers

**Add** several containers, cup

Prior to Centergize, fill several containers each with exactly one cup of water. Ask children to tell which container they think has the most/least water. Have them check by pouring each container of water into the measuring cup. Ask why it looks like the containers have different amounts.



## More or Less

**Remove** all but one container

Have children find containers in the classroom that can hold more pom-poms than the one container you have in the center. Ask children also to find containers that hold less. Have them fill the containers with pom-poms to check.



## Container Patterns

**Remove** previous containers

**Add** 12 or more containers (2 or 3 sizes)

Arrange some containers in a repeating pattern by size. Have children describe the pattern and extend it.

# Theme Center: Creativity Station

## Learning Outcomes

### The child

- shows understanding by responding appropriately.
- participates in classroom music activities including playing musical instruments.
- responds to different musical styles through movement.
- responds to different musical styles through play.

## What You Need

- computer or other digital device cued to music selections
- musical instruments
- scarves, streamers, and other age-appropriate props; seeds, dried beans, or rice; plastic bottles; drawing paper; crayons

## Academic Vocabulary

music	fast
drum	slow

# Musical Styles

## Prepare the Center

Find different types of music. Look for different musical styles, such as classical music, folk music, and jazz. Examples might include “Flowers in the Rain,” “Windsong,” or “Waltz of the Flowers” from the *Nutcracker*.

## Introduce

- 1 Look and See** Display musical instruments and the digital device you will use to play music. *There are many different types of music. Some music is fast. Other music is slow. We can listen to music using this device.*
- 2 Connect** Ask children to think of some songs that they sing in school or at home. *Today, we will listen to different types of music and move to the music.*
- 3 Model** Play about 15 seconds of the first piece of music. Tap or sway along with what you hear. Then, stop to describe the music. Explain that children can respond to different musical styles through movement and play. *You can move by wiggling to the beat! You can play by pretending to be a musician. Tap along with an instrument as you hear the music!*

## Engage

- 1 Join the Group** After each piece of music, ask children what words they would use to describe the music and how the pieces of music are similar and different.
- 2 Redirect** If children need help focusing on the music, ask them to tap along with the beat. Prompt with questions such as *What do you hear now? Can you hear a drum? Does this music make you want to move fast or slowly?*

## Observe

Look and listen as children interact with the music.

**Responds Appropriately** Can children describe the music?

**Participates Actively** Do children participate by using a musical instrument, tapping to the beat, or moving to the melody of the music?

**Responds to Different Musical Styles** Do children move and play differently in response to different musical styles?

# Centergize!

Ideas to refresh this center throughout the theme



## Move to the Music

**Add** scarves, streamers, and other age-appropriate props

Invite children to choose and use props to move to the music of their choice.



## How I Feel

**Remove** musical instruments

**Add** drawing paper, crayons

Have children draw a picture to show how a piece of music makes them feel. Ask them to explain their choices of colors or pictures.



## Making Music

**Add** seeds, dried beans, or rice; plastic bottles

Have children add seeds, dried beans, or rice to plastic bottles and put the lid on. Invite them to keep the beat to various types of music or sing-alongs that they have learned.



## Instruments Are Everywhere

Invite children to find objects that they can use to tap along with the beat. Examples might include pots and pans, plastic containers, or spoons. Encourage children to talk about how the different materials make different sounds.



## My Favorite

Invite children to choose their favorite music, create movements to it, and share it with their friends. Encourage children to explain why it is their favorite.

# Theme Center: Writer's Club

## Learning Outcomes

### The child

- intentionally uses marks, letters, or symbols to record language.
- verbally shares meaning.
- independently writes to communicate his/her ideas for a variety of purposes.
- moves from scribbles to some letter-sound correspondence using beginning sounds when writing.

## What You Need

- Trade Book: *We Eat Food That's Fresh!*
- Vocabulary Cards and Picture Cards of foods (and/or grocery store ads)
- paper, pencils, crayons
- paper plates; sentence frames; family recipes

## Concept Vocabulary

milk	dessert
vegetables	bread
fruit	

## Academic Vocabulary

favorite	healthy
----------	---------

### Teacher Note

For the *Family Favorites* refresh idea, have children bring a recipe from home.

# My Favorite Foods

## Prepare the Center

Children will draw pictures and write about their favorite foods. Provide Vocabulary and Picture Cards of foods. Children will intentionally use marks, letters, or symbols to record language, and verbally share the meaning of what they've written. They will independently write to communicate their ideas, and use knowledge of letter-sound correspondence to write letters that spell beginning sounds in words.

## Introduce

- 1 Look and See** Display *We Eat Food That's Fresh!*. There are delicious foods shown in this book. Which is your favorite?
- 2 Connect** Tell children they will draw pictures of their favorite foods and write about them. Sometimes it is helpful to share our ideas with a classmate first. Have children turn and talk to a partner about their most favorite food.
- 3 Model** Display a piece of paper. I have a favorite food. First, I am going to write "My Favorite Food" at the top of my paper. Then I can draw my picture in the middle of the page. My favorite food is sushi! After I draw my picture, I can think about the word ssssss-ushi, and I can write the letter that spells the sound /s/. What else can I write about my favorite food?

## Engage

- 1 Join the Group** Have children verbally share the meaning of what they've written using intentional marks, letters, or symbols to record language. What did you write here? What does it mean?
- 2 Redirect** If children need prompting, ask them to talk to you about what they want to write about first. Then they can draw pictures and write about their favorite foods. Encourage them to add letters or words as they are able.

## Observe

**Verbally Shares Meaning** Can children verbally share the meaning of what they write?

**Communicates Ideas in Writing** Do children write independently to communicate their ideas?

**Letters and Sounds** Do children identify and write the letters that correspond to the beginning sounds of some words?

# Centergize!

Ideas to refresh this center throughout the theme



## Fruits and Vegetables

Have children draw and write about their favorite fruit or vegetable.



## Write Sentences

**Add** sentence frames: *I like \_\_\_\_; It is \_\_\_\_.*

Provide children with sentence frames to complete to write about a favorite food. Children can cut and paste their sentence frames to an earlier picture or to the bottom of a page to draw a new picture.



## My Healthy Meal

**Add** paper plates

Talk with children about healthy foods that could be together in a meal. Then have children use a paper plate to draw and label the foods in a healthy meal. Set aside a table for them to display their meals.



## Favorite Breakfast Foods

Have children draw and write about their favorite breakfast foods.



## Family Favorites

**Add** family recipes

Have children glue their recipes from home onto a larger piece of paper, draw a picture, and write their name. Collect the recipes to create a Class Recipe Book to be shared for Let's Celebrate.



# 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

### Alphabet Knowledge: *l* /l/

#### What You Need

Picture Cards: *lip*, *leaf*, *rake*

#### EMERGING

- 1 **I SAY** Display the Picture Card *lip*. This is a lip. *Lip* begins with the letter *L*. The letter *L* spells /l/. /l-l-l-l-l-l-/ *ip*, *lip*.
- 2 **WE SAY** Say it with me: /l-l-l-l-l-l-/ *ip*, *lip*. // // //. Demonstrate how to hold your tongue at the top of your mouth, if needed.
- 3 **YOU SAY** Display the Picture Card *leaf*. This is a leaf. Display the Picture Card *rake*. This is a rake. Point to the word that begins with /l/. That's right! *Leaf* begins with /l/. Say the word with me: *leaf*.

#### DEVELOPING

Use the Picture Card *leaf* to reinforce /l/. Provide children with the other picture cards. Ask them to find the other card that begins with the sound /l/. (*leaf*) Have children say the word.

#### EXPANDING

Use the Picture Card *leaf* to reinforce /l/. Then, have children work with a partner to think of another word that begins with /l/.

#### BRIDGING

Use the Picture Card *lip* to reinforce /l/. Then, challenge children to think of as many words as they can that begin with the sound /l/.

# English Language Development



**WEEK 1 DAY 2 SCIENCE CIRCLE**

## Fruits and Vegetables

### What You Need

Picture Cards: *apple, grapes, orange, carrot*

### EMERGING

- 1 **INTRODUCE** Draw a basic picture of a tree and flat land. Display the Picture Cards. **Fruits and vegetables grow on a farm.** Point to each of the pictures and say the word, whether it is a fruit or vegetable, and where it grows, for example: **This is an apple. An apple is a fruit. An apple grows on a tree.** Put the picture card in the tree. Repeat for the other fruits and for the carrot.
- 2 **MODEL** Have children talk to a partner about other fruits or vegetables they know of.
- 3 **GUIDE PRACTICE** Invite partners to share the fruits and vegetables they know with you. If they don't know the word in English, have them point to or draw a picture of the fruit or vegetable, use circumlocution, or give the word in their home language. Then, provide the word in English and have all children repeat it after you. Draw a picture of the fruit/vegetable to show where it grows. Then, check understanding by asking children to point to each of the fruits/vegetables you have drawn. Reinforce English language acquisition by having children repeat the word.

### DEVELOPING

Introduce children to the fruits and vegetable in the picture cards. Then, have them talk to a partner about other fruits and vegetables. Ask partners to share their ideas, using pictures, circumlocution, or their home language as needed. Draw a picture of the fruit/vegetable to show where it grows. Then, ask basic questions to check understanding, such as **Is this an apple? Does an apple grow under the ground or in a tree?**

### EXPANDING

Ask children to tell you the name of a fruit. Draw each fruit to show where it grows. Repeat with vegetables. Then, ask basic questions to check understanding. Have children tell where the fruit or vegetable grows. Then, ask open-ended questions to check understanding. Encourage children to respond in complete sentences. **What vegetables grow underground? Do any fruits grow underground?**

### BRIDGING

Have children share as many fruits as they can think of. Draw each fruit and show/tell where it grows. Repeat with vegetables. Have children repeat the name of the fruit/vegetable in a sentence telling where it grows to reinforce learning.

**WEEK 1 DAY 3 STORY TIME**

## Object Names

### What You Need

Trade Book: *How Food Gets from Farms to Store Shelves*

### EMERGING

- 1 **INTRODUCE** As you read the book, point out the objects in the pictures.
- 2 **MODEL** For instance, point to the bowl on page 5: **This is a bowl. We eat cereal in a bowl.** Point to the spoon. **This is a spoon. We eat with a spoon.** Have children repeat the words for each object. (See page 21 also.)
- 3 **GUIDE PRACTICE** After reading the book, return to each page. Ask: **Where is the [bowl/spoon]?** Have children point to the object as they answer in a complete sentence: **Here is the \_\_\_\_\_.**

### DEVELOPING

After reading the book and pointing out object names, return to the pages with basic objects. Have children recall the name of the object. Then, ask a basic question about each object. For example: **Would we use a spoon to eat soup?**

### EXPANDING

Turn to a page with a common object. Point to the picture of the object and have a child use the word in a sentence.

### BRIDGING

Have children take turns describing a picture in the trade book.

## WEEK 1 DAY 4 LITERACY CIRCLE

## Object Names

## What You Need

Picture Cards: *can, box, pail, rake, basket*

## EMERGING

- 1 **I SAY** Show the picture cards. Say the name of the object. Then use the object name in a sentence, giving a definition or purpose. For example, say: *Some food comes in a can like this.*
- 2 **WE SAY** Show each picture card again. Say the word and have children repeat the word after you.
- 3 **YOU SAY** Shuffle the cards. Hold up each card and have children recall the object name.

## DEVELOPING

Use Picture Cards to review the names of the objects. Then, hold up each card and have children recall the name of the object. Ask a basic question about each object. For example: *Would we use a rake to clean the house?*

## EXPANDING

Use Picture Cards to review the names of the objects. Then, hold up the cards and ask basic questions to have children tell you which card you are describing. For example: *Which objects could we use to collect strawberries?* Remind children to answer in complete sentences.

## BRIDGING

Have children take turns. Provide a child with one of the picture cards to describe to the other children. The other children should guess which object is being described.

## WEEK 1 DAY 5 MATH CIRCLE

## Taking From

## What You Need

blocks

## EMERGING

- 1 **INTRODUCE** Line up five blocks. Ask children to look and listen as you point to and count each manipulative.
- 2 **MODEL** Model taking away the blocks, using language to describe what you are doing: *I take away 2 blocks. 1 . . . 2. How many are left? 1, 2, 3 blocks are left. I took away 2 blocks. There are 3 blocks left.*
- 3 **GUIDE PRACTICE** Have children take turns counting aloud the blocks. *Now, take away [1, 2, 3] blocks. How many are left? Count them.*

## DEVELOPING

Point to each manipulative and count it together chorally. Ask: *How many blocks are there?* Then say: *Take away [1, 2, 3] blocks.* Ask: *How many blocks did you have at the beginning? How many did you take away? How many do you have left?*

## EXPANDING

Have children demonstrate counting the blocks. Then ask them to take away between 1 and 3 blocks. Have them describe what they are doing as they do so. Then, ask how many are left.

## BRIDGING

Have the child point to and count the manipulatives. Then say: *Take away [1, 2, 3].* Have the child take away the blocks and then explain what they did.

# 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

### Alphabet Knowledge: Gg /g/

#### What You Need

Picture Cards: *game*, *goose*, *dog*, *spoon*

#### EMERGING

- I SAY** Display the Picture Card *game*. *This is a game.* *Game* begins with the letter G. The letter G spells /g/, as in *game*.
- WE SAY** *Say it with me: /g/ /g/ /g/ g/ . . . game.* Point to your throat to show where the sound is made, if needed.
- YOU SAY** Display the Picture Card *goose*. *This is a goose.* Display the Picture Card *spoon*. *This is a spoon.* Point to the word that begins with /g/. Say the word with me: *goose*.

#### DEVELOPING

Use the Picture Card *game* to reinforce the sound /g/. Provide children with the other picture cards. Ask them to find the other card that begins with the sound /g/. (*goose*) Have children say the word.

#### EXPANDING

Use the Picture Card *game* to reinforce the sound /g/. Then, have children work with a partner to think of another word that begins with the sound /g/.

#### BRIDGING

Use the Picture Card *game* to reinforce the sound /g/. Then, challenge children to think of as many words as they can that begin with the sound /g/.

# English Language Development

## WEEK 2 DAY 2 SOCIAL STUDIES CIRCLE

### At the Grocery Store

#### What You Need

Picture Cards: *apple, butter, can, cheese, chocolate, cupcake, grapes, jelly, orange, sandwich*  
play money

#### EMERGING

- 1 INTRODUCE** Explain that people buy food at a grocery store. *Today, we will pretend to shop.*
- 2 MODEL** Spread out the cards on the table. *These are the items for sale at the store. You will be shoppers.* Model how to “be” a shopper: *“Hello, Mr. Grocer. I would like to buy this apple. Here is a dollar. Thank you!”*
- 3 GUIDE PRACTICE** Ask children to take turns buying an item from you, the grocer. If they point to what they want, encourage language acquisition by asking, *“Do you want to buy this [sandwich]?”* Encourage children to reply with a complete sentence, such as: *Yes, I want to buy this \_\_\_\_.* After the activity, invite buyers to tell the rest of the group the names of the items that they bought.

#### DEVELOPING

Have children take turns playing the role of the grocer as you request an item. Then, switch roles and ask children to buy an item from you as you play the grocer. Provide sentence frames: *“I would like to buy a \_\_\_\_, please.”* If they don’t know the name of the item, give them a choice: *“Do you want to buy a [sandwich] or a [cupcake]?”* Remind them to respond with a complete sentence.

#### EXPANDING

Have children take turns role-playing being the buyer and the grocer. Buyers should describe two or more items that they want to buy. The grocer should then find the correct items and ask: *“Do you want to buy a \_\_\_\_?”*

#### BRIDGING

Have children take turns role-playing being the buyer and the grocer. Encourage them to ask questions before they make a purchase. Give examples of questions they might ask, such as *“What kind of jelly is this? How much is that chocolate?”*

## WEEK 2 DAY 3 STORY TIME

### Baby Goes to Market

#### What You Need

Trade Book: *Baby Goes to Market*

#### EMERGING

- 1 INTRODUCE** Show the cover of *Baby Goes to Market*. *We read this book yesterday.* Point to the title. *The title is Baby Goes to Market.*
- 2 MODEL** Point to the baby on the cover. *This must be Baby. What do you think will happen in this story? I think the baby will go to the market with his mother. As I read, we will stop to think about what will happen.*
- 3 GUIDE PRACTICE** As you read, have children point to key objects in the story (such as the market, the basket, the bananas, etc.). Stop also to ask a yes/no question about the plot: *Do you think Baby will put the bananas in the basket? Does Mama know Baby put the bananas in the basket?*

#### DEVELOPING

As you read, stop occasionally to ask a question about what is happening, such as *What did Baby put in the basket? Does Mama know?*

#### EXPANDING

As you read, stop occasionally to have children retell what is happening. Ask questions, such as *What is happening to the basket?*

#### BRIDGING

Stop at the end of the book and have children work with a partner to ask and answer questions. Then, have partners retell the story. Encourage them to use the pictures in the book or the Talk More About It Card as support.

## WEEK 2 DAY 4 LITERACY CIRCLE

### Questions

#### What You Need

Trade Book: *Baby Goes to Market*

#### EMERGING

- 1 INTRODUCE** Tell children that there are different types of questions. The word *who* is used to ask about a person. Who am I? I am [your name]. The word *where* is used to ask about a place. Where am I? I am at school.
- 2 MODEL** Explain that you can ask *who* and *where* questions about books. Point to *Baby*. Who is that? That is *Baby*. Where does *Baby* go? *Baby* goes to the market.
- 3 GUIDE PRACTICE** Have children take turns asking *who* and *where* questions of one another by following specific instructions. For instance: *Juliana*, ask *Marcos*, “Who goes to the market?” Encourage children to answer in complete sentences.

#### DEVELOPING

Review the meaning of the question words *who* and *where*. Then, have children take turns asking *who* and *where* questions. Provide support. For instance, *Juan*, ask *Sayrin* who goes to the market. Encourage children to frame their own questions as they gain mastery.

#### EXPANDING

Review the meaning of the question words *who*, *what*, *where*, and *when*. Then, provide children with one of the question words to formulate a question.

#### BRIDGING

Review the meaning of the question words *who*, *what*, *where*, *when*, *why*, and *how*. Then, have children work with a partner to ask and answer questions about the book.

## WEEK 2 DAY 5 MATH CIRCLE

### Following Directions to Take Away

#### What You Need

blocks

#### EMERGING

- 1 INTRODUCE** Provide each child with five blocks. Ask children to listen carefully and follow what you are doing.
- 2 MODEL** Model following instructions with the blocks, using the words/phrases *start with*, *count/counting*, and *take/taking away*. I am going to start with 5 blocks. Let's count them: 1, 2, 3, 4, 5. Now, I will take away 2 blocks. 1 . . . 2. How many are left? I will count them again. 1, 2, 3 blocks are left. I took away 2 blocks. There are 3 blocks left.
- 3 GUIDE PRACTICE** Give basic one-step directions for children to follow, for example: Count out 4 blocks. Take 1 away. Count how many are left. Model what children should do, but gradually remove this support to encourage oral language acquisition.

#### DEVELOPING

Give basic one-step directions for children to follow, using the words/phrases *start with*, *count/counting*, *add/adding to*, and *take/taking away*.

#### EXPANDING

Give two-step directions for children to follow, using the words/phrases *start with*, *count/counting*, and *take/taking away*. For example: Count out 4 blocks and take 1 away.

#### BRIDGING

Give pairs of children two different totals of blocks. Ask children if they have the same number. Then have them explain how they can take away one or more items so that they have the same number.

# 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

### Alphabet Knowledge: Rr /r/

#### What You Need

Alphabet Card: *Rr*

Picture Cards: *rake, rug, rabbit, seal, leaf*

#### EMERGING

- 1 **I SAY** Display the Alphabet Card. *This is a robot. Robot begins with the letter R. The letter R spells the sound /rrrrr/. /rrrrr/ -obot, robot.*
- 2 **WE SAY** Say it with me: */rrrrr/ -obot; /rrrrr/ -obot.*
- 3 **YOU SAY** Hold up the picture of the rake. *This is a rake.* Hold up the picture card of the leaf. *This is a leaf. Point to the word that begins with /r/. Say the word with me: rake.*

#### DEVELOPING

Use the Alphabet Card to reinforce /r/. Provide children with the other picture cards. Say the name of the picture on each card. Ask children which words begin with /r/. Have children say each word.

#### EXPANDING

Use the Alphabet Card to reinforce /r/. Then, have children work with a partner to think of another word that begins with /r/.

#### BRIDGING

Use the Alphabet Card to reinforce /r/. Then, challenge children to think of as many words as they can that begin with /r/.



# English Language Development



**WEEK 3 DAY 2 SCIENCE CIRCLE**

## Parts of a Plant

### What You Need

Edible plants, such as carrot, broccoli, leaf of lettuce or cabbage, beet, green bean or pea pod cut open to show seeds, apple sliced in half

### EMERGING

- 1 **THINK** Hold up each food and say its name. Tell children that these are all foods. They also are parts of a plant. Ask children to think about what they know about plants.
- 2 **PAIR** Have children share their ideas with a partner. Allow them to speak in their home language to communicate their ideas.
- 3 **SHARE** Invite children to share what they know about the foods and the plants from which they come. Allow them to use gestures, circumlocution, or pictures to communicate. Ask basic yes/no questions and share English words and phrases to reinforce language acquisition. *Does an apple have seeds?*

### DEVELOPING

Ask children questions with yes/no or one-word answers to discuss the plant foods, such as *Which of these foods have seeds? Can you think of any other foods that have seeds?*

### EXPANDING

Ask basic questions about the plant foods, such as *What word could you use to describe a carrot? Did you know that a carrot is a root? Where does a plant's root grow?* Remind children to use complete sentences in their responses.

### BRIDGING

Ask children to share descriptions of the food plants. Encourage them to describe what the foods look like. Help them to understand which part of the plant each food is.

**WEEK 3 DAY 3 STORY TIME**

## Foods

### What You Need

Trade Book: *We Eat Food That's Fresh!*

### EMERGING

- 1 **INTRODUCE** Show the cover of *We Eat Food That's Fresh!* Tell children that you are going to reread the book. Ask them to stop you if they don't understand something.
- 2 **MODEL** *On the cover, I see several kinds of fruit. Here is a bunch of grapes. Say it with me: grapes. Do you hear the /g/ in this word? How many cherries do you see? Count them with me: 1, 2. How many cherries are there?*
- 3 **GUIDE PRACTICE** As you read, stop to have children point to the fruits, vegetables, and objects in the book. Have children point to the pictures in response to your questions but encourage them also to use words that they know in response. For example, display page 1. Point to the nut. *Repeat after me: Here is the nut. Point to the watermelon seeds. Did someone eat the watermelon?* Ask questions also to check understanding, allowing children to use mime, gestures, or their home language in their response. Reinforce English language acquisition by repeating their response in English.

### DEVELOPING

As you read, stop after each page spread to ask children to match the pictures to the words. For instance: *Which picture shows a tomato? How many carrots are in the picture? What are they making with the vegetables?* Allow children to first respond in their home language. Work with children to then respond in English.

### EXPANDING

Show a page spread from the story. Ask children to tell a partner what they see. After partners have had an opportunity to discuss, have them describe the pictures on the page.

### BRIDGING

Have partners use the Talk More About It Card to tell what happens in the beginning, middle, and end of the story. Encourage them to use complete sentences and to ask if they are unsure of a word in English.

## WEEK 3 DAY 4 LITERACY CIRCLE

## Blend Phonemes

## What You Need

Picture Cards: *cat*, *bat*, *bike*, *cup*, *feet*, *bone*, and *bug*.

## EMERGING

- I SAY** Display the Picture Card *cat*. Say the word, separating it into three sounds. Listen to each sound: /k/ /a/ /t/.
- WE SAY** Say each sound with me: /k/ /a/ /t/. Now put the sounds together, and say the word with me: *cat*.
- YOU SAY** Have children take turns saying *cat*, and isolating each sound of the word. Use other Picture Cards. Say the individual sounds in each word, and have children use the picture to blend the sounds and say the word.

## DEVELOPING

Show one Picture Card at a time. Say the individual sounds in each word, and have children repeat the sounds. Then, model blending the sounds and have children repeat the word.

## EXPANDING

Use other Picture Cards. Say the individual sounds in each word, and have children use the picture to blend the sounds and say the word.

## BRIDGING

Show children the other Picture Cards. Say the individual sounds in each word, and have children identify the appropriate picture and use it to blend the sounds and say the word.

## WEEK 3 DAY 5 MATH CIRCLE

## Measurement

## What You Need

box, pail, cup

## EMERGING

- I SAY** Tell children that a box, pail, and cup are all containers. Say the word clearly: *container*. Reinforce understanding of the word by pointing to each of the containers as you say the name: *A box is a container. A pail is a container. A cup is a container.*
- WE SAY** Say it with me: *container*. Point to each item. *A box is a \_\_\_\_\_. A pail is a \_\_\_\_\_. A cup is a \_\_\_\_\_.*
- YOU SAY** Hold up one of the items. Ask: *What kind of container is this?* Have children answer in a complete sentence: *That is a \_\_\_\_\_.*

## DEVELOPING

Have children follow basic instructions and answer basic questions about the containers. For instance, *Jenna, please hand me the box. Is it a container? Alex, please give Jenna the pail. Is it a container? Eva, which container holds crayons? That's right! The box holds crayons.*

## EXPANDING

Provide children with the containers. Ask them to describe what each container is used for. Ask: *How are these containers the same?*

## BRIDGING

Have children describe how the containers are the same and how they are different.

# 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

### Asking and Answering Questions

#### What You Need

Big Book: *The Enormous Turnip*

#### EMERGING

- 1 INTRODUCE** Show the cover of *The Enormous Turnip*. Remind children that they have read this book several times. Remind children also of the question words *who* and *where*.
- 2 MODEL** I can ask and answer questions to help me remember the story. I can use the book to help me recall the answers. For example, *Who is the story about?* Point to a picture of Maggie. The picture shows a girl. Now I remember, the story is about a girl named Maggie. *Where does the story happen?* Point to the farm. The picture tells me the answer. It happens on a farm.
- 3 GUIDE PRACTICE** Complete a picture walk of the book. Ask basic questions, especially *who* and *where* questions to facilitate reading comprehension of the book, as well as English language acquisition. For example, turn to page 4, and point to Maggie's mom. *Who is this?* (Maggie's mother) *Where is she?* (on the farm) Encourage children to answer in complete sentences.

#### DEVELOPING

Take a picture walk through *The Enormous Turnip*. Ask children to name the objects that you point to, such as hoe, seeds, watering can, tractor, house, pot, spoon. If children do not know the English word, say it for them and have them repeat it after you several times.

#### EXPANDING

Take a picture walk through *The Enormous Turnip*. Have children take turns asking one another about the pictures on the page.

#### BRIDGING

Have children work with a partner. Have them take a picture walk and take turns asking and answering questions about the pictures.

# English Language Development

## WEEK 4 DAY 2 SCIENCE CIRCLE

### Describing Fruit

#### What You Need

lemon, orange

#### EMERGING

- 1 INTRODUCE** Hold up the lemon. Say the word *lemon*. Have children repeat after you. Then, hold up the orange. Say the word *orange* and have children repeat it after you.
- 2 MODEL** Model using the sense of sight, touch, and smell to investigate each fruit. *We can learn about objects by using our senses. We can see what they look like. We can touch the fruit. We can smell the fruit.*
- 3 GUIDE PRACTICE** Ask yes/no questions to help children share ideas about what the fruits look, smell, and feel like. For example, *Is a lemon yellow? Is an orange yellow? Do these fruits have seeds?*

#### DEVELOPING

Ask basic questions to help children share ideas about what the fruits look, smell, and feel like: *Which fruit has seeds? Which fruit is bigger?* Have children answer in complete sentences.

#### EXPANDING

What words would you use to describe the lemon? What words would you use to describe the orange? Provide children with sentence frames as needed: *The [lemon/orange] [looks/smells/feels] \_\_\_\_\_.*

#### BRIDGING

Have children describe the orange and the lemon. Ask: *How are the lemon and orange alike? How are they different?*

## WEEK 4 DAY 3 STORY TIME

### The Empanadas That Abuela Made

#### What You Need

Trade Book: *The Empanadas That Abuela Made*

#### EMERGING

- 1 INTRODUCE** Display the cover of the trade book *The Empanadas That Abuela Made*.
- 2 MODEL** As you read each page, have children chorally repeat the lines that end each sequence of events.
- 3 GUIDE PRACTICE** As you read, ask questions that children can respond to with yes/no responses or by pointing to a picture in the book. Encourage language acquisition by putting their response into a sentence and having children repeat it after you. For instance, *Who is Abuela? That's right. Abuela is the woman shown in this picture. What is Abuela making? That's right. Abuela is making empanadas. Say it with me: Abuela is making empanadas.*

#### DEVELOPING

As you read, ask questions that children can respond to with a word or phrase. Encourage children to respond in complete sentences by picking up the words in the question. For instance, *What is Abuela making? Abuela is making empanadas. What does she use to make empanadas? Abuela uses a pumpkin.*

#### EXPANDING

Stop after each page spread, and have children tell in their own words what is happening on the pages. Encourage them to use pictures for support.

#### BRIDGING

After reading the book, have children retell the story to a partner. Suggest that they use the pictures in the book or the Talk More About It Card for support.

## WEEK 4 DAY 4 LITERACY CIRCLE

### Alphabet Review

#### What You Need

Alphabet Cards: *Ll, Gg, Rr, Cc, Nn*

Picture Cards: *lock, ladder, goose, gate, rocks, rake, can, cup, nest, nose*

#### EMERGING

- 1 **INTRODUCE** Use the Alphabet Cards to review letters *Ll, Gg, Rr, Cc, Nn*. Hold up each card and say the name of the letter and the sound the letter spells. Have children repeat the name of the letter and the sound.
- 2 **MODEL** Hold up the card *goose*. *This is a goose. Listen to the beginning sound: /g/. On the G alphabet card there is a picture of a guitar. Guitar begins with /g/. Guitar begins with the same sound as goose. Goose begins with the letter g.*
- 3 **GUIDE PRACTICE** Hold up each Picture Card and say the name of the picture. Have children tell the beginning sound and match the sound to the letter.

#### DEVELOPING

Use the Alphabet Cards to review the letters. Then hold up one of the letters. Have children say its name and the sound it spells. Then, hold up two picture cards. Name the word on one picture and have children select the one that has the same beginning sound.

#### EXPANDING

Use the Alphabet Cards to review the letters. Then have children find Picture Cards to match each letter.

#### BRIDGING

Have children name letters and say each letter's sound before matching the Picture Cards.

## WEEK 4 DAY 5 MATH CIRCLE

### Listening Comprehension

#### What You Need

pictures of strawberries and blueberries (or the fruits themselves)

#### EMERGING

- 1 **INTRODUCE** Point to the strawberries. *These are strawberries.* Have children repeat the word after you. Point to the blueberries. *These are blueberries.* Have children repeat the word after you. *We want to know how many people prefer strawberries and how many prefer blueberries. The word prefer means you like them better.*
- 2 **MODEL** *I prefer strawberries. I like strawberries better than blueberries.*
- 3 **GUIDE PRACTICE** *Which fruit do you like better? Raise your hand if you prefer strawberries.* Count aloud the number of raised hands. *Now raise your hand if you prefer blueberries.* Have a volunteer count aloud the number of hands. *I see that \_\_\_ people prefer strawberries, and \_\_\_ prefer blueberries. More people prefer \_\_\_.*

#### DEVELOPING

Point out the strawberries and blueberries. Make sure that children know which is which. Then, ask them which they like better. Have children answer in complete sentences. Provide a sentence frame if needed: *I prefer [strawberries/blueberries].* Respond by reiterating the meaning of *prefer*: *Emilio prefers [strawberries/blueberries]. That means he likes [strawberries/blueberries] better than [blueberries/strawberries].*

#### EXPANDING

Ask: *Which fruit do you like better: strawberries or blueberries?* Have each child respond in a complete sentence. Ask another child to repeat the child's preference. *[Jaime], which fruit did [Alicia] say she prefers?*

#### BRIDGING

Ask children which fruit they prefer. Then, have them tell you what they like about that fruit and/or when they like to eat it.

# Theme 6

