

Teacher's Guide

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Hello,
School!

Three Cheers
for Pre-K

SAVVAS



Teacher's Guide

Three Cheers for Pre-K





Copyright © 2022 by Savvas Learning Company LLC. All Rights Reserved. Printed in the United States of America.

This publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise. This work is solely for the use of instructors and administrators for the purpose of teaching courses and assessing student learning. Unauthorized dissemination, publication, or sale of the work, in whole or in part (including posting on the internet) will destroy the integrity of the work and is strictly prohibited. For information regarding permissions, request forms, and the appropriate contacts within the Savvas Learning Company Rights Management group, please send your query to the address below.

Savvas Learning Company LLC, 15 East Midland Avenue, Paramus, NJ 07652

Photo locators denoted as follows: Top (T), Center (C), Bottom (B), Left (L), Right (R), Background (Bkgd)

Photography Credits: iv (T) Charlesbridge Publishing, (B) Gilberto Soto; v (TL) Michigan State University, (TR) Lee Wright, (B) Zachary Champagne; vi Lakeshore Learning; vii (L) Vitali Michkou/Shutterstock (C) New Africa/Shutterstock, (R) Neal Bryant/Shutterstock, (B) ildogesto/Shutterstock, Hand2Mind; xii ildogesto/Shutterstock; xiii (TL) Kamira/Shutterstock, (TR) Radu Bercan/Shutterstock, (B) Dmitry Melnikov/Shutterstock; xviii (T) Rawpixel.com/Shutterstock, (B) FatCamera/E+/Getty Images; xix (T) NewFabrika/Shutterstock, (C) realpeople/Shutterstock, (B) Maria Uspenskaya/Shutterstock; 6, C-195 Monkey Business Images/Shutterstock; 8 HarperCollins Publishers; 52, C-185 FatCamera/E+/Getty Images; 62 Macmillan Children’s Publishing Group; 98 Rawpixel.com/Shutterstock; 108 Bloomsbury Publishing, Inc.; 144 hadynyah/E+/Getty Images; C-189 wavebreakmedia/Shutterstock; C-191 SDI Productions/E+/Getty Images; C-193 kate_sept2004/E+/Getty Images; C-197 Valeryia Lushchynskaya/Shutterstock; C-199 Nazar Abbas Photography/Moment/Getty Images; C-201 Ariel Skelley/DigitalVision/Getty Images; C-203 Cavan Images/Getty Images.

Savvas® and Savvas Learning Company® are the exclusive trademarks of Savvas Learning Company LLC in the U.S. and other countries.

Savvas Learning Company publishes through its famous imprints **Prentice Hall®** and **Scott Foresman®** which are exclusive registered trademarks owned by Savvas Learning Company LLC in the U.S. and/or other countries.

From Supplier of Lakeshore Learning Materials. Lakeshore® is a registered trademark of Lakeshore Learning Materials in the U.S. and other countries.

Hand2Mind® is a registered trademark of Hand2Mind, Inc. in the U.S. and other countries.

Unless otherwise indicated herein, any third-party trademarks that may appear in this work are the property of their respective owners, and any references to third-party trademarks, logos, or other trade dress are for demonstrative or descriptive purposes only. Such references are not intended to imply any sponsorship, endorsement, authorization, or promotion of Savvas Learning Company products by the owners of such marks, or any relationship between the owner and Savvas Learning Company LLC or its authors, licensees, or distributors.

Teacher's Guide

Three Cheers for Pre-K

A comprehensive curriculum
for Pre-Kindergarten



Theme 1

SAVVAS
LEARNING COMPANY

Three Cheers for Pre-K Authors

Advisory Board

Ashley Bowmar

Pre-K Teacher
Irving Independent School District
Irving, Texas

Margaret Wilson Buza

Pre-K–Grade 4 Lead Teacher
Duchesene Academy of the Sacred Heart
Houston, Texas

Leah Byrd

Principal, Early Learning Center
Edina Public Schools
Edina, Minnesota

Sandy Chilton

Pre-K and Kindergarten Teacher
Austin Independent School District
Austin, Texas

Misty Hollis

Pre-K Teacher, Team Lead
Fort Worth Independent School District
Fort Worth, Texas

Honey Meadows

Principal
The Westside School
Atlanta, Georgia

Rocio Rincon

Bilingual Teacher
Tomball Independent School District
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.

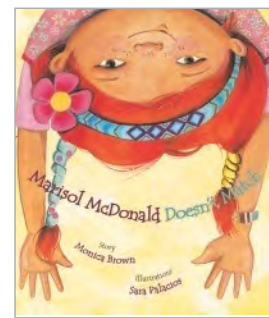
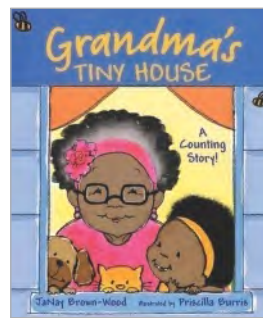
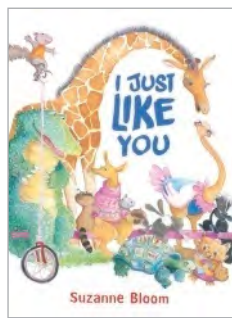


Program Components

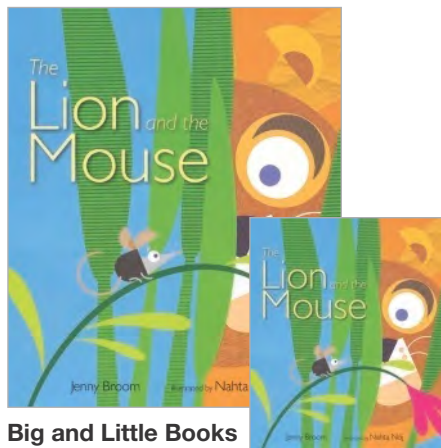
In Each of Your 9 Theme Kits



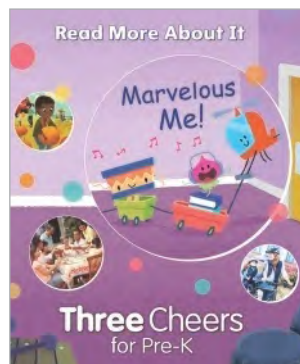
Teacher's Guides, Themes 1-9



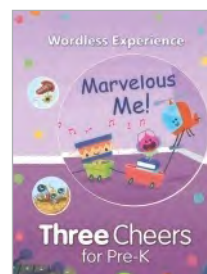
Trade Books



Big and Little Books



Read More About It



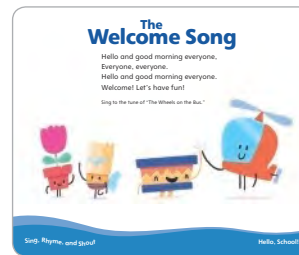
Wordless Experience Books



Theme Manipulatives



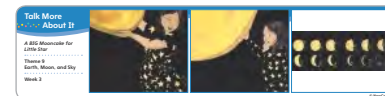
5 x 5



Sing, Rhyme, and Shout



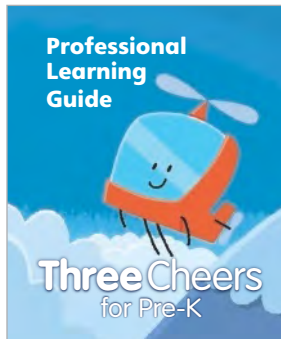
Theme and Concept Vocabulary



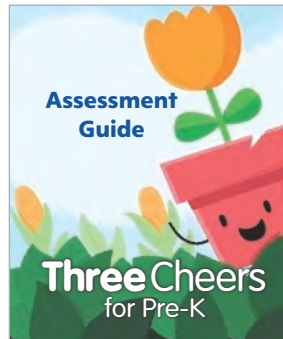
Talk More About It



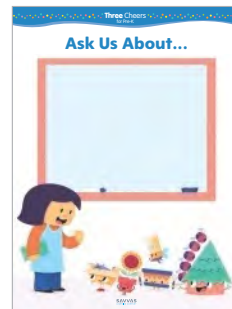
In Your Teacher Toolkit



Professional Learning Guide



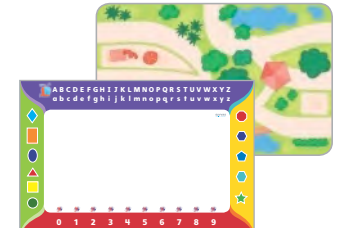
Assessment Guide



Ask Us About... Poster



Mood Meter Poster



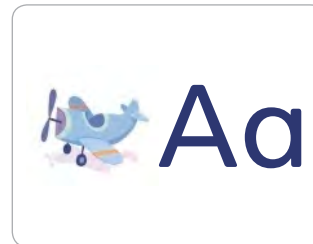
Map Mats



Center Signs



Social and Emotional Learning Cards

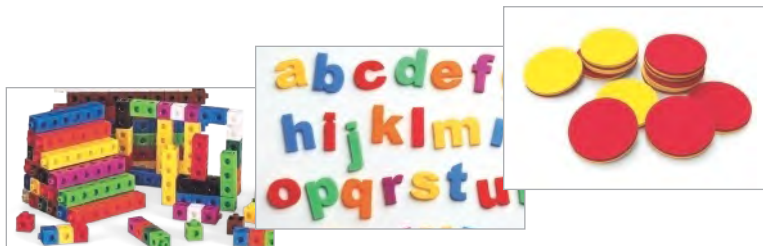


Alphabet Cards



Picture Cards

Hands-on Instructional Resources

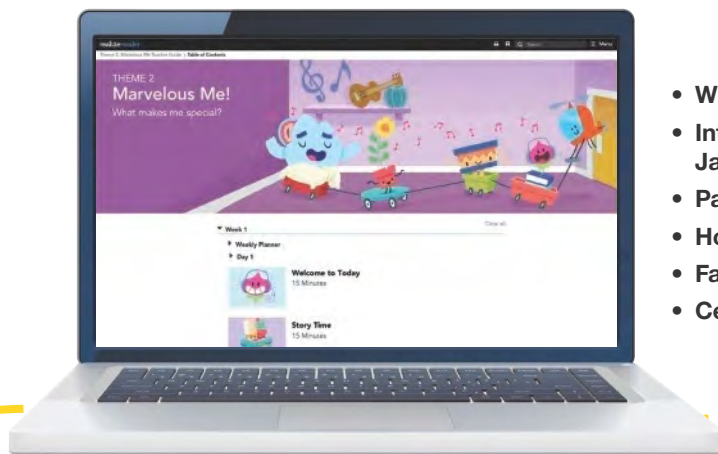


Manipulative Kit

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

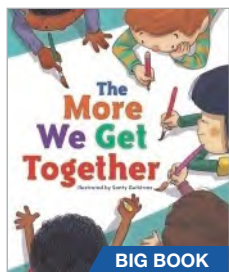
Spark a Love of Reading and Learning

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.

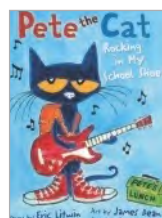
THEME 1

Hello School!

How do we learn and play at school?



BIG BOOK



WEEK 1



WEEK 2



WEEK 3

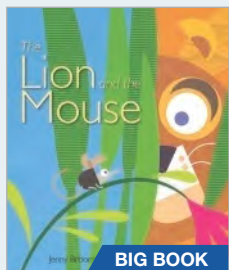


WEEK 4

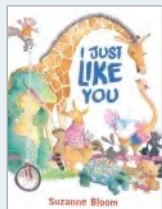
THEME 2

Marvelous Me!

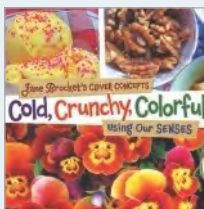
What makes me special?



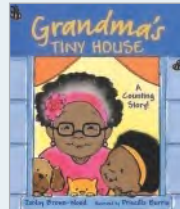
BIG BOOK



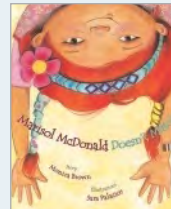
WEEK 1



WEEK 2



WEEK 3



WEEK 4

THEME 3

Look Outside

How are the seasons different?



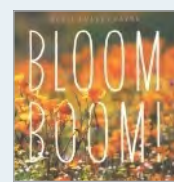
BIG BOOK



WEEK 1



WEEK 2



WEEK 3



WEEK 4

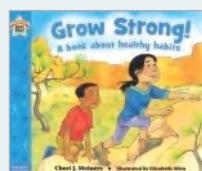
THEME 4

Taking Care

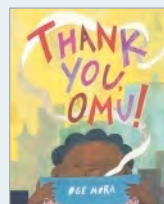
How do we care for ourselves and others?



BIG BOOK



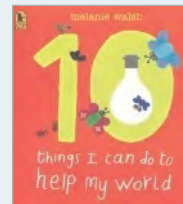
WEEK 1



WEEK 2



WEEK 3

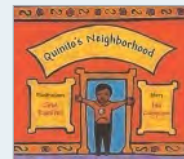
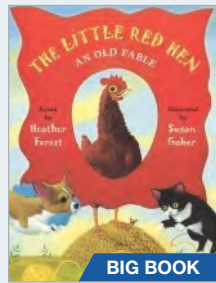


WEEK 4

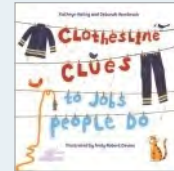
THEME 5

Everyday Helpers

How do people in our community help us?



WEEK 1



WEEK 2



WEEK 3

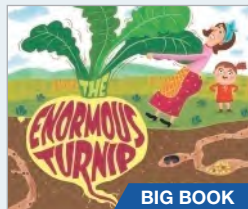


WEEK 4

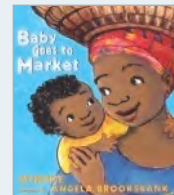
THEME 6

From Farm to Table

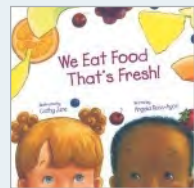
How does our food get from the farm to our homes?



WEEK 1



WEEK 2



WEEK 3

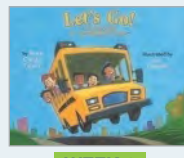


WEEK 4

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

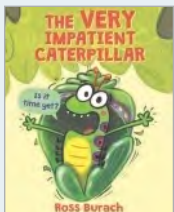
How are animals the same and different?



WEEK 1



WEEK 2



WEEK 3

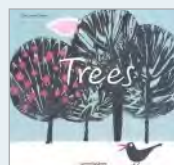
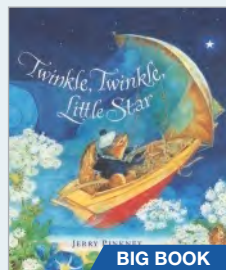


WEEK 4

THEME 9

Earth, Moon, and Sky

What do we see in the natural world?



WEEK 1



WEEK 2



WEEK 3



WEEK 4

Hello, School!

How do we learn and play at our school?

Contents

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



WEEK 1 What is my school like?

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

Read More About It: "I'm Going to School!"

WEEK 2 Why do we have rules and routines at school?

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

Read More About It: "School Rules"

WEEK 3 Why is it important to feel safe at school?

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

Read More About It: "How I Feel"

WEEK 4

How is my school like other schools?

Plan Your Week 139–143

Centerize C•185-C•203

Daily Lessons

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

Story Time 146, 154, 162, 170, 178

Literacy Circle 147, 155, 163, 171, 179

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

Math Circle 149, 157, 165, 173, 181

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

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

Reflect 152, 160, 168, 176

Let's Celebrate.....182–183

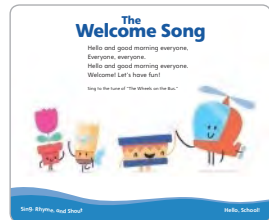


Read More About It: "My New School"

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

Theme Kit

5 x 5



Sing, Rhyme, and Shout: "The Welcome Song"



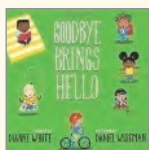
Theme and Concept Vocabulary

Talk More About It: Hello, School!



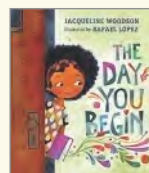
Theme Manipulative

Gather books to read that develop the theme, Hello, School!



Goodbye Brings Hello: A Book of Firsts
written by Dianne White
illustrated by Daniel Wiseman
published by HMH Books for Young Readers

Doing something for the first time is hard but also exciting and fun. Celebrate the changes in life!



The Day You Begin
written by Jacqueline Woodson
illustrated by Rafael López
published by Nancy Paulson Books

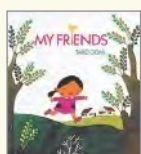
Everyone feels like they don't belong sometimes. Sometimes you have to be brave and reach out to others, then the fun can begin.



The Pigeon HAS to Go to School!

written by Mo Willems
illustrated by Mo Willems
published by Hyperion Books for Children

Pigeon doesn't want to go to school and tries to get out of going. Children will relate to his fears and concerns.



My Friends
written by Taro Gomi
illustrated by Taro Gomi
published by Chronicle Books

You can find a friend everywhere! And you can learn from all your friends.



Schools Have Rules
written by Thomas Kinsley Troupe
illustrated by Rea Zhai
published by Picture Window Books

What are the rules of school? Children explore the rules needed to get along in school.



The Kissing Hand
written by Audrey Penn
illustrated by Ruth E. Harper
published by Tanglewood

Mrs. Raccoon shows her love by using a family secret, the kissing hand, to help her son feel better about starting school.

Go Digital!

SavvasRealize.com

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

Plan

Digital is portable!

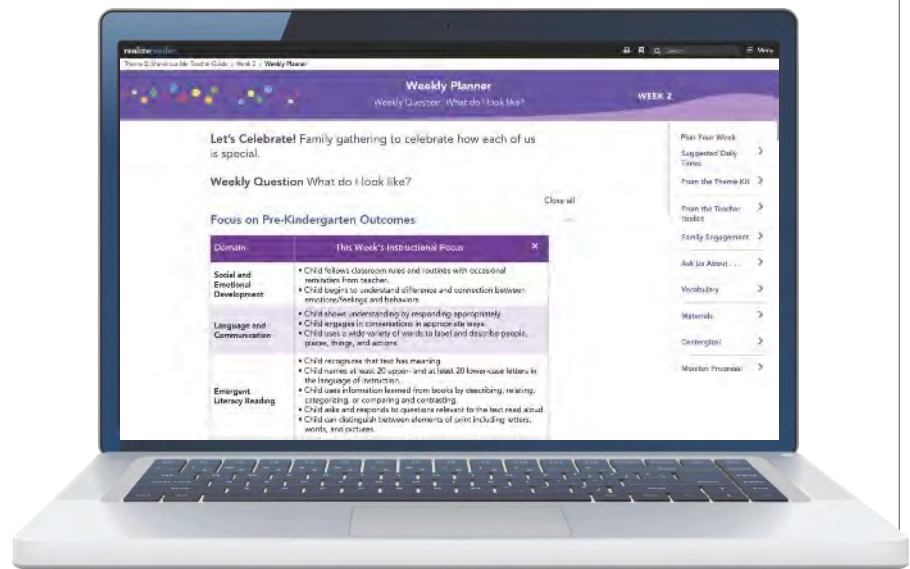
Do your planning any place, any time from SavvasRealize.com.

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.



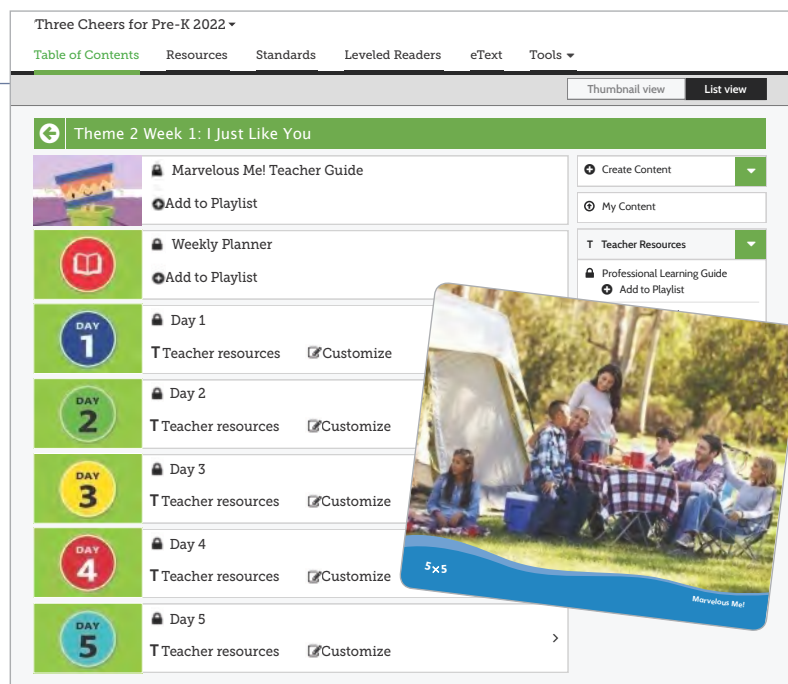
Teach

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.



Hello, School! Assessment

Monitor Progress for Kindergarten Readiness

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

Monitor Progress Throughout the Year

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

Gather Data Each Week

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

WEEK 1

Phonological Awareness

Introduce next week.

Alphabet Knowledge

Introduce the Alphabet

Mathematics

Counting

Science, Social Studies, and Health

Properties of Objects
Light and Heavy

Theme Vocabulary

routine



Concept Vocabulary

playground
desk
hall
books
library



WEEK 2

Phonological Awareness

Rhyme

Alphabet Knowledge

Introduce Ss /s/
Letter Sounds Ss /s/

Mathematics

Counting

Science, Social Studies, and Health

Properties of Objects

Theme Vocabulary

alike



Concept Vocabulary

friends
teacher
listen
learn
rules



On our way to Kindergarten!



WEEK 3

Phonological Awareness

Introduce next week.

Alphabet Knowledge

Introduce Letter *Mm*
Review *Mm* /m/
Review *Mm*, *Ss*

Mathematics

Counting

Science, Social Studies, and Health

Properties of Objects
Health
Measurement

Theme Vocabulary

different
belonging



Vocabulary Hello, School!

Concept Vocabulary

ask
backpack
class
supplies
together



Vocabulary Hello, School!

WEEK 4

Phonological Awareness

Introduce next week.

Alphabet Knowledge

Review Letters *Mm* and *Ss*
Review *Mm* and *Ss*
Review *Mm* /m/ and *Ss* /s/

Mathematics

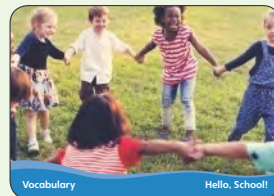
Counting

Science, Social Studies, and Health

Look At Us
Object Properties

Theme Vocabulary

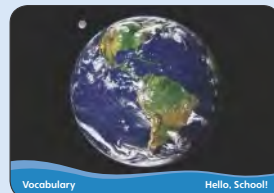
belonging



Vocabulary Hello, School!

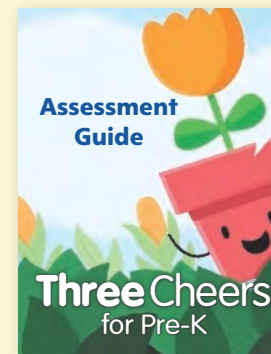
Concept Vocabulary

world
cultures
students
science
recess



Vocabulary Hello, School!

Assessment Guide



Progress Monitoring Resources

Use these Assessment Guide resources in Theme 1:

Weekly Observational Checklists

Week 1	p. 12
Week 2	p. 13
Week 3	p. 14
Week 4	p. 15

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

Hello, School!

Concept Development

THEME 1

Hello, School!

How do we learn and play at our school?

Theme Concepts

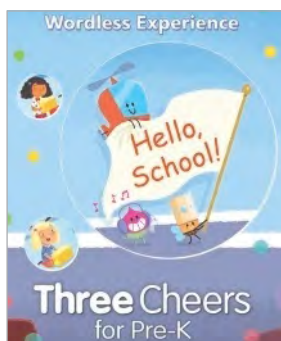
- Children learn that they are an important part of the school community.
- Children learn to express their own feelings appropriately.
- Children learn to understand the feelings of others.
- Children learn the purposes for rules and routines in school.
- Children learn that rules and routines help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

Theme Vocabulary

routine different
alike belonging



Big Book: *The More We Get Together*



Wordless Experience Book: *Hello, School!*

WEEK 1

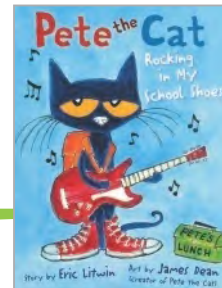
FOCUS:

Welcome to Pre-Kindergarten and My School.

What is my school like?

Concept Vocabulary

desk library
hall playground
books



Pete the Cat: *Rocking in My School Shoes*



"I'm Going to School!"

WEEK 2

FOCUS:

Classroom Rules and Routines

Why do we have rules and routines at school?

Concept Vocabulary

rules teacher
learn listen
friends



Maria Had a Little Llama



"School Rules"

WEEK 3

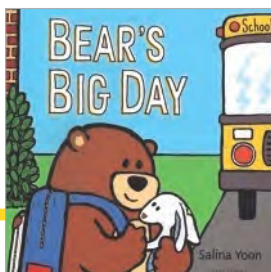
FOCUS:

Feeling Safe and Belonging

Why is it important to feel safe at school?

Concept Vocabulary

backpack supplies
class together
ask



Bear's Big Day



“How I Feel”

Social and Emotional Intelligence

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

Let's Celebrate

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

WEEK 4

FOCUS:

How My School Compares to School Around the World

How is my school like other schools?

Concept Vocabulary

cultures world
students recess
science



School in Many Cultures



“My New School”

Supporting English Learners

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

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



Three Cheers for Pre-K Centergize!

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

- purposeful play
- peer interaction
- developing independence

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

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

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

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

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

LET'S GET READY FOR

Center and Small Group Time

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

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

During Center Time

Children



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



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





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



Independent Children can choose to work on something independently.



Teacher and Teacher Aide

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

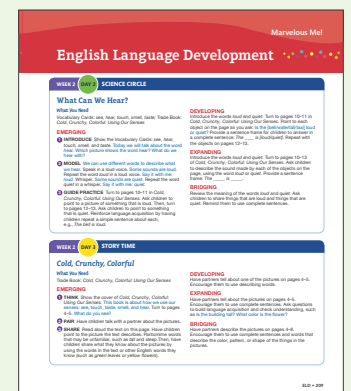
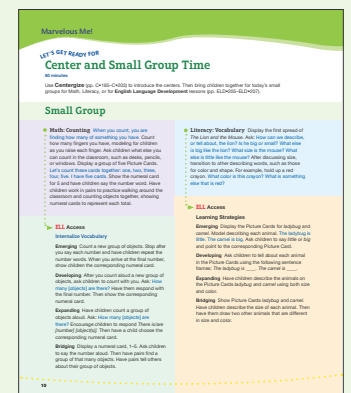
10 minutes per group

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

10 minutes per group or individual

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

as time allows



Three Cheers for Pre-K Pacing Your Day

Full Day? Half Day?

Your Quick and Easy Schedule Is Here!

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

Your Full-Day Schedule

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

Your Half-Day Schedule

Welcome to Today	15 minutes
Story Time	15 minutes
Literacy Circle	15 minutes
Center Time and Small Groups	60 minutes
Math Circle	15 minutes
Other-Domain Circle (Science, Social Studies, Technology, Fine Arts, Health)	15 minutes
Reflect	10 minutes

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



Welcome to Today
15 min

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


Story Time
15 min

- Read together
- Talk together



Other-Domain Circle
15 min

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



Transition*

- Sing or Chant
- Move

Outdoor Play*
suggested time 20 min

- Physical Development
- Social and Emotional Learning

Learn and Play
90 min

- Physical Development
- Apply Skills
- Self-Selected Reading



* Depending on your classroom, times may vary.

Transition*

- Sing or Chant
- Move

Literacy Circle

15 min

- Alphabet Knowledge
- Phonological Awareness
- Oral Vocabulary Development



Snack Time*

suggested time 15 min

- Social and Emotional Learning
- Socialize
- Health and Nutrition



Lunch Time*

suggested time 30 min

- Socialize
- Health and Nutrition

Math Circle

15 min

- Counting
- Number Sense
- Shapes



Centers and Small Group Time

90 min

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

Rest Time*

suggested time 30-45 min

- Self-Regulation
- Health

Centers

30-60 min

- Independent or Small Group
- Purposeful Play
- Observe



Reflect

10 min

- Social and Emotional Learning
- Reflect on the Day

Hello, School!

Launch the Theme

How do we learn and play at our school?

Introduce children to the theme’s Guiding Question. We are going to play games, read, sing, and learn as we answer this question: *How do we learn and play at our school?* We will learn about our classroom, our school, and make new friends. We are going to have a lot of fun and adventures. To start, we are going to play a game called “Hey, Javi Helicopter!”

Game

Hey, Javi Helicopter

Set Up

This game is similar to “Please, Mr. Crocodile.” Place two tape lines (masking, duct) on the floor about 4–5 feet apart. There should be nothing in between. Line children up on one line.

Introduce the Game

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

- This is Javi the Helicopter. He will help us play the game. You need to get from the line that you are on to the other line. Point out the lines on the floor.
- You say: Please, Javi the Helicopter! What is your favorite color? Then Javi and I will name a color. If you are wearing that color, you take two steps. If you are not wearing that color, you stay where you are. The first person to the other line wins the game.

Practice the Game

Help children say “Please, Javi the Helicopter! What is your favorite color?” Call out a common color. Help children to take two step if they are wearing that color.



Close the Theme

Let's Celebrate!

School Is Cool!

The culminating, rich experience to wrap up Theme 1 will be enjoyed by your children and their families.

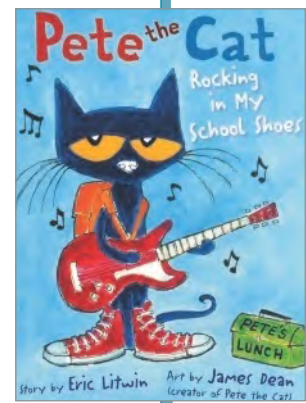
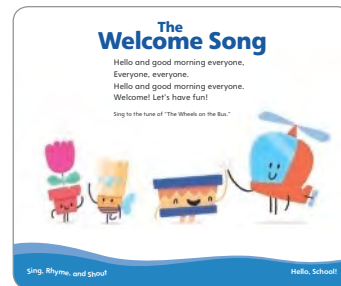
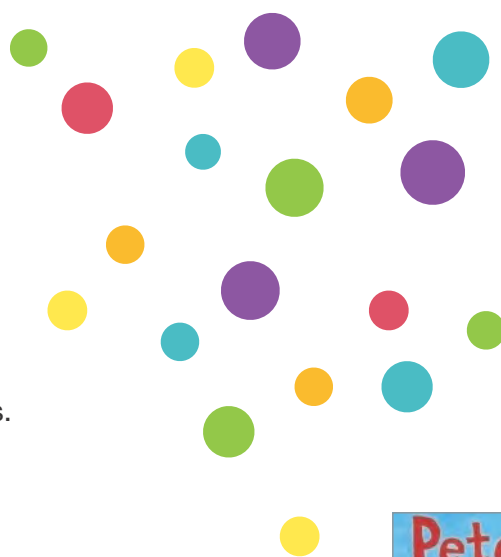
Prepare

Guide children as they practice speaking to an audience. Gather and display children's artwork and writing. Help children write invitations for their families.

Celebration Day

Children's "home families" meet their "school family." Help children prepare and enjoy the day.

- Greet families and guests at the door.
- Children sing a favorite song and talk about the Morning Meeting routines.
- Read a book aloud as children act it out.
- Have children demonstrate and explain Centergize activities.
- Children show good behavior when using computer applications.
- Families and guests stroll through the Gallery of Writing and Art.
- Children teach a favorite fingerplay or song to their families or guests.
- Everyone reflects on this celebration.



Classrooms Around the World

1 Colors

Point to the children in the photo. **Say:** These children wear uniforms, or matching clothes, when they go to school. What color clothes do you see? How are these clothes different from what you wear? Tell children who are wearing a color they see in the picture to come to the front of the room. Have them tell the class what color they are wearing.

2 Counting

Say: Let's practice our counting numbers. Repeat after me as I count the children in this photo. Have children echo you as you point to and count each child. Then have children join you in role-counting to the same number again.

5 Respond to Questions

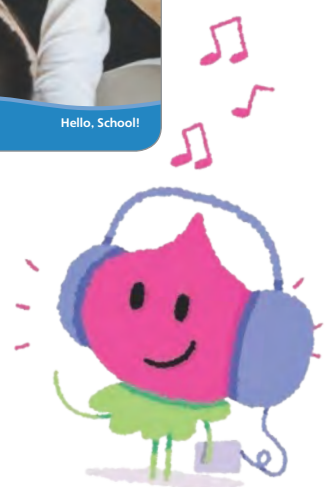
Remind children that the classroom in the photo is in another part of the world. Explain that it is very, very far away. Tell children to pretend they are going there to visit. **Ask:** How will we get there? What toys can we bring to show them what we play with where we live? What activities will we do together?

4 Coordination

Ask: How are the children in this photo sitting? Now I want you to copy it! Have children sit the same way as children in the photo. **Say:** Now let's try other ways to sit! Invite one child at a time to tell the rest of the class how to sit. They can choose silly ways, such as leaning to the side, shaking their legs, or kneeling with their arms spread out wide.

3 Alike and Different

Point out that the class in the photo is from a different part of the world. Explain that people who live in different places around the world do some of the same things we do, but they do other things differently. **Ask:** How are these preschool children just like you? How is their classroom different from your classroom? What are they doing that is different? What are they wearing that is different?



Meet the Three Cheers Pals

Javi and His Friends

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



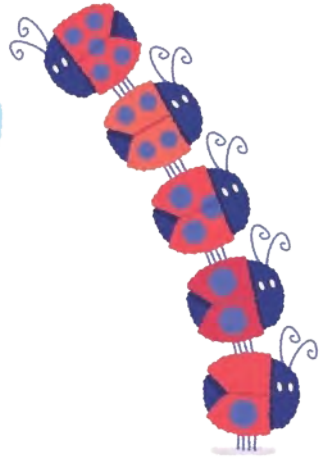
Tool Team



Queen Bee



Cloudy



The Ladies



Box and Purr



Javi



Hank



Dante



Bella



Flora



Tyler



Timber

Three Cheers for Pre-K

Pre-Kindergarten Outcomes

Domain	This Week's Instructional Focus
Social and Emotional Development	<ul style="list-style-type: none"> Child follows classroom rules and routines with occasional reminders from teacher. Pages 15, 23, 31, 38, 39; C•196–C•197 Child begins to understand difference and connection between emotions/feelings and behaviors. Pages 28, 30
Language and Communication	<ul style="list-style-type: none"> Child shows understanding by responding appropriately. Pages 14, 20, 22 Child engages in conversations in appropriate ways. Pages 30, 44, 46 Child uses a wide variety of words to label and describe people, places, things, and actions. Pages 14, 16, 20, 24, 28
Emergent Literacy Reading	<ul style="list-style-type: none"> Child recognizes that text has meaning. Pages 8, 22 Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction. Pages C•190–C•191 Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting. Page 40 Child asks and responds to questions relevant to the text read aloud. Pages 8, 16, 24, 32, 40 Child can distinguish between elements of print including letters, words, and pictures. Pages 8, 12, 32
Emergent Literacy Writing	<ul style="list-style-type: none"> Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning. Pages C•202–C•203
Mathematics	<ul style="list-style-type: none"> Child knows that objects, or parts of an object, can be counted. Pages C•192–C•193 Child uses words to rote count from 1 to 30. Pages 11, 12, 19, 20, 27, 28, 30, 35, 36, 43, 44; C•192–C•193
Science	<ul style="list-style-type: none"> Child observes, investigates, describes, and discusses properties and characteristics of common objects. Pages 12, 28, 38, 44; C•194–C•195, C•198–C•199 Child uses simple measuring devices to learn about objects. Pages C•194–C•195, C•198–C•199
Social Studies	<ul style="list-style-type: none"> Child connects his life to events, time, and routines. Pages 14, 22
Fine Arts	<ul style="list-style-type: none"> Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms. Pages 7, 15, 23, 31, 39
Physical Development	<ul style="list-style-type: none"> Child shows control of tasks that require small-muscle strength and control. Pages C•200–C•201
Technology	<ul style="list-style-type: none"> Child opens and navigates through digital learning applications and programs. Pages C•188–C•189

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

Ready for Kindergarten!

Listening Comprehension

Pre-Kindergarten Outcomes

- Child shows understanding by responding appropriately. **Pages 14, 20, 22**

Kindergarten Literacy Goals

- Participate in collaborative conversations with others, adding appropriate responses and asking for clarification as needed.

Language

Pre-Kindergarten Outcomes

- Child uses a wide variety of words to label and describe people, places, things, and actions. **Pages 14, 16, 20, 24, 28, 40**

Kindergarten Literacy Goals

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

Alphabet Knowledge

Pre-Kindergarten Outcomes

- Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction. **Pages C•190–C•191**

Kindergarten Literacy Goals

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

Reading Readiness

Pre-Kindergarten Outcomes

- Child recognizes that text has meaning. **Pages 8, 22**
- Child asks and responds to questions relevant to the text read aloud. **Pages 8, 16, 24, 32, 40**

Kindergarten Literacy Goals

- Recognize that spoken words are represented in written language by specific sequences of letters.
- Ask and answer questions about key details in a text.

Writing

Pre-Kindergarten Outcomes

- Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning. **Pages C•202–C•203**

Kindergarten Literacy Goals

- Write a letter or letters for most consonant and short-vowel sounds.
- Write informative and narrative texts that include details.
- Share writing in various ways, such as a class-made book, class blog, or oral presentation.

Mathematics

Pre-Kindergarten Outcomes

- Child uses words to rote count from 1 to 30. **Pages 11, 12, 19, 20, 27, 28, 30, 35, 36, 43, 44; C•192–C•193**

Kindergarten Mathematics Goals

- Count to 100 by ones and by tens.



THEME 1 WEEK 1

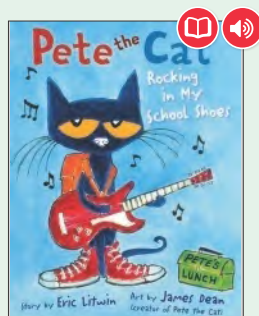
Hello, School!

How do we learn and play at our school?

Weekly Question:

What is my school like?

From the Theme Kit Print and Digital



Trade Book



Read More About It: "I'm Going to School!"



5x5



Theme and Concept Vocabulary



Theme Manipulative



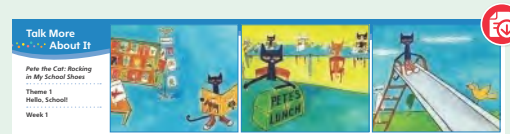
Big Book and Little Books



Wordless Experience Book: Hello, School!

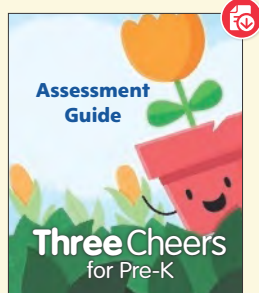


Sing, Rhyme, and Shout: "The Welcome Song"



Talk More About It: Pete the Cat: Rocking in My School Shoes

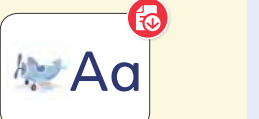
From the Teacher Toolkit Print and Digital



Assessment Guide



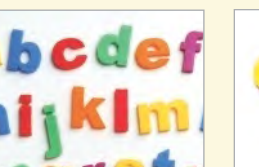
Social and Emotional Learning Cards



Alphabet Cards



Picture Cards



Manipulatives



Family Engagement Digital



Three Cheers for Pre-K Parents!



Three Cheers for Games!



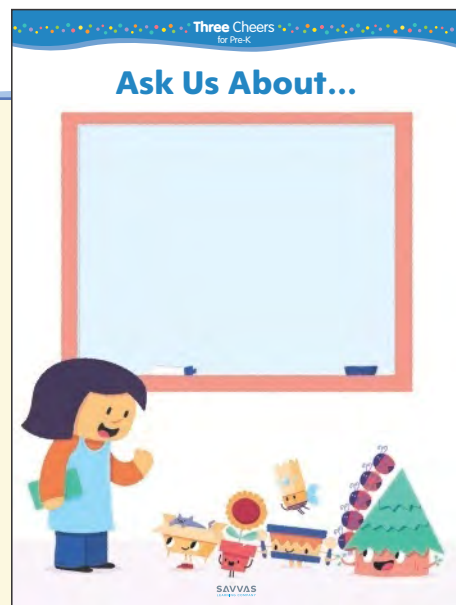
Digital Bookshelf

Plan Your Week

Suggested Daily Times

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

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



Ask Us About . . .

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

- How does Pete the Cat learn and play at school?
- What routines do you have at home?
- What words do you know that tell something that you do?

Day 1 pp. 7–14

Welcome to Today

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

Story Time

- How do we learn and play at our school?
- 1st Read Big Book
The More We Get Together

Literacy Circle

- Introduce Circle Time
- Concept Vocabulary Introduce
- Print Concepts Pictures
- Alphabet Knowledge Introduce the Alphabet

Center Time and Small Groups

Small Group Options

- Math: Counting
- Literacy: Print Concepts

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

Math Circle

- Counting
- Snack Time Snack Routine

Science Circle

- We Can Learn Science
- Properties of Objects
- Outdoor Play Sensory Hunt

Learn and Play and Centers

- Let’s Move!
 - Around and Around
 - Treasure Hunt
- Let’s Talk Routines
- Let’s Read Children’s Choice, Distinguish Between Elements of Print
- Rest Time The More We Rest Together

Reflect

- 5×5 Vocabulary
- Social and Emotional Learning Routines
- Let’s Talk About It

Day 2 pp. 15–22

Welcome to Today

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

Story Time

- What is my school like?
- 1st Read Trade Book
Pete the Cat: Rocking in My School Shoes

Literacy Circle

- Concept Vocabulary Develop
- Describing Words
- Alphabet Knowledge

Center Time and Small Groups

Small Group Options

- Math: Counting
- Literacy: Describing Words

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

Math Circle

- Counting
- Snack Time Safety

Fine Arts Circle

- All Kinds of Lines
- Art Exploration
- Outdoor Play Creative Tools

Learn and Play and Centers

- Let’s Move!
 - What Am I?
 - Freeze Counting
- Let’s Talk Describing
- Let’s Read Big Book, Mixed-Up Pete
- Rest Time Long Day at School

Reflect

- 5×5 Read Names
- Social and Emotional Learning Routines
- Let’s Talk About It

Day 3 pp. 23–30

Welcome to Today

Meet and Greet
Sing, Rhyme, and Shout
"The Welcome Song"
Morning Meeting

Story Time

What is my school like?
2nd Read Trade Book *Pete the Cat: Rocking in My School Shoes*

Literacy Circle

Concept Vocabulary Practice
Language and Communication
Action Words
Alphabet Knowledge

Center Time and Small Groups

Small Group Options

- Math: Counting
- Literacy: Action Words

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

Math Circle

Counting
Snack Time Share

Science Circle

Properties of Objects
Outdoor Play Pete's Playground

Learn and Play and Centers

Let's Move!

- We're Rocking
- Follow the Leader

Let's Talk Feelings
Let's Read Children's Choice, Feelings
Rest Time Routines

Reflect

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

Day 4 pp. 31–38

Welcome to Today

Meet and Greet
Sing, Rhyme, and Shout
"The Welcome Song"
Morning Meeting

Story Time

What is my school like?
Read More About It "I'm Going to School!"

Literacy Circle

Concept Vocabulary Review
Print Concepts Letters and Pictures
Alphabet Knowledge

Center Time and Small Groups

Small Group Options

- Math: Counting
- Literacy: Alphabet Knowledge

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

Math Circle

Counting
Snack Time Safety

Health Circle

Personal Health
Outdoor Play Duck Duck Goose

Learn and Play and Centers

Let's Move!

- Healthy Statues
- How Many Steps, Mr. Wolf?

Let's Talk Rules
Let's Read Your Turn to Read, "I'm Going to School!"
Rest Time Healthy Habits

Reflect

5x5 Describe Things
Social and Emotional Learning Rules
Let's Talk About It

Day 5 pp. 39–46

Welcome to Today

Meet and Greet
Sing, Rhyme, and Shout
"The Welcome Song"
Morning Meeting

Story Time

What is my school like?
Compare *Pete the Cat: Rocking in My School Shoes* and "I'm Going to School!"

Literacy Circle

Concept Vocabulary Check for Understanding
Language and Communication
Describing Words
Alphabet Knowledge

Center Time and Small Groups

Small Group Options

- Math: Counting
- Literacy: Alphabet Knowledge

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

Math Circle

Counting
Snack Time Share

Science Circle

Light and Heavy
Properties of Objects
Outdoor Play Go Team

Learn and Play and Centers

Let's Move!

- Number Cube Claps
- High Five

Let's Talk Share
Let's Read "I'm Going to School!," Pete and Repeat
Rest Time Importance of Rest

Reflect

5x5 Painting
Social and Emotional Learning Share
Let's Talk About It

Vocabulary

Theme Vocabulary

Words to develop the theme, Hello, School!

alike different
belonging routine

Concept Vocabulary

Conceptually related words to teach this week

books library
desk playground
hall

Academic Vocabulary

Terms used in this week's instruction

General

attendance
welcome

Literacy

alphabet
book
describe
letter
picture

Mathematics

count

Science

behave
color
compare
discuss
feel
feelings
heavy
investigate
light
object
observe

rule

see
shape
share
size
team
touch

Social and Emotional Learning

safe

Fine Arts

circle
describe
line

Physical Development

healthy
safe

Story Words

Words from the literature to explain and use this week

Trade Book

furry rocking
grassy
noisy

Big Book

happier together
my friends work
play your friends
sing

Read More About It

cubby read
friends school
learn

Materials

Materials to gather from home and classroom

Morning Meeting

attendance chart
name cards
student photos for the Mood Meter

Center Time

9 oz. cups
art supplies
attendance chart
computer or other digital device
headphones
helper chart

pencils
shape stencils
small plastic cups
various objects to weigh

Small Groups

ball

Circle Times

alphabet display in the classroom
assortment of healthy foods and drinks (or pictures of them)
assortment of objects of different sizes, shapes, colors, or textures

assortment of small, heavy, and light objects and boxes

ball

paper bags filled with familiar objects of many textures and materials (wood, cotton, plastic, fur, rock, sponge)

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

Listen Up Follow along while listening to audio for the Big Book.

ABC Fun

All About the Alphabet Match Alphabet Cards and magnetic letters.

Math Fun

Colorful Cubes Connect and count cubes of different colors.

STEM

Studying Objects Investigate groups of two objects to observe which is heavier.

Pretend and Learn

School Time Recreate the school experience by role-playing the teacher guiding students through a school day.

Sand, Water, and More

Observe and Explore Sand Observe characteristics and properties of sand through play.

Creativity Station

Tools for Creativity Explore art materials by coloring and tracing, and use art as a form of creative self-expression.

Writer's Club

School Is Just Write! Draw and write about a favorite thing to do in school.

Monitor Progress



Assessment Guide

Observe

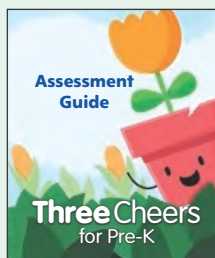
Observational Checklists

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

Screening Assessment

Use the Screening assessment in the Assessment Guide to obtain a baseline measurement of children's proficiency in literacy and math. The Screening Assessment should be administered at the beginning of the year.

Pre-K Outcomes Progress Report

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



Portfolio

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

Centers

- **Sand, Water, and More** photographs of children exploring sand
- **Creativity Station** art projects
- **STEM** anecdotal notes about children studying objects

Hello, School!



Welcome to Today

15 minutes

Meet and Greet

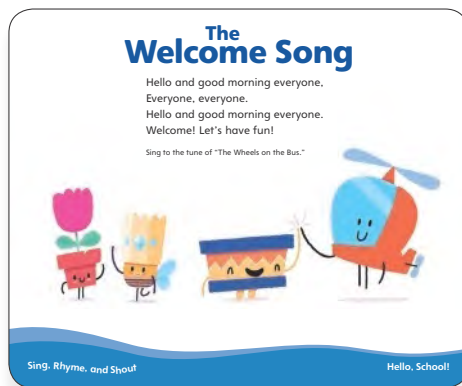
- As children enter the classroom, greet them with a warm welcome on the first day of school. Introduce yourself by name and ask each child to tell you his or her name.
- Show children where to put jackets, snacks, or other items. Give them a mini tour of the different areas of the classroom. Then lead children back to the gathering space.



Sing, Rhyme, and Shout!

Hello, School! Use the lyrics and the illustration on the card to help welcome children to their new classroom.

- Welcome, everyone! This is our first day of school. You can show new friends they are special by how you greet them. When you welcome someone, it means to invite everyone in and let them know you're happy they are here. This song helps us greet the friends in our class.
- Have children listen to the song, and ask them to sing along.
- If time permits, you can personalize the song by substituting children's names for the word *everyone*.



Learning Outcomes

The child

- participates in classroom music activities including singing.

What You Need

- Sing, Rhyme, and Shout: "The Welcome Song"
- attendance chart, name cards

Academic Vocabulary

welcome

attendance

Morning Meeting

Invite children to be seated. It is time for our Morning Meeting. Every morning, we will get together and talk about our plans for the day.

- 1 **Attendance** Pass out a name card to each child. Draw children's attention to the attendance chart. We will start our morning meeting by completing this attendance chart. To take attendance means to check who is here today. Hold up your name card to show me who is here today! I see that ___ is here. Come up and put your name on the chart to show that you came to school today. Repeat with the rest of the class. Emphasize the importance of attendance. It is very important to come to school each day. That way, everyone has a chance to learn and play.

DIFFERENTIATED SUPPORT

ELL

Attendance Help English language learners respond to the question, "What is your name?" Allow ELL students to observe and listen to a number of fluent speakers' responses before they take a turn. Accept responses from beginners of their name only, and *My name is* _____ from more advanced speakers. Say each name slowly as you point to the written name and have children say the word *name*. Then have children point to their written name as they say it aloud.
AUDITORY

Story Time

15 minutes

Learning Outcomes

The child

- recognizes that text has meaning.
- responds to questions relevant to the text read aloud.
- distinguishes between elements of print including letters.
- distinguishes between elements of print including pictures.

What You Need

- Big Book: *The More We Get Together*
- Vocabulary Cards: *desk, hall, books, library, playground*
- alphabet display in the classroom

Hello, School!

? **How do we learn and play at our school?** Ask children the guiding question *How do we learn and play at our school?* Display Vocabulary Cards *routine, alike different, belonging* and talk about each one. Explain that children will use these words as they read stories and take part in activities that show them how to learn and play together at school.



The More We Get Together

Be sure children are seated and listening. **Every day, we're going to read a book together. We will follow a *routine*, or a set of steps. First, I'll tell you a little bit about the book. Next, we'll enjoy reading and talking about the book.** Tell children that today you are going to read *The More We Get Together*.



1 Introduce Display the front cover of the Big Book. Tell children that this is a book about how good it feels to be with friends. Point to the words on the page, and explain that words have meaning. Guide children to recognize that the words tell about ideas and events in a text.



Before reading, show pages of the book and ask children to guess what activities the children in the book are doing together.

2 Read Together Read the book aloud with expression and enthusiasm. Have children chime in on the repetitive text, such as *the happier we'll be*.

3 Connect After reading, have children respond to questions relevant to the text by telling about activities they enjoy doing with their friends. **Did you see anything in the pictures that you like to do with your friends? Are there any other things you like to do with friends?** Direct volunteers to answer using this sentence frame: *I like to ____ with my friends.*

DIFFERENTIATED SUPPORT

3-Year-Olds

The More We Get Together Help young children understand the concept of the Big Book by asking them to put stuffed animals together and then move them apart. Repeat so children can demonstrate understanding of the phrase *get together*. Guide children in making the animals act more and more happy each time they are together and "sad" when they are apart. KINESTHETIC

Literacy Circle

15 minutes

Introduce Circle Time

Seat children for circle time. It's circle time! This is when we all get together in a circle to learn. During circle time, everyone should listen to what I say and join in when I ask you to.

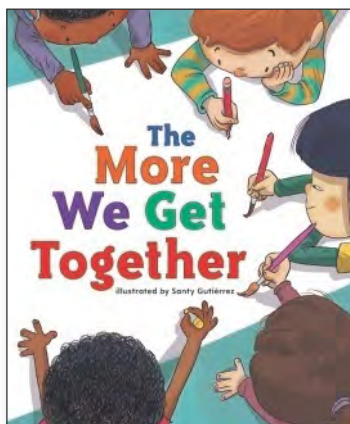
Concept Vocabulary

Introduce Today, we will talk about how we learn and play at our school. Display Vocabulary Card *playground*. Many schools have a *playground*. It is where we go to play outside. Display each of the Vocabulary Cards for this week (*desk, hall, books, library*) and briefly explain how each relates to the idea of how we learn and play at school.



Print Concepts

Pictures Help children distinguish between elements of print, including pictures, by displaying the cover of *The More We Get Together* and pointing to the illustration. This is a picture. Pictures show us what a story is about. Can we find other pictures inside this book? Have volunteers come up one at a time to show examples of pictures.



Alphabet Knowledge

- **Introduce the Alphabet** Point to an alphabet display in the classroom. Explain that letters put together can make words and that words mean something. Show students some of the name cards on the attendance chart and help them distinguish between elements of print by telling them that their names are written with letters.
- Today we will sing a song about the letters in the alphabet. Listen carefully and sing along with me if you know it! Sing "The Alphabet Song." During the song, point to the letters of the alphabet. "The Alphabet Song" has every letter of the alphabet in it!
- Sing a section of the song and have children repeat it after you. For example, point to yourself and sing slowly: A B C D. Then point to children and have them repeat: A B C D.



Transition

Ask children to stand. Have them echo you as you model new verses from *The More We Get Together*. For each verse, add a gesture and have the class mimic you. For example:

The more we go to preschool...
(swing arms and walk in place)

The more we read together...
(hold palms open)

The more we get to know you...
(stretch arms out)

Each time you reach the refrain *the happier we'll be*, put your fingers on your cheeks to lift your mouth into a smile.

Theme Vocabulary

routine

Concept Vocabulary

playground	desk
hall	books
library	

Academic Vocabulary

picture	book
alphabet	letter

DIFFERENTIATED SUPPORT

Engage and Extend

Alphabet Knowledge Have children who already seem familiar with the letters of the alphabet point to and name the first letter of their name on their name card. They may wish to identify other children's names that start with the same letter. AUDITORY/VISUAL

LET'S GET READY FOR

Center and Small Group Time

60 minutes

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

Small Group

- **Math: Counting** Ask the group to share what they know about numbers and counting. *What number words do you know? Do any of you know how to count? Show me! When you count, what do you say? Let's try!* Next, model rote counting to 5. Have children repeat after you. Then have the whole group rote count together on beat as you tap, clap, or strike an instrument five times. If children indicate an interest in counting higher than 5, have them do so.

▶ **ELL Access**

Academic Vocabulary

Emerging Say each number aloud slowly, and clearly, with special attention placed on pronouncing the “thr” in “three.” Have children repeat each number after you say it.

Developing Have children repeat each number after you. Work up to having children repeat two, three, and more numbers at a time.

Expanding Have children take turns rote counting aloud with a partner.

Bridging Have children take turns rote counting aloud for their partner. Encourage partners to give each other a high five for correct counting.

- **Literacy: Print Concepts** Gather children together. Give each pair of children a copy of the Little Book *The More We Get Together*. Display the Big Book. *Let's look at this book and find a picture.* Have children work together to find a picture and say, *This is a picture.* Confirm by saying, *Yes, that is a picture.* Now let's find some letters in this book. Have children work together to find a letter and tell their partner. *This is a letter.* Confirm by saying, *Yes, that is a letter.*

▶ **ELL Access**

Oral Language Production

Emerging Point to a picture and say: *This is a picture. Say the word picture with me: picture.* Repeat with another picture. Then point to a letter. Say: *This is a letter. Say the word letter with me: letter.* Repeat with another letter.

Developing Point to a picture and ask: *What is this?* Have children respond: *a picture.* Point to a letter and ask: *What is this?* Have children respond: *a letter.* Repeat several times.

Expanding Point to a picture or a letter and have children identify it in a complete sentence, such as *This is a picture.* Repeat with letters and other pictures.

Bridging Have partners take turns finding a picture or a letter and asking the other, *What is this?* The partner who answers gets to find the next picture or letter and ask the question.

Math Circle

15 minutes

Counting

Invite children to return to a circle. Remind children how they sat in a circle before (for Literacy Circle). As needed, arrange them so that the circle is round and children are evenly spaced. **Welcome back to the circle! It's time for another circle activity. Remember, when we are in a circle, it means we will all join in to do a learning activity together.** Tell children that this circle will be about math. Explain that today they will learn more about counting.

- 1 Engage** Sing the following words to the tune of “The Farmer in the Dell.” Invite children to join in as you repeat the song.

One, two, three, four, five.

One, two, three, four, five.

I can count, and you can count,

We all can count to five.

- 2 Develop** Tell children that they are going to add movement to the song by tapping knees. **Every time we say one of the number words, we will tap our knees.** Demonstrate by singing the song through one more time and tapping once for each number word in the first two lines of the song as you rote count. Then repeat and have children join in with you.

- 3 Practice** Suggest, or have children suggest, other movements to do for the number words, such as clapping or stomping. Repeat the song with the new movements and have children join in.

Learning Outcomes

The child

- uses words to rote count from 1 to 30.

Academic Vocabulary

count



CHECK FOR UNDERSTANDING

IF... children have difficulty following along with the counting song,

THEN... sing through the song one more time and have children echo the words and actions one line at a time.



Snack Time

15 minutes

Snack Routine Tell children that every day they will take a break for snack time. Introduce the snack time *routine*. **First, we will wash our hands. Next, we will eat our food together. When we are done, we will clean up so the room looks neat and tidy.** After the snack, teach children a clean-up song to the tune of “Twinkle, Twinkle, Little Star.”

Clean up, clean up every day.

Help us put our things away.

Smile to everyone you see.

We are all a family.

Clean up, clean up every day.

Make things neat so we can play!

Guide children in throwing away any wrappers, bags, or crumbs while they sing.

Science Circle

15 minutes

Learning Outcomes

The child

- distinguishes between elements of print including letters.
- distinguishes between elements of print including pictures.
- uses words to rote count from 1 to 30.
- observes characteristics of common objects.
- investigates characteristics of common objects.
- describes characteristics of common objects.
- discusses characteristics of common objects.

What You Need

- Vocabulary Card: *science*
- different classroom toys
- paper bags filled with familiar objects of many textures and materials (wood, cotton, plastic, fur, rock, sponge)
- Big Book: *The More We Get Together*

Outdoor Play

20 minutes

Sensory Hunt Ask children to join you in walking around the *playground*, or outdoor space, together in search of objects with certain characteristics. Use a call and response format, such as *Who sees something made of wood?* Children respond by pointing at an object and saying, *I see something made of wood!*

We Can Learn Science

Display Vocabulary Card *science* (from Week 4). *What are these children doing with their teacher? They are looking closely at things. They are learning about what they are looking at.* Introduce the Science Circle as a time to observe, investigate, describe, and discuss everything around us. *In Science Circle we ask questions. We look at things to learn about them. We talk about what we learn.*

Properties of Objects

- 1 Engage** We can look at many things in our classroom and talk about them. Direct children's attention to a classroom object, such as a toy, with many characteristics you can describe. *What can I tell about this toy? I can talk about its size. This ball is small. I can tell about its color. This ball is blue. I can also tell how heavy or light it is. This ball is not heavy because I can pick it up easily. I can tell if it is rough or smooth. This ball isn't rough. It is smooth.*
- 2 Develop** Without peeking, have children reach in a bag filled with objects of many textures and materials (wood, cotton, plastic, fur, rock, sponge, and so on). Ask them to describe the size, shape, weight, and texture of each object they pull out. Then have them continue investigating and describing other characteristics of the object, such as its color or how it feels.
- 3 Practice** Provide small groups or pairs with their own sensory bag. Have children take turns reaching in, touching an object, and describing what it feels like, without showing it. The other children should try to guess what it is based on the description.

Learn and Play

90 minutes

Let's Move!

Around and Around Hold hands and form a circle.

- Guide children in slowly rote counting around the circle from one to five, with each child saying a number.
- Next, reverse the direction of the counting within the circle.
- Repeat, telling children different speeds to count. **This time, count fast. Now count slower.**

Treasure Hunt Send children on a timed hunt around the classroom or *playground* to look for an object with a certain characteristic (fuzzy, small, blue, and so on).

- Once they locate the object, children can either whisper the name of the object in your ear or point to it.
- When time is up, have children tell the whole class what they found.
- Repeat the activity, naming other characteristics having to do with size, shape, color, or texture.

Remind children that they will listen to others until it is their turn to count or share.

Let's Talk

Routines Engage children in one-on-one conversations about *routines*. For example: *Which routine is your favorite part of our school day? Do you like our Morning Meeting routine?*



Let's Read

Children's Choice Display *The More We Get Together* and other books you have selected from the classroom library. Have children choose a book to read together today.

Distinguish Between Elements of Print

Display *The More We Get Together*. Invite children to come turn to the page with the picture they like best. Have other children point to and name any letters they recognize in the book. **How did you know that is the letter ____? What is it shaped like? Show me by drawing the letter in the air.**



Theme Vocabulary

routine

Concept Vocabulary

playground

Academic Vocabulary

ask	describe
learn	size
science	shape
feel	color
touch	investigate
see	discuss
observe	

Center Time

30 minutes

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

Rest Time

35–40 minutes

The More We Rest Together Transition to rest time with a variation of the song, “The More We Get Together.” In a slow, gentle voice, modify the verses:

The more we rest together...

The sleepier we'll be...

For your dreams are my dreams...

DIFFERENTIATED SUPPORT

Extra Support

Treasure Hunt For children with visual or mobility issues, place a collection of objects with different characteristics on the carpet or on a table so children can locate and point to them more easily.
KINESTHETIC

Reflect

10 minutes

5x5

Learning Outcomes

The child

- follows classroom routines with occasional reminders from teacher.
- shows understanding by responding appropriately.
- is able to use language for different purposes.
- uses a wide variety of words to label people.
- uses a wide variety of words to label places.
- uses a wide variety of words to label actions.
- connects [his] life to routines.

What You Need

- 5x5 Card: Welcome to the Classroom!
- SEL Card: *routines*
- Javi

CHECK FOR UNDERSTANDING

IF... children have difficulty waiting their turn to speak,

THEN... meet with individual children and practice taking turns talking while passing Javi back and forth between you. Remind each child not to interrupt while you are holding Javi.

DIFFERENTIATED SUPPORT

Extra Support

Routines Help children better understand the concept of a *routine* by connecting it to their own lives. Engage individual children in conversations about *routines* they follow at home. For example, ask: *What do you do after you wake up? That is a part of your routine.* AUDITORY

Vocabulary Point to parts of the photo and introduce words related to school, such as *classroom*, *teacher*, *school*, and *learn*. Ask children questions to give them practice using words to label places, people, and actions. *Where does this picture take place? Who is the adult? Why do children go to school?* Then give directions using the words: *Stand up if you are at school. Raise your hand if you are a teacher. Jump up and down if you are here to learn.*



Social and Emotional Learning

Routines Hold up the card. This picture shows a *routine* some children do when they get to school. A *routine* is a set of steps, or things to do, in a certain order. Point to the part of the picture that shows each step as you ask: *What does the child do first? Then what? What do they do after that?* Next, have children show understanding by responding appropriately. Give them sentence frames to make a connection to the *routine* their own class followed this morning. *First, we _____. Then, we _____. After that, we _____.*



Let's Talk About It

Tell children that it is time for the next step in their daily *routine*. *We had a great first day of school today! Now it is time for us to talk about it. Every day we will talk about the things we learned. We can also talk about how we felt.* Hold up Javi. Briefly model telling children about what you enjoyed during the day. *Now you are going to take turns telling about a part of the day you enjoyed. I will pass Javi around. When you have Javi, it means it is your turn to talk. Only the child holding Javi can talk. Everyone else should remain quiet and listen.* Give Javi to one child. After that child has had a chance to talk, guide the child to give Javi to someone else. Ask questions to elicit their feelings about the day if needed.



Welcome to Today

15 minutes

Meet and Greet

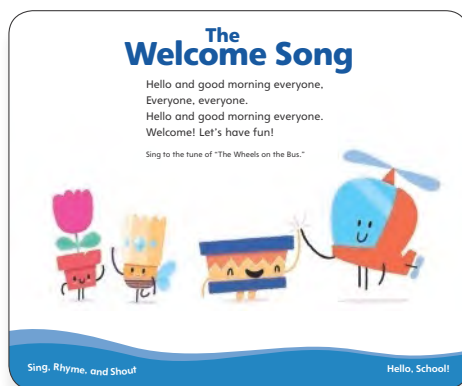
- As children enter the classroom, greet them by name and ask them how they are feeling today.
- Introduce the Mood Meter. Point to the face in each quadrant and tell children the mood it stands for: *happy*, *sad*, *calm*, and *mad*. Every day, we will use this poster to show our moods, or how we feel. Watch me put my picture on the space that matches my mood today: happy! It lets your teacher and friends know how you feel today. Have children place their pictures on the Mood Meter to show their mood.



Sing, Rhyme, and Shout

Hello, School! Use the lyrics and illustration on the card to help children greet their classmates.

- Yesterday, we learned a song we can sing to greet new friends. Let's welcome all of our friends by greeting them.
- Have children listen to the song. Invite children to sing along.
- If time permits, you can personalize the song by substituting children's names for the word *everyone*.



Morning Meeting

Tell children to be seated. **It is time for our Morning Meeting again!** Guide children to follow the morning classroom *routine* with occasional reminders.

- 1 Attendance** Point to the attendance chart. Ask children if they remember what *attendance* means. **When we take attendance, we keep track of who comes to school each day. This chart shows who is here today. Hold up your name card to show me you are here.** One at a time, have children place their name cards on the chart.
- 2 Today's Events** Tell children they will read a new *book*, play new games, and learn new things today. They will also follow the *routines* they learned yesterday. Ask children to recall parts of yesterday's *routine*: story time, circles, snack time, and so on.

Learning Outcomes

The child

- follows classroom routines with occasional reminders from teacher.
- participates in classroom music activities including singing.

What You Need

- Mood Meter
- student photos for the Mood Meter
- Sing, Rhyme, and Shout: "The Welcome Song"
- attendance chart

Theme Vocabulary

routine

Academic Vocabulary

welcome

attendance

Concept Vocabulary

books

DIFFERENTIATED SUPPORT

Extra Support

Meet and Greet Help children understand the feelings on the Mood Meter by acting each one out together. First, point to each face and make facial expressions and gestures to match. Then encourage children to do the same as you point to each face. Tell children which feeling you have by pointing to the poster, adopting the facial expression, and saying, **I am ____.** Have children do the same.

VISUAL

Story Time

15 minutes

Learning Outcomes

The child

- uses a wide variety of words to describe things.
- responds to questions relevant to the text read aloud.

What You Need

- Trade Book: *Pete the Cat: Rocking in My School Shoes*
- Vocabulary Cards: *desk, hall, books, library, playground*
- alphabet display in the classroom

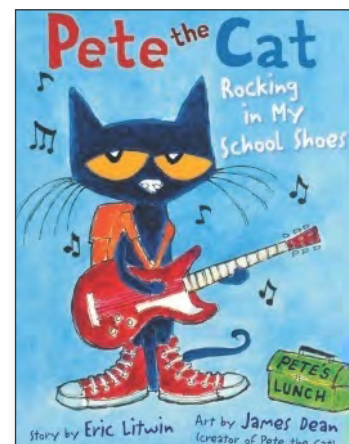
Hello, School!

? **What is my school like?** Ask children this week’s question: *What is my school like?* Display Vocabulary Cards *desk, hall, books, library, playground* and have children name each one. Then tell children that they will use these words as they learn about school.



Pete the Cat: Rocking in My School Shoes

Tell children that today you are going to read *Pete the Cat: Rocking in My School Shoes*.



1 Introduce Display the front cover of the trade book. Tell children that you are going to read a book about Pete the Cat’s first day of school.

2 Read Together Read the book aloud, and pause when you reach a question in the text. Guide children to respond. Children can chime in on the repetitive text, such as *I’m eating in my school shoes*.

3 Connect After reading, have children respond to questions relevant to the text read aloud. Review Vocabulary Cards *alike* and *different*, and reinforce that items that are *alike* are the same or almost the same. Things that are *different* are not the same. An orange and an apple are *alike*. They are both round pieces of fruit. An orange and a table are not *alike*. They are *different*. You cannot eat a table. Talk about ways your school and Pete’s school are *alike* and *different*. **Do we play at school like Pete?**



Do we eat at school like Pete? Ask children which rooms in Pete’s school are *different* from the rooms in their school. Discuss how there are no cats at the children’s school and why—because cats could not really attend school or wear clothes!

DIFFERENTIATED SUPPORT

3-Year-Olds

Story Time If 3-year-olds or other children have trouble staying focused on the story activities during circle time, invite those children to sit right next to you as you read and talk about the story. Use your arms to gently corral them back toward the book when their attention strays. Be sure to rotate the book often to face them so they can see the illustrations. **TACTILE**

LET'S GET READY FOR

Center and Small Group Time

60 minutes

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

Small Group

- **Math: Counting** Remind children of the song they learned yesterday to count to five. Have them join you in singing it together to the tune of "The Farmer in the Dell."

One, two, three, four, five.

One, two, three, four, five.

I can count, and you can count,

We all can count to five.

- Take turns singing every other number with children.
- Point to yourself when it is your time to sing a number and point to the children when it is their turn.
- Continue, singing every other phrase.

► **ELL Access**

Academic Vocabulary

Emerging Sing each line of the song slowly. Then sing a line and pause before the last word to let children sing it. Repeat, leaving off the last two words of each line.

Developing Have children repeat each line of the song after you. The "thr" in "three" can be difficult for many ELLs to say, so accept reasonable pronunciations.

Expanding Have children repeat the first two lines of the song after you. Then have them repeat the next two lines after you.

Bridging Have children work as a pair and take turns singing each alternating line of the song.

- **Literacy: Describing Words** Remind children of some of the words used to describe things and places in *Pete the Cat: Rocking in My School Shoes* such as *red, furry, big, noisy, loud, busy, green, and grassy*. Ask children to name things and places they have seen or been that can be described with the same words. For example: *Can you name another loud place? What other things are green?* Guide children to describe the things they name using a complete sentence.

► **ELL Access**

Describe Objects

Emerging Help children learn the color names *red* and *green* and others if desired. Show children several red objects, such as blocks or crayons. Point to an object and say, *This is red. Say the word red with me: red.* Repeat with green objects.

Developing To help children learn color names, display a set of common objects of different colors, such as blocks. Show children a red object and ask: *What color is this?* Have children respond: *red.* Repeat with objects of other colors.

Expanding To help children learn color names, display a set of common objects of different colors, such as blocks. Have children describe each one in a complete sentence: *This block is red.*

Bridging Show children objects of different colors. Have partners point to objects and ask one another, *What color is this?* Have them respond to their partner's question in a complete sentence: *This is a green block.*

Math Circle

15 minutes

Counting

Have children sit in a larger circle than usual, so there is space between them. Tell children you will play a game to practice counting.

- 1 **Engage** Explain that children will pass the ball around the circle while counting. First, have them warm up by passing the ball to the next person around the circle. Set rules about how the ball should be passed if needed. Continue until children are comfortable passing the ball.
- 2 **Develop** Hold up the ball. Tell children you will pass it around the circle again. This time, each child who receives the ball will hold it up and say the next counting number. **Let's count. I will say the first number.** Say **One!** and pass the ball to your right. Have children count and pass the ball until you reach 5, or the number you specified, and then start the count over at 1. If children do not know the next number word, say it and have them repeat. Alternatively, ask if anyone else can help think of the number word.
- 3 **Practice** Continue practicing rote counting numbers, passing the ball around the circle. For an additional challenge, allow children to roll the ball across the circle to whomever they choose.

Learning Outcomes

The child

- uses words to rote count from 1 to 30.

What You Need

- ball

Academic Vocabulary

count



CHECK FOR UNDERSTANDING

IF... children have difficulty following the routine,

THEN... act out the routine and model your thinking as you do so. **I have the ball, so I will say the first number, one. I will pass the ball to Leo. Now Leo has the ball, so he will say the next number, two. What can Leo do if he isn't sure of the next number?**



Snack Time

15 minutes

Safety Review the rules and *routines* for snack time, such as washing hands before eating and cleaning up afterward. Discuss how these rules help keep children safe. **What might happen if I did not wash my hands before eating? I might get germs in my mouth that could make me sick. What might happen if someone did not clean up a banana peel on the ground? Somebody else might slip on it and get hurt.**

Fine Arts Circle

15 minutes

Learning Outcomes

The child

- shows understanding by responding appropriately.
- uses a wide variety of words to describe things.
- uses words to rote count from 1 to 30.
- uses a variety of art materials for sensory experience and exploration.

What You Need

- variety of art supplies and tools (sponge, different sized paint brushes, paper, glue, crayons, safety scissors, and so on)
- Big Book: *The More We Get Together*
- Trade Book: *Pete the Cat: Rocking in My School Shoes*

Academic Vocabulary

circle	line
describe	supplies

Outdoor Play

20 minutes

Creative Tools During a nature walk, have children gather a variety of natural materials outside. For safety, have children point out what they would like to gather and have you pick it up. Form a sharing circle and encourage each child to show and describe characteristics of one object they found. Have children use what they found during Fine Arts Circle. Have children wash their hands after handling materials found outside.

All Kinds of Lines

Tell children to shake out their hands and wiggle their fingers. Then say the following chant. As you say each line, use a finger to trace the shape in the air so children can do the same as they repeat your words.

These are circles, round and round.

These are little dots.

These are lines so straight.

Look what I can make!

Art Exploration

- 1 Engage** Help children use a variety of art supplies, materials, and tools for sensory experience and exploration. Show children various art tools. Ask children to guess what the tools have in common and how each one might be used.
- 2 Develop** Model appropriate ways to use each tool. Talk about the *different* kinds of lines or shapes the tools can make, such as using a big brush to make big lines and a small brush to make small lines. Also discuss expectations for behavior during art time. For example: *When we paint, we always wear a smock. A smock covers our clothes so we don't get paint on them. We always use our art tools in the art area or center.*
- 3 Practice** Pass the tools around the circle. Have children touch them, practice holding them, and air-paint with them. Call on children one at a time to hold up a tool they have and show or tell about it to the class.

Learn and Play

90 minutes

Let's Move

What Am I? Standing in one area of the classroom, describe an object in another area. Ask children to guess what it is.

- When children guess correctly, ask: *Which part of the classroom is that in? Is that in the toy area? On the bookshelf?* Walk with children to find the object they named.
- When children find the object, ask them to recall the words you used to describe it. *What did I say about this object?* Pass the object around and guide children to use additional words to describe it. Repeat with other objects.

Freeze Counting Choose a child to be the “counter,” and have that child stand at the front of the room. The rest of the class should stand at the back of the room behind a starting line.

- Have the counter rote count slowly, from 1 to 5, with back turned. The rest of the class should take a step forward on each count.
- At any time, the counter can shout Freeze! and spin around. If anyone is still moving, the counter can send him or her back to the start. Then the counting should restart counting at 1. The first child to reach the front becomes the counter for the next round.

Let's Talk

Describing Circulate among the play areas and engage children in one-on-one conversations in which they can describe the objects they are playing with. For example: *What color are those blocks? Are they soft or hard?* Encourage children to use more than one descriptive word. Check that they show understanding by responding appropriately.



Let's Read

Big Book Turn the pages of the Big Book as you and the children sing its lyrics together. Ask children to describe their favorite pictures, pointing out interesting characteristics.

Mixed-Up Pete Read *Pete the Cat: Rocking in My School Shoes* aloud, but substitute silly adjectives for the ones in the book. Ask children to listen for the mistakes and help you correct them.

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... a child has difficulty understanding the purpose of an art tool,

THEN... help the child hold the tool correctly in his or her hand. Then model how to use the tool as you describe what you are doing. Have the child practice moving the tool in the same way.

Rest Time

35-40 minutes

Long Day at School As children settle down for their rest, tell them to imagine they are Pete the Cat. *You just had a long day at school as a cat! You are sooo tired from reading, reading, reading in your school shoes.* As you repeat *reading*, say it slower and more softly each time. Repeat with other actions Pete did, getting even slower. *You are sooooo sleepy from playing, playing, playing in your school shoes that you... might... just... fall... asleep.* Now you are dreaming, dreaming, dreaming of what you will do tomorrow in your school shoes.

DIFFERENTIATED SUPPORT

Extra Support

Freeze Counting If any children have difficulty with mobility, allow them to move forward in whatever way they can before the counter yells, “Freeze!”

KINESTHETIC

Reflect

10 minutes

5x5

Learning Outcomes

The child

- follows classroom routines with occasional reminders from teacher.
- shows understanding by responding appropriately.
- recognizes that text has meaning.
- connects [his] life to routines.

What You Need

- 5x5 Card: Welcome to the Classroom!
- SEL Card: *routines*
- Javi

Transition

Routines Have children join you in singing a song about morning *routines*, set to the tune of “This Is the Way.” Incorporate a gesture or motion to go with each verse, and modify lyrics as appropriate, such as *This is the way we go to school... greet our friends... eat our snacks... learn and play... and so on.*

This is the way we brush our teeth,
Brush our teeth, brush our teeth.
This is the way we brush our teeth,
So early in the morning.

CHECK FOR UNDERSTANDING

IF... children have difficulty describing something they did that day,

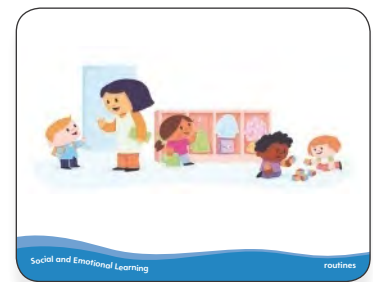
THEN ... ask children about a specific time. For example: *What did you do right after you woke up?* Then ask what happened next and after that.

Read Names Point to the children shown in the photo. Remind children that when they go to school, it is nice to greet each other by name. Hold up name cards one at a time, and have children claim their cards. If some children do not recognize their names, read them aloud. Encourage the rest of the class to respond appropriately by greeting the child by name: *Hello, _____!*



Social and Emotional Learning

Routines Draw attention to SEL Card *routines*. *Do you remember what is happening in this picture? These children follow a routine when they come to school. What is their routine?* Check that children show understanding by responding appropriately. After discussing what is going on in the picture, turn the focus to your own classroom. Help children make the connection that they have classroom *routines* just like the children in the picture. *What routine do we follow in our class? What do we do when we arrive at school? What do we do before Snack Time? What do we do after Snack Time?*



Let's Talk About It

Remind children that at the end of each day they will take time to reflect, or look back on their day. Give Javi to a child and remind the class of the rules for holding and passing Javi. *Remember, only the child holding Javi gets to talk. Everyone else should listen carefully.* Have each child talk about something they did during the day. Encourage them also to tell what they learned.



Welcome to Today

15 minutes

Meet and Greet

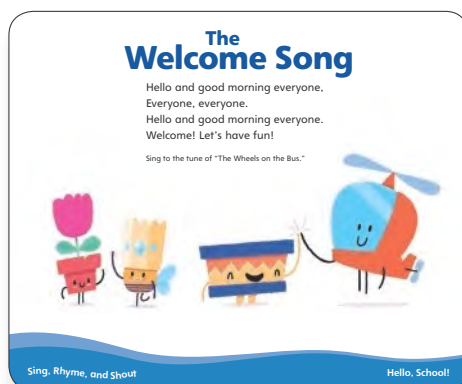
- As children enter the classroom, greet them by name and welcome them to a new day at school.
- Remind children of the four moods on the Mood Meter. Have children place their picture on the poster to match how they are feeling this morning: happy, sad, calm, or mad.



Sing, Rhyme, and Shout

Hello, School! Use the lyrics and illustration on the card to remind children to welcome their friends each day.

- It's time to sing a song to welcome everyone to class! Greeting our friends each day shows them we are happy to be together again.
- Have children listen to the song. Invite children to sing along.
- If time permits, you can personalize the song by substituting children's names for the word *everyone*.



Learning Outcomes

The child

- follows classroom routines with occasional reminders from teacher.
- participates in classroom music activities including singing.

What You Need

- Mood Meter
- Sing, Rhyme, and Shout: “The Welcome Song”
- attendance chart

Academic Vocabulary

welcome attendance

Theme Vocabulary

routine

Morning Meeting

- 1 Attendance** Ask children to place their name cards on the attendance chart. *I am so glad all of you are here! Coming to school every day is important. You have the chance to learn new things, play games, and make friends.* Congratulate children on learning how to use the attendance chart.
- 2 Today's Events** Ask children what they expect will happen today at school, based on their experiences of the past days. Tell them a few of the events they have to look forward to today.

DIFFERENTIATED SUPPORT

Extra Support

Morning Routines For children who have trouble understanding and following the morning *routine*, take them around the classroom to walk them through each step. *First we put up our pictures right here to show how we feel. Then we come over here to sing a song. After that, we put our names on the attendance chart over here.* Have children act out the steps you just talked about. KINESTHETIC

Story Time

15 minutes

Learning Outcomes

The child

- uses a wide variety of words to describe actions.
- responds to questions relevant to the text read aloud.

What You Need

- Trade Book: *Pete the Cat: Rocking in My School Shoes*
- Talk More About It Card: *Pete the Cat: Rocking in My School Shoes*
- Vocabulary Cards: *desk, hall, books, library, playground*
- Alphabet Cards: *Aa–Ii*

DIFFERENTIATED SUPPORT

ELL

Remember Work together with English language learners to review *Pete the Cat: Rocking in My School Shoes* to make sure children understand that this is about Pete’s first day of school. Then point to different parts of the book and ask **Where does Pete go?** Children may answer with the place or in a complete sentence, such as *Pete goes to _____*. VISUAL

ELL

Alphabet Knowledge Have children mix up the group’s Alphabet Cards. Ask a volunteer to choose a card and point to the letter in the illustration of Pete’s classroom that matches the card. Then help the group say the letter name. AUDITORY

Hello, School!

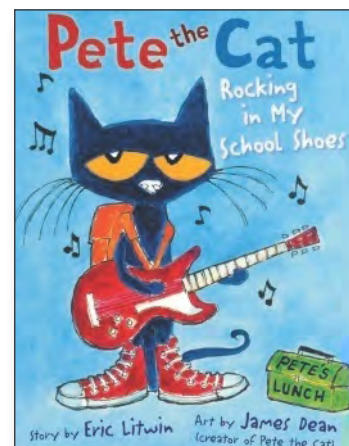
? **What is my school like?** Remind children of this week’s question: *What is my school like?* Tell children that reading about Pete the Cat’s first day of school will help them discover more about what to expect at school.



Pete the Cat: Rocking in My School Shoes

Once children are seated and listening, tell them that today you are going to reread *Pete the Cat: Rocking in My School Shoes*.

- 1 Remember** Display the front cover of the book. Ask children to tell you something they remember about the story. Prompt them by asking about the different places Pete the Cat went in his school.
- 2 Reread** Read the book aloud. Pause when you reach a question in the text and wait for children to respond, using repetitive text, such as *I’m eating in my school shoes*. Point out words such as *reading, eating, playing, and singing* as students join in on the repetitive text, and explain that these words are action words, or words that show what Pete is doing.
- 3 Retell** Display the Talk More About It Card. Point to each illustration and have children tell what is happening. Explain that stories have a beginning, a middle, and an end, and guide children to identify which illustration shows what happened first in the story. Point out that the other two illustrations show the middle and the end of *Pete the Cat*.

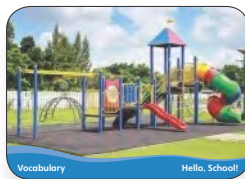


Literacy Circle

15 minutes

Concept Vocabulary

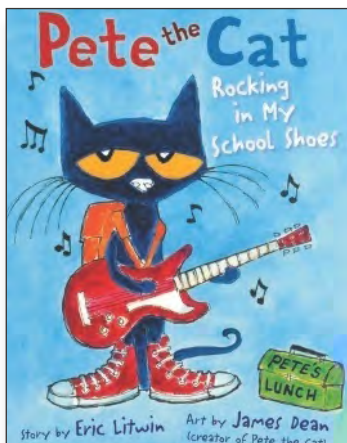
Practice Display Vocabulary Cards *desk, hall, books, library, and playground*. Have children identify each one. Some of these words name somewhere we can go. Can we go to *books*? No. Can we go to a *library*? Yes. What other words are places we can go? (*hall, playground*)



Language and Communication

Action Words Tell children that you will read some parts of *Pete the Cat: Rocking in My School Shoes*.

- Listen carefully as I read. Pay attention to the words that tell what Pete is doing. Read the page aloud that repeats, “I’m reading in my school shoes.” Then pantomime reading a book. Ask children: What am I doing? I am reading a book. The word *reading* tells what Pete is doing. I can pretend I am reading a book like Pete. Have children join you in pretend reading.
- Read other parts of the book aloud in which Pete is doing something, such as *eating, playing, singing, painting, or writing*. Have children pretend that they are doing each action. Then ask them to identify the action word.



Alphabet Knowledge

Tell children that they will continue working with some letters of the alphabet.

- Distribute Alphabet Cards Aa through Ii to small groups of children (two or three children in each group). Then display the page of *Pete the Cat: Rocking in My School Shoes* that shows Pete’s classroom and the alphabet strip along the wall.
- Have groups work together to point to the alphabet strip in the illustration of Pete’s classroom that matches the card they are holding. Then have groups name their letter.



Transition

Have children echo you as you chant the following lines based on *Pete the Cat*. As you chant, twist your body by moving your arms in the opposite direction from your legs.

I’m twisting in my school shoes,
I’m twisting in my school shoes,
I’m twisting in my school shoes.

Concept Vocabulary

books	desk
hall	library
playground	

Academic Vocabulary

reading	eating
playing	singing



CHECK FOR UNDERSTANDING

IF... children in a group have difficulty finding their letter in the illustration,

THEN... draw children’s attention to the uppercase letter on the Alphabet Card. Have them trace the shape several times with their index finger. Then point to two neighboring letters in the illustration. Have children trace each letter with their finger and tell you which one matches the letter on their card.



Wheel of Motion

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

LET'S GET READY FOR

Center and Small Group Time

60 minutes

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

Small Group

- **Math: Counting** Have several children stand in a line. Give the first person in line a ball, classroom object, or Javi. Have children rote count as they pass the object down the line. Then have children shuffle their places in line and repeat the activity.

▶ **ELL Access**

Academic Vocabulary

Emerging Say a few counting numbers at a time and have children repeat them after you.

Developing Have children rote count aloud with you initially.

Expanding Begin counting, pausing at times for children to fill in the gaps.

Bridging Have children practice rote counting by taking turns with a partner.

- **Literacy: Action Words** Flip to parts of *Pete the Cat: Rocking in My School Shoes* that describe actions, such as when Pete is *reading*, *eating*, and *playing* in his school shoes. Show children each picture. Point to the action. **What is Pete doing?** Have children say the action word.

▶ **ELL Access**

Act It Out

Emerging Demonstrate action words, such as *sing*, *paint*, or *write* from the book. Say **I sing**, and perform the action. Then say, "Now you sing," and have children act out the word.

Developing Take turns with children acting out action words, such as *singing*, *painting*, or *writing* from the book. Say **I am singing**, and perform the action. When children act out the word, ask **What are you doing?** to encourage responses.

Expanding Have a child choose an action Pete does in the book and pantomime it, or act it out. Have other children guess what the child is doing. Give other children chances to act out other words.

Bridging Have children name the actions in the illustrations in *The More We Get Together*. Encourage them to use the words in a complete sentence.

Math Circle

15 minutes

Counting

Tell children that today they are going to sing a song that helps them practice counting.

- 1 Engage** Sing a simplified version of “The Ants Go Marching On,” starting with the following verse. Invite children to march single-file around the circle as they join you in singing.

We all go marching one by one, hurrah, hurrah!

We all go marching one by one, hurrah, hurrah!

We all go marching one by one.

We all go marching one by one.

Oh, we all go marching on!

- 2 Develop** Tell children they will need to remember their numbers in order to keep singing the song. Tell them that in the next verse, they will go marching two by two. Have pairs of children march around as they sing, *We all go marching two by two...* After each verse, ask children *What number comes next when you count?* Have children march by the next number they say when they rote count, such as up to five or another appropriate number.

- 3 Practice** Repeat the song and marching beginning at one, this time without pausing between verses.

Learning Outcomes

The child

- uses words to rote count from 1 to 30.

Academic Vocabulary

count



CHECK FOR UNDERSTANDING

IF... a child has difficulty singing along with the marching song,

THEN ... meet with the child individually to review the counting numbers in the song. Practice rote counting to five together.



Snack Time

15 minutes

Share Model counting off snacks as a way to share evenly. For example: *One for me, one for you. I get one grape, and you get one grape.* Circulate among areas and repeat with different children.

Science Circle

15 minutes

Learning Outcomes

The child

- begins to understand difference between emotions/feelings and behaviors.
- uses a wide variety of words to describe actions.
- uses words to rote count from 1 to 30.
- observes properties of common objects.
- investigates properties of common objects.
- describes properties of common objects.
- discusses properties of common objects.

What You Need

- assortment of objects of different sizes, shapes, colors, or textures
- Trade Book: *Pete the Cat: Rocking in My School Shoes*
- soft ball
- Big Book: *The More We Get Together*

Outdoor Play

20 minutes

Pete's Playground Invite children to play on the *playground*, just like Pete the Cat and his friends. Tour the *playground*, sharing rules for the equipment and having volunteers demonstrate proper use. Have children model how to wait in line like the characters in the book do while waiting for the slide. Discuss how it can feel frustrating to wait your turn, but you must still behave according to the rules.

Describing Things

Have children stand up and listen to the following poem. Repeat the poem and invite children to join in by answering the questions out loud.

Look at an apple. Describe it to me.

Is it red? Is it round? Is it hard?

Red, round, 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.

Properties of Objects

1 Engage We can tell how objects are *alike*, *the same*, or *different*.

Pass around objects with opposite properties or characteristics (such as heavy/light or smooth/rough). Ask children to observe each object, touch it, and describe how it looks and feels. Prompt individual children with questioning: *Is it heavy or light? What color is it? How does it feel—rough or smooth?*

2 Develop Guide children in comparing the objects' characteristics to each other. Choose a pair of objects with opposite characteristics. Invite children to take turns looking at, feeling, and holding each object in their hands. Have them describe how the objects are *alike* and *different*. *How are these objects the same? How are they different?*

3 Practice Give children additional time to explore the objects. Then guide them in sorting the objects by weight, shape, color, or texture. Focusing on one category at a time, talk through your reasoning. For example: *I will put the heavy objects over here. I will put the light ones over there. I can see which object is heavier by holding one in each hand.* Ask children to explain how they can tell where to sort each object.

Learn and Play

90 minutes

Let's Move

We're Rocking Ask children to guess what you are doing as you pantomime “rocking in my school shoes”. Then help them use a wide variety of words to describe actions in the book *Pete the Cat: Rocking in My School Shoes*.

- Call on one child at a time to look at the book and choose one of Pete’s actions, such as reading. If necessary, whisper the words into the child’s ear, such as: *I’m reading in my school shoes*.
- Then have the child pantomime the action and ask the class: *What am I doing?* Encourage the class to respond, *You’re reading in your school shoes*.

Follow the Leader Play a modified version of Follow the Leader.

- Throw a ball to a child, and have them throw it back to you while counting *one*. Toss to the next child, who will count *two*.
- When the fifth child catches the ball, have him or her choose an action for the next five children to count to.

Let's Talk

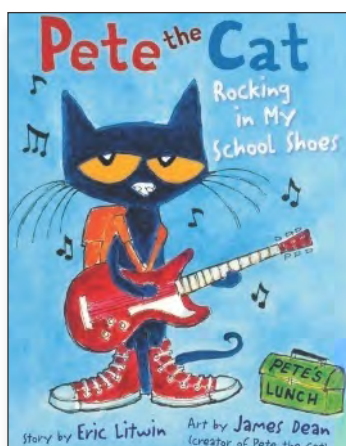
Feelings Circulate among the play areas and observe children’s emotions. Engage children in one-on-one conversations to help them begin to understand the difference between emotions/feelings and behaviors. For example: *You look like you are having fun together. Are you happy? How can you tell?*



Let's Read

Children's Choice Display the books *The More We Get Together* and *Pete the Cat: Rocking in My School Shoes*. Have children choose the book to read together today. Ask them to suggest other activities that could be added to the book (such as “the more we bike together” or “I’m hopping in my school shoes”).

Feelings Display the pages in *Pete the Cat* that mention worry. Say: *Lots of us worry. Why doesn't Pete worry about this?*



Academic Vocabulary

observe	feelings
describe	behave
rule	object

Theme Vocabulary

alike	routine
different	

Center Time

30 minutes

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

Rest Time

35–40 minutes

Routines Quietly remind children of the proper behavior during rest time. *You have been so good about following routines. Routines help us do many things during the day.* Point out that rest time is another important *routine*. *You may not feel like resting. But it is an important routine. This is when your body and your mind get a break. If you get a good rest, you will feel fresh when it is time to play and learn even more.*

DIFFERENTIATED SUPPORT

Engage and Extend

Properties of Objects Invite children who can easily sort to arrange objects in a continuous row based on size or weight. Show them how to compare an object’s size or weight to several other objects in the row to determine its placement in the row. TACTILE

Reflect

10 minutes

Learning Outcomes

The child

- begins to understand difference between emotions/feelings and behaviors.
- engages in conversations in appropriate ways.
- uses words to rote count from 1 to 30.

What You Need

- 5x5 Card: Welcome to the Classroom!
- SEL Card: *feelings*
- Javi

Transition

Rocking in My Shoes

Tell children to watch as you move around and chant:

I'm rocking in my ____ shoes,
I'm rocking in my ____ shoes,
I'm rocking in my ____ shoes.

Fill in the blank with an adjective describing your shoes, such as *blue* or *shiny*. Then invite children whose shoes have other characteristics, such as *colorful* or *pink*, to come forward and do the chant, substituting the corresponding adjective.

CHECK FOR UNDERSTANDING

IF... a child has difficulty identifying the feeling in the picture,

THEN... reenact the scene for the child. Hold out a toy and say, *This toy is broken so you can't play with it. How does that make you feel? Are you happy or sad?*

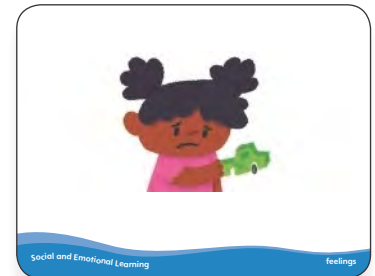
5x5

Counting Draw attention to the children pictured on the card. Tell the class that you can count these children. Point to each child pictured and count them aloud. Then ask your class to join you in rote counting to that number.



Social and Emotional Learning

Feelings Show children the picture on the SEL Card *feelings*. *Everyone has feelings. Can you guess the feeling of the child in this picture? I see that the girl is holding a broken toy. How do you think she feels? I think she feels sad. Look at her face. How does she show that she is sad? Point out to children how the girl's face makes her look sad. Ask children to pantomime, or act out, feeling sad. Then ask them to pantomime feeling happy. We all have feelings and sometimes we show the feelings on our faces.*



Let's Talk About It

It's time to think and talk about our day. I will give Javi to someone, but first we need to remember what holding Javi means. Remind children that when a child is holding Javi, that child gets a chance to talk. Others listen. Help children engage in the conversation appropriately. *Today, I want us to talk about what we did outside.* Pass Javi to a child, and ask prompting questions, such as: *What did you do outside today? Did you do something that was nice for someone else? Were others nice to you? What did they do? Whatever a child shares, say a brief summary. For example: You were nice today when you let Veda have a turn.* Help children understand the difference between feelings and behaviors. If a child talks about a negative situation, you can still summarize it briefly, such as *Geena didn't share the ball with you. You felt sad. But you were still nice.*



Welcome to Today

15 minutes

Meet and Greet

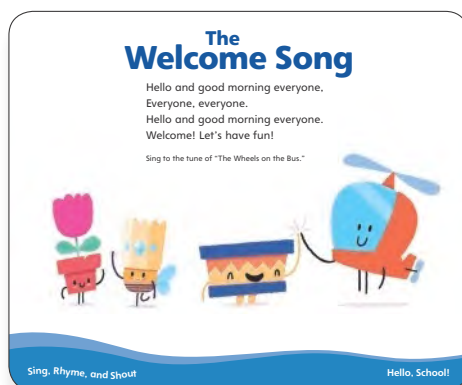
- As children enter the classroom, greet them by name and encourage them to greet you by your name.
- Invite children to place their pictures on the Mood Meter to show how they are feeling today.



Sing, Rhyme, and Shout

Hello, School! Use the lyrics and illustration on the card to help children greet each other.

- Greeting our friends when they come to class shows we are happy to have them here. Let's sing a song to make everyone feel welcome.
- Have children listen to the song. Invite children to sing along.
- If time permits, you can personalize the song by substituting children's names for the word *everyone*.



Learning Outcomes

The child

- follows classroom routines with occasional reminders from teacher.
- participates in classroom music activities including singing.

What You Need

- Mood Meter
- Sing, Rhyme, and Shout: "The Welcome Song"
- attendance chart

Academic Vocabulary

welcome attendance

Concept Vocabulary

books

Morning Meeting

- 1 Attendance** Have children place their name cards on the attendance chart. *Is everyone here today? Is anyone absent? Absent means not at school. Look around. Do you notice anyone missing?* Talk about reasons a student might be absent. Have children wish their absent friends well.
- 2 Weather** Remind children that their Morning Meeting is a chance to talk about the day ahead. Tell them there is a new step to the meeting to talk about the weather. *What do I mean when I say weather? What is the weather today?* Ask questions to prompt details, such as: *Is it sunny or cloudy? Is it warm or cold? Is it raining? These are all ways to describe the weather.* Encourage children to pay attention to the weather outside every morning so that they can talk about it during Morning Meeting.
- 3 Today's Events** Ask children to recall what *books* they have read so far this week. Tell them they will read a new *book* today.

DIFFERENTIATED SUPPORT

3-Year-Olds

Weather To support participation in the weather discussion, provide a sentence frame. Then model how to complete the sentence *It is ____ today.* Then show pictures of different weather to correspond with words like *sunny, cloudy, hot, cold, raining*, and so on.
VISUAL

Story Time

15 minutes

Learning Outcomes

The child

- responds to questions relevant to the text read aloud.
- can distinguish between elements of print including letters.
- distinguishes between elements of print including pictures.

What You Need

- Read More About It: “I’m Going to School”
- Vocabulary Cards: *desk, hall, books, library, playground*
- Alphabet Cards: *Aa–Rr*
- Vocabulary Card: *alike*

DIFFERENTIATED SUPPORT

ELL

Story Time Help English language learners connect key story words with images to aid comprehension. Say important nouns in the book, such as *teacher, cubby, library, and children* while pointing to each one in an illustration. Then have children point to the same place in the illustration and repeat each word after you. VISUAL

Engage and Extend

Story Time Ask children to pretend they are continuing the story. Have them suggest more they could say about the first day of school. AUDITORY

Hello, School!

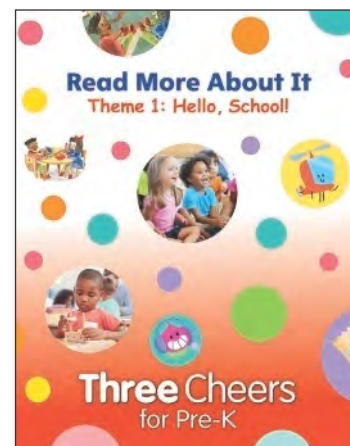
? **What is my school like?** Remind children of the weekly question: *What is my school like?* Tell them that today they will read another text to help them learn more about what happens at school.



“I’m Going to School!”

Tell children that today you are going to read “I’m Going to School.”

- 1 Introduce** Display the first spread in Read More About It. Tell children that you are going to read more about what happens on a child’s first day of school. Explain that the school in the story might sound a little bit like theirs. Reinforce theme vocabulary by showing and talking about Theme Vocabulary Card *alike*.



- 2 Read Together** Read the text aloud. Have children come up to point out items in the illustration that are mentioned in the story, such as *cubby* and *library*.
- 3 Connect** After reading, ask children relevant questions about the text, focusing on what happens on the boy’s first day of school. Help them compare their own experiences at school to those of the main character. Reread passages and prompt children to raise their hands if they have had the same experience. For example: **Raise your hand if you have a cubby with your name on it. Raise your hand if your school has a library with books. Raise your hand if you have learned songs at school. Raise your hand if you have made friends.**

Literacy Circle

15 minutes

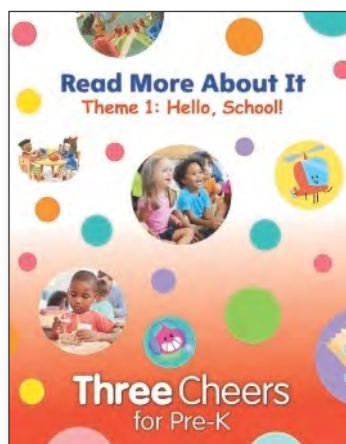
Concept Vocabulary

Review Remind children of the weekly question: *What is my school like?* Display Vocabulary Cards *playground* and *library*. [You can find books here.](#) [Sometimes you can see computers here too.](#) **What is my word?** Hold up two cards and give children clues for one of the words (*desk, hall, books, library, playground*). Have children identify the word. Repeat until each word has been used at least once.



Print Concepts

Letters and Pictures Help children distinguish between elements of print including letters and pictures. Display the Read More About It selection “I’m Going to School.” [I see both pictures and letters on this page.](#) Have volunteers point to examples of pictures. Repeat, having children point to letters. Ask children to point out letters they recognize.



Alphabet Knowledge

Tell children that today they will continue learning the letters of the alphabet.

- Distribute Alphabet Cards *Aa* through *Rr* so that each child gets a card.
- In order, have each child hold up the Alphabet Card as you name the letter. Repeat to reinforce that children know which letter they have.
- Next, sing “The Alphabet Song” and help children hold up their Alphabet Cards when you say their letters.



Transitions

Invite children to stand up and stretch. Then have them echo you as you say the following chant:

What is school? Repeat after me.
 Friends to meet!
 Snacks to eat!
 Books to read!
 Lines to lead!
 Games to play!
 Every day!

Concept Vocabulary

books	desk
hall	library
playground	

Academic Vocabulary

picture	letter
---------	--------

CHECK FOR UNDERSTANDING

IF... a child does not hold up his or her card when you name the letter,

THEN... say the letter name on the card and have the child repeat it back to you. Sing “The Alphabet Song,” emphasizing that letter and prompting the child to hold up the card when you say it. Then sing the song again, having the child hold up the letter card without prompting. After practicing a few times, repeat the activity using a different letter.

LET'S GET READY FOR

Center and Small Group Time

60 minutes

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

Small Group

- **Math: Counting** Assign each child in the small group a number. Have the group perform a rote count in which the child who is one says "one," the child who is two says "two," and so on. Then shuffle children's standing positions and challenge them to repeat the count. Shuffle them a third time and repeat the count again. Point out that children may move around, but the order of counting numbers does not change.

▶ **ELL Access**

Academic Vocabulary

Emerging Reaffirm the numbers you assign by having children repeat them before the initial count.

Developing Reaffirm the numbers you assign by having children say them before the initial count. Ask: *Who is one? Who is two?* and so on.

Expanding Have children repeat the number you assign them using this sentence frame: *My number is ____.*

Bridging Have children confirm the number you assign them by asking: *What is your number?*

- **Literacy: Alphabet Knowledge** Display Alphabet Cards *Aa, Ee, Ii, and Oo* and give each child a card with his or her name on it. Hold up each Alphabet Card and have the children name the letters with support as needed. Then ask children to look at their names. *Do you have the letter A in your name? If so, hold up your name card.* Repeat with the other vowels, prompting children as needed.

▶ **ELL Access**

Say and Find Letters

Emerging Display Alphabet Cards *Aa, Ee, Ii, and Oo* one at a time. Say: *This is the letter A.* Point to the letter on the card. Repeat with each letter. Ask children to name each letter in their home language.

Developing Display Alphabet Cards *Aa, Ee, Ii, and Oo* one at a time. Say each letter name and have children repeat after you. Then point to the letter on a child's name card and see if children can name the letters.

Expanding Show three Alphabet Cards. Say: *I am looking for the letter E. Which card is the letter E?* Have children answer the question using this sentence frame: *That card is the letter ____.*

Bridging Show various Alphabet Cards one at a time and have children name each letter. Then ask: *Whose name has the letter ____ in it?* Encourage students to respond in full sentences.

Math Circle

15 minutes

Counting

Invite children to the circle. Tell them that today they will play a game to practice counting some more.

- Engage** Have children sit with their knees bent upward, as you do the same. Explain that you are going to tell them a story about a mouse. As you tell the story, children will act out the mouse's movements. **The mouse takes three steps at a time like this: one, two, three, one, two, three.** As you count, model tapping your left foot at the count of "one," your right foot at the count of "two," and your right hand at the count of "three." Have children practice rote counting and stepping until they are comfortable.
- Develop** Begin the story. For each part of the story, indicate the speed at which the mouse moves and have children adjust their pace appropriately.

This is the story of a mouse. First, the mouse tiptoes slowly out of his hole and into the living room. Count with me. One... two... three... one... two... three... (Have children count and tap very slowly and quietly.) **Then the mouse spots some cheese. He gets excited and walks faster to get the yummy cheese! One, two, three, one, two, three...** (Have children count and tap faster.) **Oh no! He sees a cat. Run! Run! Faster! OneTwoThreeOneTwoThree...** (Have children count and tap as fast as they can.) **Whew! The mouse finds a safe hiding place behind the couch. Now he can tiptoe back to his hole. He must tiptoe very slowly and quietly so the cat doesn't find him. One... two... three... one... two... three...**

- Practice** For more practice, tell the story of a bear going over a mountain to fish in a river on the other side. Have children tap their hands left-right-left-right while counting to four to act out the bear's steps. The bear's steps get slower and slower while walking up the steep mountain, and they get faster and faster as he runs down and splashes in the water. Next, he paddles slowly to sneak up on a fish and then very fast to catch it.

Learning Outcomes

The child

- uses words to rote count from 1 to 30.

Academic Vocabulary

count



CHECK FOR UNDERSTANDING

IF... a child does not count correctly along with the story,

THEN... meet with the child one on one to tap feet or hands while rote counting to three and four together. Repeat the activity very slowly at first, slowly a second time, and at regular speed a third time.



Snack Time

15 minutes

Safety Review the rules and routines for snack time again, such as washing hands before eating and cleaning up afterward. Discuss how these rules help keep children safe. **Who can remember why we wash our hands before eating? Who can tell me why we need to clean up after snack time?**

Health Circle

15 minutes

Learning Outcomes

The child

- uses words to rote count from 1 to 30.
- practices good habits of personal safety.
- practices good habits of personal health.

What You Need

- Trade Book: *Pete the Cat: Rocking in My School Shoes*
- assortment of healthy foods and drinks (or pictures of them)

Academic Vocabulary

healthy safe
rules

Outdoor Play

20 minutes

Duck Duck Goose Explain to children the rules for traditional Duck Duck Goose. Have them sit cross-legged in a circle. Model how to walk around the outside of the circle patting children on the shoulder one by one, saying “Duck” with each pat. When you shout “Goose!” that child will chase you around the circle. If you can reach the child’s seat before the child can catch you, the child is now “It.” Tell children they “catch” the “goose” by tagging the other child’s shoulder. Remind children to be safe in this game, and keep their hands and feet inside the circle so they aren’t stepped on.

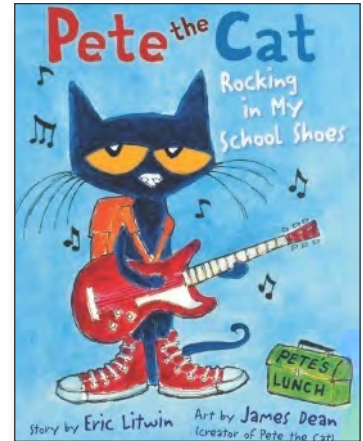
Personal Health

1 Engage Display the lunchroom pages from *Pete the Cat: Rocking in My School Shoes*. Have children call out the foods and drinks they see pictured. Ask them to recall the snacks they have enjoyed this week. When someone mentions a healthy food, refer to it as such: **Oh, apples have vitamins that help our bodies grow and be healthy.**

2 Develop Show examples of healthy snacks and drinks. Discuss what makes them healthy. For example:

Fruits and vegetables are very healthy. They have vitamins that help us grow and be healthy. Meat and milk are healthy too. They give us strong bones and muscles. Contrast this with less healthy foods. Most candy, cookies, and chips do not have what your body needs to grow and be healthy. You may not feel well if you have too many of those.

3 Practice Show several examples of foods or drinks (or pictures of them) that you discussed above. Guide children in practicing good habits of personal health. Have children tell if each helps our bodies grow and be strong by responding with a thumbs-up or thumbs-down.



Learn and Play

90 minutes

Let's Move

Healthy Statues Have children move continually around the room. Tell children that you will name things to eat and drink as they move. They must freeze when you call out the name of a healthy snack.

- Call out a variety of snacks, such as **Candy bar! Soda! Carrot sticks!**
- When you call out the name of a healthy snack, any children who are still moving must join you in calling out words.
- The last child remaining is the winner.

How Many Steps, Mr. Wolf? Have children stand in a row. Have a volunteer play Mr. (or Ms.) Wolf. Have the volunteer stand at the opposite end of the room with his or her back turned.

- Lead children in chanting: **How many steps, Mr. Wolf?**
- Mr. Wolf should give an answer that includes a number of steps between 1 and 5 as well as a description of the kind of step. For example: *Take three giant steps, or Take four teeny-tiny baby steps.*
- Repeat until the first child reaches Mr. Wolf. That child becomes the next Mr. Wolf.

Let's Talk

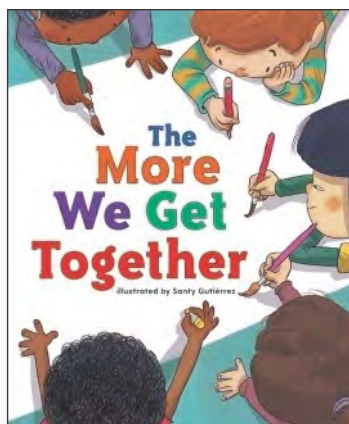
Rules Circulate among the play areas looking for children who are following the *rules*.

- Engage children in one-on-one conversations about which *rules* they are observing. For example: **The way you are sharing reminds me of one of our classroom rules. Which rule do you think you are following?**

Let's Read

Your Turn to Read Ask for a volunteer to turn the pages and “read” *The More We Get Together* aloud with the help of the class singing along and the pictures.

I'm Going to School After reading each section, have children discuss ways their own first day was *alike* and *different*.



Center Time

30 minutes

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

Rest Time

35–40 minutes

Healthy Habits Explain to children that getting rest is a healthy habit. **Sleep and rest give your body what it needs to grow and stay healthy.** Tell children to close their eyes and think about their bodies getting stronger every time they take a breath. Explain that the longer they relax, the better they will feel when it is time to get up.

DIFFERENTIATED SUPPORT

Extra Support

How Many Steps, Mr. Wolf? Have any child who has difficulty following the rules of the game link hands with a child who can guide them in performing the correct number and type of steps.
KINESTHETIC

Reflect

10 minutes

Learning Outcomes

The child

- follows classroom rules with occasional reminders from teacher.
- describes characteristics of common objects.

What You Need

- 5x5 Card: Welcome to the Classroom!
- SEL Card: rules
- Javi

Academic Vocabulary

safe rules

Transition

Fun Fruits

Invite children to stand up and stretch their bodies. Have children echo you in the following chant.

Fruits are healthy, fruits are fun!

Give me some! (stretch arms out)

Yum, yum, yum! (make motions to eat)

I eat peaches, I eat plums!

Give me some! (stretch arms out)

Yum, yum, yum! (make motions to eat)

CHECK FOR UNDERSTANDING

IF... a child has difficulty naming a class rule,

THEN... lead the child to a specific area of the classroom and ask about what children should do there. For example, *What is a rule for the attendance chart?* *What is a rule when you are done playing with something?* Help the child complete the sentence frame: *The rule is _____.*

5x5

Describe Things Point out an item in the picture, such as the shirt someone is wearing. Ask children to describe the item by telling about its color or texture. Next, choose one of the characteristics children described. Have the class point to an object in the classroom with that same characteristic. **Point to something blue!** Repeat with other examples.



Social and Emotional Learning

Rules Draw attention to the picture of children sitting in a circle. **A rule is something that tells us how we should act and what we should do.** What rules do you think these children have in their classroom? Elicit that children are sitting in a circle, looking at the teacher, and being quiet. **What rules do we have in our own classroom during circle times?** Discuss circle time rules.



Let's Talk About It

Remind children that they have learned other rules this week. Have volunteers tell about a rule they've learned. Allow them to hold Javi when they speak, and remind others to listen quietly. Ask children questions about why rules might be important. For example: **Does this rule keep you safe? How? How does this rule help everyone?**



Welcome to Today

15 minutes

Meet and Greet

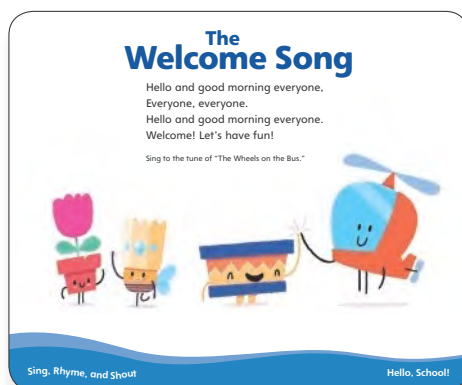
- As children enter the classroom, greet them and congratulate them on finishing the first week of school!
- Have children place their pictures on the Mood Meter to help you gauge the mood of the classroom.



Sing, Rhyme, and Shout

Hello, School! Use the lyrics and illustration on the card to welcome everyone.

- You have almost completed your first week of school! I hope all of you feel welcome in your new classroom. Why don't we sing the song we learned to make everyone feel welcome?
- Have children listen to the song. Invite children to sing along.
- If time permits, you can personalize the song by substituting children's names for the word *everyone*.



Learning Outcomes

The child

- follows classroom routines with occasional reminders from teacher.
- participates in classroom music activities including singing.

What You Need

- Mood Meter
- Sing, Rhyme, and Shout: “The Welcome Song”
- attendance chart

Academic Vocabulary

welcome

attendance

Theme Vocabulary

routine

Morning Meeting

- 1 Attendance** Have children place their name cards on the attendance chart to show that they are in class today. Congratulate children on learning this important classroom *routine*.
- 2 Weather** Remind children that each day you will talk about the weather. **What is the weather like today?** Have children describe what it is like outside.
- 3 Today's Events** Ask children to recall parts of their daily *routine*. Have volunteers tell what activities they hope to do today.

DIFFERENTIATED SUPPORT

3-Year-Olds

Weather Lead three-year-olds over to a window or take them outside to look at the weather. Help them point to features in the sky. **The sky is blue today. Look, there's a cloud. There's the sun.** (Remind children not to look directly at the sun.) VISUAL

Story Time

15 minutes

Learning Outcomes

The child

- uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
- 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.
- responds to questions relevant to the text read aloud.

What You Need

- Trade Book: *Pete the Cat: Rocking in My School Shoes*
- Read More About It: "I'm Going to School!"
- Vocabulary Cards: *desk, hall, books, library, playground*
- Alphabet Cards: Ss–Zz

DIFFERENTIATED SUPPORT

Extra Support

Story Time Turn to an illustration in *Pete the Cat* that has a counterpart in "I'm Going to School!" such as a picture of a classroom or *library*. Point to an item in *Pete the Cat* and talk about what it is. Then have the child point to a similar item in "I'm Going to School!" VISUAL

ELL

Story Time Help children familiarize themselves with the concepts of *alike* and *different*. Point to an item in *Pete the Cat*, say its name, and have children repeat the word after you. Then point to an object in "I'm Going to School!" and ask: **Is this the same thing? Is it a different thing?** Encourage children to name the object if it is different. VISUAL

Hello, School!

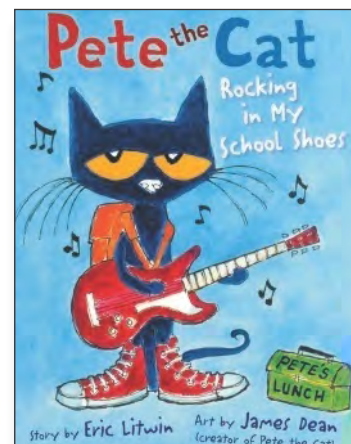
? What is my school like? Remind children of the weekly question *What is my school like?* Explain that the events that happen each day at school are part of a school routine. Display Vocabulary Card *routine* and review with children the meaning of the word.



Pete the Cat: Rocking in My School Shoes and "I'm Going to School!"

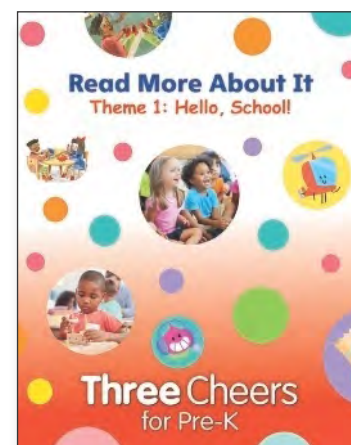
Tell children that today you are going to review *Pete the Cat: Rocking in My School Shoes* and "I'm Going to School!"

1 Remember Display the front cover of the trade book *Pete the Cat: Rocking in My School Shoes* and the two pages of Read More About It, "I'm Going to School!" Tell children that you are going to look at what is *alike* and *different* in the two stories. Ask a volunteer to describe one thing that Pete does as you turn through the illustrations.



2 Reread Read the beginning of *Pete the Cat: Rocking in My School Shoes* aloud, up through the part where he visits the *library*. Then read "I'm Going to School!" aloud.

3 Compare After reading, ask children: **What day is it in both stories? What place appears in both stories? The day and place are the same.** Point out that both characters go to the *library* on their first day of school. Then ask about ways the stories are *different*, or not the same. Point to *Pete the Cat*. **This story is about a cat. Is the other story about a cat? Point to "I'm Going to School!" This child has a cubby. Does Pete the Cat have a cubby?** After children answer, call on them to tell other ways the *books* are *alike* and *different*.



Literacy Circle

15 minutes

Concept Vocabulary

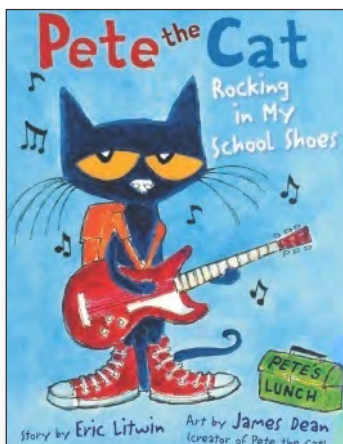
Check for Understanding To ensure children will be able to demonstrate their understanding of the meaning of 3,000 to 4,000 words by the end of prekindergarten, monitor responses to the following prompts: *Where in a school would we find books? What is one rule in the hall? When you go to the playground, what can you do? Why would you go to a library? What is a desk used for?*



Language and Communication

Describing Words Turn to the page in *Pete the Cat: Rocking in My School Shoes* where Pete goes to the lunchroom. Don't show children the page.

- Listen carefully while I read part of the story aloud. Think about the lunchroom at Pete's school. Read the first four lines of the page aloud.
- What sounds might you hear in this lunchroom? After children respond, display the book and read the page aloud again. Draw attention to the words *big* and *noisy*. These words describe, or tell about, the lunchroom. It is big, so I think there are a lot of people in it. It is noisy, so I think there are sounds of people talking, chairs squeaking, and people eating!
- Next, display and read aloud the part about Pete's visit to the playground. Have children identify words that describe, or tell about, the field (*green*, *grassy*).



Alphabet Knowledge

- Distribute Alphabet Cards Ss through Zz so that each child gets a card.
- In order, have each child hold up the Alphabet Card as you name the letter. Repeat so that children know which letter they have.
- Next, slowly sing "The Alphabet Song" and help children hold up their Alphabet Cards when you say their letters.



Transitions

Have children echo you as you chant the following lines based on *Pete the Cat*. Model marching right-left-right-left as you chant each line. Have children march along.

I'm marching in my school shoes.
I'm marching in my school shoes.
I'm marching in my school shoes.

Concept Vocabulary

books desk
hall library
playground

Academic Vocabulary

describe



CHECK FOR UNDERSTANDING

IF... children have difficulty identifying the describing words *green* or *grassy*,

THEN... reread aloud the page where Pete plays in a green, grassy field. Ask: *What color is the field? What is growing in the field?* Then repeat the text on the page and have children identify the words that describe the field.

LET'S GET READY FOR

Center and Small Group Time

60 minutes

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

Small Group

- **Math: Counting** Choose a number from three to five and have children rote count to that number slowly and quietly. Next, have them rote count at normal speed and volume. After that, have them rote count fast and a little louder. Repeat, having children count to the other numbers. Each time, ask children to summarize their count by asking questions such as: *Which number did we count to? Where did we start counting? Where did we stop?*

▶ **ELL Access**

Academic Vocabulary

Emerging Say each number one at a time and have children repeat it after you.

Developing Say the first count, the slow part, yourself. Then have children repeat the count at normal speed and then at high speed.

Expanding Begin the activity yourself, counting some of the numbers, and then have children continue.

Bridging Have children independently count to three slowly, four faster, and five very fast. Have them summarize their count with the sentence frame *I counted to _____.*

- **Literacy: Alphabet Knowledge** Display Alphabet Cards Ss–Zz and hand each child a classroom book. Hold up each Alphabet Card and name the letter. Have children repeat after you. Then ask children to look at their book covers. *Do you have the letter S on your book cover? If so, hold it up.* Repeat with other letters, prompting children as needed.

▶ **ELL Access**

Say and Find Letters

Emerging Display Alphabet Cards Ss–Zz one at a time. Say: *This is the letter ____.* Point to the letter on the card. Repeat with each letter.

Developing Display Alphabet Cards Ss–Zz one at a time. Say each letter name and have children repeat after you. Then display each card and see if children can name the letters, and find them in their book.

Expanding Show three alphabet cards. Say: *I am looking for the letter ____.* *Which card is the letter ____?* Have children answer the question using this sentence frame: *That card is the letter ____.* After all letters have been identified, point to letters on children's books and ask: *What letter is this?*

Bridging Show various Alphabet Cards one at a time and have children name each letter. Then ask: *Who has a book with the letter ____ on it?* Encourage students to respond in full sentences.

Math Circle

15 minutes

Counting

Tell children that today they will practice counting to two, three, four, and five.

1 Engage Ask children to stand. Tell them you are going to give some directions and that they should listen carefully to follow them. Say the following chant and encourage children to join in on the movements and counting words. (When you act out *dive*, you may want to explain the meaning of this word as *a way to jump into water*.)

Touch your shoe.	(bend over to touch your shoe)
Count to two!	(stand up)
One, two!	(clap on each count)
Bend your knee.	(bend knees)
Count to three!	(stand up)
One, two, three!	(clap on each count)
Touch the floor.	(put hands on the floor)
Count to four!	(stand up)
One, two, three, four!	(clap on each count)
Do a dive.	(make a diving motion)
Count to five!	(stand up)
One, two, three, four, five!	(clap on each count)

2 Develop Remind children of the correct counting sequence. Model rote counting slowly and clearly to each number above. Have the class repeat each count after you. Then call on individuals to count.

3 Practice Perform the chant again, this time without doing the counting. Instead, have children fill in the counting themselves. After each count, offer prompting such as: *I can't hear you! Ethan, can you count for me again? Luna, can you say that louder?*

Learning Outcomes

The child

- uses words to rote count from 1 to 30.

Academic Vocabulary

count



CHECK FOR UNDERSTANDING

IF... a child has trouble knowing when to stop counting,

THEN... remind the child that counting to a number means they stop after they get to that number. Tell children to count to a number: *Count to four*. Before they begin, ask them when they will stop counting. Elicit that they will stop counting after they say the number four.



Snack Time

15 minutes

Share Model counting off snacks as a way to share evenly. *This time, count off by twos: One, two for me; one, two for you. I get two crackers, you get two crackers.* Circulate among areas and repeat with different children.

Science Circle

15 minutes

Learning Outcomes

The child

- engages in conversations in appropriate ways.
- retells or re-enacts a story after it is read aloud.
- uses words to rote count from 1 to 30.
- informally recognizes weights of objects or people.
- informally compares weights of objects or people.
- investigates properties of common objects.
- describes properties of common objects.
- discusses properties of common objects.

What You Need

- assortment of small heavy and light objects and boxes
- Patterns: Number Cube
- Trade Book: *Pete the Cat: Rocking in My School Shoes*
- Read More About It Book: "I'm Going to School!"

Outdoor Play

20 minutes

Go Team Line children up in a row. Going down the line, assign each child to alternating teams. Have the two teams play a team-based game, such as a running race or rolling a ball down a line.

Light and Heavy

Read the following lines, and have children follow your lead in acting out each thing you describe.

I'm as light as a butterfly.

(use a light, airy voice and flap your hands in the air)

I'm as heavy as an elephant.

(use a deep, slow voice and lumber around on all fours)

I'm as light as a feather.

(use a light, airy voice and flutter your fingers in the air)

I'm as heavy as rocks.

(use a deep, slow voice and lay down close to the ground)

The next time, pause instead of saying each noun, e.g., *I'm as light as a _____*. Invite the class to call out the name of something light or heavy. Choose the best response, say it, and have children act it out.

Properties of Objects

- 1 Engage** Pass around a light object and a heavy object. Ask children to close their eyes and describe how each object feels when they hold it in their hand. Redirect them toward the objects' weight if they focus on other characteristics. *Do you feel the way this one pulls your hand down to the ground? Do you feel how that one is easy to lift? Which one is heavier? Which one is lighter?*
- 2 Develop** Guide children to compare the weights of *different* classroom objects to each other. Hold up two classroom items at a time, of different weights. For example, you might hold up a book and a sheet of paper, or a pencil and a jar of paint. *Let's investigate, or learn, which objects are heavier or lighter.* Then hold up two items of similar size but with different weights. For example, you might hold up two boxes of the same size, one of which is filled with blocks. *These two boxes are alike in their size. Do you think one of the boxes is heavier than the other?* Model how one is heavier and have children guess which one.
- 3 Practice** Give children time to explore the objects you held up. Encourage them to lift each one to compare them. *Which of these is harder to lift? Does it feel heavier to you? Which one is easier to lift? Does it feel lighter? Let's put the heavier objects over here and the lighter objects over there.* Have children sort the objects by weight.

Learn and Play

90 minutes

Number Cube Claps Invite children to stand. Tell them you will roll a number cube marked with 1, 2, 3, 4, 5, 6 and shout out the number. Encourage them to listen carefully for the number.

- Roll the cube. Shout out the number facing up.
- Have children rote count to that number. Model clapping your hands on every count, and have children do the same.
- Repeat, rolling other numbers and shouting them out.

High Five Model giving a high five to a child, and count from one to five as you press each other's fingers from thumb to pinky.

- Have children circulate around the room. When you say "High Five!" they find a partner to high five, counting fingers as you modeled.
- Have the class circulate again, but this time call "High Three" or another number. Partners press together and count only the number of fingers you called.

Let's Talk

Share Circulate among the play areas and approach children who are sharing.

- Engage children in one-on-one conversations to affirm the way they are sharing. Use the SEL card *share* to support the conversation. For example: *You are sharing toys like the children in this picture. Tell me how sharing helps you have fun.*

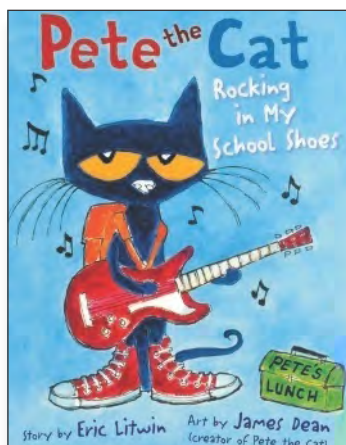


Let's Read

I'm Going to School! Reread the third part of the story in the Read More About It Book aloud. Ask children to identify words that describe actions, such as *meet*, *learn*, *clap*, and *sing*.

Pete and Repeat Ask a volunteer to retell the story (or part of the story) of *Pete the Cat: Rocking in My School Shoes* as you turn the pages. Point out the text and pictures, distinguishing between them.

Look at the pictures. They will tell you what the words say.



Theme Vocabulary

alike different
routine

Academic Vocabulary

heavy describe
team discuss
share light
investigate compare

Center Time

30 minutes

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

Rest Time

35–40 minutes

Importance of Rest Ask children if they recall what part of the daily *routine* is coming next. *I'll give you a hint. This is a very important part of our routine. It is when we give our bodies a break. This makes sure we stay strong and healthy.* Review the rules and expectations for rest time. Then have children settle into their spots. Tell them to think about a place where they feel safe and comfortable. Have them close their eyes and imagine they are in that place.

DIFFERENTIATED SUPPORT

Engage and Extend

Number Cube Claps Extend the game by inviting a child to stand next to you. After you call out a number, have the child give an order for what movement to repeat, e.g., *Touch your toes!* The class should rote count while repeating that action. After each round, call up a different child to direct the class. KINESTHETIC

Reflect

10 minutes

5x5

Learning Outcomes

The child

- engages in conversations in appropriate ways.
- uses art as a form of creative representation.

What You Need

- 5x5 Card: Welcome to the Classroom!
- SEL Card: *share*
- crayons
- Javi

Painting Point out features of the classroom shown on the card, such as the teacher, students, and furniture. Tell children that this classroom looks a lot like theirs. Have children imagine they are painting a picture of their own classroom. Have them wave their index finger to air-paint features they would include in a picture of their own classroom, such as a teacher, children, books, and windows. Ask children to tell you what they are painting.



Social and Emotional Learning

Share Draw attention to the picture of children playing with toys. *I can tell these children are sharing. This child is giving a toy to someone else. That is so nice! Now everyone gets to play.* Have a volunteer show how to share crayons with a classmate.



Let's Talk About It

Tell children that it is time to reflect, or think about their day and what they learned. Hold Javi. *We learned a lot about sharing today.* Briefly model by telling children about something you shared today. *Now you will take turns and tell about something you shared. I will pass Javi around. When you get Javi, that means it is your turn to talk. Everyone else will be quiet and listen.* Pass Javi around the room and allow each child a moment to talk. Guide children to engage in the conversation appropriately by following the rules. Ask questions to elicit their feelings on sharing.



✓ CHECK FOR UNDERSTANDING

IF... a child is reluctant to share,

THEN ... help him or her see the benefits of sharing. Guide the child to ask another child with crayons, "Will you share with me?" Ensure that the second child shares some crayons with the first child. Give them a few moments with the crayons. Then ask the first child, *Will you share your crayons with me?* Show the child how to give you a portion of the crayons so that you can both use them.

DIFFERENTIATED SUPPORT

ELL

Share Show Spanish speakers the SEL Card *share*. Invite them to use the Spanish verb *compartir* while acting out and talking about sharing some crayons. Then have them act out the sharing a second time using the sentence *I can share*. KINESTHETIC

Three Cheers for Pre-K

Pre-Kindergarten Outcomes

Domain	This Week's Instructional Focus
Social and Emotional Development	<ul style="list-style-type: none"> • Child shows initiative in independent situations and persists in attempting to solve problems. Pages 90, 92 • Child follows classroom rules and routines with occasional reminders from teacher. Pages 53, 58, 60, 61, 69, 92; C•196–C•197 • Child assumes various roles and responsibilities as part of a classroom community. Pages 53, 61, 69, 77, 84 • Child demonstrates an understanding that others have perspectives and feelings that are different from her own. Page 74
Language and Communication	<ul style="list-style-type: none"> • Child shows understanding by responding appropriately. Page 86 • Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order. Pages 70, 74
Emergent Literacy Reading	<ul style="list-style-type: none"> • Child engages in pre-reading and reading-related activities. Pages 78; C•188–C•189 • Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction. Pages 58, 62; C•190–C•191 • Child retells or re-enacts a story after it is read aloud. Pages 54, 70, 86
Emergent Literacy Writing	<ul style="list-style-type: none"> • Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning. Pages C•202–C•203
Mathematics	<ul style="list-style-type: none"> • Child knows that objects, or parts of an object, can be counted. Pages 81; C•192–C•193 • Child uses words to rote count from 1 to 30. Pages 57, 65, 73, 76; C•192–C•193 • Child counts 1–10 items, with one count per item. Pages 81, 89; C•192–C•193
Science	<ul style="list-style-type: none"> • Child observes, investigates, describes, and discusses properties and characteristics of common objects. Pages 58, 82; C•194–C•195, C•198–C•199
Social Studies	<ul style="list-style-type: none"> • Child identifies similarities and differences between himself, classmates, and other children inclusive of specific characteristics and cultural influences. Pages 74, 76
Fine Arts	<ul style="list-style-type: none"> • Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms. Pages 53, 61, 69, 77, 85
Physical Development	<ul style="list-style-type: none"> • Child shows control of tasks that require small-muscle strength and control. Pages C•200–C•201
Technology	<ul style="list-style-type: none"> • Child opens and navigates through digital learning applications and programs. Pages 90; C•188–C•189

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

Ready for Kindergarten!

Listening Comprehension

Pre-Kindergarten Outcomes

- Child shows understanding by responding appropriately. **Page 86**

Kindergarten Literacy Goals

- Participate in collaborative conversations with others, adding appropriate responses and asking for clarification as needed.

Language

Pre-Kindergarten Outcomes

- Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order. **Pages 70, 74**

Kindergarten Literacy Goals

- Produce and expand complete sentences in shared language activities demonstrating command of the conventions of standard English grammar and usage when writing or speaking.

Reading Readiness

Pre-Kindergarten Outcomes

- Child engages in pre-reading and reading-related activities. **Pages 78; C•188–C•189**
- Child retells or re-enacts a story after it is read aloud. **Pages 54, 70, 86**

Kindergarten Literacy Goals

- Actively engage in group reading activities with purpose and understanding.
- Retell familiar stories, including key details, characters, settings, and major events.

Alphabet Knowledge

Pre-Kindergarten Outcomes

- Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction. **Pages 58, 62; C•190–C•191**

Kindergarten Literacy Goals

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

Mathematics

Pre-Kindergarten Outcomes

- Child uses words to rote count from 1 to 30. **Pages 57, 65, 73, 76; C•192–C•193**
- Child counts 1–10 items, with one count per item. **Pages 81, 89; C•192–C•193**

Kindergarten Mathematics Goals

- Count to 100 by ones and by tens.
- Count objects using number names in standard order, pairing each object with only one number name, and each number name with only one object.



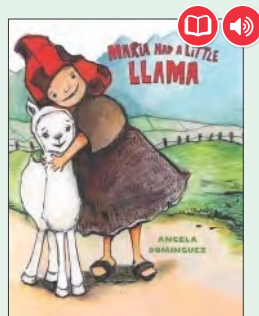
Hello, School!

How do we learn and play at our school?

Weekly Question:

Why do we have rules and routines at school?

From the Theme Kit Print and Digital



Trade Book



Read More About It: "School Rules"



5x5



Theme and Concept Vocabulary



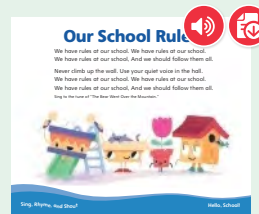
Theme Manipulative



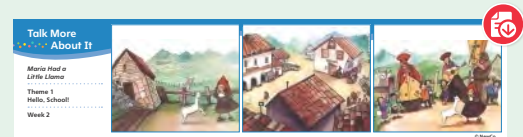
Big Book and Little Books



Wordless Experience Book: Hello, School!

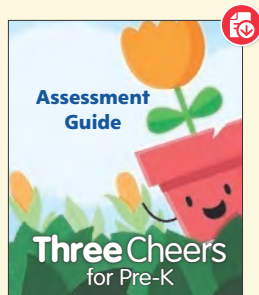


Sing, Rhyme, and Shout: "Our School Rules"

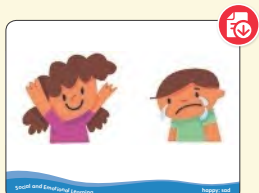


Talk More About It: *Maria Had a Little Llama*

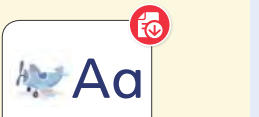
From the Teacher Toolkit Print and Digital



Assessment Guide



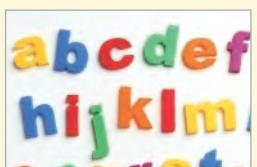
Social and Emotional Learning Cards



Alphabet Cards



Picture Cards



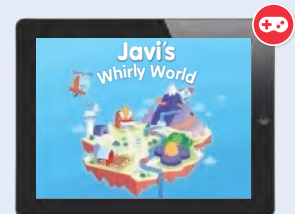
Manipulatives



Family Engagement Digital



Three Cheers for Pre-K Parents!



Three Cheers for Games!



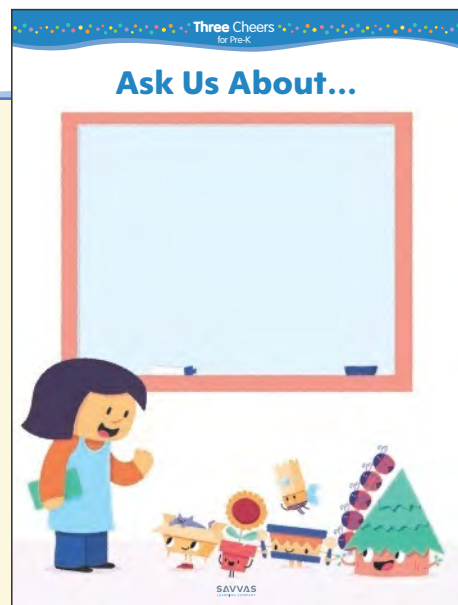
Digital Bookshelf

Plan Your Week

Suggested Daily Times

- Welcome to Today . . . 15 minutes
- Story Time 15 minutes
- Literacy Circle 15 minutes
- Center and Small Group Time 60–90 minutes
- Math Circle 15 minutes
- Snack Time 15 minutes
- Science Circle 15 minutes
- Outdoor Play 20 minutes
- Learn and Play 90 minutes
- Rest Time 30–45 minutes
- Center Time 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 do you think rules and routines are important in school?
- What do you do first in your Morning Meeting routine?
- What are two words that rhyme?

Day 1 pp. 52–60

Welcome to Today

- Meet and Greet
- Sing, Rhyme, and Shout
“Our School Rules”
- Morning Meeting

Story Time

- How do we learn and play at our school?
- Reread Big Book *The More We Get Together*

Literacy Circle

- Concept Vocabulary Introduce
- Print Concepts Pictures and Words
- Alphabet Knowledge

Center Time and Small Groups

Small Group Options

- Math: Counting
- Literacy: Alphabet Knowledge

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

Math Circle

- Counting
- Snack Time Review Routines

Science Circle

- Memory Chant
- Properties of Objects
- Outdoor Play Together, Together

Learn and Play and Centers

- Let’s Move!
 - Weigh-In
 - Alphabet Walk
- Let’s Talk Routines
- Let’s Read Children’s Choice, *The More We Get Together*
- Rest Time The More We Rest Together

Reflect

- 5×5 Taking Turns
- Social and Emotional Learning Happy or Sad
- Let’s Talk About It

Day 2 pp. 61–68

Welcome to Today

- Meet and Greet
- Sing, Rhyme, and Shout
“Our School Rules”
- Morning Meeting

Story Time

- Why do we have rules and routines at school?
- 1st Read Trade Book *Maria Had a Little Llama*

Literacy Circle

- Concept Vocabulary Develop
- Phonological Awareness Rhyme
- Alphabet Knowledge

Center Time and Small Groups

Small Group Options

- Math: Counting
- Literacy: Phonological Awareness

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

Math Circle

- Counting
- Snack Time Help

Fine Arts Circle

- Art Runway
- Art Appreciation
- Outdoor Play Equipment Rules

Learn and Play and Centers

- Let’s Move!
 - Buddy Move
 - Musical Chairs
- Let’s Talk Help
- Let’s Read *Maria Had a Little Llama*, Connect
- Rest Time Colors and Sounds

Reflect

- 5×5 Reading Rules
- Social and Emotional Learning Happy or Sad
- Let’s Talk About It

Let's Celebrate!
A "School Is Cool" Celebration
celebrates our "School Family."

Day 3 pp. 69–76**Welcome to Today****Meet and Greet****Sing, Rhyme, and Shout** "Our School Rules"**Morning Meeting****Story Time****Why do we have rules and routines at school?****2nd Read Trade Book** *Maria Had a Little Llama***Literacy Circle****Concept Vocabulary** Practice**Sentences and Structure** Four-Word Sentences**Vocabulary** Increase Listening Vocabulary**Center Time and Small Groups****Small Group Options**

- Math: Counting
- Literacy: Four-Word Sentences

Centers **Centergize**, pp. C•185–C•203**Math Circle****Counting****Snack Time** Favorite Snacks**Social Studies Circle****There's Something About Me**
Same and Different**Outdoor Play** Is It You?**Learn and Play and Centers****Let's Move!**

- Hop x 4
- Not I

Let's Talk Same or Different**Let's Read** Children's Choice, Counting**Rest Time** Quiet Green Place**Reflect****5x5** Counting**Social and Emotional Learning** Feelings**Let's Talk About It****Day 4** pp. 77–84**Welcome to Today****Meet and Greet****Sing, Rhyme, and Shout** "Our School Rules"**Morning Meeting****Story Time****Why do we have rules and routines at school?****Read More About It** "School Rules"**Literacy Circle****Concept Vocabulary** Review**Print Concepts** Pictures, Words, and Letters**Alphabet Knowledge** Introduce Ss /s/**Center Time and Small Groups****Small Group Options**

- Math: Counting
- Literacy: Alphabet Knowledge

Centers **Centergize**, pp. C•185–C•203**Math Circle****Counting****Snack Time** Snack Chat**Science Circle****My Red Balloon**
Properties of Objects**Outdoor Play** Maria Had a Little Llama**Learn and Play and Centers****Let's Move!**

- Slither Time
- Shake the Sillies Out

Let's Talk Friends**Let's Read** Read More About It, Comparing Pictures**Rest Time** Lying in the Sun**Reflect****5x5** Position and Motion**Social and Emotional Learning** Responsible**Let's Talk About It****Day 5** pp. 85–92**Welcome to Today****Meet and Greet****Sing, Rhyme, and Shout** "Our School Rules"**Morning Meeting****Story Time****Why do we have rules and routines at school?****Compare** *Maria Had a Little Llama* and "School Rules"**Literacy Circle****Concept Vocabulary** Check for Understanding**Listening Comprehension** Responding Appropriately**Alphabet Knowledge** Review Ss /s/**Center Time and Small Groups****Small Group Options**

- Math: Counting
- Literacy: Responding Appropriately

Centers **Centergize**, pp. C•185–C•203**Math Circle****Counting****Snack Time** Asking Politely**Technology Circle****Online Safety****Digital Programs****Outdoor Play** Copy That**Learn and Play and Centers****Let's Move!**

- Stop and Go
- Partner Play

Let's Talk Choice**Let's Read** Read More About It, Tell Me Again**Rest Time** Calming Sounds**Reflect****5x5** Rules We Follow**Social and Emotional Learning** Choice**Let's Talk About It**

Vocabulary

Theme Vocabulary

Words to develop the theme, Hello, School!

alike different
 belonging routine

Concept Vocabulary

Conceptually related words to teach this week

friends rules
 learn teacher
 listen

Academic Vocabulary

Terms used in this week's instruction

General

rhyme different counting
 help rule heavier feel
 helper same heavy feelings
 same word investigate friends
 words light happy

Literacy

alphabet
 answer
 different
 letter
 letters
 picture
 pictures
 question

Mathematics

count
 one
 three
 two

Science

balance
 compare

Social and Emotional Learning

activities same
 classroom symbol
 count take turns

Fine Arts

help

Technology

application (app)
 behavior
 choice
 device
 practice
 program

Story Words

Words from the literature to explain and use this week

Trade Book

appear fleece llama
 eager lingered patiently

Big Book

happier together
 my friends work
 play your friends
 sing

Read More About It

kind raise our hands
 listening
 quietly share
 take turns

Materials

Materials to gather from home and classroom

Morning Meeting

attendance chart
 helper chart

Center Time

9 oz. cups
 art supplies
 attendance chart

computer or other digital device
 headphones
 helper chart
 pencils
 shape stencils
 small plastic cups

various objects to weigh

Circle Times

box with lid
 children's drawings or artwork made during centers
 digital devices
 name cards

objects of varying weights
 sets of 1, 2, and 3 classroom objects
 sets of 1–3 similar but unique objects
 small toys
 various objects that will fit on balances

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

Listen Up Follow along while listening to audio for the Big Book.

ABC Fun

All About the Alphabet Match Alphabet Cards and magnetic letters.

Math Fun

Colorful Cubes Connect and count cubes of different colors.

STEM

Studying Objects Investigate groups of two objects to observe which is heavier.

Pretend and Learn

School Time Recreate the school experience by role-playing the teacher guiding students through a school day.

Sand, Water, and More

Observe and Explore Sand Observe characteristics and properties of sand through play.

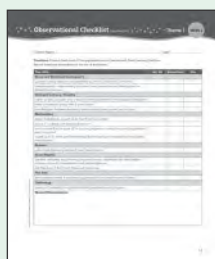
Creativity Station

Tools for Creativity Explore art materials by coloring and tracing, and use art as a form of creative self-expression.

Writer's Club

School Is Just Write! Draw and write about a favorite thing to do in school.

Monitor Progress



Assessment Guide

Observe

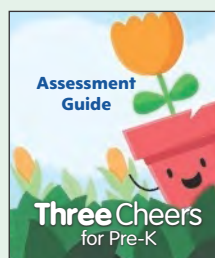
Observational Checklists

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

Screening Assessment

Use the Screening assessment in the Assessment Guide to obtain a baseline measurement of children's proficiency in literacy and math. The Screening Assessment should be administered at the beginning of the year.

Pre-K Outcomes Progress Report

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



Portfolio

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

Centers

- **ABC Fun** anecdotal notes about children matching alphabet cards and magnetic letters
- **Pretend and Learn** photographs of children role-playing the school experience
- **Math Fun** photographs of children connecting and counting different color cubes

Hello, School!



Welcome to Today

15 minutes

Meet and Greet

- As children enter the classroom, greet them with a big smile and hello. Remind them of their morning *routine*, if needed.
- Encourage children to place their pictures on the Mood Meter so you can gauge the mood of your classroom.



Sing, Rhyme, and Shout

Hello, School! Use the lyrics and the illustration on the card to help children explore *rules* at school.

- **What rules** do you follow on the playground and in the classroom? Why do you think it is important to have rules?
- Have children *listen* to the song a few times and chime in when they are able.



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** Introduce the helper chart. **What does it mean to help? Maybe you can show me.** Call on children to model helping you with brief tasks. **Can you help me carry these books and put this toy away?** After each child models their task, thank them for being a good helper. Next, draw children's attention to the helper chart. **I need help to make this class fun and special. Who wants to be my helper?** Tell children that each week at Morning Meeting, you will assign jobs. Assign one or more jobs, such as line leader, bell ringer, or snack helper. Model role-playing these jobs and remind children that everyone will have a turn to be a helper.
- 3 Weather** **What is the weather like today?** Have children describe what it is like outside.
- 4 Today's Events** Discuss the daily *routine* and today's activities.

Learning Outcomes

The child

- follows classroom routines with occasional reminders from teacher.
- assumes various responsibilities as part of a classroom community.
- participates in classroom music activities including singing.

What You Need

- Sing, Rhyme, and Shout: "Our School Rules"
- attendance chart, helper chart

Theme Vocabulary

routine

Concept Vocabulary

rules

listen

Academic Vocabulary

helper

help

DIFFERENTIATED SUPPORT

Engage and Extend

Helper Chart Invite interested children to invent their own helper jobs. Have them take on the role and have a follow-up conversation to see how it works out. KINESTHETIC

Story Time

15 minutes

Learning Outcomes

The child

- recognizes that text has meaning.
- retells or re-enacts a story after it is read aloud.

What You Need

- Big Book: *The More We Get Together*
- Vocabulary Cards: *alike, different, friends, learn, listen, rules, teacher*
- Alphabet Cards: Aa–Zz
- name cards

Hello, School!

? **How do we learn and play at our school?** Ask children the guiding question *How do we learn and play at our school?* Display Vocabulary Cards *alike* and *different*. Review their meanings with children.



The More We Get Together

Be sure children are seated and listening. Tell them that today you are going to reread *The More We Get Together*.

- 1 Remember** Display the front cover of the Big Book. Remind children that this is a book about how doing things together can make people happy.
- 2 Reread** Explain that stories are made up of words and pictures. Turn through several pages and point to words. Explain that the words in a story or text have meaning. *Words tell the meaning in a story, but pictures can help us understand what the words tell us.* Then reread the book aloud. Before you turn to a new page, ask children if they remember what comes next.
- 3 Retell** After reading, guide children to retell the verses in the book. *The first part of the book is about getting together. Then it's about singing together. What comes next? (playing together) What is last? (working together) I think this book is about many different things we can do together.*



DIFFERENTIATED SUPPORT

ELL

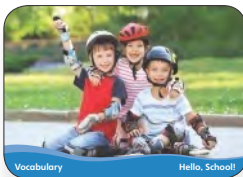
The More We Get Together Teach English language learners the question, *Will you play with me?* Role play different responses children can give when a classmate asks them to play, such as *Yes, Sure!*, or *Maybe later*. Model using friendly body language, such as smiling and nodding one's head. KINESTHETIC

Literacy Circle

15 minutes

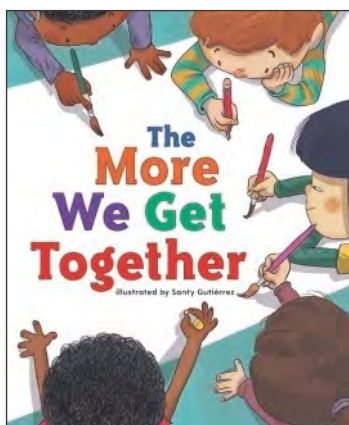
Concept Vocabulary

Introduce We are going to talk about this question: *Why do we have rules and routines at school?* Display the Vocabulary Card *friends*. This shows a picture of some *friends*. When we are at school, there are times when we play nicely with our *friends*. That is one of our *rules*. Display each of the Vocabulary Cards for this week (*learn, listen, rules, teacher*) and briefly explain how each relates to the question *Why do we have rules and routines at school?*



Print Concepts

Pictures and Words Display a page in *The More We Get Together* and point to a word. *This is a word. Words are where we find the meaning of a story.* Repeat with one or two more words. Then point to an illustration. *This is a picture. It helps tell the story. But it doesn't have letters in it.* Point to a few words and pictures in the book and ask children to identify if you are pointing to a word with letters or a picture.



Alphabet Knowledge

Tell children that today they will find letters of the alphabet in their names.

- Use the Alphabet Cards to review the letter names.
- Display name cards one at a time. Point to the uppercase letter of the first name. Give children clues: *I see a letter I know at the beginning of Ana's name. Do you know what this letter is? It is the letter A. Say the letter name with me: A.*



Transitions

Line Up and Shake Hands

Divide the class into two lines, facing each other. Work with children so they understand that the person across from them is their partner. Read the Big Book *The More We Get Together*, and each time you read the word *together*, have children that are opposite each other meet in the middle and shake hands.

Theme Vocabulary

alike
different

Concept Vocabulary

friends	teacher
listen	learn
rules	

Academic Vocabulary

pictures	words
letters	alphabet



CHECK FOR UNDERSTANDING

IF... a child has trouble identifying the first letter in his or her name,

THEN... point to the first letter on the name card. Say: *Your name is Sharia. Your name starts with the letter S. What is the first letter in your name?* Repeat until the child can identify the first letter in the name when you point to it.

LET'S GET READY FOR

Center and Small Group Time

60 minutes

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

Small Group

- **Math: Counting** Have children stand in a line. Tell each child to put his or her hand up with the palm facing forward. Have the first child in line practice rote counting by giving everyone else in line a high five while counting. That child should go to the back of the line while a new child begins.

▶ **ELL Access**

Academic Vocabulary

Emerging Model giving everyone in line a high five while rote counting. As the child approaches each classmate, say the counting number. Have the child repeat it while giving a high five.

Developing Have the child follow you as you model giving everyone in line a high five while rote counting. Stop after each high five and have the child copy you, saying the number you said and giving a high five.

Expanding Model giving the first few children in line a high five while rote counting. Stop and have the child copy you and continue moving through the line.

Bridging Model giving everyone in line a high five while rote counting. Have each child repeat the activity on their own when you are finished.

- **Literacy: Alphabet Knowledge** Distribute one Alphabet Card to each child in the group. Tell children what letters are on their cards. Repeat if needed. Then point to children one at a time and have them identify the letter on the card they are holding. If there is time, call out those letter names and tell children to hold their card up when you name that letter.

▶ **ELL Access**

Say Letter Names

Emerging Ask the child: *Do you have the letter _____?* Encourage the child to respond *Yes* or *No*. Then confirm the child's response, saying: *That's right—this is not the letter N. This is the letter M.*

Developing Ask the child: *What letter do you have?* Point to the letter on their card and have the child say the letter name.

Expanding Ask the child: *What letter do you have?* Have the child answer using the phrase *the letter* ___.

Bridging Ask the child: *What letter do you have?* Have the child answer using the sentence frame *I have the letter* ___.

Math Circle

15 minutes

Counting

Tell children that today they are going to practice counting by talking about their ages.

- 1 **Engage** Go around the circle and invite children to stand up and tell their age, if they know it. (If they are unsure, then say it for them.) Have the whole group respond using this format: *Hello, Abby. Abby is four.*
- 2 **Develop** Invite the group to rote count to each child's age, e.g., *Levi is three. Let's count to three. One, two, three!* Hold up one finger at a time as you count. Have children copy with their fingers.
- 3 **Practice** Have children sort themselves into groups by age. Explain that groups of the same age will sit together; show them where this will be. Encourage children to ask: *How old are you?* to find others of the same age. When children are sitting in their groups, have each group perform in front of the class by saying their age and counting it out. *We are four. One, two, three, four!* Show one finger for each count as children do this.

Learning Outcome

The child

- uses words to rote count from 1 to 30.

Academic Vocabulary

count

SEL Snack Time

15 minutes

Review Routines Ask children to recall the snack time *routine*. *What do we do before eating? Then what do we do? What happens after we eat?* After helping children remember each step, talk about why it is important. Then announce the start of each part of the *routine* as you go through snack time.

Science Circle

15 minutes

Learning Outcomes

The child

- follows classroom routines with occasional reminders from teacher.
- names at least 20 upper-case letters in the language of instruction.
- uses a wide variety of words to describe actions.
- observes properties of common objects.
- investigates characteristics of common objects.
- uses simple measuring devices to learn about objects.
- connects [his] life to routines.

What You Need

- pan balances
- various objects that will fit on balances to weigh; crayons, blocks, small toys
- Alphabet Cards, one letter per child
- Big Book: *The More We Get Together*

Academic Vocabulary

compare	investigate
heavy	balance
light	tool

Outdoor Play

20 minutes

Together, Together Invite children to stand in a circle. Sing “The More We Get Together” with modified verses, instructing children to move together in specific ways. For example: *The more we hop together... run together... tiptoe together... skip together...* Then allow volunteers to lead the song, inserting new action words.

Memory Chant

Put on a backpack or pretend you have one on. Have children do the same and join you in a circle. Say and act out the following:

I have a new backpack. It's empty and feels light. I will put in an apple. Now my bag is heavier.

Repeat, pausing to have children fill in blanks as shown below. First, children should try to remember what you already have in the backpack. Then they should call out something new to add.

I have a new backpack. Inside is _____. (an apple)

I will put in _____. (for example, a book) Now my bag is heavier.

Repeat, adding another item each time.

I have a new backpack. Inside is _____ and _____. (an apple, a book)

I will put in _____. (for example, a cup) Now my bag is heavier.

Properties of Objects

- 1 Engage** Show children the balance, pointing out the two sides. Press on one side and demonstrate how the other side goes up. Call on volunteers to gently touch and observe the pans of the balance as they move. *This is one kind of tool we will use in science. This tool is called a balance. How might a balance be used?*
- 2 Develop** Demonstrate use of the balance, placing just one object on one side. Explain that the balance is used to compare how heavy an object is to another object. *I can observe, or see, the block weighs more than the crayon because it moves the balance down on this side a little.* Next, replace the crayon with an item that is heavier than the block on the balance. Point out how the pans of the balance changed. *I can tell this building block is even heavier. It pushes the balance down more.*
- 3 Practice** Have children investigate another set of two objects. Invite volunteers to describe which is heavier or lighter than the other. Then test each guess by placing the objects on the balance. Ask children to tell you what the results show, using the following sentences: *That is heavier. That is lighter.*

Learn and Play

90 minutes

Let's Move!

Weigh-In Have children stand with arms outstretched and palms turned up, like a human balance.

- Tell children they are going to act like a balance. Choose two objects in the classroom. Ask children to predict how the arms of a balance would change based on the weight of the objects.
- Place the two items on children's hands, and have them move their arms according to the weight they feel.

Alphabet Walk Write the letters of the alphabet on separate sheets of paper, enough so that there is one letter for each child. Place them around the classroom in a circle. Also shuffle the corresponding Alphabet Cards and place them face down near you.

- Have children walk around the outside of the circle of letters as you play music or sing, "The More We Get Together."
- When the music stops, draw an Alphabet Card from the stack. Call out the letter. The child who is standing nearest to that letter becomes the next caller.

Let's Talk

Routines As the day winds down, circulate around the classroom looking for children who are following the end-of-day *routine*.

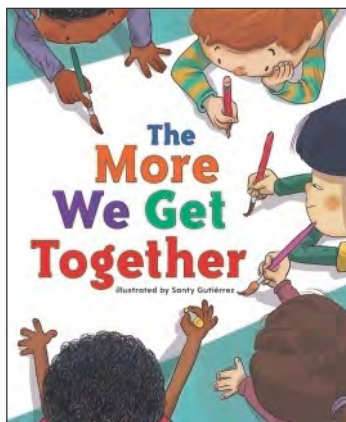
- Engage children in one-on-one conversations about the *routine*. Help them connect it to their own lives. For example: **Good job remembering to return your crayons! What is the next step in your routine?**



Let's Read

Children's Choice Display the Big Book *The More We Get Together* and other books children are familiar with. Have children choose whether they will read the book to you or you to them.

The More We Get Together Open the book to a random page. Ask children to use picture clues to guess the emotions characters are feeling on that page. Then read the text and discuss whether those emotions match the situation in the story.



Center Time

30 minutes

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

Rest Time

30 to 45 minutes

The More We Rest Together Use a modified version of "The More We Get Together" to quiet children down for rest. In a slow, gentle voice, modify the verses as follows:

The more we rest together...

The sleepier we'll be...

For your dreams are my dreams...

Make your voice even slower and quieter as the song goes on. Add gestures relating to rest, such as leaning your head to the side over clasped hands, closing eyes, yawning, and snoring.

DIFFERENTIATED SUPPORT

3-Year-Olds

Heavier and Lighter Help younger children practice the difference between *heavy/heavier* and *light/lighter*. Have them hold a heavy object. Say **This is heavy.** and ask them to repeat it. Then hand them a heavier object. Point to it and say **This is heavier.** and have them repeat it. Next, switch the objects in the child's hands. Using body language to indicate something very heavy, ask **Which is heavier?** Repeat with two light objects, with one clearly being lighter than the other. **TACTILE**

Reflect

10 minutes

5x5

Taking Turns Why are the children in this picture lined up? Why is it important for them to walk together in a line? Have children demonstrate how they line up. Then have them take turns being the line leader.



Social and Emotional Learning

Happy or Sad Children will begin to communicate their feelings. Display SEL Card *happy/sad* and point to the child who is happy. Look at this child's face. What do we see? We see a smile. This child feels happy. Sometimes you feel happy too. Show me what your face looks like when you are happy. Point to the child who is sad. Look at this face. How does this child feel? This child is not happy. This child is sad. Show me what your face looks like when you are sad. Over the next few days, prompt children to communicate their basic feelings.



Let's Talk About It

Hold up Javi. Remind children of the *rules* for talking with Javi. Remember, when you get Javi, it is your turn to talk. Everyone else stays quiet and *listens*. Pass Javi around, and invite each child to talk about their favorite *routine* of the day. Ask each child a follow-up question so they can communicate their feelings about the routine. For example, *Why do you like this routine? How does it make you feel?*



Learning Outcomes

The child

- follows classroom rules with occasional reminders from teacher.
- follows classroom routines with occasional reminders from teacher.
- can communicate basic emotions/feelings.
- connects [his] life to routines.

What You Need

- 5x5 Card: Following Rules
- SEL Card: *happy; sad*
- Javi

Theme Vocabulary

routine

Concept Vocabulary

rules

listen

Academic Vocabulary

take turns feel

line feelings

line leader sad

happy



CHECK FOR UNDERSTANDING

IF... children have difficulty staying quiet while others talk,

THEN... have children put their index finger over their mouth to remind them not to talk when others are holding Javi.

Welcome to Today

15 minutes

Meet and Greet

- As children enter the classroom, greet them with a high five.
- Have children place their pictures on the Mood Meter. [How are you feeling today?](#) Encourage children to share their feelings.

Sing, Rhyme, and Shout

Hello, School! Use the lyrics and illustration on the card to remind children about *rules* at school.

- [We're going to sing a song about rules. Who can tell me what rules we're following right now? How do these rules help us learn?](#)
- Have children *listen* to the song, and invite them to sing along.
- After children sing the song, ask what *rules* they will follow next during Morning Meeting.



Morning Meeting

- 1 Attendance** Invite children to place their name cards on the attendance chart.
- 2 Helper Chart** Remind children of the purpose of the helper chart. Congratulate helpers of the previous day. [You were such a helpful line leader yesterday. Thanks for your help!](#) Review helper job responsibilities, and act out any roles that need more explanation.
- 3 Weather** Ask a volunteer to tell about the weather today. Then ask the class if they can describe anything else about the weather. [Maya said it is sunny. Is it warm or cold? Is it windy?](#)
- 4 Today's Events** Tell children they will do many new activities today, like reading a new book called *Maria Had a Little Llama*. Also preview the art activities for the day, and have children talk about drawing or painting tools they might like to use.

Learning Outcomes

The child

- follows classroom routines with occasional reminders from teacher.
- assumes various responsibilities as part of a classroom community.
- participates in classroom music activities including singing.

What You Need

- Sing, Rhyme, and Shout: "Our School Rules"
- attendance chart, helper chart

Concept Vocabulary

rules listen
learn

Academic Vocabulary

helper help

DIFFERENTIATED SUPPORT

ELL

Meet and Greet Use the SEL card *feelings* to review feeling words with English language learners. Ask questions and have children point to a face on the card to answer. For example: [Who is happy? Who is sad? How does this child feel?](#) VISUAL

Story Time

15 minutes

Learning Outcomes

The child

- can communicate basic emotions/feelings.
- recognizes rhyming words.
- names at least 20 upper-case letters in the language of instruction.
- names at least 20 lower-case letters in the language of instruction.

What You Need

- Trade Book: *Maria Had a Little Llama*
- Vocabulary Cards: *alike, different, friends, learn, listen, rules, teacher*
- Alphabet Cards: *Aa–Zz*

Hello, School!

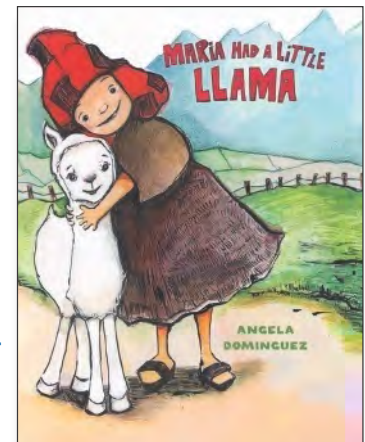
? **Why do we have rules and routines at school?** Remind children of this week’s question: *Why do we have rules and routines at school?* Display Vocabulary Cards *alike* and *different*. *Rules and routines are both alike and different. We will learn about them this week.* Then explain that today they will read a story about a girl whose pet won’t follow rules.



Maria Had a Little Llama

Tell children that today you are going to read *Maria Had a Little Llama*.

1 Introduce Display the front cover of the trade book. Say: *A book’s cover tells the title. The title is the name of the story. This title is *Maria Had a Little Llama*.* Guide students to point out Maria and the llama as you repeat the name of the story. Then say: *The author of a story is the person who wrote it. The author’s name is also on the book’s cover.* Have children point to the author’s name.



2 Read Together Read the book aloud. Then ask children if they can describe, or tell about, what a *llama* is like based on the illustrations. Point out that *fleece* is the llama’s fur. Children may not fully understand what snow is, in which case they will have difficulty understanding fleece, or fur, that is “white as snow”. Give them a brief explanation. Draw children’s attention to the word *rules*. *Do you think that bringing a llama to school should be a rule?*

3 Connect After reading, ask: *How do you think the llama feels when children laugh and play with him at school? Let’s look at the pictures to find out. I can tell by his smile that he feels happy.* Ask volunteers to tell what makes them happy at school.

DIFFERENTIATED SUPPORT

3-Year-Olds

Introduce Meet with three-year-olds to do a “picture walk” through *Maria Had a Little Llama*. Point to illustrations and ask, *What is happening?* Guide children to understand the basic gist of the story. VISUAL

Literacy Circle

15 minutes

Concept Vocabulary

Develop Remind children of the weekly question:

Why do we have rules and routines at school?

Display Vocabulary Card *friends*. These children are friends. Say the word *friends* with me: *friends*.

What can you play with your friends at school?

Display each Vocabulary Card (*learn, listen, rules,*

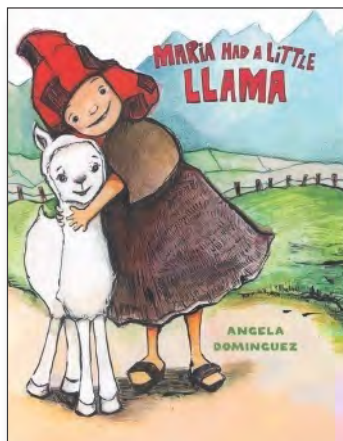
teacher) and ask children questions about each one that ties the word to the theme or weekly question.



Phonological Awareness

Rhyme Display the page that begins, “Why does the llama love Maria so?” and read the text aloud. Stress the words at the end of each line that rhyme and help children to recognize the rhyming words.

Say: *When words end in the same sounds, like sooooo and knooooow, we say that the words rhyme.* Have children repeat the two words, dragging out the long o sound. *Listen to these words: llama, mama. Say them with me: llama, mama. These words rhyme too!*



Alphabet Knowledge

Tell children that today they will continue working with letters of the alphabet.

- Use the Alphabet Cards to review letters Aa–Zz. Hold up each card and say the letter name: *This is the letter _____.* Have children repeat the letter name after you using the same sentence frame.
- Distribute an Alphabet Card to each child and keep the ones that are left over. Tell children that you will all sing “The Alphabet Song,” and that when you sing the letter on the cards they have, they should raise their card in the air. Hold up the leftover letters on the cards that you have.



Transitions

Follow the Rule

Invite children to stand up and stretch out. Tell them to pretend they are Maria’s teacher at school. Have them repeat each line of the chant after you:

Follow the rule.

No llama at school!

Do what I say.

Send the llama away!

You can see him again

At the end of the day!

Theme Vocabulary

alike

different

Concept Vocabulary

friends

teacher

learn

rules

listen

Academic Vocabulary

rule

rhyme

alphabet



CHECK FOR UNDERSTANDING

IF... children have difficulty holding up their letter at the appropriate time during “The Alphabet Song,”

THEN... pause expectantly while singing and mention the picture on the card: *A B C D... D for dolphin...* until the child with the card responds. Have the child repeat the letter name after you a few times while pointing to it on the card. After you finish the alphabet, repeat the song again without the clues to give children additional practice identifying their letter.

LET'S GET READY FOR

Center and Small Group Time

60 minutes

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

Small Group

- **Math: Counting** Remind children that yesterday they told their ages and practiced counting up to their age. Have children in the group say their age and count to it, such as *I am four. One, two, three, four!* Model holding up one finger at a time as children count and have them copy. Then ask children to say how old another child in the group is. That child should tell if they are correct. The group then rote counts to that number, holding up one finger at a time.

▶ ELL Access

Respond to Questions

Emerging Have each child answer the question, *How old are you?* by saying the correct number. If necessary, say the age yourself and have the child repeat it after you. Then have the child repeat after you as you rote count to that number.

Developing Have each child answer the question, *How old are you?* in a complete sentence: *I am ____*. Then rote count to that number together.

Expanding Have each child answer the question, *How old are you?* by answering in a complete sentence: *I am ____*. Then have the child rote count independently to that number.

Bridging Have each child answer the question, *How old are you?* by answering in a complete sentence: *I am ____*. Then ask how old someone else is, and have the child respond using the sentence: *[Name] is ____*. Have the child rote count independently to both age numbers.

- **Literacy: Phonological Awareness** Work with children to help them identify similar ending sounds in rhyming word pairs. Say the following words, stretching out the sounds that rhyme: *hair, chair*. **These words have the same sounds at the end: -air.** *Hair and chair rhyme*. Repeat with these word pairs: *two, shoe; pack, sack*. Then play a game, saying pairs of words such as *look and book* or *look and two*, and have children identify whether they rhyme.

▶ ELL Access

Listen for Rhyme

Emerging Say *look, book* slowly and clearly. Have children repeat after you. Then segment the words, */l/ -ook, /b/ -ook*, and have children repeat. Say: *Look. Book. The words rhyme*. Have children repeat the word *rhyme*. Practice with other word pairs.

Developing Say *look, book* slowly and clearly. Have children repeat after you. Then segment the words, */l/ -ook, /b/ -ook*, and have children repeat. Say: *Look and book rhyme*. Have children repeat the sentence after you. Practice with other word pairs.

Expanding Say *look, book* slowly and clearly. Have children repeat after you. Then segment the words, */l/ -ook, /b/ -ook*, and have children repeat. Ask: *Do look and book rhyme?* Have children answer yes. Repeat with other word pairs, including some pairs that do not rhyme.

Bridging Say the following words with a short pause between the onset and rhyme: */l/ -ook, /b/ -ook*. Have children repeat. Ask: *Do look and book rhyme?* Have children answer in a complete sentence, such as *Yes, look and book rhyme*. Repeat with other word pairs.

Math Circle

15 minutes

Counting

Tell children that today they are going to make up their own way to show counting from one to three.

- 1 Engage** Lead children in the following chant. Have them repeat each line after you.

One, two! *(hold up one, then two, fingers)*

I like you! *(point outward)*

One, two, three! *(hold up one, two, three fingers)*

I like me! *(point to self)*

- 2 Develop** Have children clap or march along with you and count each clap from one to three. **March with me! One, two, three!** Begin slowly at first, gradually increasing the beat.

- 3 Practice** Have children get into groups. **Now you will count to 3 in your own way.** Explain that they will use the chant _____ *with me! One, two, three!* but they can choose their own movements to use. After groups have had a chance to practice, invite them to perform their rote count in front of the class. (Help children as needed with the verb to use for their chant.)

Learning Outcome

The child

- uses words to rote count from 1 to 30.

Academic Vocabulary

count

SEL Snack Time

15 minutes

Help Look for children having difficulty with snack packaging or needing other assistance. Model asking another child for help. **You look like you need some help! See if Andy will help you.** Say, “Andy, can I have help?” Then model thanking the helper. **Andy is such a good helper!** Say, “Thank you, Andy!” Have other children practice asking for help, giving help, and thanking the helper.

Fine Arts Circle

15 minutes

Learning Outcomes

The child

- shows reasonable opinion of his own limitations.
- seeks adult help when necessary.
- demonstrates interest in the creative work of others.
- shows appreciation for the creative work of others.

What You Need

- children's drawings or artwork made during centers
- Trade Book: *Maria Had a Little Llama*

Concept Vocabulary

rules

listen

Academic Vocabulary

help

Outdoor Play

20 minutes

Equipment Rules Remind children of the *rules* for using playground equipment—for example, only going down a slide one at a time, not pushing, and so on. Then invite volunteers to demonstrate proper use of each item of equipment. Finally, allow a few minutes for the whole class to play on the equipment as you give positive feedback for following the *rules*.

Art Runway

Have children stand in a single-file line. Ask children to hold up a drawing or artwork they completed in Week 1. Invite the first child in line to hold up his or her artwork while marching down a “runway” and taking a place at the end of the line. While each child marches, have the rest of the class chant and clap:

Here comes [child's name]!

Here comes [child's name]!

Art Appreciation

- 1 **Engage** Have each child hold up his or her piece of artwork. Ask children to tell about their artwork.
- 2 **Develop** Model providing positive feedback to each child and demonstrating interest in the creative work of others. Focus on a different part of each piece. *I love how you made the hair look curly. I can really tell that is you because of the big, happy smile you drew!*
- 3 **Practice** Invite children to hold up their artwork in front of them once more. Tell the class to look for one thing they really like about a classmate's artwork. Then go around the circle and have each child say something positive about the work. You may wish to provide a sentence frame, such as *I like the _____*.

Learn and Play

90 minutes

Let's Move!

Buddy Move Assign children to pairs.

- Explain that you will call out a movement and a number. If the number is one, only one child does the movement at a time. If the number is two, both children do it at the same time.
- Call out a movement, such as walking on tiptoes, spinning around, or waving arms. Then call out either one or two. Have children complete the movement. Remind children that if the number is one, they may need to talk together to decide who will do it or if they will take turns.

Musical Chairs Choose a version of musical chairs to play.

- You can play the traditional way, where you put out one fewer chair than the number of children. When the music stops, the child without a chair is “out.” Alternatively, place different-colored sheets of paper in a circle (the same number as there are children). Without looking, call out a color, and that child is “out.”
- Before playing, tell children you will explain the *rules* and that they should *listen* carefully. Encourage children to raise their hands and ask for help about any part of the *rules* they do not understand.

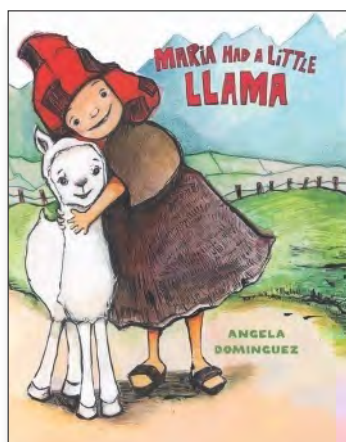
Let's Talk

Help Circulate among the play areas to determine if any children need help. Notice if peers are providing help for each other.

- Engage children in one-on-one conversations about helping. For example: *It looks like you could use some help. Can you remember how to ask for help when you need it?*

Let's Read

- **Maria Had a Little Llama** Reread *Maria Had a Little Llama*. As you read, improvise dialogue to add to each event.
- **Connect** Read aloud the part of the book where school ends and Maria meets with the llama. Tell children school is about to end. Connect the story to their own life by asking who they will meet. *Will you meet a llama? Will you meet a parent? Did you miss them like Maria missed her llama?*



Center Time

30 minutes

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

Rest Time

35 to 40 minutes

Colors and Sounds Explain that colors like blue and green are calm, relaxing colors. Encourage children to think of a quiet, green place outdoors where they feel at peace. *Imagine you are lying in the sun in your quiet, green place. Picture the plants and trees around you. What do they look like? Try to hear the soft, gentle sounds around you. The wind is making the leaves flutter. Are there any birds singing or bees buzzing? Are there grasshoppers jumping? Are there crickets going chirp chirp? Are there frogs going croak, croak?*

DIFFERENTIATED SUPPORT

Engage and Extend

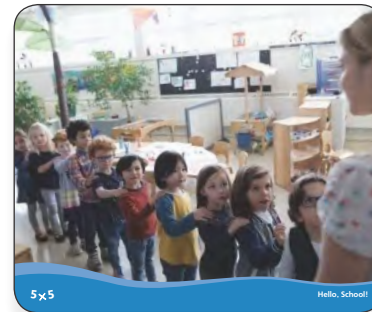
Musical Chairs Add further academic content to the musical chairs game by using Alphabet Cards, shapes, or numbers in place of the colored construction paper in the alternative version of the game. VISUAL

Reflect

10 minutes

5x5

Rules Point to the picture. *What rules are children following in this picture? What is a rule?* Remind children that following *rules* helps people *learn* and play together. Next, draw a circle with a diagonal line through it. Tell children this symbol means NOT to do something. Draw several pictures combined with the symbol to convey *rules* such as no food or drink, no littering, and no swimming. Challenge children to read the symbols and say the rule.



Learning Outcomes

The child

- can communicate basic emotions/feelings.
- recognizes that text has meaning.

What You Need

- 5x5 Card: Following Rules
- SEL Card: *happy; sad*
- Javi

Concept Vocabulary

rules learn

Academic Vocabulary

symbol sad

happy feelings

Transition

At Times

Teach children this song to the tune of “The Itsy Bitsy Spider.”

At times, we feel lonely.

(tip of finger from eye down cheek)

At times, we feel sad.

(show a frown)

At other times, we might feel just a little mad.

(pouty face)

But then our teacher helps us smile such big smiles!

(point to smile)

Those are the times when we stop to stay awhile.

(hold up hand to “stop”)



Social and Emotional Learning

Happy or Sad Children will begin to communicate their feelings. Display SEL Card *happy/sad*. Point to the child who is happy. *This child feels something. What do you think it is?* Allow children to respond that the child is happy. Point to the child who is sad. *This child feels something. What do you think it is?* Allow children to respond that the child is sad. *Did you feel happy today? Tell us about it. Did you feel sad today? Tell us about it.* Use these sentence frames with children if needed: *I was happy when _____.* *I was sad when _____.*



Let's Talk About It

We had a great day today. My favorite part of the day was reading *Maria Had a Little Llama*. Do you remember how the llama felt when it got to school? It was happy to be there! I'm happy to be here too. Hold up Javi. I'm going to pass around Javi, and I want you to tell me what made you happy today. I'll begin. It made me happy to see everyone share their artwork today. Pass around Javi and allow each child to name something that made them happy. Notice that they can communicate basic emotions.



Welcome to Today

15 minutes

Meet and Greet

- As children enter the classroom, greet them and ask them about their morning so far.
- Encourage children to place their pictures on the Mood Meter to show how they feel this morning.



Sing, Rhyme, and Shout

Hello, School! Use the lyrics and illustration on the card to sing about and discuss *rules*.

- *We're learning a lot about rules this week. What is an example of a rule we follow at school? When do we follow this rule?*
- Have children *listen* to the song, and invite them to sing along.
- Then adapt the lyrics to add a *rule* children mentioned during the discussion.



Morning Meeting

- Attendance** Have children add their name cards to the attendance chart. Congratulate them on their effort to come to school every day. *It is so important to have everyone here each day. We miss our friends when they do not come in.*
- Helper Chart** Ask this week's helpers to tell the class how they helped. Remind children that every child will get a turn at being a helper.
- Weather** *What did you see when you looked up at the sky today?* Have children describe whether the sky was blue or cloudy and if they saw the sun.
- Today's Events** Call on children and ask them which part of the day they are looking forward to most. Then preview some of the day's activities.

Learning Outcomes

The child

- follows classroom routines with occasional reminders from teacher.
- assumes various responsibilities as part of a classroom community.
- participates in classroom music activities including singing.

What You Need

- Sing, Rhyme, and Shout: "Our School Rules"
- attendance chart, helper chart

Theme Vocabulary

routine

Concept Vocabulary

rules

friends

learn

listen

Academic Vocabulary

helper

help

DIFFERENTIATED SUPPORT

Extra Support

Morning Meeting Ask a child who has trouble focusing to help you lead the Morning Meeting. You may wish to make this a job on the helper chart. Before the meeting, practice naming the parts of the Morning Meeting in order with the child. Then, as you conduct the meeting, prompt the child to introduce each part of the meeting to the class. AUDITORY/KINESTHETIC

Story Time

15 minutes

Learning Outcomes

The child

- increases listening vocabulary.
- typically uses complete sentences of four or more words.
- retells or re-enacts a story after it is read aloud.

What You Need

- Trade Book: *Maria Had a Little Llama*
- Talk More About It Card: *Maria Had a Little Llama*
- Vocabulary Cards: *friends, learn, listen, rules, teacher*

Hello, School!

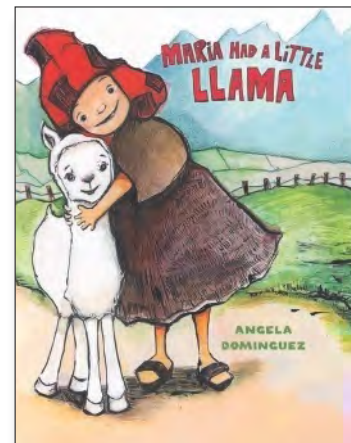
? **Why do we have rules and routines at school?** Remind children of this week's question: *Why do we have rules and routines at school?* Point out that reading *Maria Had a Little Llama* is helping them learn more about why *rules* and *routines* are important.



Maria Had a Little Llama

When children are seated and listening, tell them that today you are going to reread *Maria Had a Little Llama*.

- 1 Remember** Ask children to recall events from the book. **What happened when Maria brought her llama to school?** Turn pages of the book, finding the parts children tell you about. Discuss details. **Here is that part!** Kira told us that children in the class were laughing and playing with the llama. I can see that right here in the picture.
- 2 Reread** Read the book aloud. As you read, reinforce the meanings of key words in the story. You may wish to ask if children are familiar with the nursery rhyme *Mary Had a Little Lamb*. You may even choose to read the rhyme and ask children what is *alike* and *different* about the two stories.
- 3 Retell** Display the Talk More About It Card. Point to each illustration and have children tell what is happening. Remind them of the part in the story if needed. Then ask children to retell the entire story from beginning to end, using the illustrations as guides. Encourage students to use words such as *first*, *then*, and *finally*.



DIFFERENTIATED SUPPORT

Engage and Extend

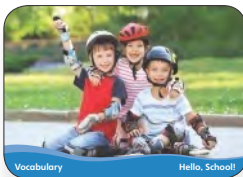
Four-Word Sentences Invite children who are ready to add words to their sentence to tell more about their own pet or a pet they would like to have. Encourage them to add as many words as they can think of. For example: *(I have/I want) a fast, fluffy, white cat!* AUDITORY

Literacy Circle

15 minutes

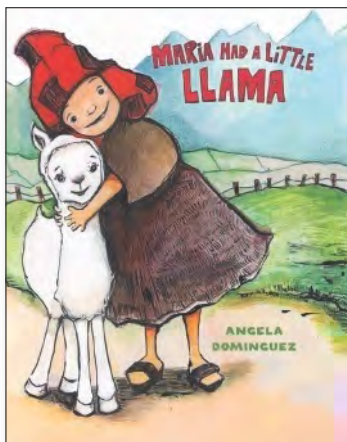
Concept Vocabulary

Practice Display Vocabulary Cards *friends* and *learn*. Have children identify each one. *One of these words is a word for a person or people. Are friends people? Yes. Is learn a person? No. That's silly! What other word is a word for people? (teacher)*



Sentences and Structure

Four-Word Sentences Tell children that letters make words and that words make sentences that have meaning. Then ask children if they have any pets. Restate the first response as a four-word sentence using this sentence frame: has a . Then have children use the following sentence frame to restate additional responses: has a . Reinforce the meaning of the words, and explain that each of the four words in their sentences carries part of the sentence's meaning.



Vocabulary

Increase Listening Vocabulary Turn to the page in *Maria Had a Little Llama* beginning “But still he lingered near and waited patiently about...”

- Read the page aloud. Then discuss what is shown in the illustrations. Talk about why there are many pictures of clocks. (They show that time is going by while the llama waits for Maria.)
- Reread the text on the page and draw children's attention to the word *patiently*. *It says here that the llama waited patiently. What does that word mean? I see in the picture that the llama looks calm and well behaved. He is sitting quietly while he waits for Maria to get out of school. I think waiting patiently means staying calm and quiet until it is your turn.*
- Tell the group you and a child will take turns playing with a toy. Give the toy to the child. Then model waiting your turn patiently and impatiently. Discuss how it is much nicer to be around people who wait patiently. Hand toys to pairs of children and have them act out waiting their turn patiently.

Transitions

Mama, I Want a Llama!

Invite children to stand. Have them chant several times, *Mama, I want a llama!*

Ask: *Why do you want a llama?*

Then lead children in chanting and acting out the following lines together:

We will run in circles together. (run in circles)

We will jump over fences together. (jump)

We will roll in the grass together. (roll on the floor)

Continue the activity having a volunteer say, *Mama, I want a llama!* Ask *Why do you want a llama?* as a class, and have the child come up with a new response for everyone to act out.

Concept Vocabulary

friends	teacher
listen	learn
rules	



CHECK FOR UNDERSTANDING

IF... children have difficulty retelling a story,

THEN... show them how they can look through the book to find illustrations showing key events. Then talk about the events together.

LET'S GET READY FOR

Center and Small Group Time

60 minutes

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

Small Group

- **Math: Counting** Invite the group to practice the chant they learned yesterday:
 - One, two! (hold up one, then two fingers)
 - I like you! (point outward)
 - One, two, three! (hold up one, two, three fingers)
 - I like me! (point to self)
- Repeat the chant, having children start in a whisper and get a little louder each time. Have children repeat the chant one more time with a partner. Tell them to make sure they put up another finger as they say each number word.

▶ **ELL Access**

Academic Vocabulary

Emerging Have children repeat each line of the chant after you.

Developing Have the child say the chant together with you.

Expanding Begin saying the chant, leaving gaps. Invite children to fill in each gap.

Bridging Ask one child to say the chant to another child. The other child should respond by saying it back.

- **Literacy: Four-Word Sentences** Have children stand in a circle and then give a different object to each child in the group. Then have each child say a four-word sentence about whomever is standing next to them using this sentence frame: *___ has a ___*. For example, the completed sentence might be: *DeJuan has a crayon*. Reinforce that each word in a sentence carries a part of the sentence's meaning.

▶ **ELL Access**

Share Information

Emerging Say the following sentence beginning for children: *[Child's name] has a ___*. Have them complete the sentence by saying what the child is holding.

Developing Say the following sentence beginning for children: *[Child's name] has a ___*. Have them repeat the sentence starter and complete it by saying what the child is holding.

Expanding Use the following sentence frame to make an observation about someone in the group: *[Child's name] has a ___*. Then ask: *What does [child's name] have?* Then have the child use the same sentence frame to make an observation about someone else.

Bridging Point to someone in the group and ask the child, *What does he/she have?* Have the child answer using the format *___ has a ___*.

Math Circle

15 minutes

Counting

Tell children that today they are going to make up their own way to show counting from one to five.

- 1 Engage** Have children warm up for the activity by singing the following verse to the tune of “Twinkle, Twinkle, Little Star.” When you count, hold up your fingers to represent the number counted.

We will count to five today.

There is only one right way.

“One, two, three,” That’s how we start.

“Four and five. Yes we’re so smart!”

We will count to five today.

Learn the right way every day!

- 2 Develop** Have children clap or march along with you and count each clap from one to five. **March with me! One, two, three, four, five!** Repeat the count continuously. Begin slowly at first, gradually increasing the beat.
- 3 Practice** Assign children to small groups. Have them practice rote counting to five in their own way. Explain that they will use the chant _____ *with me! One, two, three, four, five!* but they can choose their own movements to use. After groups have had a chance to practice, ask them to perform their count in front of the class. (Help children as needed with the verb to use for their chant.)

Learning Outcome

The child

- uses words to rote count from 1 to 30.

Academic Vocabulary

count



CHECK FOR UNDERSTANDING

IF... children have difficulty counting to five,

THEN... say the warm-up chant again and have children repeat each line. Pause after each number in the last line and have children repeat. Check that children have held up one more finger each time.



Snack Time

15 minutes

Favorite Snacks Discuss children’s favorite snacks. Invite each child to name a favorite snack. Then have classmates respond either by agreeing that it is their favorite snack too or by acknowledging the child’s favorite before stating their own—for example, *You like apples, but my favorite snack is yogurt.*

Social Studies Circle

15 minutes

Learning Outcomes

The child

- demonstrates an understanding that others have perspectives that are different from her own.
- typically uses complete sentences of four or more words.
- identifies similarities between himself, classmates and other children inclusive of specific characteristics.
- identifies differences between himself, classmates and other children inclusive of specific characteristics.

Theme Vocabulary

alike different

Outdoor Play

20 minutes

Is It You? Have children think of something they like. (I like apples. My favorite color is blue.) Roll the ball to a child, and have him or her share what they like about themselves. Then have the child roll the ball to someone else who the child thinks might like the same thing. The next child should say *yes* or *no* and then state his or her own preference before rolling the ball on to another child in the same manner. Help ensure that all children are included in the game.

There's Something About Me

Ask children to stand up and listen to the poem. Say the poem a second time and invite children to repeat each line after you.

There's something about me

That I'm knowing.

There's something about me

That isn't showing.

I'm growing!

Same and Different

- 1 Engage** Tell the class we are going to talk about same and *different*. Explain that you will say something about yourself. Select things that are a non-physical characteristic, such as: *I ate cereal for breakfast*. Ask students to raise their hands if they had the same thing for breakfast. *All those children had the same thing for breakfast. The other children had something different*. Repeat, calling out other non-physical characteristics, such as: *My favorite color is red. I have a sister.* and so on.
- 2 Develop** Gather children back into the circle. Talk about the words *same* and *different*. *The same means alike. If two things are alike, they are the same. Different means not alike. If two things are different, they are not alike*. Point out that people are *alike* in some ways and *different* in others, as they explored during the game. Mention something about yourself that came up during the game. Have children take turns using the word *same* or *different* to tell about themselves. For example: *I like the same color. I like a different color*.
- 3 Practice** Help children demonstrate an understanding that others have perspectives that are different from their own. *Find someone who likes something the same as you*. Have pairs tell you how they are *alike*. *Find someone who likes something different from what you like*. Have pairs tell you how they are *different*.

Learn and Play

90 minutes

Let's Move!

Hop x 4 Remind children of the time in Literary Circle when they shared about their pets. Review the four-word sentence frame they used: has a . (For example, *Jose has a cat.*)

- Next, repeat a child's statement about his or her pet and have the group hop once for each word in the sentence.
- Choose volunteers to say the sentence and hop at different speeds. Then repeat with statements about other children's pets.

Not I Have children gather around in a big circle. Stand in the center of the circle.

- Make a statement about a characteristic or preference you have. For example: *I like the zoo. I can ride a bike.* If children agree, they should take one step toward you. If they do not agree with your statement, they should take one step away. Repeat until a child reaches you.
- Repeat with children taking turns in in the center.

Let's Talk

Same or Different Circulate among the play areas and take note of playmates who have something in common.

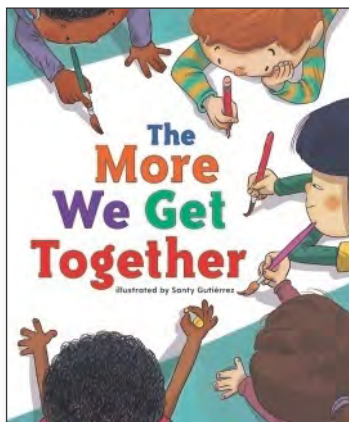
- Engage children in one-on-one conversations about their similarities. For example: *Wow, you are both using the same green paper. Do both of you love that color?*



Let's Read

Children's Choice Display *The More We Get Together* and other books you have selected from the classroom library. Have children choose a book to read together today.

Counting Point to items in the illustrations. Have children count them together with you.



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

Quiet Green Place Encourage children to close their eyes and return in their minds to the quiet green place outdoors where they feel at peace. *What does your quiet green place look like? What is growing all around you? What sounds do you hear? Why do you feel sleepy and relaxed in your quiet green place?*

DIFFERENTIATED SUPPORT

ELL

Let's Talk About It Provide English language learners with sentence frames to help them compare themselves to other children. For example: *We both _____. He/she _____ but I _____.* AUDITORY

DIFFERENTIATED SUPPORT

Extra Support

Hop x 4 Provide alternate ways to move in the Hop x 4 activity if some children are unable to hop. For example, children can beat on an instrument, nod their head, clap, or blink to show recognition of each word in the sentence. KINESTHETIC

Reflect

10 minutes

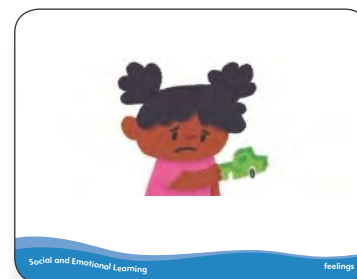
5x5

Counting Point to the children in line. **Let's line up like the children in the photo.** Gather groups of four or five children to line up. Then help children count off numbers in order, starting with the first child in line. Say the child's counting number and have them repeat it. Continue to the end of the line.



Social and Emotional Learning

Feelings Children will begin to understand the difference between feelings and behaviors. Display SEL Card *feelings*. **This child feels something. What do you think it is?** Allow children to respond that the child is sad. **Being sad is a feeling. This girl is sad because the toy she wants to play with is broken. We all feel sad sometimes. We all have feelings. Sometimes when I am sad, I cry. Crying is something I do, but it isn't what I feel. I feel sad, so I cry. Being sad and crying are not the same. They are *different*.** Have children describe other ways they behave when they are sad.



Let's Talk About It

Tell children to think back to the activity they did during Social Studies Circle. **You found that your classmates are the same as you in some ways. They are *different* from you in other ways.** Pass around Javi and invite children to share a way in which they are the same as another classmate as well as *different*.



Learning Outcomes

The child

- begins to understand difference between emotions/feelings and behaviors.
- uses words to rote count from 1 to 30.
- identifies similarities between himself, classmates and other children inclusive of specific characteristics.

What You Need

- 5x5 Card: Following Rules
- SEL Card: *feelings*
- Javi

Theme Vocabulary

different

Academic Vocabulary

count	feelings
counting	sad
numbers	same



CHECK FOR UNDERSTANDING

IF... children have difficulty understanding the difference between feelings and behaviors,

THEN... talk with them about a situation in which they felt happy and clapped their hands, and then a time when they felt sad and cried, pointing out the feelings and the actions as two different things.

Story Time

15 minutes

Learning Outcomes

The child

- engages in pre-reading activities.
- recognizes at least 20 distinct letter sounds in the language of instruction.
- distinguishes between elements of print including letters, words, and pictures.

What You Need

- Read More About It: “School Rules”
- Vocabulary Cards: *routine*, *friends*, *learn*, *listen*, *rules*, *teacher*
- Alphabet Card: Ss

Hello, School!

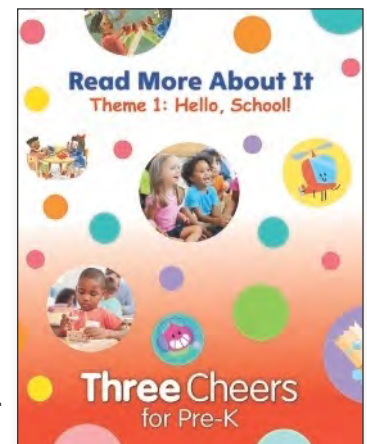
? **Why do we have rules and routines at school?** Remind children of this week’s question: *Why do we have rules and routines at school?* Display Vocabulary Card *routine*. This picture shows children following a *routine*. A *routine* is something we do in different steps. We do something first, something else next, and the last thing we do is last.



“School Rules”

When children are seated and listening, tell them that today you are going to read “School Rules.”

- 1 Introduce** Display the second selection in Read More About It. Have children preview the selection with you and guide them to use the pictures to make guesses about what it is about. Discuss together how pictures help show what the words on the page mean.
- 2 Read Together** Read the text aloud. Discuss the meaning of each *rule* such as sit quietly, raise our hands, take turns, and so on.
- 3 Connect** After reading, ask children to compare the *rules* and *routines* in the book with their own rules and routines. *What routines in the book remind you of something we do in class? What rules from the book are we following right here in circle time?* Call on children to act out various *rules* mentioned in the story, such as raising hands, taking turns speaking, and sharing. Then reread the last section and have children answer the question it asks: *What rules do you have in school?*



DIFFERENTIATED SUPPORT

ELL

- **School Rules** Have fluent speakers partner with English language learners to model *rules* mentioned in “School Rules.” Invite children to stand. Say: **Raise your hand.** As children follow the rule, make sure English learners are following as well. Repeat with: **Sit** and **Sit quietly.** Gesture that you are closing your mouth and guide them to do the same. Pass partners a classroom toy and say: **Take turns.** Guide them in passing it back and forth. KINESTHETIC

Literacy Circle

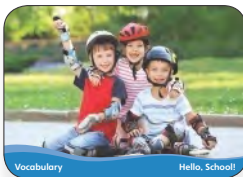
15 minutes

Concept Vocabulary

Review Remind children of the weekly question: *Why do we have rules and routines at school?*

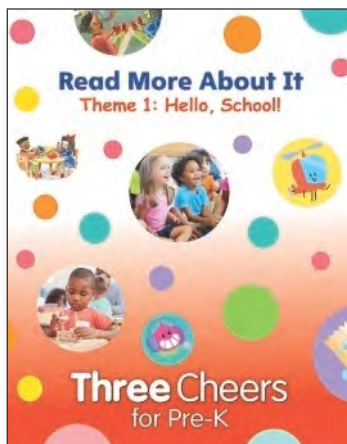
Display Vocabulary Cards *friends* and *listen*. I'm thinking of a word that shows children following a rule. The rule is one we use in our classroom during circle time. What is my word? (*listen*) Hold

up two cards and give children clues for one of the words (*friends, learn, listen, rules, teacher*). Have children identify the word. Repeat until each word has been used at least once.



Print Concepts

Pictures, Words, and Letters Help children distinguish between elements of print. Draw children's attention to the words and pictures in "School Rules." Discuss how words and pictures help us understand what a selection is about. Ask children to tell you what they learned from the words and the pictures.



Alphabet Knowledge

Introduce Ss /s/ Tell children that today they are going to learn about the letter S.

- Letter Name** Display the Alphabet Card Ss. Point to the uppercase S. *This is the uppercase S.* Point to the lowercase s. *This is the lowercase s. Say the letter name with me: /es/.* 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 s spells sounds like this: /s/, /s/, /s/. Say it with me: /s/. 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 S 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 letters.

Transition

Rhyme

Have children repeat the following lines after you. Model adding gestures as shown in the examples.

Time to sit,	(sit down)
Time to stand.	(stand up)
Listen closely,	(put hand behind ear)
Raise your hand.	(raise hand)
Wait your turn and follow the rules.	(fold arms)
We like to be nice at our school!	(hold arms out)

Concept Vocabulary

rules	teacher
learn	listen
friends	

Theme Vocabulary

routine

Academic Vocabulary

picture	word
letter	

✓ CHECK FOR UNDERSTANDING

IF... children have difficulty saying the sound /s/,

THEN... have them practice saying words that begin with the sound /s/, such as *sit, sad, and sing*. Say each word, drawing out the sound /s/: /ssssss/, -it. Work with children to repeat after you.

LET'S GET READY FOR

Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or for **English Language Development** lessons (pp. ELD•210–ELD•211).

Small Group

- **Math: Counting** Invite the group to practice the song they learned yesterday to the tune of "Twinkle, Twinkle, Little Star."
 - *We will count to five today.*
 - *There is only one right way.*
 - *"One, two, three," That's how we start.*
 - *"Four and five. Yes we're so smart!"*
 - *We will count to five today.*
 - *Learn the right way every day!*
- Repeat the song, having children start in a whisper and get a little louder each time. Have children repeat the song one more time with a partner. Tell them to make sure they put up another finger as they say each number word.

► **ELL Access**

Academic Vocabulary

Emerging Have children repeat each line of the song after you.

Developing Have the child sing the song together with you.

Expanding Begin singing the song, leaving gaps. Invite children to fill in each gap.

Bridging Ask one child to sing the song to another child. The other child should respond by singing it back.

- **Literacy: Alphabet Knowledge** Give each child a different letter card. One child should receive an S.
 - Tell children not to show their cards, but to keep their letter a secret. Then tell children that the person who has the S should smile, while children who do not have an S should not smile. Call on a child who is not smiling and ask, *Who do you think has the letter S?* They should look around at the other children and then answer. Repeat, questioning one or two other children who are not smiling. Have a card reveal to show if they are right. Then repeat, shuffling the cards and passing them out again.

► **ELL Access**

Say Letter Names

Emerging Display Alphabet Card Ss. Say the letter name and have children echo you.

Developing Display Alphabet Card Ss. Have children say the letter name together with you.

Expanding Display Alphabet Card Ss. Ask, *What letter is this?* Have children say the correct letter.

Bridging Display Alphabet Card Ss. Have children identify the letter using the sentence frame *That is the letter ___*.

Math Circle

15 minutes

Counting

Tell children that today they are going to learn to count objects to find how many there are.

- 1 **Engage** Review rote counting up to five. Begin with the counting chant and then the song children learned in the last two days of Math Circle. Then have the whole class march to the count of three, the count of four, and the count of five.
- 2 **Develop** Demonstrate counting a set of three objects. Lay out three classroom objects, such as toys, blocks, or crayons. *We can count objects to see how many there are. I will count these toys. I will make sure I only say one number for each toy. Model saying the counting numbers as you touch each toy. One, two, three. I stop counting when there are no more toys. The last number I said tells me the number of objects. What number did I say last? Three, so there are three toys.* Count the toys again to check, this time moving a counter above each one as it is counted. Repeat, counting sets of one and then sets of two objects.
- 3 **Practice** Pass out a set of one, two, or three math manipulatives to each child and a set of three counters. *You can count to find how many you have.* Guide children in counting the objects one at a time. Help them move their hand to touch each object as you count it together. Then have them repeat the count on their own, placing a counter on each object as they count it. Ask children to show the rest of the group how they know how many objects are in their set.

Learning Outcomes

The child

- knows that objects, or parts of an object, can be counted.
- counts 1–10 items, with one count per item.
- counts up to 10 items.

What You Need

- sets of 1, 2, and 3 classroom objects, such as toys, blocks, or crayons
- sets of 1, 2, or 3 math manipulatives (one set for each child)
- Counters

Academic Vocabulary

count	one
two	three
object	



Snack Time

15 minutes

Snack Chat Remind children that snack time is a time to relax and have fun. Tell them that it is also a good time to get to know their classmates better. Model chatting with another person during snack time. *Oh, there's Natalia! I want to get to know her better. I will ask about her day. How was your day, Natalia? We will both have fun eating and talking during snack time.* Demonstrate other questions to start a conversation, such as *What did you like best today?* or *What are your favorite snacks?*

Science Circle

15 minutes

Learning Outcomes

The child

- increasingly communicates with peers to initiate pretend play scenarios that share a common plan.
- interacts with a variety of playmates.
- observes and investigates characteristics of common objects.
- uses simple measuring devices to learn about objects.

What You Need

- pan balance
- objects of varying weights
- Alphabet Card: Ss
- Read More About It: "School Rules"
- Trade Books: *Pete the Cat: Rocking in My School Shoes*, *Maria Had a Little Llama*

Theme Vocabulary

alike different

Concept Vocabulary

friends

Academic Vocabulary

compare heavier
same balance

Outdoor Play

20 minutes

Maria Had a Little Llama Invite children to act out scenes from the book *Maria Had a Little Llama*. Have a volunteer play the part of Maria. Give the child a large ball, and have the child pretend it is the llama. Tell the remaining children to pretend they are at school when Maria brings the llama in.

My Red Balloon

Have children stand up. Recite the poem and model the movements. Invite children to demonstrate the movements as you say the poem a second time.

I had a little red balloon	(Make ball with hands)
And I blew and blew and blew,	(Blow into ball three times)
Until it grew and grew and grew	(Move hands apart)
I tossed it in the air,	(Pretend to toss ball)
And never let it drop,	(Shake head)
I bounced it on the ground,	(Pretend to bounce ball)
Until it suddenly went "POP!"	(Clap hands together)

Properties of Objects

- 1 Engage** Review the pan balance with children. **Who can tell me the name of this tool? What do we use it for?** Hold up two objects and ask children to guess which object is heavier. Encourage children to state their opinion in a sentence, such as *I think the eraser is heavier*.
- 2 Develop** Test children's guesses by placing the objects on the balance and comparing them. Remind children how to read the pan balance. **Remember, if one side of the balance is lower, that means the object is heavier. Which side looks lower to you? How can you tell that object is heavier?**
- 3 Practice** Have children explore the classroom to find two objects they think might weigh about the same. Help children check their predictions by putting the objects on the pan balance. Point out that if the trays are close to the same level, the objects are about the same weight.

Learn and Play

90 minutes

Let's Move!

Slither Time Show the Alphabet Card for Ss.

- Have children practice making the s sound: /s/.
- Next, show children the picture card: *snake*.
Listen to the /s/ sound at the beginning of *snake*.
- Invite children to slither around the area while making the /s/ sound like a hissing snake.



Shake the Sillies Out Invite children to stand.

- Tell children to shake as many sillies out of their bodies from head to toe as possible as you count to five.
- Begin to count. After a mysterious pause, declare that you can still sense some sillies nearby. Have children shake again while you count again to five. Declare that the sillies are now gone!

Let's Talk

Friends Circulate among the play areas and take note of playmates who are playing together happily. Encourage children to interact with a variety of playmates.

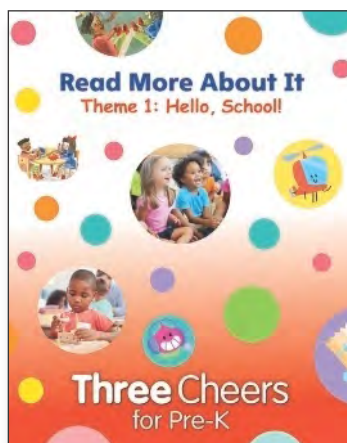
- Engage children in one-on-one conversations about friendship. For example: *I see that you are having fun together. What do you like about your friend? How long have you been friends?*



Let's Read

Read More About It As you reread each part of "School Rules," ask children to tell what rule is being followed in each picture.

Comparing Pictures Focus on the illustrations in *Pete the Cat: Rocking in My School Shoes* and *Maria Had a Little Llama* as you reread each book. 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.

Rest Time

30 to 45 minutes

Lying in the Sun Tell children to picture themselves lying in a grassy field on a bright, warm day. *The sun is so warm it is making you sleepy. Feel the sun on your head. Feel it on your arms and legs. Now feel the sun shining on your fingers and feet. Every part of you is warmed by the gentle light of the sun.*



CHECK FOR UNDERSTANDING

IF... children have difficulty understanding how the balance works,

THEN... encourage them to incorporate the balance into free play activities. As children play, join in and try to steer play in a direction that emphasizes what happens when weight is added to the balance. For example, you might put an action figure on either side and then add a toy animal. Make the action figure talk: *Oh no, there's an elephant on my side! We're too heavy now. We're going down!*

DIFFERENTIATED SUPPORT

3-Year-Olds

Shake the Sillies Out You may wish to institute a "Shake the Sillies Out" session with younger children just prior to rest time to begin winding down. To help them spend energy, focus on moving different body parts: *Now let's get silly with our arms! Now let's get silly with our hands! Now let's get silly with our legs! KINESTHETIC*

Reflect

10 minutes

5x5

Position and Motion Point out that the children are lined up to play a game. **Let's line up to play our own game.** Stand in front of the line. Call out directions and have children perform each activity as you demonstrate. **Move side to side. Reach up. Reach down. Spin in a circle!**



Learning Outcomes

The child

- assumes various roles and responsibilities as part of a classroom community.
- observes position of objects.
- observes motion of objects.

What You Need

- 5x5 Card: Following Rules
- SEL Card: *responsible*
- Javi

Academic Vocabulary

classroom help



Social and Emotional Learning

Responsible Children will assume various roles and responsibilities as part of a classroom community. Display SEL Card *responsible*. **What are these children doing?** Allow children to respond. **These children are helping in their classroom by putting things away. What are they putting away?** Allow children to respond. **Why would they put things away?** Allow children to respond and prompt them as needed. Ask them to talk about ways they've helped in the classroom.



Let's Talk About It

Have children think about their helper jobs and other ways they have helped today. **You are all big helpers in our classroom. Some of you help by being the line leader or the snack helper. Some of you help by cleaning up during clean-up time. Some of you help by doing something nice for a friend.** Pass around Javi and have children take turns naming a way they helped in the classroom today. Provide guidance as needed.



CHECK FOR UNDERSTANDING

IF... children have difficulty understanding that putting things away in the classroom is the right thing to do,

THEN... ask them to tell you who should put the things away. **If we all do what we can to help out, our classroom will be a better place.**

DIFFERENTIATED SUPPORT

Engage and Extend

Responsible To reiterate the idea that we all need to help in the classroom, have children line up between you and the place you usually keep Javi. Explain that you need to get Javi home, but you and nobody else can move. Brainstorm with children to find a way to get Javi home, such as passing him down the line. Then explain how everyone was needed to help. **TACTILE**

Welcome to Today

15 minutes

Meet and Greet

- As children enter the classroom, greet them with a warm welcome and congratulate them on nearly completing their second week of school.
- Encourage children to place their pictures on the Mood Meter so you can gauge the mood of your classroom.

Sing, Rhyme, and Shout

Hello, School! Use the lyrics and illustration on the card to sing about and discuss *rules* children have followed this week.

- *We learned a lot about rules this week. What are some you followed this week?*
- Have children *listen* to the song, and invite children to sing along.



Morning Meeting

- 1 Attendance** Invite children to place their name cards on the attendance chart. Remind the class that the print on the name cards shows each child's name. Point to the text and read each name aloud. *[Child's name] is here today!*
- 2 Helper Chart** Thank the helpers for doing their job this week. Remind children that next week new jobs will be assigned.
- 3 Weather** Ask children if the weather has changed this week or stayed the same. Encourage them to supply details.
- 4 Today's Events** Tell children that today is the last day of the week. Ask them what their favorite activities were so far and what they would like to do today.

Learning Outcomes

The child

- participates in classroom music activities including singing.

What You Need

- Sing, Rhyme, and Shout: "Our School Rules"
- attendance chart, helper chart

Concept Vocabulary

rules listen
learn

Academic Vocabulary

same helper

DIFFERENTIATED SUPPORT

3-Year Olds

Attendance If young children have difficulty finding their name cards, add a small picture of them on their cards to help them. VISUAL

Story Time

15 minutes

Learning Outcomes

The child

- shows understanding by responding appropriately.
- retells or re-enacts a story after it is read aloud.
- uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
- 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.

What You Need

- Trade Book: *Maria Had a Little Llama*
- Read More About It: “School Rules”
- Vocabulary Cards: *routine, friends, learn, listen, rules, teacher*
- Alphabet Card: Ss

DIFFERENTIATED SUPPORT

3-Year-Olds

Compare Help three-year-olds find similarities in books by playing a matching game. Lay books open side by side. Point to an item in one illustration and the same item in the other illustration, saying each word as you point to it. Repeat several times. For example: **Book, book. Desk, desk. Girl, girl.** Have children do the same. Then point to and name an item in the first book and have children point to and say the same item in the second book. VISUAL

Hello, School!

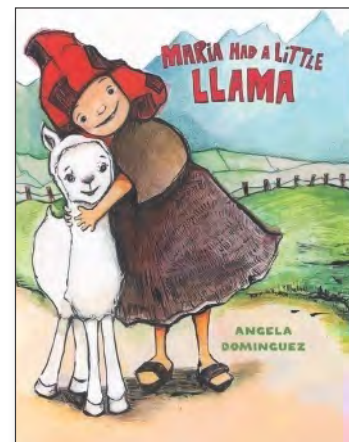
? **Why do we have rules and routines at school?** Remind children of this week’s question: *Why do we have rules and routines at school?* Display Vocabulary Card *routine* and review its meaning with children. Then explain that the books they have read this week show ways rules can help children learn at school.



Maria Had a Little Llama and “School Rules”

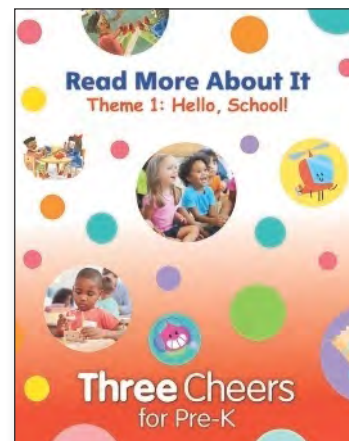
Invite children to sit around the circle. Tell them that today you are going to review *Maria Had a Little Llama* and “School Rules.”

1 Remember Display the front cover of the trade book *Maria Had a Little Llama* and the second selection in Read More About It, “School Rules.” Ask volunteers to retell each of the sections with the support of the pictures. Guide children with questions, such as **What is happening here?** Ask children to point out images that help show the school rules in the text.



2 Reread Read the middle part of *Maria Had a Little Llama* aloud, from “He followed her to school one day...” to “It made the children laugh and play...” Then read the first half of “School Rules” aloud. Ask children what they notice in each selection.

3 Compare Help children compare and contrast the two texts. **Do both stories show a classroom? Do they both have children? How are the children acting differently?** Help children identify rules that the children in “School Rules” are following that are not being followed in *Maria Had a Little Llama*. Say: **Rules in school help us learn and keep us safe.**



Literacy Circle

15 minutes

Concept Vocabulary

Check for Understanding To ensure children can demonstrate understanding of the meaning of 3,000 to 4,000 words by the end of prekindergarten, monitor the responses of individuals to the following prompts: *What are some things that friends do together? What is the name of your teacher? What are some rules in our classroom? How do you show that you can listen to me? What can we learn about at school?*



Listening Comprehension

Responding Appropriately Tell children they are going to practice answering questions. *When someone asks a question, it is important to listen to every word. Think about what that person wants to know. Have children listen carefully as you ask: How are the two texts the same? Point out important parts of the question. I asked about two texts, so your answer should tell about both, not just one. I asked how they are the same, so your answer should tell a way they are alike. Have children answer the question, providing guidance as needed. Repeat with the question How are the two texts different?*

Alphabet Knowledge

Review Ss /s/ Tell children that today they are going to continue learning about the letter S.

- Letter Name** Display the Alphabet Card Ss. Review the uppercase and lowercase letters. Point to the uppercase S. *This is the uppercase S.* Point to the lowercase s. *This is the lowercase s. Say the letter name with me: /es/. 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 s spells sounds like this: /s/, /s/, /s/. *Say it with me: /s/.* Give examples of words starting with s. *I can think of words that start with the letter s. One word is sit. Another word is safe.* Ask children to repeat each word after you, emphasizing the initial consonant /s/.
- Letter Formation** Trace the uppercase S on the Alphabet Card and remind children of the order of movements. Have children practice tracing the letter in the air. Repeat with the lowercase s.



Transition

What Can You Do at School?

Call out these activities, some real, some silly. Have children respond by chanting *Yes!* or *No!* after each one.

You can read a book at school.	<i>Yes!</i>
You can bring a llama to school.	<i>No!</i>
You can have a snack at school.	<i>Yes!</i>
You can bring a monster to school.	<i>No!</i>
You can play with friends at school.	<i>Yes!</i>
You can swim with fish at school.	<i>No!</i>

Theme Vocabulary

routine different

Concept Vocabulary

rules teacher
learn listen
friends

Academic Vocabulary

question answer
same different



CHECK FOR UNDERSTANDING

IF... children have difficulty responding appropriately to questions,

THEN... use simpler questions, such as *What is this animal?* or *Where is Maria?* Give positive feedback when children answer a question.



Wheel of Motion

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

LET'S GET READY FOR

Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or for **English Language Development** lessons (pp. ELD•210–ELD•211).

Small Group

- **Math: Counting** Display the title spread of the book *Maria Had a Little Llama*. Model pointing to each llama and counting it. As you count, place a counter or sticky note on each llama, or move counters to make a vertical line. Then ask children to take turns counting the group of llamas, starting with a different llama each time. Point out that no matter what order children count them in, the number of llamas is the same.

▶ **ELL Access**

Academic Vocabulary

Emerging Point to each llama and count it as children repeat each number after you. Ask: **How many llamas are there?** Have children answer by saying the number.

Developing Point to each llama and count it. Have children point to the same llamas and repeat the count after you. Ask: **How many llamas are there?** Have children answer with the sentence frame: *There are ____ llamas.*

Expanding Point to each llama and have children count aloud as you point. Then ask children to tell you how many llamas there are in all.

Bridging Have children point to each llama, count it aloud, and tell you how many llamas there are in all.

- **Literacy: Responding Appropriately** Display an illustration from *Maria Had a Little Llama*. Ask a child a question about the illustration. When the child answers, ask the rest of the group: **Does that answer our question? Why or why not?** If not, give guidance on how to answer it correctly. Repeat, giving every child a turn.

▶ **ELL Access**

Respond to Questions

Emerging Point to items in an illustration and ask: **Is this a ____?** Have children answer Yes or No. Then confirm their response by saying: **Yes, that is a ____.**

Developing Point to an item in the illustration that children can name in English. Ask: **What is that?** and have them answer. Then have children point to something else and ask you: *What is that?* Take turns, practicing asking and answering questions.

Expanding Ask children more advanced questions, such as: **Where is the llama?** If the child cannot answer, model a response. Then ask a similar question about a different item, such as: **Where is Maria?**

Bridging Have partners ask each other questions about the items in the illustration. Encourage them to use complete sentences and to engage in a conversation about what they see.

Math Circle

15 minutes

Counting

Tell children that today they are going to continue learning to count objects.

- 1 **Engage** Show children a box containing three similar but unique objects concealed from view, such as crayons or colored blocks. Tell children there are one, two, or three objects inside the box. Shake the box. *How many do you think are inside the box? Who thinks there is one? Who thinks there are two? Who thinks there are three?* Have children raise their hands to respond each time. Then open the box and count the objects together to check.
- 2 **Develop** Repeat the activity, using math manipulatives. Place one to three manipulatives in the box, shake it, and have children guess the number inside. Demonstrate that the order of the counting sequence is always the same, regardless of what is counted. Open the box and count the items together. *I can count any objects this way. The order of the numbers I use to count is the same. I always count by saying one counting number as I touch or move each object.*
- 3 **Practice** Repeat the activity by asking a child to stand by you and to take your role of hiding different objects. Have the child put one to three objects in the box and shake it as before while the rest of the class guesses the number. Have another child take out the objects and count to check. Ask the rest of the class if they think that is the correct number. Continue with different children in the roles of hiding the objects and counting.

Learning Outcomes

The child

- counts 1–10 items, with one count per item.
- demonstrates that the order of the counting sequence is always the same, regardless of what is counted.
- counts up to 10 items.

What You Need

- sets of 1–3 similar but unique objects
- box with lid

Academic Vocabulary

order



Snack Time

15 minutes

Asking Politely Offer children a choice between two transition activities as you move out of snack time. Teach them to ask politely and show gratitude. For example: *Can we play the quiet game? Thank you for letting us play the quiet game.*

Technology Circle

15 minutes

Learning Outcomes

The child

- shows initiative in independent situations.
- opens digital programs.
- practices safe behavior while using digital tools and resources.

What You Need

- digital devices
- Read More About It Book: “School Rules”
- Trade Book: *Pete the Cat: Rocking in My School Shoes*
- Trade Book: *Maria Had a Little Llama*

Theme Vocabulary

routine different

Concept Vocabulary

rules

Academic Vocabulary

device practice
program application (app)
choice behavior

Outdoor Play

20 minutes

Copy That Assign children to pairs. One child should think of a pattern that has to do with movement, such as tapping each fence post three times, walking in a zig zag, or standing in every corner of the play area. The other child should follow and copy the pattern of movements. After a few minutes of copying, have children switch roles.

Online Safety

Have children stand. Ask them to listen to the following chant that reviews some online safety rules.

I stay safe online every day.

I don't share any information when I play.

I don't tell anyone my address, age, or name.

I get permission to play a game.

Digital Programs

- 1 Engage** Hold up a classroom device, such as a tablet. Explain the importance of caring for the device and the rules for keeping it safe. *I must be very careful with this tablet so it does not break. I will not drop it or step on it. I will not shake it or throw it. I would be very sad if it broke!* Next, show children how to turn on the device and open digital programs or apps.
- 2 Develop** Pass one or more devices around the circle. Remind each child to keep the device safe by holding it carefully with two hands. Explain to the children they should immediately tell an adult if the device breaks or does not work. Take the opportunity to compliment good behavior. *I see Dylan is holding that on his lap so he does not drop it. That's good behavior! Look how carefully he's passing it to Suki. He did not let it fall on the floor.* Have children take turns turning the device on and off as they pass it around the circle.
- 3 Practice** Ask children to share some of the rules they know when using a device. *What are some rules we know when using a tablet or computer? I will write them down and we will practice them with our tablet.* Give children free time to explore one program or app of their choice on the device.

Learn and Play

90 minutes

Let's Move!

Stop and Go Play a modified version of Red Light, Green Light. Stand at the front of the room facing the class. Have the class stand at the opposite end of the room at a starting line.

- Make up a *rule* about when children can move toward you and when they must stop. For example: *We need a rule for our game. When I put my arms up, you can walk toward me. When I put my arms down, you must stop.*
- Tell children to watch carefully. If any child keeps moving after the “stop” gesture, that child must return to the starting line.
- The first child to reach you gets to take over and make the rule.

Partner Play Ask children to think about a program or app they enjoyed during circle time.

- Assign each child to a partner. Have partners choose a program or app to open. Then have them take turns playing it. Have children stand and stretch between turns.
- As children play, circulate and offer positive feedback for children who take turns. Ask questions about whose turn it is and remind children when it is time to switch.

Let's Talk

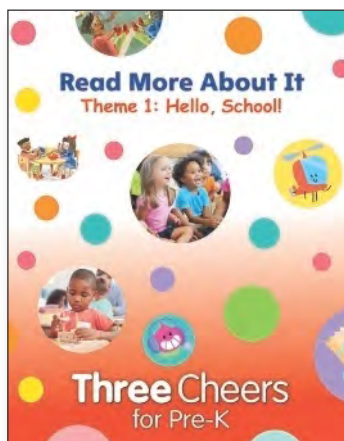
Choice Circulate among the play areas and take note of playmates who are looking for something else to do. Guide them to show initiative in independent situations by making their own choice about what to do next.

Engage children in one-on-one conversations about their choices. For example: *Have you tried that game yet? You might also like this toy. What will be your choice?*

Let's Read

Read More About It After rereading “School Rules,” tell children you want to add to the story by telling *rules* about a *different* school routine. Use children’s suggestions to make up a new section for the story.

Tell Me Again Help volunteers use the Talk More About It! cards for *Pete the Cat* and *Maria Had a Little Llama* to retell the stories.



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

Calming Sounds As children settle down to rest, play calming music, such as a lullaby. You may also wish to play a guided children’s meditation or calming activity available online. Encourage children to *listen* carefully. Gradually lower the volume as children relax.

DIFFERENTIATED SUPPORT

Extra Support

Accessibility Adapt the Technology Circle activity as necessary for children who have trouble with fine motor skills or are seeing/hearing impaired. Most devices have accessibility settings that can be adjusted to display larger icons, trigger voice activation, and so on. Alternatively, ask children to direct you as you control the device. VISUAL/TACTILE

DIFFERENTIATED SUPPORT

Extra Support

Stop and Go Provide extra support for children who have difficulty seeing the gestures or understanding the directions that the leader gives. Narrate what the leader does and what it means: *José just touched his toes. That means stop!* AUDITORY

Reflect

10 minutes

5x5

Rules We Follow Explain that the children in the photo are following *rules*, such as looking at their *teacher*, listening to her, and lining up quietly in a straight line. Ask children to name other rules they follow in class. Then have volunteers take turns acting out classroom rules while the rest of the children guess the rule. Remind children to raise their hand and wait patiently for their turn.



Learning Outcomes

The child

- shows initiative in independent situations.
- follows classroom routines with occasional reminders from teacher.

What You Need

- 5x5 Card: Following Rules
- SEL Card: *choice*

Transition

Our School Rules

Invite children to stand. Use the lyrics and picture on the Sing, Rhyme, and Shout Card “Our School Rules” to sing about *rules*. After singing, call out *rules* and routines and have children act them out. For example:

Raise your hand!	(raise hand)
Get in a line!	(help children line up)
Sit in a circle!	(form a circle)

CHECK FOR UNDERSTANDING

IF... children have difficulty talking about choices of activities,

THEN... have them practice using the word *choice* by laying out several crayons or toys and asking, *What is your choice?* Have children answer by pointing to one and saying, *This is my choice.* Ask: *Why did you make that choice?*



Social and Emotional Learning

Choice Show children the picture on the card. Ask children to name all the *different* activities children can do. *There is a choice of activities. That means children get to pick what they want to do. What would your choice be?* Invite children to name their choice of activity in the picture.



Let's Talk About It

Ask children to talk about which app or program they decided to use during Technology Circle. *Why did you make that choice? Did anyone else in the class make the same choice? Who made a different choice? Why?* Then discuss with the class other choices they made during the school day. *What activity did you do during Outdoor Play? Why did you make that choice?* As children respond, notice that they are showing initiative in independent situations by selecting the activities they like best.



Three Cheers for Pre-K

Pre-Kindergarten Outcomes

Domain	This Week's Instructional Focus
Social and Emotional Development	<ul style="list-style-type: none"> Child shows initiative in independent situations and persists in attempting to solve problems. Pages 136, 138 Child follows classroom rules and routines with occasional reminders from teacher. Pages 99, 104, 107, 115, 122, 123, 128, 130, 131; C•196–C•197 Child assumes various roles and responsibilities as part of a classroom community. Pages 99, 107, 115, 123, 131 Child initiates problem-solving strategies and seeks adult help when necessary. Pages 108, 112, 114
Language and Communication	<ul style="list-style-type: none"> Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order. Page 116
Emergent Literacy Reading	<ul style="list-style-type: none"> Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction. Pages 100, 108, 124; C•190–C•191 Child can distinguish between elements of print including letters, words, and pictures. Pages 112, 124, 128
Emergent Literacy Writing	<ul style="list-style-type: none"> Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning. Pages C•202–C•203
Mathematics	<ul style="list-style-type: none"> Child knows that objects, or parts of an object, can be counted. Pages 127, 135; C•192–C•193 Child uses words to rote count from 1 to 30. Pages 103, 119; C•192–C•193 Child counts 1–10 items, with one count per item. Pages 103, 111, 127, 135; C•192–C•193 Child counts up to 10 items and demonstrates that the last count indicates how many items were counted. Pages 111, 119, 127, 135
Science	<ul style="list-style-type: none"> Child observes, investigates, describes, and discusses properties and characteristics of common objects. Pages 104; C•194–C•195, C•198–C•199 Child uses simple measuring devices to learn about objects. Pages 128; C•194–C•195, C•198–C•199
Fine Arts	<ul style="list-style-type: none"> Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms. Pages 99, 107, 115, 120, 123, 131
Physical Development	<ul style="list-style-type: none"> Child shows control of tasks that require small-muscle strength and control. Pages C•200–C•201
Technology	<ul style="list-style-type: none"> Child opens and navigates through digital learning applications and programs. Pages 136; C•188–C•189 Child uses, operates, and names a variety of digital tools. Page 136

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

Ready for Kindergarten!

Language

Pre-Kindergarten Outcomes

- Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.

Page 116

Kindergarten Literacy Goals

- Produce and expand complete sentences in shared language activities demonstrating command of the conventions of standard English grammar and usage when writing or speaking.

Alphabet Knowledge

Pre-Kindergarten Outcomes

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

Pages 100, 108, 124; C•190–C•191

Kindergarten Literacy Goals

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

Print Concepts

Pre-Kindergarten Outcomes

- Child can distinguish between elements of print including letters, words, and pictures.

Pages 112, 124, 128

Kindergarten Literacy Goals

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

Writing

Pre-Kindergarten Outcomes

- Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning. Pages C•202–C•203

Kindergarten Literacy Goals

- Write a letter or letters for most consonant and short-vowel sounds.
- Share writing in various ways, such as a class-made book, class blog, or oral presentation.

Mathematics

Pre-Kindergarten Outcomes

- Child uses words to rote count from 1 to 30. Pages 103, 119; C•192–C•193
- Child counts 1–10 items, with one count per item. Pages 103, 111, 127, 135; C•192–C•193
- Child counts up to 10 items and demonstrates that the last count indicates how many items were counted. Pages 111, 119, 127, 135

Kindergarten Mathematics Goals

- Count to 100 by ones and by tens.
- Count objects using number names in standard order, pairing each object with only one number name, and each number name with only one object.
- Understand that the last number name counted tells the number of objects counted, even if the arrangement or order in which they were counted is different.



THEME 1 WEEK 3

Hello, School!

How do we learn and play at our school?

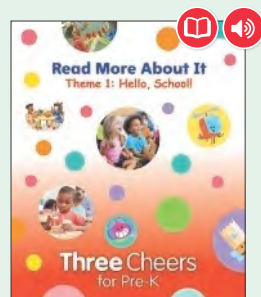
Weekly Question:

Why is it important to feel safe at school?

From the Theme Kit Print and Digital



Trade Books



Read More About It: "How I Feel"



5x5



Theme and Concept Vocabulary



Theme Manipulative



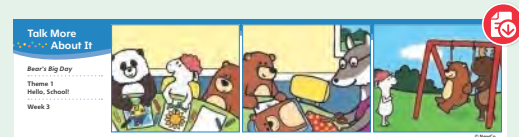
Big Book and Little Books



Wordless Experience Book: Hello, School!

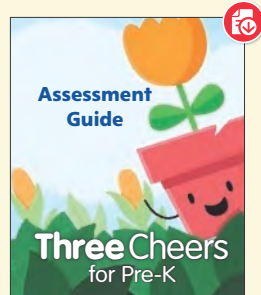


Sing, Rhyme, and Shout: "I Follow Every Rule"

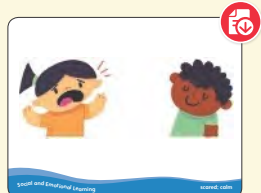


Talk More About It: Bear's Big Day

From the Teacher Toolkit Print and Digital



Assessment Guide



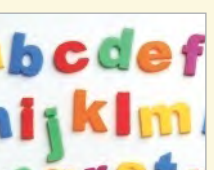
Social and Emotional Learning Cards



Alphabet Cards



Picture Cards



Manipulatives



Family Engagement Digital



Three Cheers for Pre-K Parents!



Three Cheers for Games!



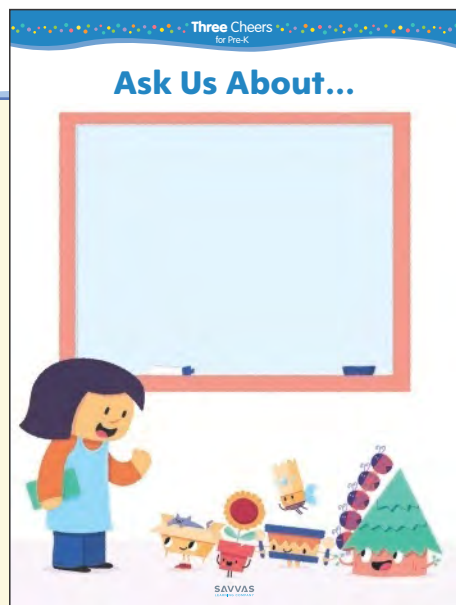
Digital Bookshelf

Plan Your Week

Suggested Daily Times

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

- Do you think that Bear feels safe at school? Why?
- What routines do you have when you get home from school?
- How many _____ do you see?

Day 1 pp. 98–106

Welcome to Today

- Meet and Greet
- Sing, Rhyme, and Shout
“I Follow Every Rule”
- Morning Meeting

Story Time

- How do we learn and play at our school?
- Reread Big Book *The More We Get Together*

Literacy Circle

- Concept Vocabulary Introduce
- Writing as a Process Draft Ideas
- Alphabet Knowledge Introduce Letter *Mm*

Center Time and Small Groups

Small Group Options

- Math: Counting
- Literacy: Print Concepts

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

Math Circle

- Counting
- Snack Time Routines

Science Circle

- Long and Short
- Properties of Objects
- Outdoor Play Bounce Count

Learn and Play and Centers

- Let’s Move!
 - Roly-Poly
 - Alphabet Walk
- Let’s Talk Routines
- Let’s Read Children’s Choice, Our Story
- Rest Time

Reflect

- 5x5 Working Together
- Social and Emotional Learning Scared or Calm
- Let’s Talk About It

Day 2 pp. 107–114

Welcome to Today

- Meet and Greet
- Sing, Rhyme, and Shout
“I Follow Every Rule”
- Morning Meeting

Story Time

- Why is it important to feel safe at school?
- 1st Read Trade Book *Bear’s Big Day*

Literacy Circle

- Concept Vocabulary Develop
- Print Concepts Picture Details
- Alphabet Knowledge Review *Mm /m/*

Center Time and Small Groups

Small Group Options

- Math: Counting
- Literacy: Alphabet Knowledge

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

Math Circle

- Counting
- Snack Time Ask for Help

Health Circle

- Scissor Safety
- Health
- Outdoor Play Fire Drill

Learn and Play and Centers

- Let’s Move!
 - Simon Says
 - Good Old Games
- Let’s Talk Help
- Let’s Read So Many Backpacks, A Picture’s Worth
- Rest Time Let’s Relax

Reflect

- 5x5 Getting Help
- Social and Emotional Learning Scared or Calm
- Let’s Talk About It

Let's Celebrate!
A "School Is Cool" Celebration
celebrates our "School Family."

Day 3 pp. 115–122**Welcome to Today**

Meet and Greet
Sing, Rhyme, and Shout
"I Follow Every Rule"
Morning Meeting

Story Time

Why is it important to feel safe at school?
2nd Read Trade Book *Bear's Big Day*

Literacy Circle

Concept Vocabulary Practice
Sentences and Structure
Four-Word Sentences
Vocabulary Greeting Words

Center Time and Small Groups

Small Group Options

- Math: Counting
- Literacy: Sentences and Structure

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

Math Circle

Counting
Snack Time Routines

Social Studies Circle

One, Two, Three, Four
Who's in Charge of Me?
Outdoor Play Red Light, Green Light

Learn and Play and Centers

Let's Move!

- Rhythm Party
- Band Practice

Let's Talk Routines
Let's Read A Picture's Worth II, Captions
Rest Time

Reflect

5x5 On My Own
Social and Emotional Learning Routine
Let's Talk About It

Day 4 pp. 123–130**Welcome to Today**

Meet and Greet
Sing, Rhyme, and Shout
"I Follow Every Rule"
Morning Meeting

Story Time

Why is it important to feel safe at school?
Read More About It "How I Feel"

Literacy Circle

Concept Vocabulary Review
Print Concepts Words and Pictures
Alphabet Knowledge Review *Mm, Ss*

Center Time and Small Groups

Small Group Options

- Math: Counting
- Literacy: Alphabet Knowledge

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

Math Circle

Counting
Snack Time Routines

Science Circle

I am Growing
Measurement
Outdoor Play Jump, Jump, Jump

Learn and Play and Centers

Let's Move!

- Mirror, Mirror
- Hide and Seek

Let's Talk Routines
Let's Read A Picture's Worth III, Just Like Us
Rest Time Comfy Cozy

Reflect

5x5 Safe or Not Safe?
Social and Emotional Learning Routine
Let's Talk About It

Day 5 pp. 131–138**Welcome to Today**

Meet and Greet
Sing, Rhyme, and Shout
"I Follow Every Rule"
Morning Meeting

Story Time

How can we learn and play at our school?
Compare *Bear's Big Day* and "How I Feel"

Literacy Circle

Concept Vocabulary Check for Understanding
Speech Production Respond Appropriately
Speaking and Conversation Engage in Conversations

Center Time and Small Groups

Small Group Options

- Math: Counting
- Literacy: Listening Comprehension

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

Math Circle

Counting
Snack Time Choice

Technology Circle

My Device
Technology Devices
Outdoor Play Obstacle Course

Learn and Play and Centers

Let's Move!

- Numeral Hunt
- Numeral Walk

Let's Talk Choice
Let's Read Read More About It, Tell Me Again
Rest Time Soft Music

Reflect

5x5 Counting Order
Social and Emotional Learning Choice
Let's Talk About It

Vocabulary

Theme Vocabulary

Words to develop the theme, Hello, School!

alike different
belonging routine

Concept Vocabulary

Conceptually related words to teach this week

ask supplies
backpack together
class

Academic Vocabulary

Terms used in this week's instruction

Literacy

compare four
details how many
first objects
greeting part
last snack
letter whole
lowercase
next

Science

discuss
growth
height
investigate
long
longer

Mathematics

count
crayons

observe
short
shorter

Social Studies

same

Social and Emotional Learning

after
calm
choices
feel
feelings
first
help
scared
together
work

Technology

application/app
device
program

Physical Development

glue
safety
scissors

Story Words

Words from the literature to explain and use this week

Trade Book

bear love welcome
bunnies pockets

Big Book

happier together
my friends work
play your friends
sing

Read More About It

feel sad worried
happy school

Materials

Materials to gather from home and classroom

Morning Meeting

attendance chart
helper chart

Center Time

9 oz. cups
art supplies
attendance chart
computer or other
digital device

headphones

helper chart

pencils

shape stencils

small plastic cups

various objects to
weigh

Small Groups

clear cups

sand table

various small objects

Circle Time

box with lid

butcher paper

digital devices

five boxes of crayons,
one to five crayons in
each box

measuring tape

recorded music to play

sets of four and five
cubes

small drum (optional)

three crayons: one red,
white, and blue

two objects that are
alike and two objects
that are different

various groups

of 4–5 similar but
unique classroom
items (crayons, small
counting cubes, balls)

yarn

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

Listen Up Follow along while listening to audio for the Big Book.

ABC Fun

All About the Alphabet Match Alphabet Cards and magnetic letters.

Math Fun

Colorful Cubes Connect and count cubes of different colors.

STEM

Studying Objects Investigate groups of two objects to observe which is heavier.

Pretend and Learn

School Time Recreate the school experience by role-playing the teacher guiding students through a school day.

Sand, Water, and More

Observe and Explore Sand Observe characteristics and properties of sand through play.

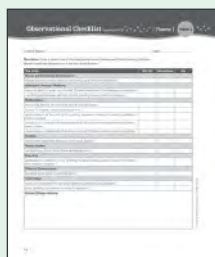
Creativity Station

Tools for Creativity Explore art materials by coloring and tracing, and use art as a form of creative self-expression.

Writer's Club

School Is Just Write! Draw and write about a favorite thing to do in school.

Monitor Progress



Assessment Guide

Observe

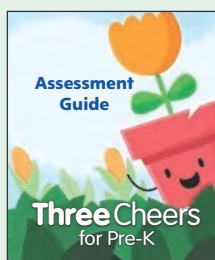
Observational Checklists

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

Screening Assessment

Use the Screening assessment in the Assessment Guide to obtain a baseline measurement of children's proficiency in literacy and math. The Screening Assessment should be administered at the beginning of the year.

Pre-K Outcomes Progress Report

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



Portfolio

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

Centers

- **Make It, Take It** collages
- **Technology Hub** anecdotal notes about playing a game that practices routines and/or sequence
- **Dramatic Play** photographs of children pretending to get ready for school

Hello, School!



Welcome to Today

15 minutes

Meet and Greet

- Start a new greeting *routine*: say children's names while shaking their hands.
- Ask children to show how they feel today by placing their pictures on the Mood Meter.



Sing, Rhyme, and Shout

Hello, School! Use the card to introduce children to the importance of following rules at school.

- A rule tells how people must behave. Following rules and *routines* helps everyone get along *together*.
- Listen to the song, having children participate by singing along with you. *What rules do we follow? What do we do together?*
- Change the lyrics, such as: *I stand in line to go outside.*



Learning Outcomes

The child

- follows classroom routines with occasional reminders from teacher.
- assumes responsibilities as part of a classroom community.
- participates in classroom music activities including singing.

What You Need

- Sing, Rhyme, and Shout: "I Follow Every Rule"
- attendance chart, helper chart

Theme Vocabulary

routine

Academic Vocabulary

rule

Concept Vocabulary

ask

together

Morning Meeting

- 1 Attendance** Remind children of the attendance *routine*: placing names on the chart to show they are here.
- 2 Helper Chart** Assign new helper jobs for the week. Ask helpers to explain how their jobs help everyone.
- 3 Weather** *What was the weather like on the weekend?* Have children describe weekend weather.
- 4 Today's Events** *Who has something special to tell?*



DIFFERENTIATED SUPPORT

Extra Support

Hello, School! For children who struggle singing the lyrics to the song, have them move their bodies in rhythm to the song. **KINESTHETIC**

Story Time

15 minutes

Learning Outcomes

The child

- names at least 20 upper-case letters in the language of instruction.
- names at least 20 lower-case letters in the language of instruction.
- discusses ideas for drafts composed in whole/small group writing activities.

What You Need

- Big Book: *The More We Get Together*
- Alphabet Card: *Mm*
- chart paper and marker
- Vocabulary Cards: *backpack, class, ask, supplies, together, belonging*

Hello, School!

? **How do we learn and play at our school?** Review the guiding question. Display Vocabulary Card *belonging*, and work with children to help them understand that *rules* and *routines* allow them to feel a sense of *belonging* to a school family.



The More We Get Together

Remind children of the Story Time *routine*, sitting still with hands on laps and listening closely. Tell them you are going to reread *The More We Get Together*.

- 1 Remember** Display the cover of the Big Book. Ask a child to use the illustration to recall what this book is about. Before rereading, page through the book, prompting children to talk about how the illustrations show more about the words.
- 2 Focus** Read aloud the Big Book. Have children chime in on the repeated phrases, using pointing gestures when they come to the words: *your friends* (point away), and *my friends* (point to yourself). *How do friends in this book get together? Why are the children happy when they sing or work together at their school? Do you think these children feel that they belong to their classroom family?*
- 3 Respond** Ask children to tell how they learn and play *together* at school. *Which routines help us work together well? How do you ask a friend to play?*



DIFFERENTIATED SUPPORT

3-Year-Olds

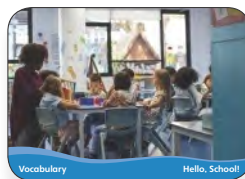
Focus Help younger children listen closely for the words *your friends* and *my friends*. As you read, say the words more slowly. Ask children to raise their hands when they hear the lines in the rhyme that use those words. Guide them to imitate the pointing gestures if they can. AUDITORY

Literacy Circle

15 minutes

Concept Vocabulary

Introduce Ask: *How do we learn and play at our school?* Display Vocabulary Card *class*. *We are part of a class, a place where children come to play and to learn.* Then display each of the Vocabulary Cards for this week (*backpack, class, ask, supplies, together*). Briefly explain how each word relates to learning and playing at school.



Writing as a Process

Draft Ideas Discuss ideas children have to add verses to the Big Book, using other things they do in the classroom.

- Give children some ideas to get started. Discuss the classroom daily *routines*: Story Time, Center Time, Circle Time, and Outdoor Time activities.
- Record children's ideas on chart paper in simple text. For example: If children say they learn *together* in Math Circle, write *learn together*.

Alphabet Knowledge

Introduce Letter Mm Tell children that today they are going to learn about the letter *Mm*.

- Letter Name** Display Alphabet Card *Mm*. *This is a mountain.* Point to the uppercase letter. *This is uppercase M.* Point to the lowercase letter. *This is lowercase m.* *Say the letter name with me.* Point again to the lowercase letter. *What is the name of this letter?* Point again to the uppercase letter. *What is the name of this letter?*
- Letter Sound** *The sound the letter Mm spells sounds like this: /m/. Say it with me: /m/.* 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 letter *M* on the Alphabet Card and explain the order of movements. Repeat as needed and then have children trace the letter in the air. Repeat with the lowercase letter *m*.



Transitions

Invite children to stand on tip toes and reach to the ceiling. Have them echo you as you model the fingerplay, and then join in.

- | | |
|------------------------------|------------------------------------|
| <i>We draw pictures.</i> | (pretend to draw) |
| <i>We stack blocks.</i> | (stack fists on top of each other) |
| <i>We climb monkey bars.</i> | (pretend to climb) |
| <i>We hold rocks.</i> | (pretend to hold rocks) |

Theme Vocabulary

routine

Concept Vocabulary

ask	backpack
class	supplies
together	

Academic Vocabulary

write	letter
-------	--------



CHECK FOR UNDERSTANDING

IF . . . a child does not recognize the letter form *M* or *m*,

THEN . . . have children trace the letter forms in sand, holding their hands as they write. Say the letter name aloud and have the children repeat.

LET'S GET READY FOR

Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or for **English Language Development** lessons (p. ELD•211).

Small Group

- **Math: Counting** Remind children that the sequence, or order, of numbers we say when we count always is the same. *We say the same numbers "one, two, three" when we count different objects.* Have children count fingers on one hand then give them five counters. *How was counting fingers the same as counting these counters?*

▶ ELL Access

Speaking

Emerging Have children echo your counting as you hold up each of three fingers. Repeat using three counters.

Developing Start to count your fingers, stopping after number 2. Hold up a third finger. *What comes next?* Use three counters. Count them, stopping now and then and asking children to fill in the next number name.

Expanding Have children count aloud three fingers. Then have them count aloud three counters. *Were the number words the same each time? Why don't the number words change when we count the counters?*

Bridging Have children explain how the number names stay the same when counting *different* types of objects.

- **Literacy: Print Concepts** Display the Big Book cover and point to the illustration. *The pictures on the cover of a book give an idea of what the book is about. What can you learn from the pictures on this cover?* Explain that most books have a title and sometimes pictures. Both the title and the pictures help readers know what the book is about.

▶ ELL Access

Share Information

Emerging Display the Big Book cover. Point to parts of the illustration. *Ask* children to use English words to name each part of the illustration based on their prior knowledge of school activities. Have classmates help provide vocabulary if the correct word is not used. To summarize, say: *Listen and repeat. This book is about children together at school.*

Developing Have children identify the picture elements on the cover of the Big Book.

Expanding Hold up the Big Book cover. *What do the pictures show? What is this book about?*

Bridging Display the Big Book cover. Have children explain what this book is about based on the cover illustration.

Math Circle

15 minutes

Counting

Tell children that today they are going to continue to count objects to find how many.

- 1 **Engage** Have children rote count to five. Model how to clap as you count to five. *Now you do it. Clap your hands together as we count to five. Ready? One, two, three, four, five.*
- 2 **Develop** Model how to count five cubes. *I wonder how many are here. I will count each one to find out.* Hold the five cubes in one hand. Then set each down on a table or rug saying one count per item. *One, two, three, four, five.*
- 3 **Practice** Hand out a set of four or five cubes to each child. *You can count to find how many you have.* Guide children to count each object one at a time as they say the counting sequence. As needed, help them move their hand to touch each object as you count it *together*. Then have them repeat the count on their own. *Ask children to show the rest of the group how they know how many objects are in their set.*

Learning Outcomes

The child

- uses words to rote count from 1 to 30.
- counts 1–10 items, with one count per item.

What You Need

- sets of four and five cubes

Academic Vocabulary

count	four
five	snack



Snack Time

15 minutes

Routines Have children recall snack time *routines*. Choose volunteers to tell in their own words the two *routines* for snack time. *What do we do before snack time? Why do we wash our hands before we eat? What do we do after we eat? Who cleans the tables?* Have children look at the helper chart to see who cleans tables after snack time or encourage each child to clean up individual spaces at tables.

Science Circle

15 minutes

Learning Outcomes

The child

- follows classroom routines with occasional reminders from teacher.
- observes properties of common objects.
- investigates properties of common objects.
- discusses properties of common objects.

Theme Vocabulary

routine different
alike

Concept Vocabulary

rules

Academic Vocabulary

short longer
long observe
shorter investigate
discuss

What You Need

- yarn, scissors, construction paper
- Big Book: *The More We Get Together*

Outdoor Play

20 minutes

Bounce Count Have pairs of children play a counting ball game. Explain the rules. *We are going to play a ball game. I will call out a number. The person with the ball tries to make the ball bounce that number of times before the partner catches it. Ready? Three. Did the ball bounce three times?*

Long and Short

Have children stand up, listen to the chant, repeating your words and gestures.

I'm a tree with branches long. (hold arms out)

My trunk is short, but very strong. (hands on hips)

When the wind blows,
my branches sway. (sway arms over head)

They whoosh and whoosh
all through the day! (say: *Whoosh.*)

Properties of Objects

- 1 Engage** Invite children to sit. In that chant, the tree branches were long and the trunk was short. Each of you have two pieces of yarn. One piece is long and one piece is short.
- 2 Develop** Guide children to observe. Pinching the end of a long piece of yarn in the fingers of one hand, hold it up. Do the same with the short piece in the other hand. Hold the pinched ends even. *Which piece is longer? Which piece is shorter? How do you know? We are comparing the length of each piece of yarn. Pinch both pieces in the middle and hold them up. Which piece is longer? Which piece is shorter? Are the pieces alike or different?*
- 3 Practice** Model how to cut different lengths of paper using scissors. *What are the rules when we use scissors?* Then have children cut two strips of paper from a single sheet into two *different* lengths. Have them model how to compare the lengths of paper. *Which strip is longer? Which strip is shorter?* Guide children to observe, investigate, and discuss the properties of two pieces of yarn. Be sure children understand that to compare length, the ends of the paper strips must be even.

Learn and Play

90 minutes

Let's Move!

Roly-Poly Have pairs of children sit across from each other, legs outstretched. Give each pair a small ball to roll between them.

When I give the signal, roll the ball gently so it doesn't go outside your partner's legs.

- Now move back farther from each other. What do you have to think about if you are the roller?
- Continue play until the children have better control of the ball.

Alphabet Walk Write each letter you want to review on a large sheet of paper. Lay the papers in a circle. Gather Alphabet Cards for the same letters.

- Play music as children walk around the circle of letters, stepping on each one.
- Stop the music. Pull a letter from your stack of cards and say its name. The child standing on that letter will be the next caller.
- Remind children to walk, not run.

Let's Talk

Routines As the day ends, move around the room talking to children who are following an end-of-day *routine*.

- I see you are picking up the blocks. Nice job. You could ask a friend to help you, too.



Let's Read

Children's Choice Display *The More We Get Together* and other books from the classroom library. Have children choose which book they want to read.

Our Story Remind children of the new story words they made up for *The More We Get Together*. Sing the new class lyrics to the song.



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

Review today's *routine* by softly singing new lyrics to the Big Book *The More We Get Together*. Do you remember making up new words to the Big Book story? I have some new words. Close your eyes and listen to these rest time *routine* words. *The more we rest together, together, together / The more we rest together, the happier we'll be.*

DIFFERENTIATED SUPPORT

ELL

Routines Guide children to explain in their home language a *routine* such as putting away puzzles or blocks as they physically walk through the *routine*. Say the English words for the objects they select and have children repeat the words. AUDITORY, KINESTHETIC

Reflect

10 minutes

5x5

Working Together Ask: *What are these children doing?* Draw attention to the child receiving help from the teacher, and talk about why asking for help can make an activity more fun to do *together*. Next, discuss with children other activities they like to do *together* with a teacher. Ask: *How do you feel when the teacher helps you?*



Learning Outcome

The child

- can communicate basic emotions/feelings.

Transition

Have children stand and repeat this chant as you recite it line by line.

Wash your face, (move hand in
Scrub, scrub, scrub, circles on face)
Wash your arms (move hand in
In the tub, tub, tub. circles on arm)

What You Need

- 5x5 Card: Safe at School
- SEL Card: *scared/calm*
- Javi

Academic Vocabulary

work	feelings
together	scared
feel	calm



Social and Emotional Learning

Scared or Calm Children will communicate basic feelings. Display SEL Card *scared/calm*. Point to the child who is scared. *This child has a feeling. What do you think it is?* Allow children to respond and prompt them as needed to identify the feeling of scared. Point to the child who is calm. *This child has a feeling too. What do you think it is? This is harder.* Prompt children to identify that the child feels peaceful and quiet. Name the feeling *calm*.



Let's Talk About It

Tell children that it is time to reflect, or think about what they have learned today. Hold Javi. *We learned about feelings today. I felt calm when everyone sat in the circle quietly for Circle Time. Now you are going to tell about a time when you felt calm today. I will pass Javi around. When Javi comes to you, it is your time to talk. If you do not have Javi, you should be quiet and listen.* Pass Javi to a child and allow each child a minute to talk, asking questions to help them recall a time when they felt calm.



CHECK FOR UNDERSTANDING

IF . . . a child has difficulty understanding what calm feels like,

THEN . . . ask them to share about when they feel safe and warm. Maybe it's just before they go to sleep at night, and they are still and quiet. Name that feeling *calm*.

Welcome to Today

15 minutes

Meet and Greet

- As children enter the classroom, greet them with the new *routine*, shaking hands.
- Tell children to put their pictures on the Mood Meter. Guide those who need help.



Sing, Rhyme, and Shout

Hello, School! Display the card. Talk about what the characters are doing in the picture. Then sing the song *together*.

- Why do we follow rules at school? You can always *ask* an adult for help to follow a rule.
- Have children tell about other school rules.



Morning Meeting

- 1 Attendance** After children place their name cards on the chart, rote count to the number equal to the number of children present today. While children are not expected to count along, provide the option for them to join in as they grow more confident. *We can use a number to tell how many of you are here today. There are 21 children here, so I will count to 21. If you want to help me, join along. 1, 2, 3...* You can use this routine intermittently as an opportunity to model and reinforce rote counting.
- 2 Helper Chart** Review helpers for this week. Have each helper act out how to do their job.
- 3 Weather** *What is the weather today?* Have children talk about today's weather. *What do you wear on a sunny day? What do you wear on a rainy day?*
- 4 Today's Events** Tell students that you will read a new story today, *Bear's Big Day*. Explain that the word *Big* can mean *important*. *What was a big day for you?* Have children talk about the first day of school.

Learning Outcomes

The child

- follows classroom routines with occasional reminders from teacher.
- assumes responsibilities as part of a classroom community.
- participates in classroom music activities including singing.

What You Need

- Sing, Rhyme, and Shout: "I Follow Every Rule"
- attendance chart, helper chart

Theme Vocabulary

routine different

Concept Vocabulary

ask together

Academic Vocabulary

rules

DIFFERENTIATED SUPPORT

ELL

Weather Help children understand the relationship between what people wear and the *different* kinds of weather. Have children look outside and note the weather. Hold up items or pictures of items such as a jacket, an umbrella, sunglasses, or a cap. Have children choose the item that fits today's weather. Ask: *What is this?* When children use their first language to name the item, say the English word and have them repeat it after you. *Yes, this is an umbrella.* VISUAL

Story Time

15 minutes

Learning Outcomes

The child

- seeks adult help when necessary.
- names at least 20 upper-case letters in the language of instruction.
- names at least 20 lower-case letters in the language of instruction.

What You Need

- Trade Book: *Bear's Big Day*
- Alphabet Card: *Mm*
- Vocabulary Cards: *backpack, class, ask, supplies, together*

DIFFERENTIATED SUPPORT

ELL

Connect Use Picture Cards to help children name the classroom objects that appear in illustrations of *Bear's Big Day*.

- As you point to classroom objects in the pictures, such as *backpack, snack, glue*, say each word slowly. Have children repeat the words.
- Then hold up the same classroom objects from your classroom, having children name them. You can use this sentence frame: *This is a _____.*

AUDITORY

Hello, School!

? **Why is it important to feel safe at school?** State the weekly focus question and remind children that teachers and other adults are at school to help them learn and play. **Children who follow the rules make school a safe place to be.**

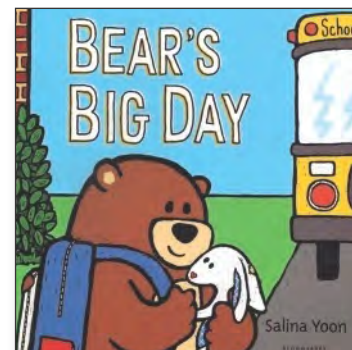


Bear's Big Day

Invite children to come close to see the pictures of *Bear's Big Day*.

1 Introduce Show children the cover illustration. Tell them that this story is about a bear's first day of school.

In real life, do bears go to school? No, they don't! This is a make-believe story. In this story, animals talk and do things that people do, but we know that bears can't talk and don't go to school.



2 Read Together Read aloud the book with expression, changing your voice for *different* characters. Have children point to the main characters: Bear, Miss Fox, and Floppy. Ask them to talk about Bear's problem.

3 Connect **Bear needs his teacher's help to solve his problem.** Model how you would *ask* for help if you could not solve a problem. *I can't find the red marker. What could I do? I could ask my teacher or my friend to help me!*

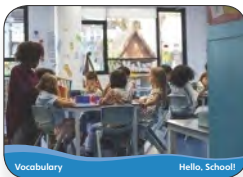
Ask children to explain how they might feel if they could not open a snack container or couldn't find hats or coats. Then have them practice asking for help. **What could you say to an adult when you need help?** Explain that they should *ask* an adult for help for difficult tasks. **Why is it a good idea to ask for help when you need it?**

Literacy Circle

15 minutes

Concept Vocabulary

Develop Remind children of the weekly question: *Why is it important to feel safe at school?* Display Vocabulary Card *class*. Say the word *class* with me: *class*. What keeps us safe in our *class*?



Discuss children's responses, and display the Vocabulary Cards for this week (*backpack*, *class*, *ask*, *supplies*, *together*), asking a question about each one that ties to the theme or the weekly question.

Print Concepts

Picture Details Remind children about Bear's problem in the story.

- Show the illustration of Bear at the arts and crafts center on pp. 12 and 13 of *Bear's Big Day*. Why is Bear's page empty? Turn the page. What is Bear doing now? Turn the page. What is Bear's problem? The pictures give us details, or parts of the story, that help us understand the words on each page.
- When you have a problem, you can ask for help from an adult or friend. Point to the picture in the book where Bear asks Miss Fox for help. What does this picture show? Who helps Miss Fox in this picture? What do they do?
- Invite volunteers to look at the picture and act out what they see.

Alphabet Knowledge

Review Mm /m/ Tell children that they will review what they learned about letter *Mm*.

- 1 Review Letter Name** Display Alphabet Card *Mm*. Point to uppercase *M*. Say the letter name with me: *M*. Point to lowercase *m*. Say the letter name with me: *m*. What are the names of these two letters?
- 2 Review Letter Sound** The sound that the letter *M* spells sounds like this: /m/. Say it with me: /m/. Point to lowercase *m*. What sound does this letter spell? Repeat for uppercase *M*.
- 3 Review Letter Formation** Trace the uppercase *M* on the Alphabet Card, explaining the movements as you make them. Repeat instruction for tracing lowercase *m*. Have children skywrite uppercase *M*, and then lowercase *m*, saying the names of the letters as they skywrite.

Transition

Ask for Help

Have children stretch and touch their toes. Then ask them to repeat after you this song about asking for help. Sing this song to the tune of "Here We Go Looby Lou."

You can ask for help.

You can ask for help.

Don't sit there and yelp.

Ask your teacher for help.

Concept Vocabulary

ask	backpack
class	supplies
together	

Academic Vocabulary

problem	details
letter	uppercase
lowercase	

DIFFERENTIATED SUPPORT

Extra Support

Review Letter Sound To help children who struggle producing the sound of the letter *M*, display Picture Cards *mug*, *mop*, and *man* one at a time. Say each word, stretching out the sound /m/, and have children repeat after you. AUDITORY, VISUAL

LET'S GET READY FOR

Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or for **English Language Development** lessons (p. ELD•212).

Small Group

- **Math: Counting** Using five objects, have children count with you as you count each object one at a time on a tray or a table. Touch each object or place a counter by it as each number name is called out. Ask questions to help discussion, such as *How many objects are there? How do we know? What can we do to make sure we have counted each one and have not missed any?* Repeat using *different* numbers of objects: three, one, four, then two.

▶ **ELL Access**

Vocabulary

Emerging Have children count their fingers from one to five in their home language. Then have them echo you as you say the number names as you count five fingers in English.

Developing Model how to count to five using fingers. Slowly extend each finger as you say each number name in sequence. Then have children copy you, saying the number name as they raise each finger. *One, two, three, four, five.*

Expanding Ask children to count five fingers with you, stopping at times to have them fill in the next number in the sequence. Repeat several times.

Bridging Children use their fingers to count to five, beginning with either the thumb or little finger.

- **Literacy: Alphabet Knowledge** Using Alphabet Card *Mm* and Picture Cards *man*, *mop*, and *mug*, have each child trace uppercase and lowercase *Mm*, saying the letter name. Model how to emphasize the initial sound of each picture object. *This is a /m/ an. Say it with me /m/ an. I hear the sound that letter M spells /m/.* Repeat the *routine* for the other Picture Cards.

▶ **ELL Access**

Letter Sounds

Emerging Hold up Alphabet Card *Mm*. *This is letter M. The sound that letter M spells is /m/. Listen as I say it. /m/. You say it.* Show Picture Cards for *man* and *bike*. Name the objects, emphasizing the initial sound in each word. Have children repeat the words. *Point to the picture object that starts with /m/. Yes, man begins with /m/.*

Developing Show children three Picture Cards, such as *mug*, *bed*, *mop*. *Listen and repeat as I say each picture's name. Raise your hand if you hear the sound that letter M spells, /m/.*

Expanding Guide children to say each word for Picture Cards *man*, *mug*, *ball*, listening for the sound that letter *M* spells, /m/. Ask them to choose the picture object that starts with the sound /m/.

Bridging Show children Picture Cards *pin*, *man*, *rat*. Have them name the pictured object and tell you which picture object starts with the sound /m/.

Math Circle

15 minutes

Counting

Tell children that today they are going to count more objects. Remind them that during this activity they will use safety rules. Children need to stay seated. They should not push others away to see better.

- Engage** Hold up a lidded box you have prepared that holds four or five similar but unique objects such as crayons or small counting cubes. Tell children there are four or five objects inside the box. Shake the box.

How many objects do you think are in the box? Who thinks there are four? five? Have children raise their hands to respond each time. Let's open the box and count the items to find out.

Uncover the box. As you take each item out, have children count with you, saying one count for each item.

- Develop** Repeat the activity using *different* manipulatives. Point out that we use the same number names in the same order every time we count the objects. Point out that the counting order did not change even though the objects were *different*. Then tell them you are going to choose a *different* object to start the count. Explain that the counting order still will not change.
- Practice** Repeat the activity by asking a child to stand by you and to take your role of hiding the objects. Then put four or five objects in the box and shake it as before while the rest of the *class* guesses the number. Ask another child to take out the objects and to count to check. Ask the rest of the *class* if they think that is the correct number. Continue with *different* children in the roles of hiding the objects and counting. Engage children with questions to be sure they understand that no matter what the objects are or with which one you begin the count, the counting order will always be the same. We know there are 5 objects. If I start counting here, will there still be 5 objects? Point to an object in the middle of the group. How can we check? Do we say the same numbers as we count all the objects?

Learning Outcomes

The child

- counts 1–10 items, with one count per item.
- demonstrates that the order of the counting sequence is always the same, regardless of what is counted.
- counts up to 10 items.
- demonstrates understanding that when counting, the items can be chosen in any order.

What You Need

- box with lid
- various groups of 4–5 similar but unique classroom items (crayons, small counting cubes, balls)

Academic Vocabulary

how many count
objects



CHECK FOR UNDERSTANDING

IF . . . children have difficulty remembering the number sequence when they count,

THEN . . . count up to five items with the children several times. Leave out a number and have children say the next number.



Snack Time

15 minutes

Ask for Help Remind children that Bear asked for help when he needed it. You can ask for help when you need it. Model how you ask for help. I need a napkin. Can you help me? When someone gives me a napkin, I say, “Thank you.” Have children practice asking for help and saying, “Thank you” upon receiving it during snack time.

Health Circle

15 minutes

Learning Outcomes

The child

- shows reasonable opinion of his own limitations.
- seeks adult help when necessary.
- distinguishes between elements of print including pictures.
- practices good habits of personal safety.

What You Need

- SEL Card: *help*
- safety scissors
- bottle of glue
- Trade Book: *Bear's Big Day*

Concept Vocabulary

ask backpack

Academic Vocabulary

scissors safety

glue help

Outdoor Play

20 minutes

Fire Drill Introduce the idea of *class* safety by telling children they are going to practice how to leave the building in case of a fire. *We will practice how to stop, line up quietly, and leave the room during a fire drill.* Have children go to *different* parts of the room and listen for a signal, such as the sound of a whistle. Tell them to leave where they are, take nothing with them, and line up quietly and listen for your directions.

Scissor Safety

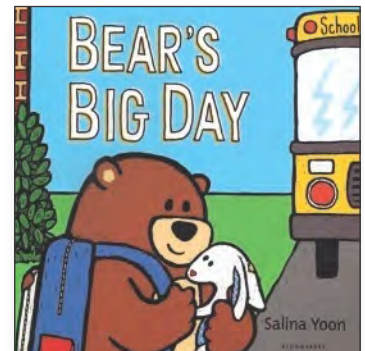
Gather children to listen and repeat the following fingerplay.

Scissors cut and clip, (move index and middle fingers like scissors cutting)

So here's a handy tip.
Hold points down, (scissors fingers pointed down)
Don't turn around, (shake head left to right)
Be careful when you snip. (move index and middle fingers like a scissors cutting)

Health

1 Engage Display *Bear's Big Day*. Point out the picture on p. 6. *What does Bear carry in his backpack? Name the objects you see.* Then show the safety scissors and bottle of glue. *What are these objects? Which object is the same as the one in the picture? Yes, the bottle of glue. What should we do if we don't know how to use scissors or glue?*



2 Develop Tell children that when they are at the Art Center they may need help using scissors or glue. Remind them that they need to use safety rules when they use scissors. Hold up a pair of scissors with the cutting edges facing down. *I hold the scissors so I don't hurt someone with the sharp edges.* Then model how to open a glue bottle. *I turn the tip to open the hole where the glue comes out. Then I squeeze gently so the glue doesn't come out too fast. Then I close the tip. I never taste the glue. It would make me sick.*

3 Practice Have children practice asking, "Can you help me?" Then give them scissors. Tell them to show how to handle scissors safely. As children practice using scissors safely, assess how they show reasonable opinions of their own limitations.

Learn and Play

90 minutes

Let's Move!

Simon Says Direct children to stand in two rows facing you. Tell them they are going to play a listening game: Simon Says.

- I am going to try to trick you. If I say, “Simon Says tap your head,” everyone should tap their heads. But if I don't use the words *Simon Says*, and you tap your head, you have to sit down.
- Tell children to listen carefully for the words *Simon Says* before they move.
- Use some of the following body movements, alternating the words *Simon Says* before giving the direction or not: touch your ears; swing your arms; touch your knees; wave bye-bye; take two baby steps; march in place, and touch your toes.

Good Old Games Tell children they will play Duck, Duck, Goose, which they may have learned the previous week.

- Remind the Goose runners that if they are tagged by the person who chases them, they must sit in the middle of the circle until the next Goose is caught. Have children *ask* for help if needed.
- Explain that runners keep everyone safe by staying outside the circle of seated children.

Let's Talk

Help Move through the classroom play areas to assess whether children are asking or offering help to each other. Ask questions: *Do you need help cutting out that picture? Can you say, “Can you help me, please?”*



Let's Read

So Many Backpacks Gather children *together* to look at the trade book end papers. Compare the end papers at the front and back of the book. Invite children to find Bear's *backpack* in both sets of pictures. *How do you know which backpack is Bear's? What is the same and what is different about the two backpacks?*

A Picture's Worth Take a picture walk through *Bear's Big Day*, pointing out classroom items such as blocks, a chalkboard, an abacus. Then play a guessing game. Describe an item. Ask children to point to it. *I see something you write on with chalk.*

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

Let's Relax Turn to the pages in the trade book that show Bear and his classmates taking a nap. Ask children to talk about how they think Bear feels and why he can't go to sleep. *Before we take our nap, let's think of ways to make Bear relax. Sometimes people close their eyes and count slowly as they breathe deeply. Let's try that, too: breathe deeply and slowly count to five.*

DIFFERENTIATED SUPPORT

3-Year-Olds

Simon Says If a child does not understand the need to listen for the words *Simon Says*, have the child be your helper. Whisper the directions to the child and have the child call out the direction. AUDITORY

Reflect

10 minutes

5x5

Getting Help Point to the child in the photo who is receiving help from a teacher. **This child asked the teacher for help. That is such a good idea!** Tell children there are many times when it is good to ask for help. Demonstrate by calling on children one at a time and asking them about something they might need help with, such as getting a book off a high shelf. **How would you ask for help to do this?** Guide the child to respond with: *Will you help me?* or *I need help.* Then model providing help.



Learning Outcomes

The child

- can communicate basic emotions/feelings.
- seeks adult help when necessary.

What You Need

- 5x5 Card: Safe at School
- SEL Card: *scared/calm*
- Javi

Concept Vocabulary

ask

Academic Vocabulary

help scared
feelings calm

✓ CHECK FOR UNDERSTANDING

IF . . . a child has difficulty talking about feeling scared,

THEN . . . prompt with questions such as, **Have you felt scared during a loud storm? Did you feel a little scared on your first day of school? Everyone feels scared sometimes.** Continue to talk with the child individually so he or she feels comfortable.



Social and Emotional Learning

Scared or Calm Point to the child who is scared. **Finish this sentence for me: This child feels ____.** That's right, this child feels scared. **Why might you feel scared?** Allow children to take turns sharing about feeling scared. Then point to the child who is calm. **Finish this sentence for me: This child feels ____.** That's right, this child feels calm. **Why might you feel calm?** Allow children to take turns sharing about feeling calm.



Let's Talk About It

Tell children it is time to remember what they learned about asking for help from adults and friends. **I like seeing children ask for help at snack time if they need a napkin. I heard children say "Thank you" when someone helped them.** Hold Javi. Now you are going to take turns telling how you can help someone in your family. **Who could you help? How?** Pass Javi around, giving children a moment to tell how they could help at home.



DIFFERENTIATED SUPPORT

Extra Support

Scared or Calm Some children may not understand the feeling of calm. Lead them to sit in a comfortable position, close their eyes, and take a few deep breaths. Tell them that this feeling of being peaceful and quiet is called calm. **AUDITORY, KINESTHETIC**

Welcome to Today

15 minutes

Meet and Greet

- As children arrive, greet them with the words Miss Fox said in *Bear's Big Day*: "Welcome to my class."
- Encourage children to place their pictures on the Mood Meter, talking personally to those who may need encouragement.



Sing, Rhyme, and Shout

Hello, School! Display the card. Tell children you changed the words to "I Follow Every Rule." Sing these words: *I say "Hello" each day / Before I go to play / I shake a hand, or give high-five / To teachers and friends each day!*

- Invite children to sing the new words with you. *Giving a greeting* such as "Good Morning" makes people feel happy.



Morning Meeting

- 1 Attendance** Have children place their names on the chart. Volunteers can say what makes them happy.
- 2 Helper Chart** Check in with the helpers for each job. Children can tell how they will do their tasks this week.
- 3 Weather** *What weather do we have today?* Choose a volunteer to tell the weather conditions today.
- 4 Today's Events** *Does anyone have something to share that is special about today?* After children share their thoughts, tell them you will reread *Bear's Big Day* again, and they will retell the story.

Learning Outcomes

The child

- follows classroom routines with occasional reminders from teacher.
- assumes responsibilities as part of a classroom community.
- participates in classroom music activities including singing.

What You Need

- Sing, Rhyme, and Shout Card: "I Follow Every Rule"
- attendance chart, helper chart

Concept Vocabulary

class

Academic Vocabulary

greeting

DIFFERENTIATED SUPPORT

Engage and Extend

Hello, School! Have children assume the responsibility of being a *class greeter* when visitors come to the room. *How will you greet a visitor to our classroom? Act out what you would say and do.* KINESTHETIC

Story Time

15 minutes

Learning Outcomes

The child

- increases listening vocabulary.
- typically uses complete sentences of four or more words.
- uses single words to communicate meaning in social situations.
- attempts to use new vocabulary in speech.

What You Need

- Trade Book: *Bear's Big Day*
- Vocabulary Cards: *backpack, class, ask, supplies, together*
- Talk More About It Card: *Bear's Big Day*

Hello, School!

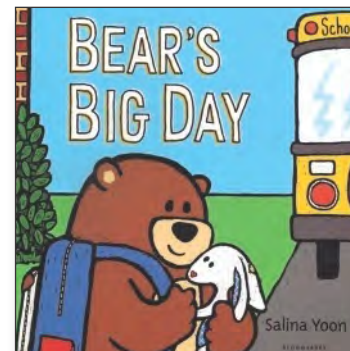
? **Why is it important to feel safe at school?** Review the connection between the Theme question and the weekly focus question. Remind children that they have learned some new *routines* and *rules* at school which make everyone feel welcome, safe, and part of our classroom family.



Bear's Big Day

When children are seated and listening, tell them today you are going to reread *Bear's Big Day*.

1 Remember Display the cover of the trade book. Tell children you are going to reread the book about Bear and his first day at school. Ask volunteers to tell about the greeting Miss Fox used on the first day. Then ask what children remember about Bear and his problem.



Work with children to use complete sentences of four or more words. Provide sentence frames. *Bear goes to _____.* *Bear feels _____ at school.* *Miss Fox _____ Bear.* Page through the book before reading, asking children to compare Bear's school day *routines* to their own.

2 Reread To increase children's listening vocabulary, reread the book. Pause to ask the meanings of words children hear as you read, such as *arts and crafts time*. Guide them to listen to words that appear around a new word to help them guess at a meaning. Correct children's understanding of words as needed.

3 Retell Display the Talk More About It Card to retell the story. Ask children what each picture shows. Guide children to use new vocabulary in their responses. **What happens first in the story? What happens next? What happens last?**



Wheel of Motion

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

DIFFERENTIATED SUPPORT

Extra Support

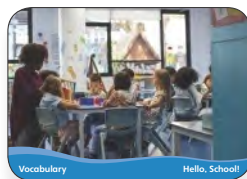
Retell Guide children to think about what happened to Bear first, next, and last in the story to organize their retelling. **How did Bear first feel when he left Floppy at home? What happened next at school? Finally, how did Bear and Miss Fox solve Bear's problem?** AUDITORY

Literacy Circle

15 minutes

Concept Vocabulary

Practice Display Vocabulary Cards *backpack, class, ask, supplies, together*. Have children identify each word. Some of these words name things we bring to class or use in class. Can we bring a *together* to our class? No. Can we bring a *backpack* to class? Yes. What other word tells what we use at school? (*supplies*)



Sentences and Structure

Four-Word Sentences Tell children that *everyone* needs help from time to time. Have them recall that Miss Fox tells Bear that even she needs help. Tell them they are going to practice asking for help. What do you say when you need help? Listen to these words and repeat after me.

- I need your help. Can you help me?
- Then have children practice filling in a child's name or your name in this sentence frame: (*Josie*) _____, I need help. Have two children act out how they would ask for help from you or a friend.
- Finally, guide children to use complete four-word sentences to ask for something they need, including the word *Please*. For example, *Please pass the scissors. Please pass the glue. Please pass the crayons. Please pass the straws.*

Vocabulary

Greeting Words Have children practice using *different* words in their greetings to each other and to you.

When you come to school, sometimes I say the words, "Good morning." What do you say? Give children time to think of greeting words such as *Hi, Hello, Good Morning, How are you?* followed by a name. What do you say to greet friends at school? What do you say to a family member who comes home after work? Have children act out these scenarios using single words or several words for greetings.

Transition

Stretch and Shake

Have children stand up. Invite a child to show how a dog stretches its front paws out and shakes. Have children stretch and shake like a dog. Tell them this chant is about a kind of dog called a pug. Have them echo the chant as you say it.

I have a pug I like to hug. (hug arms)
 I hug him once each day. (hug arms)
 Mom says my pug is dirty as
 a rug,
 But I hug him anyway. (hug arms)

Theme Vocabulary

together

Concept Vocabulary

ask	backpack
class	supplies
together	

Academic Vocabulary

greeting	last
first	scissors
next	glue



CHECK FOR UNDERSTANDING

IF . . . a child has difficulty composing a four-word sentence asking for help,

THEN . . . model for them, using sentence frames starting with only one word at first and gradually changing to three words to fill in. For example: *Can you help _____? Can you _____? Can _____? AUDITORY*

LET'S GET READY FOR

Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or for **English Language Development** lessons (p. ELD•212).

Small Group

- **Math: Counting** Have five children stand in line, shoulder to shoulder, facing the group. Ask a volunteer to count the children beginning with the child on the left. *Count together.* 1, 2, 3, 4, 5. *There are five children.* Have another volunteer count children in a *different* order, starting with the child at the right side. *Count together.* 1, 2, 3, 4, 5. *Did the number order change from the first count? No. When we count, we can start at different places, but the count is always the same.*

▶ ELL Access

Speaking

Emerging Help children use English number words for *one, two, three, four, five*, by having them echo count as you count children standing in a line.

Developing Guide children to count five children standing in a line. If a child cannot remember a number word, say the number slowly, having the child repeat it after you. Then repeat the whole counting order one to five.

Expanding Have children show you how to count a line of five children from left to right, saying the number words clearly. Then have the child count from right to left. *How many children did you count the first time? How many the second time?*

Bridging Have children show how to count a line of five children from left to right, saying the number words clearly. Then have a child count from right to left. *Is the number the same or different?*

- **Literacy: Sentences and Structure** Have children practice using four-word sentence frames to tell something they do at school. Use these sentence frames:
 - *I play with _____.*
 - *I sing a _____.*
 - *I count to _____.*
 - *I draw a _____.*

▶ ELL Access

Oral Language Production

Emerging Have children use gestures to show what they can do at school. Model how they could complete this three-word sentence frame. *I can* (move hand and arm as if drawing). *I can* (clap hands). Say: *Now show us something you can do.* As children gesture, narrate what they are doing. For example, say: *You can draw.*

Developing Show Picture Cards *socks, truck, dog, duck, scissors*. Have children complete sentence frames by holding up a Picture Card, naming the word for the picture. *I have a _____.* *I wear _____.* *I cut with _____.*

Expanding Display Vocabulary Cards of things at school such as *friends, playground, books, class, and recess*. Ask students to use the cards to create four-word sentences, such as *I read a book.*

Bridging Display Vocabulary Cards of things at school such as *friends, playground, books, class, and recess*. Have partners use the cards to ask and respond to each other's questions, such as *What do you read? I read a book.*

Math Circle

15 minutes

Counting

Tell children they are going to count different things.

- 1 Engage** Tell children it is Javi's birthday today. Hold Javi up to your ear as if the mascot is whispering in your ear.

Javi says he is three years old. Who can show how to count to three?

Give a child a set of five counters in a bag. Ask the child to count out three to show Javi's age.

Let's all count together as Maria counts out three. One, two, three. There are three counters and that is how old Javi is!

- 2 Develop** Gather and pile four books on a table. Tell children that you need them to help you count how many books are in the pile.

Let's count. As we count, I will ask Jason to take each book off the pile and set each down on the table in a row.

Ready? Count. One, two, three, four. There are four books. The last number we counted, four, is the number of items there are. What was the last number we counted? Then four is the number of items we have on the table.

- 3 Practice** Pass out different sets of two, three, four, or five counters. Tell children to count the items they have. Explain that you will call on each of them to tell how many they counted. Remind them that the last number counted is the number of items they have.

Learning Outcomes

The child

- uses words to rote count from 1 to 30.
- demonstrates that the last count indicates how many items were counted.

What You Need

- Javi
- 4 books
- individual sets of 1 to 5 counters in bags

Academic Vocabulary

counters

items



CHECK FOR UNDERSTANDING

IF . . . the child cannot understand that the last number they counted is the total count,

THEN . . . say the numbers with children and hold their hands as they touch each item. When they get to the last item, emphasize the last number. Tell children how many items you counted. Then ask them how many were counted.



Snack Time

15 minutes

Routines As children are seated and having their snack, ask them what routines will come next. *What routine comes next after snack each day? Do we have Morning Meeting next? No. That is the first thing we do. Do we have Circle Time? Yes. What happens after Circle Time?* You could draw attention to a picture list of routines and have children name them in order.

Social Studies Circle

15 minutes

Learning Outcomes

The child

- attempts to use new vocabulary in speech.
- understands that different places have different rules.
- participates in classroom music activities including moving to rhythms.

What You Need

- three crayons: one red, white, and blue
- Recorded music to play
- Small drum (optional)
- Trade Book: *Bear's Big Day*

Theme Vocabulary

routine different
alike

Concept Vocabulary

ask backpack

Academic Vocabulary

different same
rules

Outdoor Play

20 minutes

Red Light, Green Light Ask what cars do at red lights (stop) and green lights (go). Then explain that you will be a policeman, standing in front of them. They will pretend to be cars. When you say, "Green light," they run toward you. When you say, "Red light," they must stop. If you catch a car going when it is a red light, the car has to go to the parking lot, a chalked box on the playground.

One, Two, Three, Four

Direct children to stand up. Tell them that when people march in parades they count one, two, three, four, picking up their feet on each count. Model how to march counting to four. Then teach this rhyme, having children march on the four-word rhythm.

ONE: Let's have fun. (hold up one finger)

TWO: at the zoo. (hold up two fingers)

THREE: what I see. (hold up three fingers)

FOUR: the lions roar. (hold up four fingers)

Who's in Charge of Me?

- 1 Engage** When you are at home, who makes the rules? What about at school? Encourage children to answer the questions. When you are at home, you might have different rules than you do at school, and that's okay.
- 2 Develop** When we go to a store, there are different rules we need to follow. If you run around a store, who might tell you that it isn't safe? Your parent will probably tell you to stop, but a worker at the store might tell you to stop too. When adults drive cars, they have different rules they need to follow. If they want to make a turn, they need to use the turn signal on the car. If they don't, a police officer might stop them and talk to them about it. Sometimes there are different people in charge in different places.
- 3 Practice** Where are some other places where different people might make sure that rules are followed? Encourage children to talk about the question and guide them to understand that different rules are made for different situations, and different types of people could make sure that those rules are followed.

Learn and Play

90 minutes

Let's Move!

Rhythm Party Play some music with a distinct rhythm.

- Invite children to move to the beat. *Jenna has a fun movement. Let's try to match what she is doing.*
- Choose another child to demonstrate a movement to the *class*. Have children take turns leading the *class* in their movements.

Band Practice Guide children to march steadily to a one, two, three, four count.

- Use a small drum to tap or clap as you count. Show children how to march on each tap of the beat. Start slowly, increasing the speed of the count as children show they can march as the rhythm changes.
- If children seem ready, *ask* one child to tap the count on the drum.
- *Remember to listen to the beat of the drum. You will take one step each time it sounds.*

Let's Talk

Routines As children take part in the end-of-day *routine*, circulate through the classroom looking for those who are following the routines and those who need more guidance.

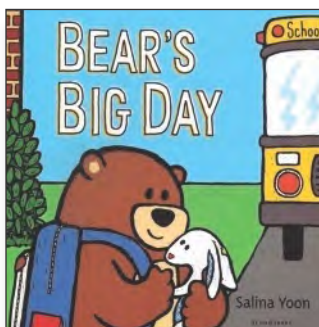
- Engage children in conversations about the *routine*. *How are you helping to put away the puzzles? Can you help Tomas find the missing puzzle piece? How do routines make us feel safe?*



Let's Read

A Picture's Worth II Turn to the page in *Bear's Big Day* that shows the healthy snacks the animals are eating. *Ask* children to point to and name the healthy foods.

Captions Point to captions that describe things Bear takes in his *backpack*. Tell children that captions help explain each picture.



Center Time

30 minutes

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

Rest Time

35–40 minutes

Display the page in *Bear's Big Day* where Bear is trying to go to sleep at nap time. Remind children of the tips they thought of yesterday to help Bear relax and *ask* them to try the deep breathing and counting idea.

Transitions

I Follow Every Rule

Reuse the Sing, Rhyme, and Shout Card to remind children that *routines* have rules that help them know what to do. Tell them that knowing the rules and *routines* helps them feel safe. Sing the song together.

I follow every rule _____,

When I am at my school.

I walk in *class* and raise my hand.

I follow every rule!

DIFFERENTIATED SUPPORT

ELL

Captions When you point to the pictures and captions in *Bear's Big Day*, have children use new vocabulary, Bear's school *supplies*, in their first language. Point to one of the *supplies*. Have children say the word in their home language. Then say the English word for the same object and have children repeat the English word.

VISUAL, AUDITORY

Reflect

10 minutes

5x5

On My Own Point to children in the photo who are working on their own and point to the child getting help. *We can do some things on our own. There are other things we need help with.* Ask several children to name activities they can do on their own. Then have children name activities they need help with, such as crossing the street alone, cleaning up a big spill or mess, or taking care of themselves if they get hurt.



Learning Outcome

The child

- follows classroom routines with occasional reminders from teacher.

What You Need

- 5x5 Card: Safe at School
- SEL Card: *routine*
- Javi

Theme Vocabulary

routine

Concept Vocabulary

ask

Academic Vocabulary

first after

CHECK FOR UNDERSTANDING

IF . . . a child is having difficulty following classroom *routines*,

THEN . . . help by giving the child a visual clue in the form of a multipart drawing of the *routine*. Point out what the child does first, next, and last.

DIFFERENTIATED SUPPORT

3-Year-Olds

Routine Guide children to act out the parts of a *routine*. Ask a child what she needs to do in order to have a snack. Have her pantomime the actions, such as washing her hands and sitting at the table. KINESTHETIC

Social and Emotional Learning

Routine Hold up the SEL Card *routine*. The children in this picture are following a *routine* as they get to school in the morning. Have volunteers summarize the steps as you point to them. Point out that *routines* make us feel safe because they let us know what we need to do and what is going to happen next.



Let's Talk About It

Encourage children to think about the day's *routines*. During the discussion, have the child who is speaking hold Javi. Notice that children follow the *routine* of listening quietly to the person who is holding him. Gently remind children to listen quietly as needed. *When we get ready to go outside to play, first we go to our cubbies to get a sweater, jacket, or coat, if we need it. What do we do after that?* Have children talk about what happens when it is time to come back inside after outside play. Choose several other *routines*, asking children to give the order of what happens first and after. *What is the snack time routine? How do we get ready for Story Time?*



Welcome to Today

15 minutes

Meet and Greet

- Greet children. Shake their hands. Use the greeting Miss Fox used to greet animals in *Bear's Big Day*, "Hello, welcome to my classroom."
- Invite children to place their pictures on the Mood Meter.



Sing, Rhyme, and Shout

Hello, School! Review the lyrics and the pictures to "I Follow Every Rule." Sing the song *together*. Let's sing the new words we made up yesterday. I say: "Hello" each day/ Before I go to play/ I shake a hand, or give high-five/ To teachers and friends each day!

- Remind children to follow the rules and *routines* today.



Learning Outcomes

The child

- follows classroom routines with occasional reminders from teacher.
- assumes responsibilities as part of a classroom community.
- participates in classroom music activities including singing.

What You Need

- Sing, Rhyme, and Shout: "I Follow Every Rule"
- attendance chart, helper chart

Theme Vocabulary

routine different

Concept Vocabulary

together

Academic Vocabulary

words speaking

listener

Morning Meeting

- 1 Attendance** Invite children to place their names on the chart to show they are here.
- 2 Helper Chart** Check in with the helpers to see how their jobs are going.
- 3 Weather** Have children talk about the *different* clothes they wear for certain weather. *What kind of weather do we have today? What do you wear?*
- 4 Today's Events** *Who has something to tell today?* Children take turns talking about a special event. Tell them you will read a new book today.

DIFFERENTIATED SUPPORT

Extra Support

Morning Meeting Help children focus their attention during the Morning Meeting *routine* when others are telling about a special event. Pass Javi to the child who is speaking. *At Morning Meeting we have a routine. Look at the person who is speaking. How do we know who that is? Yes, she is holding Javi. Be a good listener. When it is your turn to talk, you will hold Javi and speak.* AUDITORY

Story Time

15 minutes

Learning Outcomes

The child

- engages in pre-reading activities.
- names at least 20 upper-case and at least 20 lower-case letters in the language of instruction.
- recognizes at least 20 distinct letter sounds in the language of instruction.
- distinguishes between elements of print including letters, words, and pictures.

What You Need

- Read More About It: “How I Feel”
- Alphabet Cards: *Mm*, *Ss*
- Vocabulary Cards: *backpack*, *class*, *ask*, *supplies*, *together*

DIFFERENTIATED SUPPORT

3-Year-Olds

Connect Display p. 8 of Read More About It! *Hello, School!* Cut two pieces of construction paper so each has a window opening: one to show a word, the other to show a letter.

- Lay the larger word window over the word *school*. **This is a word.** Then lay the word window over the word *toys*. **This is a word. There are many words on this page.** Move your hand from left to right under a few sentences. Give the larger window to a child and have her place the window over a word.
- Lay the letter window over the letter *s* in the word *school*. **This is a letter. It is lowercase *s*.** Give the letter window to a child and ask him to find another letter *s*.
- Allow others to identify a letter or a word in this way. VISUAL

Hello, School!

? **Why is it important to feel safe at school?** Review the weekly question by asking children what they have learned at school this week. Ask them to tell what they learned about greeting each other and sharing *supplies*.



“How I Feel”

Have children sit. Today we are going to read a new selection about going to school.

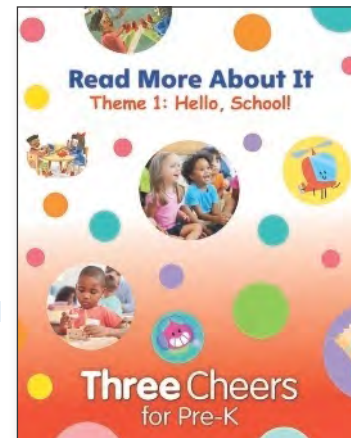
- 1 Introduce** Display the Read More About It! Book *Hello, School!* pp.8–9. Preview the selection “How I Feel” by asking children to comment on the pictures. **What do you think this text will be about? What picture clues help you to make a good guess?**

Point to the words on the first page.

Books are made up of words. Run your

hand from left to right under the sentences. **Words are made up of letters. You have learned about the letter *M*.** Have a child point to a lowercase *m* in the text.

- 2 Read Together** Read the selection, pausing now and then to ask children to talk about the pictures.
- 3 Connect** After reading, ask children to talk about times they felt happy after getting used to a new experience. **What new things have you enjoyed doing? What made you feel happy about learning something new? Who helped you feel happy and comfortable when you were trying something new?**

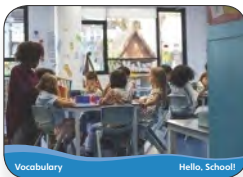


Literacy Circle

15 minutes

Concept Vocabulary

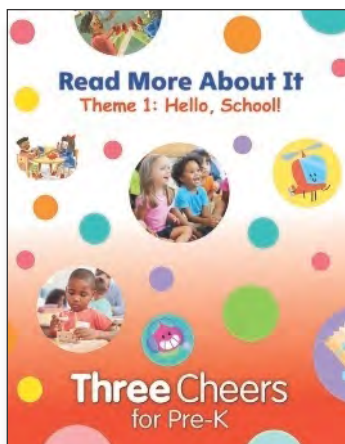
Review Remind children of the weekly question: Why is it important to feel safe at school? Display Vocabulary Cards *backpack* and *supplies*. I give you some of these at the Art Center. What word am I thinking of? (*supplies*) Hold up two cards and give children clues for one of the words (*class*, *ask*, *together*). Have children identify the word. Repeat until each word has been used at least once.



Print Concepts

Words and Pictures Engage children in pre-reading activities. Display the Table of Contents, Read More About It: *Hello, School!* This page tells in words what selections are in this book. Point to the first title.

- There are four words. Point to each word as you read: The words say *I'm Going to School*. Turn to p. 4. Point to the same four words. These words are *alike*. What will this text be about?



Alphabet Knowledge

Review Mm, Ss Tell children that they are going to review the letters *Mm* and *Ss*.

- 1 Review Letter Name** Display Alphabet Card *Mm*. This is a mountain. Point to uppercase *M*. This is uppercase *M*. Point to lowercase *m*. This is lowercase *m*. Point to each letter one at a time and have children name them. Then repeat for uppercase and lowercase *Ss*.
- 2 Review Letter Sound** The sound that letter *Mm* spells sounds like this: /m/. Point to lowercase *m*. What sound does letter *m* spell? Repeat for *Ss* and the sound /s/.



- 3 Review Letter Formation** Trace the uppercase letter *M* on the Alphabet Card, describing how to make each stroke. Have children write the letter in the air. Repeat for lowercase *m*, uppercase *S*, and lowercase *s*.

Transition

Five Little Leaves

Invite children to stand up and wiggle their arms, legs, middle. Then have them echo you as you say this fingerplay.

Five little leaves,
rustle in the breeze. (wiggle five fingers)

Some flutter down,
One, two, three. (raise each of three fingers and wiggle all three toward the floor)

Theme Vocabulary

alike

Concept Vocabulary

ask backpack
class supplies
together

Academic Vocabulary

trace words
letters



CHECK FOR UNDERSTANDING

IF . . . a child has difficulty tracing letters in the air,

THEN . . . guide the child's wrist to make the letter formation. As the child begins to gain control, offer a paintbrush dipped in water, guiding the child's hand to make the letter formation on a chalkboard or a piece of paper.

LET'S GET READY FOR

Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or for **English Language Development** lessons (p. ELD•213).

Small Group

- **Math: Counting** Give each child a clear cup and five counters. Model how to count each of the five objects as they put each in the cup. Then have the children recount the objects as they remove them from the cup and place them on a table.

▶ **ELL Access**

Listening

Emerging Help children understand the names of the manipulatives used for this counting activity. Hold up a clear cup. *This is a cup.* Have children repeat the sentence. Then show five counters. *These are counters. What are these?* Hold up the cup. *What is this?*

Developing Display a cup and five counters. Point to the cup. Point to the counters. Then hold up a counter. *Is this a cup? No. It is a counter.*

Expanding Display a cup with five counters in it. Point to the cup. *What is this?* Point to the counters. Point to the cup.

Bridging Have children use complete sentences to tell you what manipulatives you are using, a cup and counters.

- **Literacy: Alphabet Knowledge** Help children form letter Ss using the sand table. Model how to form the letter in the sand. *This is how I make uppercase S. I take my index and tallman fingers and press them in the sand, moving them in a slow curve left, down to the right, and then to the left again. Are there any straight lines?* Have children make the s sound as they trace the shape in the sand.

▶ **ELL Access**

Letter-Sound Relationships

Emerging Using Picture Cards *seal* and *sock*, and Alphabet Card Ss, emphasize the initial sound of s found on the Picture Cards. Have children echo you as you show and say each pictured word and the sound that letter Ss spells.

Developing Point to your teeth and blow air through your teeth to make the sound of letter s. Hand children the S Picture Cards and guide them to echo you as you say the name of each picture.

Expanding Say this tongue twister, emphasizing the initial sound of s: *Six seals sat on a sofa.* Have children echo you and tell you what sound S spells.

Bridging Give children the three S Picture Cards and the *m* card, mug. *Ask* them to say each Picture Card name. Guide them to hear the difference between the sound of the initial *m* and *s*.

Math Circle

15 minutes

Counting

Tell children that today they will count to find how many.

- 1 Engage** Show children five boxes of crayons that you have prepared to hold one to five crayons in each box. *Let's count the boxes.*

Hold up each box as you count them aloud together, one count per item.

There are five boxes of crayons.

- 2 Develop** Open one box of crayons to show the three crayons inside. *How many crayons are in this one whole box? Let's count to find out how many crayons are in the box. One, two, three. There are three crayons in this set of crayons. One whole box has three parts, or crayons.*

- 3 Practice** Have children count the crayons in each box to determine that objects or parts of an object can be counted. Ask questions such as, *How many boxes do you have? How many crayons are in the box?*

Learning Outcomes

The child

- knows that objects, or parts of an object, can be counted.
- counts 1–10 items, with one count per item.
- counts up to 10 items.

What You Need

- five boxes of crayons, one to five crayons in each box

Academic Vocabulary

whole part
crayons



CHECK FOR UNDERSTANDING

IF . . . children are confused by counting the *different* objects,

THEN . . . separate the crayons from the box and count them. Then put the crayons back in the box. Explain that the number of crayons has not changed. *There are three crayons and one box.*



Snack Time

15 minutes

Routines Talk to children about *routines* they have at home. *What routine do you have before you eat dinner? What routine do you have before you go to bed?* Give children a chance to talk about their home *routines*.

Science Circle

15 minutes

Learning Outcomes

The child

- follows classroom routines with occasional reminders from teacher.
- interacts with a variety of playmates.
- distinguishes between elements of print including pictures.
- uses simple measuring devices to learn about objects.

What You Need

- measuring tape
- butcher paper
- marker
- Big Book: *The More We Get Together*

Theme Vocabulary

routine

Concept Vocabulary

supplies together

Academic Vocabulary

growth height

Outdoor Play

20 minutes

Jump, Jump, Jump Give children simple jumping commands to show they can follow directions. Have children stand with plenty of space between themselves. Have a child demonstrate a jump of a short distance and then a jump of a long distance. Tell children to listen to your directions. Start with single commands and increase to multiple commands: *Short jump. Then short jump, long jump, short jump.*

I Am Growing

Invite children to stand and stretch their hands above their heads. Tell them to echo you as you recite the chant about growing taller.

When I was a baby, I was teeny,
tiny, small.

(separate thumb and index
finger about an inch)

Then I grew bigger,
but not too tall.

(show right hand about a foot
above the left hand)

I know I am still growing,

(move hands farther apart)

I see a mark on the wall.

Measurement

- 1 Engage** Tell children you want to find out their *height*, or how tall they are. Model how children can use simple measuring devices like a handspan. *I can use my handspan to measure this Big Book.* Measure the *height* of a big book. *How many of my handspans tall is the Big Book?*
- 2 Develop** Show children the *growth* chart you prepared using butcher paper and a tape measure running up one side. Point to the numbers on the tape. *The numbers stand for inches. Inches is one word we use when we measure something. We can count inches to tell the length or height of an object or a person.* Have each child stand next to the chart. Say each *height* in inches and write the child's name next to that number on the chart. *Will is 41 inches tall.*
- 3 Practice** Have children use their handspans to measure classroom objects such as the chalkboard, large blocks, the length of a wagon, the *height* of a chair.

Learn and Play

90 minutes

Let's Move

Mirror, Mirror Have children interact with a variety of playmates as they play a copycat game.

- Hold up a mirror so that children see their faces.
- Explain that pairs are going to pretend they are a mirror. Arrange pairs to stand facing each other.
- Children take turns initiating a move. The other copies, then they switch roles.

Hide and Seek Before children arrive, hide natural and human-made objects around the room.

- To play the game, give hints about the objects such as: *This is something that grows on trees.* or *This is something you use to color.*
- As children search for the objects, give “closer-farther” hints. You may wish to give hints about distance: *You are only two handspans away.*
- When children find the object, ask one child to hand it to you.

Let's Talk

Routines During the last part of the day, circulate among the children, engaging them in conversations about the daily *routines*.

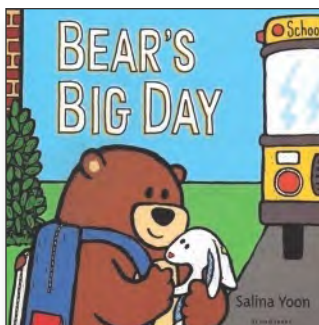
- *You remembered this routine. You have put all the crayons back in the box. Thank you. Do you remember the Story Time routine? What do you remember about the story?*



Let's Read

A Picture's Worth III Show children the page in *Bear's Big Day* in which the animals are napping. *What are the animals dreaming about? How do you know? What do you think Bear is thinking about?*

Just Like Us As you reread *Bear's Big Day* point out the pictures of classroom objects and *supplies*. Have children distinguish between elements of print, pictures, and words. Have children point to pictures of items in Bear's classroom that are the same as items in their classroom. Point out words that tell about classroom items.



Transitions

The More We Get Together

Have children stand up tall and then touch their toes three times. Then sing “The More We Get Together.”

The more we get together, together, together, together, the more we get together, The happier we'll be. (point to big smile on face)

For your friends are my friends, (point away and then toward yourself)

And my friends are your friends. (point toward yourself and then away)

The more we get together, the happier we'll be.

Center Time

30 minutes

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

Rest Time

35–40 minutes

Comfy Cozy As children settle down for rest time, ask them to think about Bear snuggled in a sleeping bag with Floppy, his buddy. Talk about how cozy it is and how happy Bear is to have his best friend with him as he rests.

DIFFERENTIATED SUPPORT

Extra Support

Mirror, Mirror Invite children who may have physical challenges to sit across from a partner rather than stand. Suggest that pairs concentrate on copying *different* facial expressions rather than gross motor movements using arms and legs. KINESTHETIC

Reflect

10 minutes

5x5

Safe or Not Safe? Sometimes children need to *ask* for help in order to stay safe. You can name several possible situations in your classroom. For each scenario, have children put their thumbs up if it is safe. Have them put their thumbs down if it is not safe. Examples: *running in the classroom; taking turns to use a toy; pushing others in line; washing hands before eating snacks.*



Learning Outcome

The child

- follows classroom routines with occasional reminders from teacher.

What You Need

- 5x5 Card: Safe at School
- SEL Card: *routine*

Concept Vocabulary

ask

Theme Vocabulary

routine

CHECK FOR UNDERSTANDING

IF . . . a child has difficulty responding to the small motor movements for the 5x5 activity,

THEN . . . work with the child individually, giving directions for simpler movements, such as raising a hand.



Social and Emotional Learning

Routine Draw children's attention to the picture on SEL Card *routine*. *What routine are these children doing? Why are routines, such as lining up to go outside, a good thing for our class?* Guide children to point out that by lining up, *everyone* can get through the doorway easily. No one gets pushed. It is a safe way to move from one activity to another. Continue discussing other routines and why they are needed.



Let's Talk About It

Have children recall the Morning Meeting *routine*. You can offer hints. *What is the first thing we do at Morning Meeting? What comes after the attendance? Hold up a card in which you have drawn a cloud and a sun. What question do I ask every day? How do we find out about special events? What is the last thing we do at Morning Meeting?* Monitor children as they describe how they follow classroom *routines*, giving them occasional reminders about the parts of each *routine*.



DIFFERENTIATED SUPPORT

ELL

Routine Have children help you make a picture chart that shows the order of *routines*: Morning Meeting, Story Time, Literacy Circle, Center and Small Group Time, Math Circle, and so forth. *Ask* children to name objects to show for each *routine*, such as a flag for Morning Meeting and a book for Story Time. Hold up each picture and have children name the *routine*. AUDITORY/VISUAL

Welcome to Today

15 minutes

Meet and Greet

- Shake children’s hands when you greet them.
- As children place their pictures on the Mood Meter, talk to them about their feelings.



Sing, Rhyme, and Shout

Hello, School! Display the card.

- Sing the song *together*, adding the verses you created on Day 2.
- I like this song. It tells about rules we follow. Why do we follow rules at school? Elicit from children that rules and *routines* help us know what to do and keep us safe.



Morning Meeting

- 1 Attendance** Hold up name cards, asking children to say, “Here,” and then put their name cards on the chart.
- 2 Helper Chart** After assigning helpers, ask children if the jobs are similar to those at home.
- 3 Weather** What weather did we have last night? How is it *different from today*? Encourage children to compare weather the night before to today.
- 4 Today’s Events** Who can tell us about something special happening today? Tell children that today they will make choices about which app they will use at the computer.

Learning Outcomes

The child

- follows classroom routines with occasional reminders from teacher.
- assumes responsibilities as part of a classroom community.
- participates in classroom music activities including singing.

What You Need

- Sing, Rhyme, and Shout Card: “I Follow Every Rule”
- attendance chart, helper chart

Theme Vocabulary

routine different

Concept Vocabulary

ask together

Academic Vocabulary

compare app

computer

DIFFERENTIATED SUPPORT

3-Year-Olds

Weather To help children understand the elements of weather, use Picture Cards *rain* and *sunshine*. Which of these kinds of weather are we having today? Is it raining? Does the sun shine today? Can you show me how you know? Ask a volunteer to go to a window and describe the weather. What can you do on a rainy day? What can you do on a sunny day? VISUAL

Story Time

15 minutes

Learning Outcomes

The child

- shows understanding by responding appropriately.
- engages in conversations in appropriate ways.
- retells or re-enacts a story after it is read aloud.
- uses information learned from books by describing, relating, categorizing, or comparing and contrasting.

What You Need

- Trade Book: *Bear's Big Day*
- Read More About It: "How I Feel"
- two objects that are alike and two objects that are different
- Vocabulary Cards: *backpack, class, ask, supplies, together*

DIFFERENTIATED SUPPORT

ELL

Compare

- Help children understand the words *alike* and *different*.
- **I have two crayons. They are alike.** Hand the crayons to the child and have the child repeat the word *alike*. **The crayons are the same color, red. They are the same size. I have two blocks. They are different.** Have children repeat the word *different*. **One block is large. One block is small.**
- Show children the trade book and the Read More About It, *Hello, School!*
- **How are the books alike? How are they different?** VISUAL

Hello, School!

? **How can we learn and play at our school?** Return to the Theme Question, and ask children to name something they learned about school from what they read this week. Guide children to respond appropriately to direct questions about the week's texts.



Bear's Big Day and "How I Feel"

Tell children they are going to review, or read and talk again about *Bear's Big Day* and compare it to the Read More About It, *Hello School!*

- 1 Remember** Display the cover of *Bear's Big Day* and pp. 8 and 9 from Read More About It Book: "How I Feel."

Some events that happen in these two books are *alike*, and some events are *different*.

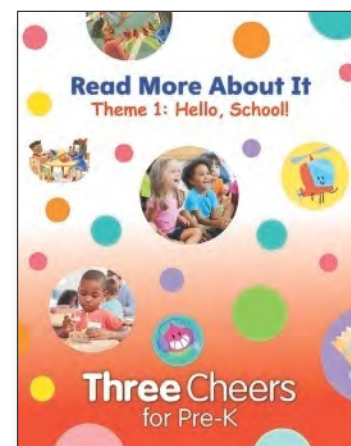
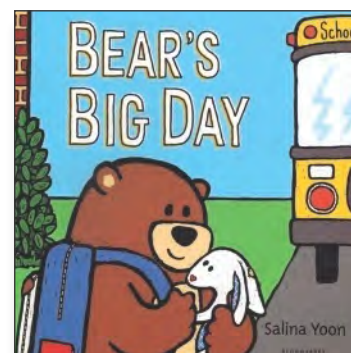
- 2 Reread** Reread pp. 6, 7, 32, and 33 of *Bear's Big Day* and pp. 8 and 9 of Read More About It Book: "How I Feel." Ask children to raise their hand when they hear words that tell about feelings.

- 3 Compare** Model for children: **Bear hugs Floppy and says, "I love you" as he leaves for school. I think Bear was sad to say goodbye to Floppy. The boy in this book says, "I feel sad saying goodbye to my mom." I think both Bear and the boy are alike. They both feel sad to leave someone they love.**

Point to the pictures on pp. 32 and 33 in *Bear's Big Day* and p. 9 in "How I Feel."

Bear seems happy now. Why is he happy? How might the boy be feeling? Do the boy and the bear have same or different feelings?

Have children look closely at the images in both books to tell what is *alike* and what is *different*. Monitor their responses, guiding them to engage in conversation in appropriate ways.

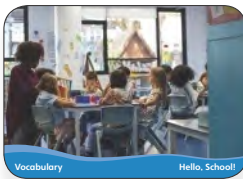


Literacy Circle

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: *Who do you ask if you need help at school?* (an adult) *What do you put in a backpack?* (crayons, snack) *Where does a class meet in school?* (classroom) *What supplies do we use at the centers?* (Accept reasonable answers: scissors, glue, crayons) *If we do things together, are we with others or alone?* (with others)



Speech Production

Respond Appropriately Tell children they can respond to what they read by telling what is *alike* and what is *different*.

- How are Bear and the boy in “How I Feel” *alike*? How do they feel on the first day of school? Does Bear feel differently the second day? Why?
- Discuss Read More About It: “How I Feel.” A child in the selection tells about school rules. Do we follow rules in our school? Is our *class alike or different* from the boy’s *class*? What clues tell you so? Check that children’s responses are relevant and appropriate.

Speaking and Conversation

Engage in Conversations Tell children that they are going to talk about feelings. Explain that when people have a conversation, or talk together, one person may ask a question and the other person answers it. In a conversation, only one person talks at a time.

Point to the picture on p. 8 of “How I Feel,” showing the boy. *How do you think he is feeling? How do you know?*

Remind children that the boy in “How I Feel” said he was worried about the first day of school. *Why was he worried? He didn’t want to leave his mom.*

Guide children to have a conversation using these questions: *How do you feel today? I feel _____. How do you feel?*

Transitions

Opposites

Tell children to take a big stretch and stay standing as you teach them this chant. Encourage them to make up movements to go with it.

It’s cold, it’s hot,
I find a good spot.
Speak soft, speak loud
But don’t call a crowd.
It’s warm, it’s cool,
I jump in a pool!

Concept Vocabulary

ask	backpack
class	supplies
together	

Academic Vocabulary

compare	conversation
---------	--------------



CHECK FOR UNDERSTANDING

IF . . . a child is reluctant to join in the transition chants,

THEN . . . ask them to help you teach the chant to a classroom doll. As you say the chant, have the child repeat the line to the doll. By taking the burden off the child to recite the chant to you, the child defers attention to the doll and feels less stress.

LET'S GET READY FOR

Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or for **English Language Development** lessons (p. ELD•213).

Small Group

- **Math: Counting** Ask children to count their eyes, ears, mouth, and the number of fingers on one hand. When they count their fingers, start with the little finger. **How many fingers on your hand?** Count the fingers again, starting with the thumb. **Is the count the same or different this time?** Remind children that they can start on any finger but will still get five fingers on one hand.

► ELL Access

Speaking

Emerging Ask a child to say the words in their home language for *eyes*, *ears*, *mouth*, and *fingers*. Provide the English word for each body part, asking children to repeat it. Have them point to the body part and raise the appropriate number of fingers.

Developing Have children respond to questions in English sentences such as, **How many eyes? There are two eyes.** Repeat for other body parts, having children raise the correct number of fingers.

Expanding Have children fill in missing parts to sentence frames: *I have one ____.* *I have ____ eyes.* *I have ____ fingers.*

Bridging Allow children more time to process the instructions. Check that they raise the correct number of fingers for each body part named.

- **Literacy: Listening Comprehension** Tell children to listen closely as you reread a page of *Hello, School!* Have them raise their hands when they hear one of these feelings words: *worried*, *excited*, *sad*, and *happy*. Say each word, having children repeat it. When a child identifies a feeling word, ask: **Why does the boy feel ____?**

► ELL Access

Internalize Vocabulary

Emerging Hold up SEL Card: *happy/sad*. Point to the happy picture and say the word, having children repeat it. Repeat for the sad picture. Then lay the card on the table. Say one of the feelings words and have a child point to the correct one.

Developing Show the SEL Card: *happy/sad*. **Which child is happy?** Have a child point to the part of the card that shows happy. Repeat for the sad picture. Then lay the card on the table, and say: **Point to the happy child. Point to the sad child.**

Expanding Listen to these words: *happy*, *mad*. Ask children to respond to these questions with one of the feelings: **How does Bear feel when he makes a pocket for Floppy? How does the boy feel when someone has the toy he wants?**

Bridging Reread "How I Feel." Ask children to tell you about what makes them feel mad or sad. Guide them to use the sentence frame *I feel [emotion] when ____.*

Math Circle

15 minutes

Counting

Tell children that today they will learn that they can count parts of an *object*.

- 1 Engage** Display a *backpack* that may have two pockets on the outside and four discreet objects inside.

My backpack has some parts. There are pockets. Let's count the parts on the outside. One pocket, two pockets. There is one backpack and it has two pockets.

- 2 Develop** Unpack the *backpack*, asking children to count as you pull objects out.

One, two, three, four objects. How many objects are inside the backpack? Yes, four objects. We have one backpack. The backpack has two pockets outside and four objects inside.

- 3 Practice** Pass around a box in which you have placed two boxes of crayons and a pair of scissors. Ask children to count all objects. *You have one box. How many objects are inside? How many boxes of crayons? How many crayons in each box?*

Learning Outcomes

The child

- knows that objects, or parts of an object, can be counted.
- counts 1–10 items, with one count per item.
- counts up to 10 items.

What You Need

- 1 backpack with 2 pockets, 1 glue stick, 2 pencils, 1 eraser inside
- 1 box, 2 boxes of crayons, 1 pair of scissors

Academic Vocabulary

object

pocket

parts



CHECK FOR UNDERSTANDING

IF . . . a child has difficulty understanding that pockets are part of the *backpack*,

THEN . . . show the child another example. Show a bag of five counters. Ask the child how many bags. Then ask how many counters.



Snack Time

15 minutes

Choice Tell children they will choose the book they liked best this week by taking a vote. *If you liked **Bear's Big Day** best, raise your hand.* Record children's choice for *Bear's Big Day*. *Now how many choose "How I Feel" as their favorite?* Record and review the data from the Choice T-chart.

Technology Circle

15 minutes

Learning Outcomes

The child

- shows initiative in independent situations.
- opens digital programs.
- uses a variety of digital tools.
- names a variety of digital tools.

What You Need

- digital devices
- Patterns: Number Cards
- Read More About It Book: “How I Feel”
- Talk More About It Card: *Bear’s Big Day*
- Trade Book: *Bear’s Big Day*

Concept Vocabulary

rules

Academic Vocabulary

device application / app
program

Outdoor Play

20 minutes

Obstacle Course Guide children as they navigate through an obstacle course you set up on the playground. Provide chances for children to climb, walk, jump, crawl, and run. Give assistance where needed, but encourage children to complete the course independently.

My Device

Invite children to stand up, march for ten seconds, and then have children sit down with their legs crossed. Ask children to echo the chant as you present it. Act out the motions for each line of the chant. Repeat, pausing for children to say each line and act out the motion.

My device on my lap, (place hands on lap)
I browse through an app,

My mouse click-clacks away, (pretend to click on mouse)
The more I tap

The device on my lap, (place hands on lap)
The more fun I have every day!

Technology Devices

- 1 Engage** Display two digital tools, such as a tablet, cell phone, or laptop. This is a _____. It is a digital tool we can use. This is a _____. It is another digital tool we can use. Have children recall the programs or apps they opened. Invite children to explain how they used that program. Tell them today they may explore a *different* program.
- 2 Develop** Model how to open the device, or tool, and how to open programs. Answer questions children have about using the device.
- 3 Practice** Give children free time to browse programs, trying them out. Observe how children show initiative in independent situations by asking questions about the name of each app or program, the way they are using the device, and what they are learning from the program they chose, such as: *What is the name of the digital tool or device that you are using? What is this program you have opened? What do you like about it? What do you have to do to get the bell to ring? Would you like to try another program?*

Learn and Play

90 minutes

Let's Move

Numeral Hunt

- Take children on a neighborhood walk or through your school building. Direct them to use their eyes to look for numerals.
- When children see a numeral 0 to 9 on a sign, a building, a door, a vehicle, and so forth, have them say each individual numeral or repeat after you.

Numeral Walk Similar to the Alphabet Walk game, create large numeral cards (0 to 9) and place them in a circle on the floor.

- Play music, clap and sing, or chant as children march by the numeral cards. When you stop the sound, hold up a numeral card for children to see.
- The children standing closest to that matching numeral raise their hands. Choose one of them to be the caller for the next round.

Let's Talk

Choice Walk around the play areas, stopping to talk to playmates who are looking for another activity. Engage children in conversations about their choices.

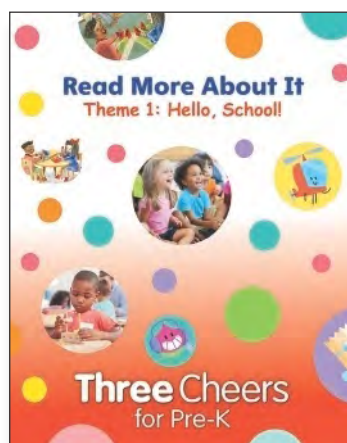
- Have you played in the House Corner today? Did you have a chance to build a tower today? Would you like to paint or color today?



Let's Read

Read More About It Display “Hello, School!” Have a child find a page they would like to retell. Which part did you like best? Show how the boy felt. How is the boy like Bear in *Bear's Big Day*?

Tell Me Again Provide children with the Talk More About It Card for *Bear's Big Day*. Guide those who wish to retell the story by asking what this story shows about how we can work and play *together* with others at school.



Center Time

30 minutes

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

Rest Time

30–40 minutes

Soft Music As children settle into Rest Time, play calming, soft music, such as a lullaby or online nature soundtracks such as waves on the shore or birdsong in a forest. Draw children's attention to the slow rhythm of the song or the particular sounds they hear.

DIFFERENTIATED SUPPORT

Engage and Extend

Let's Read Invite children to retell the story *Bear's Big Day* by drawing a picture that shows how the animals at Bear's school worked and played *together*. Give them the trade book to page through for ideas for their drawings. Post the drawings on a *class* bulletin board. TACTILE

Reflect

10 minutes

5x5

Counting Order Model counting the number of people in the photo. Point to each person as you say the counting number. *How many people are there?* Next, tell children you are going to count the people again, but this time you will start with a *different* person. Have children predict whether or not you will find the same number of people. Then model counting to check their predictions. *I can count the people in any order. The number of people stays the same.*



Learning Outcomes

The child

- shows initiative in independent situations.
- uses single words to communicate meaning in social situations.

What You Need

- 5x5 Card: Safe at School
- SEL Card: *choice*

Academic Vocabulary

choices	app
activities	device



Social and Emotional Learning

Choice Display the SEL Card *choice*. Point out that children can make choices about what they want to do at school. *Which of these activities would you choose? Why would you choose that one? Have you ever done that before?* Tell children that you will name each of the activities in the picture, and they should raise their hand if that's the activity they would like to do. They should only raise their hand one time. As you conduct the poll, notice that children are showing initiative in independent situations by choosing the one activity that most appeals to them.



Let's Talk About It

Talk to children about the app they chose and used in Technology Circle. *Were there other apps that looked interesting? Which app might be your choice another time we use the devices? Tell me why you would choose that one.* Note children who give one-word responses or use gestures to answer the questions.



DIFFERENTIATED SUPPORT

Extra Support

Choice For children with visual challenges, describe each of the activities pictured on the card. Conduct the poll once everyone is clear about the choices. AUDITORY

Three Cheers for Pre-K

Pre-Kindergarten Outcomes

Domain	This Week's Instructional Focus
Social and Emotional Development	<ul style="list-style-type: none"> Child follows classroom rules and routines with occasional reminders from teacher. Pages 145, 153, 161, 168, 169, 177; C•196–C•197 Child assumes various roles and responsibilities as part of a classroom community. Pages 145, 153, 161, 169, 177
Language and Communication	<ul style="list-style-type: none"> Child shows understanding of the language being spoken by teachers and peers. Page 146 Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order. Page 162
Emergent Literacy Reading	<ul style="list-style-type: none"> Child engages in pre-reading and reading-related activities. Pages 170; C•188–C•189 Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction. Pages 146, 154, 170; C•190–C•191 Child retells or re-enacts a story after it is read aloud. Pages 158, 166, 184 Child can distinguish between elements of print including letters, words, and pictures. Pages 154, 170
Emergent Literacy Writing	<ul style="list-style-type: none"> Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning. Pages C•202–C•203
Mathematics	<ul style="list-style-type: none"> Child uses words to rote count from 1 to 30. Pages 166; C•192–C•193 Child recognizes one-digit numerals, 0–9. Pages 149, 157, 165, 166, 173, 181
Science	<ul style="list-style-type: none"> Child observes, investigates, describes, and discusses properties and characteristics of common objects. Pages 174; C•194–C•195, C•198–C•199 Child uses simple measuring devices to learn about objects. Pages C•194–C•195, C•198–C•199
Social Studies	<ul style="list-style-type: none"> Child identifies similarities and differences between himself, classmates and other children inclusive of specific characteristics and cultural influences. Pages 150, 184
Fine Arts	<ul style="list-style-type: none"> Child demonstrates interest in and shows appreciation for the creative work of others. Pages 158, 160; C•200–C•201 Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms. Pages 145, 153, 160, 161, 169, 177, 182
Physical Development	<ul style="list-style-type: none"> Child identifies good habits of nutrition and exercise. Page 176
Technology	<ul style="list-style-type: none"> Child opens and navigates through digital learning applications and programs. Pages 166; C•188–C•189 Child practices safe behavior while using digital tools and resources. Pages 166, 182

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

Ready for Kindergarten!

Listening Comprehension

Pre-Kindergarten Outcomes

- Child shows understanding of the language being spoken by teachers and peers. **Page 146**

Kindergarten Literacy Goals

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

Language

Pre-Kindergarten Outcomes

- Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order. **Page 162**

Kindergarten Literacy Goals

- Produce and expand complete sentences in shared language activities demonstrating command of the conventions of standard English grammar and usage when writing or speaking.

Writing

Pre-Kindergarten Outcomes

- Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning. **Pages C•202–C•203**

Kindergarten Literacy Goals

- Write a letter or letters for most consonant and short-vowel sounds.
- Participate in shared research and writing projects.

Reading Readiness

Pre-Kindergarten Outcomes

- Child engages in pre-reading and reading-related activities. **Pages 170; C•188–C•189**
- Child retells or re-enacts a story after it is read aloud. **Pages 158, 166, 184**

Kindergarten Literacy Goals

- Actively engage in group reading activities with purpose and understanding.
- Retell familiar stories, including key details, characters, settings, and major events.

Alphabet Knowledge

Pre-Kindergarten Outcomes

- Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction. **Pages 146, 154, 170; C•190–C•191**

Kindergarten Literacy Goals

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

Mathematics

Pre-Kindergarten Outcomes

- Child uses words to rote count from 1 to 30. **Pages 166; C•192–C•193**
- Child recognizes one-digit numerals, 0–9. **Pages 149, 157, 165, 166, 173, 181**

Kindergarten Mathematics Goals

- Count to 100 by ones and by tens.
- Write numbers 0–20 and compare two written numbers between 1 and 10.



Hello, School!

How do we learn and play at our school?

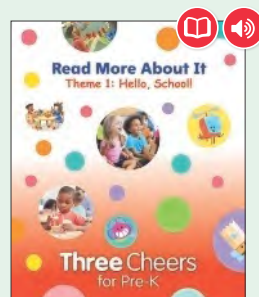
Weekly Question:

How is my school like other schools?

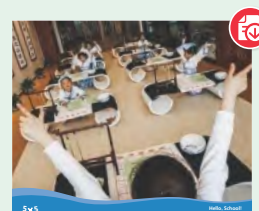
From the Theme Kit Print and Digital



Trade Book



Read More About It: "My New School"



5x5



Theme and Concept Vocabulary



Theme Manipulative



Big Book and Little Books



Wordless Experience Book: Hello, School!

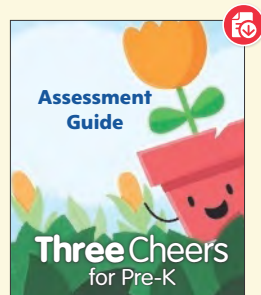


Sing, Rhyme, and Shout: "School Everywhere"

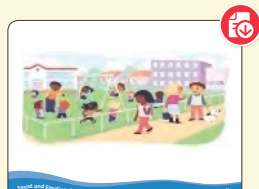


Talk More About It: School in Many Cultures

From the Teacher Toolkit Print and Digital



Assessment Guide



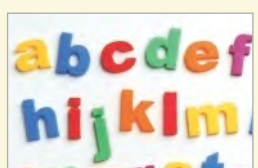
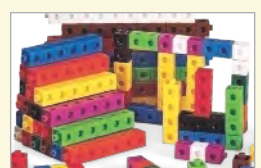
Social and Emotional Learning Cards



Alphabet Cards



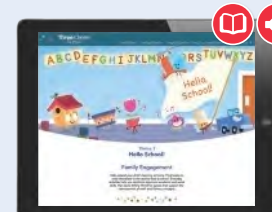
Picture Cards



Manipulatives



Family Engagement Digital



Three Cheers for Pre-K Parents!



Three Cheers for Games!



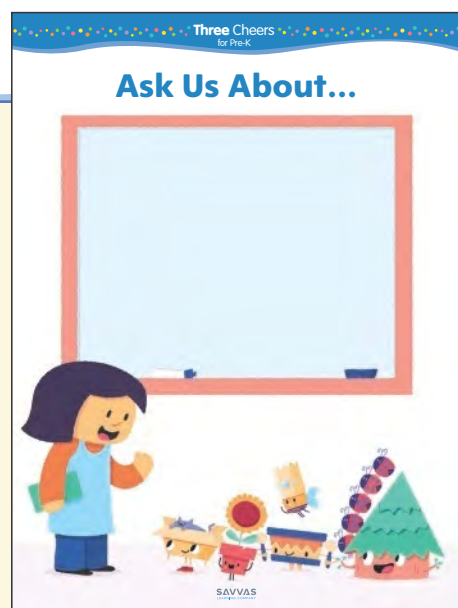
Digital Bookshelf

Plan Your Week

Suggested Daily Times

- Welcome to Today . . . 15 minutes
- Story Time 15 minutes
- Literacy Circle 15 minutes
- Center and Small Group Time 60–90 minutes
- Math Circle 15 minutes
- Snack Time 15 minutes
- Science Circle 15 minutes
- Outdoor Play 20 minutes
- Learn and Play 90 minutes
- Rest Time 30–45 minutes
- Center Time 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 kinds of celebrations do you have at home?
- How is your school like a school you learned about?
- What numbers do you know?

Day 1 pp. 145–152

Welcome to Today

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

Story Time

- How do we learn and play at our school?
- Reread Big Book *The More We Get Together*

Literacy Circle

- Concept Vocabulary Introduce
- Print Concepts Pictures and Words
- Alphabet Knowledge Review *Mm* and *Ss*

Center Time and Small Groups

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

Math Circle

- Counting
- Snack Time Community

Social Studies Circle

- Like You, Like Me
- Look at Us
- Outdoor Play Essential Question

Learn and Play and Centers

- Let’s Move!
 - La Gallinita Ciega or The Blindfolded Chicken
 - Buwan, buwan
- Let’s Talk Community
- Let’s Read Books Around the World
- Rest Time Soft Sing

Prepare and Reflect

- 5x5 Colors
- Theme Celebration Day School Is Cool Celebration
- Getting Ready

Day 2 pp. 153–160

Welcome to Today

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

Story Time

- How is my school like other schools?
- 1st Read Trade Book *School in Many Cultures*

Literacy Circle

- Concept Vocabulary Develop
- Print Concepts
- Alphabet Knowledge Review Letters *Mm* and *Ss*

Center Time and Small Groups

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

Math Circle

- Counting
- Snack Time Neighborhood

Fine Arts Circle

- Painting Pictures
- Art Sharing
- Outdoor Play Voting for Games

Learn and Play and Centers

- Let’s Move!
 - Kokla Chhupathi
 - El Reloj
- Let’s Talk Community
- Let’s Read Compare Books, Partners’ Choice
- Rest Time Rest Routines

Prepare and Reflect

- 5x5 Counting
- Theme Celebration Day School Is Cool Celebration
- Getting Ready

Let's Celebrate!
A "School Is Cool" Celebration
celebrates our "School Family."

Day 3 pp. 161–168**Welcome to Today**

Meet and Greet
Sing, Rhyme, and Shout
"School Everywhere"
Morning Meeting

Story Time

How is my school like other schools?
2nd Read Trade Book *School in Many Cultures*

Literacy Circle

Concept Vocabulary Practice
Language and Communication
Sentences
Alphabet Knowledge Review *Mm /m/*
and *Ss /s/*

Center Time and Small Groups

Small Group Options

- Math: Counting
- Literacy: Concept Vocabulary

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

Math Circle

Counting
Snack Time Friends

Technology Circle

Transition
Technology Devices
Outdoor Play Follow Rules

Learn and Play and Centers

Let's Move!

- Tag
- Ka Fao Jai

Let's Talk Friends
Let's Read Trade Book Comparison,
Letters and Numerals
Rest Time Cool Blue

Prepare and Reflect

5x5 Alike and Different
Theme Celebration Day
Welcome Banner
Getting Ready

Day 4 pp. 169–176**Welcome to Today**

Meet and Greet
Sing, Rhyme, and Shout
"School Everywhere"
Morning Meeting

Story Time

How is my school like other schools?
Read More About It "My New School"

Literacy Circle

Concept Vocabulary Review
Print Concepts Pictures, Words, and
Letters
Alphabet Knowledge Review Letters
Ss, Mm

Center Time and Small Groups

Small Group Options

- Math: Counting
- Literacy: Alphabet Knowledge

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

Math Circle

Counting
Snack Time Care

Science Circle

It Feels . . .
Object Properties
Outdoor Play Copycat

Learn and Play and Centers

Let's Move!

- Jacks
- Kongki Noli

Let's Talk Care
Let's Read Read More About It,
Comparing Pictures
Rest Time Feel Sleepy

Prepare and Reflect

5x5 Coordination
Theme Celebration Day Centergize
Booth
Getting Ready

Day 5 pp. 177–184**Welcome to Today**

Meet and Greet
Sing, Rhyme, and Shout
"School Everywhere"
Morning Meeting

Story Time

How is my school like other schools?
Compare *School in Many Cultures* and
"My New School"

Literacy Circle

Concept Vocabulary Check for
Understanding
Speech Production Respond
Appropriately
Speaking Engage in Conversations

Center Time and Small Groups

Small Group Options

- Math: Counting
- Literacy: Alphabet Knowledge

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

Math Circle

Counting
Snack Time Same and Different

Let's Celebrate

School Is Cool
Outdoor Play Copycat II
5x5 Respond to Questions
Snack Time Nutritious Snack

Learn and Play and Centers

Let's Move!

- Keep-Away
- Our Favorite Game from Another Country

Let's Talk Same or Different
Let's Read Read More About It, Compare
and Retell
Rest Time Travel Glide

Vocabulary

Theme Vocabulary

Words to develop the theme, Hello, School!

alike different
 belonging routine

Concept Vocabulary

Conceptually related words to teach this week

cultures
 recess
 science
 students
 world

Academic Vocabulary

Terms used in this week's instruction

General

celebration
 everywhere
 explain
 gesture
 learn
 listen
 practice
 rules
 teacher
 weather

Fine Arts

vote

Literacy

camera
 countries
 country
 drawings
 friends
 illustrations
 letter
 letters
 map

photograph

pictures
 sentence
 word
 words

Mathematics

five
 four
 number
 one
 three
 two

Science

care
 hard
 ruler
 soft
 thick
 thin

Social Studies

compare
 shorter
 taller
 vote

Social and Emotional Learning

celebration
 colored
 community
 invitation

Technology

camera
 lens
 picture

Story Words

Words from the literature to explain and use this week

Trade Book

castle outside
 laugh park

Big Book

happier together
 my friends work
 play your friends
 sing

Read More About It

bento box playground
 bow rice balls
 lunch box twirl

Materials

Materials to gather from home and classroom

Morning Meeting

attendance chart
 helper chart

Center Time

9 oz. cups
 art supplies
 attendance chart
 computer or other digital device
 helper chart

shape stencils

small plastic cups
 various objects to weigh

Small Groups

picture books
 ropes of clay
 set of objects
 small cups
 three colored pom-poms
 three rulers

Circle Times

a basket or bag of four apples
 an assortment of objects that can be submerged in water, some that resist water and some that absorb water
 ball
 digital camera
 digital device
 drawings of two or five objects
 five buttons

five crayons

handkerchief
 games kits for jacks (ball and jacks)
 rope for jumping
 towels
 water table and water

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

Listen Up Follow along while listening to audio for the Big Book.

ABC Fun

All About the Alphabet Match Alphabet Cards and magnetic letters.

Math Fun

Colorful Cubes Connect and count cubes of different colors.

STEM

Studying Objects Investigate groups of two objects to observe which is heavier.

Pretend and Learn

School Time Recreate the school experience by role-playing the teacher guiding students through a school day.

Sand, Water, and More

Observe and Explore Sand Observe characteristics and properties of sand through play.

Creativity Station

Tools for Creativity Explore art materials by coloring and tracing, and use art as a form of creative self-expression.

Writer's Club

School Is Just Write! Draw and write about a favorite thing to do in school.

Monitor Progress



Assessment Guide

Observe

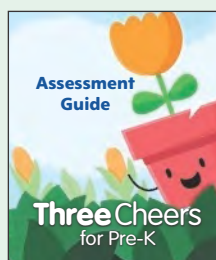
Observational Checklists

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

Screening Assessment

Use the Screening assessment in the Assessment Guide to obtain a baseline measurement of children's proficiency in literacy and math. The Screening Assessment should be administered at the beginning of the year.

Pre-K Outcomes Progress Report

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



Portfolio

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

Centers

- **Build and Play** photographs of magnetic-tile schools built by children along with anecdotal notes of their explanations
- **Writer's Club** drawings and writings about a favorite thing to do in school
- **Spotlight Theater** photographs and anecdotal notes about children retelling *Pete the Cat: Rocking in My School Shoes*

Hello, School!



Welcome to Today

15 minutes

Meet and Greet

- To begin a new week, greet children with a hearty “Hello,” using their names, and giving them a high five.
- Tell children to place pictures on the Mood Meter.



Sing, Rhyme, and Shout

Hello, School! This is the last week for the theme Hello, School! Point to characters in the illustration on the card. *You will learn about children in school around the world.*

- **What are these characters doing?** Talk about the illustrations. *Everywhere* means in every place. Listen as I sing.
- Sing each line of the song, and have children repeat after you.



Learning Outcomes

The child

- follows classroom routines with occasional reminders from teacher.
- assumes responsibilities as part of a classroom community.
- participates in classroom music activities including singing.

What You Need

- Sing, Rhyme, and Shout: “School Everywhere”
- attendance chart, helper chart

Concept Vocabulary

world

Academic Vocabulary

learn

everywhere

Morning Meeting

- 1 **Attendance** Have children listen as you say the first part of each child’s name. As they recognize their names, have them place their cards in the chart.
- 2 **Helper Chart** For the new week, select children who have not yet been helpers. Have each helper describe the new responsibility assigned to them.
- 3 **Weather** *What was the weather like yesterday, Sunday?* Invite children to tell how the weather over the weekend compared to today.
- 4 **Today’s Events** Tell children you will read Big Book *The More We Get Together* again today.



CHECK FOR UNDERSTANDING

IF . . . a child is reluctant to respond in whole group settings,

THEN . . . help him or her respond by first allowing the child to whisper a response to you rather than speaking out loud. Report the child’s response to the class. In time, remind the child that others would like to hear the response, and invite the child to respond independently.



Story Time

15 minutes

Learning Outcomes

The child

- shows understanding of the language being spoken by peers.
- recognizes that text has meaning.
- names at least 20 upper-case letters in the language of instruction.
- names at least 20 lower-case letters in the language of instruction.

What You Need

- Big Book: *The More We Get Together*
- Vocabulary Cards: *culture, students, science, recess, world*
- Alphabet Cards: *Mm, Ss*

DIFFERENTIATED SUPPORT

ELL

Focus Help children act out the meaning of the lyrics *For your friends are my friends* from the Big Book *The More We Get Together*.

Display Vocabulary Card: *friends*.

These children are friends. Who are they?

- Point to the children in the illustration on Big Book p. 10. Have children fill in the missing word when you say: **These children are _____**. Point to the class and yourself and say: **My friends**. Point to one child and three others nearby and say: **Your friends**.
- Have children mimic your gestures and words for *Your friends and My friends*. KINESTHETIC

Hello, School!

? How do we learn and play at our school? Return to the guiding question, *How do we learn and play at our school?* Explain that children will reread and sing the song, “The More We Get Together” that tells how children in school sing, play, and work together.



The More We Get Together

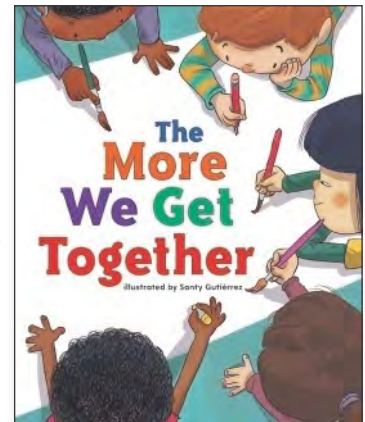
Have children sit. Display Big Book *The More We Get Together* and tell children, **Today we are going to reread *The More We Get Together*.**

1 Remember Page through the book, asking children to recall different verses of the song, using pictures as clues to the content on each page.

Have them recall the three main ideas: singing, playing, working together.

2 Focus Turn to p. 15 and sing the verse together. Then explain that children who play together nicely, sharing and respecting others’ feelings, have a happy time at school. They feel safe knowing what to do. Ask children what the words *Your friends are my friends* mean. Point out that in a class we are all friends with *everyone*. By being friendly with *everyone*, we feel a sense of *belonging*.

3 Respond To have children show they understand the language spoken by their peers, have them turn to a partner and talk about these questions: *Which pictures show something that is like our class? Which pictures show different things?* Walk among children to monitor as they respond to each other. Then have partners share what they talked about.

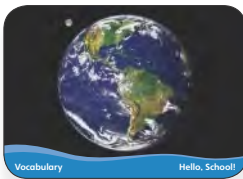


Literacy Circle

15 minutes

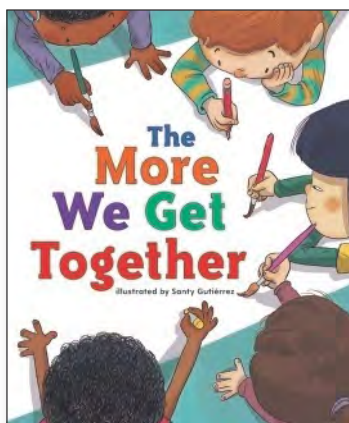
Concept Vocabulary

Introduce We are going to talk about this question: How is my school like other schools? Display Vocabulary Card *world*. *The world is where we all live and go to school.* Display each of the Vocabulary Cards for this week (*cultures, students, science, recess*), explaining how each word relates to the question: How is my school like other schools?



Print Concepts

Pictures and Words Ask children to sit. Tell them that some books present ideas through both pictures and words. Turn to pp. 4–5 in *The More We Get Together*. Ask a child to point to a picture.



- What can you learn from the picture?
- Point to the words and pictures on pp. 8–9. Read the words. *The words tell us that the more we sing the happier we will be. What does the picture show? Does it show the same idea?*
- Read the text on pp. 12–13. *What do these words tell us? What clues does the picture give?*

Alphabet Knowledge

Review Mm and Ss Tell children that today they are going to review letters *Mm* and *Ss*.

- 1 Review Letter Name** Display Alphabet Card *Mm*. Point to uppercase letter *M*. *This is uppercase M.* Point to lowercase *m*. *This is lowercase m.* Point to the lowercase letter. *What is the name of this letter?* Point to the uppercase letter. *What is the name of this letter?* Repeat with Alphabet Card *Ss*.



- 2 Review Letter Sound** *The sound that the letter m spells is /m/. Say it with me. /m/. Repeat for the sound /s/ and the letter s.*
- 3 Review Letter Formation** Trace the uppercase letter and lowercase letter on the Alphabet Card *Mm*, then *Ss*, explaining your movements as you form the letters.

Transition

Two Go Together

Tell children to stand, and raise their hands over their heads and shake their arms. Then have everyone take a seat and join you in the fingerplay.

Two go together
like hands that clap. (clap)

Two go together
like hands in my lap. (fold hands in lap)

Two go together
like hands on a hat. (move hands as if putting a hat on head)

Two go together
just like that. (clap)

Concept Vocabulary

cultures	recess
students	world
science	

Academic Vocabulary

words	pictures
friends	



CHECK FOR UNDERSTANDING

IF . . . a child has trouble articulating the sound /m/ or /s/,

THEN . . . say sentences using alliteration, such as: *Sam sings songs so soon. More mice mix marshmallows with milk.* Have children repeat the sentence after you, emphasizing the initial consonant sound.

LET'S GET READY FOR

Centers and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or for the **English Language Development** lessons (p. ELD•214).

Small Group

- **Math: Counting** Tell children that today you want them to show you how to count to find how many of something. Give each child a set of five counters and a small cup. Model for them how to pick up each counter, drop it in the cup, and count up to five. Have children practice in pairs. Whisper a number to one partner. They put that number of counters in the cup. The other child tips them out and counts how many. Partners swap roles and repeat.

► **ELL Access**

Internalize Vocabulary

Emerging Model for children how to count five counters. *I count five counters. One, two, three, four, five. Now you count. Say the number words as you count each counter.* Guide children to say each number word.

Developing Ask children to count the counters on their own. Have them count while dropping the counters into and taking the counters out of the cup.

Expanding Have partners take turns counting five counters into and out of the cup. Have each partner listen to the other and give a high five for correct counting.

Bridging Have children explain how to count the counters.

- **Literacy: Alphabet Knowledge** Tell children they are going to review the sound /s/ and the letters Ss. Hold up Alphabet Card Ss. Give each child a rope of clay. Model how to make an S using the clay, talking through the formation. *The sound the letter S spells is /sssssss/. What sound does the letter S spell?*

► **ELL Access**

Relate Letter Sounds

Emerging Display Picture Card *socks*. Say the word, emphasizing the initial sound /s/. Ask children to repeat it. Point to a child's socks. Hold up Alphabet Card Ss. *Socks begins with the sound /s/ and the letter S. Let's trace the letter S in the air.* Model how to trace S.

Developing Display Picture Card *socks*. Ask: *What do you see in the picture?* Repeat the children's answer, emphasizing the initial sound /s/. Ask: *What sound do you hear at the beginning? Which letter spells that sound?*

Expanding Display Picture Cards *seal, socks, monkey, foot, and sunshine*. Work with children to name each picture. Ask: *Which of these starts with the sound /s/?* After students identify the things that start with the sound /s/, have children name each picture again.

Bridging Display Picture Card *socks*. Have children name the picture. *What sound does the word socks begin with? (/s/) What letter spells the sound /s/? (s)*

Math Circle

15 minutes

Counting

To help children recognize one-digit numerals, show numeral card 1. Tell children today they are going to learn about the number 1.

1 Engage Tell children you found these buttons or counters on your desk. You need help counting them.

Let's count these buttons. How can I keep track of each one I have counted? One, two, three, four, five.

How many buttons did we count? Yes, five. The last number we said is the number we have. If we start with this button, will the number of buttons change?

2 Develop Show children one crayon. I also found this on my desk. How many crayons did I find on my desk? Establish there is 1 crayon. Point to numeral card 1. This is how we show the number 1. Say the number name with me. 1. Point to the numeral 1 card. What is the name of this number? Put the crayon with the card. I can use this to show there is one crayon.

3 Practice Model how to write the numeral 1. What is this number name? Form numeral 1. I draw a straight line, moving my crayon from here to here. Direct children to skywrite some numeral 1s and say "one." Have them repeat this in response to the question How many crayons did I find?

Learning Outcome

The child

- recognizes one-digit numerals, 0–9.

What You Need

- Patterns: Numeral Card 1
- 5 buttons or counters
- crayon
- SEL Card: *community*

Academic Vocabulary

number one



Snack Time

15 minutes

Community Show children SEL Card: *community*. Point to the children who are working at centers. They are part of a classroom community. We have a community in our classroom, too. A community is a group of people who live together. We live here only part of the day, but when we are at school, we are a part of a school community.

Social Studies Circle

15 minutes

Learning Outcomes

The child

- uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
- identifies similarities between himself, classmates and other children inclusive of specific characteristics.
- identifies similarities between himself, classmates and other children inclusive of cultural influences.

What You Need

- drawing paper and crayons
- Big Book: *The More We Get Together*
- SEL Card: *community*
- digital camera or phone that takes photos
- Javi

Outdoor Play

20 minutes

Essential Question Restate the Essential Question: *How can we learn and play together?* Tell children that today they are going to vote as a community to choose between two outside games: “Red Light Green Light” and “River Wide.” Pass one small square of paper to each child. Tell children they can only vote for one game. If they want to play “Red Light, Green Light,” they should draw a circle on their paper. But if they want to play “River Wide,” they should draw a square. Collect the papers. Count the votes. Tell children that the most votes for one of the games is the one they will play outside today. Outside, take photos of the children playing to use for the Theme Celebration.

Like You, Like Me

Have children stand in place. Guide them to recite each line of this chant after you.

I like you, you like me. (point to self and then away)

We make up com-mun-i-ty. (arms extend in a circle)

I like hot and you like cold.

He is young and she is old.

She chimes in, he steps out.

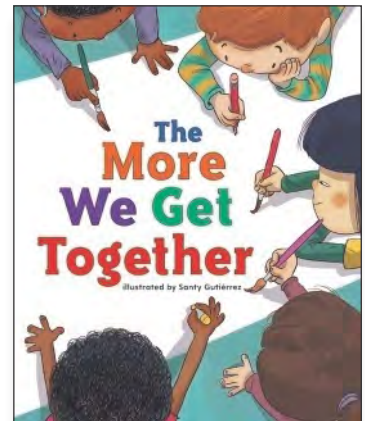
Children everywhere just shout.

I like you, you like me. (point to self and then away)

We make up com-mun-i-ty. (arms extend in a circle)

Look At Us

- 1 Engage** Hold Javi on your lap. Javi says he has a friend who is taller than he is. I told Javi that in our classroom some children are taller or shorter than others, too, but all the children in this class are preschoolers.
- 2 Develop** Display Big Book *The More We Get Together*. Have children look at the picture and describe and compare and contrast similarities and differences among the children to themselves, pointing out height or other characteristics. *Some children in our classroom speak another language besides English. Nina and Sara both speak Spanish, and they are learning English. They are the same in that way. People can be alike, or the same, and they can be different.*
- 3 Practice** Give children drawing paper and crayons. Have them draw a picture of themselves. Then display all pictures. Have children identify similarities between themselves and classmates. Guide them to describe, relate, categorize, or compare and contrast specific characteristics and talk about cultural influences they know among their classmates.



Learn and Play

90 minutes

Let's Move!

La Gallinita Ciega or The Blindfolded Chicken Play “Blind-Man’s Bluff” and then introduce and play this variation of the children’s game from Mexico.

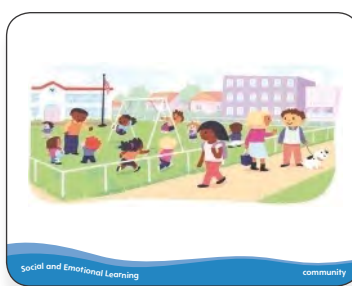
- Choose a child to be *la gallinita ciega*. Place a blindfold over the child’s eyes and turn him around two times.
- The other children must make noises like a chicken and move around inside a playing space you have designated. The blindfolded child tries to “catch” another child by reaching out and gently touching. When caught, that child becomes the blindfolded chicken.

Buwan, buwan Tell children this version of tag, called *Buwan, buwan*, is played by children in a country called the Philippines.

- Draw a large circle on the playground surface and draw lines into four equal quarters. Choose a leader, “It.” The leader places one foot on a line at the center of the circle.
- When the game begins, the other children come into the circle. “It” must always keep one foot on a line, but may move around on the lines trying to tag other players. If a player is tagged, that player becomes the next leader.

Let's Talk

Community As you move through activity areas, engage children in conversations, discussing how well they seem to be cooperating or sharing or helping each other. Refer to the SEL Card *community* to help connect different examples of community within the classroom.



- I like to see you sharing. Nice job helping Julia build that bridge.



Let's Read

Books Around the World Provide books from around the *world* written in other languages. Compare the text and pictures from a book written in Spanish and another written in English. *Are there any letters that you know? What is the same and what is different about these books?* Have children select one book in a language you know for you to read aloud. *It is fun to hear stories told in the languages of friends in our community.*

Theme Vocabulary

alike different

Academic Vocabulary

taller shorter

compare vote

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

Soft Sing Repeat the routine from last week when you sang softly the words to the tune in the Big Book *The More We Get Together: The more we rest together, together, together / The more we rest together, the happier we'll be.*

DIFFERENTIATED SUPPORT

Extra Support

Community Tell children that in our school community we cooperate: We work and play together nicely. Model ways children can cooperate in classroom settings.

Would you like to share my crayons? Can you help me finish this puzzle? Thank you for helping me. Would you like to build with me? May I please have a straw? Then invite children to work in pairs to ask and respond to some of the questions you modeled. AUDITORY

Prepare and Reflect

10 minutes

5x5

Colors Look at the picture. What are the children wearing? They wear uniforms, or matching school clothes. What colors do you see? Do you wear a uniform to school? Wearing a uniform can give children a feeling of *belonging* to their school. Invite children to look at the colors in their clothes as they compare to colors in the photo.



Learning Outcome

The child

- discusses ideas for drafts composed in whole/small group writing activities.

What You Need

- 5x5 Card: Classrooms Around the World
- chart paper, marker

Transition

Celebrate

Tell children to stand up tall as a skyscraper and echo each line of the chant with you before you recite it together.

It's a party, don't be late,
I can't wait to celebrate.
Please come at one,
We'll have some fun.
Don't come at eight,
Or you'll be late!

Academic Vocabulary

celebration invitation
community

Teacher Note

Have children practice and prepare for the Theme Celebration Day. You may select from the activities listed on this page, or include some of the children's other favorite activities.



Theme Celebration Day

School Is Cool Celebration Tell children that at the end of the week they are going to have a celebration. The Theme Celebration Day comes at the end of the theme, and it is a time to share with classroom visitors and guests some of the songs, stories, routines, and activities they have learned in school the last few weeks. *We are going to plan the celebration. When people plan a party, what are some things they need to do?* Guide children to mention that often people send an invitation to the guests, the people they want to come to the party.



Getting Ready

Gather children to discuss ideas to draft an invitation to their "Home Family" to meet their "School Family" at the "School Is Cool Celebration" they are planning to have at the end of the week. Go over the parts of an invitation, and write them on chart paper: *What kind of party, when, where, date, and time.* Encourage children to offer ideas for the invitation's wording. Record their ideas on chart paper as a draft. Then rewrite and read aloud the final wording. You may want to guide children to use the words *Please Come*, emphasizing good manners used in writing an invitation. Make a copy of the invitation to send home with children or to other guests that you may want to invite to the classroom.



Story Time

15 minutes

Learning Outcomes

The child

- names at least 20 uppercase letters in the language of instruction.
- names at least 20 lowercase letters in the language of instruction.
- recognizes at least 20 distinct letter sounds in the language of instruction.
- distinguishes between elements of print including pictures.

What You Need

- Trade Book: *School in Many Cultures*
- Vocabulary Cards: *different, cultures, students, science, world, recess*
- Trade Book: *Bear's Big Day*
- Alphabet Cards: *Mm* and *Ss*

DIFFERENTIATED SUPPORT

ELL

Connect Have children look through the trade book, pointing to objects and actions they see in the photos. Children may use their home language as they identify objects and actions. Then say the words in English, having children repeat after you. AUDITORY

Hello, School!

? **How is my school like other schools?** Review the weekly question: *How is my school like other schools?* Tell children that they will be reading about what school is like in other places in the world. Explain that a *culture* is a way of living, and that children around the world live in ways that can be the same or *different* than how we live.



School in Many Cultures

When children are seated and listening, tell them that today you will read a book called *School in Many Cultures*.



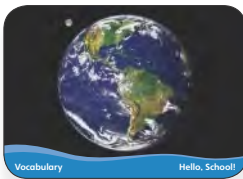
- 1 Introduce** Display the trade book, *School in Many Cultures*. Tell children you are going to read this book about how children around the *world* go to school. Show children how to distinguish between elements of print. Page through the book. Start with the Table of Contents. Explain that the words tell what each part of the book is about. Have children point to the map on each spread. **This is a map of the world. Maps are pictures that show where places are. The apple on the maps in this book shows the country where children in the photographs go to school. The world is made up of many countries.**
- 2 Read Together** Read the book aloud, pausing occasionally for children to talk about what they see. Ask a volunteer to point to an example of a picture and then to point to a word. Reinforce that words carry the meaning in a text and pictures help show what the words mean.
- 3 Connect** Page through the book again, stopping to let children compare and contrast the school and children they see in each photo with what they know about their school experiences. **Do we have tables like these? Do we use paints? Do we go on field trips, visits to places outside of school? Do we see castles like the one in the picture? What games do we play at recess?**

Literacy Circle

15 minutes

Concept Vocabulary

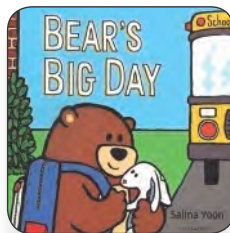
Develop We are going to talk about the weekly question: How is my school like other schools? Display Vocabulary Card *world*. Say the word *world with me: world*. Do you live in the *world*? Display each Vocabulary Card (*cultures, students, science, recess*). Ask children a question about each word related to the theme or weekly question.



Print Concepts

Open the trade books *School in Many Cultures* and *Bear's Big Day*. Point to the photographs in *School in Many Cultures*.

- How are the pictures in this book *different* from pictures in *Bear's Big Day*?
- Point out that illustrations are drawings or paintings made by an artist and photographs are pictures taken with a camera. Explain that photographs are real. Illustrations and photographs both show ideas in books.



Alphabet Knowledge

Review Letters Mm and Ss Tell children that today they are going to review letters *M* and *S*.

- 1 Review Letter Names** Put Alphabet Cards *Mm* and *Ss* on the table. Use a child's name card that begins with one of the letters. Have children match the letter on each Alphabet Card with the initial letter in the name card. Have children name the letter.
- 2 Review Letter Sounds** Display Alphabet Card *Mm*. Ask children what sound the letter spells. (/m/) Repeat with Alphabet Card *Ss*.
- 3 Review Letter Formations** Remind children how to form the letters *Mm* and *Ss*. Have them skywrite the letters following your motions.



Transition

School Everywhere 2

Tell children to stand up and wiggle all over. Then have them sing the Sing, Rhyme, and Shout song, "School Everywhere," with the new gesture they added during Welcome to Today.

Theme Vocabulary

different

Concept Vocabulary

world	science
cultures	recess
students	

Academic Vocabulary

map	photograph
illustrations	country
camera	drawings



CHECK FOR UNDERSTANDING

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

THEN . . . provide them with additional support, such as the following: Display Vocabulary Card *recess*. **This picture shows children playing in recess. Recess is when we can go outside and play.** Continue with the other words.

LET'S GET READY FOR

Centers and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or for **English Language Development** lessons (p. ELD•215).

Small Group

- **Math: Counting** Tell children that you want to play a counting game. You will toss some objects, and they will say the number of objects they see. Throw two colored cubes. *How many cubes are there?* Have children touch the cubes in order to count them. Continue in the same way, throwing different quantities of up to 5 cubes. Each time there is 1 cube, have children place the numeral card 1 by the group. Have children practice skywriting numeral 1.

▶ **ELL Access**

Clarify Language

Emerging Help children understand the task of identifying a set number of cubes. Model how to toss cubes on a table and say the number. Use gestures to show that you want a child to do what you did. Hand three cubes to one child and have the child toss the cubes. *How many cubes? Say, "How many?"* Repeat several times.

Developing Model tossing three cubes and saying the number after counting. Then ask: *What did I do with the cubes? How many did I throw? Did I count each one?*

Expanding Hold a handful of four cubes. *What do I do with the cubes? How do I know how many?* Guide children to tell you to toss the cubes and count to tell how many.

Bridging Have children explain the counting game. Guide them to use complete sentences in their explanations.

- **Literacy: Print Concepts** Display trade book *School in Many Cultures*. Have one child point to a picture and one child point to a word. *How are pictures and words different? Words use letters to tell their ideas.* Review with children the differences between illustrations and photographs.

▶ **ELL Access**

Oral Language Production

Emerging Point to a photograph in *School in Many Cultures*. *This is a photograph. Can you point to another photograph in this book?* Then point to a word. *This is a word. This book has photographs and words.*

Developing Have children point to photographs and words in the trade book. *Is a photograph the same or different from a word?*

Expanding Give an oral description of one of the photographs in the trade book. Have children point to the photograph they think you described. Have them point to a word on that page.

Bridging Have each child choose a photograph in the book and tell the group why they like it. Children can use this sentence frame: *I see ____ in the photograph.*

Math Circle

15 minutes

Counting

To help children recognize one-digit numerals, show numeral cards 1 and 2. Point to numeral card 2. Tell children that today they are going to learn about the number 2.

- 1 **Engage** Display a drawing of five objects you have drawn in a row, such as apples or balls. *I need help counting these pictures. Count with me to find out how many are here.* Point to each item from left to right as children count to five.
- 2 **Develop** Display a drawing of two objects and count to find how many. Point to numeral card 2. *This is how we show the number 2. Say the number name with me, 2.* Point to the numeral 2. *What is this number name?* Put the drawing with the card. *I can use this to show there are two objects.*
- 3 **Practice** *This is how I write 2. I start here and make a curve. I go around and down, and then make a straight line this way. Skywrite the number 2 with me.* Stand with your back to children as you form the number so they have the same orientation as they skywrite 2. Have them repeat this as you ask again how many objects are on the drawing.

Learning Outcome

The child

- recognizes one-digit numerals, 0–9.

What You Need

- Patterns: Numeral Cards 1 and 2
- drawings of two and five objects

Academic Vocabulary

number

two



Snack Time

15 minutes

Neighborhood Show SEL Card: *community*. Point to the two community images. Tell children that they are part of two communities: a classroom community, where we play and have snack, and a neighborhood community, the places outside our school. Explain that some neighborhoods have homes. Others have stores and even restaurants where people can eat. Tell children the school is in a neighborhood, a smaller part of our city or town. *What other places are part of our neighborhood? Are there homes or apartments in our neighborhood?* Have children think of other public neighborhood places, such as parks, stores, churches, mosques, synagogues, theaters, restaurants.

Fine Arts Circle

15 minutes

Learning Outcomes

The child

- retells or re-enacts a story after it is read aloud.
- uses information learned from books by describing, relating, categorizing, comparing and contrasting.
- demonstrates interest in the creative work of others.
- shows appreciation for the creative work of others.

What You Need

- SEL Card: *community*
- digital camera or phone that takes photos
- Javi
- handkerchief
- rope for jumping
- Trade Books: *Pete the Cat: Rocking in My School Shoes*, *Maria Had a Little Llama*, *Bear's Big Day*, and *School in Many Cultures*

Outdoor Play

20 minutes

Voting for Games Remind children of the Essential Question: *How can we learn and play together?* Tell them they are going to vote for an outdoor game to play at recess. *When we vote, we make a choice. Today we will choose between two outdoor games.* Have children name two games they have learned to play. Then take a vote by having children raise their hands as you call out the name of each game. Remind children they can only choose, or vote, for one game. Count the votes and announce the game most children voted to play today.

Painting Pictures

Invite children to stand up and echo you as you recite this chant.

Colors green, yellow, pink

Painting pictures makes me think.

A straight blue line,

A curvy red,

Oh, what colors in my head!

(touch head)

(hand moves straight up-down)

(hand moves in curve left-right)

(touch head)

Art Sharing

1 Engage Display pp. 4–5 of *School in Many Cultures*. Point to the picture of children at centers. *What are the children in the photograph doing? Yes, they are painting. You have been learning, painting, drawing, singing, and playing in the classroom like these children.*



2 Develop Tell children you want to share the art they made and hear what they think of their classmates' work. Remind them that when they talk about children's work, they should say something they like about it. Model how you want children to show interest and appreciation for the creative work of others. Hold up two paintings. *I like Bella's painting. She showed how she shakes hands for the Welcome routine. James painted two trucks. I like the colors he used, red and blue. I think Mia's dog looks big. It is a good drawing.*

3 Practice Hand Javi to a child. *Javi wants to hear what you have to say about each others' art. When Javi sits in front of you, it is your turn to talk. Tell what you like about someone's artwork.* Remind children to use a big voice so *everyone* can hear them.

Learn and Play

90 minutes

Let's Move!

Kokla Chhupathi This game from Pakistan is similar to the English and Colonial American circle game, “Drop the Handkerchief.”

- Gather children in a seated circle and choose a person to be “It” to carry a cloth.
- The child with the cloth walks around the outside of the circle and drops the cloth behind a player.
- That player grabs the cloth and runs after “It.” “It” runs to get back to the starting place before being tagged. If tagged, that child is “It.”

El Reloj This traditional jump rope game from Argentina has two children swing a long rope slowly back and forth. Other children line up to take turns jumping over the rope.

- The first jumper says, “one o’clock” and jumps once. The next player says, “two o’clock” and jumps twice.
- Encourage children to try to reach “five o’clock,” jumping five times. Then they can jump out and let another child jump in.

Let's Talk

Community As you walk among groups playing, stop to have conversations with the children.

- Point out other groups. *What do you think those children are playing? What games can you play in a group that you can't play by yourself?*



Let's Read

Compare Books Have children think about the four trade books they read during this theme. Ask them to tell how the books were *alike* even though characters and the things that happened to them were quite *different*.

Partners' Choice Tell children that we will soon be putting these books away as we start a new theme. Have pairs retell the stories to each other, using picture clues to help them.



Theme Vocabulary

alike different

Concept Vocabulary

students

Academic Vocabulary

vote

Center Time

30 minutes

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

Rest Time

30 to 45 minutes

Rest Routines Remind children how they thought of good ways to make Bear relax. Have them recall those ideas such as deep breathing and counting to five very slowly to help them rest.

DIFFERENTIATED SUPPORT

Extra Support

Let's Move For children who have mobility challenges, allow them to play ball games in which they can roll, bounce, or throw a ball to a partner or other *students* without having to run.
KINESTHETIC

Prepare and Reflect

10 minutes

5x5

Counting Display the card. *Let's practice counting numbers. Repeat after me as we count the children.* Have children echo you as you point to and count each child. Then have them rote count to 9 again.



Learning Outcomes

The child

- self-selects other written materials to engage in pre-reading behaviors.
- shares individual written products.
- demonstrates interest in the creative work of others.
- participates in classroom music activities including singing.

Transition

The More We Work Together

Tell children you are proud of the way they work together at school. Invite them to sing the Big Book song, "The More We Get Together."

What You Need

- 5x5 Card: Classrooms Around the World

Teacher Note

Have children practice and prepare for Theme Celebration Day. You can pick and choose from the activities on this page or choose some of children's other favorite activities.

DIFFERENTIATED SUPPORT

Extra Support

School Is Cool Celebration Invite children who may have difficulty standing close to others to stand an arm's length away. Tell all the children that during a performance we want to keep our hands to ourselves so that we give our attention to the performers.

TACTILE



Theme Celebration Day

School Is Cool Celebration Remind children that at the end of the week they will be having a School Is Cool Celebration. To get ready, you want them to vote on one of the songs they have learned over the past four weeks. They can sing that song to their guests, family, and friends. *Which songs do you like the best?* Take the vote, counting hands for three different songs. *We will practice this song every day so we can show we know all the words. Let's practice now. Everyone stand in two rows. Remember to stand straight and tall, hands at your sides, and eyes on me. I will raise my hand like this when I want you to start to sing. Ready? Sing out, but don't shout.* Practice the selected song.



Getting Ready

Tell children to select one piece of writing and a piece of art to share at the celebration. *We will make a School Is Cool Gallery of Art and Writing. I have a special place to hang your work. As I call your name, go to your work folder and choose one piece of writing and art to share in our gallery.* During free choice time, have children practice "reading" their written work and talking about their artwork so they are prepared to talk to their guests on the big day.



Welcome to Today

15 minutes

Meet and Greet

- As you greet children, add a hand clap after you give the high five.
- Have children show their mood on the Mood Meter.



Sing, Rhyme, and Shout

Hello, School! Display the card and explain that today we are going to practice the song for the School is Cool Celebration. Remind children to stand up tall, hands at their sides, and watch you as they sing.

- Sing the song together. Give directions, as needed.
- The word *everywhere* means all places. Where were the *different* places in the world in *School in Many Cultures*?



Morning Meeting

- 1 Attendance** Lay name cards on the rug. Have children find their cards and place them on the attendance chart.
- 2 Helper Chart** Act out a helper task. Ask children to guess the task. Then have children perform their tasks for the day.
- 3 Weather** Is the weather the same or *different* from yesterday?
- 4 Today's Events** Is something special happening today? Allow children a few minutes to talk. Tell them they will prepare for the School is Cool Celebration today.

Learning Outcomes

The child

- follows classroom routines with occasional reminders from teacher.
- assumes responsibilities as part of a classroom community.
- participates in classroom music activities including singing.

What You Need

- Sing, Rhyme, and Shout: "School Everywhere"
- attendance chart, helper chart

Theme Vocabulary

different

Concept Vocabulary

cultures world

Academic Vocabulary

practice



Wheel of Motion

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

DIFFERENTIATED SUPPORT

3-Year-Olds

Sing, Rhyme, and Shout To help children keep their hands at their sides when they sing the song, tell them to stand tall and not move their arms. Say: A way to keep your hands at your sides is to pretend your hands are glued to your clothes. If they are glued, they won't move! Let's pretend our hands are glued to our sides. Good job! KINESTHETIC

Story Time

15 minutes

Learning Outcomes

The child

- increases listening vocabulary.
- typically uses complete sentences of four or more words.
- attempts to use new vocabulary in speech.

What You Need

- Trade Book: *School in Many Cultures*
- Talk More About It Cards: *School in Many Cultures*
- Vocabulary Cards: *culture, students, science, world, recess*
- Alphabet Cards: *Mm, Ss*

Hello, School!

? **How is my school like other schools?** Review the weekly question, *How is my school like other schools?* Remind children that they learned from the book they read yesterday that schools everywhere have teachers who help children learn. **Children learn and play together with their friends.**



School in Many Cultures

Show *School in Many Cultures*, and ask children to point out details in the cover photo: the child writing; another child bent over work, probably writing too.



- 1 Remember** Point to the map on each spread and name the countries where the children in the photos go to school. **What do these children do at school? Let's reread parts of the book to answer that question.**
- 2 Reread** Read pp. 10 to 19. Ask children to listen carefully for words that might be new to them and that have to do with school. After you read, ask children if they heard these words: *Vietnam, France, castle, field trip*. Guide children to use these words in a short sentence, such as: *A castle is ____.*
- 3 Retell** Model how to retell key concepts in a nonfiction selection. **I use picture clues when I retell what I read in this book. This picture shows a group of children looking at a model of a castle. I remember they are on a field trip, a place outside their school. The world map shows me that these children are from France. They are learning about their culture.** Then ask children to use the Talk More About It Cards to retell what they learned from this book about schools in many *cultures*. Guide them to use complete sentences of four or more words. Prompt them to use vocabulary from the story.

DIFFERENTIATED SUPPORT

Engage and Extend

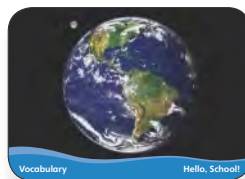
Retell Have children make drawings of something in their classroom that is like one of the classrooms in the trade book. Then have them share their drawings with each other. **VISUAL/ KINESTHETIC**

Literacy Circle

15 minutes

Concept Vocabulary

Practice Display Vocabulary Cards *cultures, students, science, world, recess*. Have children identify each word. Some of these words are about school. Can the *world* be in a school? No. Which words are about school? (*students, recess, science*) Then discuss with children the meanings of the words *cultures* and *world*.



Transition

At School

Tell children to stand up and recite the words to this chant after you.

We learn new words.
We count and sing,
We fill our papers
With co-lor-ing.

Language and Communication

Sentences Remind children that books are made up of words and words are made from letters. Point to the first word on p. 6 in *School in Many Cultures*. This is the word *Teachers*. It is the first word of a group of words called a sentence.

- A sentence is a complete thought or idea. The words *cats and dogs* are not a complete thought. Point to the sentence *Teachers work at school*. Read it aloud pointing to each word as you read it. This is a sentence. It is a complete thought.
- Work with children to find other sentences in the trade book. Read them aloud.



Concept Vocabulary

cultures	world
students	recess
science	

Academic Vocabulary

word	letter
sentence	

Alphabet Knowledge

Review Mm /m/ and Ss /s/ Children will review letters *Mm* and *Ss*.

- 1 Review Letter Names** Display Alphabet Cards *Mm* and *Ss* and have children name each letter.
- 2 Review Letter Sounds** Display Alphabet Cards *Mm* and *Ss* and have children identify the sound each letter spells.
- 3 Review Letter Formation** Display Alphabet Cards *Mm* and *Ss*. Trace each letter on the card, explaining the movements you make.



CHECK FOR UNDERSTANDING

IF . . . children have difficulty identifying a sentence,

THEN . . . point out the uppercase letter that starts a sentence and the period at the end. Tell children that uppercase letters and that dot are signs for the start and end of a sentence.

LET'S GET READY FOR

Centers and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or for **English Language Development** lessons (p. ELD•215).

Small Group

- **Counting:** To help children verbally identify a set of objects, play a game using counters and a hat.
 - Place two counters under a hat, but make sure that children cannot see how many counters you placed there. When you remove the hat, ask a child to count to tell the number. Place the numeral card 2 by the counters and ask children what this means. Have them practice skywriting 2.

▶ **ELL Access**
Vocabulary

Emerging Ask children to point to the numeral card and the group of counters as they say “two.” Use gestures to show the counters as one group of objects.

Developing Have children use a sentence frame to help explain why they can put the numeral 2 with the group of counters. *There are _____ counters. This number means ____.* Have them use gestures to show the counters as one group.

Expanding Point to the counters. **How many?** Point to the numeral card. **What does this mean?** Expand on children's answers to model complete sentences, as needed.

Bridging Have children explain why they can put the numeral 2 with the group of counters.

- **Literacy: Concept Vocabulary** Show children Vocabulary Card: *cultures*. Have children identify and describe the foods pictured on the card. Ask questions such as these to prompt them: **Which foods do you eat? What color is the pasta sauce? What do you like on a hot dog? Which food is your favorite?**

▶ **ELL Access**

Internalize Vocabulary

Emerging Point to and name foods on the Vocabulary Card *cultures*. Have children repeat the words after you. Then say the name of a food and have a child point to it.

Developing As you point to some foods pictured on Vocabulary Card *cultures*, have children name each one. If a child does not know a word, say the name of the food and have children repeat it.

Expanding Name a food pictured on the Vocabulary Card *cultures*. Have children point to the food and then describe what they know about it.

Bridging Have children name and describe the foods pictured on Vocabulary Card *cultures* that they like to eat.

Math Circle

15 minutes

Counting

To help children recognize one-digit numerals, show numeral cards 1–3. Point to numeral card 3. Tell children that today they are going to learn about the number 3.

1 Engage Hold up one hand and wiggle your fingers.

How many fingers on this hand? Let's count to find out. 1, 2, 3, 4, 5. There are five fingers on this hand.

Who else has five? Show me your five fingers. Count them for me. Yes, you have five fingers on one hand.

Show children five small colored cubes or other counters. Let's count to find out how many cubes I have. Count the cubes. How many cubes are here? Five. We ended our counting with 5 and that is the number we have.

2 Develop Show three of the cubes or counters. How many do I have? Hold up numeral card 3. This is how we show the number 3. Say the number name with me, 3. What is this number name? Put the cubes with the card. I can use this to show there are three cubes.

3 Practice I write 3 by starting here. I make one curve around, and then another one. Show me how you can skywrite 3. Stand with your back to children and skywrite numeral 3 so children can see your motions. Have them repeat this as you ask again how many cubes you have.

Learning Outcome

The child

- recognizes one-digit numerals, 0–9.

What You Need

- Patterns: Numeral Cards 1–3
- sets of five cubes or counters
- SEL Card: *friends*

Academic Vocabulary

number

three



Snack Time

15 minutes

Friends Hold up SEL Card: *friends*. Tell children that you are so happy to see so many friends sitting together at snack time and playing together at other times at school. How do you know someone is your friend? Guide children to see that a friend is someone who likes you and you like them too. Often friends like to do the same things together. How do you ask someone to be your friend? Tomas, can you show us how you ask someone to be your friend?



Technology Circle

15 minutes

Learning Outcomes

The child

- shows initiative in independent situations.
- retells or re-enacts a story after it is read aloud.
- uses words to rote count from 1 to 30.
- recognizes one-digit numerals, 0–9.
- opens digital programs.
- practices safe behavior while using digital resources.

What You Need

- digital camera
- Trade Books: *Pete the Cat: Rocking in My School Shoes*, *Maria Had a Little Llama*, *Bear's Big Day*, and *School in Many Cultures*

Theme Vocabulary

routine

Concept Vocabulary

recess world

Academic Vocabulary

camera picture

lens

Outdoor Play

20 minutes

Follow Rules Remind children of the Essential Question: *How can we learn and play together?* Tell them that when they go to recess, they need to remember to follow rules that keep them safe and happy. Then before playing a game, ask them to name the rules they will follow.

Transition

Tell children to stand and recite this fingerplay after you.

One, two, three, four, (hold up fingers for each count)

Mary knocks at my back door. (make a knocking motion)

One, two, three, four, (hold up fingers for each count)

Mary opens my front door. (move bent arm as if opening a door)

Technology Devices

- 1 Engage** Hold up a digital camera or a phone that has a camera. *What can we do with this device?* Tell children they are going to learn to use the camera. *Let's review the rules when we use different devices such as a camera or tablet.* Explain that cameras and phones are not toys. *It is important not to drop the camera because it might break.*
- 2 Develop** Point to the lens. *This is the lens of the camera. It is like an eye. It needs to stay clean. Do not put your fingers on the lens. This is where I look. When I see the picture I want to take, I press this button until I hear a click.* Take a picture of the class. Then pass the device around so children can see the picture.
- 3 Practice** Allow children time to practice aiming the camera at places in the room and taking pictures. Note those children that practice safety behavior, such as holding the camera firmly without dropping it and keeping hands off the lens.



Learn and Play

90 minutes

Let's Move!

Tag There are many versions of tag games in the *world*. Teach children how to play tag as played in the United States.

- One child is selected to be “It.” When a signal is given, “It” has to try to tag as many children as possible. Those tagged go to a designated spot until *everyone* has been tagged. Then a new leader is selected.

Ka Fao Jai This is a version of tag played in Thailand.

- Draw a circle about a meter in diameter. Place five rocks, or eggs, in the middle of the circle. Choose one child to be Mother Raven. The child sits inside the circle, “the nest.”
- The other players outside the circle try to grab the “eggs” without being tagged by Mother Raven.
- The player that gets tagged is out. The game starts again with the tagged player being Mother Raven.

Let's Talk

Friends Walk around the classroom areas and make note of those children who show behaviors the class listed about being a friend.

- Engage children in conversations about being friends. *I like the way you helped Henry get a sponge to clean up. What other kind things would a friend do?*



Let's Read

Trade Book Comparison Display all of this theme's trade books. Hold a discussion about how they differ. *Which books had make-believe animals or people? How were the problems in the make-believe stories different?*

Letters and Numerals Have children review letters *M* and *S* and numerals 1, 2, 3 by going on a scavenger hunt in *School in Many Cultures*. Give each child a list of the letters and numerals to find. Have them check them off once they locate them in the book.



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

Cool Blue Remind children that blue is a cool, calming color. Have them think about things that are blue, such as floating gently down a cool, blue river on a raft or resting on a cloud surrounded by a beautiful, blue sky.

DIFFERENTIATED SUPPORT

Extra Support

Letters and Numerals To support children who are not able to identify or name theme letters and numerals that have been introduced, take some time to go over the letters and numerals with them. Show each Alphabet Card or numeral card. Say the name, and have children repeat the name. Ask children to trace the letters or numerals in sand or in finger paint or shaving cream, saying the letter or numeral name as they form the letters. TACTILE

Prepare and Reflect

10 minutes

5x5

Alike and Different Point out that the class in the photo is from a different place. Explain that people who live in different places around the *world* do some of the same things we do, but they do other things differently. **How are these preschool children just like you? How is their classroom different from your classroom? What are they doing that is the same and different?**



Learning Outcomes

The child

- shows initiative in independent situations.
- follows classroom routines with occasional reminders from teacher.

Transition

Camera Talk

Have children stand up and recite this chant after you.

Hold it, hold it! Don't go away.

I want a photo of
YOU today. (point finger)

Make a face.

Make it funny. (children make a
funny face)

Act like a lion. Act like a bunny.



Theme Celebration Day

Welcome Banner Create a “Hello, School!” welcome banner, by having children dip their hands in colored paint and press them on a long piece of butcher paper. You could write their names under their handprints. Hang the banner in the classroom before the celebration.



Getting Ready

Choose several children to be *Routine* Leaders who will show what children have learned about class rules and *routines*. You could choose a leader to direct the Morning Meeting *routines* of attendance, helper chart, weather, and discussing daily events. Alternatively, you could have two children role-play the morning greeting *routine*, one playing the teacher and the other being himself, followed by all the children singing the Big Book song “The More We Get Together.”

What You Need

- 5x5 Card: Classrooms Around the World
- butcher paper
- washable paint



CHECK FOR UNDERSTANDING

IF . . . a child is not comfortable dipping his hands in paint to help create the welcome banner,

THEN . . . offer another way he can participate in the welcome banner activity by drawing an outline of the child's hand on the banner and having the child color it in.



Welcome to Today

15 minutes

Meet and Greet

- As you greet children today, repeat the high five and hand clap gesture you started yesterday.
- Ask children how they feel. Have them place their pictures on the Mood Meter to share their feelings.



Sing, Rhyme, and Shout

Hello, School! Display the card. Explain that the class will continue to practice for the School Is Cool Celebration by singing the “School Everywhere” song, using the hand gesture on the word *everywhere* when the word is sung.

- Remember that when we sing we will stand straight, hands at sides. Sing out, but don’t shout. Lead children in the song.



Learning Outcomes

The child

- follows classroom routines with occasional reminders from teacher.
- assumes responsibilities as part of a classroom community.
- participates in classroom music activities including singing.

What You Need

- Sing, Rhyme, and Shout: “School Everywhere”
- attendance chart, helper chart

Academic Vocabulary

weather

celebration

Morning Meeting

- 1 Attendance** Direct children to place their names on the attendance chart. Ask a child to count those who are present.
- 2 Helper Chart** Have assigned helpers describe their tasks. Monitor children as they do their tasks today.
- 3 Weather** I need a weather report. Ask a child to report today’s weather.
- 4 Today’s Events** What special event is happening today? Give a positive reaction to personal events reported. We will also learn about number 4 today.

DIFFERENTIATED SUPPORT

ELL

Weather Guide children to use weather vocabulary regularly. Show them Picture and Vocabulary Cards of various types of weather: sunny, cloudy, rainy, windy. Say each word, having children repeat after you. Then lay the cards in front of the children and give directions that require children to show comprehension of the weather words. Say: **Point to the rainy weather. Point to the sunny day. Point to the windy day. Point to the cloudy day.**
VISUAL

Story Time

15 minutes

Learning Outcomes

The child

- engages in pre-reading activities.
- names at least 20 upper-case letters in the language of instruction.
- names at least 20 lower-case letters in the language of instruction.
- distinguishes between elements of print including letters, words, and pictures.

What You Need

- Read More About It: “My New School”
- Vocabulary Cards: *world, cultures, students, science, recess*
- Alphabet Cards: *Ss, Mm*
- name cards

DIFFERENTIATED SUPPORT

Extra Support

Connect Display p. 11 of Read More About It: *Hello, School!*

- Tell children that you want them to look closely at the pictures.
- **How many pictures do you see? Point to the picture of Lucas and Ayami eating lunch. What is happening? Who has the lunch box? Who has the bento box? Are the lunches alike or different?**
- Then point to the picture of Lucas and Ayami on the playground. **What is Lucas doing? What is Ayami doing? Are they doing things that are alike or different?** VISUAL

Hello, School!

? **How is my school like other schools?** Remind children of the weekly question. Have them reflect on what they have learned about how children learn and play together in other *cultures*.



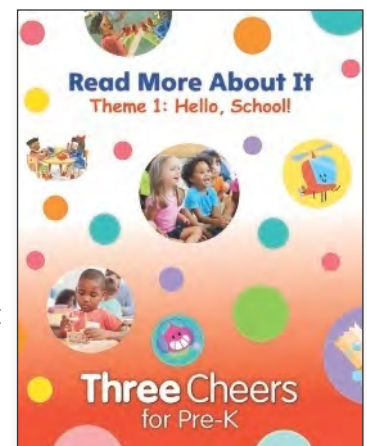
Read More About It: “My New School”

Ask children to be seated. Today we are going to read about two *students* who will learn and play together in a new school.

1 Introduce Display Read More About It Book: “My New School.” Call children’s attention to p. 10. Engage in pre-reading activities by asking children to look at the picture and describe what the girl is doing. **Why does the girl bow to her teacher? Can you bow? Let’s try it.** Have children bow once and then sit. Point out the lunch box, bento box, and chopsticks in the picture on p. 11. **What is alike and different about the children’s lunches? These pictures help me understand the words I read.** Remind children that Ayami comes from the country of Japan. Explain that children there bow to greet adults. Most people in Japan remove their shoes before they enter a house or a school.

2 Read Together Tell children to look closely at the pictures of Lucas and Ayami. Ask them what is *alike* and *different* between the two students. Read pp. 10 and 11, pausing for children to study the pictures.

3 Connect Give children one sticky note each. Open to p. 10. Have two volunteers place a sticky note on Lucas’s and Ayami’s shoes. **Are the shoes the same or different? Yes, they are the same.** Then turn to p. 11. Ask two volunteers to place a sticky note on the lunches. **Are the lunches alike or different? What is different? What is alike? What do you use to carry your lunch or snack to school?**

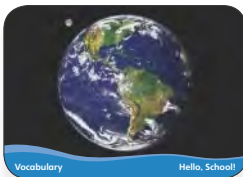


Literacy Circle

15 minutes

Concept Vocabulary

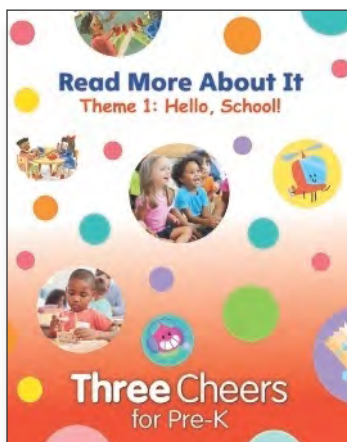
Review Remind children of the weekly question: *How is my school like other schools?* Display Vocabulary Cards *world* and *cultures*. **People live all over this place. What is my word?** Hold up two cards and give children clues for one of the words (*world, cultures, students, science, recess*). Have children identify the word. Repeat until each word has been used at least once.



Print Concepts

Pictures, Words, and Letters Display the Read More About It book, *Hello, School!*

- Point to the title words. These are words that tell what this book is about. **Why are these words important here on the cover?** Point to the picture. **How does the picture help you know what this book is about?** **Do you see the letter S in any of the words?**
- Repeat this kind of questioning about pictures, words, and letters for other pages in the book.



Alphabet Knowledge

Review Letters Ss, Mm Tell children that today they are going to review what they have learned about the letters Ss and Mm.

- Display children's name cards. Say a letter name Mm or Ss and have children find a name card with that letter in it. Have children point to and name the letter and tell the sound it spells.
- Have children find the letters Mm and Ss in other environmental print around the classroom.



Transition

Pictures, Words, and Letters

Have children echo you and clap the rhythm as you teach this fingerplay.

Pictures, pictures in a book. (palms together then open like a book)

Turn the pages, take a look. (point to eyes)

Words, words, on the pages

Mountain, snake, baboon, cages.

Letter, letters in the words

Some I know and some I've heard. (hand to ear as listening)

Theme Vocabulary

alike different

Academic Vocabulary

pictures words

letters



CHECK FOR UNDERSTANDING

IF . . . children have difficulty locating the letters M, m, S, or s in print in the classroom,

THEN . . . take them through the room with you and point out the letters. Name each one as you point, and have children repeat after you.

LET'S GET READY FOR

Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or for **English Language Development** lessons (p. ELD•216).

Small Group

- **Math: Counting** Give each child a set of three colored pom-poms or counters in a cup. Model how to count each object by naming the number as you take it from the cup and place it on the table. Ready to count? 1, 2, 3. There are three pom-poms in my cup. The last number I said is the number of pom-poms. Place the numeral card 3 by the pom-poms and ask children what this means. Have them practice skywriting 3.

► ELL Access

Share Information

Emerging Give pairs three objects and a bag. Have them take turns counting the items into and out of the bag. What number word comes first? Help each other say the number words as you count.

Developing Put children into a group of three. Model how one child can be the counting leader. [Child's name] will lead you to count in your group. Count with her.

Expanding Ask a group of children to model for each other how to count to three using a cup and five counters.

Bridging Have a group of children explain to others how to count three objects.

- **Literacy: Alphabet Knowledge** Tell children they are going to practice making the sound /m/. Have them think of their favorite food. Can you see it in your mind? Point to your mouth. What is this? Say the word *mouth*, emphasizing the sound /m/. Think of tasting your favorite food with your mouth. Close your lips together like this. Model closing your lips. Now hum without opening your lips. That's the sound the letter *m* spells. Model how to open and close their mouths and make the sound /m/.

► ELL Access

Relate Letter Sounds

Emerging Tell children you are going to say some words that begin with the sound /m/. Tell them to listen closely as you say the following words and repeat them after you: *man*, *mat*, *mop*. Display Alphabet Card *Mm* and tell children that all of these words start with the sound /m/, which is spelled with the letter *m*.

Developing Lay out Pictures Cards *man*, *mouse*, and *mop*. Ask children to name what they see in the picture. Ask them to skywrite the letter that makes the sound /m/ that they hear at the beginning of the words.

Expanding Display Pictures Cards *book*, *man*, *library*, *mouse*, and *mop*, and have children name each one. Then display Alphabet Card *Mm* and have children identify the pictures that start with the sound /m/ that the letter *m* spells.

Bridging Have children work together to make a sentence using words that begin with /m/.

Math Circle

15 minutes

Counting

To help children recognize one-digit numerals, show numeral cards 1–4. Point to numeral card 4. Tell children that they are going to learn about the number 4 today.

1 Engage Show children a basket of four apples.

Someone left these apples on my desk. I wonder how many are here. How can we find out?

Help me count as we take the apples from the basket and place them on the table. 1, 2, 3, 4. How many apples are in the basket?

Yes, four apples. The last number said is the number of objects.

Encourage another child to count the apples to be sure there are four.

2 Develop Hold up the numeral card 4. This is how we show the number 4. Say the number name with me, 4. What is this number name? Put the card with the basket of apples. I can use this to show there are four apples.

3 Practice I start writing the number four at the top line and draw a short line to here. Then I add a short line across. Finally, I go back to the top line and draw a long line. Show me how you can skywrite 4 with me. Stand with your back to children and skywrite numeral 4 so they can see your motions. Have them repeat this as you ask again how many apples you have.

Learning Outcome

The child

- recognizes one-digit numerals, 0–9.

What You Need

- a basket or bag of four apples
- Patterns: Numeral Cards 1–4

Academic Vocabulary

number



Snack Time

15 minutes

Care Show children the SEL Card: *care*. Point to the child in the picture who is hurt. What has happened to this child? Point to the children who are helping the hurt child. Who helps? When other people help, they show they *care*. How do we care for our friends in school? Do we help like these children? Could you listen to a friend's problem to show you care? What else could we do to show we care?

Have children talk during snack about how they care for others.

Science Circle

15 minutes

Learning Outcomes

The child

- observes characteristics of common objects.
- investigates characteristics of common objects.
- discusses characteristics of common objects.

What You Need

- an assortment of objects that can be submerged in water, some that resist water and some that absorb water
- water table and water
- towels
- ball
- Game kits for jacks (ball and jacks)
- Read More About It Book: "Hello, School!"
- Trade Book: *School in Many Cultures*

Theme Vocabulary

routine different
alike

Academic Vocabulary

care ruler
hard soft
thick thin

Outdoor Play

20 minutes

Copycat Have children stand in a circle. Bounce, roll, or throw a ball to one child and have the child return it to you being a "copycat," returning the ball in the same manner.

It Feels . . .

Have children stand and recite this chant after you, line by line.

Soft as a pillow,

Hard as a rock,

Smooth as pavement on my block.

Sticky as syrup,

Tacky as tape,

Silky like my mother's cape.

Object Properties

- 1 Engage** Display a variety of items such as a dishcloth, a small tennis ball, a small rubber ball, a wooden ruler, a paperweight, and a sponge. Pass the items around. Ask children to describe the objects. Model for them: **This dishcloth is soft and fluffy. This ball has a fuzzy covering, but this ball is smooth. This ruler is hard, but the sponge is soft.** Have children use their hands to feel and describe what they feel. Encourage them to use words such as *hard or soft, thick or thin, light or heavy.*
- 2 Develop** Take children to the water table. Tell them you want to see what happens to the objects if they get soaked in water. Then place an object into the water. Have a child take it out and pass it around to the other children. Discuss what has happened to the object. **How did the dishcloth change? What happened to the sponge when it was in the water? How are the dishcloth and sponge alike? How are they different? What happened to the rubber ball and tennis ball when they got wet?** Repeat for all the other objects.
- 3 Practice** Give children time at the water table to test, investigate, describe, and discuss the characteristics of the objects. Provide towels for drying hands and objects.

Learn and Play

90 minutes

Let's Move!

Jacks Tell children the game of “Jacks” is played in the United States, but children in other countries know *different* ways to play the game.

- Show children how to throw up to five jacks. Bounce the ball and try to pick up one jack before the ball bounces again.
- Throw the five jacks again. Bounce the ball, trying to pick up two jacks before the ball bounces again. Continue until there is a miss.

Kongki Noli This variation of the game of “Jacks” is from the Republic of Korea. Children use five small pebbles or cubes or crumpled pieces of paper. On the first turn, the child flips one pebble up and picks up one pebble. The next turn the child flips two pebbles up and picks up two pebbles. Game continues until there is a miss.

Let's Talk

Care Circulate through the play areas noting who is showing caring behavior toward others.

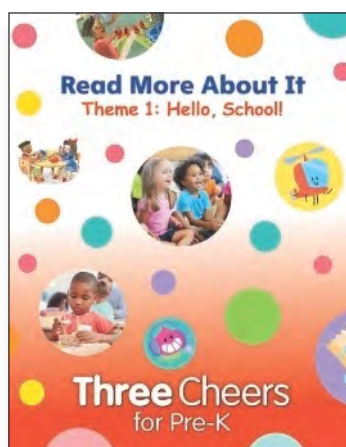
- Stop to have conversations with children about the care they show for others. *Marta, I like to see you help your friends. It shows you care for your friends. Keiko, what did you do to Paul to show you care about him? I like to see children be kind to each other.*



Let's Read

Read More About It Reread “Hello, School!” and ask children to describe how they have felt and whether they have done the same things the children in this book do. *What rules did children follow in their school? Are they alike or different from our rules? How did some children feel about going to school the first day? Did you feel that way? How did you feel?*

Comparing Pictures Reread *School in Many Cultures* and “Hello, School!” Have children compare the pictures, explaining how the books are *alike* and how the books differ.



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

Feel Sleepy To help children settle down to rest, suggest they think about a warm summer day. The sun is shining, and a soft warm breeze blows over them as they lay in a grassy place. *Can you feel the warm sun on your face? Do you feel sleepy? Relax and rest.*

DIFFERENTIATED SUPPORT

ELL

Comparing Pictures Help children use comparing words *alike*, *different*, *same* as they look at pictures in *Read More About It Book: Hello, School!* and *School in Many Cultures*.

Turn to pp. 4 and 5 in both books. Point to the classrooms in the two pictures. *Are the classrooms the same? What is different? Name things you see in each class.* Encourage children to use new vocabulary to tell about each picture. Have children compare pp. 6 and 7 from “Hello, School!” to pp. 12 and 13 in *School in Many Cultures*. Have children point to the child in the picture who raises a hand. *Which picture shows children who look and listen to the teacher? These classes are the same. Children follow rules. What do they do?*

Prepare and Reflect

10 minutes

5x5

Learning Outcomes

The child

- begins to understand difference between emotions/feelings and behaviors.
- demonstrates coordination in isolation (may not yet coordinate consistently with a partner).
- identifies good habits of nutrition.

Coordination Have children look at how the children in the photo are sitting. Have them copy what they see. **Now let's try other ways to sit!** Invite one child at a time to tell the others a way to sit. They can choose different ways, such as leaning to the side or kneeling with their arms spread out wide.



Transition

We Care

As children recite the chant about caring, observe children who seem to understand the difference between the feeling of caring and caring behavior.

We care about our friends and school.

We care for our things,

We follow the rules.

Friends know how much we care,

When we help them,

When we share.



Theme Celebration Day

Centergize Booth Have children brainstorm what they would like to show guests that they have learned at the centers during this Hello, School! theme. After making a long list on chart paper, vote for one center demonstration. Possible ideas: write names in sand or shaving cream; act out rules or *routines* for guests to identify; retell a favorite story, paging through the book; rote count a set of objects; skywrite letters; share a computer math game they have learned.



Getting Ready

Tell children that often when guests come to a party, or a celebration such as theirs, the guests are offered a snack. Help children plan to serve a healthy snack to their guests to show how they practice good habits of nutrition. Be mindful of any food allergies children may have while planning shared snacks. **Let's name some snack foods that we know are good for our bodies and are not too sweet. What fruits do you like? What about veggies? Which ones? Shall we make a yogurt dip for fruit or veggies? Could we make ants on a log using celery sticks covered with peanut butter topped with raisins, "the ants"? Let's decide.**

What You Need

- 5x5 Card: Classrooms Around the World
- chart paper, marker

DIFFERENTIATED SUPPORT

3-Year-Olds

Centergize Booth As you think about which Centergize booth to show for these youngest children, perhaps select one that shows how their fine motor skills are progressing. You could have them pick up objects with a pair of tongs or stack a pile of six different-sized blocks, or have them cut paper with safety scissors. **TACTILE**



Welcome to Today

15 minutes

Meet and Greet

- As children enter the classroom give them the high five and hand clap greeting they learned this week.
- Ask children whether they are excited about the Theme Celebration today. Have them place their names in the Mood Meter to show how they feel.

Sing, Rhyme, and Shout

Hello, School! Display the card. Tell children that today is the School is Cool Celebration Day and they have one more chance to practice this song before they sing it to guests.

- Show me how you stand. Remember to sing, not shout.
- Have children practice singing the song.



Morning Meeting

- 1 Attendance** Have children voice the beginning sound of his or her name, retrieve the name card, and place it on the attendance chart.
- 2 Helper Chart** Ask this week's helpers to review what tasks they did. Remind helpers of anything they forget as part of their jobs.
- 3 Weather** What is the weather today? Compare the weather today to yesterday. Is it the same or *different*?
- 4 Special Events** Today is our School is Cool Celebration Day! Tell me how we behave with guests in our classroom.

Learning Outcomes

The child

- follows classroom routines with occasional reminders from teacher.
- assumes responsibilities as part of a classroom community.
- participates in classroom music activities including singing.

What You Need

- Sing, Rhyme, and Shout: "School Everywhere"
- attendance chart, helper chart

Theme Vocabulary

different

Academic Vocabulary

rules

celebration

listen



Wheel of Motion

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

DIFFERENTIATED SUPPORT

ELL

Hello, School! Guide children to think about the Theme Hello, School! Use the Vocabulary Cards *listen*, *rules*, *teacher* to encourage children to point to and try to use their new vocabulary in their responses to your questions. (*teacher*) **Who is the teacher?** (*listen*) **Point to your ears. Show how you use ears to listen.** (*rules*) **Act out a rule.** VISUAL, KINESTHETIC

Story Time

15 minutes

Learning Outcomes

The child

- shows understanding by responding appropriately.
- engages in conversations in appropriate ways.
- uses information learned from books by describing, relating, categorizing, or comparing and contrasting.

What You Need

- Trade Book: *School in Many Cultures*
- Read More About It: “My New School”
- Vocabulary Cards: *cultures, students, science, world, recess*

DIFFERENTIATED SUPPORT

Extend and Engage

Compare Give children time to look at the trade book and the Read More About It book.

- Have children choose a part from each book to re-enact.
- Lucas and Ayami like to play at recess. Show me a new way for them to play together at recess. What could they do?
- Find the page in *School in Many Cultures* where a girl plays at recess. Is her play the same or different from what Lucas and Ayami do at recess? KINESTHETIC

Hello, School!

? **How is my school like other schools?** Remind children of the weekly question, *How is my school like other schools?* Remind children of things they learned about how *students* learn and play in other *cultures* around the world.



School in Many Cultures and “My New School”

Tell children you will reread together *School in Many Cultures* and compare and contrast it to the Read More About It Book: “My New School.”

1 Remember Display the cover of the trade book and p. 10 of Read More About It: “My New School.”



We will compare these books. That means we will look for ways that the two books are *alike*. We will also find ways the books are *different*.

2 Reread Before rereading the selections, turn to the Table of Contents in the Read More About It book. Have children describe this part of the book. *Does School in Many Cultures have a Table of Contents? Yes. Both books have a Table of Contents. They are the same.* Read the two contents pages and guide children to see that the topics are *different*. Then read pp. 14–19 in *School in Many Cultures* and pp. 10–11 in “My New School.”

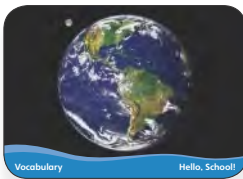
3 Compare Ask children to describe how these parts of the two books are the same. *What do children do to have fun in the schools in both books? Use the picture clues. In what countries are the schools in School in Many Cultures? How can we find out? Yes. The map shows us where the countries are. The children on a field trip are from France. Does “My New School” have maps too? The books are different in that way.* Then ask children to choose a page from each book and tell what is the same and what is different. Have children relate how their school is *alike* or *different* from the schools in the books.

Literacy Circle

15 minutes

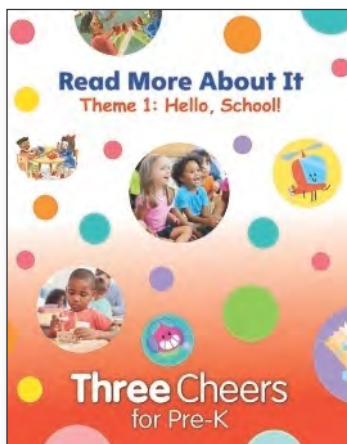
Concept Vocabulary

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 their responses to the following prompts: *What cultures did we learn about in **School in Many Cultures**? What do students learn at school? What do you like to do at recess? How is science different from counting? Who lives in the world?*



Speech Production

Respond Appropriately Children will show understanding by responding appropriately to questions about texts read aloud. Reread *School in Many Cultures*, pp. 10–11 and “My New School.” Then ask questions such as the following: *What are the children doing in Vietnam? What playtime rules do children follow in “My New School”? Which text has a map? How does the map help us understand the book?*



Speaking

Engage in Conversations Children will answer open-ended questions while engaging in conversations. Display the trade book *School in Many Cultures*.

- What is your favorite photograph in this book? Why is it your favorite?
- What in the book surprised you? Why did it surprise you?
- How is our school like the schools in the book? How is it *different*?



Alphabet Knowledge

Tell children they will review letters *Mm* and *Ss*. Display Alphabet Card *Mm*. I will say a sound, and I want you to tell me if it is the sound the letter *m* spells. Listen: /b/. Is that the sound that the letter *M* spells? No. What is the sound that letter *M* spells? Yes, /m/. Repeat for the letter *Ss*.

Transition

Jumping Jack

Have children join in on the nursery rhyme, and jump at the right time.

Jack be nimble

Jack be quick

Jack JUMP over the (jump)
candlestick.

Theme Vocabulary

alike different

Concept Vocabulary

world science

cultures recess

students

Academic Vocabulary

map pictures

countries



CHECK FOR UNDERSTANDING

IF . . . a child struggles to respond appropriately to questions,

THEN . . . point to one picture and ask an easier question about it. Then try to ask a question that is a bit more difficult.

LET'S GET READY FOR

Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or for **English Language Development** lessons (p. ELD•216).

Small Group

- **Math: Counting** Using numeral cards 1 to 4, have children match counted objects with the correct numeral. Lay three rulers on the table. Have children count the number of rulers. Show children numeral card 1. *What is this number name? Should we place it by three rulers? No.* Show children numeral card 3. *What is this number name? Yes, this is 3.* Place the numeral 3 card with the group of three objects. Repeat for other numerals.

► **ELL Access**

Academic Vocabulary

Emerging Have children listen and repeat the word *number* after you. Show the numeral card 3 and hold up three fingers. *What is this number name?* Have children show three fingers. Hold up the numeral card. *What is this number name?* Repeat for other numerals 1 to 4.

Developing Tell children to count to three with you holding up fingers as they count. Show a numeral card for 3. *What is this number? Show three fingers.* Repeat for other numerals 1 to 4.

Expanding Lay out a set of numeral cards 1 to 4. Select the numeral card 3. *What is this number? Show me three fingers.* Repeat for other numerals 1 to 4.

Bridging Direct children to name the numerals for a set group of objects 1 to 4 that you provide. You can use counters or fingers.

- **Literacy: Alphabet Knowledge** Set out several books. Then give each child a slip of paper with one of these letters on it: *M, m, S, s*. Have them each name the letter they have and then look in the books to find matches for their letters.

► **ELL Access**

Internalize Vocabulary

Emerging Find a page in a book that contains the letters *m* and *s*, either uppercase or lowercase. Display Alphabet Cards *Mm* and *Ss*, and ask children to find the letters.

Developing Find a page in a book that contains the letters *m* and *s*, either uppercase or lowercase. Display Alphabet Cards *Mm* and *Ss*, and ask children to find the letters. Then ask children to name each letter as they point to it using this sentence frame: *This is the letter _____.*

Expanding As children look for the assigned letters in the book, remind them to say the letter name and look at the Alphabet Card to match the letter on the card to the letter in the book.

Bridging Give children some extra time to find the uppercase and lowercase letters they are assigned. Ask them to say the name of the letters they find in the book.

Math Circle

15 minutes

Counting

To help children recognize one-digit numerals, show numeral cards 1–5. Point to numeral card 5. Tell children that today they are going to learn about number 5.

- 1 **Engage** Hold a bunch of five crayons. Ask children to guess how many crayons you have in your hand. *It is hard to count when the crayons are in my hand. Count with me as I place each crayon on the table. One, two, three, four, five! There are how many crayons? Yes, five.*
- 2 **Develop** Hold up numeral card 5. *This is how we show the number 5. Some children I know are going to be five years old soon. Five is a special number for them. Say the number name with me, 5. What is this number name? Put the card with the crayons. I can use this to show there are five crayons.*
- 3 **Practice** *I start writing the number five with a short, straight line. Next, I make a curve to the bottom line. The last part is adding the line across the top. Show me how you can skywrite 5 with me. Stand with your back to children and skywrite numeral 5 so they can see your motions. Have them repeat this as you ask again how many crayons you have.*

Learning Outcome

The child

- recognizes one-digit numerals, 0–9.

What You Need

- Patterns: Numeral Cards 1–5
- five crayons

Academic Vocabulary

number

five



Snack Time

15 minutes

Same and Different Tell children to think about the children they met in *School in Many Cultures*. *The girls from Australia ate their snacks outside. They all have snacks, but are they having different snacks? What foods do you think they have? In “My New School” Ayami had a bento box with rice balls. What did the rice balls look like? Yes, they looked like cat faces.*

Let's Celebrate

25 minutes

Learning Outcomes

The child

- follows classroom rules with occasional reminders from teacher.
- can communicate basic emotions/feelings.
- shows understanding by responding appropriately.
- shares class-made written products.
- shares individual written products.
- celebrates individual written products.
- participates in classroom musical activities including singing.
- practices safe behavior while using digital resources.

What You Need

- Sing, Rhyme, and Shout: "School Everywhere"
- Trade Book: *Pete the Cat: Rocking in My School Shoes*
- digital device
- Javi

Outdoor Play

20 minutes

Copycat II At recess have children walk around a piece of playground equipment using a movement style of their choice. For example, a child might tiptoe around the sandbox. Have the next child do the same as the first child but add something different. Repeat as children are added to the play.

School Is Cool

Invite children to conclude this month's theme Hello, School! with a School Is Cool Celebration. Remind children that their "Home Family" will meet our "School Family" today. Tell them that they will share the songs they've learned, rules and routines they now know, the stories they love, the writing and art they have made.

Meet and Greet

As the families and guests enter the classroom, have each child greet a visitor with the greeting they use every day at school, a high five, or even a hug. Encourage children to guide the guests to the seats that have been set up for their visit.

Welcome Song

When *everyone* is settled in seats, choose a leader to direct the children in the singing of "The Welcome Song." Remind children to wait for applause. Then have another child conductor direct the singing of the song the children voted for as their favorite. The conductor will use all the gestures that were planned. After the applause, have the children take a bow.

Our Rules and Routines

Ask "routine leaders" to guide children through the typical morning *routines*: taking attendance, weather analysis, and announcing special events. Have children tell about the rules they follow. Each child should be prepared to tell about one rule: raising hands when someone else is speaking, lining up, taking turns, listening when others speak.

Story Time

Choose a helper to turn the pages as you read *Pete the Cat: Rocking in My School Shoes* with expression. Have children and the guests chime in on repeated phrases. You may want one or two children to dramatize the story. Then ask children to respond to the story by telling what they like about it.

Let's Celebrate

Time to Demonstrate

Direct the audience's attention to the Centergize area where you have set up the water and sand tables and a digital device for demonstrations. Have selected children show how they write their names in sand. As they write each letter have the children say the letter name out loud. Then ask one child to show one of the math games they like to play on a digital device. Have children demonstrate behavior when using computer applications.

Take a Gallery Stroll

Invite the Home Families and School Families to take a time-out for a big stretch. Then ask one child to be the guide to take people through the Gallery of Writing and Art. Invite children to share individual writing pieces. Remind them to use their presentation voices, loudly and clearly, using vocabulary words they have learned at school. This is a time for children to celebrate each others' writing. Have them tell classmates what they like about their writing.

Teach a Song

Have children teach the Home Families a song or fingerplay they have learned this month. If children voted on teaching a particular song or fingerplay, have one child lead the group to start and stop the song and do the gestures. Remind children to acknowledge applause with a simple bow.

Let's Reflect

Invite the Home Families and the School Families to sit 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 School Is Cool Celebration. Some children may appreciate having a sentence frame to get them started: *I enjoyed _____ because _____.*

The children should show their Home Families the end-of-day routine as the celebration concludes.



5x5

Respond to Questions

Remind children that the classroom in the photo is another part of the world. Explain that it is very far away. Tell children to pretend they are going to visit one of the countries in the book. **How will we get to the other country far away? What toys can we bring to share and to show how we play with our toys? What activities will we do together?**



SEL Snack Time

15 minutes

Nutritious Snack After the celebration have children meet with the guests and guide them to the snack table. Have children prepared to tell their visitors how they made their delicious, healthy snacks. You may want children to tell how eating healthy snacks is a good nutrition habit.

Learn and Play

90 minutes

Learning Outcomes

The child

- retells or re-enacts a story after it is read aloud.
- identifies similarities between himself, classmates, and other children inclusive of cultural influences.

What You Need

- Read More About It: “My New School”
- Retelling Story Cards: *School in Many Cultures*

Center Time

30 minutes

Refer to Centerize for ideas on refreshing centers for children.

Rest Time

35–40 minutes

Travel Glide As children settle down to rest, play calming music. They could think about looking down from an airplane that quietly glides across a wide ocean to another country.

DIFFERENTIATED SUPPORT

Engage and Extend

Read More About It Introduce children to a globe. Show them where the countries they visited in the trade book *School in Many Cultures* are located. Show them the United States and have them see how far away they are from countries in the book. VISUAL

Let's Move

Keep-Away This is a game played in the United States. Players stand in a circle. One child is chosen to be “It” and stands in the center. The other players try to toss a ball across the circle over “It’s” head. If “It” catches the ball, the person who threw the ball goes into the center of the circle.

Our Favorite Game from Another Country Tell the children to recall the games from other countries they have played this week. The handkerchief game from Pakistan, the jump rope game from Argentina, the five-stone game from The Republic of Korea, and the tag game from Thailand.

- Select one of the games. Ask volunteers to review the *rules* and answer any questions about them.

Let's Talk

Same or Different Walk around the play areas noting children who are playing in similar and different ways. Engage children in individual conversations.

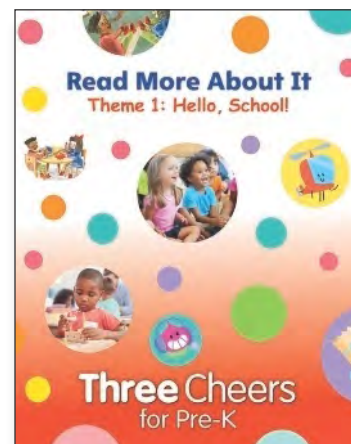
- You both are playing with cars. You like the same toys. Why don't you show Jenny how you roll the cars down the ramp?
- I see that Anna has finished washing the tabletop and Ned has washed the easel. They chose to clean different things.



Let's Read

Read More About It Picture walk through “My New School” asking children to talk about Ayami and Lucas. **What did you think when you saw the two children had the same shoes? What would they say to each other as they play on the playground?**

Compare and Retell Have children use the Tell More About It Cards: *School in Many Cultures* to retell the main ideas of the text.



CENTERGIZE

Centergize

creative options for

theme-specific centers,

for **routine-oriented**

centers, and for ideas to

refresh centers throughout

the theme

Centergize!

Engage children in purposeful play with **Centergize!**

Centergize offers creative options for theme-specific centers, routine-oriented centers, and ideas to refresh your centers throughout the theme.



Centergize Your Theme Centers

Find ideas for eight Theme Centers that provide hands-on learning tied to skills and strategies in the theme. Multiple suggestions for changes to Centergize your centers keeps them fresh throughout the theme.

Centergize Your Choice Centers

Find ideas to customize, or Centergize, routine-oriented Choice Centers that you have in your classroom so children can engage in more independent, purposeful play.

Centergize Theme Centers

Children explore the theme through purposeful play. **Theme Centers** connect to the theme **Hello, School!** and provide opportunities for children to interact with others and to engage in hands-on theme skills practice.

Here is a recommended order for introducing centers for this theme.

Theme Center	Focus	What You Need
Reading and Listening	Listen Up Follow along while listening to audio for the Big Book.	<ul style="list-style-type: none"> • Big Book and SavvasRealize.com: <i>The More We Get Together</i> • computers or other digital devices, headphones
ABC Fun	All About the Alphabet Match Alphabet Cards and magnetic letters.	<ul style="list-style-type: none"> • Alphabet Cards • Magnetic Letters
Math Fun	Colorful Cubes Connect and count cubes of different colors.	<ul style="list-style-type: none"> • Trade Book: <i>Bear's Big Day</i> • Snap Cubes • Counters
STEM	Studying Objects Investigate the mass of different objects to observe and describe which is heavier.	<ul style="list-style-type: none"> • pan balance • various objects to weigh
Pretend and Learn	School Time Recreate the school experience by role-playing the teacher, guiding students through a school day.	<ul style="list-style-type: none"> • Big Book: <i>The More We Get Together</i> • attendance chart, helper chart • Trade Books: <i>Pete the Cat: Rocking in My School Shoes</i>, <i>Maria Had a Little Llama</i>, <i>Bear's Big Day</i>, <i>School in Many Cultures</i>
Sand, Water, and More	Observe and Explore Sand Observe and investigate characteristics and properties of sand through play.	<ul style="list-style-type: none"> • sand and water, small plastic cups • Counters, Snap Cubes • 9 oz cups
Creativity Station	Tools for Creativity Explore art materials by coloring and tracing, and use art as a form of creative self-expression.	<ul style="list-style-type: none"> • Big Book: <i>The More We Get Together</i> • drawing paper, crayons, shape stencils
Writer's Club	School Is Just Write! Draw and write about a favorite thing to do in school.	<ul style="list-style-type: none"> • Big Book: <i>The More We Get Together</i> • pencils, drawing paper, art materials

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 **Hello, School!**

Choice Centers	Focus	Refresh
Dramatic Play	Pretend to get ready for school in the morning.	Pretend to be a parent making breakfast for children in the morning.
Spotlight Theater	Retell <i>Pete the Cat: Rocking in My School Shoes</i> by acting out visiting all the places Pete goes.	Use puppets to tell the story of the first day at school.
Cozy Corner	Have library reading time. Choose a trade book or other classroom book to “read” individually or with a partner.	Page through <i>Bear’s Big Day</i> and use the illustrations to retell the story.
Puzzle Place	Work with a partner to solve a simple puzzle.	Have children count on their own or with your support how many pieces are in the puzzle at the center.
Build and Play	Use magnetic tiles to build a school. Have children explain which rooms they have in their creation.	Use blocks or magnetic tiles to make a playground-like structure.
Technology Hub	Play a game that helps practice routines and/or sequence.	Use an online activity for children to practice tracing letters.
Make It, Take It	Create a collage by cutting up two different colors of paper and then gluing the scraps together to form a shape.	Create a self-portrait on a paper plate using yarn for hair, googly eyes, and drawing other details.
How-To Station	Fold napkins in half to use for snack time.	Practice pouring water from a small, lightweight pitcher into cups for snack time.

Theme Center: Reading and Listening

Learning Outcomes

The child

- engages in reading-related activities.
- navigates through digital programs.

What You Need

- Big Book: *The More We Get Together*
- computers or other digital devices
- headphones
- SavvasRealize.com: Theme Big Book and Trade Books
- audio recording device

Academic Vocabulary

Throughout the theme, prompt students to use the Academic Vocabulary as they are interacting in centers.

digital device	listen
page	pictures
words	

Teacher Note

Help children get set up to listen to the story. Help as needed by putting on the headphones and making sure the volume is comfortable.

Listen Up

Prepare the Center

Children will follow along in the digital version of the Big Book *The More We Get Together*. Set up digital devices and navigate to SavvasRealize.com. Provide headphones for listening quietly.

Introduce

- 1 Look and See** Display the Big Book *The More We Get Together*. *We read this book together. You can also read this book on a digital device.* Hold up a classroom device, such as a tablet. *This is a tablet. We need to be very gentle with it so it does not break.* Review any classroom rules you have about device safety.
- 2 Connect** Have children gather around as you launch SavvasRealize.com. *You will listen to *The More We Get Together* on the digital device today. Remember reading the book together? The pictures and the words on the device are the same as the book!*
- 3 Model** Demonstrate how to use SavvasRealize.com. *When you want to turn to the next page, this is how you do it.* Show children how to navigate to the next page. *This is where the story begins. I click on this button to listen to the story.* Demonstrate how to launch the audio. Continue to demonstrate how to turn pages and listen to the audio. Ask volunteers to take turns helping you.

Engage

- 1 Join the Group** Without interrupting, periodically check in with children to make sure they are able to turn the pages and launch the audio in SavvasRealize.com. When they finish, you might ask what they liked about using the digital device to listen to the book being read aloud.
- 2 Redirect** If a child is struggling to use the digital device, pair him or her up with another child at the center, or offer to listen together.

Observe

Listen and look for children who are engaging in the reading activities.

Reading-Related Activities Do children understand when one page ends? Do they then turn to the next page and begin listening to it?

Digital Programs Can children navigate the story using the digital program?

Centergize!

Ideas to refresh this center throughout the theme



Pete the Cat

Add SavvasRealize.com: *Pete the Cat: Rocking in My School Shoes*

Have children listen along as they navigate through SavvasRealize.com. Encourage them to chime in on the refrain “I’m [rocking] in my school shoes” each time they hear it.



Maria Had a Little Llama

Add SavvasRealize.com: *Maria Had a Little Llama*; recordings of “Mary Had a Little Lamb”

Have children use SavvasRealize.com to listen to *Maria Had a Little Llama*.



Bear’s Big Day

Add SavvasRealize.com: *Bear’s Big Day*

In this variation, children listen to the trade book using SavvasRealize.com while paying close attention to the illustrations. Model for children how to point to items as they are named and to point to characters as their names are mentioned.



School in Many Cultures

Add SavvasRealize.com: *School in Many Cultures*

As children listen to the book’s audio, have them point to parts of the photos that are similar to or different from their own school experience.



Your Turn

Add audio recording device

Have children choose either the Big Book or one of the trade books from this theme to “read” aloud. Record or have children record themselves. Ask other center visitors to listen to their version of the story recorded.

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.
- uses a variety of art activities for sensory exploration.

What You Need

- Alphabet Cards
- Magnetic Letters
- baking tray or place mat
- modeling dough or clay
- Patterns: Letter Cards

Theme Vocabulary

alike

Academic Vocabulary

match

same

Teacher Note

Younger children in particular may not remember to name the letters during the center activity. Reinforce their learning by reminding them to name each letter as they match the manipulatives.

All About the Alphabet

Prepare the Center

Children will explore the alphabet in interactive ways using different manipulatives. Children will use a variety of art activities for sensory exploration when using clay or dough to form letters. Organize the Alphabet Cards and magnetic letters into two separate containers. Spread out the magnetic letters on a tray for visibility.

Introduce

- 1 Look and See** Prepare children to name letters in the center activity. Display Alphabet Cards *Ss* and *Mm*. Point to each uppercase and lowercase letter and ask: [What is the name of this letter?](#)
- 2 Connect** Remind children that each of their names are words that are spelled with letters. Point to the first letter in a few names on the attendance chart and name them or ask volunteers to name them. Tell children they get to look for letters that are alike or the same and match them.
- 3 Model** Choose an Alphabet Card and model finding a magnetic letter that matches. Think aloud by giving an example and saying: [This is lowercase letter t. It's a lowercase letter. I will look for the magnetic letter that matches.](#) Display the letters side-by-side to demonstrate that they are the same. You may also model matching an uppercase letter to a lowercase letter as another way to match.

Engage

- 1 Join the Group** Ask children what letter they are looking for or to show you the two letters they have matched.
- 2 Redirect** If a child has not spent time at the center, invite them to join you in matching a few letters. [Would you like to choose an Alphabet Card? What is that letter? Can you find the same letter on this tray?](#)

Observe

Listen and look for children who are working with the letters, and observe their matching choices.

Alphabet Knowledge Do children name the letter as they are matching it? Can children match an uppercase letter to its corresponding lowercase letter?

Centergize!

Ideas to refresh this center throughout the theme



Alphabet Card Names

Ask children to think about the letters that spell their names. Use an example on the attendance chart. Then have children find the Alphabet Cards that spell their names and place them in order according to their names.



Dough Letters

Add modeling dough or clay

Provide modeling dough or clay for children to use for sensory exploration. Have them choose an Alphabet Card and then form the dough or clay into the letter on the card they chose.



Magnetic Names

Add baking tray or place mat

Provide a different variation of the activity above by having children use magnetic letters to spell their names. Provide a metal baking tray or place mat that children can use to place each letter in order. Ask them to name each letter.



Letter Trace

Have children randomly choose Alphabet Cards from the container. Then have them lay the card flat on a surface and trace the uppercase and lowercase letters with their fingers.



Letter Formation

Add Patterns: Letter Cards

Ask children to practice forming various uppercase and lowercase letters. Have them trace the letters.

Theme Center: Math Fun

Learning Outcomes

The child

- knows that objects, or parts of an object, can be counted.
- counts 1–10 items, with one count per item.

What You Need

- Trade Book: *Bear's Big Day*
- Snap Cubes
- Attribute Blocks

Theme Vocabulary

alike

Academic Vocabulary

color

count

Colorful Cubes

Prepare the Center

Children will connect snap cubes to make a model (cube train or other arrangement) and practice counting how many of each color cube they have. Group the snap cubes into trains of five by color for children to choose. Reserve one color to be added in Centergize!

Introduce

- 1 Look and See** Ask children to look at p. 5 of *Bear's Big Day*. Have them demonstrate that objects can be counted. Ask them to count the items on the page with one count per item: 1, 2, 3, 4.
- 2 Connect** *What other things can we count? Let's look in the book or in our classroom.* Have volunteers suggest items that can be counted. Show several snap cubes. Discuss how the cubes are alike (size, shape) and how they are different (color). *Let's use these to build. We can count how many of each color we used.*
- 3 Model** Use two colors of snap cubes to make a model. *I have used two colors.* Touch each cube to show there is one count per item: 1, 2, 3, 4, 5. *I have five blue cubes. Let me count how many red cubes: 1, 2, 3. I have three red cubes.*

Engage

- 1 Join the Group** As children build their own model using the cubes, support them in building and counting. *What color do you want to use first? Let's count the cubes together.* If children use more than one color, ask them to count together with you how many of each color they used.
- 2 Redirect** If children struggle to connect the cubes, help them snap together the cubes as they choose where they will be placed. Ask them to choose the next color in their model until they have at least five cubes. Then count the cubes.

Observe

Listen and look for children who are building, using the cubes, and counting, and observe their actions.

Counting After children place the cubes, do they begin to count each one? Can children count with one count per cube? Do children use the correct number words to count?

Centergize!

Ideas to refresh this center throughout the theme



More Colors

Add new color of snap cubes

Have children create a model of cubes that contains at least one cube of this new color.



Copy Cat

Create two models using snap cubes for children to copy. One model should be made of four cubes of the same color, and the other model should be made of five cubes of the same color. Ask children to copy one or both of the models using different colors. Remind them to use the same number of cubes you used. Together, count the number of cubes they used in their models.



Count How Many

Introduce a new version of Copy Cat by creating two new models of six to nine snap cubes of two different colors. Have children copy one or both of the models with two other colors. Tell how many of each color they used by counting together.



Attribute Blocks

Remove snap cubes

Add attribute blocks

Follow the main activity where children are using two different colors of approximately five items to create a model. This time, swap the snap cubes for attribute blocks. Children will put the blocks together to make their own design and count how many of each shape or color they have.



Match Me

Remove snap cubes

Add attribute blocks

Use attribute blocks to create a design or picture for children to follow. Have children copy your design or picture with attribute blocks and tell how many of each shape or color.

Theme Center: STEM

Learning Outcomes

The child

- observes properties of common objects.
- investigates characteristics of common objects.
- describes characteristics of common objects.
- uses simple measuring devices to learn about objects.

What You Need

- pan balance
- leaf, rock
- crayons
- 2 clear plastic cups
- plastic spoon
- ¼ stick of clay
- rubber ball, table tennis ball
- Snap Cubes
- variety of classroom objects
- Attribute Blocks

Theme Vocabulary

alike different

Academic Vocabulary

balance compare

heavier heavy

lighter light

prediction shape

weigh

Studying Objects

Prepare the Center

Set out the pan balance and gather the other objects to compare how heavy they are to one another. Review Centergize for ideas to refresh the center throughout the week.

Introduce

- 1 Look and See** Ask children to observe two objects with you. You might choose a leaf and a rock. **What are some ways we can tell about, or describe, the leaf and the rock?** Have children explain the different ways we can observe and compare objects, such as the color, shape, or how heavy it is.
- 2 Connect** Have children name objects that they use or interact with in their own lives that are light and heavy. **What is something you can carry? What is something that is too heavy for you?**
- 3 Model** Choose two different but similarly-sized items of different masses, and model how to compare their mass. Ask children to predict which is heavier. **How can you observe which item is heavier?** Set each item on a pan of the balance and ask: **What can we learn about objects by putting them on a balance? This side of the balance is lower than the other side. That tells me that the ball is heavier than the spoon.** Continue with another pair of objects and model making a prediction about which object is heavier.

Engage

- 1 Join the Group** Prompt children to make predictions about the next two items they want to measure: **Does this [object] seem heavy or light? Which object do you think is heavier?** Record their predictions.
- 2 Redirect** Provide some direct guidance in choosing two items to weigh and asking questions such as: **Which object is lighter? Which do you think is heavier? We can find out when we place them on the balance.**

Observe

Make observations as children are investigating the objects.

Characteristics of Common Objects What do children observe about the objects' characteristics? How do they describe them?

Measurement How do children use the balance to learn about the objects? How do they express what they measure?

Centergize!

Ideas to refresh this center throughout the theme



Investigate and Compare

Have children compare the masses of common classroom objects. Display the pan balance, but then allow children to choose objects from the classroom to observe and investigate.



Compare Attribute Blocks

Add attribute blocks

Focus this activity on comparing the masses of the different attribute block shapes using the pan balance. For example, guide children to compare a large triangle and a small triangle, a large circle and a large square, or how many small shapes are equal to a large shape.



Snap Cube Balance

Add snap cubes

Supply snap cubes along with the pan balance. Have children investigate how they can “balance” pans by placing an equal number of snap cubes in each pan.



Measure Mass

Add variety of classroom objects

Provide a new set of materials for children to observe and investigate by measuring. Using snap cubes and the pan balance, have children investigate how many snap cubes equal the mass of each object.



Which is Heavier?

Repeat the original center, but this time have children weigh 9 oz cups filled with counters, play coins, or other objects that are alike to confirm predictions of which cup is heavier. Invite children to create other comparisons for themselves and their friends to examine.

Theme Center: Pretend and Learn

Learning Outcomes

The child

- follows classroom rules with occasional reminders from teacher.
- follows classroom routines with occasional reminders from teacher.
- increasingly interacts with peers to initiate pretend play scenarios that share a common goal.
- creates or recreates stories, moods, or experiences through dramatic representations.

What You Need

- Big Book: *The More We Get Together*
- attendance chart, helper chart
- Trade Books: *Pete the Cat: Rocking in My School Shoes*, *Maria Had a Little Llama*, *Bear's Big Day*, *School in Many Cultures*
- puppets
- dolls, stuffed animals

Theme Vocabulary

routine

Academic Vocabulary

attendance jobs
materials

Teacher Note

You might want to utilize this center to prepare children for visitors for the theme Celebration Day and what they will want to do to make them feel welcome.

School Time

Prepare the Center

Children will take turns role-playing as both the teacher and students, guiding their friends through a part of their school day. Display a basket with *The More We Get Together* and other Theme 1 trade books.

Introduce

- 1 Look and See** Ask children to look at pp. 6–7 of *The More We Get Together*. Have them describe what is happening in the illustrations. Prepare them to recreate the story and their own experiences through their dramatic representations in the center.
- 2 Connect** *How do we start our day here at school? What kinds of things do we do?* Review routines with children. Have children take turns pretending they are the teacher and students.
- 3 Model** Direct children's attention to the Morning Meeting. *What do we use in the morning to start our day? Yes, we take attendance and we review our helper jobs.* Incorporate the materials you use for each of the routines as you model for children.

Engage

- 1 Join the Group** Ask children what part of the day they are recreating. Have them share their dramatic representations of the day using prompts, such as: *What is the teacher doing with her students now? What materials does she need?*
- 2 Redirect** Ask children to tell you about their favorite part of the day and to show you what happens at that time.

Observe

Listen and look for children who effectively recreate a classroom experience, and observe their choices.

Classroom Rules and Routines Do children refer to classroom rules in their play? Are children able to recreate their school experiences in conjunction with regular classroom routines they follow?

Dramatic Representations How do children act as the students with another child as the teacher? What stories, moods, or experiences influence their play?

Communicate and Plan How do children work together?

Centergize!

Ideas to refresh this center throughout the theme



New Student!

Have children role-play introducing a visitor to the classroom rules and routines. *If someone new comes to our class, what would help him or her know about our day? What classroom rules should we explain?* Ask children to pretend they are the teacher helping the classroom visitor feel welcome.



Puppet Story Time

Add puppets

Display *Maria Had a Little Llama* and page through the illustrations to review the nursery rhyme, or have children recite it with you. Have children use puppets to reenact the story for their classroom audience.



Bear's Teacher

Display *Bear's Big Day* and page through the illustrations to review the story. Then have children continue their play, but this time acting out the scenes featuring Miss Fox from the story.



Asking for Help

Have pairs of children pretend they need help with something in the classroom as a way to practice asking the teacher and others for help. Provide ideas if needed, such as where to find art supplies, wash hands, or put something away during cleanup time.



Read to Me

Add dolls, stuffed animals

As children pretend to be the teacher, suggest that they “read” *The More We Get Together* aloud to an audience. In place of other children, the child acting as teacher could set up a special audience of dolls and stuffed animals.

Theme Center: Sand, Water, and More

Learning Outcomes

The child

- observes properties of common objects.
- investigates characteristics of common objects.
- discusses characteristics of common objects.
- uses simple measuring devices to learn about objects.

What You Need

- sand
- small plastic cups
- small shovels
- counters
- Snap Cubes
- tub of water
- 9 oz cups
- small and large spoons
- small and large cups
- pan balance

Academic Vocabulary

feels	full
rules	space

Teacher Note

If any children have sensory sensitivities and prefer not to play with the sand, encourage them to observe as you demonstrate what the sand looks like, such as when you pour it, pack it, and turn it over.

Observe and Explore Sand

Prepare the Center

Children will observe, investigate, and discuss the characteristics of the sand, focusing on how it feels. Gather the materials needed.

Introduce

- 1 Look and See** Discuss a school rule. Make a circle around the sand table with children. Point out how the sand is contained in the box, and that box is where the sand should stay as they play.
- 2 Connect** *Have you ever played with sand before? Where was it? On a playground? In a sandbox? At the beach?* Have children share ideas about the sand, how they play with it, and how it feels.
- 3 Model** Show children how you can pack sand into a cup using a shovel. *When I pack the sand in like this, I fill all the space in the cup. Then let's see what happens when I turn the cup over. I wonder if it will keep its shape?* Observe and discuss what happens when you turn the cup over.

Engage

- 1 Join the Group** Ask volunteers to help you to fill a cup with counters and snap cubes. *Do you think you can fit anything else into the cup? Let's try to pour sand into the cup.* Have children observe how the sand fills in between the spaces. *Now is the cup full?* Finally, have children pour water into the cup. Ask them to observe and discuss where the water goes and how it fills in the spaces.
- 2 Redirect** As needed, remind children of the rules of using the sand table. Redirect their play by asking them observational questions.

Observe

Properties and Characteristics of Common Objects What do children observe about the sand's properties? How do they describe the sand's characteristics? What words do children use when they discuss sand and water properties?

Measurement How do children use the cups to learn about the sand?

Centergize!

Ideas to refresh this center throughout the theme



Measure Sand

Add small and large spoons

Have children fill small cups with sand. Then guide them to observe which cup holds more. Provide spoons of varying sizes for children to observe which spoons are best for filling each cup.



Dry Sand, Wet Sand

Add pan balance

Have children weigh 9 oz cups filled with dry sand and wet sand to compare their mass on the pan balance. Ask them to observe which of the cups is heavier.



How Water Works

Add small and large cups, water

Introduce water to the center and reiterate the rules for proper use of the center. Have children pour from small cups into larger ones. Guide them to observe, for example, how many small cups it took to fill the larger one or how many small cups could be filled from the larger one.



Sand, Meet Water

Allow children to explore how sand and water behave in the presence of each other. Have them compare with you the properties of dry sand versus wet sand, for example, by filling cups and pouring out the sand both when it is dry and when it is wet. Encourage children to compare how dry sand and wet sand feels. Experiment similarly with other containers and tools.



Sand Schools

Encourage children to construct buildings, such as their school, using buckets, cups, sand, and water. Have them experiment with the amount of sand to water proportion to figure out how to make the sand stick together.

Theme Center: Creativity Station

Learning Outcomes

The child

- uses a variety of art materials for sensory experience.
- uses a variety of art materials for sensory exploration.
- uses a variety of art activities for sensory experience.
- uses a variety of art activities for sensory exploration.
- uses art as a form of creative self-expression.
- demonstrates interest in the creative work of others.
- shows control of tasks that require small-muscle strength.
- shows control of tasks that require small-muscle control.

What You Need

- Big Book: *The More We Get Together*
- drawing paper
- crayons
- shape stencils
- paper with children's names written in large bubble letters
- modeling dough or clay
- tagboard or construction paper, fabric and paper scraps, glue, stickers
- glue sticks

Academic Vocabulary

art

create

Tools for Creativity

Prepare the Center

Children will engage in a variety of art activities for sensory experience and exploration, and use art as a form of creative self-expression. They will also practice small-muscle strength and control as they use a variety of art materials. Set out drawing paper, crayons in a few containers for children to share, and a few simple stencils such as circles, hearts, and squares.

Introduce

- 1 Look and See** Have children look at pp. 16–19 in *The More We Get Together*. *What do you think the children might create or draw?*
- 2 Connect** Point to examples of art displayed in the classroom and say: *Tell me about your painting.* Guide children to demonstrate interest in the creative work of others by having them ask questions about one another's artwork.
- 3 Model** *This is the Creativity Station. Here, you will make art!* Demonstrate for children how best to hold a crayon, using your fingers instead of a fist. Then model drawing a straight line and using stencils to trace a few simple shapes. *I think I should color in this [square]. What color should I use?* Display your drawing.

Engage

- 1 Join the Group** As children create their art, you might help them hold a stencil to draw a pencil line on their paper they can trace with a crayon. Encourage children to try tracing a new shape.
- 2 Redirect** If children leave their drawings quickly or are reluctant to draw something new, invite them to talk about their drawing.

Observe

Art Activities Are children engaged in art activities using different materials to explore, experience, and create art?

Art Expression How do children talk about art they've created?

Art Appreciation Do children comment on the artwork of a classmate?

Fine Motor Development Are children holding their crayons in a more conventional grasp and demonstrating small-muscle strength?

Centergize!

Ideas to refresh this center throughout the theme



Let's Decorate

Point out the artwork the children create in *The More We Get Together*. Invite children to create artwork to decorate the walls of their classroom as well, and display them proudly. Children might wish to draw a self-portrait like they see in the book, but they can draw anything they choose. Provide a variety of art materials, such as paint and cotton swabs, for children to explore.



Color Me Happy

Remove drawing paper, stencils
Add paper with children's names written in large bubble letters

Provide children with their name paper. Invite them to color the page and fill in the letters with the colors they enjoy most. Use this as an opportunity to talk about coloring inside and outside the lines in a casual way. Add these to a wall display in advance of the theme celebration.



Dough Day

Remove drawing paper, crayons, stencils
Add modeling dough or clay

Acquaint children with modeling dough. Have them engage in sensory exploration by showing them how to roll it, tear off pieces from it, and perhaps create a long snake or other simple shape.



What's In Your Pocket?

Add tagboard or construction paper, fabric and paper scraps, glue, stickers

Children can decorate their own pocket (like the one in *Bear's Big Day*). With support, have them create a pocket by gluing a piece of fabric to the paper. Then children can add other decorations to the pocket art. Create a class display of these, filling the pockets with items such as artwork and photos. Talk to children about the art materials they used for this activity. Have them feel the fabric and compare it to construction paper.



Collage Art

Remove crayons, stencils
Add glue sticks

Children will gain more practice using glue sticks in their artwork. Provide children with scraps of paper and perhaps other small items plus glue sticks to create collages. [How do these materials compare to using paper and stencils?](#)

Theme Center: Writer's Club

Learning Outcomes

The child

- intentionally uses marks, letters, or symbols to record language.
- verbally shares meaning.
- writes own name (first name or frequent nickname) using legible letters in proper sequence.

What You Need

- Big Book: *The More We Get Together*
- pencils, drawing paper
- art materials
- Wordless Experience (Write On Your Own): *Hello, School!*

Theme Vocabulary

routine

Academic Vocabulary

activity

draw

write

Teacher Note

Provide support for children who need help writing their own names. Provide paper with the letters in a child's name written in dotted lines and have the child trace the lines.

Teacher Note

Provide alternative options for children who may not want to write a letter home but to a friend or other loved one.

School Is Just Write!

Prepare the Center

Children will draw and write, using marks, letters, or symbols, to tell about their favorite thing to do in school. Display paper and pencils for children. Provide different types of art materials, such as markers and crayons, for children to illustrate their ideas.

Introduce

- 1 Look and See** Briefly flip through the pages of *The More We Get Together*. Have children name different activities the children are doing in school.
- 2 Connect** *What is your favorite part of school? What activity, or thing, do you love to do?* Have children make connections to their own experiences and routines in school. Explain that children will write and draw to tell about their ideas and then practice writing their own name.
- 3 Model** On chart paper or on the board, model putting your ideas into writing. *My favorite part of school is when we start the day with our Morning Meeting. I'm going to write that down: I like the Morning Meeting.* After you write the sentence, add a simple drawing to illustrate your idea and write your name at the top.

Engage

- 1 Join the Group** Ask children to share verbally the meaning of their writing. *What does this picture show? What does this stand for?* Children should write their own name (first name or frequent nickname) using legible letters in proper sequence on their papers.
- 2 Redirect** If children are unfocused on the activity, ask them to retell their favorite thing to do in school. *How can you show that activity? Where does it happen?* Provide guidance for next steps as needed.

Observe

Listen and look for children's motivation to write, and observe their actions.

Motivation to Write Are children using marks, letters, or symbols as an attempt at recording language? Can they verbally share the meaning of their writing and drawing?

Writing Development Can children write their first name? Do children use supporting materials to recall the letters in their name?

Centergize!

Ideas to refresh this center throughout the theme



My Friend

Ask children to draw and write about a friend at school and what they like to do together. Prompt with questions such as: **What is your friend's name? What do you like to do together?**



Letters Home

Make a home-school connection and have children write a letter to their family. **Tell your family about something you did today. Draw and write about it.** Provide envelopes and allow children to address them.



School Rules

Work with children to brainstorm rules for different activities in the classroom. Have children choose one activity and draw and write about the rule and activity.



Playing with Blocks

Add Wordless Experience (Write On Your Own): *Hello, School!*

Distribute a copy of the Wordless Experience Book to each child. **This book has pictures about some children playing blocks in school just like you do! Can you make the book even better by coloring the pictures and writing a story to go with them?** Encourage children who are ready to approximate writing to go with the story images.



Writing Prompt

Provide a question to prompt children's drawing and writing. For example, post and ask the question: **What is your favorite place at school?** Then have children draw and write to tell about what place in the classroom or at school is their favorite.



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

Letters and the Alphabet

What You Need

Alphabet Cards: *Aa*, *Bb*, *Cc*

EMERGING

- 1 **INTRODUCE** Hold up Alphabet Cards *Aa*, *Bb*, and *Cc* one at a time. *This is a letter. It is A. This is a letter. It is B. This is a letter. It is C.* Then point to the letters on an alphabet display in the classroom. Repeat.
- 2 **MODEL** Point to the entire alphabet display and say: *These are all letters. This is the alphabet.* Sing or play “The Alphabet Song” for children. During the song, point to each letter on the alphabet display in order. Sing or play the song two or three times as children listen.
- 3 **GUIDE PRACTICE** Have children chorally say *letter* as you hold up Alphabet Cards. Then have them say *alphabet* as you point to the alphabet display in the classroom.

DEVELOPING

Hold up one or two Alphabet Cards and say: *Letter*. Point to an alphabet display in the classroom and say: *Alphabet*. Guide children to say both words. Then have them try humming along to the tune of “The Alphabet Song.”

EXPANDING

Hold up various Alphabet Cards and say: *Letter*. Point to an alphabet display in the classroom and say: *Alphabet*. Have children say both words. Help them name the letters *Aa*, *Bb*, and *Cc*. Then have them hum along to the tune of “The Alphabet Song.”

BRIDGING

Point to individual letters on an alphabet display and have children practice saying the words *letter* and *alphabet*. Help them name the letters *Aa*, *Bb*, and *Cc*. Then have them listen to “The Alphabet Song” and raise their hands when they hear those letters.

English Language Development



WEEK 1 DAY 2 FINE ARTS CIRCLE

Three Different Shapes

What You Need

Pictures or objects in the shape of a circle, dot, and line

EMERGING

- 1 I SAY** Hold up a circle and say: **Circle. This is a circle. It is round.** Do the same for the dot (**Dot. This is a dot. It is little.**) and the line. (**Line. This is a line. It is straight.**) Make sure you emphasize the shape names and the words *round*, *little*, and *straight* to distinguish between each one.
- 2 WE SAY** *Let's say that together.* Hold up or point to the shapes again and have children name the shapes with you. Then say: **One circle (dot, line). Two circles (dots, lines).** Have children repeat. Pay attention to their pronunciation of the plural endings.
- 3 YOU SAY** *Now you say it!* Hold up or point to the shapes and have children name and describe the shapes. Using pictures, prompt them to say both the singular and plural forms of all three shapes.

DEVELOPING

Hold up, point to, or draw a circle, dot, and line. **This is a circle (dot, line). What is this?** Then hold up, point to, or draw more than one circle, dot, and line. **These are circles (dots, lines).** Point to another shape. **What are these?**

EXPANDING

Hold up, point to, or draw a circle, dot, and line. **What is this?** Then hold up, point to, or draw more than one circle, dot, and line. **What are these?**

BRIDGING

Hold up or draw several circles, dots, and lines. **Circles are round. Dots are little. Lines are straight.** Have children repeat after you and point to the appropriate shapes as they say each sentence.

WEEK 1 DAY 3 STORY TIME

What's It About?

What You Need

Trade Book: *Pete the Cat: Rocking in My School Shoes*

EMERGING

- 1 THINK** Hold up *Pete the Cat: Rocking in My School Shoes* and point to the cover. **I remember this book. It is about Pete the Cat. Pete the Cat goes to school. Can you remember something from the story?** Model thinking aloud about the story. Point to illustrations and mention relevant words and phrases from or about the story.
- 2 PAIR** Have children work together to think of another word from or about the story. **Think about the story. What do you remember?**
- 3 SHARE** Ask children to share something from or about the story. They can use words, drawings, or actions. **That's great! You remembered a lot from the story!**

DEVELOPING

Have children work together to think of something they remember about *Pete the Cat: Rocking in My School Shoes*. Have them point to a page from the book (or draw their own picture) and say one or two words about what the picture shows.

EXPANDING

Have children work together to think of something they remember about *Pete the Cat: Rocking in My School Shoes*. Ask them to point to an illustration in the book and use the following sentence frame to share: *This is ____.*

BRIDGING

Have children work independently to think of something they remember about *Pete the Cat: Rocking in My School Shoes*. Ask them to use the following sentence frame to share: *I remember when ____.*

WEEK 1 DAY 4 LITERACY CIRCLE

Around the School

What You Need

Vocabulary Cards: *playground*, *library*

EMERGING

- 1 INTRODUCE** Our school is big. There are many places. What is our school like? Hold up Vocabulary Card *playground* and say: **Playground. This is a playground. You play at a playground.** Hold up Vocabulary Card *library* and say: **Library. This is a library. It has books.**
- 2 MODEL** Hold up Vocabulary Card *library*, point to the picture, and say: **I see books. It is a library. What do you see?** Encourage children to name something they see in the picture or might see in a library. Repeat with Vocabulary Card *playground*.
- 3 GUIDE PRACTICE** Help pairs or small groups work together to talk about *playground* and *library*. Make sure children practice saying both words. Point to the Vocabulary Cards and ask: **Is it a library? Is it a playground?**

DEVELOPING

Display Vocabulary Cards *library* and *playground*. You can find books here. Is it a library or a playground? You can play here. Is it a library or a playground? Have children point to the correct card and say the word.

EXPANDING

Display Vocabulary Cards *library* and *playground*. You can find books here. What is it called? You can play here. What is it called? Have children point to the correct card and say the word.

BRIDGING

Display Vocabulary Cards *library* and *playground*. **What is your school like?** Point to *library* and have children respond with the sentence frame: *It has ____*. Then have them name something they find or do there. Repeat with *playground*.

WEEK 1 DAY 5 MATH CIRCLE

Count to Five!

What You Need

Sets of up to five familiar classroom items

EMERGING

- 1 I SAY** Today, we will count to five. While holding up the appropriate number of fingers, say: **One, two, three, four, five.** Repeat several times.
- 2 WE SAY** Hold up one finger and say: **One.** Have children repeat while also holding up one finger. Repeat for two, three, four, and five and the appropriate number of fingers. Then have children practice counting with you from one to five.
- 3 YOU SAY** Have children practice counting from one to five on their own or with a partner.

DEVELOPING

Hold up the appropriate number of fingers and say: **One, two, three, four, five.** Have children chorally repeat and then practice counting from one to five on their own.

EXPANDING

Have children chorally practice counting from one to five. Model correct pronunciation, as necessary.

BRIDGING

Prompt children by saying *two, three, four, or five*. Have children then count to that number on their own.

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

School Rules

What You Need

Vocabulary Cards: *rules*, *listen*

EMERGING

- 1 THINK** Hold up Vocabulary Card *rules* and say: *Rules. We have rules at school.* Hold up Vocabulary Card *listen* and say: *We listen in school. You listen to the teacher. It is a rule. Can you think of another rule?* Model thinking aloud about class and school rules children should know. Mention another school rule.
- 2 PAIR** Have children work with partners to think about another school rule. *What do you do in school? What do you do in class? What rules do we have?*
- 3 SHARE** Ask each pair to share with you a school or class rule. They can use words, drawings, or actions. *That's right! That is a rule!*

DEVELOPING

Have children work together to think of rules they follow at school and in the classroom. Have them think of a word or words (such as *raise hand* or *line up*). Alternatively, have them draw a picture and tell about what the picture shows.

EXPANDING

Have children work together to think of a school or class rule. Ask them to use the following sentence frame to tell about the rule: *I ____ in school.*

BRIDGING

Have children work independently to think of a school or class rule. Ask them to use the following sentence frame to tell about the rule: *When I am at school, I ____ . It is a rule.*

English Language Development

WEEK 2 DAY 2 FINE ARTS CIRCLE

Providing Positive Feedback

What You Need

Picture Cards

EMERGING

- 1 INTRODUCE** Sometimes I draw a picture and someone says something nice about it. That makes me feel good. Does it make you feel good? Sometimes I see a picture and want to say something nice about it.
- 2 MODEL** Model how to provide simple positive feedback. Hold up a Picture Card and say something positive about it. For example, point to the card and say: *I like the butterfly. I like the colors.* Demonstrate with two or three cards, saying something different about each.
- 3 GUIDE PRACTICE** Hand out a Picture Card to each child. *Look at your picture. What do you like?* Children should feel more comfortable practicing with Picture Cards than with pictures they or their classmates drew themselves. Help children name something they like about their Picture Card.

DEVELOPING

Have pairs of children work together and tell each other what they like about the other's Picture Card. Have them use the sentence frame: *I like ____ or I love ____.*

EXPANDING

Have pairs of children work together and tell each other what they like about their and their partner's Picture Card. Have them use the sentence frame: *I like ____ because ____.*

BRIDGING

Have pairs of children work together and tell each other what they like about their and their partner's Picture Card. Have them use the sentence frames: *The picture shows ____.* *I like ____ because ____.*

WEEK 2 DAY 3 STORY TIME

Retelling

What You Need

Trade Book: *Maria Had a Little Llama*
Talk More About It Card

EMERGING

- 1 THINK** Hold up *Maria Had a Little Llama* and point to an illustration from the beginning of the book. *I remember this. This is Maria. This is her llama.* Model thinking aloud about the story. Mention words, events, or details from the illustrations.
- 2 PAIR** Provide children with the Talk More About It Card. Have children work together to talk about the story. *Think about the story.*
- 3 SHARE** Ask children to share with you what they remember about the story. Prompt children as needed with yes/no questions, such as: *Did Maria lose her llama?*

DEVELOPING

Provide children with the Talk More About It Card. Ask basic questions to check understanding. Allow children to reply with one word or phrase, but recast their responses in complete sentences to reinforce language acquisition.

EXPANDING

Have children take turns sharing something that happens in the story. Provide them with the Talk More About It Card and/or the book for support.

BRIDGING

Have children talk to a partner about what happens in the book. Provide the Talk More About It Card to provide support. Then, have them share their ideas with the rest of the group. Encourage children to use complete sentences. *I remember ____.* *I also remember ____.*

WEEK 2 DAY 4 LITERACY CIRCLE

Practice with S

What You Need

Picture Card: *sunshine*; Alphabet Card Ss

EMERGING

- I SAY** The /s/ sound might be difficult to pronounce for some children learning English. Hold up Picture Card *sunshine* and say: *Sun. /s/ Sun.* Make sure you emphasize the initial /s/ and model proper mouth position and pronunciation.
- WE SAY** *Let's say it together.* Point to Picture Card *sunshine* and guide children to say *sun* chorally. Then help them make the /s/ sound in isolation. Model correct pronunciation.
- YOU SAY** *Now it's your turn!* Have children practice saying *sun* and the /s/ sound in isolation. Provide correction as necessary.

DEVELOPING

Hold up Picture Card *sunshine* and say: *Sun. /s/ Sun.* Then hold up Alphabet Card Ss and say: *This is the letter S. Sun begins with the letter S. What is the sound of the letter S?* Use pictures or actions to have children practice saying other familiar words that begin with S, such as *sit* and *sad*.

EXPANDING

Sit down in a chair and say: *Sit.* Then get up and do it again. Repeat several times. *Sit begins with the letter S. What is the sound of this letter?*

BRIDGING

Hold up Alphabet Card Ss or write the letter S on the board. Have children practice making the /s/ sound in isolation. *What words begin with /s/?*

WEEK 2 DAY 5 MATH CIRCLE

One, Two, Three!

What You Need

Sets of three familiar classroom items

EMERGING

- INTRODUCE** *Today, we will practice counting.* While holding up the appropriate number of fingers, say: *One, two, three.* Hold up three familiar items (e.g., crayons) and point to each as you count it aloud.
- MODEL** On a table, organize items into three sets: one item, two items, and three items. Point to each set and count the individual items. For example: *One, two. Two. Two crayons.*
- GUIDE PRACTICE** Provide small groups of children with sets of familiar items. Have children practice counting how many items are in each set.

DEVELOPING

Hold up one to three items and count them aloud. Have children chorally repeat and then practice counting items in pairs or small groups.

EXPANDING

Have children chorally practice counting from one to three. Then distribute sets of items (up to three) to pairs of children. Have them count the items aloud for you.

BRIDGING

Have children practice counting from one to three individually. Then have children take turns independently counting items (up to three) that you hold up.

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: *Mm /m/*

What You Need

Alphabet Card: *Mm*

Picture Cards: *monkey, man, mouse, goat, nest*

EMERGING

- 1 **I SAY** Display the Alphabet Card. *This is a mountain. Mountain begins with the letter M. The letter M spells the sound /m/.*
- 2 **WE SAY** *Mountain begins with /m/. Say it with me: mountain, /m/.*
- 3 **YOU SAY** Hold up the picture of the monkey. *This is a monkey.* Hold up the picture card of the nest. *This is a nest. Point to the picture that begins with /m/. Which picture begins with the letter M? Say the word that begins with /m/.*

DEVELOPING

Use the Alphabet Card to reinforce /m/. Provide children with the other Picture Cards. Review the words that go with each picture. After each card, ask children whether it begins with /m/. *Which pictures begin with the letter M?*

EXPANDING

Use the Alphabet Card to review the letter *M* and /m/. Then, have children identify the picture cards that begin with /m/.

BRIDGING

Use the Alphabet Card to review the letter *M* and /m/. Then, ask children to think of as many words as they can that begin with /m/.

English Language Development



WEEK 3 **DAY 2** **HEALTH CIRCLE**

Asking for Help

What You Need

SEL Card: *help*

EMERGING

- 1 I SAY** Demonstrate a situation in which you need help. For example, hold a book in each hand and motion toward another object, such as a crayon. *I want the crayon. I cannot pick it up. I need help. Can you help me?* Hold up and show SEL Card *help*, if necessary. *If you cannot do something, you need to ask for help.*
- 2 WE SAY** *Let's practice asking for help. Help. Can you help me?* Guide children to chorally repeat after you.
- 3 YOU SAY** Have children work in pairs to practice asking each other for help. Have them say: *Help. Can you help me?*

DEVELOPING

Have children use different ways to ask for help. Slowly say: *I have a problem.* Have children chorally repeat after you. Then do the same routine with: *I need help. Can you help me?*

EXPANDING

I have a problem. I need help. Can you help me? Have children respond affirmatively. Then have them practice asking you for help. Respond affirmatively.

BRIDGING

Have children work in pairs to ask for help. One partner should ask for help, and the other should respond. Then have children switch roles and repeat.

WEEK 3 **DAY 3** **STORY TIME**

Retelling

What You Need

Trade Book: *Bear's Big Day*
Talk More About It Card

EMERGING

- 1 THINK** Hold up *Bear's Big Day* and point to the illustration at the beginning of the book. Model thinking aloud about the story. Mention words, events, or details from the illustration. *The bear family is eating breakfast.* Turn to the next page. *These are for school. I remember. Bear is going to school.*
- 2 PAIR** Have children work together to talk about the story. *What happens at school?* Provide children with the book or the Talk More About It Card for support.
- 3 SHARE** Ask children to share something about the story. Allow them to communicate by drawing a picture, using gestures, and/or speaking in their home language. Reinforce language acquisition by using English to retell what happens in the part of the story that children have identified.

DEVELOPING

Have children work with a partner to talk about something Bear does at school. Have children draw a picture and share it with the rest of the group. Have them point to two illustrations and say: *This happens next. This happens last.*

EXPANDING

Have children talk to a partner about two or three things they remember about *Bear's Big Day*. Then have partners share an idea. Ask children whether they remember that part of the story. *Do you remember when the class ____? What did Bear do?* Ask children to share what happens next.

BRIDGING

Have children work independently to think of things they remember about *Bear's Big Day*. Have them share the events aloud. Provide the Talk More About It Card for support.

WEEK 3 DAY 4 LITERACY CIRCLE

Find the M, Spot the S

What You Need

Alphabet Cards: *Mm*, *Ss*; small cards with *M*, *m*, *S*, and *s*

EMERGING

- 1 INTRODUCE** Hold up Alphabet Cards *Mm* and *Ss*. Point to each and say its name and sound. Then point to the uppercase and lowercase versions of each and name them. *This is uppercase M. This is lowercase m. This is uppercase S. This is lowercase s.* Have children repeat.
- 2 MODEL** Hold up a small card with an uppercase *M* and name it. Then hold up a small card with a lowercase *m* and name it. Then bring the two cards together. *The letter M sounds like /m/.* Repeat with *S* and *s*.
- 3 GUIDE PRACTICE** Distribute uppercase and lowercase *Mm* and *Ss* cards to each child. Have children name the letter on their card and make the sound.

DEVELOPING

Distribute *Mm* and *Ss* cards to each child. Have children walk around and find a classmate who has the same letter. Ask each pair: *What letter is this? What does it sound like?*

EXPANDING

Distribute uppercase and lowercase *Mm* and *Ss* cards to each child. Have children walk around and find a classmate who has the same form of the same letter. Ask each pair: *What letter is this? What does it sound like?*

BRIDGING

Have children play a memory game with uppercase and lowercase *Mm* and *Ss* cards. Give each child a set of eight cards (two cards for each letter). When they finish, have them name each letter and make its sound.

WEEK 3 DAY 5 MATH CIRCLE

Inside and Outside

What You Need

Cup or container large enough to hold a few small objects; small objects to put inside of container

EMERGING

- 1 INTRODUCE** Review the meaning of *inside* and *outside* with children. Point out the window and say: *Outside. Trees are outside. The playground is outside.* Then point to the classroom and say: *Inside. We are inside. The classroom is inside.*
- 2 MODEL** Hold up a cup. Gently shake the cup so children can hear objects (e.g., crayons) inside. *What is inside?* Pull out a crayon and say: *Crayons are inside the cup.* Dump out the cup onto a table and hold the cup upside down. *The crayons are outside the cup.*
- 3 GUIDE PRACTICE** Put different objects (e.g., pencils) inside the cup and repeat. *What is inside?* Have children say: *Pencils are inside the cup.* Then empty the cup and have children say: *The pencils are outside the cup.*

DEVELOPING

Help children recognize and identify the difference between inside and outside. Have children hold up a cup and point to the inside. They should say *inside*. Then have them point to the outside of the cup and say *outside*.

EXPANDING

Hold up a cup with small objects inside. *What is inside?* Have children look, count the objects, and then name them. They should use the sentence frame: *There are ____ inside the cup.* Empty the cup and repeat. *What is outside?* They should use the sentence frame: *There are ____ outside the cup.*

BRIDGING

Hold up a cup with small objects inside. *What is inside?* Have children look, count the objects, and then name them. Then empty the cup. *What is outside?*

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

Words and Pictures

What You Need

Big Book: *The More We Get Together*; selection of familiar picture books

EMERGING

- 1 THINK** Hold up *The More We Get Together* and say: **Books can have words and pictures.** Point to words on the cover or inside the book and say: **These are words. We read them. They tell information.** Point to pictures and say: **These are pictures. We look at them. They show information.**
- 2 PAIR** **We can learn things from words and pictures.** Have children work together to look at a familiar picture book and point to words and pictures.
- 3 SHARE** Have children identify what they found by pointing to their book and saying: *Word. Picture.*

DEVELOPING

Have children elaborate on the Emerging activity by saying: *This is a word. This is a picture.*

EXPANDING

Ask children to tell what they can learn from words and pictures. Help them say: *Words tell information. Pictures show information.*

BRIDGING

Have children work together to look through *The More We Get Together* or another familiar book and tell how the words and pictures show the same idea. They should use this sentence frame: *The words and pictures are about ____.*

English Language Development

WEEK 4 DAY 2 FINE ARTS CIRCLE

Describing Pictures

What You Need

Various pictures

EMERGING

- 1 INTRODUCE** To give feedback and share ideas, children need practice describing things. *You know a lot of words that describe. You can say something is big, small, or good. You can name colors.*
- 2 MODEL** Model how to describe a picture. Hold up a picture and say: *I like this picture. It is pretty. It is [blue and red]. It is big. It is a good picture.* Demonstrate with another picture, saying something different about it.
- 3 GUIDE PRACTICE** Hand out pictures to children. *Look at your picture. What do you like?* Help children describe their picture and say what they like about it, prompting them if necessary.

DEVELOPING

Have pairs of children work together and tell each other what they like about their picture. They should use at least one word to describe it. Have them use the following sentence frames: *I like ____ . It is ____ .*

EXPANDING

Have children complete the Developing activity but use two or three words or phrases to describe their picture.

BRIDGING

Have children extend their description of their pictures and explain why they like it. They should use these sentence frames: *I like ____ because ____ . I think ____ .*

WEEK 4 DAY 3 STORY TIME

Comparing

What You Need

Trade Book: *School in Many Cultures*

EMERGING

- 1 THINK** Help children focus on the parts of *School in Many Cultures* that they understand. *How is my school like other schools? What is the same?* Point to pictures in the book and say, for example: *Students listen. Students learn. Students play.*
- 2 PAIR** Have partners work together to think of another way that their school is like other schools from *School in Many Cultures*.
- 3 SHARE** Ask children to share a way their school is like other schools. Have them point to a page in *School in Many Cultures*, say how they are alike, or draw a picture.

DEVELOPING

Have children draw one way their school is like other schools from *School in Many Cultures*. Have them draw a picture that shows students doing similar things. Then have them say what they drew.

EXPANDING

Have partners identify two ways their school is like other schools from *School in Many Cultures*. Have them tell about the similarities with these sentence frames: *Students ____ in school.*

BRIDGING

Have children work independently to identify two ways their school is like other schools.

WEEK 4 DAY 4 LITERACY CIRCLE

Letters, Words, and the Alphabet

What You Need

Alphabet Cards: *Mm*, *Ss*
Alphabet

EMERGING

- 1 INTRODUCE** Point to the alphabet. An alphabet has letters. It begins with the letter *A*. Here is the letter *M*. Hold up Alphabet Cards *Mm* and *Ss*. You have learned about letters. *Mm* and *Ss* are letters. These letters are in the alphabet. You can put letters together to make words. *Mountain* and *snake* are words.
- 2 MODEL** Point out both letters in the classroom (on a sign or in a familiar book). I see the letter *M*! It is in the word _____. I see some other letters from the alphabet in this word.
- 3 GUIDE PRACTICE** Have children find a letter, word, or the alphabet in response to your request. Reinforce understanding of the meaning of the words *letter*, *word*, and *alphabet*. Find the letter *S*. Find a word with the letter *M*. Point to the alphabet.

DEVELOPING

Review the meaning of *letter*, *word*, and *alphabet*. Then, hold up each. Ask children to identify whether it is a letter, word, or alphabet. Encourage children to use complete sentences: *That is [a letter/a word/the alphabet].*

EXPANDING

Have children work with a partner. One child should point to a letter, a word, or the alphabet. Have the other child tell whether it is a letter, a word, or the alphabet.

BRIDGING

Have children define or give an example of the words *letter*, *word*, and *alphabet*.

WEEK 4 DAY 5 MATH CIRCLE

Five Alive

What You Need

Numeral Card: 5; sets of up to five familiar classroom items

EMERGING

- 1 I SAY** Today, we are talking about the number five. While holding up the appropriate number of fingers, say: Let's count. One, two, three, four, five. Then hold up Numeral Card 5 or write 5 on the board. Point to the number and say it again.
- 2 WE SAY** Hold up five fingers or point to the numeral 5 and say: Five. Have children chorally repeat while also holding up five fingers. Then hold up or show a set of five objects. As a group, have children count the objects.
- 3 YOU SAY** Have children practice counting from one to five on their own or with a partner. Pay attention to their pronunciation of *five*, especially the /f/ and /v/ sounds. Model correct pronunciation as necessary.

DEVELOPING

Hold up the appropriate number of fingers (or the numerals 1–5) and say: One, two, three, four, five. Have children chorally repeat and then practice counting from one to five on their own.

EXPANDING

If children are comfortable counting to five and pronouncing *five*, have them practice tracing the numeral 5. Model how to skywrite the numeral. Then have them say: *This is five.*

BRIDGING

Have children draw a group of five objects. They should tell what they drew with this sentence frame: *This is five _____.*

Theme 1

