

Teacher's Guide

Everyday Helpers



Three Cheers for Pre-K

SAVVAS

Teacher's Guide

Three Cheers for Pre-K





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Teacher's Guide

Three Cheers for Pre-K

A comprehensive curriculum
for Pre-Kindergarten



Theme 5 • Everyday Helpers

SAVVAS
LEARNING COMPANY

Three Cheers for Pre-K Authors

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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.

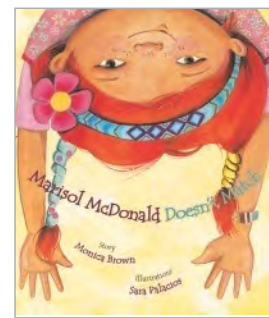
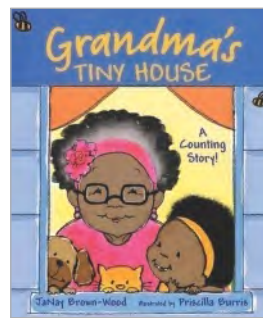
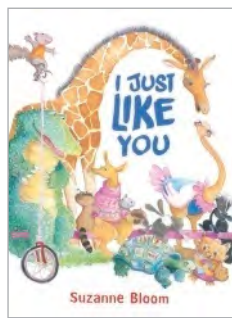


Program Components

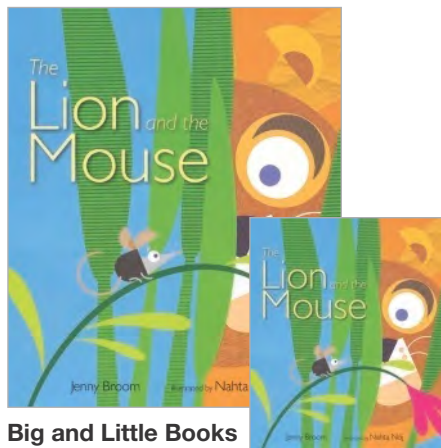
In Each of Your 9 Theme Kits



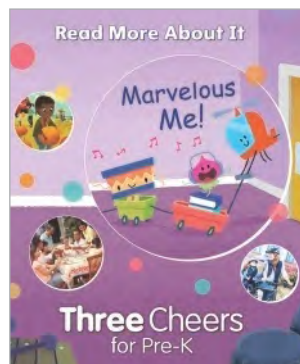
Teacher's Guides, Themes 1-9



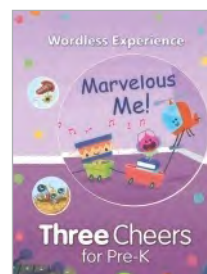
Trade Books



Big and Little Books



Read More About It



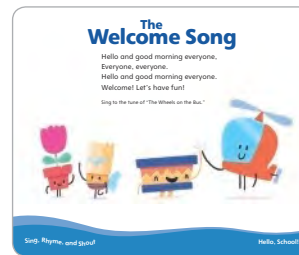
Wordless Experience Books



Theme Manipulatives



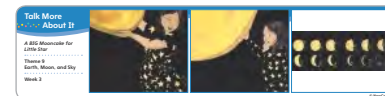
5 x 5



Sing, Rhyme, and Shout



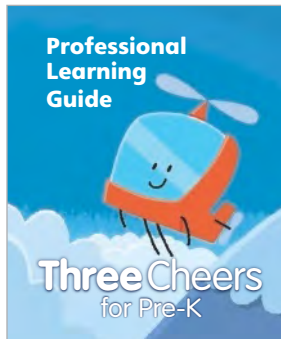
Theme and Concept Vocabulary



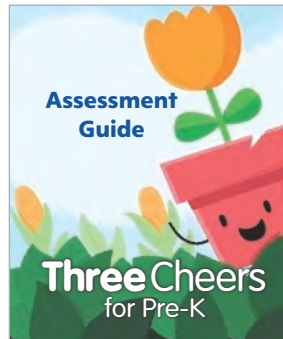
Talk More About It



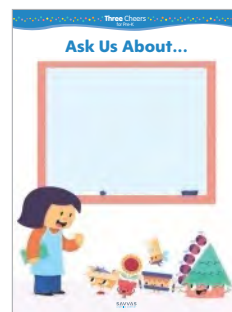
In Your Teacher Toolkit



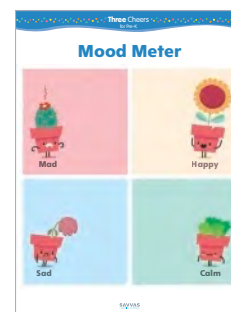
Professional Learning Guide



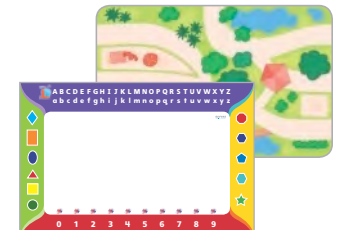
Assessment Guide



Ask Us About... Poster



Mood Meter Poster



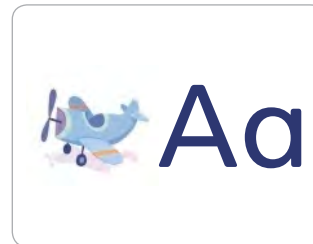
Map Mats



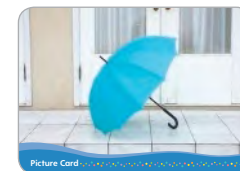
Center Signs



Social and Emotional Learning Cards

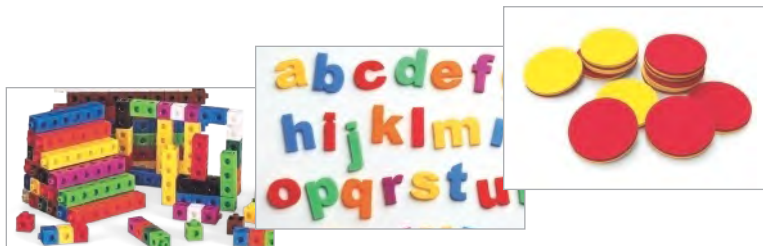


Alphabet Cards



Picture Cards

Hands-on Instructional Resources

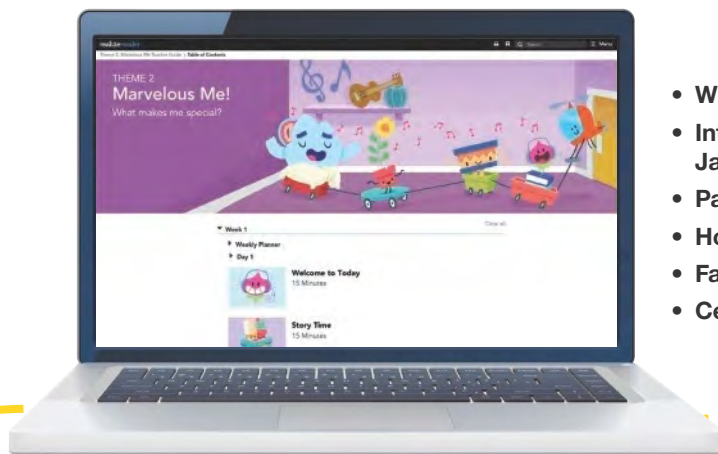


Manipulative Kit

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.

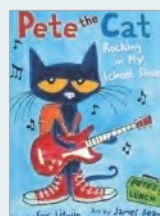
THEME 1

Hello School!

How do we learn and play at school?



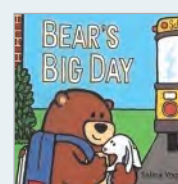
BIG BOOK



WEEK 1



WEEK 2



WEEK 3

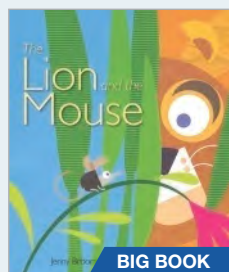


WEEK 4

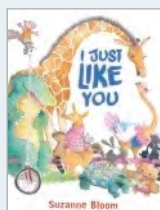
THEME 2

Marvelous Me!

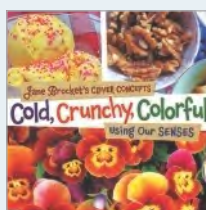
What makes me special?



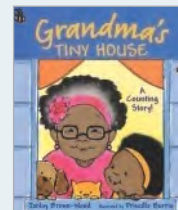
BIG BOOK



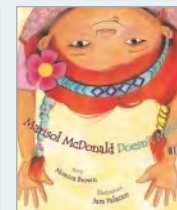
WEEK 1



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

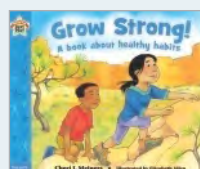
THEME 4

Taking Care

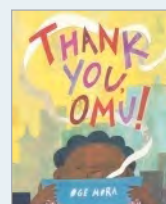
How do we care for ourselves and others?



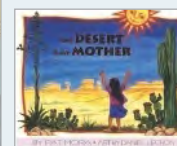
BIG BOOK



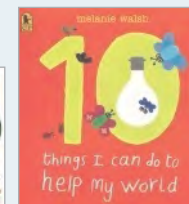
WEEK 1



WEEK 2



WEEK 3

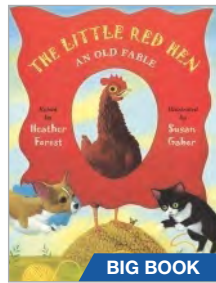


WEEK 4

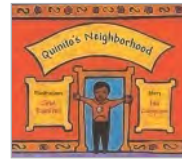
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Everyday Helpers

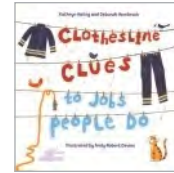
How do people in our community help us?



BIG BOOK



WEEK 1



WEEK 2



WEEK 3

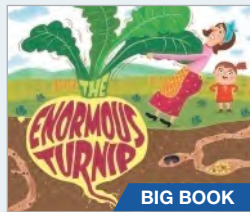


WEEK 4

THEME 6

From Farm to Table

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



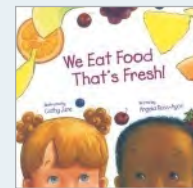
BIG BOOK



WEEK 1



WEEK 2



WEEK 3

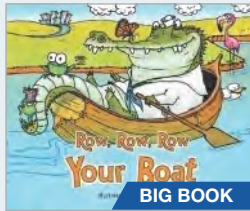


WEEK 4

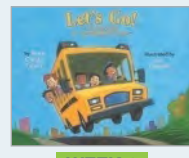
THEME 7

On the Go!

How do we get from here to there?



BIG BOOK



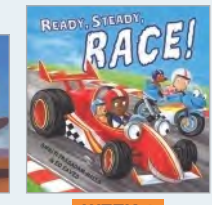
WEEK 1



WEEK 2



WEEK 3



WEEK 4

THEME 8

Animals All Around

How are animals the same and different?



BIG BOOK



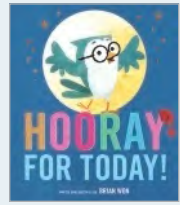
WEEK 1



WEEK 2



WEEK 3

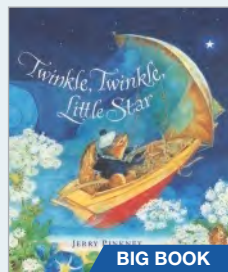


WEEK 4

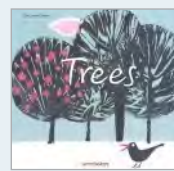
THEME 9

Earth, Moon, and Sky

What do we see in the natural world?



BIG BOOK



WEEK 1



WEEK 2



WEEK 3



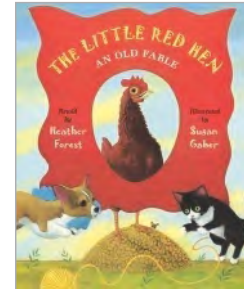
WEEK 4

Everyday Helpers

How do people in our community help us?

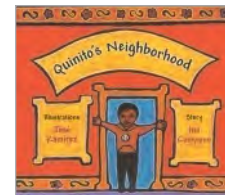
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WEEK 1 What do everyday helpers do in a community?

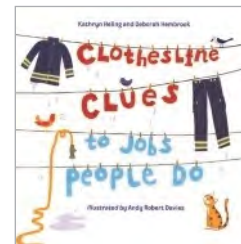
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Read More About It: "Busy-Busy Towns Everywhere"

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Read More About It: "Fix It Quickly"

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Read More About It: "A Veterinarian's Visits"

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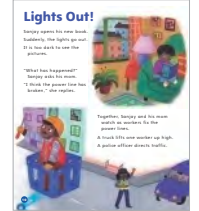
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Reflect 152, 160, 168, 176

Let's Celebrate 182–183



Read More About It: "Lights Out!"

Let's Celebrate!
Family gathering to celebrate our community helpers.

Theme Kit

5 x 5

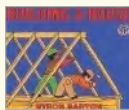
Sing, Rhyme, and Shout: "Who Helps Us?"

Theme and Concept Vocabulary

Theme Manipulative

Talk More About It: Everyday Helpers

Gather books to read that develop the theme, Everyday Helpers



Building a House
written by Byron Barton
illustrated by Byron Barton
published by Greenwillow Books

It takes many helpers to build a house: builders, carpenters, bricklayers, electricians, plumbers, painters. In this book, readers watch, step-by-step, as a house is built from bottom to top.



Pete the Cat: Firefighter Pete
written and illustrated by James Dean
published by HarperFestival

Pete the Cat and his classmates go on a field trip to a fire station and get to slide down the pole, meet the firefighters, and have fun with the helmets. Read to find out what happens when the alarm goes off!



Helpers in Your Neighborhood
written by Shira Evans
published by National Geographic Children's Books

There are helpers in every neighborhood around the world. Read this book to find out how helpers around the world are the same and different from helpers in your neighborhood.



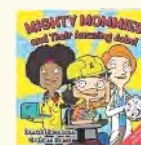
Veterans: Heroes in Our Neighborhood
written by Valerie Pfundstein
illustrated by Aaron Anderson
published by Pfun-omenal Stories

This picture book, written in rhyme, helps children understand and appreciate members of the military. These men and women are family, friends, neighbors who are active in their communities.



Whose Hands Are These?: A Community Helper Guessing Book
written by Miranda Paul and Luciana Navarro Powell
published by Millbrook Press

Our everyday, community helpers use different tools to complete their jobs. This book describes some of these tools.



Mighty Mommies and Their Amazing Jobs: A STEM Career Book for Kids
written by Donald Jacobson
illustrated by Graham Evans
published by Three Suns Press

A rhyming picture book that teaches young children about everyday helpers in STEM careers: doctor, scientist, and teacher to name a few. Children will be inspired by the colorful illustrations and simple descriptions of each job.

Go Digital!

SavvasRealize.com

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

Plan

Digital is portable!

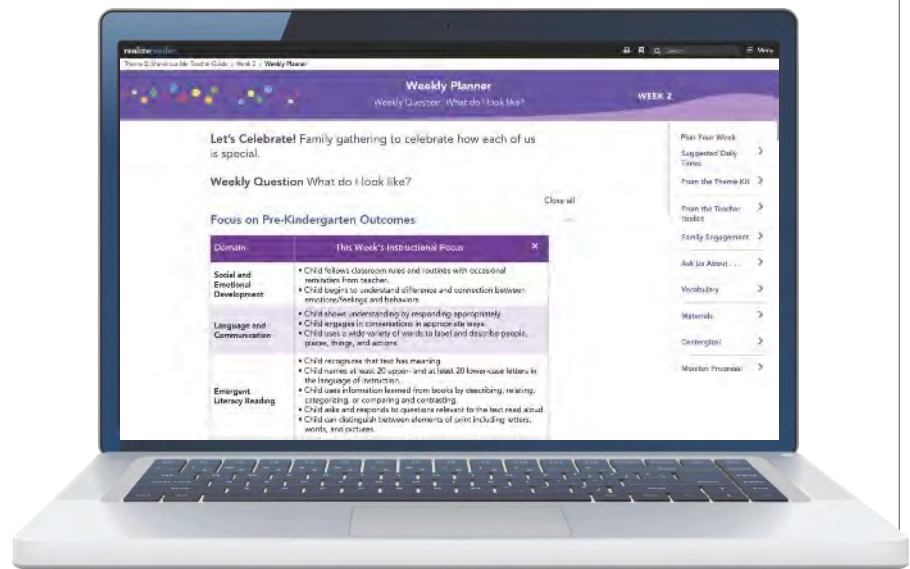
Do your planning any place, any time from SavvasRealize.com.

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.



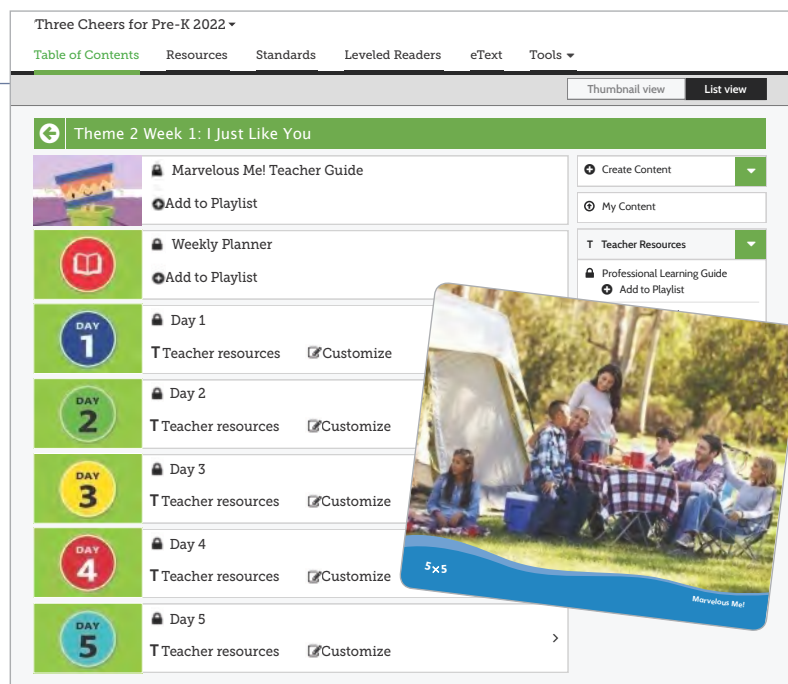
Teach

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.



Everyday Helpers 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

Phonologic Awareness

Blend Syllables
Segment and Blend Syllables
Rhyming Words

Alphabet Knowledge

Introduce Cc
Review Cc

Mathematics

Geometry
Geometry Shapes
Equal Groups

Science, Social Studies, and Health

Who Helps Us?
Who Else Helps Us?
I'm a Cook!
The Neighborhood

Theme Vocabulary

community
job



Concept Vocabulary

nurse
guard
doctor
carpenter
dentist



WEEK 2

Phonological Awareness

Syllables
Blend Syllables
Segment and Blend Syllables
Rhyming Words

Alphabet Knowledge

Introduce Nn
Review Nn /n/

Mathematics

Adding

Science, Social Studies, and Health

Who Helps Us?
My School
We Are Firefighters
I'm a Cook!
Community Helpers

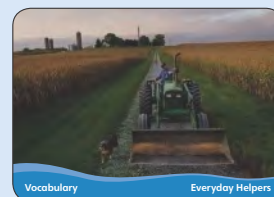
Theme Vocabulary

community
jobs



Concept Vocabulary

farmer
chef
artist
astronaut
tools



On our way to Kindergarten!



WEEK 3

Phonological Awareness

Rhyming Words
Syllables
Blend and Segment Syllables

Alphabet Knowledge

Introduce *li /i/*
Review *li /i/*
Review

Mathematics

Adding

Science, Social Studies, and Health

I'm a Mail Carrier
Mail Carriers
Everyday Helpers and Their Rules
How People Earn Money
Earning and Saving Money

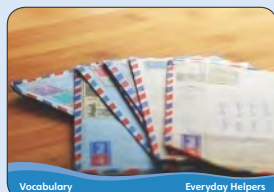
Theme Vocabulary

community
jobs



Concept Vocabulary

mail carrier
deliver
mail
city
country



WEEK 4

Phonological Awareness

Rhyming Words
Segment Syllables
Blend Syllables

Alphabet Knowledge

Review *Cc /k/, Nn /n/, li /i/*
Review *Aa /a/, Bb /b/, Cc /k/, Dd /d/, Ff /f/,
li /i/, Jj /j/, Mm /m/*

Mathematics

Adding

Science, Social Studies, and Health

We Are Helpers!
Our Planet
Recycle, Reduce, Reuse

Theme Vocabulary

community
heroes
job
uniform

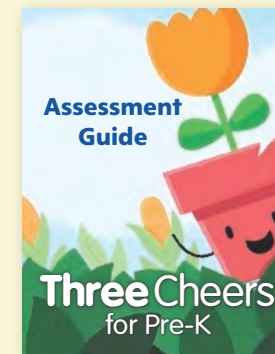


Concept Vocabulary

firefighter
fire engine
equipment
fire station
dispatcher



Assessment Guide



Progress Monitoring Resources

Use these Assessment Guide resources in Theme 5:

Weekly Observational Checklists

Week 1	p. 28
Week 2	p. 29
Week 3	p. 30
Week 4	p. 31

ELL Observational Checklists

Emergent Reading	p. 49
Emergent Writing	p. 50
Speaking	p. 51
Listening	p. 52

Anecdotal Record Forms

pp. 53–54

Domains of Early Childhood Learning Observation Form

pp. 55–56

Everyday Helpers

Concept Development

THEME 5

Everyday Helpers

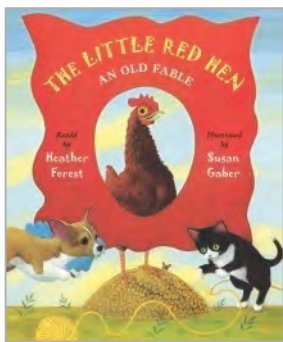
How do people in our community help us?

Theme Concepts

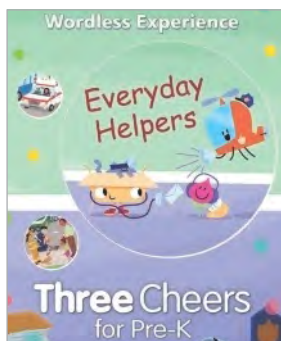
- Children learn about the jobs people do in their community.
- Children learn about the tools needed to do each job.
- Children learn that everyone in the community has a purpose.
- Children learn the importance of helping others and relying on others.
- Children recognize that helpers come in many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

Theme Vocabulary

community uniform
job heroes



Big Book: *The Little Red Hen*



Wordless Experience Book: *Everyday Helpers*

WEEK 1

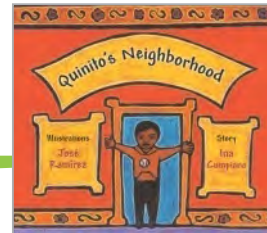
FOCUS:

Everyday Helpers Are All Around Us

What do everyday helpers do in a community?

Concept Vocabulary

nurse dentist
carpenter doctor
guard



Quinito's Neighborhood



"Busy-Busy Towns Everywhere"

WEEK 2

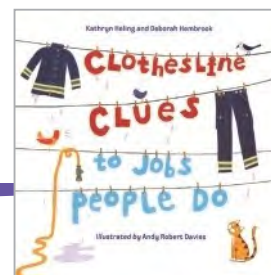
FOCUS:

Everyday Helpers and Their Tools

Why do everyday helpers need different tools?

Concept Vocabulary

farmer astronaut
chef tools
artist



Clothesline Clues to Jobs People Do



"Fix It Quickly"

WEEK 3

FOCUS:

Mail Carriers Help Us

What do mail carriers do?

Concept Vocabulary

mail carrier city
deliver country
mail



Delivering Your Mail



"A Veterinarian's Visits"

WEEK 4

FOCUS:

Firefighters Help Us

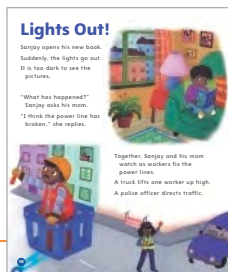
Why are firefighters important?

Concept Vocabulary

firefighter dispatcher
fire engine equipment
fire station



A Visit to The Fire Station



"Lights Out!"

Social and Emotional Intelligence

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

Let's Celebrate

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

Supporting English Learners

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

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



Three Cheers for Pre-K Centergize!

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

- purposeful play
- peer interaction
- developing independence

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

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

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

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

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

LET'S GET READY FOR

Center and Small Group Time

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

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

During Center Time

Children



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



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





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



Independent Children can choose to work on something independently.



Teacher and Teacher Aide

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

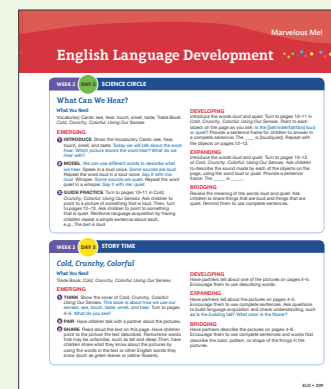
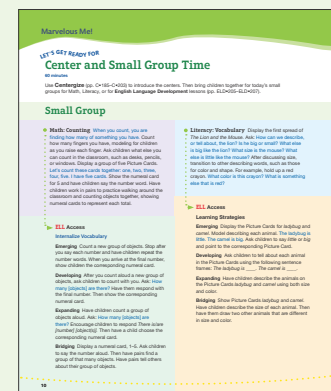
10 minutes per group

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

10 minutes per group or individual

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

as time allows



Three Cheers for Pre-K Pacing Your Day

Full Day? Half Day?

Your Quick and Easy Schedule Is Here!

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

Your Full-Day Schedule

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

Your Half-Day Schedule

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

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



Welcome to Today
15 min

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

Story Time
15 min

- Read together
- Talk together



Other-Domain Circle
15 min

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



Transition*

- Sing or Chant
- Move

Outdoor Play*
suggested time 20 min

- Physical Development
- Social and Emotional Learning

Learn and Play
90 min

- Physical Development
- Apply Skills
- Self-Selected Reading



* Depending on your classroom, times may vary.

Transition*

- Sing or Chant
- Move

Literacy Circle

15 min

- Alphabet Knowledge
- Phonological Awareness
- Oral Vocabulary Development



Snack Time*

suggested time 15 min

- Social and Emotional Learning
- Socialize
- Health and Nutrition



Lunch Time*

suggested time 30 min

- Socialize
- Health and Nutrition

Math Circle

15 min

- Counting
- Number Sense
- Shapes



Centers and Small Group Time

90 min

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

Rest Time*

suggested time 30-45 min

- Self-Regulation
- Health

Centers

30-60 min

- Independent or Small Group
- Purposeful Play
- Observe



Reflect

10 min

- Social and Emotional Learning
- Reflect on the Day

Everyday Helpers

Launch the Theme

How do people in our community help us?

Introduce children to the theme's Guiding Question. We're going to read, learn, and play to try to answer this question: *How do people in our community help us?* We'll learn all about helpers in our community and what they do. We're going to start by playing a game called "Javi, Javi, Who Am I?"

Game

Javi, Javi, Who Am I?

Set Up

This game is similar to charades. Write the names of these helpers on slips of paper: mail carrier, firefighter, police officer, vet (veterinarian), doctor, dentist, nurse, carpenter, crossing guard, farmer, chef, artist, astronaut. Place the slips underneath Javi.

Introduce the Game

Use Javi the Helicopter to help you explain the game.

- This is Javi. I will help him play this game. Javi is sitting on some slips of paper. On each slip is the name of a helper in our community. One child will take a slip. She will look at the name. Then she will act out what this helper does.
- We will take turns guessing until someone figures out who the helper is.

Practice the Game

Choose the first actor. Have the child select a slip of paper. Quietly help the child read and understand the name. Guide children to take turns guessing. After the helper is identified, select another child to continue the game.



Close the Theme

Let's Celebrate!

Everyday Helpers

The culminating, rich experience to wrap up Theme 5 will be enjoyed by your children and their families.

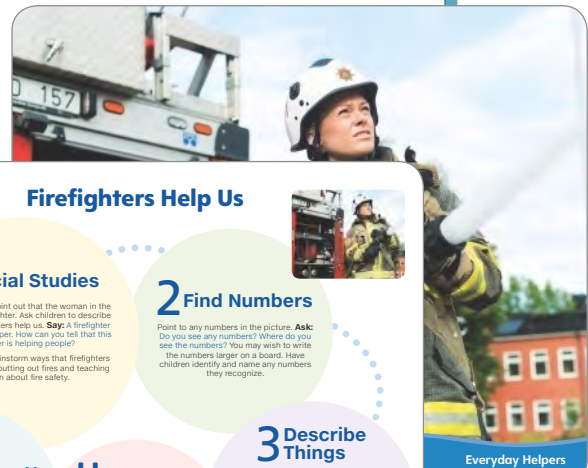
Prepare

Guide children as they practice speaking to an audience. Collect children's community helper cutouts to display. Help children write invitations for their families.

Celebration Day

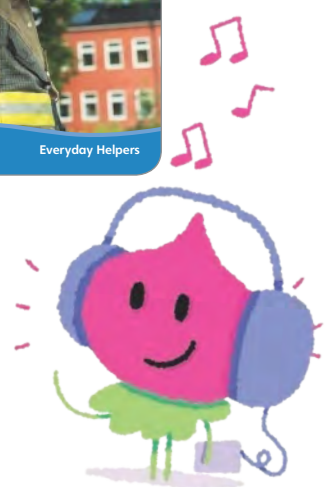
Children's "home families" meet their "school family." You and your children are well prepared for this day. Enjoy!

- Greet families at your door.
- Sing "We Are Firefighters" and have children perform gestures they have learned.
- Children march in the Community Helper Parade as families watch.
- Guests join children in strolling through the Community Helper Hall of Fame.
- Children talk about the community helper they chose to be for the parade.
- Everyone reflects on the time shared.



Firefighters Help Us

- 1 Social Studies**
Show the card. Point out that the woman in the uniform is a firefighter. Ask children to describe ways that firefighters help us. **Say:** A firefighter is an everyday helper. How can you tell that this firefighter is helping people?
Have children brainstorm ways that firefighters help us, such as putting out fires and teaching children about fire safety.
- 2 Find Numbers**
Point to any numbers in the picture. **Ask:** Do you see any numbers? Where do you see the numbers? You may wish to write the numbers larger on a board. Have children identify and name any numbers they recognize.
- 3 Describe Things**
Say: Fire is dangerous. Firefighters need to wear special clothing to keep them safe. Look at the firefighter in the picture. Let's describe what a firefighter wears to fight fires.
Help children to identify the uniform of a typical firefighter, such as jacket, pants, boots, and helmet. Encourage children to describe the colors and weight of the clothing. **Say:** Many firefighters wear bright colors on their jackets. They wear heavy boots. Explain how these distinctions make the firefighter safer.
- 4 Movement**
Point to the picture. **Ask:** What tool is the firefighter using? How does it help put out fires? Guide children in a discussion about how a fire hose is used to put out fires.
Tell children that firefighters also use other tools, such as axes to break walls and ladders to reach higher floors. Act out climbing up a ladder and using an axe. Have the children copy your movement.
- 5 When I Grow Up**
Point to the picture on the card. **Ask:** This person is a firefighter. When you grow up, what is a job that you might like to do? Invite children to name jobs that they might like to do. Provide a frame: *When I grow up, I want to be a _____.*
Extend the activity by asking children to act out their future jobs.



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.



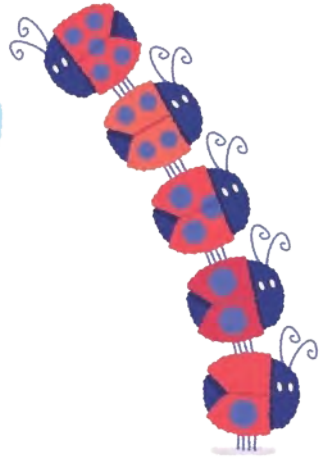
Tool Team



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 uses effective verbal and nonverbal communication skills to build relationships with teachers/adults. Pages 14, 20, 22, 23, 30, 36, 38
Language and Communication	<ul style="list-style-type: none"> Child provides appropriate information for various situations. Pages 7, 15, 23, 31, 39, 44 Child demonstrates knowledge of verbal conversational rules. Pages 15, 23, 31, 39 Child uses a wide variety of words to label and describe people, places, things, and actions. Pages 8, 14, 16, 32
Emergent Literacy Reading	<ul style="list-style-type: none"> Child engages in pre-reading and reading-related activities. Pages 30, 32; C•188–C•189 Child blends syllables into words. Pages 16, 19, 24, 27, 32, 35 Child can recognize rhyming words. Pages 22, 40, 44 Child recognizes at least 20 distinct letter sounds in the language of instruction. Pages 8, 11, 16
Emergent Literacy Writing	<ul style="list-style-type: none"> Child independently uses letters to make words or parts of words. Pages C•200–C•201
Mathematics	<ul style="list-style-type: none"> Child counts up to 10 items and demonstrates that the last count indicates how many items were counted. Pages 11, 38 Child names common shapes. Pages 11, 19, 27, 35; C•196–C•197
Science	<ul style="list-style-type: none"> Child observes, investigates, describes, and discusses position and motion of objects. Pages C•198–C•199
Social Studies	<ul style="list-style-type: none"> Child demonstrates understanding of what it means to be a consumer. Pages 28; C•190–C•191 Child discusses the roles and responsibilities of family, school, and community helpers. Pages 12, 16, 46; C•190–C•191, C•194–C•195
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 identifies good habits of nutrition and exercise. Pages 20, 36, 44
Technology	<ul style="list-style-type: none"> Child uses digital learning applications and programs to create digital products and express own ideas. Page 44

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

Ready for Kindergarten!

Speaking

Pre-Kindergarten Outcomes

- Child demonstrates knowledge of verbal conversational rules. **Pages 15, 23, 31, 39**

Kindergarten Literacy Goals

- Follow agreed-upon rules for discussions.

Reading Readiness

Pre-Kindergarten Outcomes

- Child engages in pre-reading and reading-related activities. **Pages 30, 32; C•188–C•189**

Kindergarten Literacy Goals

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

Language

Pre-Kindergarten Outcomes

- Child uses a wide variety of words to label and describe people, places, things, and actions. **Pages 8, 14, 16, 32**

Kindergarten Literacy Goals

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

Mathematics

Pre-Kindergarten Outcomes

- Child counts up to 10 items and demonstrates that the last count indicates how many items were counted. **Pages 11, 38**
- Child names common shapes. **Pages 11, 19, 35; C•196–C•197**

Kindergarten Mathematics Goals

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

Alphabet Knowledge

Pre-Kindergarten Outcomes

- Child recognizes at least 20 distinct letter sounds in the language of instruction. **Pages 8, 11, 16**

Kindergarten Literacy Goals

- Demonstrate basic knowledge of letter-sound correspondences by producing the most frequent sound for each consonant.



THEME 5 WEEK 1

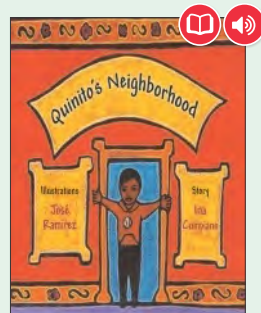
Everyday Helpers

How do people in our community help us?

Weekly Question:

What do everyday helpers do in a community?

From the Theme Kit Print and Digital



Trade Book



Read More About It: "Busy-Busy Towns Everywhere"



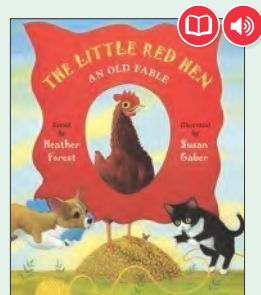
5x5



Theme and Concept Vocabulary



Theme Manipulative



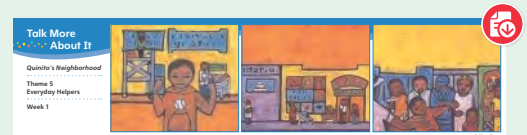
Big Book and Little Books



Wordless Experience Book: *Everyday Helpers*

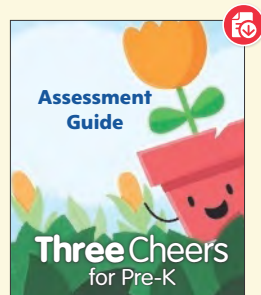


Sing, Rhyme, and Shout: "Who Helps Us?"



Talk More About It: *Quinto's Neighborhood*

From the Teacher Toolkit Print and Digital



Assessment Guide



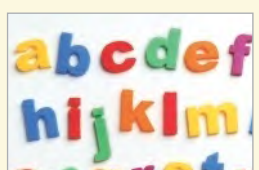
Social and Emotional Learning Cards



Alphabet Cards



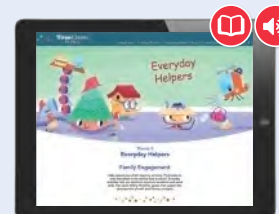
Picture Cards



Manipulatives



Family Engagement Digital



Three Cheers for Pre-K Parents!



Three Cheers for Games!



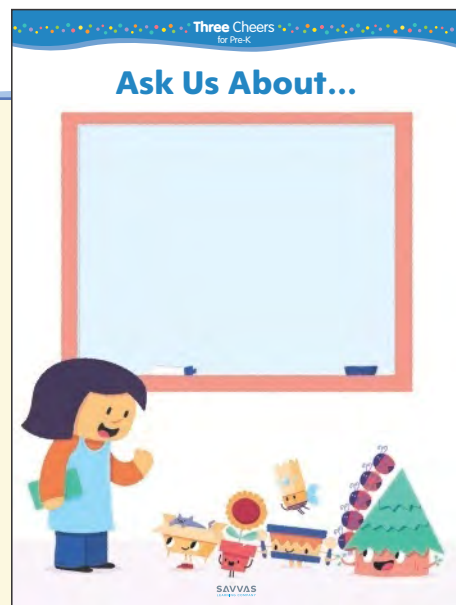
Digital Bookshelf

Plan Your Week

Suggested Daily Times

- Welcome to Today . . .15 minutes
- Story Time15 minutes
- Literacy Circle15 minutes
- Center Time and Small Groups60-90 minutes
- Math Circle15 minutes
- Snack Time10 minutes
- Circle Time15 minutes
- Outdoor Play20 minutes
- Learn and Play90 minutes
- Rest Time30-45 minutes
- Centers30 minutes
- Reflect10 minutes

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



Ask Us About . . .

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

- How do the people in Quinito's community help each other?
- How do you show that you respect your teacher?
- What shape names do you know?

Day 1 pp. 7-14

Welcome to Today

- Meet and Greet
- Sing, Rhyme, and Shout "Who Helps Us?"
- Morning Meeting

Story Time

- How do people in our community help us?
- 1st Read Big Book *The Little Red Hen*

Literacy Circle

- Concept Vocabulary Introduce
- Print Concepts Directionality
- Alphabet Knowledge Introduce Cc

Center Time and Small Groups

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

Math Circle

- Geometry
- Snack Time Count and Share

Social Studies Circle

- Who Helps Us?
- Who Else Helps Us?
- Outdoor Play Follow the Leader

Learn and Play and Centers

- Let's Move!
 - Simon Says
 - Listen and Move
- Let's Talk Communicate
- Let's Read Alphabet Knowledge, Print Concepts
- Rest Time Pretending

Reflect

- 5x5 Vocabulary
- Social and Emotional Learning Communicate
- Let's Talk About It

Day 2 pp. 15-22

Welcome to Today

- Meet and Greet
- Sing, Rhyme, and Shout "Who Helps Us?"
- Morning Meeting

Story Time

- What do everyday helpers do in a community?
- 1st Read Trade Book *Quinito's Neighborhood*

Literacy Circle

- Concept Vocabulary Develop
- Phonological Awareness Blend Syllables
- Alphabet Knowledge Review Cc

Center Time and Small Groups

- Small Group Options
 - Math: Geometry
 - Literacy: Blend Syllables
- Centers **Centergize**, pp. C•185-C•203

Math Circle

- Geometry Shapes
- Snack Time Shapes

Social Studies Circle

- I'm a Cook!
- The Neighborhood
- Outdoor Play Stretching

Learn and Play and Centers

- Let's Move!
 - Be Safe
 - Exercise Habits
- Let's Talk Communicate
- Let's Read Phonological Awareness, Alphabet Knowledge
- Rest Time Soft Music

Reflect

- 5x5 Rhymes
- Social and Emotional Learning Communicate
- Let's Talk About It

Let's Celebrate!
Parade to celebrate community helpers
and share what children have learned.

Day 3 pp. 23–30**Welcome to Today**

Meet and Greet
Sing, Rhyme, and Shout
“Who Helps Us?”
Morning Meeting

Story Time

What do everyday helpers do in a community?
2nd Read Trade Book *Quinito's Neighborhood*

Literacy Circle

Concept Vocabulary Practice
Phonological Awareness Blend Syllables
Expand Vocabulary New Words
Alphabet Knowledge Review Cc

Center Time and Small Groups

Small Group Options

- Math: Geometry
- Literacy: Speech Production

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

Math Circle

Geometry
Snack Time Communicate

Fine Arts Circle

We Are Fire Fighters
Art Appreciation
Outdoor Play Playing Carnival

Learn and Play and Centers

Let's Move!

- Be a Consumer
- Form Shapes

Let's Talk Communication
Let's Read Jobs We Know, New Words
Rest Time Nature Sounds

Reflect

5x5 Role Play
Social and Emotional Learning Communicate
Let's Talk About It

Day 4 pp. 31–38**Welcome to Today**

Meet and Greet
Sing, Rhyme, and Shout
“Who Helps Us?”
Morning Meeting

Story Time

What do everyday helpers do in a community?
Read More About It “Busy-Busy Towns Everywhere”

Literacy Circle

Concept Vocabulary Review
Phonological Awareness Segment and Blend Syllables
Alphabet Knowledge Review Cc

Center Time and Small Groups

Small Group Options

- Math: Geometry
- Literacy: Blend Syllables

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

Math Circle

Equal Groups
Snack Time Count Out Snacks

Fine Arts Circle

I'm a Mail Carrier
Dramatic Expression
Outdoor Play Good Exercise Habits

Learn and Play and Centers

Let's Move!

- Hokey Pokey
- Obstacle Course

Let's Talk Communicate
Let's Read Blend Syllables, Children's Choice
Rest Time Hammock Time

Reflect

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

Day 5 pp. 39–46**Welcome to Today**

Meet and Greet
Sing, Rhyme, and Shout
“Who Helps Us?”
Morning Meeting

Story Time

What do everyday helpers do in a community?
Compare *Quinito's Neighborhood* and “Busy-Busy Towns Everywhere”

Literacy Circle

Concept Vocabulary Check for Understanding
Phonological Awareness Rhyming Words
Speech Discuss Helpers

Center Time and Small Groups

Small Group Options

- Math: Equal Groups
- Literacy: Rhyming Words

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

Math Circle

Equal Groups
Snack Time Writing

Technology

My Device
Digital Tools
Outdoor Play Shape Stretch

Learn and Play and Centers

Let's Move!

- Safety on the Playground
- Taking From

Let's Talk Communicate
Let's Read Rhyming Words, Connect
Rest Time Story Time

Reflect

5x5 Can You Guess
Social and Emotional Learning Communicate
Let's Talk About It

Vocabulary

Theme

Vocabulary

Words to develop the theme, Everyday Helpers
community
job

Concept

Vocabulary

Conceptually related words to teach this week
carpenter
dentist
doctor
guard
nurse

Academic Vocabulary

Terms used in this week's instruction

General

alike
announcement
applaud
bow
busy
events
introduce
mood
report
special

Literacy

blend
bottom
camel
cat
character
important

letter

listen
lowercase
nonverbal
part
same
sound
syllable
top
uppercase
word

Mathematics

circle
corner
count
equal
idea
one less

one more

rectangle
separate
shape
shapes
side
square
strategy
triangle

Science

cloudy
cool
fog
rain
snow
sunny
warm
windy

Social Studies

different
helper
bakers
build
building
jobs
members
mommies
neighbor
neighborhood
people
road
shop
symbol
teachers
town

truck
visit

Social and Emotional Learning

attention
eye contact
problem
respect

Fine Arts

act
actor
brush
color
colorful
create
famous
illustration

illustrator
paint
photograph
play
pretend

Technology

applications
digital
programs
tablet

Physical Development

directions
exercise
follow
habits

Story Words

Words from the literature to explain and use this week

Trade Book

bakes muralist
bread sewing
grandfather clock teeth
neighbor truck

Big Book

fun
hen
myself
together
working

Read More About It

busy salesclerks
custodians sanitation workers
daycare workers school
home stores
police officers streets
road workers truck drivers

Materials

Materials to gather from home and classroom

Morning Meeting

attendance chart
helper chart
photographs of a doctor, teacher, baker, and mother

Center Time

clips or clothespins
computers or other digital devices
easel
envelopes, junk mail, newspapers

finger paints
food coloring
headphones
large bin filled with colored rice
plastic bags
pretend play food items
sand
sandpaper
shaving cream
small objects, such as rocks, leaves, and shells

spray bottles of water
thick yarn
toy shopping cart or basket
toy stethoscope

Small Groups

chenille sticks
cloth (to cover tray)
craft sticks
opaque bags
tray

Circle Times

chalk or masking tape
counting app or game
craft sticks
modeling clay
plastic cups or other containers
red and blue construction paper (1 piece each)
rhyming app
tablet or other digital device

Centergize!

Here is a sneak preview of the centers for this theme. For detailed information about centers, go to Centergize, pp. C•185–C•203.

Reading and Listening

The Little Red Hen Follow along while listening to audio for the Big Book.

Pretend and Learn

A Grocery Store Pretend to visit the neighborhood grocery store to shop for items their family needs.

ABC Fun

Letter Hunt Find hidden letters in the bin and name them.

Creativity Station

I Can Help! Create a self-portrait and describe ways I help the community.

Math Fun

Shapes Are All Around Us Put shapes together to create real-world objects.

STEM

What Makes a Community? Think of a list of buildings and structures in a community.

Writer's Club

Who Helps Us? Create everyday helpers from a pattern and hang them on a classroom clothesline.

Sand, Water, and More

Look for Clues Create clues by imprinting objects into sand.

Monitor Progress



Assessment Guide

Observe

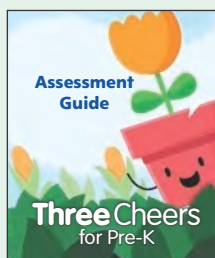
Observational Checklists

Use the weekly observational checklists in the Assessment Guide to monitor children's progress on this week's Learning Outcomes.



SCOUT

Use the weekly observational checklists to collect data on children's progress. Generate reports to help differentiate instruction for individuals.



Assessment Guide

Track Progress Across Time

Progress Monitoring Assessments

Use the Progress Monitoring assessments in the Assessment Guide to measure children's progress on end-of-year benchmarks for literacy and math. Progress Monitoring Assessment 2 should be administered at the end of Theme 6.

Pre-K Outcomes Progress Report

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

Portfolio



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

Centers

- **Pretend and Learn** anecdotal notes about children demonstrating understanding of what it means to be a consumer
- **STEM** anecdotal notes about children identifying buildings and structures
- **Sand, Water, and More** photographs of children leaving clues in the sand and others investigating the clues

Everyday Helpers



Welcome to Today

15 minutes

Meet and Greet

- Model ways that children can use effective nonverbal communication to build relationships with adults. For example, as children enter the classroom, greet them with a handshake. Encourage them to wave hello or communicate the greeting without saying the words.
- Gauge the children's mood by having them place their pictures on the Mood Meter.



Sing, Rhyme, and Shout

Everyday Helpers Use the lyrics and illustrations on the card to introduce the theme, Everyday Helpers.

- Today we are going to learn a song about people in our *community* who help us.
- Say each line slowly and ask children to repeat after you. Next, play the recording and invite children to sing along.
- Have children talk about how people in their *community* help them every day. Encourage them to act out what each person does.



Learning Outcomes

The child

- uses effective nonverbal communication skills to build relationships with teachers/ adults.
- provides appropriate information for various situations.
- participates in classroom music activities including singing.

What You Need

- Sing, Rhyme, and Shout: "Who Helps Us?"
- attendance chart, helper chart

Theme Vocabulary

community job

Morning Meeting

- 1 Attendance** Have children put their name cards on the attendance chart as you call their names.
- 2 Helper Chart** Draw attention to the helper chart. Help children make connections to how helpers in the classroom are like the helpers they will learn about in this theme.
- 3 Weather** Have children describe today's weather.
- 4 Today's Events** Remind children of any special events that might be happening today and express your enthusiasm to start learning about the new theme.



DIFFERENTIATED SUPPORT

Extra Support

Helper Chart Review the meaning of the words *help* and *helper*. Provide sentence frames to assist the child in telling about a classroom *job*. For example: *I am the [attendance keeper]. I [write down who is here and who is not].* AUDITORY

Story Time

15 minutes

Learning Outcomes

The child

- uses a wide variety of words to describe people.
- names at least 20 uppercase letters in the language of instruction.
- recognizes at least 20 distinct sounds in the language of instruction.
- responds to questions relevant to text read aloud.
- demonstrates understanding of print directionality including left to right.
- demonstrates understanding of print directionality including top to bottom.

What You Need

- Theme Cards: *community, jobs, uniform, heroes*
- Big Book: *The Little Red Hen*
- Vocabulary Cards: *carpenter, dentist, doctor, guard, nurse*
- Alphabet Card: Cc

CHECK FOR UNDERSTANDING

IF . . . a child has trouble following what happens in the story,

THEN . . . reread a few pages and ask questions, such as *What help does Little Red Hen need? Who does she ask for help? Does she get the help she needs? Why not?* Point out that in the end her friends agree to help.

Everyday Helpers

? **How do people in our community help us?** Ask children the guiding question *How do people in our community help us?* Display Theme Cards *community, job, uniform, heroes*. Tell children they will explore ways people in the *community* help us. Define *community* as a place where people live and work together.



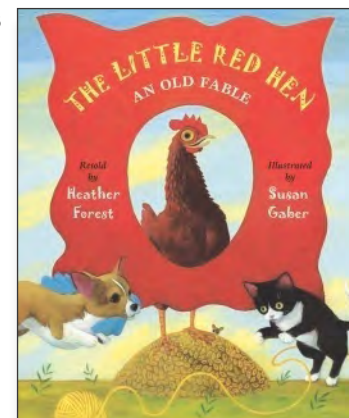
The Little Red Hen

The Little Red Hen is about a hen who asks her friends for help.

1 Introduce Display the cover of the book. Tell children that you are going to read a book about Little Red Hen who needs help from her friends. **As I read, listen for what kinds of help Little Red Hen needs. What do you think will happen when she asks for help?**

2 Read Together Read the book aloud. You might create a different voice for each of the characters. Have children chime in on the repetitive text, such as “Not I,” “I shall have to do it myself,” and “I’ll help.” Discuss what Little Red Hen means at the end when she says “working together makes working fun.”

3 Connect Have children talk about how they might have responded to Little Red Hen’s requests for help. **When a friend asks for help, what’s a good thing to do? Is helping a friend important? Why?**



Literacy Circle

15 minutes

Concept Vocabulary

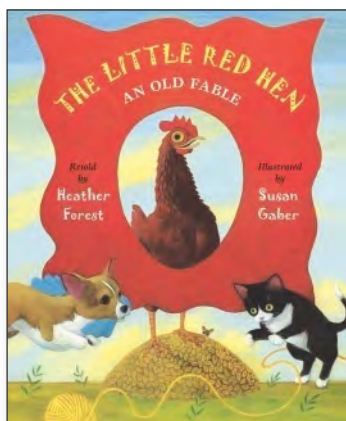
Introduce Today we are going to talk about this question: How do people in our community help us? Display Vocabulary Card *doctor*. Sometimes we have to go to a doctor when we are sick. Display each of the Vocabulary Cards for this week (*carpenter, dentist, doctor, guard, and nurse*) and briefly explain how these are some words that help describe people. Point out that these words tell what people do. They tell about people's jobs.



Print Concepts

Directionality Display p. 13 from *The Little Red Hen*. Demonstrate print directionality, left to right and top to bottom, as you read.

- I'm going to read a page from *The Little Red Hen* and move my finger under each word as I read. Read a sentence aloud. I started reading here (point the word out to children) and I read this way (slide your finger under the text from left to right).
- Now watch my finger as I go to the next line. Which way did my finger move? That's right, my finger moved down. We read lines on a page from top to bottom.



Transition

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

I am a helper.	(point to self)
I can help you if you ask.	(point to others)
I can open the door for you.	(pretend to open door)
I can carry a book for you.	(pretend to carry books)
I can help you, and you, and you!	(point to others)

Concept Vocabulary

nurse	carpenter
guard	dentist
doctor	

Academic Vocabulary

important	sound
word	top
bottom	letter
uppercase	lowercase

Alphabet Knowledge

Introduce Cc Display Alphabet Card Cc.

- Letter Name** This is a picture of a castle. The word *castle* begins with the letter *c*. Point to uppercase *C*. This is uppercase *C*. Point to lowercase *c*. This is lowercase *c*. Say the letter name with me: /sē/.
- Letter Sound** The sound that the letter *c* spells sounds like this: /k/, /k/, /k/. Say it with me: /k/. Point to the lowercase letter. What sound does this letter spell? Point to the uppercase letter. What sound does this letter spell?
- Letter Formation** Model tracing the uppercase *C* on the Alphabet Card, explaining the order of movement. Repeat with lowercase *c*. Have children trace the letter in the air.



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

Letter Sounds English learners may be familiar with the sound /k/ because it occurs in many languages. Point out that the Spanish word for *house, casa*, also starts with the sound /k/. Have children think of other words that start with the sound /k/. 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•205).

Small Group

- **Math: Counting** When you count, you tell how many. Today we are going to count Picture Cards. Divide the Picture Cards among students, with each receiving between one and ten cards. Have children count and compare their numbers. **Who has more cards? fewer?** Have pairs line up their cards one-to-one to check. Point out that the last number you say tells how many there are.

▶ **ELL Access**

Academic Vocabulary

Emerging Point to each card as you count them. Emphasize the words *more* and *fewer*. Gesture by tracing a circle with your finger around the greater number of cards as you say “more.” Repeat for “fewer.”

Developing Point to each card as children count with you. One group has more. One group has fewer. Have children point to the correct group and say “more.” Have them point to the correct group and say “fewer.”

Expanding Have children point to the groups and say “more”/“fewer.” Then have children use a sentence frame to tell who has more and fewer picture cards: *I have _____ [more/fewer] cards than [Name]. [Name] has _____ [more/fewer] than I do.*

Bridging Have children point to the groups and say “more”/“fewer.” Then ask children to use sentences, one with *more* and one with *fewer* to compare their cards with their partner's card.

- **Literacy: Alphabet Knowledge** Display Picture Cards with objects that begin with the letter c. Have children say the name of the object and locate the word that identifies it on the back of the card. Have them find the letter c in the word. Point out whether the letter is an uppercase or lowercase c.
 - Give children some colorful chenille sticks, and have them use them to create the shape of a c. Have each child hold up the c they created and practice producing the letter c sound, /k/.
 - For extra fun, have children create some large c's and some small c's to represent uppercase and lowercase letters.

▶ **ELL Access**

Alphabet Knowledge

Emerging Display Picture Card *cake*. **This is a cake. The word cake begins with the letter c. The letter c spells the sound /k/.**

Developing Display Picture Card *can*. **This is a can, which begins with the letter c. What sound does the letter c spell?**

Expanding Display Picture Card *cat*. Have children identify the picture and produce the sound they hear at the beginning of the word: /k/. **What letter spells the sound /k/?**

Bridging Have the child form the letter c using pipe cleaners or draw different sizes of the letter on a sheet of paper.

Math Circle

15 minutes

Geometry

Tell children that today you are going to name and describe common shapes.

- 1 **Engage** Hold up a picture of a square or draw one on the board. *Who remembers what this shape is called? That's right, it is a square. How many sides does it have? Point to the sides. That's right, it has four sides. How many corners does it have? Are all the sides the same or different? So how would you describe a square?* Repeat, holding up a picture of a circle, a triangle, and a rectangle.
- 2 **Develop** Set out four attribute blocks—a square, a rectangle, a triangle, and a circle. Allow children to hold and touch the blocks. Then ask them to identify the name of each shape and describe it in terms of number of sides and corners. Ask questions that encourage children to think about the shapes in comparison with each other. For example: *Which two shapes have four sides and four corners? How are they different? Which is the only one of these shapes that has three sides and three corners? Do all the other shapes have sides and corners?*
- 3 **Practice** Send children on a brief scavenger hunt in the classroom to locate objects that have or look like a shape they know. Afterward, have children come back to the circle. Call on volunteers to name each object and describe its shape.

Learning Outcomes

The child

- recognizes at least 20 distinct sounds in the language of instruction.
- counts up to 10 items.
- names common shapes.

What You Need

- pictures and concrete objects of a square, rectangle, triangle, and circle
- Attribute Blocks

Academic Vocabulary

side	corner
count	shape



CHECK FOR UNDERSTANDING

IF . . . a child has a problem naming the common shapes,

THEN . . . have him/her use a finger to trace the sides of the shapes. As the child does, have him/her tell what he/she discovers about the shapes. **KINESTHETIC**



Snack Time

15 minutes

Count and Share Divide the class into groups of five or less. Have a volunteer in each group count the number of children in the group. Then, with a volunteer, go to the snack table. Have the volunteer count out the number of snacks needed for the group so that you can give each child a snack. Repeat the process one or two more times so that each child ends up with several snack pieces. *Does everyone have the same number?*

Social Studies Circle

15 minutes

Learning Outcomes

The child

- uses effective verbal communication skills to build relationships with teachers/adults.
- shows understanding by following two-step oral directions.
- usually follows three-step directions.
- discusses the roles and responsibilities of community helpers.

What You Need

- Sing, Rhyme, and Shout: “Who Helps Us?”
- Vocabulary Cards: *carpenter, dentist, nurse, guard*
- Big Book: *The Little Red Hen*

Theme Vocabulary

community

Concept Vocabulary

carpenter dentist
nurse guard
doctor

Academic Vocabulary

follow directions

Who Helps Us?

Display Sing, Rhyme, and Shout “Who Helps Us?” Invite children to sing along with you.

Doctors check our ears and eyes.
Teachers are so very wise.
They will help us write and sing;
Read and do most anything.
Bakers make such tasty bread.
Mommies keep us so well fed!

Who Else Helps Us?

1 Engage Ask children to think about the song “Who Helps Us?” In the song we learned about all kinds of people who help us. Everyday helpers are everywhere. Who are some people that are helpers? In the story, *The Little Red Hen*, was Little Red Hen a helper? What kind of help did she give her friends?

2 Develop Display Vocabulary Cards *carpenter, dentist, nurse, guard, and doctor*. Discuss the roles and responsibilities of *community* helpers by having children tell what they have learned about these helpers’ *jobs* and what else they know from looking at the pictures on the cards.



3 Practice Display each Vocabulary Card again. Have children stand and act out what they see each helper is doing in the picture. Who is this helper? Show me how they help us and the *community*.

Outdoor Play

20 minutes

Follow the Leader This game gives children practice following two- and three-step directions. Start by assuming the role of leader. Call out a two-step direction, such as hop to the tree, then hug the tree. Next, call out a three-step direction, such as hop to the tree, hug the tree, then sit down under the tree. Allow children to take turns being the leader.

Learn and Play

90 minutes

Let's Move

Simon Says Lead the children in a game of Simon Says. Call out directions of increasing difficulty, from one to three steps. Begin by having them take one step forward. **Simon says take one step forward.** Next have them take one step forward and one jump up. Finally have them take one step forward, one jump up, and two hops forward.

Listen and Move Have children follow the three-step directions in the following exercise routine.

- First, let's reach up as high as we can.
- Next, let's reach down and touch our toes.
- Now, let's sway from side to side.
- Finally, let's do everything together—reach up, reach down, sway from side to side. Repeat.

Let's Talk

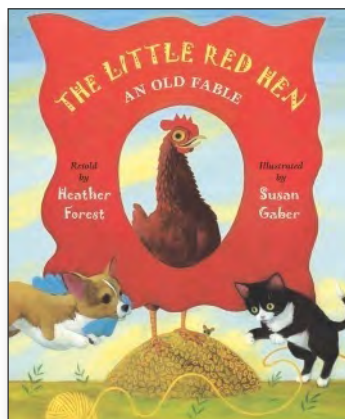
Communicate Give children practice in effective verbal communication with an adult by engaging them in a discussion about friendship and helping. **This morning we read *The Little Red Hen*.** Do you remember how her friends didn't want to help at the beginning of the story? I bet this made her feel sad. Can you think of a time you helped a friend? How did that make you feel? How do you think it made your friend feel? Has a friend ever helped you?



Let's Read

Alphabet Knowledge Open *The Little Red Hen* to p. 5 and review the letter c. Do you remember what the letter c looks like? Find the words on this page that begin with the letter c. Have volunteers point to the letters. That's right, there are two words that begin with c, *cat* and *cake*. Emphasize the beginning sound /k/, and have children repeat the words after you.

Print Concepts Open *The Little Red Hen* to p. 12. Demonstrate how words are read from left to right and top to bottom by running your finger under them.



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

Pretending Have children lie on their mats and pretend they are one of the characters from *The Little Red Hen*. The hen has been busy planting seeds or grinding wheat and the friends have been busy watching. Now they are tired and need a nap. The hen has a nesting box filled with soft hay to nap in. The kitten finds a comfy chair. The puppy has a pillowy dog bed. The mouse has a cozy nest in some tall grass. Which animal will you be? How will you get comfortable for your nap?

DIFFERENTIATED SUPPORT

Extra Support

Alphabet Knowledge Set out Picture Cards, some beginning with the sound /k/ and some not. Say the words and have children point to the cards that begin with the sound /k/. AUDITORY

Reflect

10 minutes

5x5

Vocabulary Use the photo to introduce words related to the theme, including *nurse*, *office*, and *community*. *Where does this picture take place? Who are the people in the picture? What are they doing? Nurses help people every day. Raise your hand if you have ever met a nurse. Stand up if a nurse has helped you or someone you know.*



Social and Emotional Learning

Communicate Display SEL Card *communicate* and point to the picture on the left, which depicts verbal communication (talking to a teacher). *What is the child doing in the first picture? That's right, the child is talking with the teacher. Have children imagine what the teacher and child are talking about. Just like the child in the picture, you should always feel free to talk to your teacher about anything. You can talk to your teacher if you have a problem or if you need help with an activity. A teacher is someone who is here to help you learn. Point out that the teacher and child in the picture are looking right at each other. Explain that whenever you are talking to someone it is important to look them in the eye. Now, I want you to look at a friend and ask, "How are you?"*



Let's Talk About It

Today we learned a lot about people in our *community* who help us. We learned that we can be helpful, too, and that friends help each other. Tell children to talk about a time when they helped someone and how it made them feel. To engage children in conversation in appropriate ways, use this sentence frame: *I help someone when I ____*. Pass around Javi so all children have an opportunity to respond. Notice that children are able to use effective verbal communication skills and appropriate ways of communicating as they tell you how they help.



Learning Outcomes

The child

- uses effective verbal communication skills to build relationships with teachers/adults.
- engages in conversations in appropriate ways.
- demonstrates knowledge of verbal conversational rules.
- uses a wide variety of words to label and describe people, places, things, and actions.

What You Need

- 5x5 Card: Everyday Helpers Are All Around Us
- SEL Card: *communicate*
- Javi

Academic Vocabulary

problem

CHECK FOR UNDERSTANDING

IF . . . a child has difficulty imagining what a teacher and a child might be talking about,

THEN . . . have them think about the last time you and the child spoke. *Do you remember when we talked about ____? Is that something the child and the teacher in the picture might be talking about?*

Welcome to Today

15 minutes

Meet and Greet

- Greet children by name as they arrive and ask how each is feeling today.
- Have children show how they're feeling on the Mood Meter.



Sing, Rhyme, and Shout

Everyday Helpers Review the song and use it to engage the children in a conversation about the role of helpers in the *community*.

- Who remembers the song “Who Helps Us?” Who are the helpers the song is about? That’s right, they are *doctors*, *teachers*, *bakers*, and *mommies*.
- Play the recording and invite children to sing along.
- Have volunteers tell something they learned about *community* helpers from the song. [What does each do to help people?](#)



Learning Outcomes

The child

- provides appropriate information for various situations.
- demonstrates knowledge of verbal conversational rules.
- participates in classroom music activities including singing.

What You Need

- attendance chart, helper chart
- Sing, Rhyme, and Shout: “Who Helps Us?”

Theme Vocabulary

community jobs

Academic Vocabulary

helper mommies

bakers special

teachers

Morning Meeting

- Attendance** Have children place their name cards on the attendance chart. Then have a helper count the number of students in class. Help as needed.
- Helper Chart** Call attention to the helper chart. [Who are today’s helpers? Please stand up and tell how you will help.](#)
- Question of the Day** [Would you rather be a school bus driver or a teacher?](#) Display a T-chart with columns for each choice. Have children place sticky notes or name tags on the chart to answer. Have volunteers tell their choice.
- Today’s Events** [Can anyone tell me if there’s anything special going on today?](#) Remind children of any special events that might be happening today.



DIFFERENTIATED SUPPORT

3-Year Olds

Who Helps Us? Provide sentence frames to help the child tell what he/she learned about the roles of *community* helpers from the song. For example: *I learned that doctors check [our ears and eyes].* AUDITORY

Story Time

15 minutes

Learning Outcomes

The child

- uses a wide variety of words to describe people.
- blends syllables into words.
- recognizes at least 20 distinct letter sounds in the language of instruction.
- responds to questions relevant to text read aloud.
- discusses the roles and responsibilities of community helpers.

What You Need

- Trade Book: *Quinito's Neighborhood*
- Vocabulary Cards: *carpenter, dentist, doctor, guard, nurse*
- Picture Cards: *cat, camel*
- Alphabet Card: *Cc*

Everyday Helpers

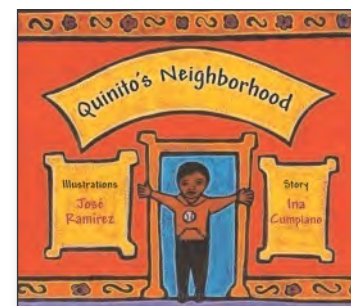
? **What do everyday helpers do in a community?** Ask children the weekly focus question *What do everyday helpers do in a community?* Explain that you will look together for some answers in the book you will read today.



Quinito's Neighborhood

Tell children that today you are going to read a story called *Quinito's Neighborhood*.

1 Introduce Display the cover of the book and point out the picture of Quinito. Have children tell you what they notice about the cover text and illustration. Children may comment that the names on the cover are Spanish.



2 Read Together Read the book aloud. As you read the pages that introduce the characters, have volunteers come up and point to them. Encourage children to study the illustrations for clues about each person's *job*. **Everyone in Quinito's neighborhood has an important *job* that helps people. Can you name one helper? What does that person do that helps people?**

3 Connect After reading, ask children to think about their own neighborhoods and the *jobs* the people in them do. Have children take turns telling about someone in their neighborhood who helps people. **Is there anybody in your neighborhood who is like one of Quinito's neighbors? What does that person do to help people?**

DIFFERENTIATED SUPPORT

Extra Support

Connect If a child is reluctant to participate in a discussion about the roles of *community* helpers in his/her neighborhood, provide sentence frames to get him/her started. For example: *One of my neighbors is a _____. He/she helps by _____. One of my neighbors has a job like Quinito's _____. He/she helps by _____. AUDITORY*

Literacy Circle

15 minutes

Concept Vocabulary

Develop Remind children of the weekly question *What do everyday helpers do in a community?*

Display Vocabulary Card *doctor*. This is a picture of a *doctor*. Say the word after me, *doctor*. Do we need doctors? Why?

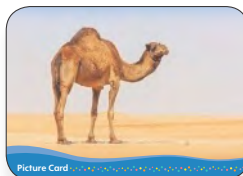
To ensure that children are able to use a wide variety of words to describe people, display each of the other Vocabulary Cards for this week (*carpenter*, *dentist*, *guard*, and *nurse*) and briefly explain how each relates to this week's focus.



Phonological Awareness

Blend Syllables Display these Picture Cards: *cat*, *camel*.

- Point to the *camel* card. *Who knows what this is? That's right, it's a camel.* Listen as I say the word slowly, *cam-el*. Repeat the word after me. Notice that it has two sound parts, *cam* and *el*.
- Explain that many words such as *cat* are made of one sound part that we call a syllable. Others have two or more sound parts. *The word cat has one sound part, cat. But the word camel has two sound parts. Say the words with me and clap for each sound cam, one clap, one sound part. Now say cam-el, two claps, two sound parts.*



Transitions

Syllables

Ask children to stand and stretch as they listen to the chant. As you say the lines, pause for children to repeat them. Then have children join you in saying the chant together.

I know a lot of words,

Some have one sound part, like dog.

Some have two sound parts, like cam-el.

Some have three sound parts, like kang-ga-roo.

I can make funny words out of sound parts.

Two sounds—dog-el. (clap the syllables)

Three sounds—dog-a-roo. (clap the syllables)

Concept Vocabulary

nurse	carpenter
guard	dentist
doctor	

Academic Vocabulary

listen	sound
syllable	important
camel	cat

Alphabet Knowledge

Review Cc Review letter Cc.

- Letter Name** Display the Alphabet Card Cc. Remind children that it shows a picture of a castle and the word begins with the letter c. Point out the letter c. Note the difference between an uppercase and lowercase c.
- Letter Sound** Remind children that individual letters stand for sounds. *What sound does the letter c spell? That's right, it spells the sound /k/. Say it with me: /k/.*
- Letter Formation** Ask a volunteer to form the letter c in the air. Then have the volunteer show where to begin when forming the letter and where to end. Have all the children write the letter c in the air.



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: Geometry** Help children name common shapes by setting out four attribute blocks—square, rectangle, triangle, and circle. Point to the square. This is a square. How many sides does it have? How many corners? Are the sides the same size or not? That's right, a square has four corners and four sides that are alike. Repeat for the other shapes. Finally, give each child a small opaque bag with some attribute blocks inside. Have them reach in the bag and feel one of the shapes, thinking about the sides and corners. Ask them to name the shape. Then have them pull out the shape. Ask the child what they could feel that helped them identify the shape. Give every child an opportunity to identify a shape using their sense of touch.

► **ELL Access**

Academic Vocabulary

Emerging Set out four attribute blocks—square, rectangle, triangle, and circle. Point to each and say its name. Then set out another set of shapes and ask the child to name each.

Developing Provide sentence frames to help the child describe the shapes. *A square is a shape with _____ sides and _____ corners.*

Expanding Have the child explain in his/her own words the attributes of each shape. Have them use a sentence to name the object. Provide a sentence frame if needed. *This shape is a _____.*

Bridging Have the child explain in his/her own words the attributes of each shape. Expand on his/her answers in full sentences, as needed.

- **Phonological Awareness: Blend Syllables**

- Remind children that many words have more than one sound part, or beat, as we say them. Sometimes the parts or beats are whole words, such as *dog house*. (*Doghouse* is a compound word, but each word is also a syllable.) Other times they are not. The word *camel* is a blend of two sound parts that are not whole words, *cam* and *el*.
- Display the Picture Card of an apple and model how it is a blend of two syllables, or sound parts, that are not whole words. *Apple is a word that blends two sound parts that are not whole words. Listen as I say the word slowly, ap-ple. Let's clap to the sounds ap-ple.*

► **ELL Access**

Blend Syllables

Emerging Point to the Picture Card for *camel* and say *cam-el*. Have children clap twice as you say the word *cam-el*.

Developing Provide sentence frames to help children explain how words are formed of sound parts. *I can blend two sound parts, _____, to get the word apple.*

Expanding Have children explain in their own words how words are made of sound parts called syllables.

Bridging Have children listen for and identify the sound parts in other two-syllable words.

Math Circle

15 minutes

Geometry Shapes

Tell children that today they will learn to create shapes.

- 1 **Engage** Set out attribute blocks or other objects of different shapes for children to identify—squares, rectangles, triangles, and circles. [Look at these shapes. What are the names of these shapes?](#) Build a simple house made up of a square and a triangle block. [Look at this little house. What shapes did I use to build it?](#) Explain that the world is filled with all kinds of shapes.
- 2 **Develop** Flip through the pages of *Quinito's Neighborhood*. [Remember, shapes are everywhere! Where do you see shapes in Quinito's Neighborhood?](#) Have children identify the shapes of different objects pictured in the story. For example, on p. 2 they might notice that the signs and the boxes look like rectangles, the ball on Quinito's shirt and the wheels on the cart look like circles, and the cross pieces on the cart form triangles.
- 3 **Practice** Show children how to create shapes with their fingers. Have children name the shapes and then re-create them. Circle: Form by joining index fingers and thumbs. Triangle: Use index fingers to form the pointed top and thumbs to form a base. Square or rectangle: Form L-shapes with index finger and thumb of each hand; then join to form the square. If children have difficulty creating the shapes by themselves, provide modeling clay and let them create the shapes out of clay.

Learning Outcomes

The child

- blends syllables into words.
- names common shapes.
- creates shapes.

What You Need

- Attribute Blocks
- Trade Book: *Quinito's Neighborhood*
- modeling clay

Academic Vocabulary

shapes

build



CHECK FOR UNDERSTANDING

IF . . . a child is having difficulty naming shapes,

THEN . . . set out four blocks of different shapes, point to each block and say its name. Then give the child four more blocks to match to the shapes. Have them say each shape name as they place the match.



Snack Time

15 minutes

Shapes Set out snack pieces of different shapes. Hold up some pieces for students to name. [What is the shape of this snack? this one? this one?](#)

Social Studies Circle

15 minutes

Learning Outcomes

The child

- uses effective verbal communication skills to build relationships with teachers/adults.
- describes characteristics of common objects.
- discusses characteristics of common objects.
- identifies common features in the natural environment.
- practices good habits of personal safety.
- identifies good habits of exercise.

What You Need

- Trade Book: *Quinito's Neighborhood*
- Picture Cards: *butterfly, dog, family, garbage, gate, house, library, truck, wagon, tree, bird, taxi, boat, camel*
- chalk or masking tape

Outdoor Play

20 minutes

Stretching As the children file out to the playground, tell them that today they're going to start off doing some stretches. Show them how to stretch their legs, arms, and back. Then have them demonstrate their favorite stretches. Explain that stretching before we exercise helps our muscles stay strong and keeps us from hurting ourselves.

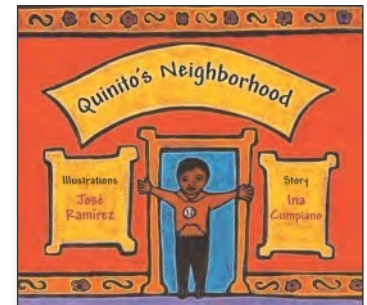
I'm a Cook!

Display Sing, Rhyme, and Shout: "I'm a Cook!" Invite children to sing along with you.

I will read my recipe.
Then chop up some potatoes.
I will dice some chicken too.
Then stir in some tomatoes!
I will use a fork and knife.
My spoon will be so handy.
I will wear an apron too.

The Neighborhood

1 Engage Display the book *Quinito's Neighborhood*. Does anyone remember what Quinito's neighborhood is like? Explain that a neighborhood is one kind of *community*. I remember lots of people live and work there. How else can we tell about, or describe, Quinito's neighborhood?



2 Develop Open *Quinito's Neighborhood* to pp. 3 to 5. What would you see if you visited this neighborhood? I see some people and a road. What do you see along the road? There are shops. What do you see on the road? Here is a big truck. Flip through the book and help children find and tell about other things in Quinito's neighborhood. Have children describe the common objects and features they notice in terms of their properties and characteristics. What are the buildings like in Quinito's neighborhood? Are they made of wood or something else? What are some things that you see that are made of wood?

3 Practice Provide each child with a Picture Card that shows a feature that might be found in their neighborhoods. Have children sort the cards into things they see and don't see in their neighborhoods. Tell about, or describe, the things you see in your neighborhood. Take children on a walk around the neighborhood. Have children describe and compare characteristics of the major features and common objects in the neighborhood: features/objects made of wood, metal, cement, or rock.

Learn and Play

90 minutes

Let's Move

Be Safe Mark a simple roadway on the floor or playground using chalk or masking tape. Then reread pp. 20–21 in *Quinito's Neighborhood*. Ask children to tell what Mrs. Gomez's *job* is and why it is important. Review the rules of crossing streets safely. Then have children act out crossing a street safely. Children can play one of three roles: the traffic light that indicates red or green, the crossing guard, or the children who need help crossing the street.

Exercise Habits Demonstrate and discuss the need for exercise to stay healthy.

- Who knows how to do jumping jacks? Show me. Do you know that doing jumping jacks and other exercises keeps us healthy? Doing jumping jacks gets our hearts beating, and this helps us build a strong heart. Exercise also helps us build strong muscles and bones.
- Who can show me another exercise that helps us stay healthy? Engage children in a series of active exercises.

Let's Talk

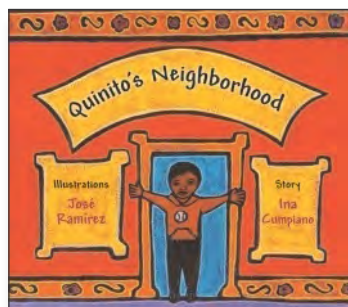
Communicate To help children develop effective verbal communication skills, have them role-play talking to a teacher. Have one child pretend to be a teacher and the other child pretend to have a problem they want to discuss with the teacher. Remind children to look at each other as they talk to each other.



Let's Read

Phonological Awareness Display Vocabulary Card *carpenter* and review how to blend syllables into words. *Quinito's mami is a carpenter. Listen to the sound parts as I say the word: car-pen-ter. Now let's say the word together: car-pen-ter. What's the word? Carpenter.*

Alphabet Knowledge Review letter *c*. Then flip through the pages of *Quinito's Neighborhood* and challenge children to find words that begin with *c*, such as *carpenter* on p. 5 and *counts* and *corner* on p. 16. Have children form the letter *c* in the air.



Theme Vocabulary

community

Academic Vocabulary

neighborhood exercise

road visit

truck shop

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 forming the letter *c*,

THEN . . . write a large letter *c* on a piece of paper and guide the child's hand to trace the shape.

Rest Time

30 to 45 minutes

Soft Music Have children lie down and close their eyes. As they rest, play a lullaby or quiet instrumental music. Tell children to let their thoughts drift with the music.

Reflect

10 minutes

5x5

Rhymes Point to the nurse in the picture. [Let's learn a rhyme about nurses.](#) Explain that a rhyme includes rhyming words, which are words that end in the same sounds. Teach children the rhyme on the card. As you say each body part, point to it.



Learning Outcomes

The child

- uses effective verbal and nonverbal communication skills to build relationships with teachers/adults.
- can recognize rhyming words.
- identifies common features in the natural environment.

What You Need

- 5x5 Card: Everyday Helpers Are All Around Us
- SEL Card: *communicate*

Transition Chant and Rhyme

My Neighborhood

Have children each take a turn at filling in the missing blanks in this chant.

Hey, hey, what do you see outside your window, outside your door?

[Child 1] *I see a _____. That's what I see.*

Hey, hey, what do you see outside your window, outside your door?

[Child 2] *I see a _____. That's what I see.*

Repeat until all children have done a line. Point out that everything they see around them is part of their neighborhood.



Social and Emotional Learning

Communicate Display SEL Card *communicate* and draw attention to the picture on the right, which depicts nonverbal communication (waving goodbye). [What is the child doing in this picture? What is the teacher doing? That's right, they are waving goodbye.](#) Point out that waving is one nice way we say goodbye without saying the words. [We can communicate, or talk to someone, without saying words! What can we do instead of saying the word no? We can shake our heads. What can we do instead of saying the word yes? We can nod.](#) There are lots of ways that we say things without using words! [When you go home today, wave goodbye to me.](#) Notice that children follow through with waving goodbye at the end of the day.



Let's Talk About It

Review with children what they learned and did today. [What did we sing today? What story did we read?](#) One by one, ask each child *What is something you learned?* Remind children to look at you as they answer the question loudly and clearly. Notice that children are using effective verbal and nonverbal communication skills as they respond.



CHECK FOR UNDERSTANDING

IF . . . a child does not understand how to talk to someone without using words,

THEN . . . ask the child to give you a high five. [What does it mean when you give someone a high five?](#) Go through other actions, such as nodding your head or showing surprise with your face and eyes, and ask the child what each action means.

Welcome to Today

15 minutes

Meet and Greet

- As children arrive, call each by name and greet them with a high five.
- Ask children to place their pictures on the Mood Meter.

Sing, Rhyme, and Shout

Everyday Helpers Start off today’s lesson by having the children join you in singing the “Who Helps Us?” song.

- Review the words if children don’t remember them.
- Then play the song and have children join in.
- To mix things up, assign different lines to children. Group one sings the line about the *doctor*, group two those about the teachers, group three the line about the bakers, and group four the line about mommies.



Learning Outcomes

The child

- provides appropriate information for various situations.
- demonstrates knowledge of verbal conversational rules.
- participates in classroom music activities including singing.

What You Need

- Alphabet Cards
- attendance chart, helper chart
- Sing, Rhyme, and Shout: “Who Helps Us?”

Morning Meeting

- 1 Attendance** Hold up an Alphabet Card and have children with names starting with that letter stand up.
- 2 Helper Chart** Have children look at the helper chart to remember who is helping this week.
- 3 Weather** Gather common weather symbols such as sunny, cloudy, windy, warm, hot, cool, cold, snow, rain, fog. Have children decide which symbols describe today’s weather.
- 4 Today’s Events** Remind children of any special class events that might be happening today.

Academic Vocabulary

helper	cloudy
sunny	warm
windy	cool
rain	snow
symbol	fog

Wheel of Motion

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

DIFFERENTIATED SUPPORT

Extra Support

Mood Meter Help the child think about his/her mood today. Are you smiling? Does this mean you’re happy? Are you frowning? Does this mean you’re not happy? What makes you happy at school? AUDITORY



Story Time

15 minutes

Learning Outcomes

The child

- uses a large speaking vocabulary, adding several new words daily.
- blends syllables into words.
- retells or re-enacts a story after it is read aloud.

What You Need

- Trade Book: *Quinito's Neighborhood*
- Vocabulary Cards: *carpenter, dentist, doctor, guard, nurse*
- Picture Cards: *truck* and others
- Talk More About It Card: *Quinito's Neighborhood*

Theme Vocabulary

community job

CHECK FOR UNDERSTANDING

IF . . . a child has difficulty comprehending the meaning of a story word,

THEN . . . use sentence frames to help him/her define it. *A mural is a painting made on a wall. A person who paints murals is called a(n) _____ist.*

Everyday Helpers

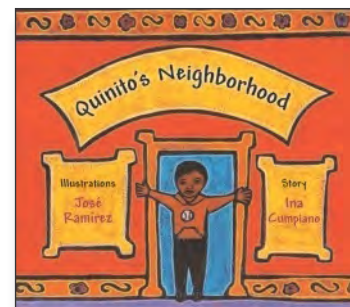
? **What do everyday helpers do in a community?** Ask children the weekly focus question *What do everyday helpers do in a community?* Guide them to use Concept Vocabulary from the week to talk about the question.



Quinito's Neighborhood

Tell children that today you are going to reread *Quinito's Neighborhood*.

- 1 Remember** Have children review the illustrations in the book as you slowly turn the pages. **What are the people in these pictures doing? How are they helping others in their community?**
- 2 Reread** Read the book. As you reread, pause to have children identify people on each page who have *jobs* that help the *community*. Tell children to name each *job* and describe what that person does.
- 3 Retell** Use the Talk More About It Card to help the children retell the story. Then discuss how each person's *job* helps people. Ask children to look at the first image. **What are the children looking at? Who uses that vehicle?** Point to the second image. **What are the children doing?** Finally, look at the third image. **What do you see in this picture that is especially interesting to you?**



Literacy Circle

15 minutes

Concept Vocabulary

Practice Display Vocabulary Cards for *carpenter*, *dentist*, *doctor*, *guard*, and *nurse*. To help children use a wide variety of words to label people, have children identify each one. **What do these everyday helpers do in the community?** Then guide children to sort the words into two categories—*people who work outside* and *people who work inside*.



Phonological Awareness

Blend Syllables Remind children that words are made of syllables, or sound parts.

- We learned that words are made of parts of sounds called syllables. Show the Picture Card *alligator*. What does this card show? Right, it shows an *alligator*. How many word parts do you hear? That's right, there are four sound parts in *alligator*. Let's clap on the sound parts, *al, li, ga, tor*. Say the word with me, *alligator*.
- Repeat, using Picture Cards of one-, two-, and three-syllable words to model blending syllables into words.

Expand Vocabulary

New Words In *Quinto's Neighborhood* children encounter a variety of words that may be unfamiliar to them, such as *grandfather clock*, *muralist*, *sewing*. To encourage an ongoing curiosity about language and to guide children to develop a large speaking vocabulary, pause to talk about these words. As you discuss the story words, relate these to other interesting words, and model how to use the new vocabulary in sentences. For example, say: **A muralist is someone who paints on walls or other large areas. Words that mean almost the same thing as muralist are artist and painter.** Continue by teaching other related words, such as *canvas* and *brushes*. Guide children to use the words in their speech.

Alphabet Knowledge

Review Cc Display the Alphabet Card Cc. **Uppercase c looks like this C. Lowercase c looks like this c.** Review the sound of c by pointing to the picture and saying the word *castle*.

Transition

Have children stand and take a big stretch. Then read the chant, pausing after every couplet to let the children repeat the lines. Finally have children act out the work of each person as they join in on each line.

A carpenter is very handy.

A carpenter fixes things. (hammers a nail)

A muralist is oh so dandy.

A muralist paints pictures on a wall. (paints a wall)

A baker is really grand, see.

A baker makes delicious bread. (stirs dough)

What do children do?

They listen, learn, and play. Yippee! (clap hands)

Concept Vocabulary

nurse	carpenter
guard	dentist
doctor	

Academic Vocabulary

listen	members
neighbor	different
job	helper
character	syllable
sound	

LET'S GET READY FOR

Center and Small Group Time

60 minutes

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

Small Group

- **Math: Geometry** Give children their own set of attribute blocks. Point to each shape and ask children to name it. Then tell children that they're going to play shape memory.
 - Put four shapes on a tray—square, rectangle, triangle, and circle. Give children a short time to look at the shapes and remember them. Cover the shapes with a cloth. Then have the children show what they saw using their own set of attribute block shapes.
 - Have them name each shape. After each shape is shown correctly, have children make it with their fingers, as in the previous day's Math Circle, and tell the shape they made.

▶ **ELL Access**

Respond to Questions

Emerging *What is your shape?* Have children use a sentence frame to tell the shape they made. *My shape is a ____.* Ask them to find the attribute block that also shows this shape.

Developing *What is your shape?* Paraphrase their response in a sentence. *Yes, your shape is a ____.* *You used your fingers to show it.* Ask them to find the attribute block that also shows this shape.

Expanding *What is your shape?* After telling their shape, ask children to explain their steps for showing their shape with sentence frames. *First, I ____.* *Then, I ____.*

Bridging *What is your shape?* After telling their shape, ask children to explain in their own words their steps for showing their shape.

- **Literacy: Speech Production** Remind children that this week they learned that words are made of sound parts, or beats, called *syllables*. Hold up pp. 4 to 5 of *Quinito's Neighborhood*. Point to the illustration of the *truck* and ask children to say the word. Then model how to listen for the syllables in the word.
 - *What is this? That's right, it's a truck. I'm going to say the word slowly and I want you to listen for how many beats it has.* Repeat the word slowly. *How many sound beats, or syllables, did you hear? Right, truck has one beat. Let's say it and clap the syllable, truck (one clap).*
 - Next point to the *ladder* on the truck and say the word slowly. Ask children to repeat the word while clapping each syllable. *Ladd-er. How many sound parts, or beats, do you hear in the word? Right, ladder has two syllables, ladd and er.* Have children repeat the word by blending the two sounds together.

▶ **ELL Access**

Blend Syllables

Emerging Point to the Picture Card *ladder* and say *lad-der*. Have children repeat and clap the syllables and then blend them together, *ladd, er, ladder*.

Developing Provide sentence frames to help children explain how words are formed of sound parts. *I can blend two sound parts, ____ and ____, to get the word ladder.*

Expanding Have children explain in their words how words are made of sound parts called syllables.

Bridging Have children listen for and identify the sound parts in other two-syllable words.

Math Circle

15 minutes

Geometry

Remind children that they have learned the names of different shapes and used their fingers to make shapes. Tell children that today they are going to make shapes in a different way.

- 1 **Engage** Display square, rectangle, triangle, and circle attribute blocks or draw them on the board. Point to the square. *Who can tell me the name of this shape? That's right, it's a square. What can you tell me about this shape—how many sides does it have? corners? are the sides the same or different? That's right, a square has four sides and four corners. The sides are the same. They are equal.* Continue, having children identify and describe a rectangle, a triangle, and a circle.
- 2 **Develop** Tell children that you can make squares, rectangles, and triangles using craft sticks (or chenille sticks). Ask children which shape they would like you to make. Then model how to create the shape using craft sticks (or chenille sticks). *Watch as I use craft sticks to make a ____.* Discuss the attributes of the shape.
- 3 **Practice** Hide the shape you've made. Hold up the craft sticks (or chenille sticks). *Do you remember how I made the ____?* Ask children to tell you, or come up and show you, how to use the sticks to make the shape one stick at a time. Then uncover the original shape you made and have children compare the two shapes. *Did we do it right?*

Learning Outcomes

The child

- blends syllables into words.
- names common shapes.
- creates shapes.

What You Need

- Attribute Blocks, square, rectangle, triangle, circle
- craft sticks or chenille sticks

Academic Vocabulary

equal	shape
square	rectangle
triangle	circle



Snack Time

15 minutes

Communicate Use snack time as an opportunity for children to practice their verbal communication skills. Set out a tray of snacks. *I'd like some help today in setting up snack time. I wonder if you children can help me make a good plan?* Have children come up with ideas of where to serve, how to pass out servings, and how to make sure each child gets an equal number of snacks.

Fine Arts Circle

15 minutes

Learning Outcomes

The child

- demonstrates understanding of what it means to be a consumer.
- demonstrates interest in the creative work of others.
- shows appreciation for the creative work of others.

What You Need

- Trade Book: *Quinito's Neighborhood*
- pretend money
- chalk

Theme Vocabulary

job

Academic Vocabulary

illustrator	illustration
famous	colorful
brush	paint
color	photograph
create	

Outdoor Play

20 minutes

Playing Carnival Tell children that today they're going to pretend that the swings, slide, and other equipment in the playground are rides in a carnival. Children will pretend to pay for each ride. Divide the class into ticket-takers and consumers. The consumers pretend to buy tickets from you and give them to the ticket-takers, who give them a turn on the ride.

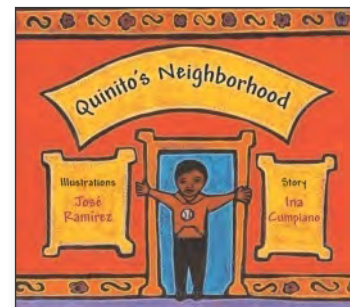
We Are Firefighters

Display Sing, Rhyme, and Shout: "We Are Firefighters!" Invite children to sing along with you.

This is the way we put out fires,
Put out fires, put out fires.
This is the way we put out fires.
We are firefighters!

Art Appreciation

1 Engage Display the front cover of *Quinito's Neighborhood* and read the title and other information. Ask children to look closely at the illustration on the cover and describe what they see. What is the boy doing? Where is he? What does he look like? What is he wearing? Is he young or old?



2 Develop Tell children that the man who drew the pictures, or illustrations, for the book is well-known artist José Ramírez. Just like we paint pictures in school, some adults paint pictures. People who draw and paint pictures for books are called illustrators. An illustrator is a *job* people can do. Many people know about José because he is famous for the colorful paintings and illustrations he creates.

Continue to show pages of the book asking: What do you see in this picture? What do you like about it? How does it make you feel—happy, sad, or something else? Why do you think it makes you feel this way? What do you think the artist used to make the pictures—crayons, brush and paints, finger paints? How can you tell? Point out that the artist used brushes and paints to create the illustrations. Have children talk about the colors the artist used on the cover and inside the book. Have them tell how Ramírez illustrated the people. Do the people look as if they are photographs or did the artist paint them in a different way?

3 Practice Have each child choose an illustration from the book and describe what they see, what they like most about it, and how it makes them feel.

Learn and Play

90 minutes

Let's Move

Be a Consumer Have children help you set up a pretend neighborhood in the classroom with shops as in *Quinito's Neighborhood*. Divide the children into shopkeepers and consumers. The shopkeepers sell pretend products and the consumers buy them using pretend money. Discuss what it means to be a consumer.

Form Shapes Tell children that today they're going to march together to form a human circle and other shapes. First, have children form a line behind a leader. Then have the leader lead the group in forming a circle. Have the children march in place. Then have the leader lead the group to form a square and a triangle. You might mark off the shapes with chalk beforehand so the leader has a pattern to follow.

Let's Talk

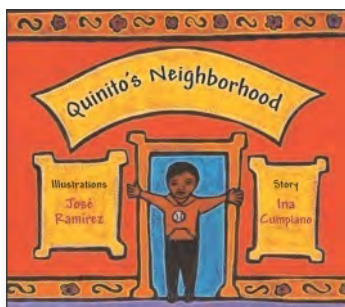
Communication Talk with children about the activity they liked best today. Give each child an opportunity to say what they learned and what they liked about it. You might provide sentence frames to get the conversation started. *I liked _____. It was fun to _____. I learned _____.*



Let's Read

Jobs We Know Reread p. 3 in *Quinito's Neighborhood*. Have children talk about the jobs their relatives do using sentences such as *My ____ is a _____*. If they aren't sure what their relatives do, have them pretend.

New Words Flip through the pages of *Quinito's Neighborhood* and have children point out pictures that illustrate some of the new words they learned, such as *grandfather clock*, *muralist*, *sewing*. Have children create sentences using the words they learned.



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

Nature Sounds To help children rest, play a relaxing nature soundtrack of birdcalls, ocean waves, or rain sounds. Tell children to imagine they're in the place the sounds are coming from.

DIFFERENTIATED SUPPORT

Extra Support

Practice If children struggle to describe an illustration, provide prompts to support oral expression, such as: *I see a painting that shows _____. Can you find it? What colors do you see? Tell us one thing you notice.*

VISUAL

Reflect

10 minutes

5x5

Role Play Show children the picture on the card. *This girl had a sore throat. So she asked for help from the nurse. Let's practice asking for help.* Notice that children can initiate problem-solving strategies by having them role-play. Have pairs take turns role-playing a scenario in which they need the help of a nurse. For example: The first child acts out a playground injury, such as a skinned knee, while the other child acts out the part of a nurse. Then have them reverse roles.



Learning Outcomes

The child

- uses effective verbal communication skills to build relationships with teachers/adults.
- initiates problem-solving strategies and seeks adult help when necessary.
- demonstrates knowledge of verbal conversational rules.
- engages in pre-reading and reading-related activities.

What You Need

- 5x5 Card: Everyday Helpers Are All Around Us
- SEL Card: *communicate*
- Javi

Academic Vocabulary

respect eye contact attention

CHECK FOR UNDERSTANDING

IF . . . a child is reluctant to say what he/she liked best about *Quinito's Neighborhood*,

THEN . . . remind him/her that it tells about the *jobs* people do in Quinito's neighborhood. *Do you remember the people in the story? Was anybody a nurse? a crossing guard? a dentist? a doctor? a carpenter? Which person did you like reading about best?*



Social and Emotional Learning

Communicate Show the SEL Card *communicate* and use it to talk to children about the importance of talking to their teachers. *This child is talking to his teacher. He might be talking about what he's learning in school, or he might be talking about his friends or family. It is OK to talk to your teacher any time you need help or want to talk.* Review the rules of talking with teachers and other adults, including showing respect, speaking clearly, and making eye contact. Then have children demonstrate knowledge of verbal conversational rules. Ask: *Why is it important to pay attention to what a teacher or an adult is saying? Why is it important to not interrupt?*



Let's Talk About It

Go over the day's lesson and discuss with children what they learned and what they liked best. *Let's talk about what we learned today.* Hold up a copy of *Quinito's Neighborhood*. *Who can tell me the name of our story? Right, Quinito's Neighborhood. The book, Quinito's Neighborhood, is about the boy Quinito and the jobs people do in his neighborhood. What part of the story did you like best? Why?* Pass around Javi and have children tell you the part of the story they liked best. Notice that children are using effective verbal and nonverbal communication skills. As needed, remind them to make eye contact with you and to speak clearly.



Welcome to Today

15 minutes

Meet and Greet

- Greet each child by name with a hello and how are you? Encourage children to respond in kind.
- Record the children's mood on the Mood Meter.



Sing, Rhyme, and Shout

Everyday Helpers Start the day by having children sing the “Who Helps Us?” song.

- Review the words if children don't remember them.
- Then play the song and have children join in.
- To vary things, divide the class into two groups. Have the first group sing the first line while the second group acts out being a *doctor*. Then have the second group sing the second line while the first group acts out being a teacher. Follow this pattern for lines 3 and 4.



Learning Outcomes

The child

- provides appropriate information for various situations.
- demonstrates knowledge of verbal conversational rules.
- participates in classroom music activities including singing.

What You Need

- attendance chart, helper chart
- Sing, Rhyme, and Shout: “Who Helps Us?”

Academic Vocabulary

mood	applaud
bow	events
respect	nonverbal



CHECK FOR UNDERSTANDING

IF . . . a child does not know what taking a bow means,

THEN . . . demonstrate different ways of bowing. Point out that bowing is a nonverbal way of showing respect without using words.

Morning Meeting

- 1 Attendance** Arrange Alphabet Cards in a row. As children's names are called, have them stand in front of the card that matches their name.
- 2 Helper Chart** Have this week's helpers stand up and tell about their jobs. Have them take a bow and invite the class to applaud. Make connections to how helpers in the classroom are like the community helpers they have been learning about.
- 3 Question of the Day** *Would you like to be a dentist?* Display a T-chart with columns yes/no. Have children place sticky notes or name tags on the chart to answer. Have volunteers tell their choice.
- 4 Today's Events** Tell children about any special activities or events that will happen today.

DIFFERENTIATED SUPPORT

3-Year Olds

Attendance If a young child is having difficulty finding an Alphabet Card that matches his/her name, remind the child of some words that start with that letter. [See if you can find a card that shows one of those objects.](#) VISUAL

Story Time

15 minutes

Learning Outcomes

The child

- uses a wide variety of words to label and describe people, places, things, and actions.
- engages in various forms of nonverbal communication with those who do not speak her native language.
- engages in pre-reading and reading-related activities.
- blends syllables into words.
- segments a syllable from a word.

What You Need

- Read More About It: “Busy-Busy Towns Everywhere”
- Vocabulary Cards: *carpenter, dentist, doctor, guard, nurse*
- Alphabet Card: Cc
- Picture Cards: *zipper, hammer*

Theme Vocabulary

community job

DIFFERENTIATED SUPPORT

Extra Support

Vocabulary Children are introduced to a wide variety of words to describe people, places, things, and actions in this story. Take time out to pronounce, define, and talk about the new words.

AUDITORY

Everyday Helpers

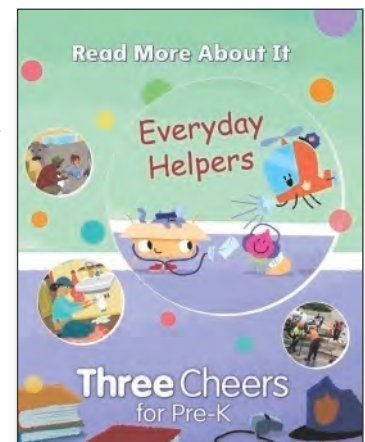
? **What do everyday helpers do in a community?** Remind children of the weekly focus question *What do everyday helpers do in a community?* Tell them you will talk more about people, places, things, and actions that describe a helping community.



“Busy-Busy Towns Everywhere”

Hold up the book and tell children that today you are going to read “Busy-Busy Towns Everywhere.”

1 Introduce Tell children that this text is about busy towns where many people live and work. Define town, if necessary. *We’ll meet some community helpers who make the town a safe and wonderful place to live.* Before reading, show the illustrations to children and encourage them to say what they notice. *What kinds of buildings do you see? Are there many people? How can you tell this is a very busy town?* Your English language learners may respond by engaging in various forms of nonverbal communication with those who do not speak their native language. Ask them to use gestures or point to details in the illustrations to respond.



2 Read Together Read the text, pausing at the end of each section to let children join in on the repeating line, “Everyone is busy, busy.” Each section introduces some of the many *community* helpers who live in the town. The first section describes who’s out and about in a busy town each morning. The second section describes the action of a town in the afternoon. The final section describes a town at night. Have volunteers come up and point to the helpers and tell what they do.

3 Connect After reading, guide children to relate this text to their own lives. *Have you ever met any people like the helpers in this book? Have any people like these ever helped you or your family? Is anyone in your family a community helper? Would you say the place you live is busy?*

Literacy Circle

15 minutes

Concept Vocabulary

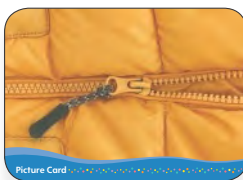
Review Remind children of the weekly question *What do everyday helpers do in a community?*

To help children use a wide variety of words to label people, hold up Vocabulary Cards *dentist* and *doctor* and provide this clue: *This person will check and clean your teeth. What is my word?* Repeat using the other Vocabulary Words (*carpenter, guard, nurse*) until each word has been used at least once.



Phonological Awareness

Segment and Blend Syllables Show children the Picture Card for *zipper*. Remind them that they've learned that words are made of parts of sound called syllables. For example, the word *zipper* is made of two sound parts blended together. *Say the word after me, zipp-er. What sound parts do you hear? Now, say the part you hear if I take the -er part away from zipper. That's right. You hear zipp. It has one syllable, or sound part.*



Next, tell children that you will say some word parts, and you want them to blend them into words. Show children the Picture Card for *hammer*. Listen carefully as I say two sound parts, *hamm* and *er*. Say the sound parts. Can you blend the two sound parts together to form a word? That's right, when you blend the sound part *hamm* and the sound part *-er* you get *hammer*. Say the word, *hammer*.



Alphabet Knowledge

Review Cc Display the Alphabet Card Cc. Uppercase *c* looks like this *C*. Lowercase *c* looks like this *c*. Review the sound of *c* by pointing to the picture and saying the word *castle*.

Transitions

Clap and Jump to Sound Parts

Say the Sound Parts Chant in a singsong voice. Have children clap and/or jump on cue.

Words are so very cool.

Of sound parts they are made.

Let's clap to the sound parts.

Truck, truck. I hear

[one] sound part. (clap one time)

Zipper, zip-per. I hear

[two] sound parts. (clap two times)

Bi-cy-cle, bi-cy-cle. I hear

[three] sound parts. (clap three times)

Let's jump to the sound parts.

Truck, truck. I hear

[one] sound part. (jump one time)

Zipper, zip-per. I hear

[two] sound parts. (jump two times)

Bi-cy-cle, bi-cy-cle. I hear

[three] sound parts. (jump three times)

Concept Vocabulary

nurse	carpenter
guard	dentist
doctor	

Academic Vocabulary

busy	part
building	town
sound	people
blend	syllable



CHECK FOR UNDERSTANDING

IF . . . a child has difficulty segmenting and blending syllables,

THEN . . . model blending and segmenting simple two-syllable words. Ask children to listen carefully and then say the parts with 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•207).

Small Group

- **Math: Geometry** Review shape names with children. Set out four attribute blocks—square, rectangle, triangle, and circle. Let each child hold the objects. Then ask them to name and describe the attributes of each shape in their own words.
- Have each child choose one of the shapes to make with craft sticks or chenille sticks. Help them make the shape next to the corresponding attribute block and then check if the attributes match.

► **ELL Access**

Academic Vocabulary

Emerging Give the child a set of attribute block shapes. Point to a square, a rectangle, a triangle, and a circle and name each shape. Have the child repeat the shape names after you.

Developing Give the child a set of attribute block shapes. Point to a square. *What shape is this?* Provide a sentence frame for the child to answer: *This is a _____.* Repeat for a rectangle, a triangle, and a circle. Have the child name each shape.

Expanding Give the child a set of attribute block shapes. Point to a square. *What shape is this?* Repeat for a rectangle, a triangle, and a circle. Have the child name each shape.

Bridging Give the child a set of attribute block shapes. Point to a square. *What shape is this? How do you know?* Have children tell a partner the name of the shape and describe one of its attributes. Repeat for a rectangle, a triangle, and a circle.

- **Literacy: Blend Syllables** Tell children that today they are going to practice blending syllables into words.
- Display the Picture Card *basket*. Tell children that the word *basket* has two sound parts. *I'll say the word slowly, bas-ket. Now say the word with me and clap one time for each sound part you hear, bas-ket.* (two claps)
- Display Picture Card *basketball*. Tell children that the word *basketball* has three sound parts. *Listen for the sound parts as I say the word slowly: bas-ket-ball. Now I'll say the first sound part, bas-. What's the second sound part? Right, it's -ket. Now I've got bas-ket. What's the third sound part? Right, it's ball. Let's blend the three sound parts together and clap one time for each sound part: bas-ket-ball, basketball.* (three claps)

► **ELL Access**

Blend Syllables

Emerging Point to the Picture Card for *zipper* and say *zip-per*. Have children repeat and clap the syllables and then blend them together, *zip-per, zipper*.

Developing Provide sentence frames to help children explain how words are formed of sound parts. *I can blend two sound parts, _____ and _____, to get the word zipper.*

Expanding Have children explain in their own words how words are made of sound parts called syllables.

Bridging Have children make up funny words by blending the syllables of different words together. For example, the child separates the words *zipper* and *basketball* into syllables and then blends one syllable from *zipper* with two syllables from *basketball*, such as *zip-ket-ball* or *bas-ket-per*.

Math Circle

15 minutes

Equal Groups

Tell children that today they're going to use strategies to separate items into equal groups. Define equal as meaning exactly the same number.

- 1 **Engage** Lay out five crayons or other items. Ask a volunteer to come to the front. *I want to share these crayons with [Child's name]. I need to separate these crayons into two equal groups. Do you remember how to do that?* Ask for ideas on how children might separate these items into two equal groups.
- 2 **Develop** Set out two plastic cups. Model how to separate the five crayons into two groups. *One crayon for [Child's name]. One crayon for me. Two crayons for [Child's name]. Two crayons for me.* Hold up the final crayon. *I have one more. What happens if I put it in a cup?* Children should recognize that the two groups are not equal. Hold up the cup with three crayons. *This cup has one more.* Hold up the cup with two crayons. *This cup has one less.* Hold up both cups. *These two groups are not equal.*
- 3 **Practice** Have seven children stand in a line. Give one child a piece of red construction paper. Give another child a piece of blue construction paper. *How can we separate these children into a red team and a blue team?* Have children strategize how to separate their classmates into two teams. *Are the teams equal groups? Which team has one more? Which team has one less?* Repeat with groups of eight and nine children.

Learning Outcomes

The child

- blends syllables into words.
- segments a syllable from a word.
- uses informal strategies to separate up to 10 items into equal groups.
- names common shapes.

What You Need

- Attribute Blocks
- Picture Cards: *basket, family, zipper*
- 10 crayons or other items
- 2 plastic cups
- red and blue construction paper (1 piece each)

Academic Vocabulary

separate	equal
one more	one less



CHECK FOR UNDERSTANDING

IF . . . a child does not understand the word *equal*,

THEN . . . define it as meaning exactly the same. *When two numbers of objects are equal, they are the same number. If one bowl has three crayons and the other has three crayons, they are equal in number.*



Snack Time

15 minutes

Count Out Snacks

Divide the children into groups and give each group enough pre-packaged snacks so that each child can have two or more pieces. *How can your group separate the snacks so that each child in the group gets an equal number of snacks?* Give children plenty of time to solve the problem.

Fine Arts Circle

15 minutes

Learning Outcomes

The child

- uses effective verbal communication skills to build relationships with teachers/adults.
- creates or recreates stories, moods, or experiences through dramatic representations.
- identifies good habits of exercise.

What You Need

- Trade Book: *Quinito's Neighborhood*
- chalk
- Picture Cards: *hammer, ladder*

Academic Vocabulary

play	pretend
act	actor

Outdoor Play

20 minutes

Good Exercise Habits Before leading children in an active game, ask: **Who remembers some exercises that help keep our bodies healthy?** Solicit ideas from children, asking volunteers to demonstrate exercises they learned earlier, such as sit-ups, arms-only jacks, legs-only jacks, and twists.

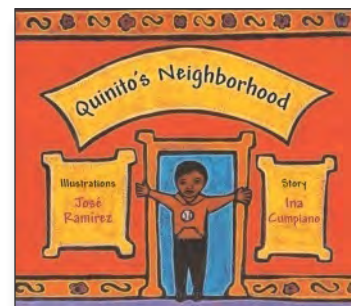
I'm a Mail Carrier

Display Sing, Rhyme, and Shout: "I'm a Mail Carrier!" Invite children to sing along with you.

I will sort the letters here and there.
This is the cap and vest I wear.
I deliver mail because I care.
You can see me everywhere!

Dramatic Expression

1 Engage Tell children that they're going to do a play about the people in *Quinito's Neighborhood*. A play is a story that is acted out. The people in the play are called actors. They pretend to be the characters, or people, from the story.



2 Develop Show the pages from *Quinito's Neighborhood*. Have children point out and name the different people and the jobs they do. **Who are the people in Quinito's neighborhood?**

Quinito; mami, the carpenter; papi, the nurse; abuela, the truck driver; abuelo, the clock repairman; tia, the muralist; tio, the dance teacher; cousin, the clown; Roperto, the dentist; Rafi, the baker; Luis, the clerk; Mrs. Hernández, the grocer; Sonia Isabel, the banker; Guillermo William, the mailman; Doña Estrella, a dressmaker; Mr. Gómez, a teacher; Mrs. Gómez, the crossing guard.

3 Practice Have each child choose a character from the story to play. Tell them to think about what the character does and what tools the character might need to do his/her job. Have each child perform his/her part for the class as you hold open the book to the part the child is playing.

Learn and Play

90 minutes

Let's Move

Hokey Pokey Engage children in a lively game of Hokey Pokey. This movement song is a good way for them to develop good habits of exercise and to review the names of body parts.

Obstacle Course Use sidewalk chalk to create obstacle courses made of shapes for students to move between. For example:

- Draw four courses—one of squares, one of rectangles, one of triangles, and one of circles. Number each set of shapes from one to ten. Children choose a shape to follow and jump from one shape to the next in the correct order.
- For variety, have children move from shape to shape by hopping or galloping.

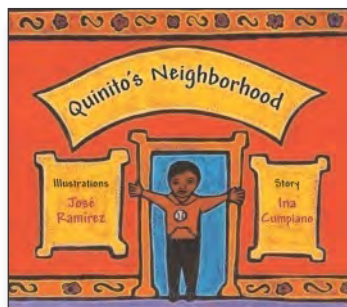
Let's Talk

Communicate To help children use effective verbal communication skills to build relationships with teachers and adults, circulate and engage each child in a brief conversation about things they are doing outside of school. Ask questions such as: *What do you do when you get home from school? Who do you play with? Who do you know in your neighborhood?*



Let's Read

Blend Syllables Display Picture Cards *hammer* and *ladder*. Tell children that these are tools that the carpenter and a muralist in Quinito's family might use. Then say the syllables that make up each of the words. Have children repeat the syllables and then blend them to say the word as you point to the card.



Children's Choice Display *Quinito's Neighborhood* and *The Little Red Hen*. Then let children decide what story they'd like you to reread today. Discuss why they like the story.

Center Time

30 minutes

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

Rest Time

35 to 40 minutes

Hammock Time Display a picture of a hammock, or draw one on the board, and explain what it is. Then have children pretend they are in a hammock between two shade trees. Have them close their eyes and imagine that a soft breeze is moving their hammock gently back and forth. Softly ask questions, such as: *What do you feel? What do you hear? What do you smell?*

DIFFERENTIATED SUPPORT

Extra Support

Blend Syllables Children may find it easier to blend syllables using one another's names instead of words. Segment names into syllables and have children repeat the syllables before blending them into the name they know. AUDITORY

Reflect

10 minutes

5x5

Counting If you get a small cut, a nurse could clean it and then give you a bandage. Ask five children to stand with you. What if you each need a bandage? How many would the nurse need? Let's count together. Point to each child as you count. Invite children to hold up fingers as they count with you. Divide up the class into small groups from two to five. Have them count the members of their group.



Learning Outcomes

The child

- uses effective verbal and nonverbal communication skills to build relationships with teachers/adults.
- counts up to 10 items.

What You Need

- 5x5 Card: Everyday Helpers Are All Around Us
- SEL Card: *communicate*
- Javi

CHECK FOR UNDERSTANDING

IF . . . a child is reluctant to engage in a conversation with an adult,

THEN . . . suggest some role-playing. Set a stuffed animal in a chair across from the child. Tell the child to pretend the animal is an adult he/she wants to talk to. **What can you tell the person about what you did in school today?**



Social and Emotional Learning

Communication Display the SEL Card *communicate*. Have children imagine they are the child in the picture. Let's pretend you're talking to your teacher, and your teacher asks you what job you might like to have when you get older. What might you say? Tell a friend. After children have practiced the conversation with a friend, choose volunteers to tell you what job they would like. Remind them to look at you when they speak. Now pretend our conversation is over, and you're leaving for the day. Show me what you might do to say goodbye without words. Wave to children as they wave at you.



Let's Talk About It

Tell children it's time to reflect on their busy day and what they've learned. Have children sit in a circle and provide questions to get the conversation going. **What did we learn about today? What did we do first? What did we do next? Why was that activity fun?** Pass Javi around and have children share their favorite activity of the day. Tell them to go home and tell an adult their favorite thing they did in school today.



Welcome to Today

15 minutes

Meet and Greet

- To set a happy tone for the day, have Javi help you greet children as they arrive.
- Have children place their pictures on the Mood Meter.



Sing, Rhyme, and Shout

Everyday Helpers Collect photographs or illustrations of a *doctor*, a teacher, a baker, and a mother. Assign four children to hold the photographs. Have the photograph holders introduce themselves, saying: I am a *doctor*. I am a teacher. I am a baker. I am a mother. Then, have the class join you in singing the “Who Helps Us?” song. As the names of the helpers come up in the song, have the helpers hold up the appropriate photograph and take a bow.



Learning Outcomes

The child

- provides appropriate information for various situations.
- demonstrates knowledge of verbal conversational rules.
- participates in classroom music activities including singing.

What You Need

- attendance chart, helper chart
- Alphabet Cards
- Sing, Rhyme, and Shout: “Who Helps Us?”
- photographs of a doctor, teacher, baker, and mother

Theme Vocabulary

community job

Academic Vocabulary

pretend report
special announcement
bow introduce

Morning Meeting

- 1 Attendance** Have on hand Alphabet Cards that match the first letter of each child’s name. Hold up a card and have children whose names begin with that letter stand up or raise their hand.
- 2 Helper Chart** Call out the name of each class helper and ask the rest of the class to join you in thanking them for the help they’ve been giving.
- 3 Weather** Ask a volunteer to give a pretend weather report.
- 4 Today’s Events** Take one child aside and tell him/her about any special event that is scheduled for today. Then have that child make an announcement about the event.



DIFFERENTIATED SUPPORT

Extra Help

Attendance During the taking of attendance, if children fail to respond to the Alphabet Card cue when their names are called, call out the letter and the sound it stands for. **This is the letter _____. It makes the _____ sound. Whose name begins with this letter?** AUDITORY

Story Time

15 minutes

Learning Outcomes

The child

- perceives differences between similar-sounding words.
- can recognize rhyming words.
- 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.

What You Need

- Trade Book: *Quinito's Neighborhood*
- Read More About It: "Busy-Busy Towns Everywhere"
- Vocabulary Cards: *carpenter, dentist, doctor, guard, nurse*
- Picture Cards: *cat, bat*

DIFFERENTIATED SUPPORT

3-Year Olds

Compare If a young child has difficulty comparing the stories, use these questions to help him/her:
Are there lots of people in Quinito's neighborhood? (yes) *Do many of them do jobs that help people?* (yes) *What are some of the jobs they do?* *Are there lots of people who live in the busy, busy town?* (yes) *Do many of them do jobs that help people?* (yes) *What are some of the jobs they do?* *Which place do you like best? Why?* AUDITORY

Everyday Helpers

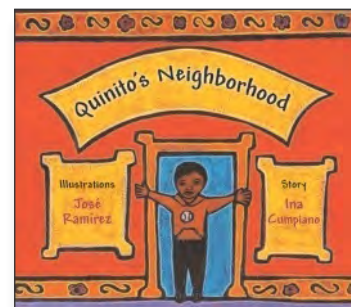
? **What do everyday helpers do in a community?** Remind children of the weekly focus question *What do everyday helpers do in a community?* Both *Quinito's Neighborhood* and "Busy-Busy Towns Everywhere" give insights into how people in our *communities* help us as they do their *jobs*.



Community Helpers

Display *Quinito's Neighborhood* and "Busy-Busy Towns Everywhere." Tell children you will be rereading these today.

- 1 Remember** Give children an opportunity to tell what they remember about the texts. Remind them that they are both about everyday helpers. *Who are some of the helpers in Quinito's Neighborhood?* in "Busy-Busy Towns Everywhere"? *Are their jobs important? Why?*
- 2 Reread** Reread "Busy-Busy Towns Everywhere." Have children point to the helpers and describe what they do. Reread pp. 2 to 7 of *Quinito's Neighborhood*. Have children point to the helpers and describe what they do.
- 3 Compare** Talk with children about how the stories are alike and how they are different. *How are Quinito's Neighborhood and "Busy-Busy Towns Everywhere" alike?* (They are both about everyday helpers and the *jobs* they do.) *How are they different?* (In *Quinito's Neighborhood*, Quinito knows everyone. In "Busy-Busy Towns Everywhere," busy people go about their work in a busy town, but no one is telling about people he/she knows.)



Literacy Circle

15 minutes

Content Vocabulary

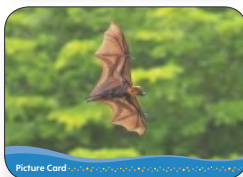
Check for Understanding To ensure children will be able to demonstrate their understanding of the meaning of 3,000 to 4,000 words by the end of prekindergarten, monitor the responses of each child to the following prompts: *What does a carpenter do in the community? What do doctors, dentists, and nurses do? What does a guard do?*



Phonological Awareness

Rhyming Words To help children recognize rhyming words and perceive differences between similar-sounding words, do the following:

- First, show them the Picture Cards for *cat* and *bat*. Say the words out loud and ask children to listen to their sounds, *cat*, *bat*. *Both words sound alike, but there is something different. Can you hear it? That's right, they sound alike because they end with the same sound. But cat starts with the /k/ sound and bat starts with the /b/ sound. When two words end with the same sound, we say they rhyme.*
- Sometimes it's hard to hear the first sound of a word. I'm going to say three words and I want you to tell me which ones rhyme: *goat*, *king*, *coat*. That's right, *goat* and *coat* rhyme. One starts with the letter *g* and one with the letter *c*. Say the words with me—*goat*, *coat*. Do you hear the difference? Say the words again with me. Raise your hand when you hear the /k/ sound. Now raise your hand when you hear the /g/ sound.



Transitions

Invite children to sing the “Who Helps Us?” song with you. Point out that there are rhymes in the song (*eyes, wise; bread, [well] fed*) and that rhymes in songs make them fun to sing. Have children join you in another singing of the song, this time emphasizing the words that rhyme.

Concept Vocabulary

nurse	carpenter
guard	dentist
doctor	

Academic Vocabulary

jobs	busy
alike	people
rhyme	different
sound	same

Speech

Discuss Helpers Have children think about this week's focus question *How do people in our community help us?* To help children use new vocabulary in speech, have them take turns naming helpers they've learned about this week and sharing their ideas about the kinds of help these people give. Encourage children to use complete sentences. Review what it means to speak in complete sentences.

DIFFERENTIATED SUPPORT

3-Year Olds

Rhyming Give a child Picture Cards with pairs of simple three-letter words that rhyme—*cat, hat; bug, rug; fan, pan*. Mix up the cards. Then have the child say the words and match them to the words that rhyme. KINESTHETIC

LET'S GET READY FOR

Center and Small Group Time

60 minutes

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

Small Group

- **Math: Equal Groups** Put out 5 crayons or other items. Have the children count the crayons. **How could we separate these crayons into two equal groups?**
 - Guide children to use the strategy they learned earlier for separating items into equal groups. **Do you remember how to separate items into equal groups?**
 - Review the “one for you, one for me” strategy.
 - After children have separated the items into two groups, have them describe each group using the terms *one more* and *one less*.

▶ **ELL Access**

Academic Vocabulary

Emerging Provide sentence frames to help children identify the groups. *The groups _____ [have/do not have] the same number. The groups _____ [are/are not] equal.*

Developing Provide a sentence frame to help children identify the groups. *The groups _____ [have/do not have] the same number. **Are the groups equal or not equal?***

Expanding Ask children to tell if the groups have the same number. **Are the groups equal or not equal?**

Bridging Ask children to tell if the groups have the same number. **Are the groups equal or not equal? How do you know?**

- **Literacy: Rhyming Words** Review with children that rhyming words are two or more words that have the same ending sounds. Point out that when they are figuring out if words rhyme, they should use their ears to listen as they say the words aloud. Work with them to hear that *house* and *mouse* rhyme but *house* and *grass* do not. Give children pairs of words, and work with them to identify which words rhyme and which do not.

▶ **ELL Access**

Rhyming Words

Emerging Say the words *hat* and *cat* and have children repeat them with you. Now have them say *hat* and *car*. Tell them *hat* and *cat* rhyme because they have the same ending sound but that *hat* and *car* do not.

Developing Say aloud the words *hat* and *cat*. Have children repeat. Then say *hat* and *car* and have children again repeat. Ask which two words rhyme.

Expanding Say aloud the words *goat*, *house*, *boat*, *float*, and *grass*. Have children tell which of the words rhyme.

Bridging Have children work together to say six rhyming words. Then have them tell what makes words rhyme.

Math Circle

15 minutes

Equal Groups

Remind children that they have learned one way of separating items into equal groups.

- 1 **Engage** Tell children that today they are going to figure out other ways of separating items into two equal groups. Show students a box of 8 crayons. **Let's try a new way to separate these crayons into two equal groups.** Pull crayons out one at a time. Begin placing them on a flat surface, one group on top, the other group directly below it. As you add crayons to a group, place them carefully to ensure the crayons line up and present a clear one-to-one correspondence. **Are these two groups equal? Yes! The two groups match. So, there is the same number of crayons in each group.** Allow children to use a variety of informal strategies.
- 2 **Develop** Set out a box of crayons. Tell children that their job is to separate the crayons into two equal groups. **How can you do this?** Help children devise different strategies. One idea: Put the box of crayons in the middle of the group. Then let children take turns taking out a single crayon at a time, placing them into alternating groups, until all the crayons are gone. Another idea: Have a volunteer pass out the crayons to two children, giving out one crayon at a time—one for you, one for you, one for you, and so forth until all the crayons have been passed out. Have children check the strategy by counting results.
- 3 **Practice** Give each child a set of 4–10 crayons. **Separate your crayons into two equal groups. You can choose any strategy to separate the crayons.** Then pair children with a partner to check the strategy by counting results. **Who had two equal groups? Who had groups that are not equal?** Have a child that separated into equal groups share his/her strategy with the class. Then have a child who had one more/less share his/her strategy.

Learning Outcomes

The child

- uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
- discusses and contributes ideas for drafts composed in whole/small group writing activities.
- uses informal strategies to separate up to 10 items into equal groups.

What You Need

- box of crayons
- plastic cups or other containers

Academic Vocabulary

separate	equal
idea	strategy



CHECK FOR UNDERSTANDING

IF . . . a child has 2 more or 2 less in a group,

THEN . . . encourage the child to pick up the two more/less crayons and separate them into the two groups. The child should see that once one is placed into the first group, the other can be placed into the second group. Have the child express that the groups are equal.



Snack Time

15 minutes

Writing Put out the day's snacks. Have children look at the snacks and then help you prepare a written menu. Let children illustrate the menu.

Technology Circle

15 minutes

Learning Outcomes

The child

- provides appropriate information for various situations.
- recognizes rhyming words.
- practices good habits of personal safety.
- identifies good habits of exercise.
- navigates through digital programs.
- uses digital learning applications to create digital products.

What You Need

- tablet or other digital device
- counting app or game
- rhyming app
- Trade Book: *Quinito's Neighborhood*

Academic Vocabulary

tablet	applications
programs	digital
exercise	habits

Outdoor Play

20 minutes

Shape Stretch Use chalk or painter's tape to draw large shapes on the ground, for example: triangle, square, oval, rectangle. Have children lie down in a shape and stretch their body, arms, and legs to fill the shape. Ask children to name the shape as they are in the shape.

My Device

Ask children to echo the chant as you present it. Act out the motions for each line of the chant. Repeat, pausing for children to say each line and act out the motion.

My device on my lap, (place hands on lap)
I browse through an app,
My mouse click-clacks away, (pretend to click on mouse)
The more I tap
The device on my lap, (place hands on lap)
The more fun I have every day!

Digital Tools

- 1 Engage** Display a tablet or other digital device. Review with children the rules for taking care of classroom devices. Remind children how to turn on a tablet and how to navigate through and locate digital learning applications and programs.
- 2 Develop** Open a counting program that children can use to count and to add. [See, I can practice counting here.](#) Demonstrate how to use the counting program.

Next, model how to open and use other programs, such as a drawing program or a rhyming program. You might also show children where they can find some stories to listen to.
- 3 Practice** Pass the tablet around and let the children take turns using a counting game.

Learn and Play

90 minutes

Let's Move

Safety on the Playground Choose three pieces of playground equipment, such as swings, a slide, and a climbing structure, and review with children how to use them safely.

- Have volunteers demonstrate and talk about how to use each piece of equipment safely.
- Divide the class into three groups, and give each group time to practice safe play on each piece of equipment.

Taking From In this activity, children will work together to form two equal teams.

- Divide children into two unequal teams. Have each team stand in a row across from the other so that children see one another. **You need to get the same number of people on each team. To do that, some of you may need to move to the other team.**
- Help children figure out which team has more. Then the team with fewer people asks one person at a time to run over.
- When teams think they are equal, have them walk toward each other. Help them match up, one-to-one, to check.

Let's Talk

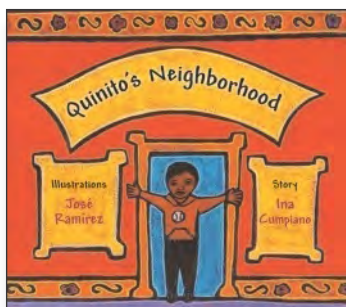
Communicate Circulate and engage children in one-on-one conversations about things they are doing outside of school. Encourage children to think of a *community* helper that might have helped them lately.



Let's Read

Rhyming Words Flip through *Quinito's Neighborhood* and pause to focus on words children are likely to be able to rhyme, such as *clocks, clown, stop, bank, mail, street*. For example, on p. 12 point to *bread*. **Can you think of words that rhyme with bread?**

Connect To give children practice in using new vocabulary, have children talk about their own experiences with people whose *jobs* are shown in *Quinito's Neighborhood*. Prompt them by asking: **Do you know a dentist? Do you know a carpenter? What have you seen them do?**



Transitions

Tablet, Tablet Have children stand up and shake out their bodies. As you sing each couplet to the tune of “Twinkle, Twinkle, Little Star,” pause for children to repeat them. Have children clap to the song.

Tablet, tablet, I like you.

You give me fun stuff to do.

I can do most anything.

With my tablet—even sing.

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

Story Time Have children lie down as you play a calming audio story. Tell children to close their eyes as they listen to the story and imagine where the characters are, what they look like, and what they're doing.

DIFFERENTIATED SUPPORT

Extra Support

Rhyming Words If children need help suggesting words that rhyme, offer a choice. **Does bread sound like head or hat?** Help children focus on the sounds at the end of the words. AUDITORY

Reflect

10 minutes

5x5

Can You Guess Display the card. This nurse is an everyday helper. I am an everyday helper too. I am a teacher. But now I am going to pretend to be a different helper. Can you guess who I am? Act out the actions of a bus driver, librarian, crossing guard, and school custodian.



You are everyday helpers! You have classroom *jobs*. Have children use dramatic representation to act out their classroom *jobs* for their friends.



Social and Emotional Learning

Communicate Display the SEL Card *communicate* and use it to launch a discussion about talking to a teacher. Pretend you're the child in the picture, and you're sharing a story with me about something that happened outside of school. It could be something that happened on the way to school, in your neighborhood, or at a store. Role-play a conversation with a volunteer. Repeat with additional volunteers as time allows. Remind children about the rules of talking with an adult.



Let's Talk About It

Tell children it's time to reflect on their busy day. Remind them of some of the new things they learned, such as rhyming and technology, and some of the things they had learned before but practiced today, such as separating things into equal parts. We also learned how to talk to a teacher. Now you're going to practice! I'm going to pass around Javi, and I want you to tell me one thing you are going to do when you get home today. Pass around Javi and notice that children are able to use effective verbal communication skills to build a relationship with you.



Learning Outcomes

The child

- uses effective verbal communication skills to build relationships with teachers/adults.
- discusses the roles of community helpers.
- creates stories, moods, or experiences through dramatic representations.

What You Need

- 5x5 Card: Everyday Helpers Are All Around Us
- SEL Card: *communicate*
- Javi



CHECK FOR UNDERSTANDING

IF . . . a child is reluctant to have a discussion the with you,

THEN . . . allow the child to first practice talking with a friend.

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 uses effective verbal and nonverbal communication skills to build relationships with teachers/adults. Pages 76, 82, 84, 92
Language and Communication	<ul style="list-style-type: none"> Child uses a wide variety of words to label and describe people, places, things, and actions. Pages 54, 70 Child uses single words and simple phrases to communicate meaning in social situations. Pages 53, 61, 69, 77, 85, 86
Emergent Literacy Reading	<ul style="list-style-type: none"> Child blends syllables into words. Pages 62, 70, 78 Child can segment a syllable from a word. Page 78 Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction. Pages C•192–C•193 Child asks and responds to questions relevant to the text read aloud. Pages 62, 78
Emergent Literacy Writing	<ul style="list-style-type: none"> Child independently uses letters to make words or parts of words. Pages C•200–C•201
Mathematics	<ul style="list-style-type: none"> Child uses concrete objects, creates pictorial models and shares a verbal word problem for adding up to 5 objects. Pages 57, 65, 73, 81, 89
Science	<ul style="list-style-type: none"> Child observes, investigates, describes, and discusses earth materials, and their properties and uses. Pages C•202–C•203
Social Studies	<ul style="list-style-type: none"> Child discusses the roles and responsibilities of family, school, and community helpers. Pages 60, 66, 74, 76, 82, 84, 92; C•190–C•191, C•194–C•195
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, 85
Physical Development	<ul style="list-style-type: none"> Child identifies good habits of nutrition and exercise. Pages 58, 66, 74
Technology	<ul style="list-style-type: none"> Child uses digital learning applications and programs to create digital products and express own ideas. Page 90

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

Ready for Kindergarten!

Language

Pre-Kindergarten Outcomes

- Child uses a wide variety of words to label and describe people, places, things, and actions. **Pages 54, 70**
- Child uses single words and simple phrases to communicate meaning in social situations. **Pages 53, 61, 69, 77, 85, 86**

Kindergarten Literacy Goals

- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- Speak audibly and express thoughts, feelings, and ideas clearly in various contexts.

Phonological Awareness

Pre-Kindergarten Outcomes

- Child blends syllables into words. **Pages 62, 70, 78**
- Child can segment a syllable from a word. **Page 78**

Kindergarten Literacy Goals

- Count, pronounce, blend, and segment syllables in spoken words.

Alphabet Knowledge

Pre-Kindergarten Outcomes

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

Kindergarten Literacy Goals

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

Writing

Pre-Kindergarten Outcomes

- Child independently uses letters to make words or parts of words. **Pages C•200–C•201**

Kindergarten Literacy Goals

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

Mathematics

Pre-Kindergarten Outcomes

- Child uses concrete objects, creates pictorial models and shares a verbal word problem for adding up to 5 objects. **Pages 57, 65, 73, 81, 89**

Kindergarten Mathematics Goals

- Use concrete models and verbal word problems to represent addition. Solve addition problems.



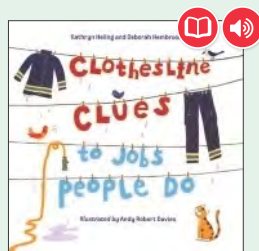
Everyday Helpers

How do people in our community help us?

Weekly Question:

Why do everyday helpers need different tools?

From the Theme Kit Print and Digital



Trade Book



Read More About It: "Fix It Quickly"



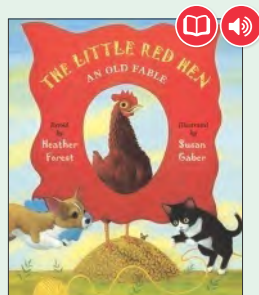
5x5



Theme and Concept Vocabulary



Theme Manipulative



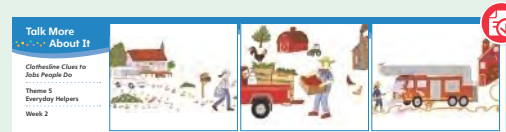
Big Book and Little Books



Wordless Experience Book: *Everyday Helpers*



Sing, Rhyme, and Shout: "I'm a Cook!"



Talk More About It: *Clothesline Clues to Jobs People Do*

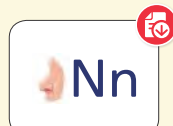
From the Teacher Toolkit Print and Digital



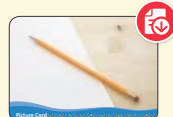
Assessment Guide



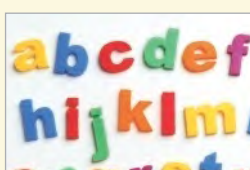
Social and Emotional Learning Cards



Alphabet Cards



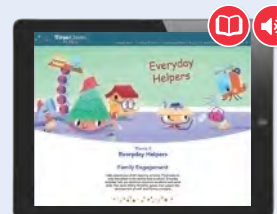
Picture Cards



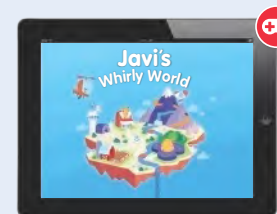
Manipulatives



Family Engagement Digital



Three Cheers for Pre-K Parents!



Three Cheers for Games!



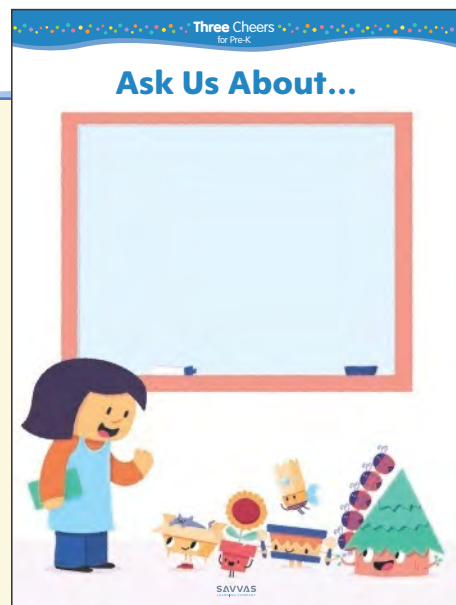
Digital Bookshelf

Plan Your Week

Suggested Daily Times

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

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



Ask Us About . . .

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

- How do farmers help us?
- Other than your teacher, what grown-ups do you talk to at school?
- What word starts with the same sound you hear at the beginning of the word *nap*?

Day 1 pp. 53–60

Welcome to Today

- Meet and Greet
- Sing, Rhyme, and Shout “I’m a Cook!”
- Morning Meeting

Story Time

- How do people in our community help us?
- Reread Big Book *The Little Red Hen*

Literacy Circle

- Concept Vocabulary Introduce
- Print Concepts Features of Print
- Alphabet Knowledge Introduce *Nn*

Center Time and Small Groups

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

Math Circle

- Adding
- Snack Time Communicate

Fine Arts Circle

- Story Animals
- Dramatic Expression
- Outdoor Play Red Light, Green Light

Learn and Play and Centers

- Let’s Move!
 - Personal Safety
 - On-the-Job Exercise
- Let’s Talk Communicate
- Let’s Read Alphabet Knowledge, Print Concepts
- Rest Time Breathing Exercises

Reflect

- 5×5 Respond to Questions
- Social and Emotional Learning Restless or Lonely
- Let’s Talk About It

Day 2 pp. 61–68

Welcome to Today

- Meet and Greet
- Sing, Rhyme, and Shout “I’m a Cook!”
- Morning Meeting

Story Time

- Why do everyday helpers need different tools?
- 1st Read Trade Book *Clothesline Clues to Jobs People Do*

Literacy Circle

- Concept Vocabulary Develop
- Phonological Awareness Blend Syllables
- Alphabet Knowledge Review *Nn /n/*

Center Time and Small Groups

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

Math Circle

- Adding
- Snack Time Number Sense

Social Studies Circle

- Who Helps Us?
- My School
- Outdoor Play Red Light, Green Light

Learn and Play and Centers

- Let’s Move!
 - Swinging
 - Running
- Let’s Talk Communicate
- Let’s Read Connect, Phonological Awareness
- Rest Time Audio Story

Reflect

- 5×5 Movement
- Social and Emotional Learning Restless or Lonely
- Let’s Talk About It

Let's Celebrate!
Parade to celebrate community helpers
and share what children have learned.

Day 3 pp. 69–76**Welcome to Today**

Meet and Greet
Sing, Rhyme, and Shout “I’m a Cook!”
Morning Meeting

Story Time

Why do everyday helpers need different tools?

2nd Read Trade Book *Clothesline Clues to Jobs People Do*

Literacy Circle

Concept Vocabulary Practice
Phonological Awareness Blend Syllables
Vocabulary New Words
Alphabet Knowledge Review *Nn /n/*

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

- Math: Adding
- Literacy: Concept Vocabulary

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

Math Circle

Adding
Snack Time Number Sense

Social Studies Circle

We Are Fire Fighters
Community Helpers
Outdoor Play Playground Town

Learn and Play and Centers

Let's Move!
• Mini-Workout
• Team Toss
Let's Talk Communicate
Let's Read Blend Syllables, Vocabulary
Rest Time Beautiful Nature

Reflect

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

Day 4 pp. 77–84**Welcome to Today**

Meet and Greet
Sing, Rhyme, and Shout “I’m a Cook!”
Morning Meeting

Story Time

Why do everyday helpers need different tools?

Read More About It “Fix It Quickly”

Literacy Circle

Concept Vocabulary Review
Phonological Awareness Segment and Blend Syllables
Alphabet Knowledge

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

- Math: Number Sense
- Literacy: Phonological Awareness

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

Math Circle

Adding
Snack Time Communicate

Social Studies Circle

I'm a Cook!
Community Helpers
Outdoor Play I'm a Fixer

Learn and Play and Centers

Let's Move!
• Classroom Tools
• Make a Classroom Mural
Let's Talk Communicate
Let's Read Segment Syllables, Reread
Rest Time Close Your Eyes and Imagine

Reflect

5x5 Name the Shapes
Social and Emotional Learning Communication
Let's Talk About It

Day 5 pp. 85–92**Welcome to Today**

Meet and Greet
Sing, Rhyme, and Shout “I’m a Cook!”
Morning Meeting

Story Time

Why do everyday helpers need different tools?

Compare *Clothesline Clues to Jobs People Do* and “Fix It Quickly”

Literacy Circle

Concept Vocabulary Check for Understanding
Phonological Awareness Rhyming Words
Oral Language Discuss Helpers
Alphabet Knowledge Review *Nn*

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

- Math: Adding
- Literacy: Oral Language

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

Math Circle

Adding
Snack Time Communicate

Technology Circle

My Device
Digital Applications
Outdoor Play Ribbon Fun

Learn and Play and Centers

Let's Move!
• Search for Seeds
• Shapes
Let's Talk Communicate
Let's Read Read in Reverse, Speech
Rest Time Humming Time

Reflect

5x5 The Right Tool for the Job
Social and Emotional Learning Communicate
Let's Talk About It

Vocabulary

Theme Vocabulary

Words to develop the theme, Everyday Helpers
community job

Concept Vocabulary

Conceptually related words to teach this week
artist
astronaut
chef
farmer
tools

Academic Vocabulary

Terms used in this week's instruction

General

alike
apron
attendance
greet
hat
help
helper
high five
label
lead
Miss
Mister
next
present
ready

schedule
stew

Literacy

beginning
blend
bottom
character
letter
lowercase
rhyme
rhyming
sound
sounds
top
uppercase

word
word part

Mathematics

add
count
fingers
groups
in all
join
more
sets
together

Science

weather

Social Studies

cook
custodian
gardener
principal
secretary

Social and Emotional Learning

please
rule
thank
thank you

Fine Arts

beat
tune

Technology

app
digital
tablet
video

Physical Development

clap
exercise
running
sway

Story Words

Words from the literature to explain and use this week

Trade Book

apron
bag
brushes
clothesline
clues
easel
hat
letters
pail
paints

oven mitts
safety glasses
saw
space suit
whisk

Big Book

bakes
cake
cat
cut
dog
eat
flour
grind
hen
mouse
plant
wheat

Read More About It

boot
fix
leak
park
plumber
shoe-repair
shop
sink
torn
water fountain

Materials

Materials to gather from home and classroom

Morning Meeting

apron
attendance chart
chef's hat
helper chart
spoons

Center Time

clips or clothespins
computers or other digital devices
easel
envelopes, junk mail,

newspapers
finger paints
food coloring
headphones
large bin filled with colored rice
plastic bags
pretend play food items
sand
sandpaper
shaving cream
small objects, such as rocks,

leaves, and shells
spray bottles of water
thick yarn
toy shopping cart or basket
toy stethoscope

Circle Times

butcher paper
drawing app
finger paints
paper cups
photograph of the school, key
school helpers

props for role playing
characters
receptacles to represent a nest, basket, and pond
soft foam or rubber ball
sunflower seeds
tablet or digital device
tools—brooms, mops, bag with mail, hoe, apron, artist brushes, carpenter's toolbox
toy animals or objects to represent them—four birds, three cats, and five ducks

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

The Little Red Hen Follow along while listening to audio for the Big Book.

Pretend and Learn

A Grocery Store Pretend to visit the neighborhood grocery store to shop for items their family needs.

ABC Fun

Letter Hunt Find hidden letters in the bin and name them.

Creativity Station

I Can Help! Create a self-portrait and describe ways I help the community.

Math Fun

Shapes Are All Around Us Put shapes together to create real-world objects.

STEM

What Makes a Community? Think of a list of buildings and structures in a community.

Writer's Club

Who Helps Us? Create everyday helpers from a pattern and hang them on a classroom clothesline.

Sand, Water, and More

Look for Clues Create clues by imprinting objects into sand.

Monitor Progress



Assessment Guide

Observe

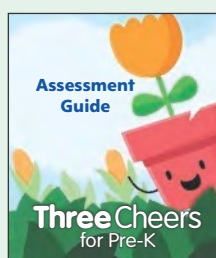
Observational Checklists

Use the weekly observational checklists in the Assessment Guide to monitor children's progress on this week's Learning Outcomes.



SCOUT

Use the weekly observational checklists to collect data on children's progress. Generate reports to help differentiate instruction for individuals.



Assessment Guide

Track Progress Across Time

Progress Monitoring Assessments

Use the Progress Monitoring assessments in the Assessment Guide to measure children's progress on end-of-year benchmarks for literacy and math. Progress Monitoring Assessment 2 should be administered at the end of Theme 6.

Pre-K Outcomes Progress Report

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



Portfolio

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

Centers

- **Reading and Listening** anecdotal notes about children following along with the digital text
- **Pretend and Learn** photographs of children shopping
- **Math Fun** pictures of real-world objects from shapes



Welcome to Today

15 minutes

Meet and Greet

- As children arrive, greet them formally with a handshake and a simple phrase, “Good morning, _____.”
- To gauge the mood of your classroom today, have children place their pictures on the Mood Meter.



Sing, Rhyme, and Shout

Everyday Helpers Use the lyrics and illustrations on the card to remind children of the theme, Everyday Helpers.

- Today we’re going to learn a song about a special kind of helper, a cook. Play the song and encourage children to clap to the beat.
- Did you like the song? What’s it about? Right, a cook. What does the cook make? Right, a stew.
- Read the lines of the song and have children repeat them after you. Then play the song again and ask children to join in. Discuss a cook’s *job*.



Learning Outcomes

The child

- uses simple phrases to communicate meaning in social situations.
- participates in classroom musical activities including singing.

What You Need

- Sing, Rhyme, and Shout: “I’m a Cook!”
- attendance chart, helper chart

Theme Vocabulary

job

Concept Vocabulary

tools

Academic Vocabulary

helper	cook
clap	beat
weather	stew
greet	

Morning Meeting

- 1 Attendance** Choose a letter and ask children whose name begins with that letter to stand up. Have a helper record the attendance.
- 2 Helper Chart** Call out the names of this week’s helpers and have them tell about their *jobs*.
- 3 Weather** What was the weather like as you came to school today? Did you need a coat?
- 4 Today’s Events** Today we’re going to learn about the *jobs* people do and the *tools* they need to do them. Define *tools*. What kinds of *tools* do cooks use?

DIFFERENTIATED SUPPORT

3-Year Olds

Meet and Greet Help a younger child use simple phrases when greeting someone. Suppose I say hello to you, what would you say to me? If I say good morning to you, what will you say to me? Tell the child that when someone greets us, we should smile and greet them back. Emphasize that as we greet a person, we should look them in the eye. Have the child practice responding to common greetings.

AUDITORY

Story Time

15 minutes

Learning Outcomes

The child

- uses a wide variety of words to label and describe people.
- recognizes at least 20 distinct letter sounds in the language of instruction.
- retells or re-enacts a story after it is read aloud.
- demonstrates understanding of print directionality including left to right and top to bottom.

What You Need

- Big Book: *The Little Red Hen*
- Alphabet Card: Nn
- Vocabulary Cards: *community, artist, astronaut, chef, farmer, tools*

Everyday Helpers

? How do people in our *community* help us? Remind children of the guiding question.

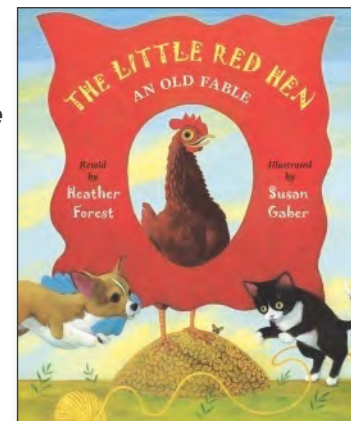
Then display Vocabulary Card *community* and remind children that a *community* is a group of people that live in the same place. Explain that the stories they've been reading and the activities they've been doing tell us a lot about the help people in our *community* give us.



The Little Red Hen

Tell children you are going to reread *The Little Red Hen*.

- 1 Remember** Hold up the Big Book *The Little Red Hen*. Explore with children what they remember about the story. Who is the story about? Who are Little Red Hen's friends? What is Little Red Hen doing at the beginning of the story? What does she plan to do? Tell the children as you reread the story they should be listening for what help the hen needs from her friends.



- 2 Reread** Read the book aloud by sections. After each section, pause and ask children: What help does Little Red Hen ask for? What help do her friends give her? (1) pp. 3–8 (the hen asks for help planting wheat) (2) pp. 9–12 (the hen asks for help cutting the wheat) (3) pp. 13–16 (the hen asks for help grinding the wheat) (4) pp. 16–18 (the hen bakes the cake) (5) pp. 19–28 (the cat, dog, and mouse offer to help the hen eat the cake)
- 3 Retell** After the last section is read aloud, have children retell the story in their own words. Then ask: What did you learn about being helpful? What did you learn about how Little Red Hen got flour for her cake?

DIFFERENTIATED SUPPORT

3-Year Olds

Retell Help children retell the story by asking questions to focus their thinking. What did Little Red Hen find? What did she do with the seeds? Then what happened? What did she do with the flour she made from the wheat? What happened next? AUDITORY

Literacy Circle

15 minutes

Concept Vocabulary

Introduce Help children add new words to their vocabulary to label and describe people. *Today we are going to talk about the question: Why do everyday helpers need different tools?* Display Vocabulary Card *tools*. This shows a lot of *tools*. *Community helpers use different tools to do their jobs.* Display each of the other Vocabulary Cards for this week (*astronaut, artist, chef, farmer*) and briefly explain how each relates to the weekly question.



Transition

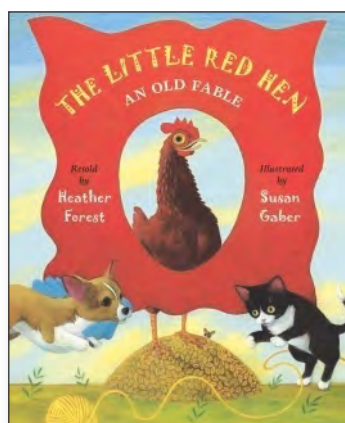
Say the following chant, pausing after each line so children can repeat after you.

I know a little hen.
She had so much to do.
“Who will help me?” she always asked.
But no one ever did.
Until . . .
Well, you can guess what happened next.
She baked a cake and they gladly ate.

Print Concepts

Features of Print Children will demonstrate understanding of print directionality, including left to right and top to bottom.

- Open *The Little Red Hen* to p. 5. Point out where you will start to read. As you read the sentence aloud, track the print. Then point out to children where you started and where you ended (from left to right).
- **Now I will go to the next line.** Move your finger from the end of one line to the beginning of the next. Then read the sentence and track the print. *Where did my finger move? My finger moved to the next line down. We read from the top to the bottom.*



Theme Vocabulary

community

Concept Vocabulary

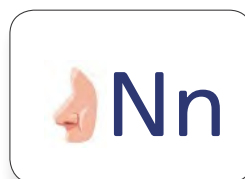
farmer	chef
artist	astronaut
tools	

Academic Vocabulary

letter	uppercase
lowercase	sound
bottom	top

Alphabet Knowledge

Introduce Nn To ensure that children recognize at least 20 distinct letter sounds, introduce the sound /n/ spelled with the letter *n*.



- 1 **Letter Name** Display Alphabet Card *Nn*. Point to uppercase *N*. *This is uppercase N.* Point to lowercase *n*. *This is lowercase n. Say the letter name with me: n.*
- 2 **Letter Sound** *The sound that the letter n spells sounds like this: /n/, /n/, /n/. Say it with me: /n/.* Point out the nose on the Alphabet Card. *This is a nose. It starts with the sound /n/.*
- 3 **Letter Formation** Trace uppercase *N* on the Alphabet Card, explaining the movements you make. Have students trace the letter in the air. Repeat with lowercase *n*.



CHECK FOR UNDERSTANDING

IF . . . a child has difficulty recognizing the sound /n/,

THEN . . . display Picture Cards *nest* and *net*. Say the name of each picture, emphasizing the beginning sound /n/. Have the child repeat after you.

LET'S GET READY FOR

Center and Small Group Time

60–90 minutes

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

Small Group

- **Math: Geometry** Set out the attribute blocks.
 - Review the names of the shapes by asking children to name them. *We can put shapes together to make other shapes or pictures of objects.* Model how to make a simple object, such as a house, using the attribute blocks. Have children use the blocks to make their own pictures. Ask them questions to tell about their pictures, such as: *What shapes did you use? Why did that shape make a good roof? What shapes can you see in your picture? How is your picture similar to mine? How is it different?*

► **ELL Access**

Share Information

Emerging Show children a square and a triangle attribute block that can combine to make a house shape. Name the separate shapes and have children repeat. Then gesture “put together” as you say: *I can put the shapes together to make a house.*

Developing Use a square and a triangle attribute block to make a house shape. Then ask: *What can we make with a square and a triangle?* Encourage responses, such as: *We can make a _____.*

Expanding Have children combine attribute blocks to make pictures and then tell the group what they did. *I put together a _____ and a _____ to make a _____.*

Bridging Have children make attribute-block pictures and then explain why they chose each shape. *I used a _____ for the roof because the sides are not straight up.*

- **Literacy: Alphabet Knowledge** Display Alphabet Card *Nn* and review the letter names with children. Have children identify the picture. Tell children that the word *nose* begins with the letter *n*, and that the sound spelled by the letter *n* is /n/. Have children repeat the sound after you. Then say the following words, emphasizing the beginning sound /n/, and have children repeat: *net, nest, neat, neighbor, nothing.*

► **ELL Access**

Sounds and Letters

Emerging Display Alphabet Card *Nn*. Tell children that the picture is a nose. *The word nose begins with the sound /n/. Repeat the sound with me: /n/. The sound /n/ is spelled with the letter n.*

Developing Display Alphabet Card *Nn*. *The word nose begins with the sound /n/. Repeat the sound with me: /n/. The sound /n/ is spelled with the letter n.* Say the following words, and have children give a thumbs-up for each one that begins with the sound /n/: *net, lip, mug, nose, nest, bug.*

Expanding Display Alphabet Card *Nn*. *The word nose begins with the sound /n/. The sound /n/ is spelled with the letter n.* Say the following words, and have children give a thumbs-up for each one that begins with the sound /n/: *net, lock, nickel, nose, boat, nest.*

Bridging Place these Picture Cards on a table, faceup: *cat, net, lock, nickel, nose, bike, nest, rake, nose.* Have children identify each one. Then have them identify the picture words that start with the sound /n/.

Math Circle

15 minutes

Adding

Children will use concrete objects for adding up to five objects. Tell children that today they are going to learn about joining groups.

- 1 **Engage** Place 3 cubes of one color together on one side of a table. *How many cubes are here?* Then show 1 more cube. *I have put up another cube on the table. Are there more than 3 cubes or fewer than 3 cubes on the table now?*
- 2 **Develop** *I have 3 cubes here and 1 more cube there. I wonder how many cubes I have now? Let's join them together and see how many there are.* Move the groups together. *How can I find out how many cubes I have?* Take suggestions. Some children may suggest counting all the cubes from 1, some may suggest counting on from 3. Some may recognize 4 cubes. Model how to find out the total number of cubes by counting, for example: *Let's count the cubes now—1, 2, 3, 4. Great. We found out that I now have 4 cubes in all.*
- 3 **Practice** Have children work in pairs. Give one child in the pair 1–4 cubes and the other child 1 cube. Ask a pair to come to the front. Have the first child tell how many cubes they have. Have the second child give them 1 more. Ask the rest of the class how many they think the first child has now. Count the new amount together as a class. Repeat with other pairs. Summarize the amounts each time, for example: *Marcia had 2 cubes. Keri gave her 1 more cube. Now Marcia has 3 cubes.*

Learning Outcome

The child

- uses concrete objects for adding up to 5 objects

What You Need

- Snap Cubes

Academic Vocabulary

join	together
count	groups



CHECK FOR UNDERSTANDING

IF . . . a child is having trouble understanding the total,

THEN . . . circle your finger around each group and then the whole as you think aloud and model joining.



Snack Time

15 minutes

Communicate Engage children in a conversation about snacks. *Today we have _____ for snacks. I like _____ a lot, but I'd like to know how you children feel about _____. Is it something you like a lot, a little, or kind of so-so? _____, what do you think? What about you, _____?* Encourage children to give their ideas freely and to make eye contact as they speak.



Wheel of Motion

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

Fine Arts Circle

15 minutes

Learning Outcomes

The child

- creates or recreates stories, moods, or experiences through dramatic representation.
- practices good habits of personal safety.
- identifies good habits of exercise.

What You Need

- Big Book: *The Little Red Hen*

Academic Vocabulary

help exercise
character

Outdoor Play

20 minutes

Red Light, Green Light Appoint children to play the roles of a crossing guard, a traffic signal, and two cars that will “drive” across the children’s path. Then engage the children in a game of Red Light, Green Light. The child playing the role of the traffic signal calls out “red” or “green.” The children acting as cars may drive in front of the children. The crossing guard directs children to move forward safely. Before you start, make sure children know the rules and what happens if they move on a red light. (They go back to the starting line.)

Story Animals

Display Sing, Rhyme, and Shout: “Story Animals.” Invite children to sing along with you.

Animals can’t read or talk,
Use a spoon, or stand and walk.
Story animals can do
Many things like me and you.
They can draw and paint and sing.
They can do most anything!

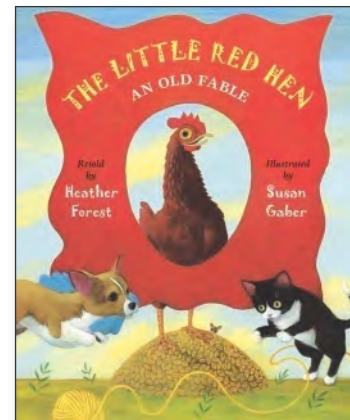
Dramatic Expression

Give children an opportunity to re-create the story of *The Little Red Hen* through dramatic representation.

1 Engage Tell children that today they are going to do a play about the animals in *The Little Red Hen*. A play is a story that is acted out. The people in the play are called actors. They pretend to be the characters, or people, from the story.

2 Develop Show the pages from *The Little Red Hen*. Have children point out and name the different animals in the story. **Who are the animals in the story? How does Little Red Hen help them? Think about how to act like your character. How will your character walk and talk? What kinds of faces will your character make?**

3 Practice Sit down with the children and read the story one scene at a time. Read the descriptive passages yourself. Then read the children their lines and have them repeat the lines after you. Have the children act out their lines as they say them. Point at each child to cue them when to say their line. If time allows, set up a stage area in the room and gather props for the play.



Learn and Play

90 minutes

Let's Move

Personal Safety Tell children that an important part of being safe in the classroom is moving around safely. Explain three important rules:

- Don't run.
- Watch where you're going.
- Don't shove or push.

Have children walk in a single-file line and demonstrate how to walk through the room safely.

On-the-Job Exercise Invite children to recall some of the *jobs* they have learned about. **What kind of exercise would you do if you were a carpenter?** Have children stand and act out movements a person might do for each job mentioned. For example, a carpenter would saw and hammer. A mail carrier would walk and carry a mailbag.

Let's Talk

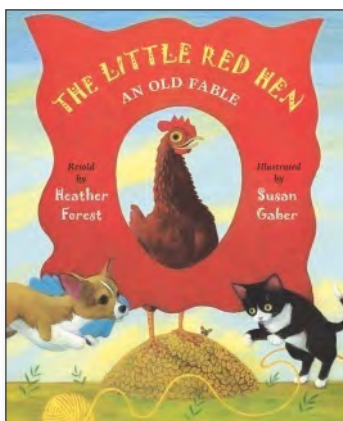
Communicate Engage children in one-on-one conversations about personal safety and exercise habits. For example: **How can we play safely outside and still have fun? How can we get plenty of exercise and still have fun? What is your favorite exercise?**



Let's Read

Alphabet Knowledge Review the letter *Nn*. Display p. 6 of *The Little Red Hen* and ask children to find a word on the page that begins with the letter *n*. **That's right, the word *not* begins with *n*.** Say the word. **Is the *N* you see uppercase or lowercase? Right, it's uppercase.**

Print Concepts Open the book to p. 8. Run your finger below the words as you read to demonstrate that words are read from left to right and from top to bottom.



Center Time

30 minutes

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

Transition

The Little Hen Had a Farm

Have children sing the lyrics to the tune of "Old MacDonald Had a Farm."

The little hen found some seeds.

E-I-E-I-O.

And with those seeds she grew some wheat.

E-I-E-I-O.

With a seed, seed here,

And a seed, seed there,

Here a seed, there a seed,

Everywhere a seed, seed.

The little hen found some seeds.

E-I-E-I-O.

Rest Time

30 to 45 minutes

Breathing Exercises Tell children to lie down and give each a favorite stuffed animal or other soft toy. Tell children to place the toy on their stomachs and watch it move up and down as they breathe.

DIFFERENTIATED SUPPORT

Extra Support

Print Concepts To help children understand that we read words from left to right, invite them to run their finger beneath words in the Big Book as you read. If they go right to left, read the words in that direction. VISUAL



Reflect

10 minutes

5x5

Respond to Questions Point to the workers in the picture. *Who are these people? What are they doing?*

Explain that these workers are bakers. Share with children that bakers work in a bakery. A bakery is a shop that only sells baked goods. Some bakers make pastries, while other bakers make breads. *How do bakers help us?*



Learning Outcomes

The child

- can communicate basic emotions/feelings.
- shows understanding by responding appropriately
- discusses the roles of community helpers.
- discusses the responsibilities of community helpers.

What You Need

- 5x5 Card: Everyday Helpers and Their Tools
- SEL Card: *restless; lonely*

CHECK FOR UNDERSTANDING

IF . . . a child doesn't understand how to take part in the Let's Talk About It activity,

THEN . . . call on him/her specifically. *I'd love to get your opinion, _____. How did you feel about _____?*

Social and Emotional Learning

Restless or Lonely Display SEL Card *restless; lonely*. Point to the child who is restless. *This child has a feeling. What do you think it is? Many of you might not know this word.* Help them to identify that the child is feeling restless, or unable to sit still. Name the feeling *restless*. Point to the child who is lonely. *This child has a feeling too. What do you think it is?* Prompt children to identify that the child is feeling lonely.



Let's Talk About It

Ask children to reflect back on what they've done today. Call off a list of activities the class did and ask the children to give a thumbs up to the things they liked doing. Notice that they show understanding of the activity you name by responding appropriately. (List of some of today's activities: sang the "I'm a Cook" song; listened to *The Little Red Hen*; acted out *The Little Red Hen*; learned to count by joining groups; used shapes to make pictures; played outside; ate a snack)



Welcome to Today

15 minutes

Meet and Greet

- As children file in, greet each with a handshake and a simple phrase such as “hello,” “hi, there,” “hey, there.” Have children respond in kind.
- Have children put their pictures on the Mood Meter.



Sing, Rhyme, and Shout

Everyday Helpers Display the card, a *chef's* hat, and apron.

- Yesterday we learned a new song. Hold up the *chef's* hat. Who remembers the song?
- Say each line of the song slowly and have children repeat after you.
- Have children pretend to put on a *chef's* hat and apron. Then play the recording and have children sing along, acting out the action.



Learning Outcomes

The child

- uses simple phrases to communicate meaning in social situations.
- participates in classroom music activities including singing.

What You Need

- Sing, Rhyme, and Shout: “I’m a Cook!”
- attendance chart, helper chart
- chef’s hat and apron

Concept Vocabulary

chef

Academic Vocabulary

apron

hat

Morning Meeting

- Attendance** Have children stand up when their name is called and answer with a simple phrase, such as “I’m here.”
- Helper Chart** Have helpers stand up when their name is called and say a simple phrase, such as “Ready to help.”
- Question of the Day** *Would you rather paint with a paintbrush or draw with a crayon?* Display a T-chart with columns for each choice. Have children place sticky notes or name tags on the chart to answer. Have volunteers tell their choice.
- Today’s Events** *We’re going to do some fun things today.* Tell children the day’s highlights.

DIFFERENTIATED SUPPORT

Extra Support

Meet and Greet Review with the child simple phrases people use as they meet and greet. AUDITORY

Story Time

15 minutes

Learning Outcomes

The child

- engages in pre-reading activities.
- engages in reading-related activities.
- blends syllables into words.
- recognizes at least 20 distinct letter sounds in the language of instruction.
- responds to questions relevant to the text read aloud.

What You Need

- Trade Book: *Clothesline Clues to Jobs People Do*
- Vocabulary Cards: *uniform, chef, farmer, artist, astronaut, tools*
- Picture Cards: *pencil, hammer, magnet, basket, zipper*
- Alphabet Card: *Nn*

Theme Vocabulary

community job

DIFFERENTIATED SUPPORT

3-Year Olds

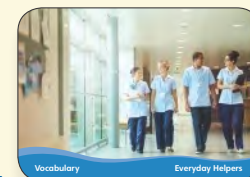
Connect Help young children connect to the text by working with them one-on-one and asking questions, such as: *Have you ever seen an everyday helper? Who was it? What did the helper do?* AUDITORY

Everyday Helpers

? Why do everyday helpers need different tools?

Remind children of the weekly question *Why do everyday helpers need different tools?*

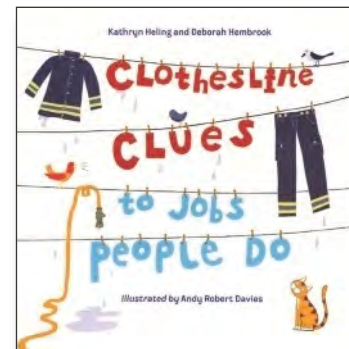
Display Vocabulary Card *uniform*. *Some everyday helpers wear a uniform when they do their work. All helpers need some tools to do their work. Today we will find out about some uniforms and tools used by everyday helpers.*



Clothesline Clues to Jobs People Do

Tell children that today you're going to read *Clothesline Clues to Jobs People Do*. Define the word *clothesline*.

1 Introduce Hold up the book and briefly preview it. *This book is about some jobs people do and the tools they need to do those jobs. Who knows what a tool is? Right, a tool is a hammer, saw, or other thing we use to do our work. Think about the song we sang about the cook. She used tools to make her stew. What tools did she use?*



2 Read Together Read the book aloud pausing on the pages that describe what's on the clotheslines. *What do you see on the clothesline? What other tools do you see?* Have children guess what helper uses those items. Then have a volunteer turn the page and have children say the name of the helper. While the volunteer turns the pages, have children verbalize about the kind of job the helper does and why the helper might need special clothes and tools in that job.

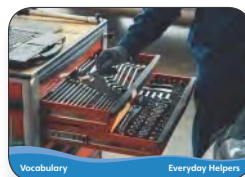
3 Connect Have children respond to questions relevant to the text when they respond to these questions: *Have any of these helpers ever helped you? What did they do? What tools did they use?*

Literacy Circle

15 minutes

Concept Vocabulary

Develop Help children use a variety of words to label and describe people. Remind children of the weekly question: *Why do everyday helpers need different tools?* Display Vocabulary Card *tools*. These are *tools*. Say the word *tools* with me: *tools*. What jobs need *tools*? Display these Vocabulary Cards (*artist, astronaut, chef, farmer*) and ask children a question about each one that ties the word to the weekly question.



Phonological Awareness

Blend Syllables Children will blend syllables into words. Say the word *mop* and tell children it has only one word part, but some words have more word parts.



- Display the Picture Card *pencil*. Tell children the word *pencil* has two word parts. I'll say the first word part: *pen*. What is the second word part? (*-cil*) Let's blend, or put, the word parts together and say the word, clapping one time for each word part.
- Repeat the activity with these Picture Cards: *hammer, basket, zipper, and magnet*.

Alphabet Knowledge

Review Nn /n/ Children will work on recognizing at least 20 distinct letter sounds in the language of instruction.

- 1 Letter Name** Display Alphabet Card *Nn*. Point to each letter and have children name it.
- 2 Letter Sound** Tell children that the letter *n* spells the sound /n/. Say the sound with me: /n/ /n/ /n/. Listen for that sound when I say the word *nose*.
- 3 Letter Formation** Review forming uppercase letter *N*. Have children practice tracing the letter in their palms. Repeat for lowercase letter *n*. Then have the other children form the letter in the air.



Transition

Where Is It?

Create simple drawings of a mailbag, pail, oven mitt, and an artist's palette with colors on it. Place the drawings around the room. Teach the chant, and have children point to the drawing to answer the question, *Where is it?*

Help! Help! Quick! Quick!

The mail carrier needs her bag.

Where is it?

Help! Help! Quick! Quick!

The farmer needs his pail.

Where is it?

Help! Help! Quick! Quick!

The chef needs his mitt.

Where is it?

Help! Help! Quick! Quick!

The artist needs his paint.

Where is it?

Theme Vocabulary

uniform

Concept Vocabulary

tools

astronaut

artist

farmer

chef

Academic Vocabulary

blend

letter

uppercase

lowercase

sound

word part



CHECK FOR UNDERSTANDING

IF . . . children have difficulty blending syllables to form words,

THEN . . . have them practice blending syllables with compound words, such as *doghouse, football, airplane, backpack, pancakes*.

LET'S GET READY FOR

Center and Small Group Time

60–90 minutes

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

Small Group

- **Math: Number Sense** Today we're going to see if you can tell how many things are in a group without actually counting them.
 - Lay out two Picture Cards. **How many cards?** Ask a volunteer to look at the group of cards and, without counting, tell the number of cards. Add another card to the group and have another volunteer tell the number in the group without counting.
 - Repeat increasing the number of cards first to four and finally to five. Repeat with different arrangements.

► **ELL Access**

Use Key Phrases

Emerging When you lay out two Picture Cards, say: **Two cards.** Have children repeat. After modeling other numbers, set out three cards and ask: **Four cards?** Have children respond *yes* or *no*.

Developing When you lay out two Picture Cards, say: **There are two cards.** Have children repeat. After modeling other numbers, set out three cards and ask: **How many cards are there?** Have children respond: *There are ____ cards.*

Expanding Have partners take turns asking and answering questions. One lays out cards or counts while the other looks away. When the cards are ready, the partner asks: *How many cards are there?* The other partner responds in a complete sentence.

Bridging Ask children to explain why it is helpful to know how many there are without counting. Suggest contexts for them to talk about, such as playing a game, buying things in packages, and so on.

- **Literacy: Phonological Awareness** Display the Picture Card *nickel*. Tell children the word *nickel* has two word parts. I'll say the word slowly: *nick-el*. Now say the word with me, and clap one time for each word part you hear: *nick-el*. Repeat with Picture Card *zipper*.

► **ELL Access**

Visual Support

Emerging Display Picture Card *nickel*. Point to the picture and say the word slowly: *nick-el*. Have children repeat the word parts and then guide them to blend the syllables to say the word *nickel*.

Developing Display Picture Card *hammer*. **I will say the first part of the word, and I want you to say the second part. Then I want you to put the word parts together and say the word: *hamm-*** Children should say *-er, hammer*. Repeat with Picture Card *zipper*.

Expanding Display Picture Card *basket*. **I will say the first part of the word, and I want you to say the second part. Then I want you to put the word parts together and say the word: *bas-*** Children should say *-ket, basket*. Repeat with Picture Cards *rabbit, magnet, garbage*.

Bridging Place these Picture Cards faceup on a table: *cheetah, guitar, garbage, magnet, monkey, vacuum, zipper*. Say the first part of one of the picture names, such as *chee-*, and have children locate the Picture Card, say the ending syllable, and then say the entire word (*-tah, cheetah*).

Social Studies Circle

15 minutes

Learning Outcomes

The child

- discusses the roles and responsibilities of family, school, and community helpers.
- identifies good habits of exercise.

What You Need

- photograph of the school
- photographs of key school helpers—principal/headmaster, secretary, nurse, custodian
- tools—brooms, mops, and so on
- Alphabet Card: *Nn* and assorted others
- Big Book: *The Little Red Hen*

Academic Vocabulary

principal	exercise
secretary	running
custodian	

Outdoor Play

20 minutes

Red Light, Green Light Play a version of Red Light, Green Light with plastic toy hoops. Provide each child a plastic toy hoop. Model for children how to hold the outside of the hoop as their “car.” Children will drive or stop the car when the leader calls “green light” or “red light.”

Who Helps Us?

Display Sing, Rhyme, and Shout: “Who Helps Us?” Invite children to sing along with you.

Doctors check our ears and eyes.

Teachers are so very wise.

They will help us write and sing;

Read and do most anything.

Bakers make such tasty bread.

Mommies keep us so well fed!

My School

- 1 Engage** Display a picture of your school and tell children that today you are going to learn about the helpers in your school. Display photographs of key helpers in your school, perhaps, the principal, secretary, nurse, and custodian. *Who are these people? Right, they are school helpers.* Point to each person and ask: *Who is this?* Discuss the roles of school helpers.
- 2 Develop** Explain that these people have important *jobs* in the school. Ask children what they know about each person’s *job*. How do they help the child or the school? Point to the principal. _____ is the principal. He/she is in charge of running the school. _____ is the secretary. He/she works in the office and helps the principal, teachers, and students. _____ is the custodian. What does he/she do? He/she helps keep our school and classrooms safe and clean. _____ is a teacher. What does he/she do? _____ is the school nurse. What does he/she do? Can you think of one way the school nurse helps children? *Right, one thing he/she does is help children stay well.* Continue, exploring the roles and responsibilities of school helpers and how each school helper helps children.
- 3 Practice** Have children pretend to be different school helpers. Provide children with props, if possible—brooms, mops, phone, notepad and pencil, briefcase, bandages, cold pack, and so on. Provide sentence frames to help children explain the role and responsibilities of the helper they are portraying. *When a child gets sick, I _____. I am a nurse. When a room gets dirty, I _____. I am a custodian.*

Learn and Play

90 minutes

Let's Move

Swinging Why do we swing? Right, we swing because it's fun. But, guess what? **Swinging is also good exercise.** Give each child a turn at the swings. If there are two or more swings, let children swing back and forth side by side. For extra fun, have them try to swing in tandem. Remind children of how to stay safe when swinging or when around swings.

Running Help children identify running as a good exercise habit to develop. **When you run, your heart works harder. Running makes your heart strong.** Have children run around the playground or to a goal and back.

Let's Talk

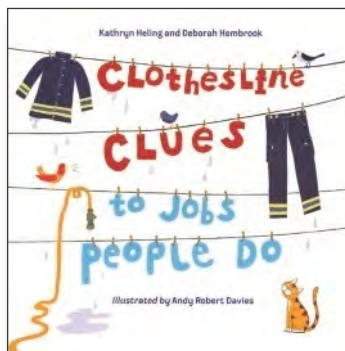
Communicate Circulate as children play, and notice special skills that could one day be applied to a *job*. Engage them in one-on-one conversations about their skills. **I see you like to build towers. Maybe some day your job will be building skyscrapers. Would you like to do that?**



Let's Read

Connect Remind children about the *community helpers* in the story *Clothesline Clues to Jobs People Do*. Ask children to tell in their own words what each helper's *job* is and why it's important. Encourage children to tell about any *community helpers* they've met like those in the book.

Phonological Awareness Reread a few pages from *Clothesline Clues to Jobs People Do* out loud. Have children signal a thumbs-up when they hear a word that begins with the sound /n/.



Transition

Where Can You Go?

Have children stand and listen as you teach them the words of this song to the tune of "Frère Jacques."

Where can you go to learn new things?

Go to school!

Go to school!

Learn all your letters.

Learn numbers even better.

Go to school.

Go to 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 to 45 minutes

Audio Story While children are resting, have them close their eyes and listen to a quiet audio story. Tell them to imagine in their mind's eye where the characters are and what they are doing.

Reflect

10 minutes

5x5

Learning Outcomes

The child

- can communicate basic emotions/feelings.
- engages in conversations in appropriate ways.

What You Need

- 5x5 Card: Everyday Helpers and Their Tools
- SEL Card: *restless; lonely*

CHECK FOR UNDERSTANDING

IF . . . a child doesn't understand the concept of feeling restless,

THEN . . . ask the child how they feel when they have to wait a long time for their turn. Is it hard to pay attention to everyone else when they're waiting? Name that feeling *restless*.

Movement Explain that these workers are using their hands to make bread. Point to the picture. **What are the workers doing?** Explain that they are rolling dough with their hands. Then have children pretend they are bakers, rolling the dough with their hands.



Social and Emotional Learning

Restless or Lonely Point to the child who is restless. **Finish this sentence for me: This child feels ____.** That's right, this child feels restless. **Why might you feel restless?** Allow children to take turns sharing about feeling restless. Then point to the child who is lonely. **Finish this sentence for me: This child feels ____.**

That's right, this child feels lonely. Why might you feel lonely? Allow children to take turns sharing about feeling lonely. Notice that they are engaging in the conversation appropriately by speaking clearly and paying attention when it's other children's turn to share.



Let's Talk About It

Ask children to reflect back on what they've done today. Call off a list of activities the class did and ask the children to give a thumbs up to the things they liked doing. Record how many votes each activity gets. Then ask children to tell what was great about the winning activity. (List of some of today's activities: sang the "I'm a Cook" song; listened to *Clothesline Clues to Jobs People Do*; blended syllables; learned to count on my fingers; played outside; learned about school helpers; ate a snack)



Welcome to Today

15 minutes

Meet and Greet

- Greet children by name as they enter class using titles, such as Miss or Mister.
- Ask children to put their pictures on the Mood Meter so you can judge their mood.



Sing, Rhyme, and Shout

I'm a Cook! Display the card and remind children of the song's lyrics.

- Have the children repeat each line after you.
- Then play the song and ask children to sing along.
- Have children act out making stew as they sing. If possible, supply each with a prop, perhaps a spoon for stirring.



Learning Outcomes

The child

- uses simple phrases to communicate meaning in social situations.
- participates in classroom music activities including singing.

What You Need

- Sing, Rhyme, and Shout: "I'm a Cook!"
- spoons
- attendance chart, helper chart

Theme Vocabulary

job

Academic Vocabulary

Miss

Mister

attendance

tune

Morning Meeting

- 1 Attendance** Tell children that attendance will be sung today. Suggest some simple phrases for children to use: *When I say your name, stand up and sing that you are here, like this, "[child's name] is here."* Tell children they can use any tune they like, or make one up.
- 2 Helper Chart** Have your helpers stand up and say what their *job* is today.
- 3 Weather** *What is the weather like today?* Have a volunteer give a report. Take this opportunity to help children develop their weather-related vocabulary.
- 4 Today's Events** Tell children about today's schedule and any special events that may be happening soon.



DIFFERENTIATED SUPPORT

Extra Support

Attendance If a child is reluctant to sing his/her name in attendance: *Maybe we can sing it together, [child's name]. Class, how about helping _____ sing his/her response?* AUDITORY

Story Time

15 minutes

Learning Outcomes

The child

- uses a wide variety of words to label and describe people.
- uses a large speaking vocabulary, adding several new words daily.
- blends syllables into words.
- retells or re-enacts a story after it is read aloud.

What You Need

- Trade Book: *Clothesline Clues to Jobs People Do*
- Talk More About It Card: *Clothesline Clues to Jobs People Do*
- Vocabulary Cards: *job, artist, astronaut, chef, nurse, tools*
- Picture Cards: *otter, kangaroo*
- Alphabet Card: *Nn*

Everyday Helpers

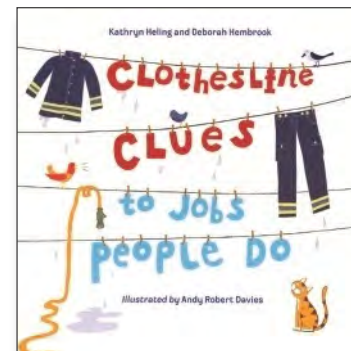
? Why do everyday helpers need different **tools**? Remind children of the weekly question *Why do everyday helpers need different tools?* Display Vocabulary Card *job*. **The jobs that everyday helpers have are important. So are their tools.**



Clothesline Clues to Jobs People Do

Tell children that today, you will reread *Clothesline Clues to Jobs People Do*.

- 1 Remember** Display the cover of *Clothesline Clues to Jobs People Do*. Ask children to share what they remember about this book.
- 2 Reread** Pause throughout your reading of the book to ask children to name each helper and tell what tools the helper uses. For example, for pp. 16–19: **What is the name of this helper? What tools does this helper use?** Then read the pages so children will know if they were correct with their responses.



- 3 Retell** Display the Talk More About It Card. Have children use the images to retell important information they learned in the book.

DIFFERENTIATED SUPPORT

Extra Support

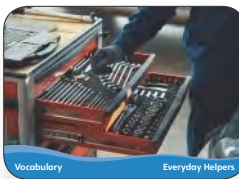
Retell To help children retell the important information from the book, show them one image from the Talk More About It Card in the book itself, and ask children to look at the illustrations and tell you one thing they see. VISUAL

Literacy Circle

15 minutes

Concept Vocabulary

Practice Have children use a variety of words to label and describe people. Display Vocabulary Cards *tools, chef, artist, astronaut, farmer*. Have children identify each one. **Some of these words can be used to label, or name, people. Which words are they?** (*artist, astronaut, chef, farmer*)



Phonological Awareness

Blend Syllables Children will blend syllables into words.

- Display Picture Card *otter*. This is an otter. Let's say the word slowly and clap for each word part: *ott-er*. How many word parts did you hear? Now blend the two word parts together to say the entire word: *otter*.
- Display Picture Card *kangaroo*. Walk through the same steps for this word that you did for the word *otter*.



Vocabulary

New Words Use the book *Clothesline Clues to Jobs People Do* to help children increase their speaking vocabulary. Talk with children about the meanings of the words in the book's title: *clothesline, clues, people, jobs*. Then have children use each word in a sentence.

Alphabet Knowledge

Review Nn /n/ Display Alphabet Card *Nn*. Have children name each letter. Then have them write each letter in their palms, saying /n/ as they form the letters.

Transition

I Want to Be . . .

Say this chant one line at a time and have children repeat it after you. Then say it altogether with children. Then give each child a different part.

Hey, everybody! Look at me!

A *farmer* is what I want to be.

Hey, everybody! Look at me!

A *chef* is what I want to be.

Hey, everybody! Look at me!

An *artist* is what I want to be.

Hey, everybody! Look at me!

An *astronaut* is what I want to be.

Hey, everybody! Look at me!

A *firefighter* is what I want to be.

Theme Vocabulary

job

Concept Vocabulary

tools

astronaut

artist

farmer

chef

Academic Vocabulary

blend

label



CHECK FOR UNDERSTANDING

IF . . . children have difficulty using a new word in a sentence,

THEN . . . have them work with a partner and complete sentence frames, such as: *I can hang clothes on a _____. and There are a lot of _____ at the movies.*

LET'S GET READY FOR

Center and Small Group Time

60–90 minutes

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

Small Group

- **Math: Adding** Gather crayons or other small objects and display them in groups of one to four objects. Have each child choose a group. Ask them to tell how many they have. Then show them a group of objects you have (1 or 2) to make a total of 5 or less. State the amounts as you give your group to them, for example: *You have 3 crayons. I will give you 2 more crayons. How many crayons do you have now?* Have children tell you the total, then describe the quantities together in a sentence, such as: *3 and 2 is 5.*

▶ **ELL Access**

Internalize Vocabulary

Emerging As you and children choose groups of objects, state the number in each group for them to repeat. Then combine groups and make statements, such as: *3 and 2 is 5.* Ask children to repeat the total number.

Developing As you and children choose groups of objects, ask questions, such as: *How many crayons do you have?* Have children respond in phrases, *three crayons.* When they find the total, have children use the phrase *in all.*

Expanding Display two groups of objects that total five or less for children to describe using adding. For example: *3 crayons and 2 crayons is 5 crayons in all.*

Bridging Have partners find all of the ways to make 5 with two groups of objects and explain to the group how they are sure they have found all of the combinations.

- **Literacy: Concept Vocabulary** Provide extra support for the Concept Vocabulary words. Display Vocabulary Card *astronaut*. *This is an astronaut. What kind of tools would an astronaut need? An astronaut would need a special suit to live in space. An astronaut would need a space ship.* Use Vocabulary Cards *tools*, *artist*, *chef*, and *farmer* to reinforce the words and their meanings for children.

▶ **ELL Access**

Expand Vocabulary

Emerging Display Vocabulary Card *tools*. *These are tools. Everyday helpers use different tools in their jobs.* Have children point to the picture and say *tools*.

Developing Display Vocabulary Card *tools*. *These are tools. Everyday helpers use different tools in their jobs.* Have children point to the picture and say *tools*. *What tools does a chef use?*

Expanding Display Vocabulary Card *tools*. *These are tools. Everyday helpers use different tools in their jobs.* Display each of the other Vocabulary Cards, and have children tell what kind of *tools* each helper uses.

Bridging Display Vocabulary Card *tools*. *Everyday helpers use different tools in their jobs.* Display each of the other Vocabulary Cards, and have children tell what kind of *tools* each one uses. Then have children name other types of helpers and name some *tools* that helper would need.

Social Studies Circle

15 minutes

Learning Outcomes

The child

- uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
- discusses the roles and responsibilities of community helpers.
- recreates stories through dramatic representation.
- shows control of tasks that require small-muscle strength and control.
- identifies good habits of exercise.

What You Need

- Vocabulary Cards: *artist, astronaut, farmer, nurse, tools*
- Trade Book: *Clothesline Clues to Jobs People Do*
- assorted tools
- soft foam or rubber ball

Outdoor Play

20 minutes

Playground Town Create outlines of buildings in the local community, for example, fire station, police station, grocery store, school, and so on with painter's tape or chalk. Include streets and sidewalks. Have children use plastic toy hoops or large balls and roll them to each community location. When they visit a location, they can tell which helper works there.

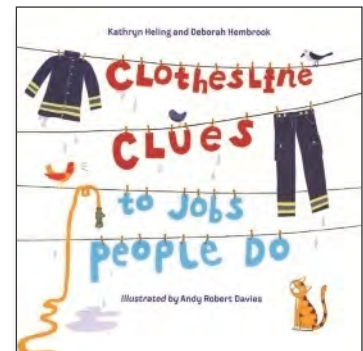
We Are Firefighters

Display Sing, Rhyme, and Shout: "We Are Firefighters!" Invite children to sing along with you.

This is the way we put out fires,
Put out fires, put out fires.
This is the way we put out fires.
We are firefighters!

Community Helpers

1 Engage Display *Clothesline Clues to Jobs People Do* and these Vocabulary Cards—*artist, astronaut, chef, and farmer*. Discuss the roles of *community* helpers. This week you've learned a lot about *community* helpers. Who are some of the helpers we learned about in *Clothesline Clues to the Jobs People Do*?



2 Develop Have children think back to what they've learned about *community* helpers. Ask questions, such as: *What are their jobs? How do their jobs help people? What tools do they use?* Let children look at the pictures in *Clothesline Clues to Jobs People Do*. Encourage children to share experiences they've had with any *community* helpers like those in the book. *Who has met a nurse? What do you know about a nurse's job?*

3 Practice Have children role-play being different *community* helpers they have learned about. If possible, supply them with props including the *tools* they might use, such as a bag with mail, a hoe, an apron, spoons, artist brushes, carpenter's toolbox, toy firefighter's axe. Letting children manipulate *tools* has the added bonus of building small-muscle strength and control.

Learn and Play

90 minutes

Let's Move

Mini-Workout To help children identify and develop good habits of exercise, engage them in a mini-workout. Start with stretches. Do some squats and lunges. Then move to some vigorous hopping, jumping, and running routines. End the workout with more stretches.

Team Toss Children stand in a circle with very little space between them.

- Give one child a soft ball. Tell that child to call someone's name and toss the ball to that child.
- The child who catches the ball calls another name and tosses the ball. Continue calling and tossing until everyone has received the ball.

Let's Talk

Communicate Engage children in one-on-one conversations about what they noticed on the way to school today. Perhaps the child saw a *community* helper at work, such as a police officer, a crossing guard, or a mail carrier delivering mail. Help the conversation along by telling the child about something you saw today.

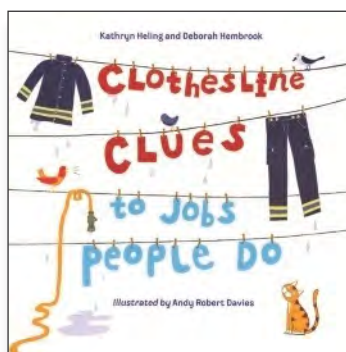


Let's Read

Blend Syllables Say the two syllables that make up the words *artist* and *farmer*. Then have children blend the syllables to figure out the words. Show children pp. 10–11 and 18–19 in *Clothesline Clues to Jobs People Do* to help them guess the words.

Vocabulary Open *Clothesline Clues to Jobs People Do* to a page about one of the *community* helpers. Have children name the helper and explain what the helper does.

Next have the children point to one of the *tools* the helper uses. Have them name the *tool* and explain what it is used for.



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

Beautiful Nature Ask children to lie down and close their eyes. *I am going to tell you about something beautiful I'm pretending to see, and I want you to imagine you are seeing it too.* In a calming, quiet voice, paint a picture for the children of a beautiful scene in nature. Perhaps you see big, white, puffy clouds drifting across a pale blue sky, or a tall oak tree swaying in the breeze, or a tiny bird gathering straw to take back to her nest. As children relax, slow down and gradually end your story.

DIFFERENTIATED SUPPORT

Extra Support

Vocabulary Allow children time to play with the theme manipulative, the *community* helpers puzzle. Have them describe each *community* helper as they set each puzzle piece in its place.
TACTILE

Reflect

10 minutes

5x5

Learning Outcomes

The child

- uses effective verbal and nonverbal communication skills to build relationships with teachers/adults.
- discusses the roles and responsibilities of community helpers.

What You Need

- 5x5 Card: Everyday Helpers and Their Tools
- SEL Card: *communicate*
- Javi

Transition

Bang, Bang, Bang Your Hammer

Have children stand up and remain standing to listen to the following lyrics. As you say the lines, pause for children to repeat them. Then sing the lyrics to the tune of “Row, Row, Row Your Boat.” Encourage children to act out the hammering motion.

Bang, bang, bang your hammer

On the shiny nail.

Carefully, carefully, carefully, carefully,

So you'll never fail.

CHECK FOR UNDERSTANDING

IF . . . a child doesn't look you in the eye when having a conversation,

THEN . . . give the child a mirror to practice looking themselves in the eye while talking.

Describe Things Invite the class to guess what the bakers are baking. Prompt sharing with your own guess. **I think these bakers are baking bread.**

Have children describe the baked good they think the bakers are making. Encourage them to use sensory words in their descriptions.



Social and Emotional Learning

Communication Display the SEL Card *communicate*. Tell children that when they are talking to another child or an adult, it's important to listen carefully to what they're saying and look them in the eye. **When you pay close attention and look the other person in the eye, it tells them that you care about their ideas. It's a way of showing respect without saying the words, "I respect you."**

Ask a volunteer to sit across from you at a table. Engage the child in a simple conversation and demonstrate for the class how paying attention and making eye contact helps us understand each other.

Let's Talk About It

Have children reflect back on what they learned about the *jobs* helpers in the *community* do and the *tools* they use in those *jobs*. Invite children to tell you one thing about their favorite *community* helper. Pass around Javi so that all children have an opportunity to respond. Notice that children are using effective verbal and nonverbal communication skills when responding to you.



Welcome to Today

15 minutes

WEEK 2 DAY 4

Meet and Greet

- As children enter the classroom, greet them with a high five and a simple phrase, such as “high five, [child’s name].” Have children respond in kind.
- Have children place their pictures on the Mood Meter.



Sing, Rhyme, and Shout

Everyday Helpers Display a chef’s hat, an apron, or both.

- Hold up the chef’s hat and apron.
Who will lead the song today?
The child that raises a hand first gets to wear the hat and apron.
- Say each line of the song and have children repeat after you.
- Then play the recording and have children sing along while following the leader’s motions as he/she acts out the action.

I’m a Cook!

I will read my recipe.
Then chop up some potatoes.
I will dice some chicken too.
Then stir in some tomatoes!

I will use a fork and knife.
My spoon will be so handy.
I will wear an apron too.
My stew will taste just dandy!

Sing to the tune of “Yankee Doodle.”

Sing, Rhyme, and Shout Everyday Helpers

Learning Outcomes

The child

- uses simple phrases to communicate meaning in social situations.
- participates in classroom music activities, including singing.

What You Need

- Sing, Rhyme, and Shout: “I’m a Cook!”
- attendance chart, helper chart

Concept Vocabulary

chef

Academic Vocabulary

high five	schedule
lead	apron
ready	present

Morning Meeting

- 1 Attendance** Have children stand up as their names are called and answer with a simple phrase, such as “Here,” “Present,” “I’m here,” or “[child’s name] is here.”
- 2 Helper Chart** Have helpers stand up when their name is called and say something simple that reflects their duties, such as “Ready to help [open doors].”
- 3 Question of the Day** **Would you rather use a saw or a hammer to help build a house?** Display a T-chart with columns for each choice. Have children place sticky notes or name tags on the chart to answer. Have volunteers tell their choice.
- 4 Today’s Events** Have a volunteer go to the daily schedule chart and call out what is coming up today.



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

Extra Support

Meet and Greet If a child is unsure about how to high five or is getting too enthusiastic about it, demonstrate how it’s done, or have a volunteer do it. You might also teach the child simple phrases to accompany a high five, such as “high five,” “give me five,” or “high five me.” **AUDITORY**

Story Time

15 minutes

Learning Outcomes

The child

- blends syllables into words.
- segments a syllable from a word.
- uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
- responds to questions relevant to the text read aloud.

What You Need

- Read More About It Book: “Fix It Quickly”
- Vocabulary Cards: *job*, *artist*, *astronaut*, *chef*, *farmer*, *tools*
- Picture Card: *family*
- Alphabet Card: *Nn*

Everyday Helpers

? Why do everyday helpers need different **tools**? Remind children of the weekly question *Why do everyday helpers need different tools?* Display Vocabulary Card *job*. **What kind of tools** would you use to build a house? Would you use a hammer? Yes, you would. Would you use a cake pan? No, you wouldn't. Helpers use different **tools** when they do their **jobs**.



“Fix It Quickly”

Hold up the book and tell children that today you are going to read “Fix It Quickly.”

- 1 Introduce** Tell children that “Fix It Quickly” is about three helpers who fix things—a plumber, a shoe repairman, and a gardener. **Listen for the tools** they use to do their **jobs**.
- 2 Read Together** Read the entire text aloud, encouraging the children to look at the illustrations as you read. Then go back and reread each section and ask questions about text details and events. For example: **What is Ms. Chun fixing here?** (Mr. Garcia's sink) **What was wrong?** (a leak) **What kind of tool** is Ms. Chun using to fix the problem? (a wrench)
- 3 Connect** Children will respond to questions relevant to the text. After reading the text, ask children to say what each helper fixes and how that helps people. As children answer, they will use information from books to relate it to their own lives. **What would the world be like without helpers** to fix our sinks, repair our shoes, and take care of our trees and gardens? Have you ever met a plumber, a shoe repairman, or a park gardener? What is something new you learned about each helper's **job**?



DIFFERENTIATED SUPPORT

Engage and Extend

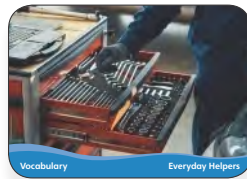
Connect Provide paper and crayons and have children draw pictures of an everyday helper with whom they are familiar. KINESTHETIC

Literacy Circle

15 minutes

Concept Vocabulary

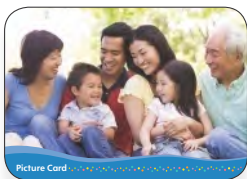
Review Remind children of the weekly question *Why do everyday helpers need different tools?* Display Vocabulary Cards *artist* and *astronaut*. *I need a special suit to go into space. What is my word?* Hold up two cards and give children clues for one of the words (*tools, artist, chef, farmer, astronaut*). Have children identify the word. Repeat until each word has been used at least once.



Phonological Awareness

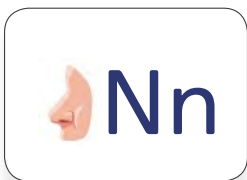
Segment and Blend Syllables Children will segment syllables from words and blend them to form words.

- Display Picture Card *family*. Point to the card and say *fam-i-ly*. Have children repeat the word and clap for each word part. *How many word parts do you hear? Say them with me: fam, i, ly.*
- If we take away the word part *fam-* from the word *family*, what's left? The word parts *i-ly* are left. Now put all the word parts together and say the whole word.
- Repeat with Picture Cards *neighborhood, cheetah, monkey, and rabbit*.



Alphabet Knowledge

Use Alphabet Card *Nn* to review the letter names with children. *What sound does this letter spell? (/n/)* Then have children practice writing the letters.



Transition

What Should I Do?

Invite children to stand, take a big stretch, and remain standing as you say this chant. Pause after each line and ask children to repeat after you.

Hen, cried,
 “Boo-hoo, boo-hoo.
 I have a leak.
 What should I do?”
 Owl replied,
 “Who who, who who.
 Call a plumber.
 That’s what to do.”

Theme Vocabulary

job

Concept Vocabulary

tools	astronaut
artist	farmer
chef	

Academic Vocabulary

word	sound
letter	



CHECK FOR UNDERSTANDING

IF . . . children have difficulty blending or segmenting syllables to form words,

THEN . . . have them practice blending and segmenting syllables with compound words, such as *seatbelt, keyboard, inchworm, firefly, doorbell*.

LET'S GET READY FOR

Center and Small Group Time

60–90 minutes

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

Small Group

- **Math: Number Sense** To give children practice in verbally identifying, without counting, the number of objects from 1 to 5, have children cover their eyes. Then lay out two groups of objects, one group has 5 objects, the other has fewer. Have children uncover their eyes and say which has more.
Now have volunteers count the objects to check which group has more. Repeat the activity with different numbers and arrangements of objects. Discuss the strategies children used to tell the number of objects without counting.

▶ **ELL Access**

Internalize Vocabulary

Emerging Have each child put a hand behind his or her back and decide how many fingers to show. When you call the child's name, the child shows the hand. Say the number of fingers (without counting) for the rest of the group to repeat.

Developing Have a volunteer play Quick Count with you. Each of you places a hand behind your back and decides how many fingers to show. When another child says *Show!*, you both show your hands and quickly say the number of fingers the other person is showing. Whoever says the correct number first challenges the next player.

Expanding Play Quick Count as described above, only players say *[three] fingers*. Make sure they say *finger* when there is only one.

Bridging Have children discuss whether some numbers of objects are easier to identify than others.

- **Literacy: Phonological Awareness** Display Picture Card *carrot*. Say the word *carrot* slowly, emphasizing the two word parts: *carr–ot*. **How many word parts did you hear?** Say the word with me and listen for two word parts: *carr–ot*. Let's say the word again and clap with each word part: *carr–ot*. Now say the whole word: *carrot*. Repeat with Picture Cards *camel* and *kitten*.

▶ **ELL Access**

Visual Support

Emerging Display Picture Card *carrot* and say the word slowly, *carr–ot*. Tell children the word has two word parts: *carr–* and *–ot*. Then work with children to say the word.

Developing Provide sentence frames to help children explain that words are made of word parts. *I can blend two word parts, _____ and _____, to say the word _____.* Display Picture Cards *camel*, *kitten*, and *guitar* and have children segment and then blend each word.

Expanding Place these Picture Cards faceup on a table: *kitten*, *camel*, *raccoon*, *magnet*, *garbage*. Say the first syllable of a word, and have children locate the matching card. Then have them say the second syllable, and then the whole word.

Bridging Place these Picture Cards facedown on a table: *rabbit*, *cheetah*, *camel*, *giraffe*, *kitten*, *raccoon*. Have children take turns. One child turns a card faceup, says the word segmented into syllables, and then chooses another child to say the whole word.

Social Studies Circle

15 minutes

Learning Outcomes

The child

- uses effective verbal and nonverbal communication skills to build relationships with teachers/adults.
- engages in conversation in appropriate ways.
- discusses the roles and responsibilities of family, school, and community helpers.
- creates or recreates stories, moods, or experiences through dramatic representation.
- shows control of tasks that require small-muscle strength and control.

What You Need

- Read More About It Book: “Fix It Quickly”
- props and costumes for role-playing characters
- finger paints and butcher paper

Theme Vocabulary

community job

Concept Vocabulary

tools

Academic Vocabulary

gardener

Outdoor Play

20 minutes

I’m a Fixer Suggest that the children pretend to be gardeners or groundskeepers. Have them look at the trees, plantings, and grounds. **Suppose a tree branch broke or a plant was dying, who would I call?** Discuss what gardeners do and the *tools* they use to solve the problems.

I’m a Cook!

Display Sing, Rhyme, and Shout: “I’m a Cook!” Invite children to sing along with you.

I will read my recipe.

Then chop up some potatoes.

I will dice some chicken too.

Then stir in some tomatoes!

I will use a fork and knife.

My spoon will be so handy.

I will wear an apron too.

My stew will taste just dandy!

Community Helpers

- 1 Engage** Display Read More About It Book “Fix It Quickly.” **Who are some of the helpers in the book? What is their job?**
- 2 Develop** Display the pages of the text and discuss what they learned about the role and responsibilities of each of these *community* helpers. **Who is this helper? What is this helper’s job? What tools or equipment does the helper need to do the job?**
- 3 Practice** Have children create a puppet show about the helpers. Once the children have chosen the helper to portray, provide them with props. To help children plan their dramatic play, let them look at the illustrations in the book for ideas. Encourage children to use the words *helper*, *job*, *tools*, and *equipment*.



Learn and Play

90 minutes

Let's Move

Classroom Tools *Community helpers use tools to do their work. Children, too, need tools to do their work.*

- Have children go on a brief scavenger hunt to find some of the *tools* they use each day in school.
- Make a display of the *tools* that the children collected.
- To help them develop small-muscle control, have children demonstrate how they use their *tools*.

Make a Classroom Mural This activity will show a child's control of tasks that require small-muscle control. Lay out a large piece of butcher paper on a flat surface. Give children finger paints and have them draw some of the helpers or *tools* they've learned about this week.

Let's Talk

Communicate As children are busy working on various projects, circulate and engage children in one-on-one conversations about what they are doing. Ask questions, such as: *What are you making/doing here? Do you have a plan? How is it working out?* Give children plenty of wait time to share their ideas, opinions, and feelings.



Let's Read

Segment Syllables Reread "Fix It Quickly." Pause when you come to two-syllable words. Say the first syllable, for example, *plumb-*, and have children provide the second syllable, *-er*.

Reread Reread "Fix It Quickly" aloud. Point to the pictures and have children name the *tools* the *community* helpers use to do their *jobs*.



Transition

We Are Helpers

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

I'm a helper.

You're a helper.

We are helpers now.

Let's do this task together.

I'll gladly show you how.

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

Close Your Eyes and Imagine Have children lie down as you play them a recording of a calming story. Tell them to close their eyes and imagine what the characters in the story look and sound like.

DIFFERENTIATED SUPPORT

Extra Support

Engage Some children may not be familiar with the various *tools* mentioned in this week's stories and discussions, such as hammers, wrenches, pliers, screwdrivers, saws, safety glasses. Provide pictures of common *tools* and talk to children about how they are used. Better yet, prepare a display of actual *tools* for children to look at. TACTILE

Reflect

10 minutes

5x5

Name the Shapes A baker uses pans and bowls to bake things. Point to the bowl in the picture. Does the bowl look more like a circle or a square? Notice that the child can name the common shape *circle*. How does it look like a circle? Ask the class to find things that look like circles in the picture and in the classroom. Notice that they can identify common features in the natural environment by finding circles.



Learning Outcomes

The child

- uses effective verbal communication skills to build relationships with teachers/adults.
- names common shapes.
- discusses the responsibilities of community helpers.
- identifies common features in the natural environment.

What You Need

- 5x5 Card: Everyday Helpers and Their Tools
- SEL Card: *communicate*
- Javi



CHECK FOR UNDERSTANDING

IF . . . a child has difficulty thinking of a topic to discuss with a teacher or another *community* helper,

THEN . . . offer a scenario to get him/her thinking. Pretend you lost your backpack or jacket. What would you say to your teacher? Or, pretend you wondered how to grow a tomato. What would you say to a farmer?



Social and Emotional Learning

Communication Show children the SEL Card *communicate*. Remind them of what they have learned about talking to teachers and other adults. Then point out that community helpers are adults too, and that sometimes children need to talk to them. What might you talk to a crossing guard about? a firefighter? a mail carrier?

Emphasize that whenever children talk to adults it's important to be respectful, speak clearly, and make good eye contact. Have children role-play talking to one of the *community* helpers they have learned about this week. They can ask the helper about his/her *job* or tell the helper about things they're doing in school and outside of school.



Let's Talk About It

Have children reflect on the day's activities. Ask them to name a *community* helper they see every day at school or in their neighborhoods and to name a tool that helper uses every day. Pass Javi around so all children have an opportunity to respond.



Welcome to Today

15 minutes

Meet and Greet

- As the children enter the classroom, greet them with a handshake and a simple phrase, such as “How are you?” or “Good morning, _____.”
- Have children place their pictures on the Mood Meter.



Sing, Rhyme, and Shout

Everyday Helpers Display the card.

- Have the class put on their pretend aprons and *chef* hats.
- Then play the recording of the “I’m a Cook!” song and have children join you in singing it.
- Encourage children to clap out the beat and/or to sway to the music.



Learning Outcomes

The child

- follows classroom rules and routines with occasional reminders from teacher.
- uses simple phrases to communicate meaning in social situations.
- participates in classroom musical activities including singing.

What You Need

- Sing, Rhyme, and Shout: “I’m a Cook!”
- attendance chart, helper chart

Concept Vocabulary

chef

Academic Vocabulary

apron	beat
sway	rule
attendance	thank
weather	next

Morning Meeting

- Attendance** Have the children set their own rule today on how to take attendance.
- Helper Chart** Ask your helpers to stand up and share how they helped this week. Ask the class to say “thank you” in unison.
- Weather** *What is the weather like today?* Have a volunteer give a report. Take this opportunity to help children develop their weather-related vocabulary.
- Today’s Events** Have a volunteer go to the daily schedule and tell the class what comes next.



DIFFERENTIATED SUPPORT

Extra Support

Attendance If a child is having a difficult time developing the rule to take attendance today, remind the child of how attendance is usually taken and explain that sometimes it’s fun to do things in a different way. Tell the child what the choices are for today and have him/her offer an opinion. AUDITORY

Story Time

15 minutes

Learning Outcomes

The child

- engages in conversations in appropriate ways.
- demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she uses.
- uses simple phrases to communicate meaning in social situations.
- recognizes rhyming words.
- uses information learned from books by describing, relating, categorizing, or comparing and contrasting.

What You Need

- Trade Book: *Clothesline Clues to Jobs People Do*
- Read More About It: “Fix It Quickly”
- Vocabulary Cards: *artist, astronaut, chef, farmer, tools*
- Sing, Rhyme and Shout: “I’m a Cook!”
- Alphabet Card: *Nn*

DIFFERENTIATED SUPPORT

3-Year Olds

Read If a child is unable to identify the *tools* each helper uses, reread a few pages and help the child find the *tools*. **I see the cook’s apron.** Point to the apron. **Do you see something inside the pocket? Point to it. Good, that’s a whisk. It’s a *tool* a cook uses to mix things up.** Demonstrate by making a mixing motion. VISUAL

Everyday Helpers

? **Why do everyday helpers need different *tools*?** Ask children the weekly question *Why do everyday helpers need different tools?* Hold up Vocabulary Cards *chef, astronaut, farmer, and artist* and have children tell what they remember about the *tools* each *community* helper needs.



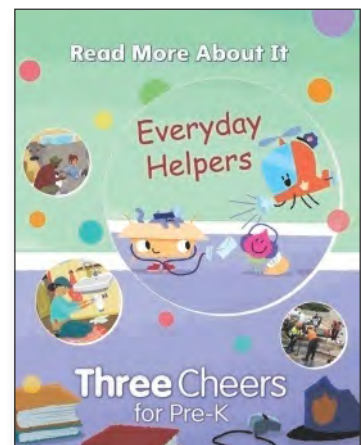
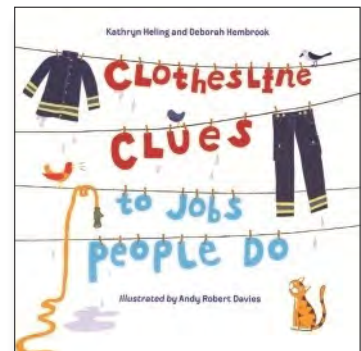
Clothesline Clues to Jobs People Do and “Fix It Quickly”

Tell children that today you are going to reread *Clothesline Clues to Jobs People Do* and “Fix It Quickly.”

1 Remember Ask children what they remember about the two texts. Briefly go over what they learned about the *jobs* of *community* helpers. Then focus on the *tools* helpers use. Remind children that a *tool* is anything that someone uses to do work.

2 Reread Reread *Clothesline Clues to Jobs People Do*, pausing after each helper is introduced to let children identify the *tools* he/she uses. **Why does the ____ need these *tools*? How does the helper use them?** Have children notice what clothes each helper wears. Next reread “Fix It Quickly” having children identify and talk about the *tools* used by Ms. Chun, the plumber; Mr. Owens, the shoe repairman; and Ms. Obano, the park gardener.

3 Compare Ask children to compare the *tools* needed by each helper. **Why does the helper need these *tools*? How does the helper use them?**



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 is a tool? What is one tool a chef might use? What is a tool that an artist uses? What does a farmer do? What tool would an astronaut need?*



Phonological Awareness

Rhyming Words Children will recognize rhyming words.

- Display Sing, Rhyme, and Shout Card, “I’m a Cook.” Sing it with children. This is about a cook. I wonder if we can think of a word that rhymes with, or ends with the same sound, as the word *cook*. Let’s try the word *kite*: *cook, kite*. Do they rhyme? No, they don’t end in the same sounds. Let’s try the word *book*: *cook, book*. Do they rhyme?
- Say pairs of words, some that rhyme, some that don’t, and have children tell which word pairs rhyme.



Transition

Rhyme

Have children repeat the lines after you. Then have them join in. Tell children that they can make up their own silly rhyming stories.

A cat sat.
A fat cat sat.
A fat cat sat on a mat.
A fat cat with a hat sat on a mat.
A fat cat with a hat sat on a mat near a bat.
Imagine that!

Theme Vocabulary

community

Concept Vocabulary

tools	astronaut
artist	farmer
chef	

Academic Vocabulary

rhyme	groups
alike	rhyming
sounds	beginning



CHECK FOR UNDERSTANDING

IF . . . a child is having difficulty with rhymes,

THEN . . . encourage the child to make a game out of rhyming. I’ll call out a word. Then you make up a funny word to rhyme with it.

Oral Language

Discuss Helpers Children will engage in conversations in appropriate ways. English learners will use simple phrases to communicate meaning in social situations. Tell children they’re going to practice sharing ideas and talking with others. Have the children sit in a circle. Introduce a topic and have each child respond. *I’m wondering what you think about the community helpers we’ve been reading about. Which jobs do you think are most important?* Call on each child in the circle to give an opinion. Have children speak clearly. Help children express themselves using simple phrases.

Alphabet Knowledge

Review Nn Display Alphabet Card *Nn* and guide children to name the letter and recognize the sound the letter spells.

LET'S GET READY FOR

Center and Small Group Time

60–90 minutes

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

Small Group

- **Math: Adding** To give children further practice in naming common shapes and adding, make a game to find how many of a shape. First, set out a group of attribute blocks (squares, circles, triangles, and rectangles, 2–3 of each). Point to the square. **This is a square.** Point to the other shapes and name them. Then tell children they're going to play a shape game. Have children work in two groups. Hold up a square and have children name it. Ask the groups to take turns finding a square. Repeat until all the squares have been found. Then ask each group to count how many they found. Help children add to find the total both groups found. Summarize in a sentence, for example: **2 and 3 is 5. You found 5 squares in all.** Repeat for rectangles, triangles, and circles.

► **ELL Access**

Share Information

Emerging Play the shape search game, counting the shapes for each group out loud as children repeat the numbers.

Developing Play the shape search game. **How many [squares] did you find?** Have children answer in phrases: *three squares*. Have them state the total number using the words *in all*.

Expanding Play the shape search game. **How many [squares] did you find? How many [squares] did both groups find in all?** Have children answer in complete sentences: *We found three squares. We found five squares in all.*

Bridging Play the shape search game with children leading the steps and asking questions of the groups.

- **Literacy: Oral Language** Involve children in a small group conversation about *community* helpers. Ask them questions, such as: **Did you learn anything new about a community helper? What was it? Which community helper would you like to meet?**

► **ELL Access**

Writing

Emerging Provide sentence frames to help children converse about *community* helpers, such as: *My favorite helper was _____ and I liked _____.*

Developing Have children name their favorite *community* helper. Then ask them to provide a reason why.

Expanding Encourage children to talk to each other about new things they learned about different *community* helpers. Have them share their favorite one and why.

Bridging Encourage children to work together to tell a story about a *community* helper and what might happen while they are working.

Math Circle

15 minutes

Adding

Tell children that today they will show and find the answer to a story problem. Set out the concrete objects the children will need for the activity—toy birds, cats, and ducks or objects to represent them and receptacles to represent a basket, a bird's nest, and a duck pond.

- 1 **Engage** Listen as I tell you a story about some cats. Two cats are sleeping in a basket. Place 2 toy cats in the basket. Then 1 more cat gets into the basket. Move a third toy cat into the basket. How many cats are in the basket now? After children answer, summarize the story problem. There were 2 cats, then 1 more came. Now there are 3 cats.
- 2 **Develop** Tell children another problem. One bird is sitting on a nest. Then 3 more birds fly up and sit on the nest. How many birds are in the nest now? Explain that children need to listen for what they know and what they need to find. Say the story problem again; then summarize: We know there is 1 bird then 3 more come. Work through the problem together. One bird is sitting on a nest. The children move 1 bird into a nest. Then 3 more birds fly up and sit on the nest. The children move 3 more birds into a nest. How many birds are in the nest now? Right, there are 4.
- 3 **Practice** Repeat with a similar word problem. There are 2 ducks in a pond. 3 more ducks join them in the pond. How many ducks are in the pond now?

Learning Outcome

The child

- uses concrete objects for adding up to 5 objects.

What You Need

- toy animals or objects to represent them—four birds, three cats, and five ducks
- receptacles to represent a nest, a basket, and a pond

Academic Vocabulary

join

more



CHECK FOR UNDERSTANDING

IF . . . a child has difficulty with the word problem,

THEN . . . show the child how to use fingers to solve it.



Snack Time

15 minutes

Communicate Use snack time to help children develop effective communication skills. Let the children help you make snacks and serve the snacks. Then have them help you clean up afterward. Discuss the tools you used for each task. Thank them for being good classroom helpers.

Technology Circle

15 minutes

Learning Outcomes

The child

- shows control of tasks that require small-muscle strength.
- shows control of tasks that require small-muscle control.
- uses digital programs to create digital products.
- uses digital learning applications to express own ideas.

What You Need

- tablet
- drawing app
- Trade Book: *Clothesline Clues to Jobs People Do*
- sunflower seeds and paper cups

Academic Vocabulary

tablet	video
app	digital

Outdoor Play

20 minutes

Ribbon Fun With these activities, children develop both gross-motor skills and small-muscle control. Provide children with plastic toy hoops and an assortment of ribbons of crepe paper to tie onto the hoop. Ask children to demonstrate different ways they can move the hoop to make the ribbons move.

My Device

Ask children to echo the chant as you present it. Act out the motions for each line of the chant. Repeat, pausing for children to say each line and act out the motion.

My device on my lap,	(place hands on lap)
I browse through an app,	
My mouse click-clacks away,	(pretend to click on mouse)
The more I tap	
The device on my lap,	(place hands on lap)
The more fun I have every day!	

Digital Applications

- 1 Engage** Display a tablet or other digital device. Review with children the rules for handling digital devices. [What are the rules we use for taking care of our devices?](#)
- 2 Develop** Turn on the tablet and show children how to open a drawing app or game. Show them how to use the shapes to make different buildings and places in the *community*. [What are some places in our *community* where helpers work? I can use the different shapes and drawing tools to make them.](#)
- 3 Practice** Pass the tablet around and let the children take turns drawing different places in the *community*. Finally, help the children save a copy of their digital product.

Learn and Play

90 minutes

Let's Move

Search for Seeds To get children out of their seats and help them develop their small-motor skills, have them collect sunflower seeds.

- Sprinkle sunflower seeds around the play area. Give children paper cups and challenge them to see how many seeds they can collect with their fingers.
- Tell children to imagine they are birds and must walk, not run, to collect the seeds. Set a timer and tell the birds to stop when the time is up.

Shapes Take children outside and tell them that they're going to play an "I see a shape" game.

- Model how to play the game. *I see a triangle. Who can find it? I see a circle. Who can find it?* Have children locate the shapes and trace them in the air.
- Next, have children take turns being the spotter.

Let's Talk

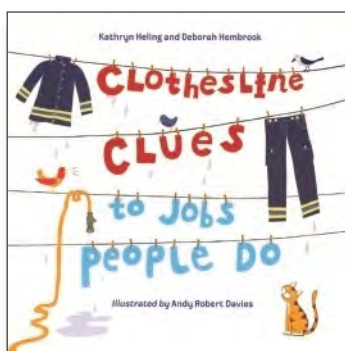
Communicate Engage children in a conversation about safely using tools. *Can you name a tool you use often in the classroom? What do you use it for?* Give them your ideas about how to use the tool safely and encourage them to tell you their ideas.



Let's Read

Read in Reverse Without showing children the illustration or text, read a page from *Clothesline Clues to Jobs People Do* that reveals who the helper is, such as p. 11, "He is a farmer." Ask children to tell you what would be on the clothesline for that helper. Then show and read the clothesline page.

Speech Reread some pages from *Clothesline Clues to Jobs People Do*. Have children look for examples of tools community helpers use. Then have them describe the tools in their own words.



Transition

Chant and Poem

Have children stand up and shake out their bodies and remain standing to listen to the chant.

I open up my tablet and I say

What ever will I do today?

I find an app that blows me away

Now I'm happy and all set to play.

Hooray!

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

Humming Time Have children lie down and close their eyes. Have them hum some simple songs with you. After a few minutes, stop the humming and tell children to rest quietly and think happy thoughts.

DIFFERENTIATED SUPPORT

Extra Support

Search for Seeds If a child has difficulty finding and picking up seeds, help the child develop a sensible approach to the task. *Don't rush. Stop and scan your eyes across one little area at a time. Then carefully pick up the seeds, one at a time, and put them in the cup.* KINESTHETIC

Reflect

10 minutes

5x5

The Right Tool for the Job Point to the picture on the card. **A baker needs a mixing bowl to bake. A mixing bowl is the right tool for a baker.** Point to an object in the classroom, such as a broom. **But a baker does not need a broom to bake. A broom is not the right tool for a baker.**



Continue by naming more jobs. With children's help, name more *tools* that are right and wrong for the *job*.



Social and Emotional Learning

Communicate To help children develop effective verbal communication skills, tell children that today they're going to role-play talking to a *community* helper. Place a stuffed animal or puppet on a chair in the middle of the room and have children gather around. Tell them to pretend that the puppet is a *community* helper.



Model talking to the "helper." **How do you do, Ms. Bell? I'm so glad you're here. There's something I want to tell you.** Have each child greet the helper, tell the helper about something interesting he/she is doing at school or outside of school, and say goodbye. Monitor that children can engage in conversation in appropriate ways by following all three steps.



Let's Talk About It

Tell children that it's time to reflect on their day. **We learned a lot about *community* helpers and the *tools* that they use today. What else did we learn about? Now you are going to tell us about something new you learned.** Pass Javi around and encourage children to tell what was most interesting about what they learned. Notice that all children can use language for the purpose of explaining what they learned to the class.



Learning Outcomes

The child

- uses effective verbal communication skills to build relationships with teachers/adults.
- is able to use language for different purposes.
- engages in conversation in appropriate ways.
- discusses the roles of community helpers.

What You Need

- 5x5 Card: Everyday Helpers and Their Tools
- SEL Card: *communicate*
- Javi



CHECK FOR UNDERSTANDING

IF . . . a child needs coaching in having an effective conversation with an adult,

THEN . . . model some sentence frames as guides. *Hello, Mr. Drew. In school today I read a story about _____. I think you would find it interesting because _____. Have a good day.*

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 initiates problem-solving strategies and seeks adult help when necessary. Pages 104, 106, 112, 114, 115, 120, 122, 123, 128, 130, 138
Language and Communication	<ul style="list-style-type: none"> Child provides appropriate information for various situations. Page 138 Child demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words*, many more than he or she uses. Pages 120, 122, 132 Child uses sentences with more than one phrase. Pages 99, 107, 115, 123, 131, 132
Emergent Literacy Reading	<ul style="list-style-type: none"> Child can segment a syllable from a word. Pages 116, 124, 128 Child can recognize rhyming words. Pages 108, 112, 132, 136 Child recognizes at least 20 distinct letter sounds in the language of instruction. Pages 100, 108 Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting. Pages 100, 124, 132
Emergent Literacy Writing	<ul style="list-style-type: none"> Child independently uses letters to make words or parts of words. Pages C•200–C•201
Mathematics	<ul style="list-style-type: none"> Child uses concrete objects, creates pictorial models and shares a verbal word problem for adding up to 5 objects. Pages 103, 111, 119, 127, 135
Science	<ul style="list-style-type: none"> Child observes, investigates, describes, and discusses earth materials, and their properties and uses. Pages C•202–C•203
Social Studies	<ul style="list-style-type: none"> Child discusses the roles and responsibilities of family, school, and community helpers. Pages 104, 106, 123; C•190–C•191, C•194–C•195
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, 131
Physical Development	<ul style="list-style-type: none"> Child practices good habits of personal safety. Pages 112, 120
Technology	<ul style="list-style-type: none"> Child uses digital learning applications and programs to create digital products and express own ideas. Page 136

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

Ready for Kindergarten!

Language

Pre-Kindergarten Outcomes

- Child uses sentences with more than one phrase. **Pages 99, 107, 115, 123, 131, 132**

Kindergarten Literacy Goals

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

Reading Readiness

Pre-Kindergarten Outcomes

- Child uses information learned from books by describing, relating, categorizing, or comparing and contrasting. **Pages 100, 124, 132**

Kindergarten Literacy Goals

- Identify the main topic and retell key details of a text.

Alphabet Knowledge

Pre-Kindergarten Outcomes

- Child recognizes at least 20 distinct letter sounds in the language of instruction. **Pages 100, 108**

Kindergarten Literacy Goals

- Demonstrate basic knowledge of letter-sound correspondences by producing the most frequent sound for each consonant.

Mathematics

Pre-Kindergarten Outcomes

- Child uses concrete objects, creates pictorial models and shares a verbal word problem for adding up to 5 objects. **Pages 103, 111, 119, 127, 135**

Kindergarten Mathematics Goals

- Use concrete models and verbal word problems to represent addition. Solve addition problems.



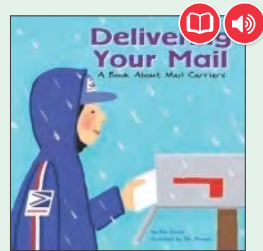
Everyday Helpers

How do people in our community help us?

Weekly Question:

What do mail carriers do?

From the Theme Kit Print and Digital



Trade Book



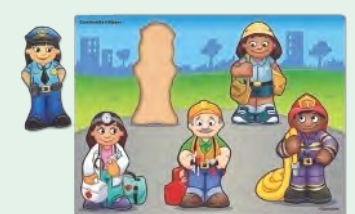
Read More About It: "A Veterinarian's Visits"



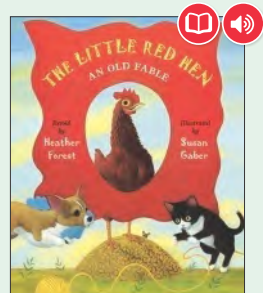
5x5



Theme and Concept Vocabulary



Theme Manipulative



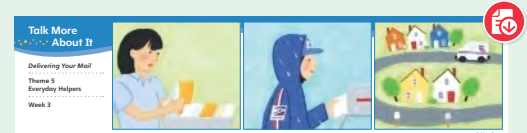
Big Book and Little Books



Wordless Experience Book: *Everyday Helpers*



Sing, Rhyme, and Shout: "I'm a Mail Carrier"

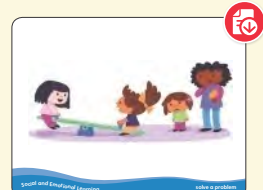


Talk More About It: *Delivering Your Mail*

From the Teacher Toolkit Print and Digital



Assessment Guide



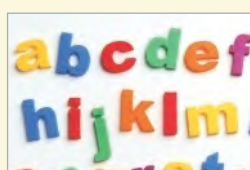
Social and Emotional Learning Cards



Alphabet Cards



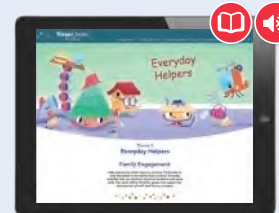
Picture Cards



Manipulatives



Family Engagement Digital



Three Cheers for Pre-K Parents!



Three Cheers for Games!



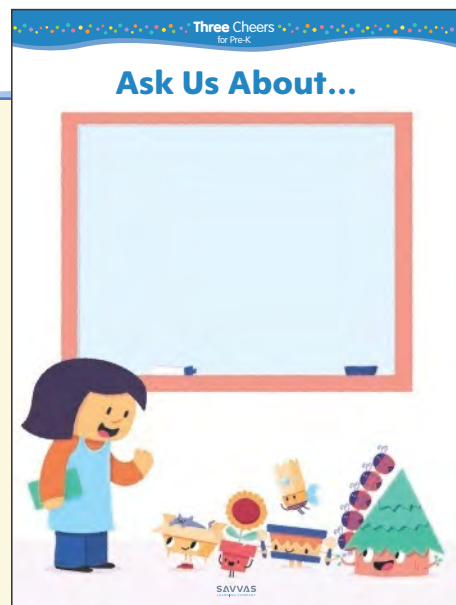
Digital Bookshelf

Plan Your Week

Suggested Daily Times

- Welcome to Today . . .15 minutes
- Story Time15 minutes
- Literacy Circle15 minutes
- Center Time and Small Groups60-90 minutes
- Math Circle15 minutes
- Snack Time10 minutes
- Circle Time15 minutes
- Outdoor Play20 minutes
- Learn and Play90 minutes
- Rest Time30-45 minutes
- Centers30 minutes
- Reflect10 minutes

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



Ask Us About . . .

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

- How do mail carriers in our community help us?
- How have you helped solve a problem?
- Can you point to a letter in the room and name it?

Day 1 pp. 99–106

Welcome to Today

- Meet and Greet
- Sing, Rhyme, and Shout “I’m a Mail Carrier”
- Morning Meeting

Story Time

- How do people in our community help us?
- Reread Big Book *The Little Red Hen*

Literacy Circle

- Concept Vocabulary Introduce
- Print Concepts Features of Print
- Alphabet Knowledge Introduce *li /i/*

Center Time and Small Groups

Small Group Options

- Math: Adding
- Literacy: Alphabet Knowledge

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

Math Circle

- Adding
- Snack Time Adding

Social Studies Circle

- I’m A Mail Carrier
- Mail Carriers
- Outdoor Play Special Delivery

Learn and Play and Centers

- Let’s Move!
 - Playground Problem Solving
 - Adding Actions
- Let’s Talk Solve a Problem
- Let’s Read Partner Read, Solve a Problem
- Rest Time Five Sleeping Animals

Reflect

- 5×5 Social Studies
- Social and Emotional Learning Solve a Problem
- Let’s Talk About It

Day 2 pp. 107–114

Welcome to Today

- Meet and Greet
- Sing, Rhyme, and Shout “I’m a Mail Carrier”
- Morning Meeting

Story Time

- What do mail carriers do?
- 1st Read Trade Book *Delivering Your Mail*

Literacy Circle

- Concept Vocabulary Develop
- Phonological Awareness Rhyming Words
- Alphabet Knowledge Review *li /i/*

Center Time and Small Groups

Small Group Options

- Math: Adding
- Literacy: Rhyming Words

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

Math Circle

- Adding
- Snack Time Describe and Add Snacks

Social Studies Circle

- Everyday Helpers and Their Rules
- Outdoor Play Playground Safety

Learn and Play and Centers

- Let’s Move!
 - Safety Tips
 - Safety Song
- Let’s Talk Solve a Problem
- Let’s Read Alphabet Knowledge, Rhyming Words
- Rest Time Mail Carrier’s Day

Reflect

- 5×5 Hello, Mail Carrier!
- Social and Emotional Learning Solve a Problem
- Let’s Talk About It

Let's Celebrate!

Parade to celebrate community helpers
and share what children have learned.**Day 3** pp. 115–122**Welcome to Today**

Meet and Greet
Sing, Rhyme, and Shout
 “I’m a Mail Carrier”
Morning Meeting

Story Time

What do mail carriers do?
2nd Read Trade Book *Delivering Your Mail*

Literacy Circle

Concept Vocabulary Practice
Phonological Awareness Syllables
Alphabet Knowledge Review

Center Time and Small Groups

Small Group Options

- Math: Adding
- Literacy: Syllables

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

Math Circle

Adding
Snack Time Snack Models

Social Studies Circle

How People Earn Money
Outdoor Play Make the Delivery

Learn and Play and Centers

Let's Move!

- Jump to 5
- Flag Walk

Let's Talk Solve a Problem
Let's Read Syllables, Vocabulary
Rest Time Rest, Cover, Sleep

Reflect

5x5 How Are They Alike?
Social and Emotional Learning Solve a Problem
Let's Talk About It

Day 4 pp. 123–130**Welcome to Today**

Meet and Greet
Sing, Rhyme, and Shout
 “I’m a Mail Carrier”
Morning Meeting

Story Time

What do mail carriers do?
Read More About It “A Veterinarian’s Visit”

Literacy Circle

Concept Vocabulary Review
Phonological Awareness Blend and Segment Syllables
Alphabet Knowledge Review *li*

Center Time and Small Groups

Small Group Options

- Math: Adding
- Literacy: Concept Vocabulary

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

Math Circle

Adding
Snack Time Adding

Social Studies Circle

Earning and Saving Money
Outdoor Play Place the Packages

Learn and Play and Centers

Let's Move!

- Veterinarian Visits
- Five Fuzzy Fingers

Let's Talk Solve a Problem
Let's Read Syllables, Name and Count
Rest Time Rest Time for Dr. Miller’s Animals

Reflect

5x5 Movement
Social and Emotional Learning Solve a Problem
Let's Talk About It

Day 5 pp. 131–138**Welcome to Today**

Meet and Greet
Sing, Rhyme, and Shout
 “I’m a Mail Carrier”
Morning Meeting

Story Time

What do mail carriers do?
Compare *Delivering Your Mail* and “A Veterinarian’s Visits”

Literacy Circle

Concept Vocabulary Check for Understanding
Phonological Awareness Rhyming Words
Alphabet Knowledge Review *li*
Oral Language Discuss Helpers

Center Time and Small Groups

Small Group Options

- Math: Adding
- Literacy: Compare

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

Math Circle

Adding
Snack Time Adding

Technology Circle

Going Digital
Digital Programs
Outdoor Play Skill Stations

Learn and Play and Centers

Let's Move!

- Rhyme Time Tag
- Helper Replay

Let's Talk Solve a Problem
Let's Read Rhyming Words, Speech
Rest Time Goodnight All

Reflect

5x5 Can We Mail It?
Social and Emotional Learning Solve a Problem
Let's Talk About It

Vocabulary

Theme

Vocabulary

Words to develop the theme, Everyday Helpers
 community job
 heroes uniform

Concept Vocabulary

Conceptually related words to teach this week
 city
 country
 deliver
 mail
 mail carrier

Academic Vocabulary

Terms used in this week's instruction

General

left
 letter
 print
 rhyiming
 right
 similar

Literacy

sound
 sounds
 syllable
 top
 word
 add
 all

Mathematics

count
 five-frame
 join
 on
 set
 zero

Social Studies

characteristics
 role
 roles
 safety
 school

Social and Emotional Learning

care
 include
 problem
 responsibility
 respect
 solution
 solve
 strategy

Technology

programs
 tools
 devices
 digital

Story Words

Words from the literature to explain and use this week

Trade Book

curb route steering wheel
 letters sort

Big Book

plant
 wheat

Read More About It

bandage limping
 healthy veterinarian

Materials

Materials to gather from home and classroom

Morning Meeting

attendance chart
 helper chart

Center Time

clips or clothespins
 computers or other digital devices
 easel
 envelopes, junk mail, newspapers
 finger paints
 food coloring

headphones
 large bin filled with colored rice
 plastic bags
 pretend play food items
 sand
 sandpaper
 shaving cream
 small objects, such as rocks, leaves, and shells
 spray bottles of water
 thick yarn

toy shopping cart or basket
 toy stethoscope

Circle Times

blocks
 chenille sticks
 large and small balls
 red, green, blue paper
 sidewalk chalk
 tablet or digital device
 tape

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

The Little Red Hen Follow along while listening to audio for the Big Book.

Pretend and Learn

A Grocery Store Pretend to visit the neighborhood grocery store to shop for items their family needs.

ABC Fun

Letter Hunt Find hidden letters in the bin and name them.

Creativity Station

I Can Help! Create a self-portrait and describe ways I help the community.

Math Fun

Shapes Are All Around Us Put shapes together to create real-world objects.

STEM

What Makes a Community? Think of a list of buildings and structures in a community.

Writer's Club

Who Helps Us? Create everyday helpers from a pattern and hang them on a classroom clothesline.

Sand, Water, and More

Look for Clues Create clues by imprinting objects into sand.

Monitor Progress



Assessment Guide

Observe

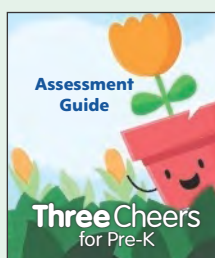
Observational Checklists

Use the weekly observational checklists in the Assessment Guide to monitor children's progress on this week's Learning Outcomes.



SCOUT

Use the weekly observational checklists to collect data on children's progress. Generate reports to help differentiate instruction for individuals.



Assessment Guide

Track Progress Across Time

Progress Monitoring Assessments

Use the Progress Monitoring assessments in the Assessment Guide to measure children's progress on end-of-year benchmarks for literacy and math. Progress Monitoring Assessment 2 should be administered at the end of Theme 6.

Pre-K Outcomes Progress Report

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



Portfolio

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

Centers

- **ABC Fun** photographs of children searching for letters
- **Creativity Station** self-portraits
- **Writer's Club** anecdotal notes about children identifying school helpers and using letters to write about the helper



Welcome to Today

15 minutes

Meet and Greet

- As children enter the classroom, ask which greeting they would like today—a handshake, a high five, or a pat on the back.



Sing, Rhyme, and Shout

Everyday Helpers Introduce the new card. Explain what a *mail carrier* is as you talk about the picture. Tell children that *delivering the mail* is an important *job* in all *communities*.

- Say each line and ask children to repeat after you. Then have children participate by singing the song.
- What do you know about *mail carriers*? Some *mail carriers* help by making sure each person gets the right letters. Others help by *delivering the mail* to the homes and stores in the *community*.



Learning Outcomes

The child

- uses sentences with one or more phrase.
- participates in classroom music activities including singing.

What You Need

- Sing, Rhyme, and Shout: “I’m a Mail Carrier”
- attendance chart, helper chart

Theme Vocabulary

community job

Concept Vocabulary

mail carrier mail
deliver

Morning Meeting

- Attendance** Have children raise their hands if they see that a classmate is absent. Ask a helper to hand you the absent child’s name card. Hold up the cards and count how many children are absent.
- Helper Chart** Select three duties from the helper chart. Prompt children to use sentences with more than one phrase. *The [door holder] helps us to [walk freely through the door].*
- Weather** *Did you see the sun shining or clouds this morning?* Have children describe if the sun was bright.
- Today’s Events** Tell children that today is special because, as helpers, they can show how to help their whole class.

DIFFERENTIATED SUPPORT

3-Year Olds

Weather Help younger children identify elements that make up the day’s weather. Encourage children to stand with you to look out of the window or door. Point out a cloud, the sun, or rain. Call out what you point to. *This is a cloud.* As the child points to what they see, call out the element together. KINESTHETIC/VISUAL

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.
- recognizes at least 20 distinct letter sounds in the language of instruction.
- uses information learned from books by describing, relating, categorizing, or comparing and contrasting.
- demonstrates understanding of print directionality including left to right.
- demonstrates understanding of print directionality including top to bottom.

What You Need

- Big Book: *The Little Red Hen*
- Vocabulary Cards: *community, mail carrier, deliver, mail, city, country*
- Alphabet Card: *li*

DIFFERENTIATED SUPPORT

Engage and Extend

Respond Ask children to name what all the characters except for Red Hen have in common.

- *The animals don't want to _____, but they do want to _____.*

AUDITORY

Everyday Helpers

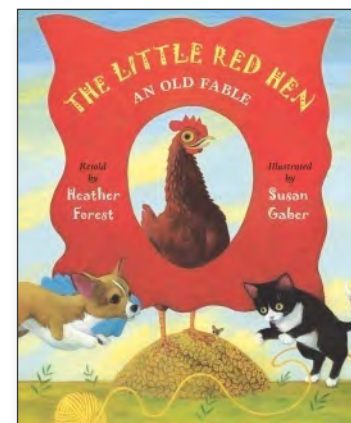
? How do people in our *community* help us? Remind children of the guiding question, *How do people in our community help us?* Prompt volunteers to share what a *community* is. Display Vocabulary Card *community*. Tell children they will explore different ways people in the *community* help us.



The Little Red Hen

Tell the class to sit together as you reread *The Little Red Hen*.

- 1 Remember** Display the Big Book. As you point to each character, ask children to share what they remember about the story. *Where do the animals live? The animals all live in one house.* Connect that like the animals share a house, they all share one classroom. Talk about how the helper chart shows some of the ways their classmates help each other.



- 2 Focus** Explain to the class that today they are going to use the information in the story to compare and contrast ideas. Tell children that when you reread the book, you want them to listen for how the characters are alike or different. They can listen to the words and look at the pictures for clues. *What does the dog do and say when Red Hen asks for help to plant the wheat?* Ask a volunteer to point to what the dog holds in his mouth. Read aloud what the dog says. Repeat this activity with the cat. As you read, pause and ask how the dog's and cat's actions are alike or different.
- 3 Respond** After reading, model how to compare and contrast two characters. For example: *I saw the dog hold a blanket in his mouth and the cat play with string. The animals played with different things. The dog and cat both said they didn't want to help Red Hen plant wheat. This is one way the animals are alike.*

Have children share what they noticed.

Literacy Circle

15 minutes

Concept Vocabulary

Introduce We are going to talk about this question: *What do mail carriers do?* Display Vocabulary Card *mail carrier*. Tell the class that *mail carriers* help the *community* by bringing people their letters and packages. Display each of the Vocabulary Cards for this week (*mail carrier, deliver, mail, city, country*) and briefly explain how each relates to the question *What do mail carriers do?*



Print Concepts

Features of Print Display a page in the Big Book *The Little Red Hen*. Today children will be looking at print directionality. They will see how to follow print from left to right and from top to bottom.

- **When I open a book to read it, do I start to read at the top of the page (point to the top) or the bottom of the page (point to the bottom)?**
- **Which side of the page do I start with? This is the left side.** Point to the left of the page. **This is the right.** Point to the right side. **I start on the left.**
- **Let's find the first word I will read. First, I move my eyes to the top of the page and then look to the left.** Have a child touch the first printed word you should read. As you reread the story, move your finger or a pointer underneath the words.

Alphabet Knowledge

Introduce /i /i/ Children will recognize at least 20 distinct letter sounds in the language of instruction by learning the sound /i/ spelled by the letters *li*.



- 1 **Letter Name** Display the Alphabet Card *li*. Point to the uppercase *I*. **This is the uppercase *I*.** Point to the lowercase *i*. **This is the lowercase *i*.** Say the letter name with me: *I*. Point to the lowercase letter. **What is the name of this letter?** Point to the uppercase letter. **What is the name of this letter?**
- 2 **Letter Sound** The sound that the letter *i* spells sounds like this /i/. Say it with me: /i/.
- 3 **Letter Formation** Trace the uppercase *I* on the Alphabet Card and explain the order of movements. Repeat as needed and have children trace the letter in the air. Repeat with lowercase letter *i*.

Transition

Chant and Rhyme

Have children echo you as you model the fingerplay.

Here is the house. (hold your hands in a triangle shape)

There is a hen in the house. (wiggle your fingers on top of your head)

There's even a mouse in the house! (place two fingers on top of your head for mouse ears)

Theme Vocabulary

community

Concept Vocabulary

mail carrier city

deliver country

mail

Academic Vocabulary

print right

top bottom

left



CHECK FOR UNDERSTANDING

IF . . . a child needs help with print concepts,

THEN . . . hold their finger as you help them navigate from the correct print directionality.

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: Adding** Remind children that when you add objects, you join or put them together. Have two children stand together, and three children stand together. As you walk by each child in a group, count. *One, two, there are two children in this set. One, two, three, there are three children in this set. Let's add the two sets of numbers.* Have the two groups walk to join together. *2 and 3 is 5.* Have children use counters and repeat the activity using the addends 1 and 4. Encourage them to say the addition sentence. *1 and 4 is 5.*

► **ELL Access**

Use Prior Knowledge

Emerging Encourage children to use their home language to count and add counters or other objects. Then model in English and have children repeat.

Developing Guide children to count and add sets of objects using questions. Ask: *How many counters are in this set? How do we find how many counters there are in all? Encourage children to respond _____ and _____ is _____.*

Expanding Have children count each set of objects and then express the total in an addition sentence.

Bridging Have children draw a representation of the sets of objects and explain how it shows the same addition sentence.

- **Literacy: Alphabet Knowledge** Have children practice producing the sound /i/ and forming the letters *li*. Display Picture Card *iguana*. Tell children that you are going to say the initial /i/ sound and have them echo you. Then have them say the initial /i/ sound while you echo with the rest of the word. Model the exercise. *You say the /i/ sound, and I'll echo with the rest of the word *guana*. *i-guana*.* Repeat the activity with the Picture Card *insects*.

► **ELL Access**

Visual Support

Emerging Display Picture Card *insects*. Say the word and have children repeat. Tell children that the word *insects* starts with the sound /i/. Have them repeat the sound. Then display Alphabet Card *li* and tell children the letter *i* spells the sound /i/.

Developing Display Picture Cards *iguana* and *insects*. Have children say the picture names. Then say the words for children, emphasizing the beginning sound /i/. Have children repeat.

Expanding Display Picture Cards *iguana* and *insects*. Have children name the letter that makes the sound at the beginning of each word.

Bridging Display Picture Cards *iguana* and *insects*. Have children name each picture, and then emphasize the sound /i/ at the beginning of each word. Then ask them to tell the letter that spells the sound /i/.

Math Circle

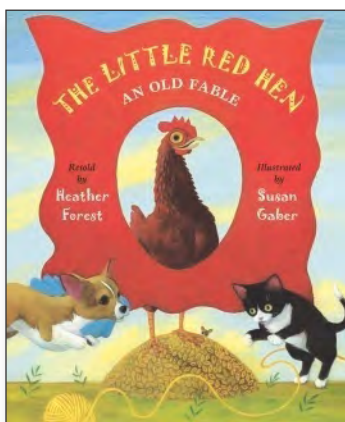
15 minutes

Adding

Tell children that today they will create pictorial models to show adding.

1 Engage Turn to pp. 4–5 in The Big Book *The Little Red Hen*. Have children identify the animal on each page. **Here is 1 dog. And here is 1 cat. How many animals are on these pages? That's right, there are 2 animals!** Point to the dog and then point to the cat. **1 and 1 is 2.**

2 Develop Turn to p. 5. **What animal do you see? Yes, a cat! How many cats do you see? Draw a circle on the board to represent the one cat. This drawing is the cat. Look back at the cat in the book. Cats love string! Other cats will want to play with that string. One more cat joins to play. Draw another circle on the board. This drawing is the one more cat. How many cats in all? 1 and 1 is 2.** Have children repeat the joining situation: **1 and 1 is 2.**



3 Practice Turn to p. 6 and have children find the mouse. Give each child a crayon and paper to draw a shape to represent the mouse. **There is 1 mouse. 2 more mice are hiding in the book. Draw a picture to show how many mice in all.** Monitor children's drawing to see that they represent 3 mice in total. Then model describing the addition and have children repeat: **1 and 2 is 3.**

Learning Outcomes

The child

- uses concrete objects for adding up to 5 objects.
- creates pictorial models for adding up to 5 objects.
- practices good habits of personal health.

What You Need

- Big Book: *The Little Red Hen*
- paper and crayon

Academic Vocabulary

count	on
add	all

SEL Snack Time

15 minutes

Adding Have children practice good habits of personal health by having them wash their hands. First, remind them that they stay well by washing their hands before eating. Then, have two children line up to wash their hands. Say: **There are two children in line.** Then call three more children to join the line. **Three more children have joined the line.** Then have children complete the sentence. **2 and 3 is _____.** Then, have children tell why we wash our hands. **Washing our hands before we eat keeps us _____.**

DIFFERENTIATED SUPPORT

ELL

Practice As children are sharing their pictures, ask volunteers to repeat the sentence in their home language. As they say the sentence, have them point to the mice. AUDITORY

Social Studies Circle

15 minutes

Learning Outcomes

The child

- initiates problem-solving strategies.
- shows understanding by responding appropriately.
- self-selects books to engage in pre-reading activities
- demonstrates understanding of print directionality including left to right.
- demonstrates understanding of print directionality including top to bottom.
- discusses the roles of community helpers.
- discusses the responsibilities of community helpers.

What You Need

- Sing, Rhyme, and Shout: “I’m a Mail Carrier”
- red, green, blue paper (3 each)
- Big Book: *The Little Red Hen*
- Vocabulary Card: *mail carrier*

Outdoor Play

20 minutes

Special Delivery Have children stand in a circle. Give one child, the *mail carrier*, a box. The *mail carrier* will *deliver* the box to a child whose name you call. Say: **Special delivery to Kayla!** The *mail carrier* runs to *deliver* the box. The recipient calls out the name of a child she will *deliver* the box to and runs it to that child, and so on.

I’m a Mail Carrier

Display Sing, Rhyme, and Shout: “I’m a Mail Carrier!” Invite children to sing along with you.

I will sort the letters here and there.
This is the cap and vest I wear.
I deliver mail because I care.
You can see me everywhere!

Mail Carriers

1 Engage Display the Vocabulary Card *mail carrier*. Today we are going to discuss the roles and responsibilities of *community* helpers. A *mail carrier* is an important *community* helper.



2 Develop *Mail carriers* are important *community* helpers. Engage children in a discussion about the roles and responsibilities of a *mail carrier*. Let’s talk about the roles and responsibilities *mail carriers* have. Their role is to make sure people can send and receive *mail*. Let’s talk about the responsibilities *mail carriers* have. Continue the discussion with the kinds of tools or equipment a *mail carrier* needs. *What kinds of tools or equipment does a mail carrier need to do their job? A mail carrier wears a uniform. A mail carrier needs a large bag or cart to carry letters and packages. A mail carrier needs a car or truck to drive to the neighborhood to deliver the mail.*

3 Practice Let’s pretend it’s our *job* to sort and *deliver* the *mail*. Place three red, three green, and three blue pieces of paper on a table. Have children sort the papers by color. Ask a volunteer to *deliver* each stack to three different locations. *Before mail carriers can deliver the mail, they must sort the letters and packages, so they know who gets which mail. What else did we act out that a mail carrier does?*

Learn and Play

90 minutes

Let's Move

Playground Problem Solving Walk children to different areas of the playground. In each area, discuss a common problem and how to solve it so everyone can stay safe.

- Move to the slide. **What happens when there are too many children on the slide? How do we solve the problem?** [We stay off the ladder until it is our turn.]
- Move to the swing set. **What happens when we stand in front of a swing? How do we solve the problem?** [We stand next to the swing.]
- Move to a spot to climb. **What happens when we all climb at once? How do we solve the problem?** [We take turns.]

Adding Actions Have children stand in a circle.

- Ask children to think of two movements they can do. For example, they may hop or spin. Then call out numbers of actions to add to 5. For example, call out **3 hops and 2 spins!** We hop, hop, hop for 3. Then we spin, spin for 2. 3 and 2 is 5.

Let's Talk

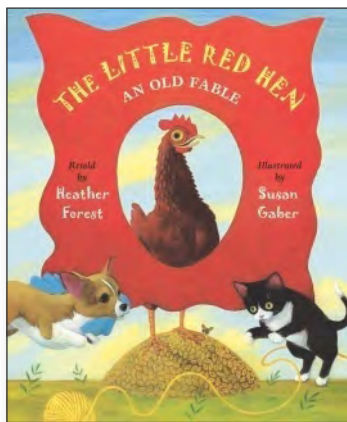
Solve a Problem Circulate as children play, noticing situations where problem solving is needed. Approach children in these situations and ask: **Do you need help solving a problem? You can both say what you think the problem is, and then we'll try to think of some ways to fix it.** Then playing will be more fun!



Let's Read

Partner Read Have partners self-select a book to look at together. As they turn each page, encourage them to move their finger from left to right. Have partners take turns demonstrating understanding of print directionality on each page.

Solve a Problem Read and display pp. 24–25 of *The Little Red Hen*. **How did Red Hen solve the problem of having to do all the work by herself?** Monitor children's answers to make sure they demonstrate their understanding of the story by responding appropriately.



Academic Vocabulary

role responsibility

Theme Vocabulary

community job

uniform

Concept Vocabulary

deliver mail

mail carrier tools

equipment

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

Five Sleeping Animals Invite children to lie down for rest time. As you count, have them picture the scene you describe. **I see one Red Hen sleeping in the barn. I see two black dogs sleeping by the window. I see three cats curled up into a ball. I see four mice sleeping by a book. I see five rabbits taking a rest.**

DIFFERENTIATED SUPPORT

Extra Support

Solve a Problem To help children listen to another child during problem solving, say: **I will rest my hand on your arm as you listen. This tells you that I won't forget that you need to talk. When I lift my hand, it is your turn to talk.** AUDITORY/KINESTHETIC

Welcome to Today

15 minutes

Meet and Greet

- As children enter the classroom, tell them you're happy they are in class today.
- Invite children to share their mood on the Mood Meter. Make comments such as, "I'm glad you feel happy." "Let's see if you feel calmer (more relaxed, or happier) by snack time."



Sing, Rhyme, and Shout

Everyday Helpers Use the illustration on the card to remind children that this week they will learn about how *mail carriers* are *community* helpers.

- Have children participate in music activities by singing. As you sing, mime sorting and *delivering* the *mail*.
- *Mail carriers wear special clothes called a uniform.*



Learning Outcomes

The child

- uses sentences with more than one phrase.
- participates in classroom music activities including singing.

What You Need

- Sing, Rhyme, and Shout: "I'm a Mail Carrier"
- attendance chart, helper chart

Theme Vocabulary

uniform community

Concept Vocabulary

mail carrier mail

deliver

Morning Meeting

- 1 Attendance** Ask two helpers to place the name cards on the attendance chart of every one who is in class today.
- 2 Helper Chart** Make the connection for children that the classroom helpers are like *community* helpers. Have children practice using sentences with more than one phrase by having them complete the sentence frame. *Just as the mail carrier will help today by delivering the mail, the _____ helper will help by _____.*
- 3 Question of the Day** *Would you like to be a mail carrier?* Display a T-chart with columns yes/no. Have children place sticky notes or name tags on the chart to answer. Have volunteers tell their choice.
- 4 Today's Events** *Who delivers the mail?* Tell children that today the class will read and learn more about *mail carriers*.

DIFFERENTIATED SUPPORT

Extra Support

Today's Events Ask children to use sentence frames to talk about who *delivers* the *mail*. *The mail _____ brings people their letters. Our _____ puts letters in our mailbox.*

AUDITORY

Story Time

15 minutes

Learning Outcomes

The child

- recognizes rhyming words.
- recognizes at least 20 distinct letter sounds in the language of instruction.

What You Need

- Trade Book: *Delivering Your Mail*
- Vocabulary Cards: *uniform, mail carrier, deliver, mail, city, country*
- Sing, Rhyme, and Shout: "I'm a Mail Carrier"
- Alphabet Card: *li*

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.

Everyday Helpers

? **What do *mail carriers* do?** Remind children of the weekly question, *What do mail carriers do?* Then display Vocabulary Card *uniform*. *This is a uniform. A uniform is special clothing that someone wears because of the job they have. We will learn about mail carriers this week, and they wear uniforms.*



Delivering Your Mail

Tell children you are going to read *Delivering Your Mail*.

- 1 Introduce** Display the front cover. As a class, look for clues about this everyday *community* helper. *What clues show that the book is about a mail carrier? Look at the uniform the mail carrier wears. Why is the mail carrier wearing a hood? What kind of weather is the mail carrier in?*



- 2 Read Together** As you read the book aloud, track the print. Use different voices when you read the text in the speech bubbles.
- 3 Connect** After reading, have children connect to the text by talking about *mail carriers* they have seen.

DIFFERENTIATED SUPPORT

ELL

Connect Open *Delivering Your Mail* to pp. 4–5. Ask children to point out the illustration that shows how *mail carriers* sort the *mail*. Encourage them to describe what is happening in the illustration on p. 5. VISUAL

Literacy Circle

15 minutes

Concept Vocabulary

Develop Remind children of the weekly question: *What do mail carriers do?* Display the Vocabulary Card *mail carrier*. This is a *mail carrier*. Say *mail carrier* with me: *mail carrier*. Does a *mail carrier* come to your house? Display each Vocabulary Card (*mail carrier*, *deliver*, *mail*, *city*, *country*) and ask children a question about how each word connects to the weekly question.



Phonological Awareness

Rhyming Words Today children will practice recognizing rhyming words.

- Explain that words that rhyme have the same ending sounds. Display Sing, Rhyme, and Shout Card “I’m a Mail Carrier.” Read the first two lines and repeat *there* and *wear*. Do these words rhyme? Do they end with the same sounds?
- Read the last two lines, and ask children to identify the words that rhyme.



Alphabet Knowledge

Review *li /i/* Children will review the sound */i/* spelled by the letters *li* as they work to recognize at least 20 distinct letter sounds in the language of instruction.



- 1 **Review Letter Name** Display the Alphabet Card *li*. Which is the uppercase *I*? Which is the lowercase *i*?
- 2 **Review Letter Sound** Have children practice making the */i/* sound.
- 3 **Review Letter Formation** Ask children to write an uppercase and lowercase *I* in the air.

Transition

Rhyming Fun

Say these verses aloud. Then repeat and have children join you.

To find an everyday helper,
I've been on the trail.
Now here comes the mail!

To find an everyday helper,
I have looked down the road.
And the plumber just showed!

To find an everyday helper,
I've walked on the street.
The chef is here so now we can eat!

To find an everyday helper,
I have been on a train.
And there comes the plane!

Theme Vocabulary

uniform

Concept Vocabulary

mail carrier city

deliver country

mail

Academic Vocabulary

rhyming sound

alike letter

CHECK FOR UNDERSTANDING

IF . . . children have difficulty with the Concept Vocabulary,

THEN . . . provide them with additional support. Display Vocabulary Card *city*. This picture shows a *city*. A *city* is a large place with a lot of buildings, cars, and people. What is something you would like to do in a large *city*? Continue with the other words.

LET'S GET READY FOR

Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or for **English Language Development** lessons (p. ELD•212).

Small Group

- **Math: Adding** Remind children that they are learning to add. Tell children you are going to draw two sets of shapes: one set of squares and one set of triangles. *Then we will add the shapes.* Draw a square. *I made one square. Now, I'll make a triangle.* Draw a triangle. *I made a triangle.* Then draw two more triangles. *I made three triangles all together.* *Now let's add the shapes. One square and three triangles are four.* Work with children to come up with other combinations of shapes to add.

▶ **ELL Access**

Sharing Information

Emerging Draw one triangle and say: *one triangle.* Draw another triangle. Point to each triangle and count them: *one triangle, two triangles.* Then state the addition sentence for children to repeat: *One triangle and one triangle are two.* Have children practice with a partner to point to and say the word *triangle.*

Developing Draw two circles and two squares. Ask: *How many circles did I make? How many squares did I make? How many shapes are there in all?* Have children work with a partner to state an addition sentence: *two and two are four.*

Expanding Have children draw a simple set of shapes. Then have them work with a partner to state an addition sentence that describes the number of shapes they have altogether.

Bridging Have partners draw two simple sets of shapes and state an addition sentence that describes the number of shapes they have altogether. Then have them share their work with others.

- **Literacy: Rhyming Words** Display Picture Cards *bat, cat, bug, mug, house, mouse.* Read aloud *bat* and *cat.* *Bat and cat both end with the sounds -at.* These words rhyme.
 - Say these words with me: *bug, mug.* Do these words end in the same sounds? Yes, the word *bug* and *mug* end in the same sounds: *-ug.* Repeat with Picture Cards *mouse* and *house.*

▶ **ELL Access**

Oral Language Production

Emerging Display Picture Cards *house* and *mouse.* Have children repeat the words after you. Emphasize the end sounds of the two words. *Do mouse and house rhyme?*

Developing Display Picture Card pairs, one at a time: *bug, rug; mouse, house; bat, cat.* Have children say each picture word and determine whether they rhyme.

Expanding Display these Picture Cards faceup on a table, in a mixed-up order: *bug, rug, mouse, house, bat, cat.* Have children say each picture word. Then have them work together to match the cards whose picture names match.

Bridging Have children play a matching game. Display these Picture Cards facedown on a table, set up in rows and columns: *rug, pail, rake, boat, mug, fox, pan, cake, goat, man, box, nail, mug, fan.* Have one child turn two cards faceup and name each picture word. The child should then say whether the words rhyme. If they do, the child keeps the pair of cards. If they don't rhyme, the child turns the cards facedown. Then the next child takes a turn.

Social Studies Circle

15 minutes

Learning Outcomes

The child

- initiates problem-solving strategies.
- recognizes rhyming words.
- understands that there are different rules, and they keep us safe.
- practices good habits of personal safety.

What You Need

- blocks
- Trade Book: *Delivering Your Mail*

Concept Vocabulary

mail carrier deliver
mail

Academic Vocabulary

characteristics problem
safety strategy

Everyday Helpers and Their Rules

- 1 Engage** Our everyday helpers have some special rules that we need to follow. These rules will help keep us safe.
- 2 Develop** Police officers have some special rules for us. There are rules for crossing the street. You should cross with a crossing guard or another adult. Adults should watch the stoplight and only cross the street when it says it is time to walk. What is one rule that people need to follow when they ride in a car? People need to wear their seat belts. All of these rules help keep us safe.
- 3 Practice** Ask children to name other community helpers, such as fire fighters or mail carriers. Ask them if they know of some rules these helpers might have that we should follow. Examples: Fire fighters might have a rule about not getting close to a fire truck without permission. Mail carriers might have a rule about not climbing into the mail vehicle. Help children understand that rules are meant to keep us safe.

Outdoor Play

20 minutes

Playground Safety Remind children that *community* helpers try to do their *jobs* safely. For example, *mail carriers* wear a seat belt when they drive the *mail* truck. **Let's practice good habits of personal safety by pretending we are mail carriers.** First, we pick up our bag of *mail* and place it in the *mail* truck. Then we climb into the truck and reach over our shoulder to find the seat belt. Then, **let's pull it across and make it click!** Lead children in pretend driving around the playground.

Learn and Play

90 minutes

Let's Move

Safety Tips Take children on a safety walk in the classroom or school, so they can practice good habits of personal safety.

- I wash my hands before I eat my snack. (walk by the sink)
- I put away my toys, so I don't trip. (walk by toy area)
- I walk safely to the playground. I walk and I don't run. (walk to the playground)

Safety Song During indoor play, prompt children to connect that all *community* helpers practice safety. Place blocks in the play area. Lead children in singing to the tune of "If You're Happy and You Know It."

We put away the blocks where they go. (clap clap)

We put away the blocks where they go. (clap clap)

Do not run, go slow;

We put the blocks back where they go.

It's a safety *job*, don't you know? (clap clap)

Let's Talk

Solve a Problem Circulate as children play and engage small groups in conversations about strategies they are using to solve their problems. Monitor that children know how to initiate problem-solving strategies.



Let's Read

Alphabet Knowledge Reread *Delivering Your Mail*. Tell children that the text includes two words that start with the letter *i*: *in* and *it*. Have them raise their hand when they see or hear the words.

Rhyming Words Ask children what it means when we say that words rhyme. Help them to recognize rhyming words. As a class, think of words that rhyme with *mail* such as *pail*, *tail*, *sail*.



Transition

Chant and Rhyme

Have children stand and stretch. Have children echo you as you chant the rhyme.

I walk safely.

Yes, I do.

I walk safely.

How about 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

Mail Carrier's Day Have children pretend the *mail carrier* has finished *delivering* all the *mail* for the day. Softly say, *I park my mail truck and undo my seatbelt*. Have children lie down. *I shut the door*. Ask children to close their eyes. *I wave goodbye as I walk, slowly, slowly, slowly away*. Have children take three deep breaths.

DIFFERENTIATED SUPPORT

3-Year Olds

Safety Song Give children directions on how to act out the words before you start singing. For example, *When I sing, "We put away the blocks where they go," I'm going to bend down and act like I'm picking up a block and putting it on a shelf. Let's do the action together.* AUDITORY/KINESTHETIC

Reflect

10 minutes

5x5

Hello, Mail Carrier! Look at the *mail carrier* in the picture. Let's pretend that he has a letter for you! Let's act it out.

Call on a volunteer to role-play the scenario with you.



Assign each child a partner. Have them act out the scene, and then switch places.



Social and Emotional Learning

Solve a Problem Draw attention to the problem in the picture. *We looked at this yesterday. Do you remember what problem the child standing is having? How do you think this child feels?* Invite children to phrase the problem in their own words. Yesterday they asked “what if” questions as a strategy to solve the problem. Today children will initiate another problem-solving strategy. *Today, we'll share as many solutions as we can think of. Then we'll pick the one we think will work the best.* Invite children to call out ideas on how to solve the problem. Model one idea. *I think the child should ask the other children if they can play together. Why is it nice when we include everyone?*



Let's Talk About It

Tell the class that it's time to reflect on what they learned today. Provide sentence frames to start the conversation. *We read _____.* *We learned that mail carriers _____.* *In Math Circle, we added to the number _____.*

Pass Javi around the room and allow each child a moment to talk. Have children share how they practiced personal safety today.



Learning Outcome

The child

- initiates problem-solving strategies.

What You Need

- 5x5 Card: Mail Carriers Help Us
- SEL Card: *solve a problem*
- Javi

Theme Vocabulary

community

Academic Vocabulary

problem include
solution

CHECK FOR UNDERSTANDING

IF . . . a child is unsure of the problem on the SEL Card,

THEN . . . create a monologue that the child might be thinking. Say the monologue to the child and prompt them to identify if the child is happy or sad.

DIFFERENTIATED SUPPORT

Extra Support

Solve a Problem Invite children to role-play different ways to solve the problem on the SEL Card. Encourage one child to narrate to tell about the interaction. KINESTHETIC

Welcome to Today

15 minutes

Meet and Greet

- Warmly greet children as they enter the classroom.
- As children enter, if a child's name includes the letter *li*, hand the child their attendance name card.

Sing, Rhyme, and Shout

Everyday Helpers Display the card and say each line of the “I’m a Mail Carrier” song and ask children to repeat after you. Then have children participate by singing the song.

- Then have children identify everyday *heroes* in the *community* such as police officers and nurses. **Why do you think these people are heroes in our community? How can a mail carrier be a hero?**



Learning Outcomes

The child

- follows classroom routines with occasional reminders from teacher.
- initiates problem-solving strategies.
- uses sentences with more than one phrase.

What You Need

- Sing, Rhyme, and Shout Card: “I’m a Mail Carrier”
- attendance chart, helper chart

Theme Vocabulary

heroes community

Concept Vocabulary

mail carrier

Morning Meeting

- Attendance** Ask children who already have their name card to place it on the attendance chart. Once the names are placed, point out the letters *li* in each name. Then have the rest of the class place their names.
- Helper Chart** Ask children to explain how class helpers are like *community* helpers. **How do we solve the problem of the door closing on people as we leave the classroom?**
- Weather** **Who can help me describe the weather today?** Encourage children to say what they see and how the temperature feels.
- Today's Events** Tell children that they already know so many different words. Explain that today they will look at how words can be segmented into parts called syllables.

DIFFERENTIATED SUPPORT

3-Year Olds

Morning Meeting Lead children through the classroom routines you follow at the start of each class. *First, we _____. Then we _____. Finally, we _____. AUDITORY*

Story Time

15 minutes

Learning Outcomes

The child

- uses a large speaking vocabulary, adding several new words daily.
- segments a syllable from a word.

What You Need

- Trade Book: *Delivering Your Mail*
- Talk More About It Card: *Delivering Your Mail*
- Vocabulary Cards: *job, mail carrier, deliver, mail, city, country*
- Picture Card: *kitten*
- Alphabet Card: *li*

Everyday Helpers

? What do *mail carriers* do? Remind the class of the weekly question. Then display Vocabulary Card *job*. This picture shows that someone has a *job*. A *job* is work that someone does. The person usually gets paid for the work. Sometimes, people have to wear *uniforms* for their *jobs*.



Delivering Your Mail

Tell children that you will reread *Delivering Your Mail* today.

- 1 Remember** We know that *mail carriers* sort and *deliver* the *mail*. As I reread the book, think about how the *mail carriers* are helpful.
- 2 Reread** Read the text aloud. Have children take note of how the *mail carriers* help the people in the book. The *mail carrier* makes sure that Susan gets her birthday present. What is grandma waiting for? The *mail carrier* makes sure that grandma gets her valentine. The *mail carriers* go everywhere, including to the *city* and to the *country*. How do the *mail carriers* help us? Guide children to make the connection that people are counting on the *mail carrier* to *deliver* the presents and letters when they themselves can't.



Pause at words such as *sort, steering wheel, curb, route,* and *letter*. Have children demonstrate understanding by saying the word meanings. Prompt them with questions such as: *What do you do when you sort items? Is the letter a mail carrier delivers the same as the letters in the alphabet? What do you do when you follow a route?* Help children add these words to their speaking vocabulary by repeating them daily.

- 3 Retell** After rereading, display the Talk More About It Card and have children retell the important information that was in the book *Delivering Your Mail*.

DIFFERENTIATED SUPPORT

Extra Support

Reread As you pause to talk about the new words in the book, monitor children's comprehension by having children share in their own words the meaning of each word. Encourage them to say or act out the meaning of each word. AUDITORY, KINESTHETIC

LET'S GET READY FOR

Center and Small Group Time

60 minutes

Use **Centergize** (pp. C•185–C•203) to introduce the centers. Then bring children together for today's small groups for Math, Literacy, or for **English Language Development** lessons (p. ELD•212).

Small Group

- **Math: Adding** Open to p. 16 in Trade Book *Quinto's Neighborhood*. Have children identify the people on the page. *Here are Quinto, the mail carrier, and Sonia Isabel. How many people do you see on the page? Now what happens if no more people join them?* Point to and count each character on the page. *Here is a set of 3 people. No more people join them. What number is the same as no more? That's right, zero! What is 3 and 0 in all?* Remind children that adding 0 doesn't change the number. Turn to p. 17 and repeat to add no more/zero to the group of characters on the page.

▶ **ELL Access**

Vocabulary

Emerging Encourage children to share the word for *zero* in their home language. Share that other ways to express *zero* are *none* and *nothing*. Have children repeat numbers as you describe the pictures and addition situations.

Developing Encourage children to respond to questions about the addition situations using words and phrases. *How many people do you see? (3 people) No more people come. How many is that? (0 people)*

Expanding Have children practice adding zero by acting out and narrating situations with children in their group.

Bridging Have children explain (and act out if they wish) why adding 0 to a set does not change the number in the set.

- **Literacy: Syllables** Tell children that today they are going to practice saying words in parts. Display the Vocabulary Cards *community, heroes, job, uniform*. Point to the *community* card and clap the syllables. *Community, com [clap] mu [clap] ni [clap] ty [clap]*. *There are four word parts in the word community. Let's do another one!*
 - After the class claps the syllables of each word, ask them to count how many syllables each word has.

▶ **ELL Access**

Language Structures

Emerging Point out the word on the Vocabulary Card. *I'm going to say the word and clap each word part. Then we'll say the word together and clap the word parts.* Have children echo each syllable.

Developing Have small groups clap the syllables of the words together. Help them count the number of syllables, and then provide this sentence frame for them to verbalize what they learned: *There are _____ word parts in _____.*

Expanding Ask pairs to clap the syllables of the words on the Vocabulary Cards together.

Bridging Have children identify the name of objects in the classroom. Ask them to say the word and clap the syllables.

Math Circle

15 minutes

Adding

Tell children that today they are going to create pictorial models to show adding to 5. They will draw pictures to add things they see in a story book.

1 Engage Display p. 1. Call a volunteer up to point to and count the houses to the left of the truck. Do the same for the houses to the right of the truck. *The mail carrier delivered mail to 2 houses.* Point to the houses to the left. Draw a simple outline of 2 houses on the board. *The mail carrier has to deliver to 2 more houses.* Point to the 2 houses on the right and draw outlines. *Look at the picture I drew. How many houses in all? 2 and 2 is 4.*



2 Develop Look at p. 18 together. Point to the mailboxes on the page and count them. *The mail carrier puts the mail in these 3 boxes.* Draw 3 rectangular mailboxes on the board. *Here is the set of boxes. There are 2 more boxes at this building.* Draw 2 more mailboxes on the board. *Let's add to find how many mailboxes in all. 3 and 2 is 5. How can we check that we added right? We can count the mailboxes in the drawing. 1, 2, 3, 4, 5. Yes, there are 5 mailboxes in all.*

3 Practice Turn to p. 17. Give each child a crayon and paper to draw the mailboxes on the page. *Look at the mailboxes on each road. There is 1 mailbox here.* Point to the single mailbox. *How many mailboxes are down here?* Point to the 2 mailboxes at the bottom of the page. Ask children to draw pictures of mailboxes to show the 2 sets. *How many mailboxes in all?* Have children describe their picture using joining language: 1 and 2 is 3. Then have them compare their drawing to the illustration on p. 17.

Learning Outcome

The child

- creates pictorial models for adding up to 5 objects.

What You Need

- Trade Book: *Delivering Your Mail*
- paper and crayons

Academic Vocabulary

add

set



CHECK FOR UNDERSTANDING

IF . . . children need help drawing matching pictures to the story,

THEN . . . provide tracing paper and model how to trace each item from the book.



Snack Time

15 minutes

Snack Models Model counting groups using pre-packaged snacks. *How many are in this set? How many in this set?*

Social Studies Circle

15 minutes

Learning Outcomes

The child

- initiates problem-solving strategies.
- comprehends up to 1,000 words.
- blends syllables into words.
- begins to understand that people work to earn money.
- shows control of tasks that require small-muscle strength.
- shows control of tasks that require small-muscle control.
- practices good habits of personal safety.

What You Need

- large and small balls
- tape, sidewalk chalk
- SEL Card: *solve a problem*
- Trade Book: *Delivering Your Mail*
- Vocabulary Cards: *mail carrier, deliver, mail, city, country*

How People Earn Money

- 1 Engage** Everyday helpers have big jobs to do. They are important. But how do they earn, or make, money? They get paid, or earn money, when they do their jobs.
- 2 Develop** Discuss with children that money can be made, or earned, when people do jobs. Police officers make, or earn, money for doing their jobs. Chefs in restaurants make, or earn, money for doing their jobs. The people who work the cash registers at stores make, or earn, money for doing their jobs.
- 3 Practice** What other jobs can people do to earn money? Have children discuss other jobs they know about for which people can earn money.

Outdoor Play

20 minutes

Make the Delivery To help children show control of tasks that require both small-muscle strength and small-muscle control, ask children to take turns making a toy delivery. Prompt children to pick up a small ball and a large ball. They will *deliver* each ball to one child. That recipient then makes the next delivery to the next child.

Learn and Play

90 minutes

Let's Move

Jump to 5 Outline boxes in tape in the classroom or with sidewalk chalk outside. Have children hop from one box to another, counting from 1 until they reach 5.

- Encourage children to take turns until each child has a turn.

Flag Walk During outdoor play, use sidewalk chalk to create a giant flag with one red rectangle and one white rectangle. Lead children on a flag walk. *I walk around the white rectangle. Now let's walk around the red rectangle.* Continue until you've walked around all the shapes.

- While walking, ask children about personal safety. *How do we walk in line so that no one gets bothered or hurt?*

Let's Talk

Solve a Problem Circulate among play areas and display SEL Card: *solve a problem*. What was the problem the child on the card was facing? How could she solve the problem?



Let's Read

Syllables Reread pp. 6–9 of *Delivering Your Mail* and have children listen for three things mail carriers deliver. Let's clap the syllables of the words *letters*, *presents*, and *valentines*. Help children clap each syllable and then blend them to say the whole word.

Vocabulary Display Vocabulary Cards *mail carrier*, *deliver*, *mail*, *city*, *country*. Have children demonstrate their comprehension by sharing an idea or connection to the word. For example, *I know mail carriers help the people on my street. When we get a package, they put it by our door.* English language learners may wish to demonstrate their comprehension with gestures, actions, or words in their home language.



Academic Vocabulary

characteristics respect
care

Center Time

30 minutes

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

Rest Time

30 to 45 minutes

Rest, Cover, Sleep Have children slowly clap the syllables as they wind down for rest time. *Now it's time to rest.*

Rest. [softly clap] Lie down.

Cover. [softly clap, clap] Get cozy.

Sleep. [softly clap] Close your eyes.

DIFFERENTIATED SUPPORT

3-Year Olds

Jump to 5 Hold hands with the child as they hop from one box to another. Have them echo as you count out each box to 5. KINESTHETIC

Reflect

10 minutes

5x5

How Are They Alike? Point to the *mail carrier* in the photo. *How does this mail carrier deliver the mail? Did he walk? Did he drive a mail truck? Did he ride a bicycle?* Act out each method of transportation as you name them.



Think about the *mail carriers* where you live. How do they bring you the *mail*? Are they like the *mail carrier* in the picture?

Do they walk? Have children act out how their *mail* is *delivered*.



Social and Emotional Learning

Solve a Problem Display SEL Card *solve a problem*. Have volunteers recall the problem the child is having and a possible solution. Then say: *Everyone has problems sometimes, even adults! Adults, such as mail carriers, have problems too.*

Can you think of a problem a mail carrier might have? Allow children to suggest

problems and discuss solutions. Possible problems include weather that is very cold and packages that don't fit in the mailbox.



Let's Talk About It

Ask children to think about the day and reflect on some of the things they learned. *We learned how to separate the parts of words. We did this by clapping each time we heard a syllable. Let's count the syllables in Javi: Ja [clap] vi [clap].*

Pass Javi around and have each child share something they learned today. Ask prompting questions that include new vocabulary, such as *Mail carriers sort the mail. What does that mean? They also follow a route. Why is that important? Why do mail carriers wear a uniform?* Monitor children's responses to ensure they know the meaning of 3,000 to 4,000 words by the end of prekindergarten.



Learning Outcomes

The child

- initiates problem-solving strategies.
- 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

- 5x5 Card: Mail Carriers Help Us
- SEL Card: *solve a problem*
- Javi

Theme Vocabulary

uniform



CHECK FOR UNDERSTANDING

IF . . . a child has difficulty coming up with solutions for the *mail carrier's* problems,

THEN . . . display the trade book *Delivering Your Mail* and page through it. Have children look for clues in the illustrations.

DIFFERENTIATED SUPPORT

3-Year Olds

Let's Talk About It Have children work in pairs to role-play one of their favorite activities of the day. Encourage them to use words to tell about their role play. KINESTHETIC

Welcome to Today

15 minutes

Meet and Greet

- Warmly greet each child by name as they enter the classroom.



Sing, Rhyme, and Shout

Everyday Helpers Use the lyrics to review how *mail carriers* help the *community*.

- Ask children to use their own words in sentences with more than one phrase to describe the role of this *community* helper. The mail carrier _____ [sorts mail, wears a uniform] and _____ [cares about the community, delivers mail].
- Talk about problems that *mail carriers* may face. Have children initiate a problem-solving strategy. **How might you solve this problem?**



Learning Outcomes

The child

- initiates problem-solving strategies.
- uses sentences with more than one phrase.
- discusses the roles of community helpers.

What You Need

- Sing, Rhyme, and Shout: "I'm a Mail Carrier"
- attendance chart, helper chart

Theme Vocabulary

uniform community

Concept Vocabulary

mail carrier mail

deliver

Academic Vocabulary

roles school

Morning Meeting

- Attendance** Ask children to hold up their hands. As you walk by, high five each child saying [child's name] is here. Welcome all. Place the name cards on the attendance chart.
- Helper Chart** Have children practice using sentences with more than one phrase to tell how they help the school *community*. Review some of the ways that children help by looking together at the helper chart.
- Question of the Day** *Would you rather deliver a letter or a package?* Display a T-chart with columns for each choice. Have children place sticky notes or name tags on the chart to answer. Have volunteers tell their choice.
- Today's Events** *Today we are going to read about more helpers in our communities.*

DIFFERENTIATED SUPPORT

Extra Support

Helper Chart Provide children with sentence frames to help them use sentences with more than one phrase to tell the roles of the class helpers. *We help the class _____ when we _____.* AUDITORY

Story Time

15 minutes

Learning Outcomes

The child

- blends syllables into words.
- segments a syllable from a word.
- uses information learned from books by describing, relating, categorizing, or comparing and contrasting.

What You Need

- Read More About It Book: “A Veterinarian’s Visits”
- Vocabulary Cards: *community, mail carrier, mail, deliver, city, country*
- Alphabet Card: *li*
- Picture Cards: *iguana, monkey, cheetah, raccoon, jelly, insects*

Everyday Helpers

? What do *mail carriers* do? Remind the class of the weekly question, *What do mail carriers do?* A *mail carrier* is a person in the *community* who helps us. There are many more people in the *community* who help us, and today we will learn about another one of them.



“A Veterinarian’s Visits”

Tell children you are going to read about a *community* worker who helps take care of animals.

- 1 Introduce** Open the Read More About It Book to pp. 8–9. Tell children that you are going to read a book about a veterinarian. *Does anyone know what a veterinarian does?* Have children look at the illustrations to help them figure out that a veterinarian is an animal doctor.



- 2 Read Together** Read the text aloud. Pause to pantomime how Dr. Miller helps each animal (wrapping a bandage, applying lotion, prescribing rest). Explain that a bandage is a piece of fabric a veterinarian uses to wrap around a wound.
- 3 Connect** Children will use information from the text to relate to their own lives. After reading, have students recall how the veterinarian, or vet, in the story helped the animals. Then prompt children to relate some of their own experiences to the information they learned in the story. *Have you ever taken a pet to visit the vet? How did the vet help?* Then ask what doctors do to help us.

DIFFERENTIATED SUPPORT

Engage and Extend

Connect Have children work together to tell a new story about the visits for the veterinarian. **AUDITORY**

Literacy Circle

15 minutes

Concept Vocabulary

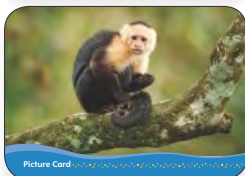
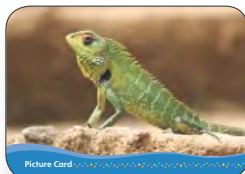
Review Remind children of the weekly question: *What do mail carriers do?* Display Vocabulary Cards *city* and *mail*. This is a large place. There are lots of tall buildings and lots of cars. What is my word? Hold up two cards and give children clues for one of the words (*city, country, deliver, mail, mail carrier*). Have children identify the word. Repeat until each word has been used at least once.



Phonological Awareness

Blend and Segment Syllables Children will blend and segment syllables.

- Display Picture Card *iguana*. Work with children to segment, or take apart, the word parts (syllables). Then have them blend the word parts (syllables) and say the word.
- Display Picture Card *monkey*. Work with children to segment, or take apart, the word parts (syllables). Then have them blend the word parts (syllables) and say the word. Repeat with Picture Cards *cheetah, raccoon, jelly*.



Alphabet Knowledge

Review Ii Display the Alphabet Card *Ii*. Uppercase *I* looks like this *I*. Lowercase *i* looks like this *i*. Say *i*. Review the sound /i/ using Picture Cards *iguana* and *insect*.



Transition

Have children stand and clap. Encourage them to chant with you.

In some words,
I clap once. (clap)

In others, I clap
twice. (clap, clap)

There are even
words that need
three claps. (clap, clap, clap)

How many claps will
we do? [Say a word
with one syllable.] (clap)

Theme Vocabulary

community

Concept Vocabulary

mail carrier city

deliver country

mail

Academic Vocabulary

blend sound

word letter



CHECK FOR UNDERSTANDING

IF . . . a child needs help segmenting and blending syllables,

THEN . . . use the child's name to practice the activity. Once the syllables are separated, have them blend the syllables to say their name.

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: Adding** Give each child a piece of paper, a black crayon and a yellow crayon. Hold up a black marker in one hand. *I have one black marker. I have more things to write with in my desk drawer. Let's find how many in all.* Ask children to draw 1 black shape to show the black marker. Then show children 4 yellow pencils in your other hand. *Here are my yellow pencils.* Have children draw 4 yellow shapes to show the pencils. *Now let's put the writing tools together! Let's add them.* Ask children to tell how many in all using joining language: *1 and 4 is 5.* Repeat with different combinations of markers and pencils.

▶ **ELL Access**

Internalize Vocabulary

Emerging Have children draw a circle around both sets in their drawing. Then have them touch and count each object in the circle. Say: *5 in all.* Have children repeat.

Developing Have children draw a circle around both sets in their drawing. Then ask: *How many are there in all?* Have children respond *There are _____ in all.*

Expanding Prompt children to describe the sets they draw to a partner and tell how many in all.

Bridging Prompt children to tell a partner how many in all and explain how they know.

- **Literacy: Concept Vocabulary** Provide extra support for the Concept Vocabulary words. Display Vocabulary Card *mail*. *This is a piece of mail. What kind of mail comes to your house?* Use Vocabulary Cards *city*, *country*, *deliver*, and *mail carrier* to reinforce the words and their meanings for children.

▶ **ELL Access**

Visual Support

Emerging Display Vocabulary Card *city*. *This is a picture of a city. A city is a large place with lots of people and buildings.* Have children say the word *city*.

Developing Display Vocabulary Cards *city* and *country*. Identify each one. Then have children talk about or point to things that are the same and different on the cards.

Expanding Display Vocabulary Cards *city*, *country*, *deliver*, *mail*, *mail carrier*. Have children identify each one, and then talk about the meaning of each word.

Bridging Display Vocabulary Cards *city*, *country*, *deliver*, *mail*, *mail carrier*. Have children identify the picture words, and then talk with each other to discuss what the words mean.

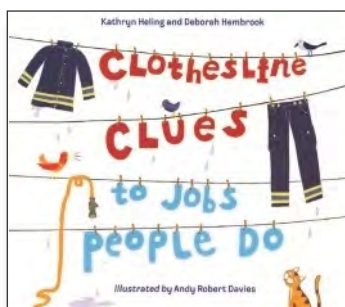
Math Circle

15 minutes

Adding

Tell children that today they will create pictorial models to show adding 5 objects.

- Engage** Distribute a Five-Frame worksheet and two different colors to each student. *Let's use a tool to help us add.* Direct children to look at the Five-Frame worksheet. *This is called a five-frame. Why do you think it's called that? Look! It has five boxes in a frame.* Model touching each box as you count to 5.
- Develop** Turn to pp. 20–21 in the Trade Book *Clothesline Clues to Jobs People Do*. Look at the clothesline. What do you see hanging there? I see coveralls and gloves. How many items in all are on the clothesline? Let's use the five-frame to add. Use a blue crayon to represent the coveralls and a red crayon for the gloves. I will use blue to color the number of coveralls. There is 1, so I will color 1 box in the five-frame. You try! Monitor that children color a single box blue. Repeat the coloring for the red gloves. I will use a red crayon to color the number of gloves. There are 2 gloves. How many boxes should I color red? Yes! I will color 2 boxes in the five-frame red. Explain that they should color consecutive boxes and not skip over any. Now we can look at the five-frame to help us add all the items on the clothesline. 1 blue coveralls and 2 red gloves. 1 and 2 is 3. Have children repeat the addition.
- Practice** Turn to p. 29. Have children work with a partner to add the number of gloves and boots on the clothesline. Give each pair two crayons in different colors. *It is your turn to add with a five-frame. What is on the clothesline? Gloves and boots, that's right!* Assign each child in a pair as gloves or boots. Have them take turns to color 2 boxes each. Then ask each pair to add by looking at the number of boxes colored in the five-frame. Provide a sentence frame to assist: *2 and 2 is 4.*



Learning Outcome

The child

- creates pictorial models for adding up to 5 objects.

What You Need

- Trade Book: *Clothesline Clues to Jobs People Do*
- Patterns: Five-Frame
- paper
- crayons

Academic Vocabulary

five-frame

add



CHECK FOR UNDERSTANDING

IF . . . a child is adding incorrectly by including the empty five-frame boxes in the count,

THEN . . . provide them with two-color counters and have them reproduce the problem with objects. They can see more clearly that only the spaces with objects are part of the addition.



Snack Time

15 minutes

Adding Model adding to 5. Have two children wash their hands and three children hold napkins. *I see two children washing their hands: 2. I see three children sitting with napkins: 3. 2 and 3 equals 5.*

Social Studies Circle

15 minutes

Learning Outcomes

The child

- initiates problem-solving strategies.
- segments a syllable from a word.
- identifies reasons why people save money.
- shows control of tasks that require small-muscle strength.
- shows control of tasks that require small-muscle control.

What You Need

- chenille sticks
- Read More About It: "A Veterinarian's Visits"

Academic Vocabulary

guest	special
speaker	save

Outdoor Play

20 minutes

Place the Packages Have children use small-muscle strength and small-muscle control to complete these tasks. Place wooden blocks in a pile outside. Tell children that today they are going to be like *mail carriers* and load the *mail* truck with the packages that need to be *delivered*. Let's pretend that these blocks are packages that *mail carriers* have to *deliver*. Let's say that this bench is a truck. We need to carry each block over and carefully stack it.

Earning and Saving Money

- 1 Engage** We have talked about our everyday helpers and how they earn, or make, money for the jobs they do. We also know that other adults have jobs. They also earn, or make, money for their jobs. An author, or someone who writes a book, earns, or makes, money too.
- 2 Develop** Adults have jobs, and they earn money for the work they do. What do people do with the money they earn? Give children time to share their ideas. People might pay bills, buy gas for their cars, or buy groceries for their families. But one thing they should do is really important. They should try and save money. What does it mean to save money? Give children time to share their ideas. When someone like you saves money, you might put your coins or dollars in a piggy bank. Adults can put money in a bank to save money.
- 3 Practice** Why would someone want to save money? Give children time to share their ideas, and guide them to the understanding that saving money helps someone be able to buy something that is wanted, such as a new television, cell phone, or car.

Learn and Play

90 minutes

Let's Move

Veterinarian Visits Ask children to role-play how the veterinarian helps the animals in a *community*. Ask them to act out what the vet does. If possible, provide props, including stuffed animals. Lead children in chanting: *The vet helps the pet!*

- As you pass by each child, have them say how they are helping the animal. For example, *I'm a veterinarian. I'm helping this dog. He needs his leg wrapped.*

Five Fuzzy Fingers Gather chenille sticks. Give each child five precut sticks. Demonstrate how to bend the stick to make a fuzzy ring. *Let's make our fingers fuzzy! Make a ring for each finger. As you place the ring on your finger, call out the number until you get to five fuzzy fingers. One fuzzy finger (add a ring). I add another and now I have two fuzzy fingers.* (Continue until you get to five rings.)

Let's Talk

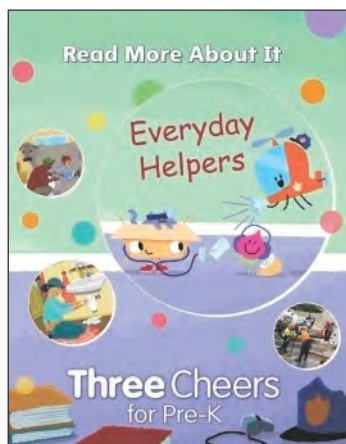
Solve a Problem Engage small groups of children to talk about common playground situations. *Let's pretend there is a problem on the playground. There are only three balls, but four children want to play with a ball. How can we solve this problem?* Guide children to ask "what if" questions to think of different solutions. *What if the four children played catch with one ball? Each child would then get to play ball. Would that be a solution to the problem?*



Let's Read

Syllables Lead children in clapping the syllables of words in "A Veterinarian's Visits." We can clap the syllables as we say each word. *Luna's; Lu (clap) na's (clap); Luna's. Horse (clap); Horse.* Find two words on each page to clap.

Name and Count Reread "A Veterinarian's Visits," and guide children to count the animals visited. As you get to each page, have children name and count the animal that Dr. Miller helped.



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

Rest Time for Dr. Miller's Animals Have children pretend that they are one of the animals that Dr. Miller helped. Ask them to curl up as if they are in a cozy bed. Have children close their eyes and imagine that they are sleeping.

DIFFERENTIATED SUPPORT

Extra Support

Five Fuzzy Fingers Tell children who get frustrated shaping rings that they can easily unbend the chenille sticks and try again. Encourage patience and perseverance. KINESTHETIC

Reflect

10 minutes

5x5

Movement See the *mail carrier* in the photo? Today, you will pretend to be a *mail carrier*. Arrange classroom chairs in sets of two to make “delivery trucks.” Have children “drive” and “*deliver mail*” to a designated area.

Vary the movement by describing the weather conditions, speed of travel, and amount and weight of the packages.



Learning Outcome

The child

- initiates problem-solving strategies.

What You Need

- 5x5 Card: Mail Carriers Help Us
- SEL Card: *solve a problem*

Academic Vocabulary

problem

CHECK FOR UNDERSTANDING

IF . . . a child needs assistance in understanding emotions or mood,

THEN . . . guide them to review the Mood Meter. Talk to them about each of the moods shown.



Social and Emotional Learning

Solve a Problem Review the image on the SEL Card *solve a problem*. How do we know there is a problem? Remind children to look at the faces of the children. What does your face look like when you are sad? Happy? Excited? Encourage children to practice making faces that indicate their mood. When you know how someone is feeling, you can tell if there is a problem. Once you know the problem, you can find a way to solve it. The girl in the picture has a problem. How can we solve it? Guide children to initiate a problem-solving strategy to come up with a solution.



Let's Talk About It

Let's reflect on what we read today. We learned a lot about veterinarians. Let's think about what happened in that story. Ask children to share what happened when Dr. Miller went to each place. Which animals did Dr. Miller help? [horse, calf, and llama]

Have children share other reflections on their day. Pass Javi around and have each child share their favorite part of the day.



DIFFERENTIATED SUPPORT

Extra Support

Movement Act out driving a truck. Have children mimic you as you demonstrate the effect of driving in inclement weather, driving slow or fast, and driving heavy or light loads.
KINESTHETIC

Welcome to Today

15 minutes

Meet and Greet

- Warmly greet each child by name while you clap the syllables of the child's name.
- Encourage volunteers to share their mood on the Mood Meter if they would like.



Sing, Rhyme, and Shout

Everyday Helpers Review with children that *delivering the mail* is an important *job* in all *communities*.

- Have children participate in music activities by singing the song.
- *Who are some community helpers?*



Morning Meeting

- Attendance** Have children place their names on the attendance chart. Ask children to hold up their name card if their name includes the letter *li*. As the child holds up the card, have children echo the /i/ sound in the child's name.
- Helper Chart** *What helpers do we have on our helper chart?* Ask children to take turns touching a *job* on the chart and acting it out. Make the connection that just like the helpers in the class, we have helpers in our *cities* and in the *country*.
- Weather** *How did the weather change from day to day this week?* Lead children to use sentences with more than one phrase. *Yesterday, it was _____, [but/and] today is _____.*
- Today's Events** *What helpers have you seen today?* Have children share if they saw or talked to any *community* helpers today. Explain that today you will be talking more about everyday *heroes* and helpers.

Learning Outcomes

The child

- uses sentences with more than one phrase.
- participates in classroom music activities including singing.

What You Need

- Sing, Rhyme, and Shout: "I'm a Mail Carrier"
- attendance chart, helper chart

Theme Vocabulary

job	community
heroes	

Concept Vocabulary

deliver	city
mail	country

Story Time

15 minutes

Learning Outcomes

The child

- demonstrates knowledge of verbal conversational rules.
- 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.
- comprehends up to 1,000 words.
- uses sentences with more than one phrase.
- uses simple phrases to communicate meaning in social situations.
- recognizes rhyming words.
- uses information learned from books by describing, relating, categorizing, or comparing and contrasting.

What You Need

- Trade Book: *Delivering Your Mail*
- Read More About It Book: "A Veterinarian's Visits"
- Vocabulary Cards: *mail carrier, deliver, mail, city, country*
- Picture Cards: *bug, mug*
- Alphabet Card: *li*

Everyday Helpers

? **What do *mail carriers* do?** Remind the class of the weekly question. *We learned this week about two different jobs: vets, or veterinarians, and mail carriers. Do both vets and mail carriers wear uniforms for their jobs? How do they help our community?*

Delivering Your Mail and "A Veterinarian's Visits"

Children will compare *Delivering Your Mail* and "A Veterinarian's Visits."

- 1 Remember** Let's think about each story. Which helper did we read about in this book? Hold up *Delivering Your Mail*. Hold up pp. 8–9 of the Read More About It Book. Which helper did we read about in this book?
- 2 Reread** We're going to reread parts of both books to see how they are alike and different from each other. As I read, think about what each worker does. Turn to pp. 18–21 in *Delivering Your Mail* and reread this part of the book. Now, we're going to reread "A Veterinarian's Visits." Reread the full text to the class.
- 3 Compare** Today children will compare and contrast these *community* helpers. *What is one way the mail carrier and the vet are alike? The mail carriers go to all different communities. They go to cities, to the country, and even to the beach. Did the vet go to one farm or many? Help students recall that the vet visited animals on many farms. Both the vet and the mail carrier go many places. Then ask how the vet and mail carrier are different. Prompt children with questions such as Who does a mail carrier help? How do vets help?*



DIFFERENTIATED SUPPORT

ELL

Compare Provide prompts to support oral expression, such as: *A mail carrier helps ____.* *A vet helps ____.* AUDITORY

Literacy Circle

15 minutes

Concept Vocabulary

Check for Understanding To ensure children can demonstrate understanding of the meaning of 3,000 to 4,000 words by the end of prekindergarten, monitor the responses of individuals to the following prompts: *Who delivers packages to your house? What do mail carriers do at the post office? How do mail carriers travel from house to house? What other community workers do you see in the city? How is the country different from a city?*



Have English language learners demonstrate understanding of the meaning of up to 1,000 words by using new words appropriately as they complete sentence frames: *A mail carrier _____ the mail. A mail carrier delivers the mail in my _____.*

Phonological Awareness

Rhyming Words Help children to recognize rhyming words. Hold up Picture Cards *bug, mug*. Have children listen as you say each word and echo the words. *Bug, mug*. These words are rhyming words; they end with the same sounds: *-ug*. Let's say other words that rhyme with *bug*. These can be real words, like *hug*, or made up words like *zug*. I'll start. *Sug!* Now it's your turn.



Alphabet Knowledge

Review *li* Display Alphabet Card *li* and guide children to name the letter and make the /i/ sound that the letters *li* spell. Repeat with previously learned letters.



Oral Language

Discuss Helpers Review the guiding question: *How do people in our community help us?* Arrange children in groups and have them talk and share what they know about *mail carriers*, *vets*, and other *community helpers*. Encourage them to use simple phrases and sentences with more than one phrase to communicate in this social situation. In their conversations, they should demonstrate knowledge of verbal conversation rules such as waiting until it's their turn to talk and listen. Tell them to include new vocabulary they learned. Children may also act out the roles of different *community helpers*.

Transition

Rhyming Words

Have children echo you as you model the fingerplay.

Once upon a time. *(hold up one finger)*

I came across a rhyme. *(model walking)*

It was all about a lime *(hold hand in a circle)*

that had turned to slime. *(hold fingers out)*

Theme Vocabulary

uniform community
job

Concept Vocabulary

mail carrier deliver
city country
mail

Academic Vocabulary

rhyming share
sounds different
beginning similar
initial alike
ending



CHECK FOR UNDERSTANDING

IF . . . a child has difficulty understanding the Concept Vocabulary,

THEN . . . provide them with sentence frames. *The mail carrier's job is to _____.* *The _____ wear uniforms when they are at work. In the city and in the country, bus drivers _____.*

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: Adding** Distribute crayons and Five-Frame worksheets as a tool to add. Have children count the number of spaces in the frame with you. 1, 2, 3, 4, 5. There are five boxes in the frame. Let's add numbers to get 5. Model as you count and color the first two boxes in the frame: 1, 2. How many do we need to add to get 5? Have children use another color to fill in the three remaining boxes as they count along with you. Model how you added to get 5. We started by coloring two boxes in the five-frame. Then we added three more. That is five boxes in all. 1, 2, 3...4, 5. 2 and 3 is 5. The five-frame tool helps us add to 5.

▶ **ELL Access**

Share Information

Emerging As you guide children to color in the five-frame, have them repeat the numbers as you count the boxes. Then have children repeat the addition sentence: *2 and 3 is 5.*

Developing Encourage children to count the boxes they color and state the addition sentence along with you. Ask questions to elicit responses: *How many more boxes did we color? 3 boxes.*

Expanding As children color five-frames with other addends, encourage them to describe what they are doing and to state addition sentences on their own.

Bridging Have children suggest the first number of boxes to color. Then have children narrate coloring the second addend to make 5.

- **Literacy: Compare** Children will compare *Delivering Your Mail* and "A Veterinarian's Visits." Read aloud p. 8 of "A Veterinarian's Visits." Let's talk about how *mail carriers* and vets are alike.
 - How are veterinarians and *mail carriers* alike? Do they all travel to many different places in a *community*?
 - They do! Are they both *community* helpers? Yes!
 - However, they help in different ways. *Mail carriers* help people, but veterinarians help animals.

▶ **ELL Access**

Expand Vocabulary

Emerging Hold open p. 18 of *Delivering Your Mail* and p. 8 of *Everyday Helpers*. Have children point to the helper that *delivers mail* and the helper that helps animals. Point out all the places where both *mail carriers* and vets travel to.

Developing As you say clues, have children point to either the *mail carrier*, the vet, or both. Give examples of how the two are alike.

Expanding While children act out the *jobs* of the different workers, have them tell about how the *jobs* are alike and different.

Bridging Prompt children to think of other *community* helpers and compare and contrast their roles.

Math Circle

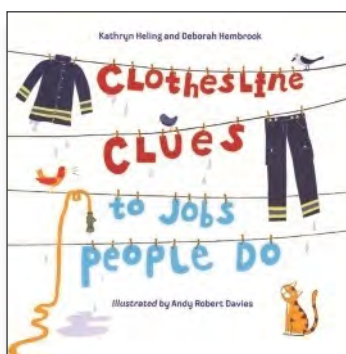
15 minutes

Adding

Tell children: that today they will create pictorial models for adding up to five objects.

1 Engage Distribute the Five-Frame worksheet and two crayons to each child. Then have them sit in a circle. Stand in the middle of the circle. Ask children to identify the number of shoes you are wearing. *Yes, I am wearing 2 shoes! How many boxes should you color to show my 2 shoes? How many gloves am I wearing? I am not wearing any! That means zero gloves.* Ask children for ideas on how to show zero on the five-frame. *Zero means no more, so we color no more boxes. That leaves 2!*

1 Develop Turn to pp. 2–3 in the Trade Book *Clothesline Clues to Jobs People Do*. Look at the clothesline. No clothes are on the line. But I see a blue bird and a red bird! Can we use the five-frame to show the birds? Elicit children to respond that they can color a red box and a blue box in the five-frame. *Yes! We can color the boxes in the five-frame to show the birds. Now a yellow bird lands on the clothesline. Let's add that bird too!* Demonstrate how to use a third color to color another box in the five-frame. *I will use a yellow crayon to color another box. Now we have boxes colored for all the birds. How many birds in all?* Call on a child to provide the answer. *There are 3 birds on the clothesline. 1 and 1 and 1 is 3.* Have children repeat the addition.



2 Practice Turn to p. 4. Have children use the five-frame as a tool to add the number of clothes on the clothesline. Give each child two crayons in different colors. *Look at the clothes on the clothesline. How many are there? Color that many boxes on the five-frame. On a cold day, the mail carrier needs a sweater. Let's add a sweater to the clothesline.* Ask each child to color the five-frame to add. *How does your colored five-frame show how you added?* Provide a sentence frame to assist: *3 and 1 is _____.*

Learning Outcome

The child

- creates pictorial models for adding up to 5 objects.

What You Need

- Trade Book: *Clothesline Clues to Jobs People Do*
- Patterns: Five-Frame
- paper
- crayons

Academic Vocabulary

five-frame zero
add



CHECK FOR UNDERSTANDING

IF . . . a child isn't sure where to start coloring in the five-frame,

THEN . . . point out that like when you read, you start on this (point to the left) side. Ask again where to start, and have the child point to the leftmost box in the frame.



Snack Time

15 minutes

Adding Model adding while distributing snacks. *I'm going to pass out two snacks, then I will pass out three more. Count with me as I pass out the snacks, 1, 2, 3, 4, 5.*

Repeat, modeling adding up to five snacks at a time, until every child has a snack.

Technology Circle

15 minutes

Learning Outcomes

The child

- recognizes rhyming words.
- shows control of tasks that require small-muscle strength.
- shows control of tasks that require small-muscle control.
- opens digital learning applications.
- uses digital programs to create digital products.
- uses digital programs to express own ideas.

What You Need

- digital devices
- Wordless Experience Book: *Everyday Helpers*
- Read More About It Book: "A Veterinarian's Visits"

Outdoor Play

20 minutes

Skill Stations Have children use their small-muscle strength and control. Place objects such as large blocks, beanbags, jump ropes, plastic exercise hoops, and various balls at stations around the playground. Tell children that today they will practice their skills at each station. Divide children among the stations and give them a few minutes to work on their skills there before switching to a new station.

Going Digital

Have children stand. Invite them on a digital walk. Have children repeat the rhyme after you.

I have some plans,	(march in place)
to see digital lands.	(point to a computer or tablet)
I point and click,	(point in front of you)
it's not a trick.	(move finger back and forth)
I use the tools,	(point to a computer)
and follow the rules.	

Digital Programs

- 1 Engage** Tell children that today they will be using digital devices. What are some digital devices you have seen? What are some things we can do with a digital device? How do digital devices help us?
- 2 Develop** Tell children the first program they are going to use today is the Wordless Experience Book: *Everyday Helpers*. Have children open the Wordless Experience application and review all the pictures. As you talk about each picture, explain that they will get to use the digital program to add color to the pictures and create their own digital product.
- 3 Practice** Let's look at this first picture. I have some great ideas on which colors to use for the park and the storm drain. Model adding the colors and sharing your ideas. I think green is a good color to use for the park since grass is green. Have children use the digital program to express their own ideas on which colors to add to the book. Ask them to share their experiences in coloring the pictures. Prompt them to express their ideas on why they chose certain colors.

Learn and Play

90 minutes

Let's Move

Rhyme Time Tag Today children will practice recognizing rhyming words. Have children play tag.

The child who starts as the tagger will say a one-syllable word, such as *bug*. Once she or he tags another child, that child says a made-up or real rhyming word and becomes the tagger.

Helper Replay Remind children of the helper they read about in “A Veterinarian’s Visits.” [We learned about veterinarians.](#)

- Have children act out some of the activities involved in a veterinarian’s *job*. Have volunteers act out an activity for the others to guess.

Let's Talk

Solve a Problem Circulate and engage children in one-on-one conversations about solving problems. [Why is it important to listen carefully when someone says there is a problem?](#)



Let's Read

Rhyming Words Choose words from “A Veterinarian’s Visits” to use in sets of three words in which two words rhyme and one does not, such as *farm/harm/hard*; *fine/phone/sign*; *horn/horse/course*. As you say the words, have children echo you. Ask: [Which words rhyme? Which word does not rhyme?](#) If you wish, challenge children to think of a real or made-up word to rhyme with the third word.

Speech Display “A Veterinarian’s Visits.” Have children look at the different ways Dr. Miller takes care of animals. [Why is Dr. Miller an important helper in the community?](#) Have children use appropriate information for responding to questions. For example, children’s responses should focus on the different duties Dr. Miller has and not on what life is like on the farm.



Academic Vocabulary

digital	tools
programs	devices

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

Goodnight All Have children close their eyes to rest. [Let's say goodnight to all the animals the vet visited today.](#) Softly say sentences such as, [Goodnight, horse.](#) [Goodnight, calf.](#) [Goodnight, llama.](#) [Goodnight, kitten.](#)



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

Helper Replay Support children who hesitate by whispering an activity for them to do. Children who have trouble moving their bodies can talk about some of the *jobs* vets have. AUDITORY

Reflect

10 minutes

5x5

Can We Mail It? Point to the letters and mailbox in the photo. *These letters fit in the mailbox. They are smaller than the mailbox.* Hold up a folded piece of paper. Raise your hand if you think this paper would fit in the mailbox. It is smaller than the mailbox. Repeat with a chair.



Tell children to point to things in the classroom and state whether or not they would fit in a mailbox. Encourage them to use comparison words, such as *bigger* and *smaller*.



Social and Emotional Learning

Solve a Problem Ask children to review the image on the card. *This week we talked about a few different ways we can solve a problem.* Organize children into groups of three. *Let's act out one solution to the problem in this picture. Before we get started, who can share what the problem is?* Notice that children are able to initiate a problem-solving strategy as they act out a solution.



Let's Talk About It

Have children share what they learned during their busy day. You can have them hold Javi or raise their hand if they have something to share. Make sure children share appropriate information for this situation. Tell them to reflect only on their day at school and not at home. *We learned a lot about everyday helpers and about using digital devices. Who wants to share what they learned today?*



Learning Outcomes

- initiates problem-solving strategies.
- provides appropriate information for various situations.

What You Need

- 5x5 Card: Mail Carriers Help Us
- SEL Card: *solve a problem*
- Javi

Academic Vocabulary

digital share

CHECK FOR UNDERSTANDING

IF . . . a child doesn't understand how to solve the girl's problem,

THEN . . . remind them that they can always ask a teacher for help. Guide the child to come up with a way for the girl in the picture to ask the other children to play.

DIFFERENTIATED SUPPORT

3-Year Olds

Solve a Problem Place younger children in the role of one of the two children playing together. Pair them with an older child for guidance.
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 follows classroom rules and routines with occasional reminders from teacher. Pages 145, 153, 161, 169, 177 Child initiates problem-solving strategies and seeks adult help when necessary. Pages 145, 152, 158, 160, 161, 166, 168, 174, 176, 184
Language and Communication	<ul style="list-style-type: none"> Child perceives differences between similar-sounding words. Page 178 Child uses a wide variety of words to label and describe people, places, things, and actions. Pages 152, 154, 162
Emergent Literacy Reading	<ul style="list-style-type: none"> Child can segment a syllable from a word. Pages 162, 170, 174 Child can recognize rhyming words. Pages 154, 178, 184 Child names at least 20 upper- and at least 20 lower-case letters in the language of instruction. Pages C•192–C•193 Child demonstrates understanding of print directionality including left to right and top to bottom. Pages 146, 150
Emergent Literacy Writing	<ul style="list-style-type: none"> Child independently uses letters to make words or parts of words. Pages C•200–C•201
Mathematics	<ul style="list-style-type: none"> Child uses concrete objects, creates pictorial models and shares a verbal word problem for adding up to 5 objects. Pages 149, 157, 165, 173, 181 Child creates shapes. Pages C•196–C•197
Science	<ul style="list-style-type: none"> Child demonstrates the importance of caring for our environment and our planet. Pages 158, 166
Social Studies	<ul style="list-style-type: none"> Child discusses the roles and responsibilities of family, school, and community helpers. Pages 152, 153, 154, 161, 169, 182; C•190–C•191, C•194–C•195 Child explores geography tools and resources. Pages C•198–C•199
Fine Arts	<ul style="list-style-type: none"> Child creates or recreates stories, moods, or experiences through dramatic representations. Pages 174, 182
Physical Development	<ul style="list-style-type: none"> Child practices good habits of personal safety. Pages 150, 166, 174, 184
Technology	<ul style="list-style-type: none"> Child uses digital learning applications and programs to create digital products and express own ideas. Page 150

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

Ready for Kindergarten!

Speaking

Pre-Kindergarten Outcomes

- Child perceives differences between similar-sounding words. **Page 178**

Kindergarten Literacy Goals

- Recognize and produce rhyming words.

Phonological Awareness

Pre-Kindergarten Outcomes

- Child can segment a syllable from a word. **Pages 162, 170, 174**
- Child can recognize rhyming words. **Pages 154, 178, 184**

Kindergarten Literacy Goals

- Count, pronounce, blend, and segment syllables in spoken words.
- Recognize and produce rhyming words.

Alphabet Knowledge

Pre-Kindergarten Outcomes

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

Kindergarten Literacy Goals

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

Print Concepts

Pre-Kindergarten Outcomes

- Child demonstrates understanding of print directionality including left to right and top to bottom. **Pages 146, 150**

Kindergarten Literacy Goals

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

Mathematics

Pre-Kindergarten Outcomes

- Child uses concrete objects, creates pictorial models and shares a verbal word problem for adding up to 5 objects. **Pages 149, 157, 165, 173, 181**
- Child creates shapes. **Pages C•196–C•197**

Kindergarten Mathematics Goals

- Use concrete models and verbal word problems to represent addition. Solve addition problems.
- Create models of shapes using different materials. Compose simple shapes to form larger shapes.



Everyday Helpers

How do people in our community help us?

Weekly Question:

Why are firefighters important?

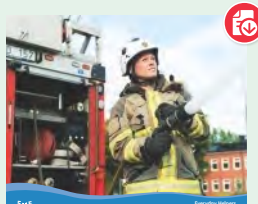
From the Theme Kit Print and Digital



Trade Book



Read More About It: "Lights Out!"



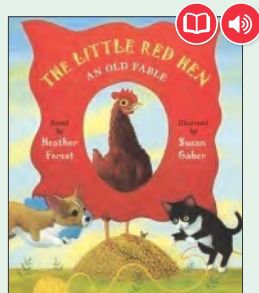
5x5



Theme and Concept Vocabulary



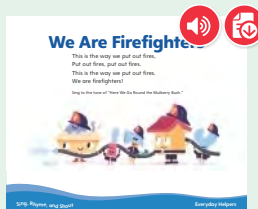
Theme Manipulative



Big Book and Little Books



Wordless Experience Book: *Everyday Helpers*

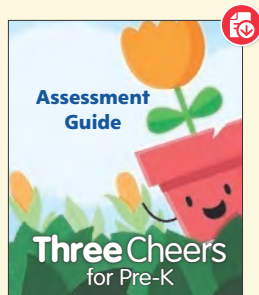


Sing, Rhyme, and Shout: "We Are Firefighters"



Talk More About It: *A Visit to The Fire Station*

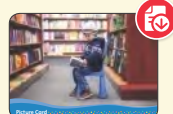
From the Teacher Toolkit Print and Digital



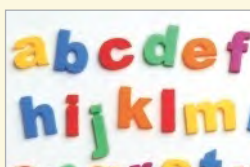
Assessment Guide



Alphabet Cards



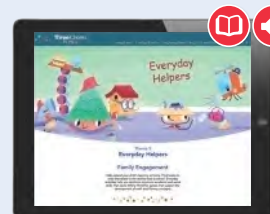
Picture Cards



Manipulatives



Family Engagement Digital



Three Cheers for Pre-K Parents!



Three Cheers for Games!



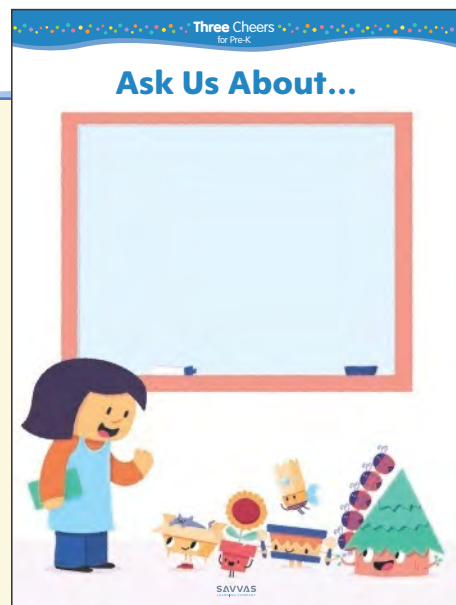
Digital Bookshelf

Plan Your Week

Suggested Daily Times

- Welcome to Today . . .15 minutes
- Story Time15 minutes
- Literacy Circle15 minutes
- Center Time and Small Groups60-90 minutes
- Math Circle15 minutes
- Snack Time10 minutes
- Circle Time15 minutes
- Outdoor Play20 minutes
- Learn and Play90 minutes
- Rest Time30-45 minutes
- Centers30 minutes
- Reflect10 minutes

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



Ask Us About . . .

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

- How do firefighters help our community?
- How can you ask someone to help you?
- Can you show me where to begin reading a page in a book?

Day 1 pp. 145–152

Welcome to Today

- Meet and Greet
- Sing, Rhyme, and Shout “We Are Firefighters”
- Morning Meeting

Story Time

- How do people in our community help us?
- Reread Big Book *The Little Red Hen*

Literacy Circle

- Concept Vocabulary Introduce
- Print Concepts Features of Print
- Alphabet Knowledge Review Cc /k/, Nn /n/, li /i/

Center Time and Small Groups

Small Group Options

- Math: Adding
- Literacy: Oral Language Production

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

Math Circle

- Adding
- Snack Time Share

Technology Circle

- We Are Helpers!
- Digital Products
- Outdoor Play Community Helper Tag

Learn and Play and Centers

- Let’s Move!
 - Spoon and Cube Race
 - Stop, Drop, and Roll
- Let’s Talk Solve Problems
- Let’s Read Alphabet Knowledge, Print Concepts
- Rest Time Relax

Prepare and Reflect

- 5x5 Social Studies
- Theme Celebration Day Community Helpers on Parade
- Getting Ready

Day 2 pp. 153–160

Welcome to Today

- Meet and Greet
- Sing, Rhyme, and Shout “We Are Firefighters”
- Morning Meeting

Story Time

- Why are firefighters important?
- 1st Read Trade Book *A Visit to the Fire Station*

Literacy Circle

- Concept Vocabulary Develop
- Phonological Awareness Rhyming Words
- Alphabet Knowledge Review Aa /a/, Bb /b/, Cc /k/, Dd /d/, Ff /f/, li /i/, Jj /j/, Mm /m/

Center Time and Small Groups

Small Group Options

- Math: Adding
- Literacy: Rhyming Words

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

Math Circle

- Adding
- Snack Time Share

Science Circle

- We Are Helpers!
- Our Planet
- Outdoor Play Going on a Trash Hunt

Learn and Play and Centers

- Let’s Move!
 - I See
 - Dialing 9-1-1
- Let’s Talk Solve Problems
- Let’s Read Alphabet Knowledge, Children’s Choice
- Rest Time Back at the Fire Station

Prepare and Reflect

- 5x5 Find Numbers
- Theme Celebration Day Community Helpers on Parade
- Getting Ready

Let's Celebrate!

Parade to celebrate community helpers
and share what children have learned.

Day 3 pp. 161–168

Welcome to Today

Meet and Greet

Sing, Rhyme, and Shout “We Are Firefighters”

Morning Meeting

Story Time

Why are firefighters important?

2nd Read Trade Book *A Visit to the Fire Station*

Literacy Circle

Concept Vocabulary Practice

Phonological Awareness Segment Syllables

Vocabulary Understand and Use New Words

Center Time and Small Groups

Small Group Options

- Math: Adding
- Literacy: Oral Language Production

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

Math Circle

Adding

Snack Time Adding

Science Circle

Recycle, Reduce, Reuse

Our Planet

Outdoor Play Practice Fire Drill

Learn and Play and Centers

Let's Move!

- Nearest Exits
- Helmet and Boot Match

Let's Talk Solve Problems

Let's Read Syllables, Vocabulary

Rest Time Read a Story

Prepare and Reflect

5x5 Describe Things

Theme Celebration Day Community Helpers on Parade

Getting Ready

Day 4 pp. 169–176

Welcome to Today

Meet and Greet

Sing, Rhyme, and Shout “We Are Firefighters”

Morning Meeting

Story Time

Why are firefighters important?

Read More About It “Lights Out!”

Literacy Circle

Concept Vocabulary Review

Phonological Awareness Segment Syllables, Blend Syllables

Center Time and Small Groups

Small Group Options

- Math: Adding
- Literacy: Oral Language Production

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

Math Circle

Adding

Snack Time Adding

Fine Arts Circle

Who Do You Call?

Dramatic Expression

Outdoor Play Create a Community Helper

Learn and Play and Centers

Let's Move!

- Lining Up Role Play
- Follow the Leader

Let's Talk Solve Problems

Let's Read Segment Syllables, Reread

Rest Time Quiet Time Activities

Prepare and Reflect

5x5 Movement

Theme Celebration Day Community Helpers on Parade

Getting Ready

Day 5 pp. 177–184

Welcome to Today

Meet and Greet

Sing, Rhyme, and Shout “We Are Firefighters”

Morning Meeting

Story Time

Why are firefighters important?

Compare *A Visit to the Fire Station* and “Lights Out!”

Literacy Circle

Concept Vocabulary Check for Understanding

Phonological Awareness Rhyming Words

Speech Communication

Center Time and Small Groups

Small Group Options

- Math: Adding
- Literacy: Vocabulary

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

Math Circle

Adding

Snack Time Adding

Let's Celebrate

Community Helpers on Parade

Outdoor Play Parade Prep

5 x 5 When I Grow Up

Learn and Play and Centers

Let's Move!

- Smoke Tunnel
- Fire Drill Practice

Let's Talk Solve Problems

Let's Read Rhyming Words, Communication

Rest Time Deep Breathing

Vocabulary

Theme Vocabulary

Words to develop the theme, Everyday Helpers

community job
heroes uniform

Concept Vocabulary

Conceptually related words to teach this week

dispatcher
equipment
fire engine
firefighter
fire station

Academic Vocabulary

Terms used in this week's instruction

General

everyday
express
groups
ideas
imagine
invite
label
life
parade
partners

remember

respond
tools

Literacy

blend
bottom
focus
left
letter
print
right

rhyiming

segment

similar

sound

syllable

syllables

top

word

words

write

Mathematics

add

counting

join

share

word problem

Science

caring

difference

environment

recycle

Social Studies

helper

helpers

Fine Arts

experience

Technology

digital

program

products

Story Words

Words from the literature to explain and use this week

Trade Book

cook learn visit
eat park wear
exercise rest work
ladders

Big Book

cake share
eat work
help

Read More About It

high lights
lifts out

Materials

Materials to gather from home and classroom

Morning Meeting

attendance chart
helper chart

Center Time

clips or clothespins
computers or other digital devices
easel
envelopes, junk mail, newspapers
finger paints
food coloring
headphones
large bin filled with colored rice

plastic bags

pretend play food items

sand

sandpaper

shaving cream

small objects, such as rocks, leaves, and shells

spray bottles of water

thick yarn

toy shopping cart or basket

toy stethoscope

Small Groups

large outline of two-layer cake

Circle Times

bag

blankets

buckets

butcher paper

community helper costume materials and props

computer

device to make sound of a phone ringing

modeling clay

music

nonworking phones

paper towel tubes

paper helmet and boot cutouts

picture of a coat and mail

pillows

plastic jars

plastic water bottles

recycling bin

recycling items

reusable items

spoons

steel cans

trash

trash bin

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

The Little Red Hen Follow along while listening to audio for the Big Book.

Pretend and Learn

A Grocery Store Pretend to visit the neighborhood grocery store to shop for items their family needs.

ABC Fun

Letter Hunt Find hidden letters in the bin and name them.

Creativity Station

I Can Help! Create a self-portrait and describe ways I help the community.

Math Fun

Shapes Are All Around Us Put shapes together to create real-world objects.

STEM

What Makes a Community? Think of a list of structures in a community.

Writer's Club

Who Helps Us? Create everyday helpers from a pattern and hang them on a classroom clothesline.

Sand, Water, and More

Look for Clues Create clues by imprinting objects into sand.

Monitor Progress



Assessment Guide

Observe

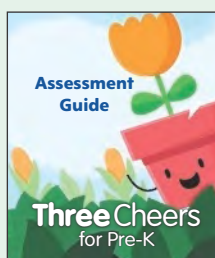
Observational Checklists

Use the weekly observational checklists in the Assessment Guide to monitor children's progress on this week's Learning Outcomes.



SCOUT

Use the weekly observational checklists to collect data on children's progress. Generate reports to help differentiate instruction for individuals.



Assessment Guide

Track Progress Across Time

Progress Monitoring Assessments

Use the Progress Monitoring assessments in the Assessment Guide to measure children's progress on end-of-year benchmarks for literacy and math. Progress Monitoring Assessment 2 should be administered at the end of Theme 6.

Pre-K Outcomes Progress Report

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



Portfolio

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

Centers

- **Math Fun** anecdotal notes about children naming shapes and using shapes to create pictures
- **STEM** community model
- **Writer's Club** paper patterns of community helpers



Welcome to Today

15 minutes

Meet and Greet

- Smile and shake each child's hand as they enter the classroom.
- Encourage children to update the Mood Meter to which face best describes their mood.



Sing, Rhyme, and Shout

Everyday Helpers Revisit the theme, Everyday Helpers, using the illustrations and lyrics on the card.

- *Firefighters* are also everyday helpers in our *community*. They are *heroes* that keep us safe from fires. This song tells one of the many *jobs* firefighters do to keep us safe.
- Sing the song and have children listen. Encourage children to sing with you.
- Have children pretend they are *firefighters* and act out spraying water from an enormous hose onto a fire.



Morning Meeting

- Attendance** Have children show their attendance by placing their name cards on the attendance chart. Display the Alphabet Card *Ff*. Have children with a name that starts with the letter *F* make the sound of a *fire engine*.
- Helper Chart** As you reassign each helper *job*, tell children that they are helpers in their classroom *community* just like the helpers they will read and learn about today.
- Weather** *What was the weather like over the weekend?* Have children show understanding by responding appropriately. Model appropriate ways for children to seek help as needed.
- Today's Events** *Today we will play games to practice fire safety and start to prepare for our Theme Celebration Day at the end of the week.*

Learning Outcomes

The child

- follows classroom routines with occasional reminders from teacher.
- seeks adult help when necessary.
- shows understanding by responding appropriately.

What You Need

- Sing, Rhyme, and Shout: "We Are Firefighters"
- Alphabet Card: *Ff*
- attendance chart, helper chart

Theme Vocabulary

community heroes
 job

Concept Vocabulary

firefighter fire engine

Academic Vocabulary

everyday helper

DIFFERENTIATED SUPPORT

Engage and Extend

Weather For children who either need a challenge or want to provide more detail, have them tell the activities they were able to engage in outside due to the weather. AUDITORY

Story Time

15 minute

Learning Outcomes

The child

- demonstrates understanding of print directionality including left to right.
- demonstrates understanding of print directionality including top to bottom.

What You Need

- Big Book: *The Little Red Hen*
- Vocabulary Cards: *community, job, uniform, heroes, firefighter, fire engine, fire station, dispatcher, equipment*
- Alphabet Cards: *Cc, Nn, Ii*

Everyday Helpers

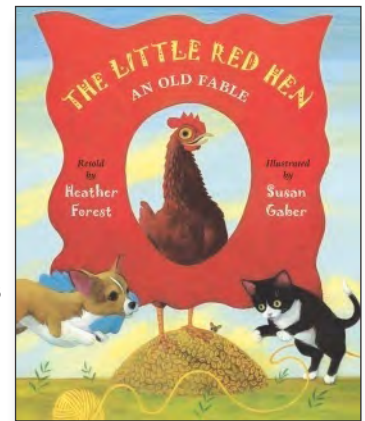
? **How do people in our *community* help us?** Ask children the guiding question *How do people in our community help us?* Display Vocabulary Cards *community, job, uniform, and heroes* and remind students what these words mean. Lead children to understand that people who choose to help others in a *community* can be called *heroes*, people we admire for their courage in helping others.



The Little Red Hen

Tell children that today you are going to reread *The Little Red Hen*.

1 Remember Display the front cover of the book. Ask children to share what they remember about the story. **Who are the characters in the story?** Point to the little Red Hen, the dog, the cat, and the mouse. **What did the little Red Hen need help with?** Turn to p. 17 and show the little Red Hen mixing the ingredients for the cake. **What did the dog, cat, or mouse say to the little Red Hen when she asked for help?** Turn to p. 10 and invite the class to chime in on the animals' reply. **Not I.**



2 Focus Tell children that when you reread the story, they should focus on the lesson the animals learn. After reading pp. 22–23, emphasize that the animals' reply has changed. After reading p. 27 say, **The cat, dog, and mouse are working very hard. What do you think has changed?**

3 Respond After reading, ask children to share the lesson that they think the animals have learned. **What does the hen tell the other animals that they need to do in order for the hen to share the cake?** **Right, the animals must help with the work in order to enjoy the results of the hard work.**

DIFFERENTIATED SUPPORT

Extra Support

Respond If children need help identifying a lesson that the animals learn, act out the events on pp. 24–29.

You act as the little Red Hen and say **I worked hard and all alone to make this cake. Now who will help me eat the cake?**

- The class acts as the dog, cat, and mouse and says, "I'll help!" Encourage the children to act hungry, but also sorry that they didn't help.
- You say **If you help with the work, I will share my cake.**
- Have children act out helping the hen cut and serve the cake. Then children pretend to eat the cake. **KINESTHETIC**

Literacy Circle

15 minutes

Concept Vocabulary

Introduce We are going to talk about this question: *Why are firefighters important?*

Display Vocabulary Card *fire station*. A *fire station* is the building where the fire truck is parked. *Firefighters* eat and sleep inside the *fire station* while they wait for a call for help.

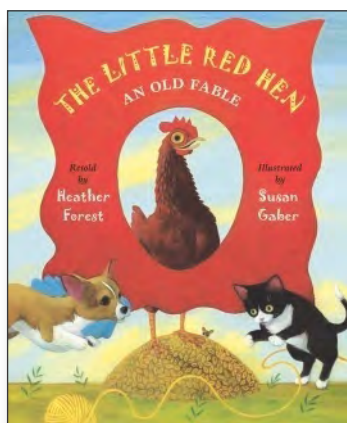


Display each of the Vocabulary Cards for this week (*firefighter*, *fire engine*, *fire station*, *dispatcher*, *equipment*) and briefly explain how each relates to the question *Why are firefighters important?*

Print Concepts

Features of Print Display the first page in *The Little Red Hen*.

- We read from the top of the page to the bottom and from left to right. Point and demonstrate.
- Where do I begin reading? Have children respond to demonstrate understanding that printed words move from left to right and top to bottom.



Alphabet Knowledge

Review Cc /k/, Nn /n/, li /i/ Tell children that today they are going to review what they know about the letters *Cc*, *Nn*, and *li*.

- Display the Alphabet Card *Cc*. Point to *C*. Remember, this is the uppercase *C*. Point to *c*. This is the lowercase *c*. The sound that the letter *c* spells sounds like this /k/, /k/. Say it with me.
- Display and review *Nn* /n/, using the Alphabet Card *Nn*.
- Display and review *li* /i/, using the Alphabet Card *li*.



Transition

The Wheels on the Truck

Invite children to stand and stretch. Sing the song to the tune of “The Wheels on the Bus.” Have children echo each phrase and roll their arms as they sing.

The wheels on the truck go round and round,
round and round,
round and round.

The wheels on the truck go round and round,
all through the town.

Theme Vocabulary

community	uniform
job	heroes

Concept Vocabulary

firefighter	fire engine
fire station	dispatcher
equipment	

Academic Vocabulary

remember	focus
top	bottom
left	right
respond	letter
sound	print



CHECK FOR UNDERSTANDING

IF . . . children have difficulty demonstrating that printed words move from left to right and top to bottom,

THEN . . . demonstrate moving from left to right and top to bottom as you read posters or charts displayed in the classroom. Read a page of *The Little Red Hen* and track print from left to right and top to bottom as you read.

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•214).

Small Group

- **Math: Adding** Display a poster-size outline of a two-layer cake. Provide children with a piece of paper and crayons. *Today, I need each of you to add some flowers to decorate this cake. First, draw one blue flower.* Allow time for the children to draw a blue flower. *Now draw two yellow flowers.* Allow time for the children to draw two yellow flowers. *Now draw one more flower that is pink.* Allow time for the children to draw a pink flower. *Wonderful! Now add all of the flowers together. Tell how you added all the flowers.* If needed, provide a sentence frame for children to tell the addition: *_____ and _____ and _____ is _____ in all.* Then have children cut out their flowers and glue them to the cake outline as decoration.

► **ELL Access**

Use Key Phrases

Emerging Use blue, yellow, and pink connecting cubes to represent the flowers. Count each color separately: *1 blue flower, 2 yellow flowers, 1 pink flower.* Have children repeat. Then connect the cubes and say the addition sentence for children to repeat.

Developing Ask questions to encourage children to describe each set of flowers and the number in all. *How many yellow flowers? 3 yellow flowers How many flowers are there in all? 4 flowers in all*

Expanding Have children state the addition sentence on their own. Encourage them to include the phrase *in all*.

Bridging Have children explain how they added the flowers. To help them explain, provide cubes to represent the flowers.

- **Literacy: Oral Language Production** Display the Alphabet Cards *Aa, Cc, Ff, Ii, Nn, Oo, Pp, Tt*. Produce the sound */a/, /a/*. Have children point to the correct letter that spells the sound. Then have children produce the sound on their own. Correct and reinforce their oral language production as needed. Repeat for letters *Cc, Ff, Ii, Nn, Oo, Pp, Tt*. Then work with students to produce words that contain these sounds, such as *cat, nap, pin, pot, tip* and *top*.

► **ELL Access**

Oral Language Production

Emerging Carefully pronounce the letter sound */n/*. Have children repeat. Have children monitor their oral language production and self-correct as needed. Repeat with letter sounds */a/, /k/, /f/, /i/, /o/, /p/, /t/*.

Developing Say *nose*. Have children repeat. Have children monitor their oral language production of */n/* and self-correct as needed. Repeat with *apple /a/, castle /k/, fountain /f/, igloo /i/, otter /o/, penguin /p/, and tiger /t/*.

Expanding Say other words that start with the letters *Aa, Cc, Ff, Ii, Nn, Oo, Pp, Tt*. Have children repeat the words. Have children monitor their oral language production of the letter sounds and self-correct as needed.

Bridging Have children say words that start with the letters *Aa, Cc, Ff, Ii, Nn, Oo, Pp, Tt*. Have children monitor their oral language production of the letter sounds and self-correct as needed.

Math Circle

15 minutes

Adding

Tell children that today you are going to share a verbal word problem to add.

- 1 Engage** Remind children that they have been learning about helpers. *Firefighters are everyday helpers. Today you are all firefighters. Your job is to help load the engine!* Present the following word problem:

There is 1 hose on the fire engine.

We need 3 more hoses.

How many hoses does the fire engine need?

Let children work through the problem using any addition strategy. Then model solving the word problem. *Hmmm. The fire engine has 1 hose. It needs 3 more hoses. 1 and 3 is 4. So, the fire engine needs 4 hoses in all!*

- 2 Develop** Present another word problem for students to solve with you. Again, use your fingers to help solve. *There is 1 axe on the fire engine.* Hold up 1 finger. *It needs 2 more axes.* Raise 2 more fingers. *How many axes does the fire engine need in all?* Wiggle your 3 fingers. *Yes, 3 axes! The fire engine has 1 axe and it needs 2 more. 1 and 2 is 3.* Repeat this activity with 1 helmet and 4 helmets.
- 3 Practice** Give students an opportunity to share their own word problem with a partner. Distribute a single numeral card from 0 to 4 to each child. Have them work with a partner to tell a word problem. *There is 1 ladder on the fire engine. The truck needs more ladders. Look at your card. That is how many more ladders it needs.* Have children tell each other a ladder story that corresponds to their numeral card.

Learning Outcome

The child

- shares a verbal word problem for adding up to 5 objects.

What You Need

- Patterns: Numeral Cards

Academic Vocabulary

add

word problem



CHECK FOR UNDERSTANDING

IF . . . a child has difficulty using effective verbal and nonverbal communication skills to share a verbal word problem,

THEN . . . model the appropriate language as the child holds up their fingers to show the numbers that are being added. Have the child repeat after you.



Snack Time

15 minutes

Share Model sharing a verbal word problem for adding up to five snacks, using effective verbal and nonverbal communication skills. Gather children and a snack. *I will share some snacks with each of you.* Give each child one snack. *You each have one snack. I will give each of you three more snacks.* Give each child three more snacks. *How many snacks do you have in all? Four! Marvelous! Let's eat our snacks.*

Technology Circle

15 minutes

Learning Outcomes

The child

- demonstrates understanding of print directionality including left to right.
- demonstrates understanding of print directionality including top to bottom.
- practices good habits of personal safety.
- uses digital programs to create digital products.
- uses digital programs to express own ideas.

What You Need

- Picture Card: *library*
- computer
- Snap Cubes
- spoons, buckets
- Big Book: *The Little Red Hen*

Outdoor Play

20 minutes

Community Helper Tag Have children play tag. Choose a volunteer to be “It” while others run to avoid being tagged. When a child is tagged, they must freeze into the position of a *community* helper that they have learned about, such as a chef stirring, an artist painting, or a *firefighter* fighting fires. The child will stay frozen into position until an unfrozen teammate tags them again.

Wheel of Motion

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

We Are Helpers!

Have children stand up and shake out their bodies.

As you say the chant, pause for children to repeat the second lines in each pair and complete the gesture.

How does a Line Leader help?

I lead my friends in a line.

(march in place)

What do the Pencil Helpers do?

Sharpening pencils is just fine.

(point to a pencil)

What does the Plant Helper do?

Plants need water and the sun.

(point to a plant)

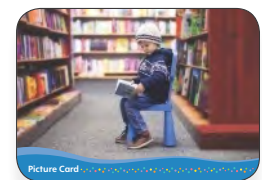
What do you think about helping?

Helping in the classroom is
so much fun!

(clap)

Digital Products

1 Engage Invite children to be seated. Display Picture Card *library*. A librarian is a helper who works at the library. Let's look for images on the Internet of a librarian helping the *community*.



2 Develop On your computer, type *images of a librarian* into a web browser. Point. This is called a search field. I type a description for what I am searching. In this case, it is *images of a librarian*. Search through the images and discuss the various ways you see a librarian helping their patrons. Have children point out different ways they see librarians helping others. Model appropriate ways to ask for help. *Can you please help me type the letter I?*

3 Practice Search for other *community* helpers on the Internet. Have children express their own ideas by naming a *community* helper. Ask them to tell the steps needed to search, such as type the name in the search field. Have children use digital programs to create digital products by helping to type the different characters for the search-word term. Guide children to appropriately seek help as needed. *If you need help, ask me or another teacher.*

Learn and Play

90 minutes

Let's Move

Spoon and Cube Race Divide the children into groups of no more than five. Line the groups up in rows. Each group gets a pile of connecting cubes and a spoon. Set buckets across from each group.

- Have the first child in each line hold the spoon in front of their body, place a cube on the spoon, and walk to the bucket. If the cube drops, the child picks it up and continues to the bucket.
- The first child walks back to the line and gives the spoon to the next child. When time is up, groups connect the cubes in the bucket to see which group carried the most.

Stop, Drop, and Roll Stop, Drop, and Roll is one way firefighters teach us to stay safe from fires. If a piece of your clothing catches on fire, you must stop, drop, and roll. This will help put out the flames.

- Model Stop, Drop, and Roll.

First, I stop what I am doing.

Next, I drop to the floor or ground.

Then I roll over several times.

- Have children practice good habits of personal safety with each step of Stop, Drop, and Roll. Encourage children to say the words with the actions.

Let's Talk

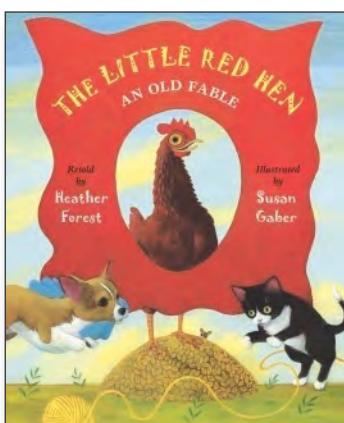
Solve Problems Guide children to practice appropriate ways to ask for help, including the use of polite words, such as *please* and *excuse me* if they are approaching someone who is busy. **What do you do if you need help? Most people are happy to help when you ask nicely.**



Let's Read

Alphabet Knowledge Display and read aloud p. 13 of *The Little Red Hen*. Have children find four words that start with the letter Cc and practice pronouncing the sound /k/.

Print Concepts Display and read pp. 24–25 of the book. Before you read, ask: **Where do I begin reading on this page?** Invite children to demonstrate they understand printed words move from left to right and top to bottom.



Academic Vocabulary

program	digital
groups	products
letter	express
print	sound
right	left
bottom	top

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

Relax Have children pretend that they are the little Red Hen after a long day of cutting and grinding wheat and baking a cake. They are exhausted. Have children close their eyes, breathe deeply, and focus on relaxing each muscle from head to toe. Breathe deeply and each time you exhale, softly ask questions such as: **Is your neck relaxed? Are your shoulders relaxed? Is your back relaxed?**

DIFFERENTIATED SUPPORT

Extra Support

Spoon and Cube Race If children have trouble keeping the cube on the spoon, have them use a bigger soup spoon. KINESTHETIC

Prepare and Reflect

10 minutes

5x5

Social Studies Show the photo of a *uniformed firefighter* on the card. Have children use a wide variety of words to describe the woman in the photo. Discuss the roles of *community helpers*. Ask children to brainstorm ways that *firefighters* help us.



Learning Outcomes

The child

- seeks adult help when necessary.
- uses a wide variety of words to describe people.
- discusses the roles of community helpers.

What You Need

- 5x5 Card: Firefighters Help Us
- butcher paper, crayons

Transition

Thank You Helpers

Invite children to participate in a group sing-along to assume a role as part of the classroom *community*.

Thank you helpers, (bow slightly)
 for all you do. (open arms wide)
 Our classroom would
 not be the same, (shake head)
 without you! (point to a friend)

Concept Vocabulary

firefighter

Academic Vocabulary

helpers parade
 write invite
 ideas

Teacher Note

Have children practice and prepare 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

Community Helpers on Parade At the end of the week, we will have a celebration called, Community Helpers on Parade. We'll invite guests to our celebration, so you can share what you've learned about the people who help us in our *community*.



Getting Ready

Have children help you write an invitation inviting guests to the Community Helpers on Parade Celebration. Make copies of a general invitation for children to take home if families are being invited to the celebration. Leave a blank space for the children to fill in their name. *[Child's name] invites you to Community Helpers on Parade Celebration.* Include the date, time, and place on the invitation, but leave the day of the week blank. Have children locate the correct day on the classroom calendar and write it on the invitation.

Create a "Here Come Our Community Helpers" banner for the parade leaders to hold. Have children decorate the banner with drawings of *community helpers*. Encourage children to draw inspiration from images that they found during Technology Circle.

Review the classroom rules and routines. Decide which rules are important to the parade. Have children turn to a partner to each share a new rule that will be important to follow during the parade. Have children practice appropriate ways to ask for help sharing their ideas, as needed. Children will report back to the class, sharing their new rules.



Story Time

15 minutes

Learning Outcomes

The child

- uses a wide variety of words to label things.
- uses a wide variety of words to describe places.
- recognizes rhyming words.
- discusses the roles of community helpers.

What You Need

- Trade Book: *A Visit to the Fire Station*
- Vocabulary Cards: *firefighter, fire engine, fire station, dispatcher, equipment*
- Picture Cards: *mug, rug, bug, snake, van*
- Magnetic Letters, bag, music

Theme Vocabulary

community uniform

Concept Vocabulary

firefighter fire engine
fire station dispatcher
equipment

Academic Vocabulary

helpers label
tools similar
rhyming words
sound letter

DIFFERENTIATED SUPPORT

Extra Support

Connect If children have difficulty understanding the meaning of same and different, display SEL Card *same or different?* Point to and describe what in the picture is the same and what is different. VISUAL

Everyday Helpers

? **Why are *firefighters* important?** Discuss the roles of *community* helpers and explain that *firefighters* are another group of people in our *community* that help us. *The book that we read today and the activities that we do will explore ways that firefighters are important.*



A Visit to the Fire Station

Tell children that today you are going to read *A Visit to the Fire Station*.

1 Introduce Display the front cover of the book. *This book will give us a tour of a fire station and tell us important things firefighters do at the fire station. Has anyone been to a real fire station?*



Before reading, point to the *firefighter* and the outside of the *fire station* that are pictured on the cover. *This is the fire station. It is the place firefighters gather as they wait to help people in the community. Let's see and read about what is inside this fire station.*

2 Read Together Read aloud the book. On each page, emphasize the specific location in the *fire station*. Refer to the photos and have children use a wide variety of words to describe the places they see. Work with children to label *equipment*, such as the *fire engine, uniforms, radio, weights, and kitchen tools*. Prompt discussion by pointing to items in the photos. Point out that firefighters wear *uniforms*, or special clothes, when they work.

3 Connect After reading, model comparing and contrasting rooms and *equipment* in the *fire station* to the rooms and *equipment* in homes. Turn to p. 6. *This is similar to garages where people park their cars, but garages in homes are too small to fit the big fire engine.*

Have children compare and contrast homes to the *fire station* using the sentence frames: *A home is the same as a fire station because _____.* *A home is different from a fire station because _____.*

Literacy Circle

15 minutes

Concept Vocabulary

Develop Remind children of the weekly question: *Why are firefighters important?* Display Vocabulary Card *fire station*. This is a *fire station*. Say the word *fire station* with me: *fire station*. What do *firefighters* do at the *fire station* while they wait for a call for help?

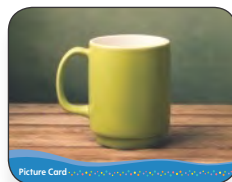


Display each Vocabulary Card (*firefighter*, *fire engine*, *fire station*, *dispatcher*, *equipment*) and ask children a question about each one that ties the word to the theme or weekly question.

Phonological Awareness

Rhyming Words Remind children that rhyming words are words that end with the same sound.

- Display Picture Cards *mug* and *rug*. Say the words. *Mug* and *rug* end with the same sound. *Mug* and *rug* rhyme.
- Show children Picture Cards *bug*, *snake*, and *van*. Say each word. Have children recognize the pictures of the word that rhymes with *mug* and *rug*. *What rhymes with mug and rug?* (*bug*)



Alphabet Knowledge

Review Aa /a/, Bb /b/, Cc /k/, Dd /d/, Ff /f/, Ii /i/, Jj /j/, Mm /m/ Tell children that today you will play a game with letters and sounds.

- Display the magnetic letters *Aa*, *Bb*, *Cc*, *Dd*, *Ff*, *Ii*, *Jj*, *Mm*. Review the letter name and sound for each letter.
- Put the letters in a bag. Play music. Have children sit in a circle and pass the bag while music plays.
- When the music stops, whoever is holding the bag should choose a letter and say the sound that the letter spells. Repeat as time allows.

Transition

Down the Pole

Invite children to stand up, shake out their bodies, and remain standing. Chant and pause for children to repeat the lines.

One little firefighter (show one finger)
was sleeping in his bed.

Ring went the bell

and down the pole (continue showing
she sped. one finger)

Two more firefighters (show three
were sleeping in bed. fingers)

They heard the bell

and down the pole (continue showing
they sped. three fingers)

Two more firefighters
were sleeping in bed. (show five fingers)

They heard the bell

and down the pole (continue showing
they sped. five fingers)



CHECK FOR UNDERSTANDING

IF . . . children have difficulty producing the correct letter sound for the letters they pick from the bag,

THEN . . . review the letter name and sound. Have the child repeat the letter sound. Then have the child pick a different letter from the bag and say the sound that the letter spells.

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•215).

Small Group

- **Math: Adding** Give each child a paper outline of a fire engine. When you add, you find how many you have in all. Today, you are going to add firefighters to a fire engine. There is one firefighter in the fire engine. Have children draw a smiling face to represent a firefighter inside the fire engine. Then two more firefighters get into the fire engine. Have children draw two smiling faces to represent the firefighters. How many firefighters are inside the fire engine? Now find how many firefighters there are in all. How do you add them? Listen for students to tell each part of the story and state the number in all.

► ELL Access

Academic Vocabulary

Emerging Simplify directions as you model on your own fire engine. *One firefighter.* Hold up one finger. Repeat as you provide the direction for the rest of the addends.

Developing As you provide the direction for the addends, have children repeat the number of firefighters. Tell the addition story in parts, and have children repeat. If *firefighters* is hard for them to pronounce, replace with *people*.

Expanding Prompt children to tell the addition story using questions. *How many firefighters got in the fire engine first? How many came next? How many firefighters are there in all?*

Bridging Have children tell their own addition stories about firefighters as others in the group draw faces in their fire engines.

- **Literacy: Rhyming Words** Remind children that rhyming words are words that end with the same sounds. Display Picture Cards *king* and *ring*. Say *The words king and ring end with the same sounds. King and ring rhyme.* Show children Picture Cards *hat, truck, bat, pan, cat, gate.* Say each word. Have children recognize the pictures of the words that rhyme (*hat, bat, cat*) and repeat the words after you.

► ELL Access

Oral Language Production: Rhyming Words

Emerging Display Picture Cards *hat, truck, bat, pan, cat, gate.* Repeat each word. Then say each word and have the child point to the picture of the word.

Developing Have children repeat the name of each picture on the Picture Card and tell ending sounds they heard that were the same (*hat, bat, cat*).

Expanding Have children say the name of each picture on the Picture Cards and recognize the pictures of the words that rhyme.

Bridging Have children tell you other words they know that rhyme with *hat, bat, and cat*.

Math Circle

15 minutes

Adding

Tell children that today you are going to share a verbal word problem to add.

1 Engage Show students the Trade Book *A Visit to the Fire Station*.

Do you remember all of the things that happen in a fire station?

Call on volunteers to list some of the activities from the book. If children don't remember, flip through the book and elicit answers.

Firefighters learn, exercise, cook, and sleep in the fire station!

2 Develop Present a word problem for children to solve with you.

Allow them to use counters to help them follow along with the story and solve. *I have an adding story to share: There is 1 firefighter*

asleep in bed. Place 1 counter on the table. Then 4 more firefighters go to

sleep. Place 4 additional counters on

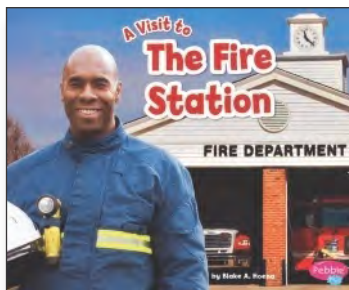
the table. How many firefighters are

asleep? Adding will tell us! Push all 5

counters closer together. 1 firefighter

and 4 firefighters is 5 firefighters. Five

firefighters are asleep!



3 Practice Distribute 5 counters to each child. Have children create and share their own story problems with 1 firefighter and 4 firefighters. Allow them to choose the context of the word problem by selecting an activity from the Trade Book *A Visit to the Fire Station*. *It is your turn to share a word problem about firefighters.*

What will your firefighters be doing? Pair students together to

share a word problem with each other. One partner shares the new

word problem while their partner uses counters to solve. *Start with*

1 firefighter and then add 4 more. Make sure students are adding

the two groups in their stories.

Learning Outcome

The child

- shares a verbal word problem for adding up to 5 objects.

What You Need

- Counters
- Trade Book: *A Visit to the Fire Station*

Academic Vocabulary

add

share

word problem



CHECK FOR UNDERSTANDING

IF . . . a child has difficulty solving the addition problem in a new context,

THEN . . . call attention to the fact that the numbers of counters are the same. Have children go through the adding of 1 and 4 counters again.



Snack Time

15 minutes

Share Model sharing a verbal word problem for adding up to five snacks. Gather children and a snack. *I want to share five snacks with each of you.* Give each child two snacks. *You each have two snacks. I will give each of you two more snacks.* Give each child two more snacks. *How many more snacks do I need to give you so that each student has five snacks? One!* Give each child one more snack. *Does everyone have five snacks? Wonderful! You may eat your snack.*

Science Circle

15 minutes

Learning Outcomes

The child

- seeks adult help when necessary.
- self-selects other written materials to engage in pre-reading behaviors.
- demonstrates the importance of caring for our environment.

What You Need

- Vocabulary Card: *recycle*
- recycling bin, trash bin, recycling items, trash, nonworking phones
- Trade Book: *A Visit to the Fire Station*

Concept Vocabulary

firefighter fire station

Academic Vocabulary

recycle imagine
 difference helpers
 sound letter

Outdoor Play

20 minutes

Going on a Trash Hunt *Let's be helpers at school by cleaning up outside.*

Have children wear plastic gloves or baggies over their hands. Then have children pick up trash in the school yard and place it in a trash bin. Tell students to use good safety habits and to not pick up anything sharp. *If it can hurt me, let it be.* Afterwards, make sure that children wash their hands with soap and water. Guide them to reflect on the amount and types of trash found.

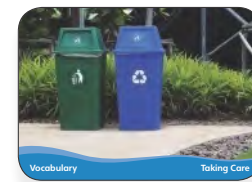
We Are Helpers!

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

We are helpers.	(point to self)
How about you?	(point to friend)
Light Monitor, Greeter, Messenger, Recycler too.	(wave to helpers) (point to the Recycler)

Our Planet

1 Engage Have this week's Recycler bring the recycle and trash bins to the Science Circle. Display Vocabulary Card *recycle*. Discuss the importance of caring for the environment by recycling. Explain the difference between the recycling bin and the trash bin in the picture.



2 Develop Beforehand, research what your local municipality accepts as part of their recycling program. Provide examples of what can be recycled and what is trash. Show children the recycling symbol on an item to be recycled. *This symbol tells us that it can be recycled.* Have the Recycler place the item in the correct bin. Choose a piece of trash. Explain why it can't be recycled. Have the Recycler place the item in the correct bin.

3 Practice Have children demonstrate the importance of caring for the environment by sorting the remaining items into the recycling bin or trash bin. For items like paper that do not have a recycling symbol, explain how paper can be reused. Model appropriate ways to ask for help, as needed. *Can you please recycle this for me?*

Learn and Play

90 minutes

Let's Move

I See Have children line up. Show children an image of a fire extinguisher before beginning.

- Let's take a walk around the school and play "I See." Your *job* is to find the fire extinguishers. When you see a fire extinguisher, say *I See* and raise your hand. Wait quietly for others to find it too.
- Have children pretend to be *firefighters* and put on their *uniforms*. Start walking and point out the first fire extinguisher, so children know what to look for.

Dialing 9-1-1 Today we will practice making a 9-1-1 call. A 9-1-1 operator is a *community* helper who answers emergency calls and sends help.

- Tell children that it is only appropriate to call 9-1-1 when they need help from police or *firefighters* or when someone needs help from a doctor or nurse. *Calling 9-1-1 is not a game.*
- Model dialing 9-1-1 on a nonworking phone or an image of a keypad. Have children take turns dialing 9-1-1.
- Tell children that the operator will then ask what, where, and who questions. Practice responding to an operator using this script. **9-1-1 operator. What is your emergency?** (Child says *I need help* and tells what is wrong.) **Where are you?** (home address or name of school) **What is your name?** (full name) **Don't hang up. Help is on the way.**

Let's Talk

Solve Problems Circulate as children make 9-1-1 calls. As children seek help taking turns, provide guidance. **Did you ask a friend if you can use the phone next? Thank you for using kind words.**



Let's Read

Alphabet Knowledge Display and read p. 16 of *A Visit to the Fire Station*. Have children find three words that start with the letter *Dd* and practice saying the sound /d/.

Children's Choice Display several books and other materials that children have written in centers or as a whole class. Have them choose the text to read together today.



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

Back at the Fire Station All the *firefighters* are back at the *fire station*, and it is time to rest. Have children lie down. Use a quiet, relaxing voice and guide the children to restful thoughts. **Imagine taking off your helmet. Take off your coat. Remove one boot. Remove the other boot. Fold the covers back.**

DIFFERENTIATED SUPPORT

Engage and Extend

Dialing 9-1-1 If children do not yet know their address, this is a good time to help them learn, with parent help. Children can sing their address to the tune of "Are You Sleeping?"

123

123

Home Street

Home Street

City, State

City, State

12345

12345 AUDITORY

Prepare and Reflect

10 minutes

5x5

Find Numbers Have children identify any name and numbers that they recognize.



Learning Outcomes

The child

- seeks adult help when necessary.
- moves from scribbles to some letter-sound correspondence using beginning sounds when writing.
- moves from scribbles to some letter-sound correspondence using ending sounds when writing.

What You Need

- 5x5 Card: Firefighters Help Us
- construction paper, pencil, costume materials and props

Transition

Do You Know the Farmer?

Invite children to assume a role as part of the classroom *community* by participating in a group sing-along to the tune of “Do You Know the Muffin Man?”

Do you know the farmer, (hoe)

the farmer, the farmer? (keep hoeing)

Do you know the farmer, (put food in basket)

he grows healthy food. (put food in basket)

Teacher Note

Have children practice and prepare 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

Community Helpers on Parade Remember, at the end of the week, we will have the Community Helpers on Parade Celebration. There are so many *community* helpers to choose from. Who will you be in the parade?



Getting Ready

Have children decide on the *community* helper they want to dress as for the parade. Give children a sheet of construction paper to write the name of the *community* helper they choose. Guide children to move from scribbles to some letter-sound correspondence for beginning and ending sounds.

Once children have chosen a *community* helper, have them choose materials for their costume from the classroom dress-up center. Tell children that they should only choose one to two items so that everyone has materials for their costume. Children can also bring in additional items from home.

Have children review their list of parade rules. Then have children decide two new rules that will be important to follow during the parade. Have children practice appropriate ways to ask for help, as needed. Choose parade leaders to carry the banner during the parade. Allow children to volunteer or pick a name out of a *community* helper’s hat, such as the chef’s hat or a *firefighter’s* helmet.



Welcome to Today

15 minutes

Meet and Greet

- Give each child a high five as they enter the classroom.
- Remind children to place their picture on the Mood Meter.



Sing, Rhyme, and Shout

Everyday Helpers Display pp. 10–11 of *A Visit to the Fire Station*.

- Yesterday we read that *firefighters* wear coats, helmets, and boots as they fight fires in our *community*.
- Display the card and sing the song, changing the lyrics to focus on putting on boots (*This is the way we put on boots . . .*). Encourage children to sing the new lyrics with you.
- Invite children to stand and pretend they are putting on boots.



Learning Outcomes

The child

- follows classroom routines with occasional reminders from teacher.
- seeks adult help when necessary.
- discusses the roles of school.
- discusses the responsibilities of school.

What You Need

- Trade Book: *A Visit to the Fire Station*
- Sing, Rhyme, and Shout: “We Are Firefighters”
- attendance chart, helper chart

Theme Vocabulary

community job

Concept Vocabulary

dispatcher fire station

firefighter

Academic Vocabulary

everyday helpers

Morning Meeting

- Attendance** Have children place their name cards on the attendance chart. As they come up to the chart, have children remind you of the *community* helper they chose to be at the celebration.
- Helper Chart** Choose a different helper *job* than you did on Day 2 and have children discuss the role and responsibility of the helper at school.
- Weather** *What did you wear today to prepare for the weather?* Discuss the weather today. Have children seek adult help as needed to identify a coat, rain boots, or shorts.
- Today's Events** *Today we might get a call from the dispatcher to help put out a pretend fire.*



DIFFERENTIATED SUPPORT

Extra Support

Weather Switch roles and show what you wore to school today to prepare for the weather. Explain why it was a good choice for today's weather. Then have children share what they wore that prepared them for the weather. VISUAL

Story Time

15 minutes

Learning Outcomes

The child

- uses a wide variety of words to describe actions.
- comprehends up to 1,000 words.
- uses a large speaking vocabulary, adding several new words daily.
- segments a syllable from a word.

What You Need

- Trade Book: *A Visit to the Fire Station*
- Talk More About It Card: *A Visit to the Fire Station*
- Vocabulary Cards: *firefighter, fire engine, fire station, dispatcher, equipment*

DIFFERENTIATED SUPPORT

ELL Access

Remember

Emerging Display Vocabulary Card *equipment*. Have children point to the *equipment* on the card and say *equipment*.

Developing Provide sentence frames to help children express understanding of the word *equipment*. *The fire hose is an example of firefighters' _____.*

Expanding Have children use an English word that has a similar meaning to the word *equipment*, such as *tool* or *supplies*.

Bridging Have children use *equipment* in complete sentences.

VISUAL

Everyday Helpers

? **Why are firefighters important?** Ask children *Why are firefighters important?* Discuss the *uniforms* they wear to keep them safe. Remind children that the important and sometimes dangerous work *firefighters* do makes people think of them as *heroes*.



A Visit to the Fire Station

Tell children that today you are going to reread pages of *A Visit to the Fire Station*.

- 1 Remember** What are some of the rooms and *equipment* inside a *fire station* that you learned about yesterday? Have children respond using a large speaking vocabulary that shows they have added new words for places and things inside the *fire station*. Focus children's attention on the word *dispatcher* on p. 12, and reinforce that *dispatchers* tell *firefighters* how to get to a fire quickly. Have children use the word *dispatcher* to increase their speaking vocabulary.
- 2 Reread** Reread pp. 8–20, focusing on what the *firefighters* are doing. Refer to the text and photos to have children use a wide variety of words to describe the *firefighters'* actions. For example, on p. 8, ask children what the *firefighter* will do on the ladder. (climb) Discuss the *firefighters'* actions on other pages, such as *wear; learn; exercise; rest; cook; eat; and work*.
- 3 Retell** Hold up the Talk More About It Card for this trade book. Ask children to talk about what they see in each of the images (children looking at a fire truck, children trying on *firefighters'* gear, dalmation, truck, men). Then have children use the card to retell what they learned about life in the *fire station*.



Literacy Circle

15 minutes

Concept Vocabulary

Practice Display Vocabulary Cards *firefighter, fire engine, fire station, dispatcher, and equipment*. Have children identify each one. *Some of these words name people who work inside the fire station. Is a fire engine a person who works in the fire station? No. Is a firefighter a person who works inside a fire station? Yes. What other word names a person who works inside the fire station? (dispatcher)*



Phonological Awareness

Segment Syllables Display pp. 8–9 in the Trade Book *A Visit to the Fire Station*.

- Point to the picture of the *ladder*. Say *ladder* and clap the two syllables. *Lad-der*.
- Model segmenting *ladder*. *If I remove lad-, one part is left, -der*.
- Say *ladder* and have children clap the two syllables. *Lad-der*. *If I remove -der, what part is left?* Have the children segment the syllable *lad-*.



Vocabulary

Understand and Use New Words Display the picture on p. 21 in the Trade Book, *A Visit to the Fire Station*.

- Model describing something you see in the photo.
- Have children demonstrate their understanding of the meaning of words in a variety of ways while describing what they see in the photo. For example, children can point to the *uniforms* and describe them using the Theme Vocabulary word *uniform*.
- Then have children demonstrate their developing speaking vocabulary, using words from the book to describe the *uniforms* in detail. For example, *A firefighter is wearing boots. His coat and helmet are hanging up.*



Transition

The Ladder on the Truck

Invite children to stand and take a big stretch! Sing the song to the tune of “The Wheels on the Bus.” Have children echo each phrase and squat up and down as they sing.

The ladder on the truck goes up and down,
up and down,
up and down.
The ladder on the truck goes up and down,
all through the town.

Theme Vocabulary

uniform heroes

Concept Vocabulary

firefighter fire engine
fire station dispatcher
equipment

Academic Vocabulary

life words
syllables segment



CHECK FOR UNDERSTANDING

IF . . . a child has difficulty using a variety of words to describe the picture on p. 21,

THEN . . . review the week’s Vocabulary Cards and reread applicable pages in the Trade Book *A Visit to the Fire Station*.

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•215).

Small Group

- **Math: Adding** Today we will say a chant and add the number of *firefighters* in all. Say the chant on Literacy Circle, Day 2. Have children join you in the chant and finger play, sharing a verbal word problem for adding up to 5 objects. Continue holding up five fingers. *How many firefighters sped down the pole in all? Five!*
 - Repeat the chant and finger play. Vary the addends in each verse. Use addends that are not greater than 2. The sum should be equal to 5. Have children join you.

▶ **ELL Access**

Learn Sentence Structure

Emerging As you chant, speak slowly and simplify as needed: *One little firefighter*. Have the child hold up the corresponding number of fingers.

Developing As you chant, have children repeat lines 1, 6, and 11: *One little firefighter. Two more firefighters*. Have children hold up the corresponding number of fingers. The word *firefighter* may be difficult for children to pronounce, so focus on saying the numbers.

Expanding As you chant, have children chant lines 1, 6, and 11 along with you. Have children hold up the corresponding number of fingers.

Bridging Have children say as much of the chant as they are able and hold up the corresponding number of fingers.

- **Literacy: Oral Language Production** Display pp. 12–13 in the Trade Book *A Visit to the Fire Station*. Point to the person who is working to answer calls. Clap the syllables as you say *work-ing*. *Yes. The word *working* has two sound parts, or syllables. If I remove *-ing*, what do I get? Yes. I get *work-*.*
 - Say the word *teacher*. Remove the syllable *-er* and have children segment the syllable, *teach-*.

▶ **ELL Access**

Oral Language Production

Emerging Display pp. 12–13 in the trade book. Point to the person who is working to answer calls. Clap the syllables as you say *work-ing*. Have children say the word with you. Repeat for *teacher*.

Developing Point to the person who is working and talking. Say the words *working*, *talking*. Have children repeat the words and clap the syllables with you. Do the same for *teacher*.

Expanding Point to the person who is working and talking and have children say *working*, and then *talking* as they clap the syllables with you. Do the same for *teacher*.

Bridging Have children review pp. 12–13. Have them clap out the syllables for words they use to describe what they see in the picture.

Math Circle

15 minutes

Adding

Tell children that today you are going to share a verbal word problem to add.

- 1 Engage** Ask the class Line Leader to choose classmates to join a class line. Have children get up and join the line as they are called.

Choose one person to join the line.

Now, choose four more people to join the line.

How many people are in the line? Five!

Have children use the verbal ordinal terms to identify who is first, second, third, fourth, and fifth in the line.

- 2 Develop** Turn to pp. 12–13 in *A Visit to the Fire Station*. Did you hear that? The *dispatcher* just received a call for help. She needs to send some *firefighters* to put out a fire. Have all children pretend to put on their helmet, coat, and boots and sit back down when they are ready. Let me see, who is ready to go? Choose children to act out the problem by joining the line as you tell the word problem. One *firefighter* joins the line. Two more *firefighters* join the line. How many *firefighters* are in the line? Three! Have children identify who is first, second, and third in the line. Give each child a numeral card. We can tell this story again, but we can change the number of *firefighters* who join. You can use the number on your card. Model with the help of a volunteer. Have them say the problem with you, inserting their number for the second addend (as before, children come up and make a line when chosen). For example if the volunteer has the numeral card 3, say together: One *firefighter* joins the line. Three more *firefighters* join the line. How many *firefighters* are in the line? Have children solve the problem. Then have them use ordinal terms to tell the positions in the line.



- 3 Practice** Repeat to have different children share verbal word problems with different totals.

Learning Outcomes

The child

- uses the verbal ordinal terms.
- shares a verbal word problem for adding up to 5 objects.

What You Need

- Trade Book: *A Visit to the Fire Station*
- Patterns: Numeral Cards (1–4, one for each child)

Concept Vocabulary

firefighter dispatcher

Academic Vocabulary

join



CHECK FOR UNDERSTANDING

IF . . . a child has difficulty sharing a verbal word problem for adding *firefighters*,

THEN . . . have them work in pairs, each saying an addend, then saying the question together.



Snack Time

15 minutes

Adding Model sharing a verbal word problem for adding up to five snacks, using effective verbal and nonverbal communication skills. For example, I put two snacks in the bowl. Now I put one more in the bowl. How many are in the bowl now?

Science Circle

15 minutes

Learning Outcomes

The child

- seeks adult help when necessary.
- demonstrates the importance of caring for our environment.
- practices good habits of personal safety.

What You Need

- Vocabulary Card: *reuse*
- reusable items
- paper towel tubes, plastic jars, steel cans, plastic water bottles
- paper helmet and boot cutouts
- Trade Book: *A Visit to the Fire Station*

Outdoor Play

20 minutes

Practice Fire Drill Have children practice good habits of personal safety by practicing for a fire drill. **We will practice how to leave the building if there is a fire so that we can stay safe.** Explain that the real fire drill alarm is loud, but nothing to be afraid of. This time, just use a whistle or signal word. **It alerts us that it is time to follow two simple steps.**

1. Get in line.
2. Walk out of the building.

Encourage children to remain calm and quiet. Have children demonstrate understanding by following the two-step directions. Model appropriate ways to ask for help. **Can the last person out of the room please close the door?**

Recycle, Reduce, Reuse

As you say this chant, pause and allow children to repeat the line.

Recycle paper!
Recycle cans and bottles, too!
Recycle! Recycle!
It's something you can do!

Reduce your use of paper!
Use the front and back, too!
Reduce! Reduce!
It's something you can do!

Reuse boxes!
Reuse cans and bottles, too!
Reuse! Reuse!
It's something you can do!

Our Planet

- 1 **Engage** Display items that can be reused or remade into something else, such as water bottles; toilet paper tubes; plastic; jars; and T-shirts. Display Vocabulary Card *reuse*. Discuss the importance of caring for the environment by reusing. Explain how the person in the photo is reusing a water bottle. Share visual examples and ideas of how items can be reused.
- 2 **Develop** Pass around other items for reuse. Have children demonstrate the importance of caring for the environment by sharing reuse ideas.
- 3 **Practice** **What are some ways we can reuse these items?** Make a list or draw pictures of children's ideas on chart paper.



Learn and Play

90 minutes

Let's Move

Nearest Exits Have children practice good habits of personal safety while walking to areas of the school to identify the nearest exits.

- Have children use toilet paper to measure distance. Children work together. One holds an end at the room door and the other rolls the paper to the exit and tears. Repeat for the other exit.
- Have children compare the two lengths. The shortest is the closest.

Helmet and Boot Match Prepare *firefighter* helmet and boot cutouts. Label numerals 1 to 5 on the helmets. Make a corresponding number of dots on the boots. Make enough pairs to have one helmet or boot per child.

- Have children circulate to find a numeral on a helmet to match the number of dots on a boot.
- When children have found their match, have pairs point to the dots while counting, and say how many dots there are. Circulate to verify that the numerals and dots match.
- Collect the helmets and boots and redistribute for another round.

Let's Talk

Solve Problems Circulate and assist as children seek help. Encourage them to wait patiently while you help others. **Thank you for waiting your turn to ask for help.**



Let's Read

Syllables Display p. 17 of *A Visit to the Fire Station*. Point to the man exercising. Have children clap the syllables with you and say *ex-er-cise*. Then have children blend the syllables and say *exercise*.

Vocabulary Display p. 9 in the book. Point to the ladder. **This is a ladder.** Review other vocabulary, especially tools and *equipment*, by pointing to photos in the book.



Concept Vocabulary

firefighter fire station

Academic Vocabulary

caring environment
counting

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

Read a Story Have children rest their eyes. Read a story in a slow, calm way. Choose a story that has a relaxing theme or even soothing sounds.

DIFFERENTIATED SUPPORT

Engage and Extend

Nearest Exits For a challenge, children can use the toilet paper method to compare other distances in the classroom or school. VISUAL

Prepare and Reflect

10 minutes

5x5

Describe Things Have children identify the *uniform* of a *firefighter* and describe the color and weight. Have children explain how the *uniform* and its properties make the *firefighter* safer.



Learning Outcomes

The child

- seeks adult help when necessary.
- describes properties of common objects.
- shows control of tasks that require small-muscle control.

What You Need

- 5x5 Card: Firefighters Help Us
- Trade Book: *Clothesline Clues to Jobs People Do*
- chart, modeling clay



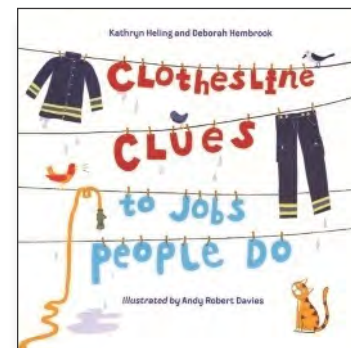
Theme Celebration Day

Community Helpers on Parade Remember, at the end of the week, we will have Community Helpers on Parade Celebration. We can also show our visitors tools that your *community* helpers use.



Getting Ready

Display Trade Book *Clothesline Clues to Jobs People Do*. Turn through the pages and review the *community* helper's tools shown in the illustrations. Work together with children to make a list of tools that *community* helpers use. Display a columned chart. As children identify a tool for a helper, list the helper at the top of the column and list the tool underneath.



Once children have identified a tool for their *community* helper, have them use modeling clay to create a tool for their helper. Model how to pinch, roll, flatten, and coil the clay to manipulate the clay. Circulate and guide children to ensure that they show small-muscle control while molding the clay.

Review the classroom procedures for asking for help. Have children volunteer to role-play the procedures. Encourage children to work out problems independently before asking for adult help. Ensure children know that it is always a good idea to ask for help if they can't solve it by themselves.



Transition

Do You Know the Dentist?

Invite children to assume a role as part of the classroom *community* by participating in a group sing-along to the tune of "Do You Know the Muffin Man?"

Do you know the dentist, the dentist,
the dentist? (point to teeth)

Do you know the dentist, she keeps
our smile healthy. (smile)

Teacher Note

Have children practice and prepare the Theme Celebration Day. You may select from the activities listed on this page, or include some of the children's other favorite activities.

Story Time

15 minutes

Learning Outcomes

The child

- demonstrates knowledge of nonverbal conversational rules.
- blends syllables into words.
- segments a syllable from a word.

What You Need

- Read More About It Book: "Lights Out!"
- Vocabulary Cards: *firefighter, fire engine, fire station, dispatcher, equipment*
- Picture Cards: *monkey, pencil, zipper, umbrella*

Everyday Helpers

? **Why are firefighters important?** Review the weekly question *Why are firefighters important?* Remind children of what they have read and the versions of the Sing, Rhyme, and Shout song that they have sung every day this week. *What do firefighters do? What uniforms do they wear? Why do people call them heroes?*



"Lights Out!"

Tell children that you are going to read a story about another type of *community helper*.

- 1 Introduce** Display pp. 10–11 of the Read More About It Book. Point to the images. *Which community helpers do you think we will read about today?*
- 2 Read Together** Read aloud the story. As you read, model nonverbal conversational rules. First tell children *When you look at me, it shows me that you are listening and ready to learn.* Then, as you read Sanjay's words, use an expression that shows worry and confusion. While reading Sanjay's mom's words, use a calm and confident expression. Guide children to understand that they can use expressions and gestures as well as words to convey meaning.
- 3 Connect** After reading, ask children if they have ever experienced a time when the lights went out. *When the lights were out, what else did not work? How did you feel?* As they tell about their experiences, guide children to demonstrate knowledge of nonverbal conversational rules through their facial expressions.



DIFFERENTIATED SUPPORT

Extra Support

Connect Provide these sentence frames to help children tell about their experiences with various *community helpers*. *I want to tell about the time I _____. I felt _____ because _____. AUDITORY*

Extra Support

Connect If students have difficulty demonstrating nonverbal conversational rules, review SEL cards *happy; sad, scared; calm, frustrated; excited, angry; worried. VISUAL*

Literacy Circle

15 minutes

Concept Vocabulary

Review Remind children of the weekly question: *Why are firefighters important?* Display Vocabulary Cards *fire station* and *fire engine*.

Firefighters drive this to the fires. It carries the ladder and fire hose.

It has a loud siren. What is my word? Hold up two cards and give children clues for one of the words (*firefighter, fire engine, fire station, dispatcher, equipment*). Have children identify the word. Repeat until each word has been used at least once.

Phonological Awareness

Segment Syllables Display Picture Card *monkey*.

- Say *monkey* and clap the two syllables. *mon-key*.
- Model segmenting *monkey*. If I remove *mon-*, one part is left. *-key*
- Display Picture Card *pencil*. Clap the two syllables. *pen-cil*. If I take away the syllable *-cil*, what is left? Have children segment the syllable, *pen-*.

Blend Syllables Display Picture Card *zipper*.

- Clap with me and say *zip-per*. Have children clap the syllables with you and say *zip-per*.
- What is the word? *Zipper*.
- Display Picture Card *umbrella*. Have children clap the syllables with you and say *um-brel-la*. Then have children blend the syllables and say *umbrella*.

Transition

The Hose on the Truck

Invite children to stand and take a big stretch. Sing the song to the tune of “The Wheels on the Bus.” Have children echo each phrase and hop up and down as they sing.

The hose on the truck goes spray,
spray, spray.

Spray, spray, spray.

Spray, spray, spray.

The hose on the truck goes spray,
spray, spray,
all through the town.

Theme Vocabulary

community heroes
uniform

Concept Vocabulary

firefighter fire engine
fire station dispatcher
equipment

Academic Vocabulary

everyday experience
word syllable
segment blend
helpers



CHECK FOR UNDERSTANDING

IF . . . children are having trouble segmenting syllables,

THEN . . . model using two sounds or the sounds of nonsense words, such as *hee-haw*. Take away one sound and ask them *What is left?*

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: Adding** Today we will say the chant and again add the number of firefighters. Say the chant on Literacy Circle, Day 2. Have children join you in the chant and finger play, sharing a verbal word problem for adding up to five objects. This time increase one of the addends to three and decrease one of the addends by one. Continue holding up five fingers. *How many firefighters sped down the pole? Five!* Repeat the chant and finger play. Vary the addends in each verse. One of the addends should be equal to three. The sum is five. Have children join you.

▶ ELL Access

Practice Sentence Structure

Emerging As you chant, speak slowly and simplify as needed: *One little firefighter*. Have children hold up the corresponding number of fingers.

Developing As you chant, have children repeat lines 1, 6, and 11: *One little firefighter. Three more firefighters*. Have children hold up the corresponding number of fingers. The word *firefighter* may be difficult for children to pronounce, so focus on saying the numbers.

Expanding As you chant, have children chant lines 1, 6, and 11 along with you. Have children hold up the corresponding number of fingers.

Bridging Have children say as much of the chant as they are able and hold up the corresponding number of fingers.

- **Literacy: Oral Language Production** Remind children that words have sound parts that are called *syllables*. Tell them that learning to hear the sound parts in words will help them as they learn to read. Display Picture Card *nickel*. Clap and say *nick-el*. *If I remove nick-, what is left?* Have children segment the word *nickel* and say the second syllable: *-el*. Display Picture Card *hammer*. Work with children to segment the two syllables, and then say them separately: *ham-* and *-mer*.

▶ ELL Access

Oral Language Production

Emerging Display Picture Card *nickel*. Say *nickel. nick-el*. Have children say the word with you. Repeat for the word *hammer*. Ask children to watch you as you clap twice for each word, *nickel, hammer*.

Developing Display Picture Card *nickel*. Say *nickel. nick-el*. Ask children to clap out the correct number of syllables. Do the same for *hammer*.

Expanding Display Picture Card *nickel*. Have children say *nickel* and then *nick-el* as they clap the syllables with you. Do the same for *hammer*, and then work with children to come up with two other words that have two syllables, such as *flashing* or *engine*. Have them blend and segment the words.

Bridging Display a variety of Picture Cards and have children identify and then blend and segment two or three that have two syllables.

Math Circle

15 minutes

Adding

Tell children that today you are going to share a verbal word problem to add. Display the trade book *A Visit to the Fire Station*.

1 Engage Before Math Circle begins, set a device to make the sound of a phone ringing. *The dispatcher has received another call for help.* Turn off the ringing sound. Have all children pretend to put on their helmet, coat, and boots and sit back down when they are ready.

2 Develop *The dispatcher needs to send some firefighters to put out a fire. Let me see, who is ready to go?* Choose “firefighters” to line up.



One firefighter joins the line.

Now, one more firefighter joins the line.

Now, three more firefighters join the line.

How many firefighters are in the line? Five!

Have children use the verbal ordinal terms to identify who is first, second, third, fourth, and fifth in the line.

Give each child two numeral cards. *We can tell this story again, but we can change the number of firefighters that join. You can use the numbers on your cards.* Model with the help of a volunteer. Have them say the problem with you, inserting their numbers for the second and third addend (as before, children come up and make a line when chosen). For example, if the volunteer has the numeral cards 2 and 1, say together: *One firefighter joins the line. Two more firefighters join the line. Now, one more firefighter joins the line. How many firefighters are in the line?* Have children solve the problem. Then have them use ordinal terms to tell the positions in the line.

3 Practice Have the children remain standing in line. Point to the *firefighters* in line and have children share a verbal word problem for adding five *firefighters*.

Repeat to have different children share verbal word problems with different totals.

Learning Outcomes

The child

- uses the verbal ordinal terms.
- shares a verbal word problem for adding up to 5 objects.

What You Need

- Trade Book: *A Visit to the Fire Station*
- device to make sound of a phone ringing
- Patterns: Numeral Cards (1–5; two cards per child)

Concept Vocabulary

dispatcher firefighter

Academic Vocabulary

join



CHECK FOR UNDERSTANDING

IF . . . children have difficulty sharing a verbal word problem for adding *firefighters*,

THEN . . . have them work in threes, each saying an addend, then saying the question together.



Snack Time

15 minutes

Adding Model sharing a verbal word problem for adding up to five snacks, using effective verbal and nonverbal communication skills. Use three addends. For example: *I put two snacks in the bowl. Now I put one more in the bowl. How many snacks are in the bowl? Then, I put one more in the bowl. How many are in the bowl now?*

Fine Arts Circle

15 minutes

Learning Outcomes

The child

- seeks adult help when necessary.
- segments a syllable from a word.
- creates or recreates stories, moods, or experiences through dramatic representations.
- practices good habits of personal safety.

What You Need

- Vocabulary Card: *doctor*
- butcher paper
- Trade Book: *A Visit to the Fire Station*

Outdoor Play

20 minutes

Create a Community Helper Have children choose a *community* helper they would like to be. With help from other adults, trace the outline of each child's body onto butcher paper. Have adults help children cut out their paper body. Children can draw and color facial features, hair, and details to represent the *community* helper, such as the helper's *uniform* and *equipment* that the helper uses. Model appropriate ways to ask for help, as needed. *Can you please let me use your pencil?*

Who Do You Call?

Have children stand up and shake out their bodies and remain standing to listen to the following chant.

As you say the chant, pause for children to repeat the lines.

When you smell smoke, swirling around your nose;
who do you call?

Firefighters! (double clap)

When a car speeds by, and it's way too fast;
who do you call?

Police Officers! (double clap)

When you need to cross, a busy street;
who do you call?

Crossing Guard! (double clap)

When you hurt yourself, or have a stomachache;
who do you call? (double clap)

Doctor!

Dramatic Expression

1 Engage Display Vocabulary Card *doctor*. Discuss the doctor's *uniform* and tools in the photo. *What kinds of tools and equipment does a doctor need to do her job? How does a doctor help people? A doctor is a helper in the community.*



2 Develop Let's pretend we are doctors. What kinds of things do we need? What will we do to help people in the *community*? Create an experience through dramatic representations and model a doctor checking a patient's pulse.

3 Practice *Who are some of the other helpers in our community? What do they need to do their job?* Have children create an experience through dramatic representation by acting out a part of a helper's day. Children can refer to the cutouts of their *community* helpers for inspiration.

Learn and Play

90 minutes

Let's Move

Lining Up Role Play Have children practice good habits of personal safety through role-playing lining up for a fire drill. **Following the rules will help keep our community safe.** Give the fire drill signal.

Children immediately stop what they are doing and line up.

- Encourage children to display the quiet sign as they join the line. **It is important to stay quiet so that all of our friends can hear directions.**
- Have children take turns giving the signal and role-play again.

Follow the Leader Have children play “Follow the Leader” while learning how to walk in a line during a fire drill.

- Blow the whistle or give the fire drill signal. Have children line up as straight as possible behind you.
- Grasp a hand with the person behind you. Children should follow. **It is important that we stay together at all times.**
- As you walk to the meet-up spot, make gestures such as zipping your lips and giving the quiet sign. Encourage children to follow.

Let's Talk

Solve Problems Circulate and assist children, as needed.

Encourage quieter or shy children to seek help, and create a sign or gesture they can use when they need help from you. **What do you do if you need help? I will always be glad to help you.**



Let's Read

Segment Syllables Display p. 9 of *A Visit to the Fire Station*. Point to the *fire engine*. Clap and say *en-gine*. Remove the syllable *en-* and have children segment the syllable *-gine*. Repeat with other words from the book, such as *ladders*, *safety*, and *buildings*.



Reread Reread *A Visit to the Fire Station*.

Ask guiding questions to focus on what children in the book saw on their first visit to the *fire station*.

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

Quiet Time Activities Some children may have trouble resting quietly. Have children close their eyes or practice deep breaths for ten minutes. If they still can't fall asleep, offer children quiet time activities, such as puzzles, books, magnets, and threading activities. Have these materials on hand and easily available in a cozy area away from others who are resting. Rotate the activities in the box to provide variety each week.

Theme Vocabulary

community uniform
job

Concept Vocabulary

firefighter equipment
fire engine fire station

Academic Vocabulary

helper focus
experience tools
syllable segment

DIFFERENTIATED SUPPORT

3-Year Olds

Follow the Leader To help children who have trouble walking while holding hands, have each child grasp a section of a jump rope that extends along the length of the line. This will keep them from running into one another.
KINESTHETIC

Prepare and Reflect

10 minutes

5x5

Movement Point to the photo on the card and start a discussion about how a fire hose is used to put out fires. Have children coordinate a sequence of movements to perform the tasks of *firefighters* using other tools.



Learning Outcomes

The child

- seeks adult help when necessary.
- coordinates sequence of movements to perform tasks.

What You Need

- 5x5 Card: Firefighters Help Us
- butcher paper, scissors, crayons, tape, Javi

Transition

Do You Know the Carpenter?

Invite children to assume a role as part of the classroom *community* by participating in a group sing-along to the tune of “Do You Know the Muffin Man?”

Do you know the
carpenter, the carpenter,
the carpenter? (hammer a nail)

Do you know the
carpenter, she builds
things for us. (saw wood)

Teacher Note

Have children practice and prepare the Theme Celebration Day. You may select from the activities listed on this page, or include some of the children’s other favorite activities.

DIFFERENTIATED SUPPORT

Extra Support

Getting Ready Have children use these sentence frames as needed.
The community helper that I chose is _____. I chose this community helper because _____. I learned _____. AUDITORY



Theme Celebration Day

Community Helpers on Parade Tomorrow is our Community Helpers on Parade Celebration. It will be so much fun to show our visitors what we have been learning about.



Getting Ready

Tell children that they will create a “Community Workers Hall of Fame.” Have children finish the last details on their *community* helper cutouts and hang the cutouts in the hallway.

Have children take turns holding Javi and telling about the *community* helper that they chose to be for the celebration. Children should tell what they learned about the helper and why they chose the helper.

Review the classroom procedures for asking for help. Use Javi to act out appropriate ways for children to ask for help. Then have children practice. One scenario is:

Javi can’t reach the high spot where he wants to hang his cutout. Javi waits patiently as the teacher helps another student.

Thank you for waiting so patiently, Javi.

Javi says, “Can you please help me hang my cutout way up there?”

I’d be happy to help you, Javi.

The teacher pretends to hang the cutout. Javi says, “Thank you.”



Welcome to Today

15 minutes

Meet and Greet

- Welcome each child into the classroom. Ask: **How are you feeling today?**
- Have children place their picture on the Mood Meter.



Sing, Rhyme, and Shout

Everyday Helpers Display pp. 16–17 of *A Visit to the Fire Station*.

- **We see the bed that a firefighter sleeps in at the fire station while they wait for a call for help.**
- Display the card and sing the song, changing the lyrics to focus on sleeping at the *fire station* (*This is the way we sleep at the fire station . . .*). Encourage children to sing the new lyrics with you.
- Invite children to sit and pretend they are sleeping. Practice the song and gestures before the celebration later in the day.



Learning Outcome

The child

- follows classroom routines with occasional reminders from teacher.

What You Need

- Trade Book: *A Visit to the Fire Station*
- Sing, Rhyme, and Shout: "We Are Firefighters"
- Picture Card: *bed*
- attendance chart, helper chart
- SEL Card: *happy; sad*

Theme Vocabulary

job

Concept Vocabulary

firefighter

fire station

Academic Vocabulary

everyday

parade

helper

Morning Meeting

- 1 Attendance** Have children place their name cards on the attendance chart. Display the Picture Card *bed*. **Here is another example of a bed.** Have children with a name that starts with the letter *B* snore.
- 2 Helper Chart** Remind children that visitors will be coming to the classroom today and that everyone can be helpers to make them feel welcome.
- 3 Weather** Display the emotions on SEL Card *happy; sad*. **Point to the picture that best describes how you feel about the weather today. Do you feel the same as yesterday?** Have children seek adult help as needed to decide if they feel the same or different.
- 4 Today's Events** **Today we will have our Community on Parade Celebration!**



DIFFERENTIATED SUPPORT

Engage and Extend

Helper Chart For children who want to continue talking about helper *jobs*, have them tell which *job* they think is most important. AUDITORY

Story Time

15 minutes

Learning Outcomes

The child

- perceives differences between similar-sounding words.
- recognizes rhyming words.
- uses information learned from books by describing, relating, categorizing, or comparing and contrasting.

What You Need

- Trade Book: *A Visit to the Fire Station*
- Read More About It Book: “Lights Out!”
- Vocabulary Cards: *firefighter, fire engine, fire station, dispatcher, equipment*
- Picture Cards: *goat, boat, nail, duck, ball, pail*
- pictures of a coat and mail

DIFFERENTIATED SUPPORT

ELL Access

Discuss Helpers

Emerging Display Vocabulary Card *firefighter*. Say *firefighter*. Have children point to the *firefighter*.

Developing Provide sentence frames to ensure use of simple phrases to communicate meaning in social situations and to use new vocabulary in speech. A firefighter is important because _____.

Expanding Have children use simple phrases to communicate meaning and to use new vocabulary.

Bridging Have children use sentences with more than one phrase to communicate meaning. AUDITORY

Everyday Helpers

? Why are *firefighters* important? *Firefighters* and all of the *community* helpers that we read about yesterday do important jobs for our *community*. Invite children to name some of the important *community* helpers that they have learned about this week.



A Visit to the Fire Station and “Lights Out!”

Today we are going to review the books we’ve read and use them to describe ways *community* helpers are the same.

1 Remember Display the front cover of *A Visit to the Fire Station*. Turn to specific pages and review the *firefighters’* equipment and *uniforms*. For example, on pp. 8–9, discuss the ladder that lifts the *firefighters*. On pp. 10–11, remind children of the *uniform* *firefighters* wear.



2 Reread Reread several key pages of the trade book to review with children how *firefighters* train and exercise. Then, read aloud the Read More About It story, “Lights Out!” As you read, point out the ladder, or cherry picker lift, that lifts the workers up high, and the *uniforms* that the *community* helpers wear. Ask children to note how the police officer directs traffic as the lineman works. Emphasize how the workers are important to the *community*.

3 Compare Have children use information learned from the book and story by comparing ways the *firefighters’* job is similar to other *community* helpers’ jobs found in the Read More About It story, “Lights Out!” Use this sentence frame to support children’s communication: A firefighter is like a _____ because _____.

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 individual responses. *How does a firefighter keep us safe?*

Can you name one job, or task, a firefighter does at the fire station?

What does a dispatcher do? Where do firefighters park the fire engine?

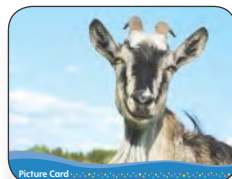
What other equipment does a firefighter use?



Phonological Awareness

Rhyming Words Remind children that rhyming words are words that have the same or similar ending sounds.

- Display Picture Cards *goat* and *boat*. *Goat and boat rhyme*. Say the words distinctly enough for children to hear the differences between the beginning sounds /g/ and /b/. Have children show that they perceive differences between /g/ and /b/ by pointing to the appropriate picture.



- Show children Picture Cards *nail*, *duck*, *ball*, and *pail*. Say each word. Have children recognize the words that rhyme and say them. Then work with children to recognize the difference between the words *map* and *cap*. Be sure students understand that the difference is at the beginning of these two words.

Speech

Communication Have children think about the weekly question: *Why are firefighters important?*

- 1 Have children turn and talk with a partner. Guide children to demonstrate knowledge of verbal conversational rules by listening and waiting their turn. Point out that what they say should be appropriate and about the topic partners are discussing.
- 2 Have partners share their answers. Guide students to use sentences of increasing lengths. Monitor children's use of vocabulary and provide corrective feedback as needed. Guide them to use new vocabulary in speech.

Transition

The Siren on the Truck

Invite children to stand and take a big stretch. Sing the song to the tune of "The Wheels on the Bus." Have children echo each phrase and wave their hands over their head as they sing.

The siren on the truck goes whoop,
whoop, whoop,
whoop, whoop, whoop,
whoop, whoop, whoop.

The siren on the truck goes whoop,
whoop, whoop,
all through the town.

Theme Vocabulary

community	job
uniform	

Concept Vocabulary

firefighter	fire station
fire engine	dispatcher
equipment	

Academic Vocabulary

helpers	partners
everyday	remember
similar	rhyming
words	sound

Alphabet Knowledge

Review Tell children that today they are going to review what they know about letters and sounds. Display the magnetic letters *Aa, Cc, Ii, Jj, Kk, Nn, Pp* and *Ss* on a table. Review the name and sound for each letter.

Mix up the letters. Have children match uppercase and lowercase letters. Once they find a match, have them say the sound that the letter spells.

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: Adding** Give each child a five-frame and five counters. *Today, we are going to tell stories and add.* Point to the five-frame and counters. *For my story, this is the fire station, and the counters are the fire engines. Two fire engines pull into the fire station. Three more fire engines pull into the fire station. How many fire engines are in the fire station? Five!* Have children place counters into their five-frames to show the word problem.
- Have children use these sentence frames to share a verbal word problem for adding up to five objects.
_____ fire engines *pull into the* fire station. _____ *more* fire engines *pull into the* fire station. *There are* _____ fire engines *in the* fire station.

▶ ELL Access

Practice Sentence Structure

Emerging As you tell the addition story, simplify the parts: *Two fire engines.* Show children the corresponding number of counters and have them repeat the numbers in the story.

Developing Have children repeat the addend phrase: *Two fire engines.* Have children place the corresponding number of counters.

Expanding Tell the addition story, and then use questions to help children retell it. *How many fire engines come first? How many come next? How many fire engines are in the fire station now?*

Bridging Have children tell the addition story in their own words using complete and structurally correct sentences.

- **Literacy: Vocabulary** Display the Vocabulary Card *equipment*. *Equipment is a tool used to do a job. Firefighters use equipment, such as a fire engine.* Point to the *fire engine* on the card. Display pp. 12–13 in the Trade Book *A Visit to the Fire Station*. *A dispatcher also uses equipment to do a job.*
- Display a two-column chart. Label one column *Dispatcher*. Label the other column *Firefighter*. *Tell me what equipment belongs to the firefighter or the dispatcher.* Turn the pages of the book and use information learned to categorize the *equipment*, writing the name of the *equipment* in the correct column of the chart. Have children name other items that either a *firefighter* or a *dispatcher* might use or need. Add these words to the appropriate column on the chart.

▶ ELL Access

Vocabulary

Emerging Display the Vocabulary Card *equipment*. *Equipment*. Have children point to the various pieces of *equipment* on the card.

Developing Point to *equipment* on the Vocabulary Card and have children say *equipment*. Point to several items in the classroom, such as a computer, a shoe, and a flag. Have children say *equipment* or *not equipment*.

Expanding Point to *equipment* in the classroom. Have children describe each in their own words.

Bridging Have children name several pieces of *equipment* outside the classroom and describe each in complete sentences. Correct their sentences as needed.

Math Circle

15 minutes

Adding

Tell children that today you are going to share a verbal word problem to add.

- 1 Engage** Before Math Circle begins, lay five blankets and pillows on the floor. Have all children pretend to take off their helmet, coat, and boots and sit back down when they are ready. *Let me see, which firefighters are ready for bed?* Choose “firefighters” to go to bed.

One firefighter goes to bed.

Now, three more firefighters go to bed.

Now, one more firefighter goes to bed.

How many firefighters have gone to bed? Five!

- 2 Develop** We can tell our own story like this about the five *firefighters*. What could they be doing? Look through *A Visit to the Fire Station* and discuss ideas for things the five *firefighters* could be doing in a story. Model some examples of addition word problems using these contexts. You may want to use fingers or five red counters to represent the *firefighters*.



- 3 Practice** Have children share a verbal word problem for adding the five *firefighters*. Children may want to use fingers or five red counters to represent the *firefighters*.

Learning Outcomes

The child

- shares a verbal word problem for adding up to 5 objects.
- uses information learned from books by describing, relating, categorizing, or comparing and contrasting.

What You Need

- Trade Book: *A Visit to the Fire Station*
- blankets, pillows
- Counters

Concept Vocabulary

firefighter

Academic Vocabulary

join



CHECK FOR UNDERSTANDING

IF . . . a child has difficulty sharing a verbal word problem for adding five *firefighters*,

THEN . . . provide a context to help them get started. Ask questions to help structure the problem. *How many firefighters are there at the start? How many join?*



Snack Time

15 minutes

Adding Model sharing a verbal word problem for adding up to five snacks, using effective verbal and nonverbal communication skills. Give each child one snack. *You each have one snack. I will give each of you three more snacks.* Give each child three more snacks. *How many more snacks do I need to give you so that you each have five snacks? One!* Give each child one more snack.

Let's Celebrate

25 minutes

Learning Outcomes

The child

- provides appropriate information for various situations.
- discusses the roles of community helpers.
- discusses the responsibilities of community helpers.
- creates or recreates stories, moods, or experiences through dramatic representations.

What You Need

- Sing, Rhyme, and Shout: "We Are Firefighters"
- 5x5 Card: Firefighters Help Us
- costumes, parade banner, clay tools, Javi

Outdoor Play

20 minutes

Parade Prep Before the Meet and Greet, designate a spot for the clay tools that children made for their *community* helper. Have children line up their tools there so that the visitors can view them. Then it is time for children to put on their costumes for the parade!

Community Helpers on Parade

Invite children to the Community Helpers on Parade Celebration to conclude this month's theme, Everyday Helpers. Tell children that during the celebration, they will greet their visitors, sing a song, recite the Pledge of Allegiance, show their artwork, and share what they've learned about *community* helpers and why they are important.

Meet and Greet

Have children greet the visitors as they arrive. Encourage children to smile and shake the visitors' hands or give a high five. Have children show the visitors to the appropriate area for viewing the parade.

Sing

When you are ready to begin, have the conductor lead the children in the singing of "We Are Firefighters." Have children perform the gestures that they learned, too. Choose different conductors to lead the children in multiple verses of the song using the variations of the song and gestures that they have learned this week.



Let's Celebrate

Community Helpers Parade

Ask children to get into their positions for the parade. Ensure that the parade leaders are in front and hold the parade banner. Have children demonstrate their knowledge of nonverbal communication rules, encouraging them to smile, wave, and make eye contact with the parade watchers.

Community Helpers Hall of Fame

Have children and visitors visit the "Community Helper Hall of Fame." Make sure all children have a visitor to show and tell about their *community* helper cutouts. Have children explain what they have learned about *community* helpers. Children can point to and tell about the *uniforms* and *equipment* that they included on their *community* helper cutouts. Have children create an experience through dramatic representation by acting out something the *community* helper portrayed in their cutout does as part of their *job*. Children can also show and explain the tools that they made out of modeling clay.

How Community Helpers Help Us

Have children take turns holding Javi and telling about the roles and responsibilities of the *community* helper that they chose to be for the parade. Have children use these sentence frames as needed: *The community helper that I chose is _____.* *I chose this community helper because _____.* *I learned _____.*

5x5

When I Grow Up

Use the 5x5 card to invite children to name *jobs* that they might like to do when they grow up. Use the sentence frame to have children provide appropriate information for the situation: *When I grow up, I want to be _____.* Ask children to act out their future *jobs*.



Academic Vocabulary

helpers	parade
experience	tools



Learn and Play

90 minutes

Learning Outcomes

The child

- seeks adult help when necessary.
- recognizes rhyming words.
- practices good habits of personal safety.

What You Need

- Read More About It Book: “Lights Out!”

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

Deep Breathing Have children lie down on their backs and place their favorite stuffed animal on their tummy. As they breathe, they should watch their stuffed animal rise and fall, breathing in slowly through the nose and out slowly through the mouth.

DIFFERENTIATED SUPPORT

Extra Support

Fire Drill Practice Some children may experience anxiety due to the possibility of a fire drill. Check in with children to monitor their feelings. Hold up SEL Cards *happy*; *sad* and *scared*; *calm*. Have children point to the card that best describes how they feel. If a child points to *sad* or *scared*, discuss solutions that will make them feel less anxious. VISUAL/AUDITORY

Let's Move

Smoke Tunnel Fire can produce smoke that can make you cough. One way to stay safe is to crawl under the smoke.

- Model how to crawl and stay low to get across the room.
- Have children build a tunnel across the room. They can use boxes, tables, or a play tunnel. Allow them to be creative, yet safe.
- Have children take turns crawling through their tunnel.

Fire Drill Practice Have children practice good habits of personal safety by practicing for a fire drill. Choose an area of the school in which children have not practiced before, such as the gym or library.

- Review the two steps: get in line and walk out of the building. Then blow a whistle or give a signal word.
- Encourage children to immediately stop and join the line. Have children walk to the nearest exit and the meet-up spot.
- Take roll call. Encourage children to familiarize themselves with the location of the meet-up spot. Give plenty of praise and reassurance to children that they know what to do to stay safe.

Let's Talk

Solve Problems Circulate and assist children making the tunnel. Encourage children to seek help after attempting their own solutions. *How did you try to solve it? That is a good idea. How can I help you?*



Let's Read

Rhyming Words Flip through “Lights Out!” and call out words for children to rhyme with. For example, on p. 10, children will most likely know words to rhyme with *book*, *lights*, and *out*.

Communication Reread “Lights Out!” Ask guiding questions to have children describe why *community* helpers are important. *What did the [police officer] do?*



Centergize

creative options for

theme-specific centers,

for **routine-oriented**

centers, and for ideas to

refresh centers throughout

the theme

CENTERGIZE

Centergize!

Engage children in purposeful play with **Centergize!**

Centergize offers creative options for theme-specific centers, 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 **Everyday Helpers** 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	The Little Red Hen Follow along while listening to audio for the Big Book.	<ul style="list-style-type: none"> computers or other digital devices, headphones SavvasRealize.com: <i>The Little Red Hen</i>
Pretend and Learn	A Grocery Store Pretend to visit the neighborhood grocery store to shop for items their family needs.	<ul style="list-style-type: none"> toy shopping cart or basket, pretend play food items
ABC Fun	Letter Hunt Find hidden letters in the bin and name them.	<ul style="list-style-type: none"> Magnetic Letters large bin filled with colored rice
Creativity Station	I Can Help! Create a self-portrait and describe ways I help the community.	<ul style="list-style-type: none"> Patterns: Paper Doll Theme 5 Trade Books, crayons or markers
Math Fun	Shapes Are All Around Us Put shapes together to create real-world objects.	<ul style="list-style-type: none"> Patterns: Shapes safety scissors, glue or glue sticks, construction paper
STEM	What Makes a Community? Think of a list of buildings and structures in a community.	<ul style="list-style-type: none"> Theme 5 Trade Books chart paper, easel, chart markers
Writer's Club	Who Helps Us? Create everyday helpers from a pattern and hang them on a classroom clothesline.	<ul style="list-style-type: none"> Patterns: Paper Person Trade Books, crayons, pencils thick yarn, clips or clothespins
Sand, Water, and More	Look for Clues Create clues by imprinting objects into sand.	<ul style="list-style-type: none"> sand, spray bottles of water, small objects, such as rocks, leaves, and shells

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 **Everyday Helpers**.

Choice Centers	Focus	Refresh
Dramatic Play	Mimic the actions of firefighters on the job.	Mimic the actions of other community helpers featured in the Theme 5 Trade Books.
Spotlight Theater	Make stick puppets using the pictures found in Patterns to retell the stories in this theme.	Use puppets to act out events in the lives of community helpers.
Cozy Corner	Look through a selection of picture books and choose the one that interests them most. Discuss their choice with a friend.	Compare and contrast community helpers shown in Theme 5 Trade Books.
Puzzle Place	Play a matching game to sort shapes.	Play with the Community Helper puzzle.
Build and Play	Use small blocks to build buildings found in the community.	Identify shapes in the structures they build using blocks.
Technology Hub	Complete digital coloring pages of community helpers by selecting their favorite colors.	Play an online game in which the child initiates problem-solving.
Make It, Take It	Color, cut, and paste to create an original picture. Use letters to write words or parts of words to describe the picture.	Draw and color shapes on a sheet of paper. Then count the shapes drawn and write the number.
How-To Station	Practice verbal communication by pretending to dial and talk on a play phone.	Sort Attribute Blocks by shape.

Theme Center: Reading and Listening

Learning Outcomes

The child

- engages in reading-related activities.
- practices safe behavior while using digital resources.

What You Need

- computers or other digital devices
- headphones
- SavvasRealize.com: Theme Big Book, Trade Books, Read More About It Book

Academic Vocabulary

Throughout the theme, prompt students to use the Academic Vocabulary as they are interacting in centers.

story characters

The Little Red Hen

Prepare the Center

Children will listen to the Big Book using SavvasRealize.com. As children listen, they will shake their heads each time a character says, “Not I.” Set up digital devices at the center, and navigate to *The Little Red Hen*. Provide headphones for listening quietly.

Introduce

- 1 Look and See** Display a digital device, such as a tablet. *When I use this tablet, I follow important rules. I always sit down when I use it. I don’t hit or drop the tablet. I share it nicely when others need a turn.*
- 2 Connect** *We will use the tablet to read *The Little Red Hen*. Click through the book and display pages that include the characters. Who are the characters you see?*
- 3 Model** Tell children that they will use a “listen for” as they read. In this activity, the “listen for” is the sentence “Not I.” *Each time I hear a character say *Not I*, I will shake my head.* Remind children to use safe behavior while listening. They should remain seated when it is their turn to use the device, and they should touch the buttons gently.

Engage

- 1 Join the Group** When children come to a good stopping point, ask them about their reading activity. *Why won’t any of the characters in the story help the little Red Hen?*
- 2 Redirect** If children become distracted, ask them to name the characters in the part of the story they just heard. Introduce additional actions, such as different movements for each animal.

Observe

Listen and look for children who follow along with the digital text.

Reading-Related Activities Do children follow along and turn pages at appropriate times?

Safe Behavior Are children treating the digital device with care?

Centergize!

Ideas to refresh this center throughout the theme



Quinito's Neighborhood

Add SavvasRealize.com: *Quinito's Neighborhood*

Have children follow along with the audio in SavvasRealize.com *Quinito's Neighborhood*. Tell children to touch their nose each time they hear the name of a community worker.



Clothesline Clues to Jobs People Do

Add SavvasRealize.com: *Clothesline Clues to Jobs People Do*

Have children follow along with SavvasRealize.com *Clothesline Clues to Jobs People Do*. Tell children to pantomime adding pieces of clothing or tools to a clothesline as they are named.



Delivering Your Mail

Add SavvasRealize.com: *Delivering Your Mail*

Have children follow along with SavvasRealize.com *Delivering Your Mail*. Tell children to pantomime driving a mail truck each time they see a picture of a mail carrier driving to deliver the mail.



A Visit to the Fire Station

Add SavvasRealize.com: *A Visit to the Fire Station*

Have children follow along with SavvasRealize.com *A Visit to the Fire Station*. Tell children to give a thumbs up each time they hear something a firefighter does.



Reader's Choice!

Add Trade Books and Read More About It Book: *Everyday Helpers*

Have children choose a favorite text from this theme and listen along with the audio in SavvasRealize.com.

Theme Center: Pretend and Learn

Learning Outcomes

The child

- demonstrates understanding of what it means to be a consumer.
- discusses the responsibilities of community helpers.

What You Need

- toy shopping cart or basket
- pretend play food items
- safety badge
- toy stethoscope
- books, classroom teaching items
- envelopes, junk mail, newspapers
- empty spray bottles, dusting cloths, wastebaskets

Academic Vocabulary

shop work
purchase

A Grocery Store

Prepare the Center

Children will pretend to visit the neighborhood grocery store to shop for items. Set up the center as a store with play items grouped by type. Provide an area where children will “check out” with their items.

Introduce

- 1 Look and See** Explain that the center has been set up like a grocery store. Remind children that there are community helpers who work in a grocery store that help people get the things their families or friends need. Remind children that when we shop at a grocery store, we are consumers because we are buying items that we will use.
- 2 Connect** *Have you ever been shopping in a grocery store?* Allow children to share their experiences. Then explain that in this center they will pretend to shop or work in a neighborhood grocery store.
- 3 Model** Model by pretending to be the checker as a child volunteer checks out with an item. Explain to children that we use money in exchange for the items we want to purchase.

Engage

- 1 Join the Group** Ask children to talk about the things they are adding to their shopping carts or baskets. Encourage children to use words such as *shop*, *purchase*, and *work* as they talk. *What are you buying today? How will you use this?* Use the grocery store as a context for acting out adding up to 5 concrete objects. For example, *Marcia is buying two apples and two oranges. How many pieces of fruit is she buying in all? and I have one item in my cart. How many will I have if I put these two items in the cart as well?*
- 2 Redirect** If children become distracted, ask them to tell you something they use that they could find at a neighborhood grocery store.

Observe

Look and listen for children who demonstrate understanding of what it means to be a consumer.

Demonstrate Understanding How do children decide which items they need to purchase? Do children provide payment for their items?

Centergize!

Ideas to refresh this center throughout the theme



Community Helpers Help Us Stay Safe

Add safety badge

Encourage children to pretend to be community helpers who provide safety, such as firefighters or police officers.



Community Helpers Help Us Communicate

Add envelopes, junk mail, newspapers

Encourage children to pretend to be community helpers who provide communication, such as mail carriers or news reporters.



Community Helpers Help Us Stay Healthy

Add toy stethoscope

Encourage children to pretend to be community helpers who provide health care, such as doctors, nurses, and vets.



Community Helpers Help Us Learn

Add books, classroom teaching items

Encourage children to pretend to be school workers, such as teachers, principals, or librarians.



Community Helpers Help Us in Many Ways

Add empty spray bottles, dusting cloths, wastebaskets

Encourage children to pretend to be additional community helpers, such as sanitation workers and school custodians.

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 experience.

What You Need

- colored rice
- large plastic bin
- Magnetic Letters: *A, a, B, b, D, d, F, f, J, j, K, k, M, m, O, o, P, p, S, s, T, t*
- Alphabet Cards: *Aa, Bb, Dd, Ff, Jj, Kk, Mm, Oo, Pp, Ss, Tt*
- paper, pencils, crayons
- sandpaper, clipboards
- sensory bags (colored shaving cream in plastic bags)
- string (or shoe laces), alphabet lacing cards
- fingerpaints and paper

Academic Vocabulary

uppercase

lowercase

Letter Hunt

Prepare the Center

Place colored rice in a large, plastic bin about 2–3 inches deep. Hide the magnetic letters in the rice.

Introduce

- 1 **Look and See** Display several of the Alphabet Cards and remind children that there are uppercase and lowercase letters.
- 2 **Connect** *We've learned a lot of letters so far. I wonder which ones you can name.* Tell children that there are some lost letters in the bin, and it is their job to find the letters and name them.
- 3 **Model** Model the sensory experience by finding a magnetic letter in the rice, holding it up, and identifying it. Make sure to use *uppercase* or *lowercase* when you give the letter name.

Engage

- 1 **Join the Group** Ask children about the letters they find. Encourage children to use the words *uppercase* and *lowercase* as they talk. *What is this letter? How can you tell?*
- 2 **Redirect** If children become distracted, help them find a letter in the rice. Then ask them to name the letter.

Observe

Listen and look for children who successfully name uppercase and lowercase letters.

Name Uppercase Letters Are children able to identify uppercase letters?

Name Lowercase Letters Are children able to identify lowercase letters?

Centergize!

Ideas to refresh this center throughout the theme



Trace Around

Add paper, pencils, crayons, magnetic letters

Have children choose a magnetic letter, name it, and then place it on a sheet of paper. Then have them use the pencil to trace around the letter. If children would like to, they can color the letter in on their papers.



Letter Lacing

Add string (or shoe laces), alphabet lacing cards

Create lacing cards by writing uppercase and lowercase letters on index cards and placing holes on lines with a hole punch. Have children use the lacing cards and string to form the letters. Then have them trace the laced letter with their finger and identify the letter name.



Sandpaper Letters

Add sandpaper boards, Alphabet Cards

Glue or tape sandpaper to a clipboard. Have children clip a sheet of paper over the sandpaper and use a crayon or pencil to write uppercase and lowercase letters that they can name. Encourage them to use the Alphabet Cards if needed.



Shaving Cream Letters

Add sensory bags (colored shaving cream in plastic bags)

Have children write uppercase and lowercase letters in the sensory bag and then name the letters.



Letter Fingerpainting

Add fingerpaints and paper

Have children choose an Alphabet Card and name the letter. Then have them use fingerprint and paper to write the letter.

Theme Center: Creativity Station

Learning Outcomes

The child

- discusses the roles of community helpers.
- discusses the responsibilities of community helpers.

What You Need

- Theme 5 Trade Books: *Quinito's Neighborhood*, *Clothesline Clues to Jobs People Do*, *Delivering Your Mail*, *A Visit to the Fire Station*
- Patterns: Paper Person
- crayons or markers
- pencils, paper
- grocery newspaper circulars or other images of food
- butcher paper, washable paint, toy hammer
- small boxes, paintbrushes

Theme Vocabulary

community

Academic Vocabulary

help

Teacher Note

Consider adding children's completed paper people to the clothesline created in the Writer's Club center. Children can later be encouraged to share their ideas for helping their community during Theme Celebration Day.

I Can Help!

Prepare the Center

Children picture themselves as community helpers by identifying ways they help their community. Set up the center with copies of the paper person from Patterns along with crayons, markers, or other craft materials.

Introduce

- 1 Look and See** Page through the trade books used in this theme and have children identify the roles and responsibilities of community helpers.
- 2 Connect** Discuss the roles and responsibilities of community helpers. *What do these people do? How do these people help the community?* Then have children think about ways they help. *What are some ways you help your community?* Guide children to talk about age-appropriate things, such as helping to keep their homes clean, helping to feed a pet, or fulfilling a classroom role such as line leader.
- 3 Model** Tell children that they will create a self-portrait using a paper person, and they will use the person to explain how they help in their community. Draw a quick sketch on a paper person to resemble yourself. *I will draw a sponge in my hand because I help by cleaning the table after we eat.*

Engage

- 1 Join the Group** Ask children to explain how they help. *What did you draw here? How do you use this to help your community?* Encourage children to use words such as *community* and *help* as they discuss roles and responsibilities they have as community helpers.
- 2 Redirect** If children are unable to name ways they help, prompt by suggesting things you have observed them doing to help in the classroom.

Observe

Listen and look for children who are able to identify and explain ways they are community helpers.

Roles and Responsibilities Are children able to identify roles they participate in, such as line leader? Do they name responsibilities they have at home or in the classroom?

Centergize!

Ideas to refresh this center throughout the theme



Community Helpers

Remove Patterns: paper person

Have children use crayons to draw pictures of a community helper. Then have them use learned letters to write a word to label their helper.



Community Helper Vehicles

Remove Patterns: paper person

Add small boxes, paintbrushes

Have children paint small boxes (such as tissue boxes or shoe boxes) to create community helper vehicles, such as fire trucks, mail trucks, or police cars.



Order Up!

Remove Patterns: paper person

Add grocery newspaper circulars or other images of food

Have children cut and paste images of food to create a menu. Encourage children to use letters to write words or parts of words to name items on the menu.



Construction Art

Remove Patterns: paper person

Add butcher paper, washable paint, toy hammer

Have children fold a piece of butcher paper in half. Then have them open the paper and place a dollop of paint on one side of the paper. Finally, have them fold the paper closed. Have them act out the role of construction worker by gently hitting the paper with a toy hammer to create a splatter painting.



Community Artists at Work

Remove Patterns: paper person

Add butcher paper

Tape a long sheet of butcher paper along one side of the center or on a wall in the classroom. Invite children to imagine they are community artists and have them paint a mural for the community.

Theme Center: Math Fun

Learning Outcomes

The child

- names common shapes.
- creates shapes.

What You Need

- Patterns: Shapes; Tangram Pictures
- glue or glue sticks
- construction paper
- Tangrams; Attribute Blocks
- play dough, rolling pin, shape cookie cutters
- plastic/play knife

Academic Vocabulary

shapes	rectangle
triangle	square
circle	

Shapes Are All Around Us

Prepare the Center

Children will put shapes together to create real-world objects. Provide children with several copies of pre-cut shapes from Patterns.

Introduce

- 1 **Look and See** Draw children's attention to the pre-cut shapes. Have children name any shapes they know.
- 2 **Connect** *Shapes are all around us.* Show a picture of a house. *Think about this house. What shapes can you see?* Tell children they will paste shapes to create pictures of real-world objects.
- 3 **Model** Model using shapes to create a house. *I will paste a rectangle with a triangle on top of it to make a house.*

Engage

- 1 **Join the Group** Ask children to talk about what they are making with shapes. Encourage them to use words such as *shapes*, *triangle*, *circle*, *rectangle*, and *square* as they talk. *What are you making? What shapes are you using?*
- 2 **Redirect** If children are unable to combine shapes to create pictures, show them pictures of real-world objects and have them identify the shapes they can see.

Observe

Listen and look for children who create pictures by combining shapes and are able to identify the shapes used to create their pictures.

Name Shapes Are children able to name the shapes used in their pictures?

Create Shapes Are children able to create pictures using the shapes? Do they join multiple shapes to make a new shape?

Centergize!

Ideas to refresh this center throughout the theme



What Shapes Are in It?

Remove Patterns: shapes, glue sticks, construction paper

Add Patterns: Tangram Pictures, Tangrams

Provide children with copies of the Tangram Pictures. Then have them place Tangram shapes to fill in the picture.



Copy Shapes

Remove Patterns: shapes, glue sticks, construction paper

Add Patterns: Tangram Pictures, Tangrams

Provide children with copies of the Tangram Pictures. Then have them use Tangrams to create the picture.



Cookie Cutter Shapes

Remove Patterns: shapes, glue sticks, construction paper

Add play dough, rolling pin, shape cookie cutters

Have children roll play dough flat and use cookie cutters to cut a variety of shapes in the play dough.



Shape Cut-Out

Remove Patterns: shapes, glue sticks, construction paper

Add attribute blocks, blunt-tipped knife, play dough, rolling pin

Have children roll play dough flat. Then have them place an attribute block on the dough and cut around the block with the blunt-tipped knife to cut out the shape.



Let's Make New Shapes

Remove Patterns: shapes, glue sticks, construction paper

Add tangrams

Have children experiment with using tangrams to create new shapes by putting two or more tangrams together. For example, children use two triangles to create a square.

Theme Center: STEM

Learning Outcomes

The child

- uses appropriate directionality when writing (top to bottom).
- observes position of objects.
- investigates position of objects.
- describes position of objects.
- discusses position of objects.
- creates common features in the natural environment.
- explores geography tools.

What You Need

- Theme 5 Trade Books: *Quinito's Neighborhood*, *Clothesline Clues to Jobs People Do*, *Delivering Your Mail*, *A Visit to the Fire Station*
- chart paper
- easel
- chart markers
- craft sticks, glue, measuring tools, such as snap cubes and ruler, butcher paper, crayons, masking or painter's tape, building blocks, cardboard tubes, plastic cups

Theme Vocabulary

community job

Academic Vocabulary

building structure

What Makes a Community?

Prepare the Center

Children will begin a community building project by taking on the job of a town planner. To begin creating their community model, they will think of a list of structures in a community. Set up the center with an easel and chart paper.

Introduce

- 1 Look and See** Use trade books from this theme to guide children's attention to buildings and structures in communities.
- 2 Connect** *What kinds of buildings and structures do you see in these communities?* Explain to children that they will help make a list of buildings and structures to help them create and share a model community. Have a child suggest a name of a building or structure in the community. Write the name on chart paper. Make a quick sketch of the structure to provide a picture clue for the word.
- 3 Model** Model a think-aloud to add a building or structure to the list. *Roads are structures that are in a community. I will draw a picture of a road at the top of the chart. When I add another item, I will draw it below the road.*

Engage

- 1 Join the Group** Ask children to talk about the buildings and structures they are adding to the chart. Encourage children to use words such as *building*, *structure*, and *community* as they talk. *What items are you adding to the chart?*
- 2 Redirect** If children are unable to think of items to add, point out items in illustrations in the trade books and have children name them.

Observe

Look and listen for children who identify buildings and structures and use top to bottom directionality when adding these to the list.

Directionality Do children use top to bottom directionality when adding items to the list?

Centergize!

Ideas to refresh this center throughout the theme



Let's Plan a Town

Add craft sticks, glue

Have children use craft sticks and glue to construct structures they listed, such as buildings and bridges.



Roll on Through!

Add masking or painter's tape

Have children plan and measure roadways through their model town and mark these roadways on the map. Children can use masking or painter's tape to add roadways to the model.



Let's Measure Our Town

Add measuring tools, such as snap cubes and ruler

Have children use simple measuring tools, such as snap cubes and a ruler, to measure the structures they build.



Let's Map Our Town

Add butcher paper, crayons

Have children draw a map of their town. Have them include spaces for the structures they created. Remind them to check their measurements and make sure they have enough space for each structure on the map.



Build a Model Town

Add building blocks, cardboard tubes, plastic cups

Have children use building blocks to add buildings from their list to their town model. Then have children use cardboard tubes or plastic cups to experiment with adding tunnels to the town. Have children add new structures to their town map.

Theme Center: Writer's Club

Learning Outcomes

The child

- independently uses letters to make words or parts of words.
- moves from scribbles to some letter-sound correspondence using beginning sounds when writing.

What You Need

- Trade Books: *Quinito's Neighborhood*, *Clothesline Clues to Jobs People Do*, *Delivering Your Mail*, *A Visit to the Fire Station*
- Patterns: Paper Person
- long piece of thick yarn or string (for clothesline)
- crayons, pencils
- clips or clothespins

Academic Vocabulary

community school
help

Teacher Note

Children will continue creating and writing about community helpers in Centerize activities. As children complete each activity, add the community helpers to the clothesline. For Let's Celebrate, encourage children to explain what they've learned about these helpers.

Who Helps Us?

Prepare the Center

Children will create paper patterns of various community helpers and hang them on a classroom clothesline. To set up the center, hang a clothesline in the classroom and provide copies of the paper person pattern. Decorate one to share with children.

Introduce

- 1 Look and See** Page through the trade books read so far in this theme, and have children identify some of the everyday helpers they've learned about.
- 2 Connect** *Do we have any everyday helpers at our school?* Have children respond, naming people such as teachers, cafeteria workers, and principals. Tell children they will use a paper person pattern to create a community helper who helps them in school. Then they will write words, or parts of words, to tell about this helper.
- 3 Model** Display your pre-decorated helper or quickly color one. *I made a pattern of the cook who works at our school and makes our food. The word *food* starts with the sound /f/. What letter spells that sound? I can write this letter on my picture. When you say the word *food*, (emphasize the sound /d/ at the end of the word) you hear the sound /d/ at the end of it. What letter spells that sound? I can write this letter on my picture too. Now I can hang up my pattern!* Show children how to use the clips to display their patterns.

Engage

- 1 Join the Group** Ask children to tell about the school helper they are making, and what they want to write. *What helper is this? What will you write?*
- 2 Redirect** If children are unable to write parts of words, help them identify beginning sounds and use the Alphabet Cards to guide them to find the letter that spells that sound.

Observe

Look and listen for children who identify school helpers and use letters to write about the helper.

Use Letters Do children independently use letters to write words or parts of words?

Beginning Sounds When Writing Can children apply some letter-sound correspondences with beginning sounds when writing?

Centergize!

Ideas to refresh this center throughout the theme



Bus Drivers

Talk with children about how bus drivers help us. Ask children what they need to do their jobs. Then have children color a pattern to represent bus drivers, and have them write letters or a word to name the helper.



Mail Carriers

Have children use the paper person pattern to draw clothing and tools used by mail carriers. Then have children write to tell how mail carriers help the community.



Healthcare Workers

Talk with children about how different workers help people and animals stay healthy, such as nurses, veterinarians, and doctors. Ask children what they need to do their jobs. Then have children color a pattern to represent one of the workers, and have them write letters or a word to name the helper.



Police Officers

Have children use the paper person pattern to draw clothing and tools used by police officers. Then have children write to tell how police officers help the community.



Firefighters

Have children use the paper person pattern to draw clothing and tools used by firefighters. Then have children write to tell how firefighters help the community.

Theme Center: Sand, Water, and More

Learning Outcome

The child

- investigates earth materials.

What You Need

- sand
- spray bottles of water
- small objects, such as rocks, leaves, and shells
- baking tools, such as scoops, spoons, measuring cups, rolling pins, and whisks
- construction toys
- craft sticks, toy vehicles, blocks
- spray bottle of water, washing and drying cloths
- small wads of paper towel, easy-grip plastic safety tweezers or tongs, toy garbage or dump truck

Theme Vocabulary

community job

Academic Vocabulary

side deep

shallow print

line shape

Look for Clues

Prepare the Center

Children will create clues for partners to find. Set up the center with sand, spray bottles of water, and small objects that will leave an identifiable imprint in damp sand.

Introduce

- 1 Look and See** Direct children's attention to the center. Explain that they will use the center to stamp picture clues in the sand.
- 2 Connect** *Which community helper uses clues to help them with their job? A police officer uses clues to help them solve problems or crimes.* Tell children that some of them will leave clues in the sand, and others will pretend to be police officers who solve the mystery by investigating the clues left in the sand and figuring out what object was used to make it.
- 3 Model** Try to make imprints in dry and wet sand. *Did the dry sand or wet sand make the better imprint?* Show children how to spray the sand with water until it is damp. Then press an object into the damp sand and lift it to show children the clue it leaves behind (the imprint of the object in the sand). Then model comparing the imprint with the small objects to determine which object made the imprint.

Engage

- 1 Join the Group** Have children explain the process they use to figure out which object left the imprint. Encourage them to use words such as *side, deep, shallow, print, line, and shape* as they talk. *What did you notice about this clue? How will you use this clue to help you solve the mystery?*
- 2 Redirect** If children have trouble deciphering clues, point out one distinguishing feature and have them narrow down the possible objects using that feature.

Observe

Are children able to investigate the clue left in the sand and determine the correct object used to make the imprint?

Investigate Earth Materials What attributes does the child mention that he or she used to help them solve the mystery?

Centergize!

Ideas to refresh this center throughout the theme



Which Tools Work Best?

Add baking tools, such as scoops, spoons, measuring cups, rolling pins, and whisks

Have children experiment using baking tools in the sand. Ask children to sort the tools into those that work well with the sand and those that do not.



Keeping Our Toys Clean

Add spray bottle of water, washing and drying cloths, toy vehicles

Have children spray and wipe to wash community helper toy vehicles, such as fire trucks, police cars, mail trucks, and construction vehicles.



Construction Site

Add construction toys

Allow children to use construction toys to load, move, and dump sand. Have children experiment using spoons and cups to load the toys to learn which loads the toys faster.



Model City

Add craft sticks, toy vehicles, blocks

Have children sculpt a model city in the sand. Have them use community helper toy vehicles, blocks, and craft sticks to create their model.



Keeping Our Communities Clean

Add small wads of paper towel, easy-grip plastic safety tweezers or tongs, toy garbage or dump truck

Place small wads of paper towel in the sand. Have children use tongs and tweezers to retrieve this “trash” and place it into the toy garbage or dump truck.



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

Print Directionality

What You Need

Big Book: *The Little Red Hen*

EMERGING

- 1 **INTRODUCE** Some English learners (particularly those who speak Arabic at home) might be familiar with right-to-left print directionality. Turn around so your back is to children. Hold up your left hand and say: **This is where I begin to read.**
- 2 **MODEL** Hold up a book, such as *The Little Red Hen*. Point to the title and read it aloud. Turn the page and point to the first word. **I begin to read here. This is the first word.**
- 3 **GUIDE PRACTICE** Turn the page. **Where do I begin to read? Where is the first word?** Have children point to the top and left side of the page. Reinforce language acquisition by asking these questions each time you turn the page as you read.

DEVELOPING

Show children where to begin reading on a page. As you turn the page, point to two different places. **Do I begin reading here? Do I begin reading here?** Have children answer in a complete sentence: *No, you do not begin reading there. or Yes, you begin reading there/at the top of the page.* Have children practice saying the title and tracing or pointing to the words with their fingers.

EXPANDING

Read a page of *The Little Red Hen* aloud to children. Trace the text with your finger as you read. **When I read, I begin here.** Turn to the next page and have a volunteer show you where to start reading. Encourage them to use words in addition to pointing or gestures.

BRIDGING

Ask children to explain where on a page to begin to read. Encourage them to answer in complete sentences.

English Language Development



WEEK 1 DAY 2 SOCIAL STUDIES CIRCLE

Our Neighborhood

What You Need

Picture Cards: *house, neighborhood, tree, truck*

EMERGING

- 1 **THINK** Hold up Picture Card *neighborhood*, say the word aloud, and have children repeat. *We see many things in our neighborhood.* Point to the picture on the card and say: *We see houses. What else do we see?*
- 2 **PAIR** Display relevant Picture Cards or pictures of different neighborhoods. Review words such as *tree, truck, and school*, as necessary. Have partners draw a picture of something they see in their neighborhood.
- 3 **SHARE** Invite children to share their drawings and tell what they drew. If they don't know the word, say it for them and have them repeat.

DEVELOPING

Display Picture Card *neighborhood* or pictures of different neighborhoods. *This is a neighborhood. What do you see?* Guide children to name things they see in the pictures. Use Picture Cards or Vocabulary Cards as reinforcement.

EXPANDING

Display Picture Card *neighborhood* or pictures of different neighborhoods. *This is a neighborhood. What do you see?* Have children use the following sentence frame to name things they see: *I see _____.*

BRIDGING

Have children draw a picture of their neighborhood. Encourage them to include as many things and places as they can. Then have them tell about their drawings with this sentence frame: *This is _____. It is in my neighborhood.*

WEEK 1 DAY 3 STORY TIME

Who Do You Remember?

What You Need

Trade Book: *Quinito's Neighborhood / El vecindario de Quinito*

EMERGING

- 1 **THINK** Hold up *Quinito's Neighborhood* and point to the cover. *I remember this book. It is about a boy named Quinito. It's about the people who live in Quinito's neighborhood. Can you remember someone else in the story?* Model thinking aloud about the story. Mention another character from the story, such as Quinito's mother or father.
- 2 **PAIR** Have children work with partners to think about another character from the story. *Think about the story. Who do you remember? Who else lives in Quinito's neighborhood?*
- 3 **SHARE** Ask each pair to share with you whom they remember from the story. They can use words, drawings, or actions. *That's great! You remembered a lot of people from Quinito's neighborhood!*

DEVELOPING

Have children work together to think of people they remember from *Quinito's Neighborhood*. Have them point to a page from the book (or draw their own picture) and name the person.

EXPANDING

Have children work together to think of people they remember from *Quinito's Neighborhood*. Ask them to use the following sentence frame to tell about the person: *_____ lives in Quinito's neighborhood.*

BRIDGING

Have children work independently to think of people they remember from *Quinito's Neighborhood*. Ask them to use the following sentence frame to tell about the people: *I remember that _____ and _____ live in Quinito's neighborhood.*

WEEK 1 DAY 4 LITERACY CIRCLE

Syllables

What You Need

Picture Cards: *monkey*, *sunshine*, *umbrella*

EMERGING

- I SAY** Words have different parts. They are called syllables. Listen. Hold up Picture Card *monkey* (or another familiar two-syllable word) and say: *Monkey. Mon, key.* Clap out the syllables as you say them. Do this several times. Repeat with another familiar two-syllable word, such as *sunshine*.
- WE SAY** Now try it with me! Hold up the Picture Cards and help children clap out the syllables as they say each one.
- YOU SAY** Guide children to independently say each word fluently before clapping out individual syllables.

DEVELOPING

Display Picture Cards *monkey* and *sunshine*. Words have different parts. Listen. Say each word and then clap out its syllables. Have children repeat after you.

EXPANDING

Have children complete the Developing activity but include a familiar three-syllable word, such as *umbrella*.

BRIDGING

Read a page from a familiar book. Choose several two- and three-syllable words. Have children clap out syllables.

WEEK 1 DAY 5 MATH CIRCLE

Equal Groups

What You Need

Crayons

EMERGING

- INTRODUCE** We are talking about equal numbers. Help children practice pronouncing *equal*. *Equal is another way to say "the same."* If I have two toys and you have two toys, we have an equal number.
- MODEL** Invite a volunteer to stand beside you. Hold an object, such as a crayon, in one hand and say: *I have a crayon. [Child's name] does not have a crayon.* Shake your head as you say: *It is not equal.* Then give a crayon to the volunteer. *Now we both have one crayon. We have an equal number.* Nod your head as you say this.
- GUIDE PRACTICE** Organize children into pairs. Give each pair a small box of crayons. Tell them to each take one crayon. *How many crayons do you have? Do you have an equal number?*

DEVELOPING

Organize children into pairs. Give each pair a small box of crayons. *Take an equal number of crayons. How many do you have?*

EXPANDING

Organize children into pairs. Give each pair a small box of crayons. *How can you have an equal number of crayons? What can you do?* Guide children to think of a way to distribute the crayons so they have an equal number.

BRIDGING

Have children complete the Expanding activity. Then help them tell what they did to make sure they each had an equal number of crayons.

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

Left to Right, Top to Bottom

What You Need

Big Book: *The Little Red Hen*

EMERGING

- 1 **INTRODUCE** Point up to the ceiling and say: *Top*. Then, point to the top of a book and repeat the word *top*. Check understanding by asking children to point to the top of something in the classroom, such as the door.
- 2 **MODEL** Hold up *The Little Red Hen*. Point to the top of the page. *This is the top of the page. I start to read at the top of the page.* Trace your finger under the text as you read it aloud.
- 3 **GUIDE PRACTICE** Give children a familiar book and have them open to a page with text. *Where will you start to read? That’s right, you start to read at the top of the page.* Have children practice tracing each line of text with their fingers from left to right and from top to bottom.

DEVELOPING

Review the meaning of the word *top*. Then, display p. 3 of *The Little Red Hen*. Point to the first word of text. *I start reading here, at the top of the page. When I read, I read from here* (point to the beginning of the first line) *to here* (trace your finger across the first line of text). *I also read from top* (point to the first line of text) *to bottom* (trace your finger down the page to the last line of text). Have children practice tracing each line of text from left to right and from top to bottom.

EXPANDING

Read p. 3 of *The Little Red Hen* aloud to children. Trace the text with your finger as you read. *When I read, I read from here to here. I also read from top to bottom.* Review the meaning of *top* and *bottom*, as necessary.

BRIDGING

Have children follow along and trace text with their fingers as you read aloud. Help them show the direction we read, saying: *We read from here to here. We read from top to bottom.*

English Language Development

WEEK 2 DAY 2 SOCIAL STUDIES CIRCLE

School Helpers

What You Need

Vocabulary Card: *job*; pictures of school staff

EMERGING

- 1 INTRODUCE** There are many people at our school. There are students. There are teachers. There are school helpers. What do they do? They have many jobs. Hold up Vocabulary Card *job* as reinforcement if necessary.
- 2 MODEL** Show a picture of the school principal (or have him or her visit class). *This is the principal. A principal is a school helper.* Repeat for another role, such as nurse.
- 3 GUIDE PRACTICE** Have children work together to think of another school helper. Prompt children with questions such as: *Who works in the office? Who cleans the classroom?* If children don't know the vocabulary words, use gestures and model pronunciation. Have them chorally repeat.

DEVELOPING

Have pairs of children work together and think about school helpers. Have them use this sentence frame: *_____ is a school helper.* If children don't know the vocabulary words, model pronunciation and have them chorally repeat.

EXPANDING

Have children independently think about school helpers. Have them use these sentence frames to tell you about people at school: *_____ is a school helper. _____ is also a school helper.*

BRIDGING

Have children name school helpers at your school by their proper name and job title. For example, they should say: *[Mrs. Jones] is the principal. [Miss Ortiz] is the nurse.*

WEEK 2 DAY 3 STORY TIME

What Do You Remember?

What You Need

Trade Book: *Clothesline Clues to Jobs People Do*

EMERGING

- 1 THINK** Hold up *Clothesline Clues to Jobs People Do* and point to the cover. *I remember this book. It is about community helpers. It is about the jobs people do. What do you remember?* Model thinking aloud about the story. Mention a community helper from the story and his or her job.
- 2 PAIR** Have children work with partners to think about another helper from the story. *Think about the story. Who do you remember? Who is a community helper?*
- 3 SHARE** Ask each pair to share with you what they remember from the story. They can use words, drawings, or actions. *That's great! You remembered a lot of community helpers!*

DEVELOPING

Have children work together to think of community helpers they remember from *Clothesline Clues to Jobs People Do*. Have them point to a page from the book (or draw their own picture), name the helper, and tell what job that person does.

EXPANDING

Have children work together to think of community helpers they remember from *Clothesline Clues to Jobs People Do*. Ask them to use the following sentence frame to tell about the helper: *A/An _____ is a community helper.*

BRIDGING

Have children work independently to think of community helpers they remember from *Clothesline Clues to Jobs People Do*. Ask them to use the following sentence frames to tell about the helpers: *A/An _____ is a community helper. He/She _____.*

WEEK 2 DAY 4 LITERACY CIRCLE

Practice with N

What You Need

Alphabet Cards: *Mm*, *Nn*

EMERGING

- I SAY** Hold up Alphabet Card *Nn* and say: *The letter N sounds like /n/*. Then hold up Alphabet Card *Mm* and say: *Remember the letter M? It sounds like /m/. They are different sounds*. Alternate between the /m/ and /n/ sounds as you hold up the two Alphabet Cards.
- WE SAY** *Let's say it together*. Hold up Alphabet Card *Nn* and guide children to say /n/ chorally. Model correct pronunciation as necessary. *For /m/, your mouth is closed, /mmm/. For /n/, your mouth is open, /nnn/.*
- YOU SAY** *Now it's your turn!* Have children practice saying the /n/ sound in isolation. Pay attention to their pronunciation. Make sure it is distinct from /m/.

DEVELOPING

Hold up Alphabet Card *Nn* and say: *This is the letter N. What sound does the letter N make?* Use Picture Cards to review familiar words that begin with *N*, such as *neighborhood* and *nest*.

EXPANDING

Nancy lives in my neighborhood. Pause and then say: *Nancy and neighborhood begin with the letter N. What is the sound of this letter?*

BRIDGING

Hold up Alphabet Card *Nn* or write the letter *N* on the board. Have children practice making the /n/ sound in isolation. Then ask: *What words begin with the /n/ sound?*

WEEK 2 DAY 5 MATH CIRCLE

Adding to 3

What You Need

Sets of three familiar classroom items

EMERGING

- INTRODUCE** Review the numbers one to three. 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** Place one item on a table. Point to it and ask: *How many are there?* (one) Then place another item on the table and ask again: *Now how many are there?* (two)
- GUIDE PRACTICE** Provide small groups of children with sets of three familiar items. Have them practice making two groups of items, saying how many are in each group and then adding the two groups together.

DEVELOPING

Hold up three items and have children count them aloud. Then organize the items into two groups and ask: *How many are there?* Then combine the two groups and ask: *Now how many are there?*

EXPANDING

Have partners work together. They should start with one item and ask each other: *How many are there?* They then add one item and ask the question again. Add a third item and ask the question once more.

BRIDGING

Have children complete the Expanding activity but say the total amount each time in a complete sentence. For example: *There is one crayon. There are two crayons. There are three crayons.*

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

Understanding Print

What You Need

Big Book: *The Little Red Hen*

EMERGING

- 1 INTRODUCE** Review the meaning and pronunciation of *left*, *right*, *top*, and *bottom*. Display an interior page from *The Little Red Hen*. Point to the top of the page and say: *This is the top of the page*. Point to the bottom and say: *This is the bottom of the page*. Repeat for left and right.
- 2 MODEL** Where is the top? Where do I start reading, the top or the bottom? Where is the left? Where do I start reading, the left or the right? Help children point to the first word on the page that should be read.
- 3 GUIDE PRACTICE** Turn to a different page in the book and repeat. Have children identify the top and left of the page and have them point to the first word you should read. Then remind children how text is read by tracing the text with your finger as you read the page aloud.

DEVELOPING

Display an interior page of *The Little Red Hen*. Where is the top of the page? Where is the bottom of the page? Have children point to the correct place. Repeat for left and right. Where do I start reading, the top or the bottom? Where do I start reading, the left or the right? Have children point to the first word on the page that should be read.

EXPANDING

Read an interior page of *The Little Red Hen* aloud to children. Trace the text with your finger as you read. Did I read from left to right? Did I read from top to bottom? Review the meaning of *left*, *right*, *top*, and *bottom*, as necessary.

BRIDGING

Read an interior page of *The Little Red Hen* aloud to children. Where did I start reading? Where did I stop reading? Help children answer using the words *top*, *bottom*, *left*, and *right*.

English Language Development



WEEK 3 DAY 2 SOCIAL STUDIES CIRCLE

The U.S. Flag

What You Need

U.S. flag (or a picture of one)

EMERGING

- 1 **I SAY** Introduce or review vocabulary related to the U.S. flag that children should know. Using the flag (or other appropriate pictures), model the pronunciation of *red*, *white*, *blue*, and *star*. Point and say: *I see three colors. I see red, white, and blue. I also see shapes. I see stars. I see rectangles.*
- 2 **WE SAY** Let's practice talking about the flag. *What do you see?* Guide children to chorally repeat after you. Point and say: *I see red. I see white. I see blue. I see stars.*
- 3 **YOU SAY** Have children work in pairs to practice pointing to the U.S. flag and saying the colors and shapes they see.

DEVELOPING

Help children talk about the U.S. flag. *What colors do you see? Do you see red? Do you see blue? What shapes do you see? Do you see stars?* Help children use the words *red*, *white*, *blue*, and *stars* to talk about the flag.

EXPANDING

Have children talk about the U.S. flag. *What colors do you see? Do you see green? What shapes do you see? Do you see circles?* Have children use the words *red*, *white*, *blue*, and *stars* to talk about the flag.

BRIDGING

Have children talk about the U.S. flag. If necessary, prompt them by asking: *What colors do you see? What shapes do you see?* Have children use the words *red*, *white*, *blue*, and *stars* to talk about the flag.

WEEK 3 DAY 3 STORY TIME

Recalling

What You Need

Trade Book: *Delivering Your Mail*; Vocabulary Cards: *mail*, *mail carrier*

EMERGING

- 1 **THINK** Hold up *Delivering Your Mail* and point to the cover. *Do you remember this book? What do you remember?* Model thinking aloud about the story. Mention one or two words that relate to the book. For example, say: *It is about mail. It is about a mail carrier.* Use Vocabulary Cards to review the meaning of the words, if necessary.
- 2 **PAIR** Have children work with partners to think of something they remember about the book. *Think about the book. What do you remember? Who do you remember? What happens?*
- 3 **SHARE** Ask each pair to share with you what they remember. They can use words, drawings, or actions. Accept all responses, as long as they relate to the book.

DEVELOPING

Have children work together to think of something or someone they remember from *Delivering Your Mail*. Have them use words, drawings, or actions to convey what they remember.

EXPANDING

Have children work together to think of three words they remember from *Delivering Your Mail*. Ask them to explain the meaning of those words with a definition, drawing, or action.

BRIDGING

Have children work independently to think of three words they remember from *Delivering Your Mail*. Ask them to explain the meaning of those words in their own words.

WEEK 3 DAY 4 LITERACY CIRCLE

Blend and Segment Syllables

What You Need

Picture Cards: *man*, *cupcake*, *iguana*, *monkey*, *cheetah*, *raccoon*, *jelly*.

EMERGING

- I SAY** Remember that words have different parts. Listen. Hold up Picture Card *man* and clap out the syllable as you say the word. *Man* has one part. Then, hold up the Picture Card *cupcake* and clap out each syllable as you say the word. *Cupcake* has two parts. I can break it into its parts: *cup cake*.
- WE SAY** Now try it with me! Hold up the Picture Card *cupcake*. Have children chorally repeat the word parts and then blend them to make up the word. Repeat with one of the other Picture Cards.
- YOU SAY** Show children a Picture Card. Have children repeat the name of the animal on the card. Ask a volunteer to segment the word into its parts. Ask another volunteer to blend the word.

DEVELOPING

Use the Picture Cards *man* and *cupcake* to remind children that words can have one or more word parts (syllables). Then, have children repeat after you as you break *cupcake* into its parts and blend it again. Repeat with the other Picture Cards. Clearly enunciate the name of the animal on each card before having children repeat it, break it into syllables, and blend the syllables again.

EXPANDING

After reviewing word parts, have children choose one of the Picture Cards to practice segmenting and then blending the parts (syllables).

BRIDGING

After reviewing word parts, have children use the Picture Cards to practice segmenting and blending the parts (syllables). Ask children to group the pictures with the same number of word parts.

WEEK 3 DAY 5 MATH CIRCLE

Adding to 5

What You Need

Sets of five familiar classroom items

EMERGING

- INTRODUCE** Review the numbers one through five. While holding up the appropriate number of fingers, say: *One, two, three, four, five*. Hold up five familiar items (e.g., crayons) and point to each as you count it aloud.
- MODEL** Place one item on a table. Point to it and ask: *How many are there?* (one) Then place another three items on the table and ask again: *Now how many are there?* (four)
- GUIDE PRACTICE** Provide small groups of children with sets of five familiar items. Have them practice making two groups of items, saying how many are in each group, and then adding the two groups together.

DEVELOPING

Hold up five items and have children count them aloud. Organize the items into groups and ask: *How many are there?* Then add items to each group and ask again: *Now how many are there?*

EXPANDING

Have partners work together. They should start with one item and ask each other: *How many are there?* They then add one to four items and ask the question again. Repeat up to a maximum of five items.

BRIDGING

Have children complete the Expanding activity but say the total amount each time in a complete sentence. For example: *There is one crayon. There are three crayons. There are five crayons.*

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**

Letter Sound Review

What You Need

Alphabet Cards: *Cc*, *li*, *Nn*

EMERGING

- 1 **THINK** English learners will probably need extra practice with and support for equating the sounds to all three letters *Cc*, *li*, and *Nn*. Hold up each Alphabet Card, name the letter, and make its sound. For example, say: *C*. /k/. *The letter C sounds like /k/.*
- 2 **PAIR** Distribute individual alphabet cards *Cc*, *li*, and *Nn* (or have pairs of children make their own). Then have partners practice naming each letter and making its sound.
- 3 **SHARE** Have pairs present each letter by naming it and making its sound.

DEVELOPING

Hold up Alphabet Card *Cc* and say: *This is the letter C. What sound does the letter C make?* Point out uppercase *C* and lowercase *c* and ask the question again for each. Repeat for *li* and *Nn*.

EXPANDING

Hold up Alphabet Card *Cc* and ask: *Who can make an uppercase C?* Have children trace or write the letter. Then ask: *What sound does uppercase C make?* Repeat for lowercase *c* and both forms of *li* and *Nn*.

BRIDGING

Have children complete the Expanding activity and then challenge them to think of words they know that have the /k/, /l/, and /n/ sounds. Make a list of children’s suggestions.

English Language Development

WEEK 4 DAY 2 SCIENCE CIRCLE

Recycling and Trash

What You Need

Vocabulary Cards: *recycle*, *trash*; recycling bin and trash bin in classroom

EMERGING

- 1 INTRODUCE** Use this opportunity to introduce or review classroom language children should know about trash and recycling. Hold up Vocabulary Card *recycle* or the classroom recycling bin and say: **Recycle**. Hold up Vocabulary Card *trash* or the classroom trash bin and say: **Trash**.
- 2 MODEL** Model how to talk about trash and recycling. Hold up a piece of paper and say: **I can recycle paper**. Drop the paper in the recycling bin. Hold up a piece of trash and say: **I cannot recycle this. It is trash. I throw it away**. Drop the item in the trash bin.
- 3 GUIDE PRACTICE** Help children point to the classroom recycling bin. Guide them in saying: *Recycle*. Repeat for the trash bin and help them say: *Trash*.

DEVELOPING

Have pairs of children work together and point to or name one object they can recycle and one they cannot. Have them hold up or point to an item (or the appropriate bin) and say: *I can recycle it. or I cannot recycle it. It is trash.*

EXPANDING

Have partners ask each other if various classroom objects can be recycled. Have them hold up or point to an object and ask: *Is it trash?* Their partner should answer yes or no.

BRIDGING

Have partners ask each other for help with recycling. Have them hold up or point to a nonrecyclable object and ask: *Can you please recycle this for me?* Their partner should respond with: *You cannot recycle that. It is trash.*

WEEK 4 DAY 3 STORY TIME

Words to Describe

What You Need

Trade Book: *A Visit to the Fire Station*

EMERGING

- 1 THINK** Help children recall what they learned about firefighters in *A Visit to the Fire Station*. **We learned about firefighters. Firefighters do many things. They work at a fire station. What else do they do?**
- 2 PAIR** Have partners work together to think of words that can describe firefighters and what they do. Allow them to look at the pictures in *A Visit to the Fire Station* if necessary.
- 3 SHARE** Ask children to share a word that describes firefighters and what they do. Make a list of children's suggestions. Point to the list and say: **Wow! You thought of a lot of words about firefighters!**

DEVELOPING

Have children work independently to think of a word they remember from *A Visit to the Fire Station* that describes firefighters or what they do.

EXPANDING

Have partners identify two things they remember about firefighters from *A Visit to the Fire Station*. Have them use complete sentences to tell about what they remember.

BRIDGING

Have children work independently to identify two things they remember about firefighters from *A Visit to the Fire Station*.

WEEK 4 DAY 4 LITERACY CIRCLE

Clapping Out Syllables

What You Need

Picture Cards: *bug*, *butter*, *umbrella*

EMERGING

- I SAY** All words have parts. Some words have one part. Some words have two, three, or more parts. Listen. Hold up Picture Card *bug*. Clap out the syllable as you say the word. Do this several times. *Bug has one part.* Repeat with two- and three-syllable words, such as *butter* and *umbrella*.
- WE SAY** Now try it with me! Hold up each picture card. Have children follow you as you clap out the syllables for each word.
- YOU SAY** Hold up a Picture Card. Have children take turns counting out the syllables. Remind them of the name of the object in the picture, as needed.

DEVELOPING

Display Picture Cards *bug*, *butter*, and *umbrella*. Say each word and then clap out its syllables. Have children repeat after you. *How many word parts do you hear?*

EXPANDING

Guide children in clapping out the word parts of *bug*, *butter*, and *umbrella*. Then, have them practice with other familiar words.

BRIDGING

Have children point to familiar objects in the classroom, name them, and clap out the syllables.

WEEK 4 DAY 5 MATH CIRCLE

How Many?

What You Need

Sets of five familiar classroom items

EMERGING

- I SAY** Review the numbers one through five. Then make several groups of items (up to five in each). Point to each group and ask: *How many are there?*
- WE SAY** Now you try asking. Place two items in a group. Point to it and ask: *How many are there?* Guide children to chorally repeat after you. Repeat several times.
- YOU SAY** Provide small groups of children with sets of five familiar items. Have them practice making groups of various numbers and asking: *How many are there?* Then have them combine two groups, add the items, and say the new total.

DEVELOPING

Organize up to five items into groups and ask: *How many are there?* Guide children to ask the question after you. Then have them practice making their own groups and asking the question to one another. Then have them combine two groups, add the items, and say the new total.

EXPANDING

Have partners work together. They should start with one or two items and ask each other: *How many are there?* They then add one to four items and ask the question again. Repeat.

BRIDGING

Have children complete the Expanding activity but say the total amount each time in a complete sentence. For example: *There are three pencils. There are five pencils.*

Theme 5

